

Condition

A. Look at these sentences. They all use 'if'. Rewrite each sentence, replacing 'if' with the words in *bold*. You may need to remove some of the other words.

1. You can borrow my dictionary if you return it before you go home.
providing that
2. You can't go to university if you don't have good grades.
unless
3. Pollution will get worse if we continue to live in a throwaway society.
as long as
4. Many developed countries are willing to waive the Third World debt if the money is reinvested in education and medicine.
on condition that
5. Some countries will never be able to rectify their deficits even if they work very hard.
no matter how
6. Computers are difficult things to understand, even if you read a lot of books about them.
however many
7. Crime is a problem, even if you go to relatively safe countries.
wherever

B. Now rewrite each sentence beginning with the words in *bold*. For example:

Providing that you return it before you go home, you can borrow my dictionary.

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C. Complete these sentences using an appropriate word or expression from above and your own ideas.

1. British universities will accept students from abroad _____
2. Working for a large company can be a fulfilling experience _____
3. Most banks are happy to lend customers money _____
4. The government will reduce income tax _____
5. The environmental situation will continue to worsen _____
6. There will always be long waiting lists at our hospitals _____
7. Travelling helps you understand more about the world around you _____

D. Some nouns can be used to express condition. Complete these sentences 1-3 with one of the words from A, B or C.

1. Being able to drive is one of the _____ of the job of salesman.
A. prerequisites *B. prerequisites* *C. prescriptions*
2. Before you accept a job, it is important that you agree with the _____ of the contract.
A. conditionals *B. conditions* *C. conditioners*
3. It is a _____ of the university that you attend an interview.
A. requirement *B. requisite* *C. requiem*

Changes 1

Look at the pairs of sentences in 1-20 and choose a verb from the box which can be used with both sentences. In some cases, the meaning of the verb may change slightly. Then use a dictionary to find other objects which can be used with the verbs.

adapt • adjust • alter • cure • demote • disappear • dissolve
exchange • expand • fade • increase • promote • reduce • renew
renovate • replace • swell • switch • transform • vary

1. We need to _____ these cars so disabled people can drive them. The country found it hard to _____ to the new government.

 2. To make sure your car is safe, you should check and _____ the brakes on a regular basis. He found it hard to _____ to living in a tropical country.

 3. You must _____ the voltage or the system will blow up. He decided to _____ his appearance by having plastic surgery.

 4. Our bills will be less if we _____ from gas to electricity. They had to _____ flights at Heathrow Airport.
- 

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5. You can't _____ the terms of the contract once it has been signed. He wants to _____ his appearance.

 6. It will help your digestion if you _____ your diet. Prices of flats _____ from a few thousand to millions of pounds.

 7. We need to _____ our pounds for dollars. You can usually _____ goods which are faulty if you show the receipt.

 8. We have had to _____ our sales force to cope with the extra demand. Water will _____ when it is frozen.

 9. The price of oil will _____ next year. Most bosses refuse to _____ salaries when they are asked.

Changes 1

10. The management decided to _____ the _____ the sugar in boiling water.
company and sell the offices.
11. More and more people are moving to cities to _____ the population there.
_____ up.
12. The market for typewriters will probably _____ completely in the next few years.
The police are baffled by the increasing number of people who _____ each year.
13. The old contract ran out and we had to _____ it.
Many people argue that it's futile to _____ old hostilities.
14. They have received funds to _____ the _____ the house is in good structural condition, but we
old buildings. need to _____ the central heating system.
15. The boss offered to _____ him from _____ tourism in
salesman to manager. Our main aim is to _____ the country.
16. They wanted to _____ me from _____ you, you will lose a large
manager to salesperson. part of your salary.
17. If you wash it too much, the colour will _____
_____ . We watched the islands _____ away into the distance.
18. The company decided to _____ the _____ You must _____ the books on the shelf
permanent staff with freelancers. when you have finished with them.
19. The doctors were unable to _____ _____ the meat in salt water for
her illness. between three and five days.
20. Governments are trying to _____ _____ The best way to save money is to _____
pollution. the number of staff.



