

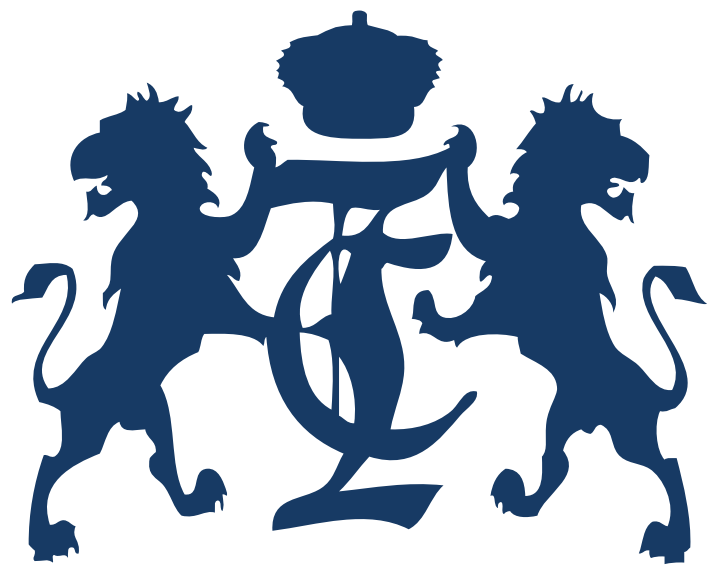


B1.I

Global English

2nd
edition

B1 level according to the Common European Framework of Reference for Languages (CEFR)



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EDITED BY ISEEC S.A.

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**GLOBAL ENGLISH
LEVEL: B1.I**



VOCABULARY: GET A JOB

Hire (someone)

To give someone a position of employment.

Dismiss (someone)

To end someone's employment. This can be done for numerous reasons, such as misbehaviour by an employee or financial hardship at a place of work.

Fire (someone)

To terminate someone's position of employment, usually because of an error committed by the employee.

Well-paid job

A job where the salary is higher compared to the average job in the country or same job offered at another location.

Retire

To permanently stop working after doing so for an extended period of time at a specific place. Once retired, the former worker receives a monthly payment called a pension on which he or she lives.

Clock in

To register your time of arrival at work. (You clock out when you end your work shift.)

Do overtime

To work longer than expected to during a workday or workweek. Workers often receive a better rate of pay for extra hours worked.

Benefits

Some form of added compensation to a worker's wages, such as health care or a paid holiday.

Long hours

To be at work during a regular workday for a greater period of time than the normal average.

Bonus

A form of financial compensation given, usually at the end of the year, as a reward for performing well at work.



GRAMMAR: PRESENT SIMPLE VS CONTINUOUS

Present simple

The present simple is used for:

1. Habitual actions

I usually play tennis on Saturdays.

He is late for work every day.

I never go to the cinema.

These sentences will often contain an adverb of frequency, e.g.: every day, often, always, sometimes, never, etc.

2. General facts

The sun rises in the east.

He works as a dentist.

I like ice cream.

3. Fixed arrangements, scheduled events

The plane flies to London every Monday.

The bus to Manchester leaves at 6:00.

The party is on Friday evening.

4. Sequence of actions in the present

First I get up, then I have breakfast.

To form the present simple:

Affirmative

I work

You work

He/she/it works

We work

You work

They work

Negative

I do not work

You do not work

He/she/it does not work

We do not work

You do not work

They do not work

Question

Do I work?

Do you work?

Does he/she/it work?

Do we work?

Do you work?

Do they work?

- Contracted negatives: I don't work, he doesn't work etc.

- Negative questions: do I not work? or don't I work? etc.

Most verbs add -s to infinitive

work → works

bake → bakes

Verbs ending in consonant + y: cry → cries change y to i and add -es

study → studies

cry → cries



Vowel + y

enjoy → enjoys

play → plays

Exceptions

have → has

go → goes

do → does

Present Continuous

The present continuous is used for:

1. Things that are happening now

A: What are you doing?

B: I am writing letters.

He is watching TV now.

2. Changes

That child is getting bigger every day.

House prices are going up again.

3. Future plans

What are you doing tomorrow evening?

I'm going on holiday this weekend.

Note that some verbs cannot be used in the continuous form:

I like this wine. Not: I am liking this wine.

Do you believe what he says? Not: Are you believing what he says?

To form the present continuous:

To be + infinitive + -ing

Affirmative

I am working

You are working

He/she/it is working

We are working

You are working

They are working

Negative

I am not working

You are not working

He/she/it is not working

We are not working

You are not working

They are not working

Question

Am I working?

Are you working?

Is he/she/it working?

Are we working?

Are you working?

Are they working?

- Contracted negatives: I'm not working, you aren't working, he's not/he isn't working etc.

- Negative questions: Aren't you working? Isn't he working? etc.



LISTENING: WORKING HOURS

Tom: Hey Mick, how have you been? What are your days like?

Mick: Busy, busy. I get up and go to the factory and they're dismissing a lot of people now. I have to work long hours and do overtime. By the time I get home, I'm so beat I just go to sleep. How about you?

Tom: Well, my daily routine is much like yours, work and more work. Being the district manager for the gas company is a blessing, it's a well-paid job, don't get me wrong! The benefits are great, but it takes up so much time. I feel like I just get up, go to work and come home to see the family and sleep.

Mick: Look it's George. What's going on Georgie boy?

George: Not much, I'm going to New York on business tomorrow and I'm a bit nervous.

Tom: Ah, the business man, travelling the world.

George: Yeah, but I lose my head sometimes. I keep forgetting to clock in at the office, and my boss says he'll fire me if I keep making the same mistake. He says the company is under a lot of pressure and has to cut back; they're looking for any reason to get rid of people.

Tom: You'll be fine. You'll be retired before all of us, with your bonuses. I sure wish your company would hire me.

George: Well, I get to travel a lot, it's true, but I'd prefer to be at home. I like to wake up, feed my kids, kiss the wife and head out to the office. Then I can come home to the family, eat a nice meal and relax with everyone.

Mick: That sounds like a nice routine, I sure wouldn't mind being in your shoes.

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When we want to say that two things are equal we use the formula:

as...as or as much/many as

as + **adjective** + as

as much + **uncountable noun** + as

as many + **countable plural noun** + as

Tom runs as fast as Adam.

This computer has as much memory as that one.

James has as many pens as John.

When we have an inequality between two objects we use the comparative or superlative.

The **comparative** is formed by using the following formula:

One syllable adjectives

Noun + adjective(er) than + second noun.

Richard is taller than Sam.

Two syllable adjectives

Two syllable adjectives that end with -ful or -re take on the 'more' form. The other adjectives take on the same form as 1 syllable adjectives.

Rachel is more careful than Lucy.

Three syllable adjectives

Noun + more + adjective + than + noun

This view is more beautiful than the other one.

We use the **superlative** to show that something is unequal to everything else.

One syllable adjectives

Noun + to be + adjective(est)

The concert was the loudest that I had ever been to.

Two syllable adjectives

Two syllable adjectives that end with -ful or -re take on 'the most' form. The other adjectives take on the same form as 1 syllable adjectives.

He is the most doubtful person that I have ever met.

Three syllable adjectives take on 'the most' form.

Noun + the most + adjective

This is the most expensive meal that I have ever eaten.



READING: THE FUTURE OF WORK

With the current economic crisis the idea of a secure traditional job is starting to change. In the past, people searched for work in large companies that could offer a good salary, a permanent job and a nice retirement plan. People spent up to 40 years working for the same company to receive a gift and a retirement package. However, the current situation is different. People are less motivated to work for big companies, because they have the impression of making someone else rich.

Nowadays, many people prefer to establish their own companies. The technology industry has experienced an increase in the number of new businesses. Facebook is a good example of college graduates looking to start a company rather than have a traditional job. Various areas of technology have seen an invasion of creative entrepreneurs. In 2010 the gaming industry produced up to 20 billion dollar profits, and the area continues to grow.

Other factors have also contributed to the end of traditional jobs, such as less benefits. Retirement plans are less significant and job stability is not guaranteed. So, what will a “normal” job be like in the future? With more corporations dismissing people and many industries suffering economic problems, there will be an increase in alternative jobs, as can be seen in technology and entertainment industries.





GRAMMAR: ZERO CONDITIONAL

We use the Zero Conditional to talk about general truths. It is not used to talk about a specific event but something that we can usually be almost 100% certain of the result.

If you heat ice, it melts.

The Zero Conditional is also used to give instructions.

If you want to leave a message, speak after the tone.

To form the Zero Conditional we must use the simple present in the “conditional clause” (or “if clause”) and present simple or imperative in the main clause. Modal verbs can also be used in the main clause. We will explain how that works in the Grammar 2 section that explores First Conditional.

If + Simple Present + Simple Present

If you boil an egg, it gets hard.

If + Simple Present, + Imperative

If you drink, don't drive.

Simple Present + If + Simple Present

I always make pasta if I make dinner.

Note:

We generally use a comma when the conditional clause is at the beginning of the sentence. The comma is omitted when the conditional clause is at the end of the sentence.

Also, we can use “when” instead of “if”, to give the idea of the outcome every time something happens.

When I see Sally I always feel better.

He starts laughing only when he gets really nervous.



LISTENING: ON VACATION

Amy: I cannot wait to go Thailand! I really need a vacation. The only thing I'm worried about is the weather. If it rains there, it pours!

Crystal: Well Amy, let's not worry about that until we get there. If the weather is bad, we'll just spend more time at the spa! Remember that there's one at the hotel?

Amy: That's right! Doesn't sound like a bad way to spend our holidays. But there's still something bothering me. What if I get food poisoning? When I get sick, I'm a total nightmare! I'm warning you now!

Crystal: No problem. If you get sick, I'll take care of you. Besides, I think Thailand is pretty safe when it comes to food contamination. They're used to tourists there. Just think, we'll be surfing those big, beautiful waves within a week! I can't wait.

Amy: That's another thing. It's been so long since I've surfed. What if I hurt myself? Don't forget, I'm not so young anymore. If I get hurt, I don't heal as quickly as I used to.

Crystal: Amy, if you hurt yourself, we'll get you medical attention. You could hurt yourself anywhere!

Really, this is getting ridiculous! Are you going to be like this for the whole trip?

Amy: Don't be silly! I'll be perfectly fine. I mean, I should be fine. But, if I worry too much, will you tell me to stop complaining and remind me to have a good time?

Crystal: Don't worry, I'll be sure to remind you...



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GRAMMAR: FIRST CONDITIONAL

We generally use the First Conditional to speak about future events that are likely to happen.

To form the First Conditional we use a present form (often Present Simple) in the “conditional clause” and ‘will’ in the “main clause.” Please note that you can also use ‘going to’ or modal verbs in the main clause instead of ‘will.’ The words we choose in the main clause often modify the likelihood of the event being described.

For example, using the following structure means that we are quite certain that the result will happen:

If + Simple Present, + Will or Shall

If you give me some money, I will pay you back tomorrow. (Quite certain)

Using the following structure means that we are under obligation to complete the result. The result is quite certain:

If + Simple Present, + Must

If you break the law, I must give you a ticket. (I must do this because it is a strong personal belief or my superiors are obligating me to do so. This structure is often used to deliver threats)

Using the following structure means that we are less certain. The result is possible but not definite:

If + Simple Present, + May or Might

If you call very late, I might not answer. (It depends how I feel)

Using the following structure means that it would be advisable for us to carry out the result, but it is not definite that we will:

If + Simple Present, + Should

If my mother comes over, I should make her some tea. (It would be a good idea to make her tea, but I'm still not sure I'm going to do it)

Using the following structure means that it would be possible for us to carry out the result, but it is not definite that we will:

If + Simple Present, + Could or Can

If my mother comes over, I could make her some tea. (I am physically able to make my mother tea, but I'm still not sure I'm going to do it)



Although the examples above utilize the Simple Present in the conditional clause, other present forms can be used instead:

If he's feeling better, he'll come.
If she hasn't heard the news yet, she will.
If you've finished, you can go out.

The **imperative** can also be used instead of a present form:

Eat less and you'll stay slim.

'**As/So long as**' and '**provided that**' can sometimes be used instead of 'if' in the conditional clause:

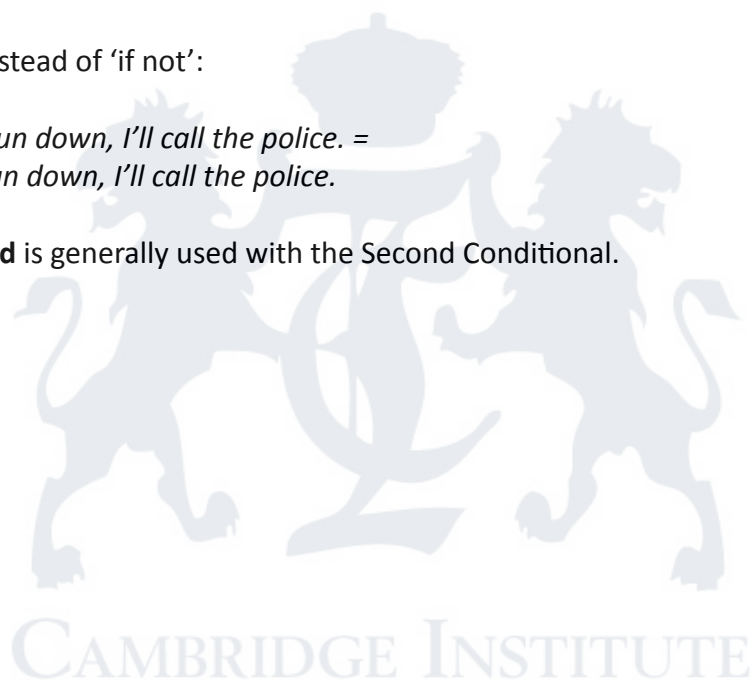
If you put down the gun, I won't call the police. =
So long as you put down the gun, I won't call the police. =
Provided that you put down the gun, I won't call the police. =

(Provided that is more formal than if.)

You can use **unless** instead of 'if not':

If you don't put the gun down, I'll call the police. =
Unless you put the gun down, I'll call the police.

The modal verb **would** is generally used with the Second Conditional.





READING: STEREOTYPES

The human brain works very quickly. It can sum up any situation in a matter of seconds. So, what happens when a brain needs to work quickly to understand what is happening around it? Well, this is when most people rely on stereotypes.

What is a stereotype? Have you ever heard that Asian students are good at maths? Or that Mexicans are lazy? Do you think that African people are good at running? The French are all romantic and Italians only eat pasta and pizza? If any of these are familiar, it means that you have come across stereotypes in your lifetime.

A stereotype is a oversimplified idea that people have about what someone or something is like. Some stereotypes can be positive; many are negative. If you come from a certain culture, your stereotypes may be different. The above stereotypes are from an American perspective. The English will probably have stereotypes about the Irish and the Spanish will have stereotypes about the French.

So why do we form stereotypes and what are the consequences? They allow us to look at the world in a less complicated way. Imagine that every time we met someone on the street, we had no idea what to do. This could be awkward and take a lot of time. Now let's imagine that you meet someone that you know is from England. What are you going to do if you want to introduce yourself? Hug them? Kiss them? Bow? If you use information you already know about English people, you would probably shake their hand. This is an easier way to understand stereotyping.

People want to feel like they understand how the world works. The idea of the unknown is scary for most people. If I feel like I know what the Chinese are like, what senior citizens are like, what men are like, etc. I feel much more secure about where I belong in the world.

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GRAMMAR: CERTAINTY AND UNCERTAINTY

Expressing certainty

I'm sure...
 I'm sure.
 I'm certain about that.
 I'm convinced of it.
 I certainly believe that ...
 I have no doubt about it.
 I'm convinced ...
 I don't doubt that ...
 Obviously...
 There's no doubt about...
 There's no doubt about it
 in my mind.

Expressing uncertainty

I don't think so.
 I'm not sure about it.
 I'm not sure.
 I'm a bit uncertain about this.
 Well, it's possible,
 It's impossible...
 It might be...
 It might not be...
 It could happen...
 I suppose so.
 I doubt it.
 I have my own doubts.
 It's doubtful.
 It's highly / very unlikely.
 You never know of course,
 No one can know for certain.
 I can't tell you for sure.

Asking about certainty and uncertainty

Are you quite sure?
 Are you absolutely sure?
 Are you sure that he's her brother?
 Are you absolutely certain it was Mary?
 Do you think so?
 Do you believe that he did it?
 Do you think he'll come?
 Do you suppose that he's right?
 How do you know?
 So you're quite sure, are you?
 You couldn't have been mistaken, could
 you?
 Was it, really?
 How sure are you?

Certainty is when you are completely confident or have no doubt about something happening, while uncertainty is when something is not decided or is unsure.

Expressing certainty:

Common adverbs of certainty:

Certainly, definitely, probably, undoubtedly, surely.

1. Adverbs of certainty go before the main verb, but after the verb to be.

He **definitely** needs a haircut.

He is **probably** still at home.

2. With other auxiliary verbs, certainty adverbs go between the auxiliary and the main verb.

He has **certainly** forgotten my birthday.

He will **probably** remember eventually.

3. Sometimes these adverbs can be put at the beginning of the sentence

Undoubtedly, I could have studied more for the exam.

But take care with **surely**, which, when placed at the beginning of the sentence, means that you think something is true, but you are looking for confirmation.

Surely you haven't forgotten to post the letter?



If you are sure that something will happen in the future, you can use these expressions:

“Will James pass his exam?”

Respond with:

“Yes, I’m absolutely sure/quite sure/certain/positive he will.”

Or just

“Yes, definitely/certainly/of course.”

If you know he will not, you can say:

“No, I’m absolutely sure/quite sure/certain he won’t.”

or

“No, definitely not/certainly not/of course not/I don’t think so.”

Expressing uncertainty:

When you are not sure whether something will or will not happen, you can use the following expressions.

“Will James pursue a career in business?”

You can answer in the following way:

“Well, it’s possible/he might/that could happen I suppose, but I couldn’t say for certain/I’m not certain/I’m not sure/I doubt it/I have my doubts”

or

“Well, you can never know/no one could say for certain/ I can’t say for sure/maybe he will.”

When you are uncertain, and you’re expressing that in the future, you can say:

I hope it will happen, but...

I expect it will happen, but I’m not sure .

I can’t say for sure that it will happen .

It’s possible that it will happen .

If you think it’s likely that something won’t happen, you can say:

I don’t think it will happen.

It might not happen.

It’s possible that it won’t happen.



LISTENING: YOU WILL GET BETTER

Mother: How are you feeling at the moment?

Kid: Mom. My throat is still very sore.

M: Okay, I think it must be tonsillitis, we'll go to the doctor on Friday.

K: No, my birthday party is on Saturday. I don't want to go.

M: Of course, I remember, but you will be sick for your birthday if you don't go.

K: But it's not fair. I'm sure I will be better by then.

M: I don't think so. If it's tonsillitis, it's very serious. I think we'll have to cancel the party if you don't go to the doctor. You've been sick for a whole week now.

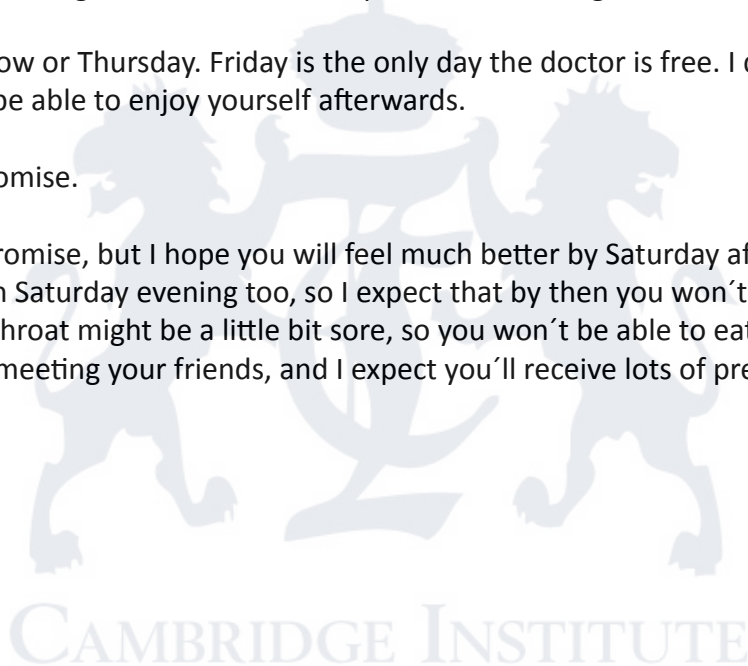
K: I'm not sure. My throat might be sore after the operation. Can we go tomorrow?

M: We can't go tomorrow or Thursday. Friday is the only day the doctor is free. I don't think it will be that bad. I hope you'll be able to enjoy yourself afterwards.

K: Okay mom, if you promise.

M: I don't think I can promise, but I hope you will feel much better by Saturday after resting Friday evening. The party is on Saturday evening too, so I expect that by then you won't feel sick at all. The only thing is that your throat might be a little bit sore, so you won't be able to eat many sweets, but you'll be able to enjoy meeting your friends, and I expect you'll receive lots of presents!

K: Okay, let's go.





VOCABULARY: PARTS OF THE BODY

Neck	Arm pit	Little finger
Throat	Shoulder	Waist
Chin	Elbow	Thigh
Cheek	Thumb	Knee
Eyebrow	Middle finger	Ankle
Eyelash	Index finger	Shin
Eyelid	Ring finger	Toes
Lips		

VOCABULARY: THE FIVE SENSES

The senses are the means by which humans perceive the world around them. There are five senses.

Sight

The detection of images with the eyes.

Smell

The perception of odour or scent through the nose.

Hearing

The sense by which sound is perceived.

Taste

The sense of distinguishing flavour in the mouth.

Touch

The perception of external objects through contact with the skin.



READING: HEALTH TIPS

These days it's so confusing to know what you should or shouldn't eat or drink, and what's the best kind of exercise to do. Cycling, jogging, Yoga, Pilates, Tai Chi or weight training? One day we're told a glass of wine a day is good for you, the next we're told it's bad for you. Some diets tell us to stock up on carbohydrates and exercise lots, others tell us to cut out carbs completely. One report says dark chocolate is good for you, others say stay away from sugary food. Some diets recommend eating lots of fruit, others say we should stick to vegetables and eat a little fruit. So, who's right? Who's wrong?

Don't worry. Here we have some scientifically proven health tips.

1. Don't spend too much time sitting down. Recent scientific studies have shown that you're much more likely to die younger if you spend all your time sitting down. Staying sedentary is very bad for you. If you exercise half an hour every day but spend the other 23 and a half hours doing nothing, you're at the same risk as someone who doesn't exercise at all. So what can we do? The study advises taking the stairs instead of the lift, standing while you eat lunch, and even walking over to your colleagues in the office instead of sending an email.