Describing & analysing tables

A. Look at the four tables below. These show demographic trends in four different countries between 1996 and 2000. The numbers on the left and right of each table show the number of people in hundred thousands. Using the information in these tables, match sentences 1-13 on the next page with the appropriate country. Use the words and expressions in **bold** to help you.



Number of people under 18 years of age



Number of people over 65 years of age



Number of deaths

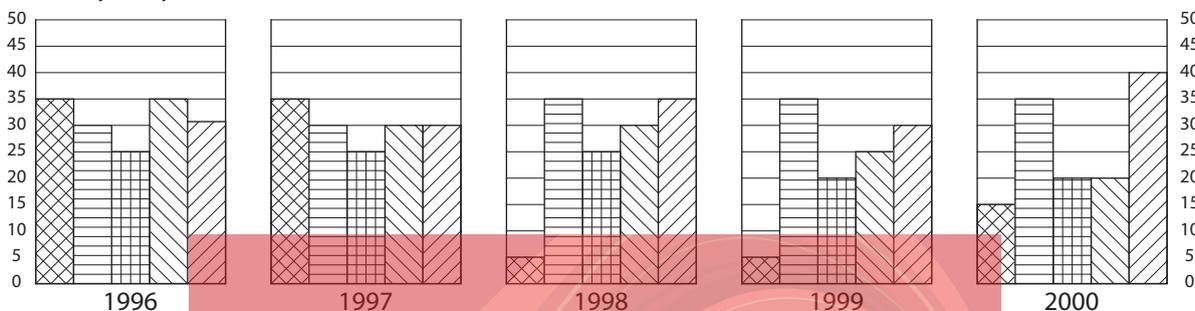


Number of married people

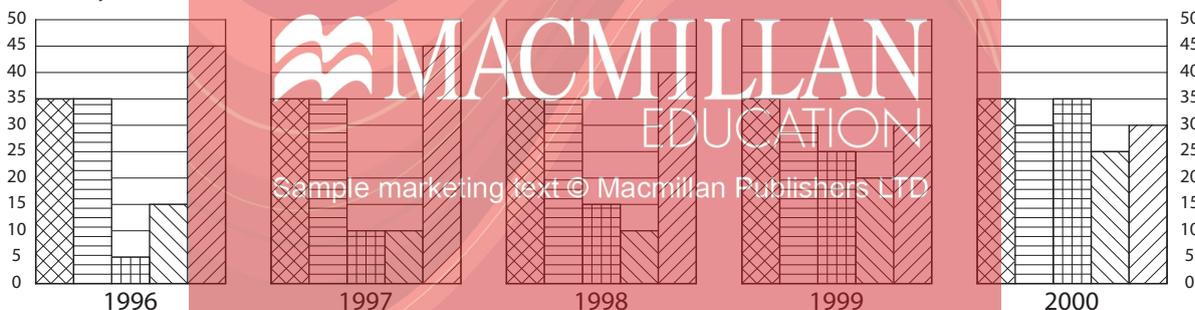


Number of single people

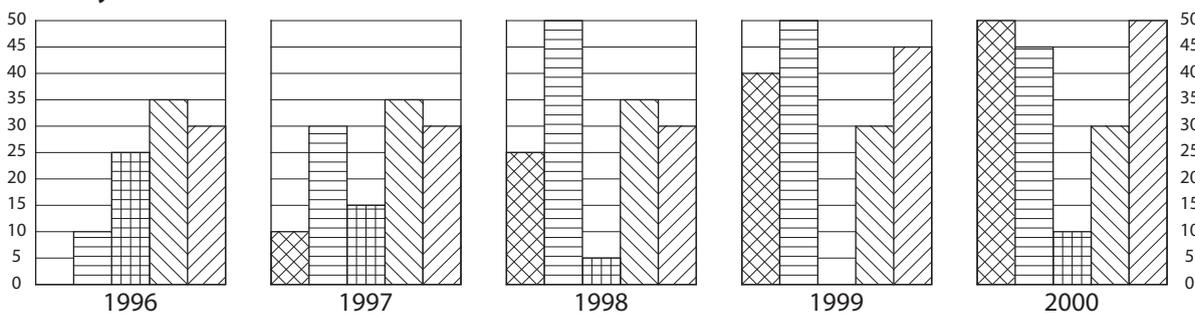
Country 1: Lycia



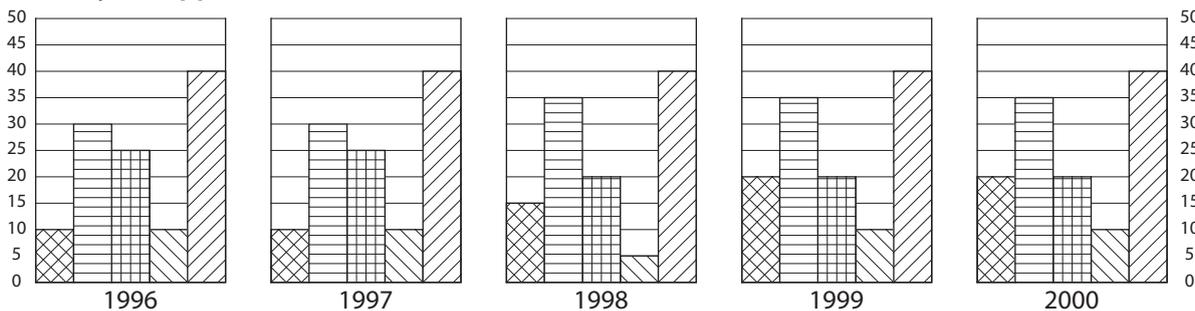
Country 2: Cilicia



Country 3: Moesia



Country 4: Cappadocia

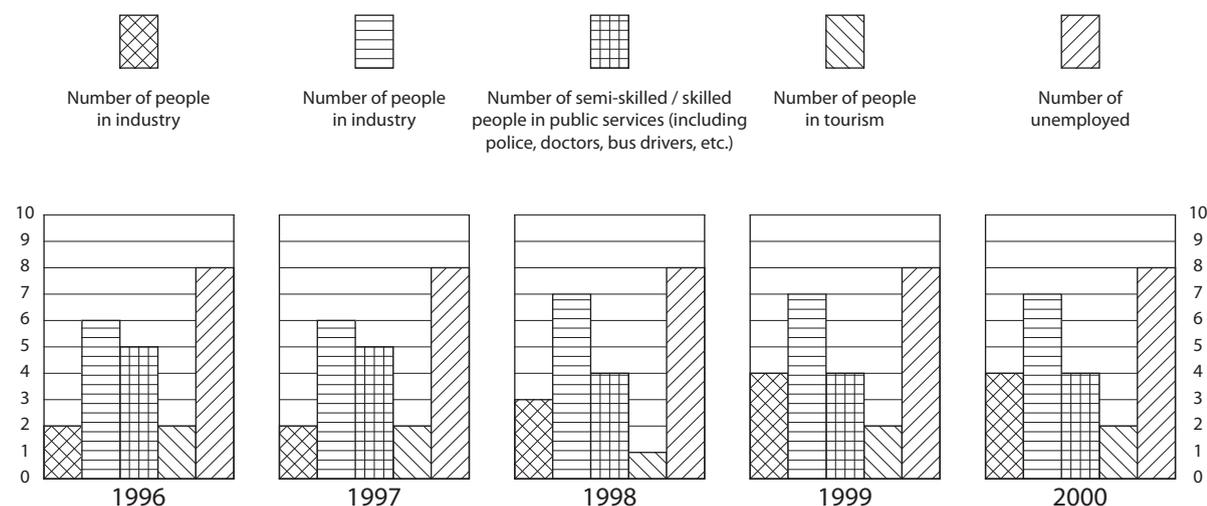


Describing & analysing tables

1. In which two countries was there a **considerable discrepancy** between married and single people between 1996 and 1998?
2. In which country was there a **constant** and **considerable discrepancy** between married and single people over the five-year period?
3. In which country was there a **sudden** and **noticeable difference** between those under 18 and those over 65 in 1998?
4. In which country did the number of under-18s **rise dramatically** between 1996 and 2000?
5. In which country did the number of under-18s **increase slightly** between 1996 and 2000?
6. In which country did the number of over-65s **go up sharply** between 1996 and 1998?
7. In which country did the number of married people **decline significantly** over the five-year period?
8. In which country did the number of deaths **decrease significantly** between 1996 and 1999?
9. In which two countries was there a **slight decline** in the number of married people between 1998 and 1999?
10. In which country was there a **sharp drop** in the number of under-18s between 1997 and 1998?