2. It's official. Eating a variety of fruit and vegetables is very good for you. Studies have shown that the more variety we have in our diet, the healthier we are. Most people need to eat more vegetables, so for fruit and vegetables it's not a case of "less is more". Unless you're already a vegan or a vegetarian, you probably need to eat more.

3. Exercise daily. This doesn't just mean running for your bus in the morning, or walking to the shops. The best kind of exercise you can do is aerobic exercise. This means getting your heart beating faster. Even just half an hour a day is great for your overall fitness. But as we said in tip number 1, just don't spend the other 23 and a half hours sitting and lying down.

4. Meditate. Healthy mind, healthy body. This works both ways. We all need time to de-stress and refresh. Just taking 20 minutes each day to sit peacefully and clear out our minds can do wonders for our mental and physical health. People who are stressed tend to eat more, and also injure themselves more. Increasing your awareness also means you'll be more thoughtful about what you're doing each day, so you may think twice about eating that donut, and you won't be so distracted that you forget to go for a jog.

5. Eat earlier in the day. "Breakfast is the most important meal of the day" is an old saying, and there's plenty of wisdom in old sayings. Eating large meals for breakfast and lunch is the best way for your body to stock up on nutrients and vitamins. It's when your body is metabolizing at its optimal level. Eating late at night is a big no-no.

So, now you have no excuse. What are you waiting for?



GRAMMAR: THE 2ND CONDITIONAL

The second conditional is similar to the first conditional in the fact that both conditionals refer to the present and the future. However, whereas the first conditional deals with a likely situation, the second conditional deals with an unlikely situation.

Structure

In a 2nd conditional sentence, the tense in the “if” clause is the simple past, and the tense in the main clause is the present conditional.

If clause (condition)

IF + SIMPLE PAST

- If you went to bed earlier.
- If she studied more.

----->
----->

Main clause (result)

PRESENT CONDITIONAL

- You wouldn't be so tired.
- She would get better grades.

Present Conditional Form

The present conditional of any verb is composed of two parts - the modal auxiliary **would** + the **infinitive** of the main verb (without 'to').

Affirmative: He would learn

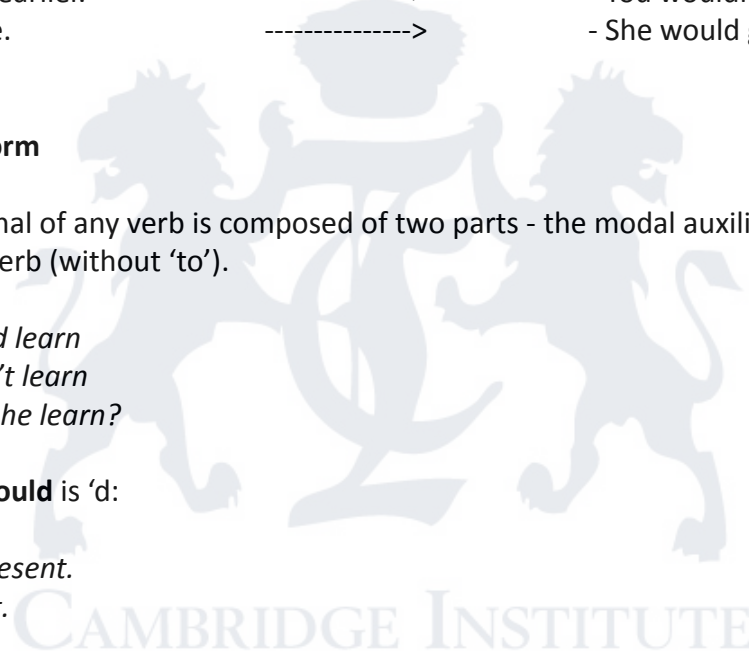
Negative: He wouldn't learn

Interrogative: Would he learn?

The contraction of **would** is 'd:

I would accept the present.

I'd accept the present.



Function

In these sentences, the time is now or any time, and the situation is **unreal**. They are not based on fact, and they refer to an **unlikely or hypothetical condition** and its probable result. The use of the past tense after 'if' indicates unreality. We can nearly always add a phrase starting with “but”, that expresses the real situation.

If the weather wasn't so bad, we would go to the park (...but it is bad, so we can't go).

If I were the Queen of England, I would give everyone £100 (...but I'm not, so I won't).

If you write the condition at the beginning of the sentence, you have to write a comma to separate it from the result.

If I had more money (,) I would buy a new car.



If you write the result at the beginning, you don't have to write a comma.

We would go out if we weren't so busy.

Use second conditional beginning "If I were you, I'd..." to give advice. Here you can't use "If I was you".

Sometimes, we use **should**, **could** or **might** instead of **would**.

If I won a million dollars, I could stop working.

If you attended more meetings at work, you might know what's going on!

Other examples:

a. If I were a plant, I would love the rain.

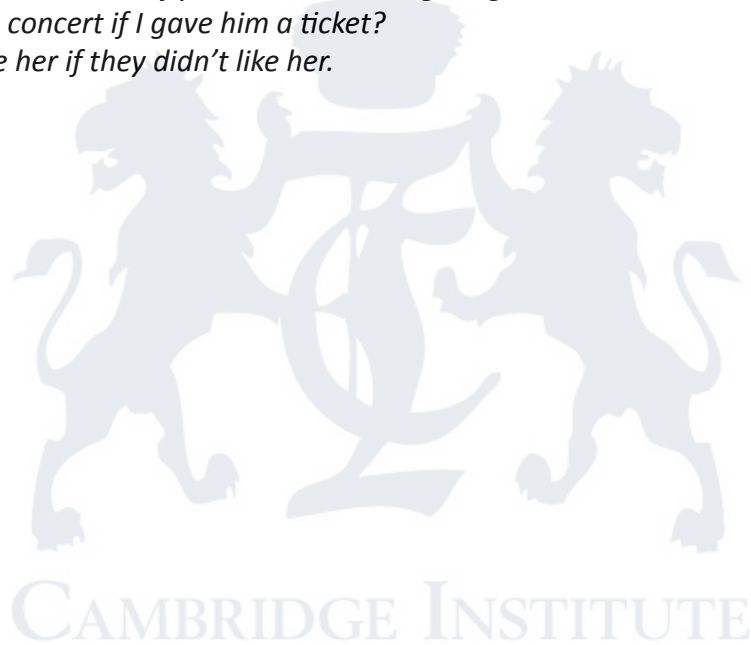
b. If you really loved me, you would buy me a diamond ring.

c. If I knew where she lived, I would go and see her.

d. You wouldn't need to read this if you understood English grammar.

e. Would he go to the concert if I gave him a ticket?

f. They wouldn't invite her if they didn't like her.





VOCABULARY: HOW YOU FEEL

Confused

Unable to think clearly or to understand something.

He looked very confused when I explained how to build the model.

Frustrated

Feeling annoyed or less confident because you cannot achieve what you want.

I was frustrated because I studied for the exam but still did not pass.

Excited

Feeling very happy and enthusiastic.

She was very excited about going to Rome for her vacation.

Disappointed

Unhappy because someone or something was not as good as you hoped or expected, or because something did not happen.

Tom was disappointed with the results of the experiment.

Depressed

Unhappy and without hope for the future.

They were very depressed when they found out that they would not be able to continue working at the firm.

Homesick

Unhappy because of being away from home for a long period.

After a year abroad Mike became very homesick.

Nervous

Worried and anxious.

Sally gets nervous whenever she has to make a presentation.

Relieved

Happy that something unpleasant has not happened or has ended.

I was very relieved when I found out that I had passed my final exams.

Satisfied

Pleased because you have got what you wanted, or because something has happened in a way that you wanted.

They were satisfied when their team won the championship.



Shocked

The state of having a sudden and unpleasant reaction to an unexpected experience.

He was shocked when he found out that his car was stolen.

Stressed

Being worried and nervous.

Scott was very stressed about his upcoming trip.

Worried

Unhappy because you are thinking about problems or unpleasant things that might happen.

John was worried about whether he had left the oven on when he left his house.

Relaxed

Feeling happy and comfortable because nothing is worrying you.

They were relaxed the whole time they were at the barbecue.

Tired

In need of rest or sleep.

She was incredibly tired after studying for her entrance exams.

Sick

Physically or mentally ill; not well or healthy.

The food from the restaurant made him very sick.

Angry

Having a strong feeling against someone who has behaved badly, making you want to shout at them or hurt them.

Robert was very angry with his friend, who had stolen money from everyone in the flat.

Upset

To be worried, unhappy or angry.

Becky was very upset after she found out how much she had to pay to repair her car.

Happy

Feeling pleasure or satisfaction.

I was so happy when I found out that my family was going to visit me.

Bored

Feeling tired and unhappy because something is not interesting or because you have nothing to do.

Whenever it snows and I have to stay inside I get very bored.



Lonely

Unhappy because you are not with other people.

When I moved to the countryside I became very lonely.

In love

To love someone in a romantic way.

He was still in love with her after so many years.

LISTENING: SHOPLIFTING

Alex: Hey man, how's it going?

Victor: Alright, I don't know what to do though.

Alex: Why, what happened?

Victor: I just saw this guy take some headphones out of their packaging and he put them under his jumper and he's walking around the store.

Alex: Did you do something?

Victor: No, I just watched it happen.

Alex: What does he look like?

Victor: That guy right there, the one with tattoos on his neck.

Alex: Oh, he's with some people too. Well I don't know what to say. If I were you I would tell the manager or security.

Victor: I don't know what to do, but those guys are looking over here at us.

Alex: If I saw that guy steal I would tell security.

Victor: Really? What if his friends see and wait for you outside?

Alex: Well, if his friends waited outside I'd tell the manager to call the police.

Victor: Look, they're still walking around. There are seven of them, though. If I were security I wouldn't try to confront them.

Alex: But that would be your job, what else would you do?

Victor: Well, if I were security I would call the police and just make sure the guys didn't leave the store.

Alex: I would never steal; it's not the right thing to do. But, if I were those guys I would leave right now.



Victor: Yeah, well if I hadn't seen what just happened I would feel much better.

Alex: Well maybe telling security is the right thing to do. If your mother owned this store would you let those guys do that?

Victor: That's not really helping the situation.

Alex: Well, if that guy wasn't with all of those people would you tell security?

Victor: Maybe. If you knew that something bad would happen after you told, would you still tell security?

Alex: I don't know, but you never really know what is going to happen. If you saw someone steal from your house, would you let them do it?

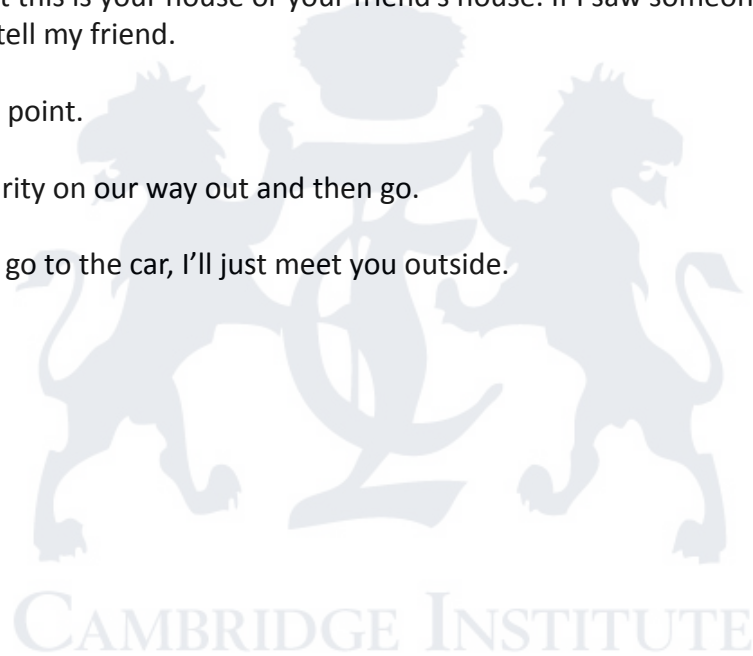
Victor: If I saw someone steal from my house I would stop them.