11. In which country was there a **slight reduction** in the number of deaths over the five-year period?
12. In which country was there a **significant increase** in the number of deaths between 1998 and 2000?
13. In which country did the number of deaths **remain constant** over the five-year period?

B. Now look at the table below, which shows the changes in economic activity in a town over a period of five years. The figures on the left and right show the number of people involved in these activities, in thousands. Write your own sentences to describe the situation in the town regarding the number of:

1. People employed in industry between 1996 and 2000.
2. People employed in retail between 1996 and 2000.
3. People employed in public services between 1999 and 2000.
4. People employed in tourism between 1996 and 2000.
5. Unemployed between 1998 and 2000.
6. People employed in industry compared with those in retail in 1996.
7. People employed in industry between 1998 and 1999.



How something works

A. Look at these sentences and decide which object is being described in each one. Use the words in **bold** to help you. You will find the objects hidden in the word grid at the bottom of the page.

- The most important part of this object is a strip of two different metals, one on top of the other. As they **heat up**, both metals **expand**, but one does it faster than the other. The strip **bends** and **connects** with a switch, which **turns off** the power supply. When the strip **cools down**, the metals **contract** and the switch is **disconnected**. (1 word)
- This object has several **component parts**, most of which are made of plastic. A disc inserted into the object **spins** quickly. At the same time a thin beam of light **strikes** the disc and **converts** digital symbols into sounds. These sounds can be **increased** or **decreased** in volume by means of a button or dial. (3 words)