Alex: Well, pretend that this is your house or your friend's house. If I saw someone steal from my friend's house I would tell my friend.

Victor: Well you have a point.

Alex: Let's just tell security on our way out and then go.

Victor: Alright, you can go to the car, I'll just meet you outside.





READING: WHEN LUCK KNOCKS ON YOUR DOOR

Doubled his share of the jackpot... by mistake!

David Lindsey is a very forgetful 57-year-old Englishman. But in his case it was exactly his poor memory that gave him an amazing double lottery win.

He and his wife Dana were more than happy when their regular numbers came up on the midweek draw in 2007. They were quick to get their £479,142 share of the £2,395,710 jackpot split between five winners.

But, incredibly, a week later Mr. Lindsey remembered he had bought another ticket with the same numbers for the same draw. A spokesman for the lottery said it was the first time a player had won the same prize twice!

Many successful lottery winners say their winning combination came to them in their dreams. They woke up with five or six numbers dancing in their heads. Sometimes the dreamed-of numbers paid off very quickly, and sometimes the dreamers played those combinations for years before hitting the jackpot.

So, it wasn't a surprise when 86-year-old Helen Nichols of Toronto won the Ontario Lottery in September 2006 after seeing the numbers in a dream a couple of days before they were drawn. The unbelievable part was that her prophetic dream made her win on the same lottery twice.

You see, Helen had already bought a lottery ticket with the combination she had dreamed about but her vision gave her such confidence that she went out and bought a second ticket with those same numbers. Mary won two-thirds of the prize and took home \$16 million!

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LISTENING: CAN YOU HELP ME?

Phil: Hey Bob, would you give me a hand for a minute?

Bob: Yeah, sure. What's up?

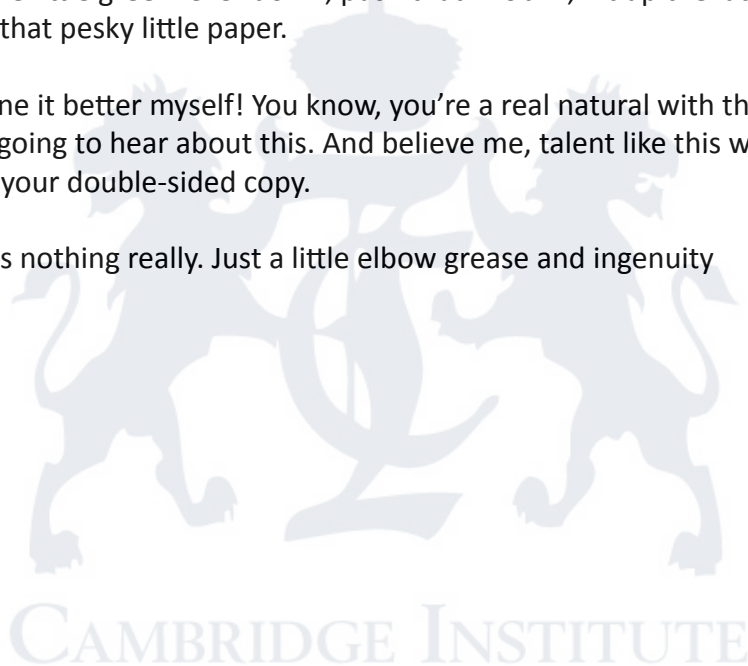
Phil: I'm trying to make some double-sided copies and I'm having a heck of a time. I can't even manage to turn the machine on.

Bob: It can be tricky. I had some trouble with it too when I first started working here. The power button is here on the side. There, now it's switched on. So you take the original and feed it through the top like this, face down... Wait, it looks like there's a paper jam! Let's unplug the machine!

Phil: Okay, don't panic. This one I know. Let's just follow the instructions on the display. Open the door on the side, pull the little green lever down, push that knob in, lift up the latch, slide the handle over and voilà! There's that pesky little paper.

Bob: I couldn't have done it better myself! You know, you're a real natural with this machine. Don't worry. Management is going to hear about this. And believe me, talent like this will not go unrecognized.... Here's your double-sided copy.

Phil: Thanks... Aw, it was nothing really. Just a little elbow grease and ingenuity





GRAMMAR: DO VS MAKE

Basic Difference Between Do and Make

Use DO for actions, obligations, and repetitive tasks

DO generally refers to the action itself

Use MAKE for creating or producing something, and for actions you choose to do

MAKE usually refers to the result

Taking the example of housework (chores)

After I got home from the office, I was too tired to do the housework.

I really need to do the laundry – I don't have any clean clothes left.

I'll make dinner if you do the dishes afterwards.

I went to the bank, did some shopping, and mailed a package at the post office.

EXCEPTION: make the bed = putting blankets, sheets, and pillows in the correct place so that the bed looks nice and not messy.

To Do

to do a favour
 to do an assignment
 to do an exam
 to do badly
 to do business
 to do damage
 to do good
 to do harm
 to do homework
 to do housework
 to do nothing
 to do research
 to do something
 to do 50 miles per hour
 to do some reading
 to do some studying
 to do some writing
 to do the accounts
 to do the cleaning
 to do the ironing
 to do the laundry
 to do the maths
 to do the maximum
 to do the minimum
 to do (the) paperwork
 to do the shopping
 to do your best
 to do your duty
 to do your hair

To Make

to make friends
 to make a noise/ to make noise
 to make a call
 to make a cake
 to make a choice
 to make a comment
 to make a complaint
 to make a mistake
 to make a deal
 to make a decision
 to make a difference
 to make the bed
 to make a fool of yourself
 to make a fortune
 to make a fuss
 to make lunch, breakfast, etc.
 to make a move
 to make a phone call
 to make a point
 to make money
 to make a profit
 to make a promise
 to make a mess
 to make a reservation
 to make arrangements
 to make a sound
 to make a speech
 to make a suggestion
 to make a threat



to do your nails
to do your job
to do your makeup
to do the dishes (or to do the washing up)

to make sense
to make amends
to make an appearance
to make an appointment
to make an attempt
to make an enquiry
to make plans
to make an exception
to make fun of someone
to make an excuse
to make an offer
to make someone mad, happy, etc.
to make a profit
to make sure
to make coffee, tea, etc.
to make time
to make believe





READING: WASHING MACHINE - MYSTERY SOLVED

Have you ever had trouble understanding the little symbols on clothing labels and washing machine dials? Do you worry that you're possibly ruining your clothes, little by little, every time you wash them? Well, fear no more. Together we will decipher these symbols once and for all.

There are generally five different symbols. The first one is the shape of a bucket with water in it and is often accompanied with dots in the centre and sometimes lines underneath. The dots represent the recommended temperature of the water and the lines represent the durability of the fabric. One dot means that you should use cold water, two dots mean warm water, and three dots mean hot water. Please note that some label systems show a number instead of the dots which represents the recommended water temperature in degrees.

If there are no lines under the bucket this means that the clothing is made of strong material. If there is a line or two underneath the bucket this means that you should use the permanent press or gentle cycle. When you see a hand dipping into the bucket of water, you have to wash the item by hand. If there is an X on the bucket you're not supposed to wash it at all.

The next one is the triangle. The triangle represents bleach. If the triangle is just a regular triangle you can bleach your clothes as you wish! If there are stripes over it you may want to use a colour-safe bleach. If the triangle is black with an X across it, don't even think about using bleach! This particular item of clothing will not survive bleach.

The square represents the drying instructions. This area seems simple enough but it is surprisingly complex. The squares have dots and lines just like the little bucket symbol. The dots and lines again represent temperature and durability of the clothes as described above. Here's the tricky part: if there is a big black circle in the middle of the square, and there is an absence of any dots, this means that there should be no heat used in the drying of this item.

However, if you see a square with a white circle in the middle and an X on top, this means that the item should not be dried in a clothes dryer. A square that resembles an envelope means that you can hang it on a line, a square with three vertical parallel lines means drip dry (it is better for you to use a hanger, so you don't get those horrible marks), and a single horizontal line in the middle of a square means the clothing must be dried flat.

The iron symbol is quite simple, as it works under the dot/temperature system. If you see two lines coming out from the bottom of the iron with an X covering them up, this means that you should not iron with steam. An X through the entire iron means that you must keep your iron away!

Lastly, you may see a simple white circle. If there is an X through it, you should avoid taking it to the drycleaner's at all costs! Happy washing and may your clothes last you many, many glorious years!



VOCABULARY: APPLIANCES AND DEVICES

Corkscrew

You can use me to draw corks from a bottle. You'll probably need me at a dinner party

Microwave oven

Are you hungry? Do you need to eat quickly? I can warm you up something in no time.

Shredder

Do you have confidential papers that you need to get rid of? Maybe you should let me take care of them...

Photocopier

I can make a duplicate of any document you'd like!

Washing machine

Are your clothes dirty? Let me give them a spin and they'll be as good as new!

Headphones

I enable you to listen to your favorite music in the privacy of your own head.

Stapler

I prevent papers from losing each other. I'm like the office cupid. But you've got to keep me loaded with ammunition!

Dishwasher

Too lazy to clean your plates by hand? Just load me and switch me on!

Hole punch

I can make perfectly round holes in your paper.

Coffee maker

Tired in the mornings? Grab a cup of joe!

Toaster

If you want to eat something more exciting than bread for breakfast you need me...

Blender

Use me to make yummy smoothies and margaritas!

Food processor

I'm used in the kitchen to cut vegetables up in small chunks. I'm a real time-saver!

Blow dryer

You can usually find me in the bathroom. I'll give you a great hairdo!

Iron

You'll need me to make you look extra professional for work.

Alarm clock

Wake up! Wake up! I'm a night owl's worst nightmare.



Vacuum

This is what you use when you're trying to clean the dirt in your carpet. It will work better than a broom!

Kettle

Fancy a cup of tea? You'll need me to heat up some water.

Laptop

I'm a handy device when you need to work or study on the go.

Other kitchen tools

Garlic press, mortar and pestle, colander, whisk, peeler, spatula, grater, strainer, tongs, rolling pin, cutting board, can opener, etc.

Shapes**Round**

Basketball, orange, plate, hula hoop, the sun, pizza, coins, meatballs, balloon, planet Earth, a ring, tyre.

Square

Top view of chess board, Rubik's cube, picture in a frame, CD case, vinyl sleeve (record sleeve), shopping bag, quilt, a book.

Rectangle

Back of Tractor Trailer (also known as a big rig), train car (aka train carriage or coach), computer keyboard, piano keyboard, eraser (aka rubber), iPad, book, bill (money), rug.

Triangle

Pyramids, slice of pie, grilled cheese sandwich cut in half, yield road sign, samosas, tortilla chips, set square.

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LISTENING: MODEL CARS

Josh: Hey man, what are you up to?

Fabian: Oh, not much, I'm just finishing this model car.

Josh: Hey! It looks really nice. What is it, a 69' Mustang?

Fabian: Very close, it's actually a 67'. My dad had a real one when he was my age. It was his favorite car and I like them because of him.

Josh: Is it difficult to make model cars?

Fabian: It's definitely time-consuming. There are a lot of little things that you have to do.

Josh: Cool, so what do you have to do exactly?

Fabian: Well, the most important thing to do first is to read the instructions, so you don't make any unnecessary mistakes. You also need to make sure that you keep all the pieces in place.