- Liquid and gas are **compressed** in a hard metal tube. This can be **released** by **pushing** or **squeezing** a button which **opens** a valve. When the liquid-gas combination **leaves** the tube and is mixed with oxygen, it rapidly **expands**. (1 word)
- This object is mainly **made of** aluminium. As it **moves** forward, air **flows** over two horizontal sections. As it **accelerates**, a vacuum is **formed** over the horizontal sections and the object is pulled into the air by the force of this vacuum. (1 word)
- This object consists of two main parts; one is made mainly of plastic and metal, the other is made mainly of glass. Light **enters** the glass section and a small door in the device **opens** up when a button is **pressed**. At the same time, a smaller window called an aperture **adjusts** itself to control the amount of light. The light is then **absorbed** by a sheet of plastic coated in a special chemical. An image is **formed** and this can then be **processed** and **developed** into a two-dimensional paper-based object. (1 word)
- A sharp blade inside a plastic container **rotates** very quickly. It **chops** or **grinds** anything it touches, which we can then use to **produce** soup, sauces and dressing. (2 words)
- This is a very simple object which originated in China. A small piece of paper is **lit** with a match. It **burns** away until the flame **ignites** the chemical compound inside a cardboard tube. The result is a display of light and colour. (1 word)

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

B. There are nine more objects hidden in the grid. Choose **four** of them and write a brief description of how they work, using the bold words and expressions above. There are some more useful words in the answer key (on page 103).

Writing a letter

A. Below, you will see eleven common situations that people encounter when they are writing a formal letter. Choose the sentence or phrase (A, B or C) that would be most appropriate in each situation.

- You are writing a letter to the headteacher of a school or college, but you don't know their name. How do you begin your letter?
A. Dear headteacher B. Dear Sir / Madam C. Dear Sir
- You have received a letter from the manager of a company which buys computer components from your company, and you are now replying. What do you say?
A. Thank you for your letter. B. Thanks a lot for your letter. C. It was great to hear from you.
- You recently stayed in a hotel and were very unhappy with the service you received. You are now writing to the manager. What do you say?
A. I had a horrible time at your hotel recently. B. I would like to say that I am unhappy about your hotel. C. I would like to complain about the service I received at your hotel recently.
- You have sent a letter of application to a college, together with your curriculum vitae which the college requested. What do you say in the letter to explain that your curriculum vitae is attached?
A. You asked for my curriculum vitae, so here it is. B. As you can see, I've enclosed my curriculum vitae. C. As you requested, I enclose my curriculum vitae.
- You have applied for a job, but you would like the company to send you more information. What do you say?
A. I would be grateful if you would send me more information. B. I want you to send me more information. C. Send me some more information, if you don't mind.
- In a letter you have written to a company, you tell them that you expect them to reply. What do you say?
A. Write back to me soon, please. B. Please drop me a line soon. C. I look forward to hearing from you soon.
- In a letter you have written, you want the recipient to do something and are thanking them in advance of their action. What do you say?
A. Thank you for your attention in this matter.. B. Thanks for doing something about it. C. I am gratified that you will take appropriate action.
- The company you work for has received an order from another company and you are writing to them to acknowledge the order and let them know when you can deliver. What do you say?
A. About the order you sent on 12 January for... B. I would like to remind you of the order you sent on 12 January for... C. I refer to your order of 12 January
- In a letter, you explain that the recipient can contact you if they want more information. What do you say?
A. Give me a call if you want some more information. B. If you would like any more information, please do not hesitate to contact me. C. If you would like any more information, why not get in touch?
- You began a letter with the recipient's name (e.g., Dear Mr. Perrin). How do you end the letter?
A. Yours faithfully B. Yours sincerely C. Best wishes
- You did not begin the letter with the recipient's name (see number 1 above). How do you end the letter?
A. Yours faithfully B. Yours sincerely C. Best wishes

B. Look at these sentences and decide if they are true or false.

- Formal letters are always longer than informal letters.
- In a formal letter it is acceptable to use colloquial English, slang and idioms.
- In a formal letter it is acceptable to use contractions (e.g., I've instead of I have)
- In a formal letter you should include your name and address at the top of the page.
- In a formal letter, you should always write the date in full (e.g., 1 April 2000 and not 1/4/00).
- In a formal letter, you should always put your full name (e.g., James Harcourt and not J. Harcourt) after your signature at the bottom of the letter.
- Formal letters do not need to be broken into paragraphs. It is acceptable to write them as one continuous paragraph.

Presenting an argument

A. Read the text below, in which somebody is trying to decide whether to go straight to university from school, or spend a year travelling around the world. Put their argument into the correct order, using the key words and expressions in *italics* to help you. The first one and last one have been done for you.

- A (1) I'm really in two minds about what to do when I leave school. Should I go straight to university or should I spend a year travelling around the world?
- B. *It is often said that* knowledge is the key to power, and I cannot disagree with this.
- C. *On the one hand*, I would experience lots of different cultures.
- D. Unfortunately, *another point is that* if I spent a year travelling I would need a lot of money.
- E. And I'm not alone in this opinion. *Many consider* a sound career and a good salary to be an important goal.
- F. *However*, it could be argued that I would also meet lots of interesting people while I was travelling.
- G. *Secondly*, if I go straight to university, I'll learn so many things that will help me in my future life.
- H. *First of all*, there are so many benefits of going straight to university.
- I. But *I believe that* it would be easy to make a bit while I was travelling, giving English lessons or working in hotels and shops.
- J. *Moreover*, I'll be able to take part in the social activities that the university offers, and meet lots of new friends who share the same interests.
- K. *The most important point is that* the sooner I get my qualifications, the quicker I'll get a job and start earning. Sample marketing text © Macmillan Publishers LTD
- L. *Nevertheless*, these inconveniences would be an inevitable part of travelling and would be greatly outweighed by the other advantages.
- M. *In my opinion*, starting work and making money is one of the most important things in life.
- N. *On the other hand*, I could end up suffering from culture shock, homesickness and some strange tropical diseases.
- O. *Furthermore*, if I spent a year travelling, I would learn more about the world.
- P. (16) All right, I've made my mind up. Now, where's my nearest travel agency?