Josh: Got it, so the preparation is important.

Fabian: Definitely, you should also wash all the parts as well, just in case they are a little oily from packaging. You need to get rid of any extra plastic. You can use a little file to get rid of what you don't need.

Josh: I suppose after all that you can really get started.

Fabian: Yeah, then you can do all the fun stuff. You sand everything lightly, put on a prime coat and then paint all the parts. You should do that before putting anything together. When you're all done you put on a coat of lacquer.

Josh: And why do you do that?

Fabian: Well, that gives the model a nice shine, so it looks like a real car.

Josh: You know, I might try model building one day.

Fabian: Good, you can start now, can you help me put on the doors?

Josh: Sure, no problem.



GRAMMAR: PASSIVE VOICE

Whereas the active tense places emphasis on the subject of a sentence, the passive tense places emphasis on the object of a sentence.

In the passive tense the 'doer' of the action is not important. Rather, the object that receives the action of the "doer" receives emphasis.

In the passive tense, the object is followed by the verb **to be** and the past participle.

Look at the difference between the following two sentences:

Active tense

Example:

The boy kicked **the ball**.

Passive tense

Example:

The ball was kicked (by the boy).

Many times the **subject** of an active tense sentence is **not mentioned** in the passive tense. If the subject is mentioned, it is introduced by the preposition **by**.

Here are some examples of the many forms of the passive tense:

The car **isn't used** at all. (negative)

Is the car used at all? (interrogative)

Newspapers **are delivered** every day. (present simple)

They **are being treated** by a doctor. (present continuous)

He **was being monitored** everyday. (past continuous)

The project **has been completed**. (present perfect)

The problem **can be resolved**. (modal CAN)

She might **be recognized** by the paparazzi. (modal MIGHT)



READING: A LONG WALK TO MODERNITY

Have you ever wondered about the steps that go into making a shoe? Ever since humans felt the need to protect their feet from the various elements and surfaces, shoes have been worn. Shoe making is an elaborate process that takes into account many factors. Not only is the design and shape of the shoe important, but so too is the engineering that goes into providing a comfortable cover for your feet.

There are numerous steps involved in making a shoe. Firstly, the last is made. The last is the form that the shoe is molded over. Wood and plastic are commonly used to form the last. Next, the materials used for making a shoe are cut. This process includes cutting rubber for the soles and the material of the upper part of the shoes, whether canvas, leather, etc. Once the materials are cut, they are put together. This process involves sewing and other means of connecting the materials. Once the materials of the upper part of the shoe are connected, they are molded over the last in order to give the shoe its shape. The upper part of the shoe is then connected to the sole. Lastly, any extra materials are cut and the shoes are prepared for their final presentation.

Shoe making is a complicated process that involves many steps in order to give feet the kind of support that they need. So, next time you make your way to a store in search of new shoes, remember, there were many steps taken to create the pair of shoes you're considering buying.





WRITING: HOW TO MAKE RED WINE

Write an essay (80-100 words) describing the process making something (e.g. a recipe, marking wine, etc.). You should include the following:

The ingredients/materials needed.

A description of each step in the process to produce the finished product.

Remember to use the passive voice as much as possible in your essay.





LISTENING: AWFUL MOVIE

Conversation 1:

Alicia: So, what did you do last night? I tried to call you but the phone went straight to voicemail!

Sandra: Last night I went to the movies with Michael and saw that new action movie *Blown Up* starring Tom Cruise. I didn't get home until really late so I didn't get a chance to call you back.

Alicia: So how was the movie? Dan has been wanting to see it and I'm still undecided.

Sandra: The movie? Oh it was awful! The plot was really weak, the dialogue was super cheesy, and I guessed the ending ten minutes in. Use the money to buy yourself a nice lunch. It'll be more enjoyable.

Alicia: What do you mean when you say that the dialogue was really cheesy?

Sandra: Well, the main character had all these really bad one-liners. For instance, when he blew up a car he would say, "Try and get out of that traffic jam!" And he kept blowing up cars and saying the same thing.

Alicia: Wow, that's pretty bad. Who was the leading lady?

Sandra: Angelina Jolie! She was supposed to be Irish and she just couldn't pull off the accent.

Alicia: That sounds horrible...

Conversation 2:

Alicia: So I met up with Sandra today and she told me she went to see *Blown Up* last night.

Dan: What did she say about it? Shall we go to the movies tonight?

Alicia: She said it was a total flop! She told me the plot doesn't make much sense and there are a lot of things that are left unexplained. The film just ends.

Dan: Really? But the soundtrack is really good and the special effects look amazing! I watched the trailer online and I think that Angelina Jolie would make a great villain.

Alicia: She plays an Irish gangster! And Sandra told me the movie is set in Paris in the 1920s. Do you want to hear more?

Dan: How about we read a few reviews first and then we can decide. Deal?

Alicia: Deal. But I have a feeling that the critics will not be kind...



GRAMMAR: REPORTED SPEECH

We use reported speech when we are relating what other people say or believe. There are two kinds of reported speech: direct and indirect.

Direct speech requires quotation marks and the speaker's exact words must be used.

Indirect speech is when a person paraphrases what another person has said.

This shift is often accompanied by a **change** in **pronouns**, **verb tenses**, **time indicators**, and **place indicators**. The most common verbs associated with reported speech are **say** or **tell**, which may or may not be used with the conjunction **that**.

When shifting between direct and indirect speech, first person pronouns must be made into third person pronouns. The same applies to possessive adjectives:

Mrs. Smith said, "I am so angry with you!" → Mrs. Smith said (that) **she** was angry with you.

Amy said, "Someone stole **my** bike." → Amy said (that) someone stole **her** bike.

My father said, "You can't eat **this!**" → My father said (that) I couldn't eat **that**.

Sentences with changing times and places also need to shift:

Phillip said, "I will be there at 10:00 tomorrow."

If it is later the same day → He said he would be there at 10:00 **tomorrow**.

If it is the next day → He said he would be there at 10:00 **today**.

If it is the next week → He said that he would be there at 10:00 the **following/next day**.

If we are in a different place → He said he would be **there** tomorrow at 10:00.

If we are in the place he is coming to → He said he would be **here** at 10:00 tomorrow.

Generally the verb in the sentence shifts back one tense when going from direct speech to indirect speech.

Simple present → Simple present (if statement is still true) or simple past (statement could still be true)

Direct speech:

"I'm a teacher." BECOMES

Indirect speech:

She said she is a teacher. (She is currently a teacher.)

Indirect speech:

She says that she is a teacher. (She is currently a teacher.)

Indirect speech:

She said she was a teacher. (She could still be a teacher or not.)



Present continuous → Past continuous**Direct speech:**

"I'm going to give up smoking." BECOMES

Indirect speech:

He said he was going to give up smoking.

Present perfect → past perfect**Direct speech:**

"I've been to the United States many times." BECOMES

Indirect speech:

She said she had been to the United States many times.

Present perfect continuous → Past perfect continuous**Direct speech:**

"I've been studying every night." BECOMES

Indirect speech:

He said he had been studying every night.

Simple past → Past perfect**Direct speech:**

"I quit my job." BECOMES

Indirect speech:

She said she had quit her job.

Past continuous → Past perfect continuous**Direct speech:**

"It was snowing all day yesterday." BECOMES

Indirect speech:

He said it had been snowing all day yesterday.

The biggest difference between **say** and **tell** is that **tell** requires a direct object to indicate who is being spoken to. **Say** is the more commonly used verb because it refers to any kind of speech. **Tell** is used more to instruct or inform. It is also used if we are reporting a topic and not what was actually said. This construction is not possible with **said**.

She said she wanted to go to Spain for the summer.

She told me she wanted to go to Spain for the summer.

She told me all about her summer in Spain.

To report speech in the negative:

Say + not to + verb / Tell + pronoun + not to + verb

The doctor said, "Don't smoke."

The doctor said not to smoke.

The doctor told me not to smoke.



VOCABULARY: MOVIES

Plot

The story.

Hero

The chief male character in the story, usually noted for courageous acts or nobility of character.

Setting

The time and place in which the story happens.

Villain

The evil character in the story.

Dialogue

What the actors say.

Main character

The most important character.

Script / screenplay

Document containing all dialogue and setting descriptions.

Stunts

The dangerous scenes in a film, e.g. car chases, explosions, falls, etc.

Stuntman

A person who replaces an actor in dangerous scenes (stunts).

Director

The person responsible for the movie, including how the script is interpreted and how scenes are filmed.

Producer

Person who organizes the production of a play or film, including the finance, management, etc.

Screenwriter

Person who writes the script.

Blockbuster

A very successful movie.

Leading role/actor

Main actor.

Flop / bomb / dud (a total failure)

A very unsuccessful movie.

Supporting actor

Second most important actor.



One-liner

A funny or memorable line a character says in a movie.

Costume designer

Person who designs the clothes worn in the movie.

The big screen

Another way of referring to the cinema.

Cameraman

Person who operates the camera.

Genre

Type of movie.

Cast

All actors in the movie.

Sequel

A movie that continues the story of another film.

Crew

All technical personnel.

Action film/movie

A film with a lot of stunts such as fights, chases and explosions.

Set (noun)

Place where the movie is shot.

Horror film/movie

A movie intended to scare people.

Critic

Person who publishes reviews.

Thriller

An exciting and suspenseful film, often involving a mystery.

Review

An article that describes and gives an opinion about a film, play, book, etc.

Animated film/cartoon

A film made entirely using computer-generated or hand-drawn images, instead of real actors.

Special effects

Illusions specially created for the movie.

Romantic comedy (Rom-com)

Funny, romantic movies.



Role

What the actor personifies in a movie.

Sci-fi (Science Fiction)

Movies or stories that generally take place on other planets or in the future.

Scene

Part of the story that takes place in the same setting.

Documentary

Movies that report real life events.

Soundtrack

Music composed for the movie.

Comedy

Movies intended to make people laugh.

Trailer

Short extract of the story used for publicity.

Western

Cowboy movies.



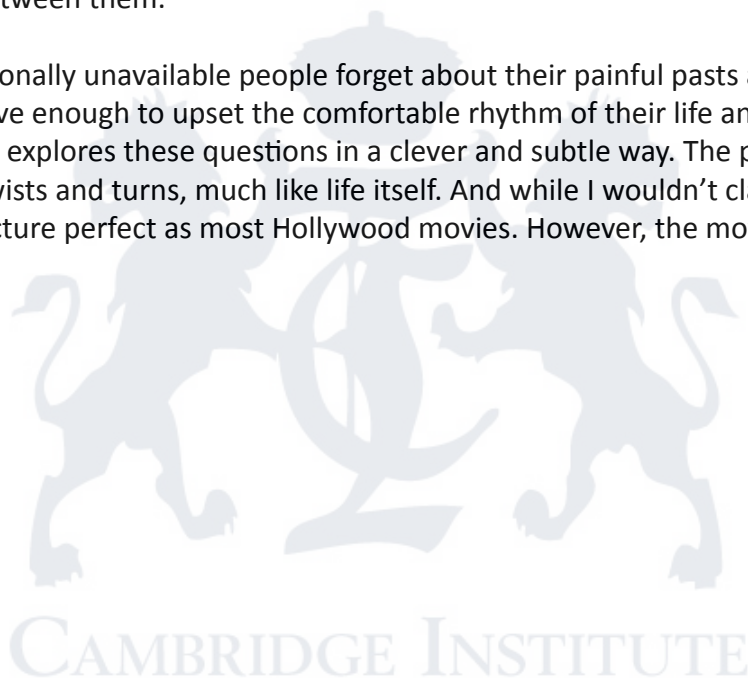


READING: MOVIE REVIEW - LEXICON OF LOVE

By watching the trailer, you might think that *Lexicon of Love* is a sappy romantic comedy that has nothing new to add to the genre. Your assumption is understandable. Ever since modern classics such as *When Harry Met Sally* and *Pretty Woman*, we have been bombarded with some good, and some not-so-good, romantic comedies. Usually the plot works like this: man meets woman and somewhere along the way, between mishaps and misunderstandings, they realize they are madly in love. However, somewhere towards the beginning of the story they are separated by their own devices or by external forces out of their control. Then within 90 minutes they are blissfully reunited and everything falls beautifully, and perfectly, into place.