B. Using the key words and expressions in italic from the last exercise, present an argument for *one of the following issues*:

1. A government's main priority is to provide education for its people.
2. The only way to save the environment is for governments to impose strict quotas on the energy we use (for example, by restricting car ownership, limiting the water we use).
3. Satisfaction in your job is more important than the money you earn.
4. Living in a town or city is better than living in the countryside.
5. It is our responsibility to help or look after those less fortunate than ourselves (for example, the homeless, the mentally ill).

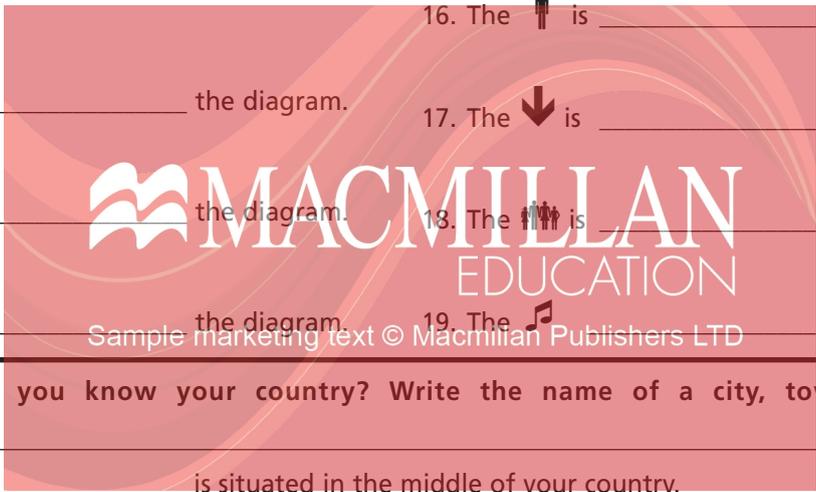
Contrast & comparison

Complete these sentences with the most appropriate word or expression from A, B or C.

1. The two machines _____ considerably. One has an electric motor, the other runs on oil.
A. differ **B. differentiate** **C. differential**
2. The _____ in weather between the north and the south of the country is very noticeable.
A. comparison **B. contrast** **C. compare**
3. Many people cannot _____ between lemon juice and lime juice.
A. differ **B. differentiate** **C. contrast**
4. Children must be taught to _____ between right and wrong.
A. differ **B. contrast** **C. distinguish**
5. There is a _____ between being interested in politics and joining a political party.
A. distinguish **B. distinctive** **C. distinction**
6. Can you tell the _____ between a good boss and a bad one?
A. difference **B. differentiate** **C. contrast**
7. The management must not _____ between male and female applicants.
A. differ **B. contrast** **C. discriminate**
8. Asia covers a huge area. _____, Europe is very small.
A. By way of contrast **B. By ways of comparing** **C. By similar means**
9. The new model of car is very _____ to the old one.
A. same **B. similar** **C. common**
10. Her political opinions are _____ to mine.
A. same **B. exactly** **C. identical**
11. Some political parties have such similar manifestoes that they are difficult to _____.
A. tell apart **B. say apart** **C. speak apart**
12. My friends and I enjoy doing many of the same things. In that respect, we have a lot _____.
A. in similar **B. in particular** **C. in common**
13. There seems to be a large _____ between the number of people employed in service industries, and those employed in the primary sector.
A. discriminate **B. discretion** **C. discrepancy**
14. British and Australian people share the same language, but in other respects they are as different as _____.
A. cats and dogs **B. chalk and cheese** **C. salt and pepper**
15. Britain's economy is largely based on its industry, _____ a few hundred years ago it was an agrarian country.
A. while **B. whereas** **C. whereby**