Lexicon of Love starts off much in the same way. However, the audience is spared the usual sickly sweet romanticism and slapstick gags. The main characters, Elle and Jude, are artfully introduced, flaws and all. Elle is a loser in love. Over the years she has built up walls to protect herself emotionally and has essentially given up finding the one. Jude has done much the same. He spends his time reading and chatting with his senile neighbour Wes, who is surprisingly insightful. Elle, a caregiver by trade, starts taking care of Wes as his health begins to deteriorate. Jude and Elle meet and there is inevitably chemistry between them.

So how do two emotionally unavailable people forget about their painful pasts and learn to love again? Will they be brave enough to upset the comfortable rhythm of their life and risk potential heartbreak? The movie explores these questions in a clever and subtle way. The paths of the main characters are full of twists and turns, much like life itself. And while I wouldn't classify the ending as sad, it's not quite as picture perfect as most Hollywood movies. However, the movie teaches us that that's okay.





VOCABULARY: AIR TRAVEL

Air travel vocabulary and phrases:

Check in, reservations, flight status, boarding, etc.

I'd like two round trip/one way tickets to New York.

Is the flight direct or will I have to transfer in Atlanta?

What is the flight number?

I have a two-hour layover in Atlanta.

Where can I find Lost and Found? I can't find my cell phone.

Can you see our flight status on the display screen?

My flight has been delayed 30 minutes.

My flight has been cancelled.

Could I have an aisle/a window seat please?

My flight departs at 4:00 but the gate closes at 3:45.

What time do I arrive in New York?

When is the flight's arrival time?

What is the time of arrival?

Please make sure that hand luggage meets the size and weight requirements. If your luggage exceeds the limits you may be required to pay an extra fee.

How many carry-on bags am I allowed?

How many bags can I check in?

How much does it cost for an extra bag?

There are restrictions on liquids which can be taken into the cabin on flights originating in the EU.

Please have your boarding passes out and ready.

Now boarding passengers with small children.

Now boarding rows 1 through 20. Now boarding passengers in section 2.



Customs

Here you are. Please fill out this Custom and Immigration form before the plane lands.

Do you have anything to declare?

Did you pack these bags yourself?

Have you left these bags unattended?

Does the luggage belong to you?

Have you been with your bags the whole time?

Has anyone given you anything to take on the flight?

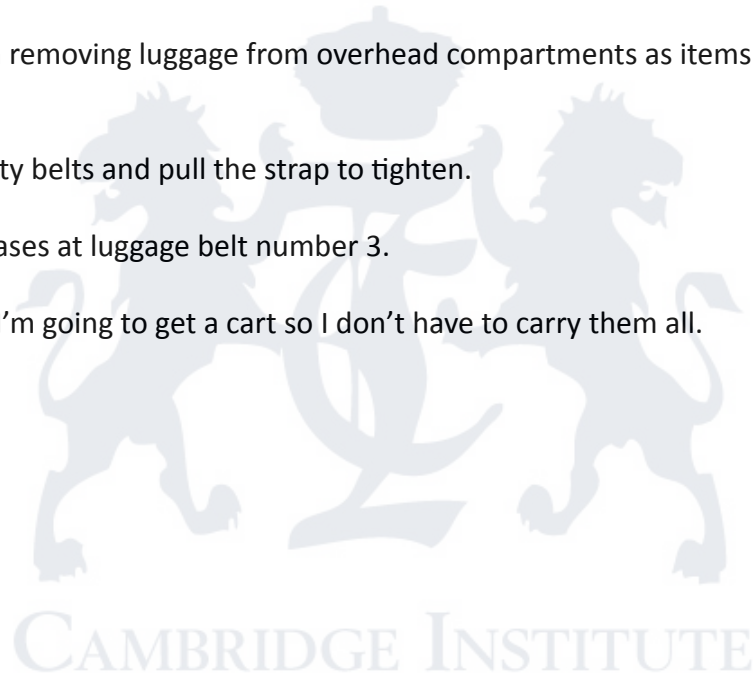
Mid-flight and Landing

Please be careful when removing luggage from overhead compartments as items may have shifted during the flight.

Please fasten your safety belts and pull the strap to tighten.

You can find your suitcases at luggage belt number 3.

I have too many bags! I'm going to get a cart so I don't have to carry them all.





VOCABULARY: TRAIN TRAVEL

Train travel vocabulary and phrases:

What time does the next train to Philadelphia leave?

The train to New York leaves from platform 2.

Would you like a first class ticket or a second class one?

Is it possible to get a student/senior citizen discount?

Are there any discounts for off-peak travel?

Where do I change for Glasgow?

Can I have a timetable, please?

How often do the trains run to London? The train to London runs every hour. The trains run until 2:00am.

The train is delayed/running late.

The waiting room is down the hall to the left.

Does this train stop at Chamartin?

It is prohibited to stand between the rail cars.

Is this seat taken?

Keep your belongings close to you. Please report suspicious behavior.

Where is the dining car/restaurant carriage? It's located towards the front of the train in car/coach/carriage number 3.

Next stop is 42nd Street. This train's final station will be 132nd Street.

Please stay clear of the doors.

Please mind the gap.



VOCABULARY: CAR TRAVEL

Car travel vocabulary and phrases:

Renting a car:

I'd like an economy/luxury/compact/midsize car.

Would you like an automatic or a manual car/stick shift?

Can you drive a manual car? Can you drive a stick shift?

Will you be dropping off the vehicle at the pick-up location?

Would you like insurance with your car rental? It covers all damage, regardless of who is at fault.

Your rental includes unlimited mileage.

You will be charged €0.06 for each kilometre travelled.

You must return the car with a full tank of gas.

Since you are paying with a debit card, you will be required to pay a €200 deposit. If you return the car undamaged you will be refunded the entire €200.

Please make sure that there is not any visible damage to the car before driving away.

General driving:

I think you've missed the exit! Take this next exit ramp and we'll go back the way we came.

Could you stop at this rest stop ahead? I have to use the bathroom!

Could you pull over at this gas station (us) / petrol station (UK)? I'm hungry and I want to grab a snack.



READING: TRANSPORTATION

A mere hundred years ago it would have been unfathomable to think that travel could be as fast and affordable for the average person as it is today. People complain about long flights and delays without stopping to think that the same journey would have taken their great, great grandparents days, or even weeks, to complete. In 2010, over 5 billion passengers travelled with commercial airlines throughout the world and every year this number is growing. All this would not be possible without the amazing advances made in transportation in the 20th century.

Undeniably, the most significant advancement in transportation in the first half of the 20th century was the automobile. The car affords us perfect autonomy and freedom. We can live wherever we choose when we have a car as we are not reliant on public transportation routes or schedules. The first car that was affordable to the masses was the Ford Model T, which was also one of the first cars to be produced on an assembly line, rather than built by hand. Over 14 million were sold between 1908 and 1927. Nowadays the average household in the United States owns 2.28 vehicles. In many parts of the country owning a car has become a necessity, not a luxury.

The invention of the automobile and the development of railway systems have made commuting a way of life for many of today's workers. The average worker in Tokyo commutes for over an hour every day. Extensive public transportation systems have enabled people to live in suburbs where houses are often larger and more affordable than the city center. The result of this has been city sprawl. The population within the Paris city limits is 2.2 million people but the Paris metropolitan area has a population of over 12 million. Excessive traffic and air pollution have become increasingly worrisome problems in modern life.

Commercial airlines have drastically changed modern life, introducing a scale of globalization that otherwise would have been impossible. The first commercial flight was in 1914 between St. Petersburg and Tampa in Florida. A single seat was available on the flight and it was auctioned for \$400 which would be approximately \$5,000 by today's standards. Air travel became more affordable after World War II but it didn't become really commonplace until the 1960s. Trips abroad from the United States weren't really popular until the 1970s. Now there are approximately 74 million flights per year worldwide.

Our modern transportation allows us to wake up in the morning in Paris, France and go to bed at night in Tokyo, Japan. For breakfast we can eat bananas from Ecuador, drink coffee from Indonesia and make juice from oranges that were flown in from Spain. Many young people grow up and live many miles from their home, later relying on airplanes, trains, and cars to keep them connected. Modern advancement in transportation has changed our lives in countless ways in a very short amount of time.



GRAMMAR: REPORTED SPEECH 2

When reporting an open ended question that starts with a “wh” there are 3 steps to consider:

1. Change **said** to **asked** if necessary.

(Note: it is optional to add a direct object with the verb ask to indicate who is being asked the question.)

2. Backshift verb tense (and adjust pronouns where necessary---see Unit 7).

3. Put the subject before the verb.

Example:

She said, “Where is your house?”

1. **Change to “ask”** - She **asked** (me) where is **my** house.

2. **Backshift** - She asked (me) where **was** my house.

3. **Put the subject before the verb** - She asked (me) where **my house** was.

When reporting a “yes or no” question we:

1. Replace the auxiliary verb (is, are, you, do, etc) with if or whether.

2. Adjust pronoun to change the point of view.

3. Backshift the verb tense and adjust pronouns where necessary. (See Unit 7)

Example:

She asked, “Do you like the movie ‘Titanic’?”

1. **If or whether** - She asked **if** you like the movie ‘Titanic’.

2. **Adjust point of view** - She asked if **I** like the movie ‘Titanic’.

3. **Backshift** - She asked if I **liked** the movie ‘Titanic’.

Also possible: She asked **whether** I liked the movie ‘Titanic’.

Reported speech and modal verbs:

The following modal verbs require no tense change in reported speech:

Could, would, should, might, needn’t, ought to, used to, could have, should have

Example:

Statement → *He said, “I **could** make a pizza for dinner.”*

Reported speech → *He said that he **could** make a pizza for dinner.*

Many times in reported speech **will** becomes **would**, **can** becomes **could**, and **may** becomes **might**.



When we make this shift, it is unclear whether the event or state still exists.

If we maintain the **will**, **can**, and **may**, we can safely say that the event or state still exists or is in the future.

Example:

*He said, "I **will** call you at 7:00."*

*He said he **would** call me at 7:00. (Not clear if it is before or after 7:00.)*

*He said he **will** call me at 7:00. (Event is in the future; it's not 7:00 yet).*

*He said, "I **can** speak French."*

*He said he **could** speak French. (He may or may not speak French now.)*

*He said he **can** speak French. (He can currently speak French.)*

*He said, "I **may** be late."*

*He said he **might** be late. (Not clear if the lateness occurred yet.)*

*He said he **may** be late. (He has not had the opportunity to be late yet but will in the future.)*

When **must** is used in the original statement we can use both **must** or **had to** in reported speech.

Use **must** or **had to** if:

It's an obligation still in the present or near future

Example:

On Wednesday Tom says: "I must do the laundry this weekend" and Sally reports this on Friday: "Tom said he must do the laundry this weekend" or "Tom said he had to do the laundry this weekend".

Use only **had to** if:

It's an obligation in the past

Example:

On Wednesday Tom says: "I must do the laundry this weekend" and Sally reports this on the following Monday:

"Tom said he had to do the laundry this weekend".

Use only **must** if:

You are reporting a probability.

Example:

Tom says: "I have a backache... I must be getting old" and Sally reports it:

"Tom said he had a backache and that he must be getting old".



If we use **shall** to talk about the future, we use **would** in reported speech.

However, if we use **shall** to make an offer, request for advice or confirmation, then we use **should** in reported speech.

Example:

She said, "I shall call you tomorrow." (future)

She said she would call you tomorrow.

She asked, "Shall I help you with your homework?" (make an offer)

She asked me if she should help me with my homework.

She asked, "What time shall I call?" (request for advice)

She asked what time she should call.





GRAMMAR: MODAL PERFECT

The Modal Perfect is formed:
 Modal verb + have + past participle

You can use the following modal perfects:

Must have

Use:
 When you feel quite sure about something that happened in the past:

Example:

She must have stolen my necklace! She always admired it.

Might / may / could have

Use:
 When you think something possibly happened in the past but you're not sure.

Example:

We might have been robbed. I can't find my keys!
I may have put the wrong answer for question number 12.
I could have left my backpack in the car.

Could have

Use:
 When it was possible for you to have done something in the past, but you didn't do it.

Example:

You could have told me that he had a girlfriend!

Might not / may not have

Use:
 When you think something did not happen in the past but you're not entirely sure.

Example:

I might not have turned the lights off before leaving the house.
I may not have tipped the waiter for dinner last night.

Couldn't have / Can't have

Use:
 When you are quite certain something did not happen in the past.

Example:

I couldn't have spent \$50 last night, because I only went out with \$20!

Should have / Ought to have

Use:
 (a) When you regret not doing something in the past.



(b) When you expected something to happen in the past but it didn't happen or it at least hasn't happened yet.

Example:

- (a) *I should have taken that job in New York City.*
- (b) *They ought to have received the letter by now.*

Shouldn't have

Use:

When you regret doing something in the past.

Example:

- I shouldn't have scolded my student so harshly.*
- You shouldn't have cooked me dinner! (Used to be polite)*

Would have

Use:

- (a) *When you wanted to do something but didn't in the end.*
- (b) *When you think your actions would have been different in the past under different circumstances. (Third conditional)*

Example:

- (a) *I would have phoned you but my phone battery was dead.*
- (b) *I would have bought you a drink if you had been at the club last night.*

Wouldn't have

Use:

When you think your actions would have been different in the past under different circumstances.
(Third conditional)

Example:

- I wouldn't have eaten so much if I had known that we were going to go out for dinner.*

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VOCABULARY: CRIME

Drunk driving/ Drink driving (UK)

Driving when under the influence of alcohol.

Theft

The act of stealing.

Burglary

The act of entering a building or other premises with the intent to commit theft.

Robbery

The act of unlawfully taking the property of another by use of violence or intimidation.

Murder

The crime of one human being intentionally killing another.

Shoplifting

The act of stealing merchandise from a store while it is open for business.

Arson

The crime of intentionally starting a fire to damage or destroy something, often a building.

Assault

The act of unlawfully threatening or attempting to injure another person. Also, a military attack launched against a fortified area.

Rape

The unlawful compelling of a person through physical force or duress to have sexual intercourse.

Drug dealing

The illegal selling of drugs.

Mugging

An intent to rob a person. It can be violent or non-violent if the person hands over its things.

Terrorism

The use of violence and threats to intimidate especially for political purposes.

Victim

One who is harmed or killed by another person.

To arrest

To seize (a person) by legal authority or warrant and take into custody.

To break into

To enter a building illegally, usually by damaging the property in the process.

Bail

Security, usually a sum of money, exchanged for the release of a person under arrest, as a guarantee for their appearance for trial.

To investigate

To observe/inquire into something in detail.



LISTENING: BAYVIEW CORRECTIONAL FACILITY

Radio announcer:

Good afternoon and welcome to NYW News. Today's top story, there has been a prison break from New York's Bayview Correctional Facility. Two criminals escaped at approximately 7.00am this morning New York time. It is understood there was an assault on a prison officer, who was then tied up and locked into the cell. One of the criminals then changed into the prison officer's clothes and used his keys to open his car, which was in the prison parking lot. The second prisoner hid in the trunk of the car until the two were clear of the prison gates before later splitting up. One of the two men has now been caught and has been taken back to jail, while the second man, described as 6 foot 1, dark haired and with a scar on his left cheek, is still at large in the community. The car he was driving was a blue Buick La Crosse, with the license plate PDN – 568.

Police are investigating and have appealed for witnesses who may have noticed this car in their area to come forward, or any information which may lead to his arrest. The criminal is a convicted murderer, who was involved in drug dealing, and organized crime. He should be considered armed and dangerous.

In other news, there has been an armed bank robbery at Capital One Bank on 52nd street on the corner of 3rd Avenue just after lunchtime around 2pm New York time. Police believe the theft was in excess of \$500,000. Three people were injured at the scene. One, a security guard who was stationed at the door of the building, is in critical condition in hospital after being shot in the chest and arm. The victim is in intensive care. The other two victims are being treated for minor injuries sustained after they were assaulted by the assailants. The suspects, three of whom were wearing prosthetic clown masks during the robbery, are thought to be still at large in the community.

Police are examining the video footage, but as of yet, they have no leads. The criminals made off on motorcycles, which were then abandoned half a mile away on 42nd Street on the North East corner of Bryant Park, where it is believed the men transferred to a second vehicle. The motorbikes are now in police custody where they are being examined for fingerprints and DNA evidence. Police are appealing to the public for information. Anyone who was present in the area of 42nd Street beside Bryant Park around 2.15pm and noticed anything suspicious should either call 911 or go directly to your local Police Station.

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READING: GUN CONTROL

Guns (and the controversy that surrounds them) is a fervently debated issue in the United States. This debate is focused on the deaths caused by guns and the balance between the responsibility of the government to protect its citizens and the right of individuals to defend themselves, as stated in the Constitution.

The United States is still a relatively young country. Many of its first settlers were people from Europe escaping religious persecution. In 1776, the soon-to-be Americans fought the British for their independence and upon victory they created a constitution to clearly state their national laws and beliefs. It has always been a country founded on the strong belief in individual rights and freedoms. The Second Amendment, along with all the other Bills of Rights, was adopted in 1791. This amendment allowed everyday citizens to own and use firearms for self-defense and to prevent suppression by a tyrannical government.

There are a large number of mass shootings in the USA compared with other countries. This raises several questions. For example, does it only appear that Americans commit more gun-related crimes because the population is so large in comparison to European countries? Are gun control laws directly responsible for these deaths? These are difficult and complicated questions.

Some states are stricter than others. In many states it is perfectly legal to walk around in public with a weapon, as long as you have a specific permit.

Part of the problem is that many guns are not registered. Yemen, for example, is estimated to have between 28 and 81 guns per 100 residents. Therefore, studies estimate that they have an average of 54 guns per 100 people. According to a 2007 survey, the United States has 88 civilian-owned firearms per 100 residents, which ranks them number one in the world.

Statistics rank the United States number 10 on the list of countries with the most firearm-related deaths. This includes homicides, suicides, and accidental deaths. For every 100,000 residents, an estimated 10 people will die from firearm-related injuries: 4.14 of these people by homicide, 5.71 by suicide, and 0.23 by accident. These figures suggest that perhaps more attention should be paid to suicide prevention in the United States.

Not surprisingly, many politically unstable countries top the list of most firearm-related deaths: Colombia with 51.77 deaths per 100,000 residents, El Salvador with 50.36 and Honduras with 46.70. In countries that are considered politically unstable, or those that were politically unstable in the recent past, deaths by firearms are especially difficult to calculate. Perhaps the justice system is corrupt in these countries and crimes that are reported are not shared with the public.

In the United States an estimated 5% of all fatal accidents are caused by firearms.



VOCABULARY: COURT HOUSE

Court

A building where legal cases happen. Also, the group of people who decide if someone is guilty or innocent.

Evidence

Proof, statements or objects that help people decide if something is true or not.

Lawyer

A person whose profession is to give legal advice and assistance to clients and represent them in a court of law or in other legal matters.

Witness

A person who sees an event happening, usually a crime or accident.

Judge

A public official who hears and decides cases in a court of law.

Guilty

Responsible for breaking the law.

Innocent

Not guilty of a specific crime.

To sentence

- a) noun: a court judgment or penalty delivered when one is found guilty.
- b) verb: to give someone a punishment after they have been found guilty.

Jury

A group of people, usually randomly-selected members of the public, sworn to judge and give a verdict on a case presented in court.

To convict

To find someone guilty of an offense or crime.

To testify

To speak seriously about something, especially in a court of law; to give or provide proof.



READING: CAPSULE HOTELS

People have created a variety of lodgings for overnight stays away from home. There are hotels, motels and hostels to name just a few. Each location has its own peculiarities, and some are more creative than others. In Japan people have created one of the most unique forms of lodging, the capsule hotel.

The capsule hotel is just what its name implies; fiberglass or modular plastic capsules are stacked upon one another, usually two high, and can be as many from left to right as space permits. The containers are usually 2 meters by 1 meter by 1.25 meters, providing enough room to sleep and have curtains or fiberglass doors to ensure privacy. Most of them provide a television, electronic console and internet connection. Guests are asked to not smoke or eat inside. The idea originated from Japanese architect Kisho Kurokawa, one of the founders of the Metabolist Movement. The first capsule hotel was opened in 1979 in the city of Osaka.

So why would someone opt for a capsule hotel? Well firstly, the hotel provides an affordable option for someone who is not concerned with hotel room amenities. A capsule usually costs around 2000-4000 yen a night (US\$ 25–50). There are separate areas for men and women and some hotels provide a sleeping gown and slippers. With the current economic crisis, underemployed and unemployed people are making more use of these lodgings. Also, if someone is making a visit to a city and goes out to enjoy the nightlife, capsule hotels provide a safe option for those who do not wish to travel home in a less than desirable state. So next time you find yourself in Japan, whether on business or for pleasure, try out a capsule hotel and see how it compares with other more common sleeping places.

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VOCABULARY: ADJECTIVES

Some adjectives have two versions, one ending **-ed** (e.g. “bored”) and one ending **-ing** (e.g. “boring”). Although the two versions look similar, it is important that you use the correct one because each form has a different meaning.

-ed adjectives refer to feelings that people experience.

*I nearly fell asleep during the film because I was so **bored**.*

-ing adjectives describe the things or events that provoke those feelings.

*I nearly fell asleep in the cinema because **the film** was so **boring**.*
(The film was boring because it made me feel bored).

Here are some more examples:

amazed: you are very impressed or surprised by something

amazing: something that causes great wonder

amused: you feel entertained by something

amusing: something that is entertaining to watch or experience

annoyed: you feel irritated or slightly angry

annoying: something that irritates you or makes you angry

bored: you are not interested in something, or don't find it exciting

boring: something that is not interesting or exciting

disappointed: you feel bad because something didn't happen as you expected

disappointing: something that doesn't meet your expectations

embarrassed: you feel shame about something you did

embarrassing: something that causes shame to the person who does it

excited: how you feel when you are really looking forward to something

exciting: something that is very enjoyable or thrilling

frightened: you feel a lot of fear about something

frightening: something that causes a lot of fear

fascinated: you are very interested in something

fascinating: something that provokes great interest

interested: you have an interest in something

interesting: something that can hold your attention

upset: you feel worried, sad or angry

upsetting: something that makes you feel worried, sad or angry



There are some adjectives that only describe things, and do not have a corresponding feeling.