Location

1. The  is _____ the .
2. The  is _____ the .
3. The  is _____ the diagram.
4. The  is _____ the diagram.
5. The Φ is _____ the E.
6. The  is _____ the  and the .
7. The  is _____ the diagram.
8. The  is _____ the diagram.
9. The  is _____ the diagram.
10. The  is _____ the diagram.
11. The  is _____ the .
12. The  are _____ the .
13. The  is _____ the .
14. The  is _____ the diagram.
15. The  is _____ the diagram.
16. The  is _____ the .
17. The  is _____ the diagram.
18. The  is _____ the diagram.
19. The  is _____ the diagram.



B. How well do you know your country? Write the name of a city, town, village or island which...

1. _____ is situated in the middle of your country.
2. _____ is built on the slopes of a mountain.
3. _____ is located on the coast.
4. _____ stands on a cape or peninsula.
5. _____ is built on the edge of a river or lake.
6. _____ is a two-hour journey by car or bus from the capital.
7. _____ is a short distance off the coast.
8. _____ is about 10 miles (approximately 16 kilometres) from your home town.

Don't forget to keep a record of the words and expressions that you have learnt, review your notes from time to time and try to use new vocabulary items whenever possible.

Joining/becoming part of something bigger

The sentences below all contain a word or expression in *italics* which is related to the idea of two or more things joining together, sometimes with the result that they become part of something bigger. However, the words and expressions have all been put into the wrong sentence. Put them into their correct sentence. In some cases, more than one answer is possible.

A. Move the verbs into the right sentences.

1. His salary is *merged* to the cost of living, and increases on an annual basis.
2. The International Book Association *blended* with Universal Press in 1999 to form the International Press.
3. To get a better finish, he *swallowed up* the two paints together.
4. The firm *integrated* with its main competitor in the battle to win more customers.
5. The suggestions from all the committees were *took over* into the main proposal.
6. The immigrants faced hostility when they were first *incorporated* into the community.
7. A lot of students had problems before they *amalgamated* into college life.
8. When the large international college *got together* the smaller school, a lot of people lost their jobs.
9. The students *linked* one evening and decided to protest about their situation.
10. A large international company *assimilated* our firm last month and started making immediate changes.

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B. Move the nouns into the right sentences.

1. The *alloy* between England and France came close to breaking down many times during the nineteenth century.
2. The *synthesis* between England and Scotland is over 300 years old.
3. In 2003, the three regional organizations responsible for helping homeless people formed a national *blend* to help and support one another.
4. Brass is a well-known *alliance* of copper and zinc.
5. Water is a *coalition* of hydrogen and oxygen.
6. The plan is a *unification* of several earlier proposals.
7. The *merger* of Italy did not occur until the second half of the nineteenth century.
8. The company made its fortune by selling a popular *union* of coffee.
9. The proposed *federation* of the Liberal and Labour Parties in the election was cause for much ridicule.
10. As a result of the *compound* with the other company, Flax International became the largest in its field.

Reason & result

A. Join the first part of a sentence in the left-hand column with a second part from the right-hand column, using an appropriate expression showing reason or result from the central column. In some cases, more than one of the expressions from the middle is possible.

| | | |
|---|---------------------------|--|
| 1. The police asked him his... | ...ensued... | ...pass his exams |
| 2. He failed his exam... | ...effects of... | ...wake anyone |
| 3. A persistent cough... | ...prompted him to... | ... was unable to enroll for the course |
| 4. She started haranguing the crowd... | ...on account of... | ...upsetting me like that? |
| 5. He spent the whole weekend revising... | ...as a consequence... | ...his lack of revision |
| 6. They came in quietly... | ...affect... | ...starting a riot |
| 7. He refused to lend anyone money... | ...owing to... | ... its low turnover and poor sales history |
| 8. The bank manager refused to lend the company more money... | ...on the grounds that... | ...its action |
| 9. The school was forced to close... | ...so as not to... | ... when the police officers on trial were acquitted |
| 10. What were your... | ...with the aim of... | ...a large earthquake? |
| 11. What are the... | ...In order to... | ...people rarely repay a loan |
| 12. Stress and overwork can... | ...consequences of... | ...seek professional medical help |
| 13. The army attacked without considering the... | ...motives in... | ... different people in different ways |
| 14. He failed to send off his application form and... | ...due to... | ...poor student attendance |
| 15. Riots and street fighting... | ...reason for... | ...speeding through the town |