Examples:

awesome: something that is very good or impressive

awful: something bad or unpleasant

dull: something uninteresting or boring

enjoyable: something that is pleasant or fun to do

terrible: something very bad

Be very careful when using the following two adjectives as they DO NOT have the same meaning:

fun: something that is amusing or enjoyable

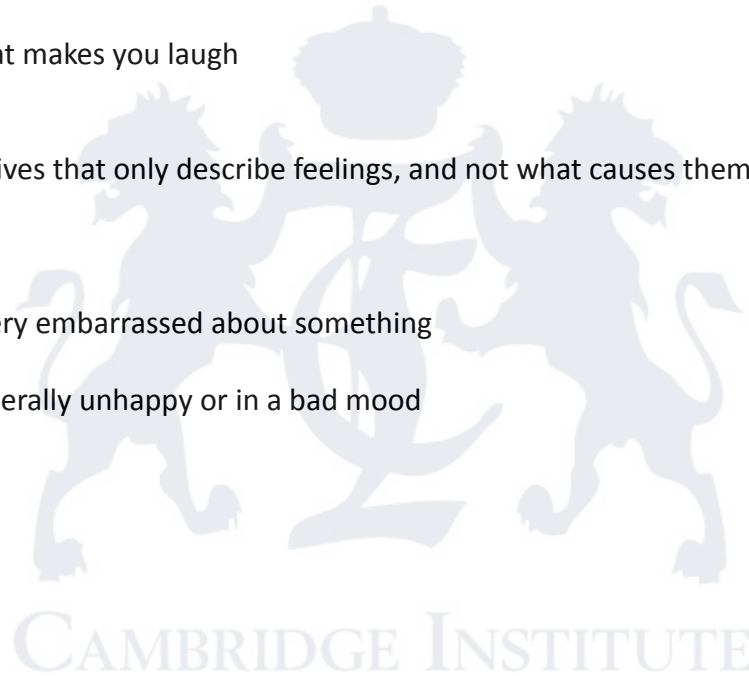
funny: something that makes you laugh

There are also adjectives that only describe feelings, and not what causes them.

Examples:

ashamed: you feel very embarrassed about something

grumpy: you feel generally unhappy or in a bad mood





LISTENING: TRIP TO JAPAN

Rick: Hey Steve, how was your trip to Japan?

Steve: Great, but I am exhausted.

Rick: Where did you go?

Steve: Well, I was in Tokyo for ten days; I had to help close a deal with an audio systems manufacturer.

Rick: How did you like the city?

Steve: It's very big, and there are a lot of really cool things to see. The most interesting part for me though was where I stayed. I slept in a capsule hotel. It's a hotel that's made up of stacked capsules in which people sleep. It might be the reason why I am so tired. It's basically a large tube with a sign that says you mustn't eat or smoke inside.

Rick: Huh, interesting. I might go to Japan next month but for tourism. Would you recommend the capsule hotel?

Steve: Well, it's definitely affordable. Tokyo is very expensive. A night in the capsule will run you about 40 dollars a night. I paid \$32, which isn't too bad. It may become popular here in the States if things keep going the way they are going with the economic situation.

Rick: Did the capsule come with anything?

Steve: Well, they gave me slippers. There was also wifi and a TV in the space.

Rick: Well, maybe I'll check it out.



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GRAMMAR: MODAL VERBS - PROBABILITIES

Modal verb + infinitive

We use this construction to express how certain we are that something is happening. These statements represent how certain the speaker is, not how certain something is in general, and are often accompanied by an observation that explains why the speaker thinks that way.

Use:

Must to express that we believe something is **certainly happening**.

May / Might / Could to express that something is **probably happening**.

To express belief that something is **certainly not happening**: Use The modal verbs can't and couldn't.

To express belief that something is **probably not happening**: Use When we use may not or might not.

Here is a rough guide to percentage of probability for each modal verb:

Will	100%
Must	90%
May well	+50%
May	50%
Could	30%
Might	15%
Can't / couldn't	0%

Examples:

She can't be sleeping well. She falls asleep during class! (this is almost certainly the reason why she falls asleep in class)

She couldn't be married to Bill. He's 40 years older than her! (the age difference makes this seem impossible)

She must be getting old. She can't remember my name anymore. (this is probably why she has become forgetful)

She may be talking to someone else now. Her line is busy. (this is a possible explanation)

She may not be telling everyone my secrets. I'm probably just paranoid. (it's possible that she isn't doing this)

She could be telling the truth. (probably telling the truth)

She might be lying to me. (probably lying)

She might not be lying to me. (probably telling the truth)



VOCABULARY: NATURAL DISASTERS

Flood/flooding

An overflowing of water on to land that is normally dry.

Earthquake

A sudden movement of the earth's crust caused by seismic activity.

Drought

A long period of abnormally low rainfall, especially one that affects growing or living conditions.

Hurricane

A severe tropical cyclone with winds greater than 119 kms per hour.

Tornado

A rotating column of air whirling at destructively high speeds.

Tsunami

A large, often destructive sea wave caused by a sub-marine earthquake, landslide or volcanic eruption.

Landslide

The downward sliding of a relatively dry mass of earth and rock.

Volcanic eruption

The sudden discharge of steam and volcanic material.

Avalanche

A fall or slide of a large mass of snow or rock down a mountain.

Forest Fire

An uncontrolled fire in a wooded area.



GRAMMAR: PAST PERFECT

The past perfect tense is mostly used for:

- Actions that happened before a past event.
- In reported speech.
- Sentences in the 3rd conditional.

Construction:

verb have in past tense + past participle

That is to say:

had + -ed form for regular verbs OR irregular past participle

Examples:

1. For actions that happened before a past event

*By the time Robert Johnson died, he **had sold** 6 paintings.*

*When I arrived home yesterday, my mother **had** already **cooked** dinner for me.*

*I didn't want to go to the cinema with my friends because I **had** already **seen** the movie.*

*I arrived at the party quite late. Most of my friends **had** already **gone** home.*

2. In Reported Speech

*He told me he **hadn't done** his homework.*

*John said that he **had** never **been** to China.*

3. In 3rd conditional sentences

*If I **had known** you were at home, I would have called in to see you.*

*If I'd **had** more money, I would have bought you something more expensive for your birthday.*

*I wish I **had studied** more for my exams.*



LISTENING: RADIO NEWS BROADCAST

Good evening and welcome to RBC Radio News Broadcast at 6 o'clock.

There has been a major earthquake of magnitude 8.1 close to the island of Sumatra. Scientists believe it was caused by movement of the Indian-Australian tectonic plate pressing into and under the Eurasian plate on the ocean floor in the area of huge depression known as the Sunda Trench. In nearby Jakarta the ground was reported to have shaken for 5 minutes continuously.

There have been evacuations in neighbouring areas of Thailand and Indonesia after a Tsunami warning was announced. The Indonesian President has warned people to remain vigilant and move away from the coast and head for higher ground safe areas inland. The Tsunami Warning Centre renewed its warning after aftershocks were felt for four minutes.

This is not the first time the area has been hit by a natural disaster. The earthquake and subsequent Tsunami of 2004 devastated the area. The warnings had come too late then, and the people living in the surrounding area hadn't had the same chance to escape the flooding, nor had the officials the access to the technology they have now. Indonesia had learned some hard lessons back then, and there was a consensus that the next time an earthquake struck, they would be more prepared. Disaster officials have reported that a 20m wave had been recorded on Koh Miang Island off Phang Nga. The electricity was cut in Aceh and there was about a half an hour of disaster as people tried to access higher ground. Traffic lights were cut and the roads were jammed until traffic police were able to sort out the problem.

A young woman who had been missing for 1 and a half years was reunited with her parents last night after police raided a kidnapping ring in the inner city yesterday afternoon. The young woman's father said he and his wife were overjoyed to have her back in a press conference for the media and that they had never given up hope in finding her.

"We are just thrilled to have our daughter back. Words can't express the joy we're feeling right now. We would like to thank everyone for their help and support in the last year and a half, and especially the brave police officers who made the daring raid this afternoon. We are asking for privacy in the coming days as we bid to repair our lives and just enjoy spending time with our daughter again."

The young woman was found in a visibly shaken and disheveled state. Her parents are giving her the royal treatment and are planning a party for family and friends in a few weeks, but first they are giving her the chance to rest.

A historic healthcare bill was passed in Congress today. It increases the benefits available for less fortunate members of society who hadn't had access to affordable healthcare under previous governments.

The president said that "Everyone should have the same basic security when it comes to healthcare." It brings to an end a year of debate in the Senate, but some congress members are saying that the hard work has only just begun, as the president seeks to implement the bill, which could take years to come to pass. Opposition party member Jack Pratt was quoted as saying: "The debate's not over yet. It's only beginning!"



VOCABULARY: NEWS MEDIA

Anchor

The host of a regular news broadcast.

Reporter

A writer, investigator or presenter of news stories.

Journalist

A writer or editor for a news medium.

To broadcast

To transmit a radio or television programme for public consumption.

Editorial

An article in a publication expressing the opinion of the editors or publishers.

Tabloid

A type of popular newspaper with small pages which has many pictures and short simple reports.

Broadsheet

A newspaper having a large format (38x61cms) and generally considered of a higher standard than tabloid.

Column

A regular section in a newspaper where a writer – or columnist – expresses their opinions or writes about a particular subject.

Headline

The title of a newspaper article, or the short summary of a news item read out at the beginning of a broadcast.

News Flash/Breaking News

News that is happening or being revealed at this moment.

Media Mogul/News Magnate

A powerful or important person who controls or has influence over public media, i.e. TV, radio, magazines or movies.

Pundit

An expert in their field, usually sports or politics, who takes part in panel discussions.

Panel

A group of experts selected for a discussion on a particular topic, i.e. football, politics, literature.

News Round-up

A quick summary of the news that day/week.

Correspondent

A person employed by the print or broadcast media to supply news stories.



LISTENING: WEATHER FORECAST

Here with today's weather is Janice Taylor. Over to you Janice...

Thank you Chris. Well, we're seeing a lot of variation in the temperatures for tomorrow. The east coast is going to see the highest temperatures, ranging from 95° in Florida to 87° in New York City and remaining warm at 77° up as far as Caribou in the North East. It's a bit cooler in the centre around the Great Lakes, with Detroit at 64°, Cleveland 71° and Buffalo at 74°, but as we go a bit further south, we're seeing big increases again, Cincinnati will be up as high as 86°, while St Louis should be around 85°. Unusually for this time of year, we're seeing much lower temperatures on the West Coast, with San Diego at 70°, Los Angeles 71° and San Jose at 61°. San Francisco should be about 55° tomorrow with Seattle at 62°. However if we go a bit inland Las Vegas will be around 93° and Salt Lake City about 82°.

The cold front which is sweeping across the West Coast and central area of the states will combine with a warm front rising from the Caribbean around Wednesday morning, which may see some turbulent weather, including tropical storms and possible tornadoes. There is a hurricane warning for Wednesday evening on the East Coast, bringing a possible risk of flooding, but at this moment we can't say with any certainty how powerful we expect it to be.

Although the West Coast will be relatively cold tomorrow morning, there is little chance of rain, but that won't be the case in the Midwest: North Dakota and South Dakota, Ohio, Wisconsin, Illinois, Indiana, Iowa, Kansas and Michigan where there'll be a 90% chance of rain, with that falling to about 80% chance in Louisiana, Oklahoma, Texas and 75% chance in Mississippi and Tennessee. Alabama and Kentucky are also at an increased risk of thunderstorms. Well, that's all the weather for today, let's go to Dan in Sport.



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