B. Now complete these sentences with an appropriate expression from the central column of the table above.

- Panic buying _____ when the stock market crashed.
- People often do things without considering the _____ their actions.
- The government raised the income tax rate _____ curb inflation.
- The government raised the income tax rate _____ curbing inflation.
- The government raised the income tax rate _____ the rapidly rising rate of inflation.
- When questioned, many racists cannot give a logical _____ their attitudes towards other racial groups.
- The soaring crime rate alarmed the police superintendent and _____ adopt a zero-tolerance policing policy.
- He was arrested _____ he was a danger to others and himself.
- The family was forced to economise _____ go heavily into debt.
- The fumes from motor traffic _____ people in many different ways.

Generalisations & specifics

A. Match the sentences in the list below with an appropriate sentence in the list opposite. The underlined expressions in the first list should have a similar meaning to the words or expressions in **bold** in the second list.

FIRST LIST

1. Small items of information are very important in a curriculum vitae.
2. I need to have precise information about your new proposals.
3. The plan was unable to go ahead because of a small important detail which is important in order to make something happen.
4. He demanded to know the small, precise and sometimes unimportant details.
5. When you read a piece of text in the exam, you should read it quickly first to get the general idea.
6. Before you write an essay, you should plan it first and give a broad description without giving much detail.
7. Odd features or details which make something different make the world a more interesting place.
8. Saying that all seventeen-year-olds take drugs is a bit of a general statement.
9. Many cars have very similar typical features.
10. The huge rise in computer sales is a good **example** of the direction in which technology is heading.
11. **Normally,** most students sitting the exam manage to pass with a good grade.
12. The new library **shows a good example of** British architecture at its best.
13. Before you travel somewhere, it is important to **make a detailed list of** things that you need to take.
14. French fries with mayonnaise is a dish which is **an odd feature or detail of** Belgian cuisine.
15. The article **shows as an example** his views on the way the company should develop.

Don't forget to keep a record of the words and expressions that you have learnt, review your notes from time to time and try to use new vocabulary items whenever possible.

Generalisations & specifics

SECOND LIST

- A. Please let me have **the specifics** as soon as possible.
- B. It's very frustrating when a minor **technicality** puts a stop to your plans.
- C. In the same way, kimchii is a concoction of cabbage, chilli and garlic which is **peculiar to** Korea.
- D. You should include full **details** of your past experience.
- E. Once you have an **outline**, you will discover that your work is easier to organise.
- F. We must be careful not to make this kind of **generalisation**.
- G. **Itemize** everything in order of importance, beginning with your passport and visa.
- H. As far as he was concerned, the **minutiae** could not be overlooked.
- I. Most manufacturers are aware that these **characteristics** are what help sell their product.
- J. It also provides us with an accurate **illustration** of the advances we have made in the last twenty years.
- K. It **illustrates** his preference for increased automation.
- L. Once you have the **gist**, it should be easier to understand it.
- M. It **exemplifies** the style that is becoming increasingly popular with town planners.
- N. **In general**, the average result is a B or C.
- O. For example, it is one of the **peculiarities** of the British system that judges and lawyers wear wigs in court.

B. Write a list of the words and expressions in bold above. Put them into two groups based on whether they are talking about general things or specific things. Try to give examples of each word in a sentence of your own.

Don't forget to keep a record of the words and expressions that you have learnt, review your notes from time to time and try to use new vocabulary items whenever possible.