



KSA - Edition **Traveller 3**

English Language

Secondary Stage

Credits System

البرنامج المشترك

Level Three

نظام المقررات

المستوى الثالث

Semester System

Specialized Pathways

English Language 3

اللغة الإنجليزية

المرحلة الثانوية

النظام الفصلي

المسارات التخصصية

اللغة الإنجليزية ٣

كتاب الطالب Student's Book





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كتاب الطالب **Student's Book**

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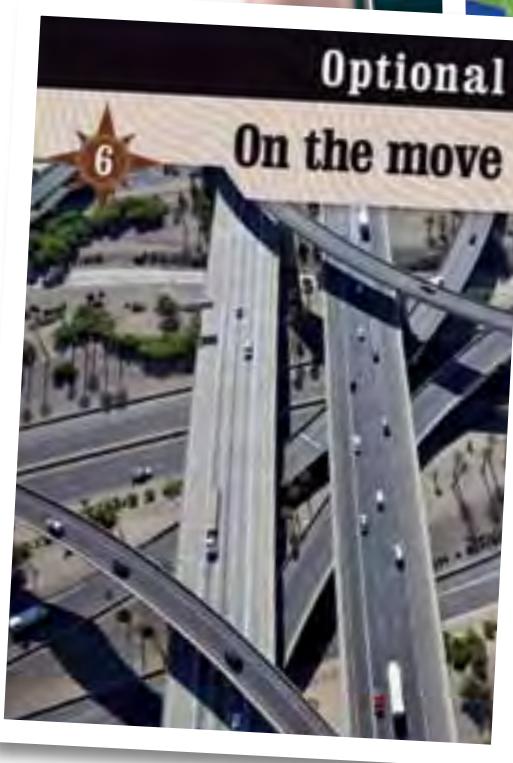
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1

Window on the world

Discuss:

- ▶ Would you like to travel around the world? Why / Why not?
- ▶ How can the English language help you learn more about the world?

Flick through the module and find...

- ▶ a magazine article about what colours mean
- ▶ a short text about serving tea in Japan
- ▶ a magazine article about a theme park
- ▶ an e-mail from Jeddah
- ▶ a dialogue taking place in the street

In this module you will...

- ▶ learn how to express enthusiasm, make suggestions and give directions
- ▶ talk about language learning and different cultures and lifestyles
- ▶ learn to distinguish between permanent and temporary situations
- ▶ learn how to refer to past habits and events
- ▶ learn how to ask questions informally and formally
- ▶ learn to write a paragraph and an informal e-mail based on prompts
- ▶ acquire skills and strategies that will help you in exams

1a reading

A. Discuss.

- Where are the following landmarks?
What do you know about them?

the Taj Mahal the Acropolis
the Grand Canyon the Eiffel Tower
Niagara Falls the Egyptian Pyramids

- Which of them would you like to visit most? Why?

B. Read the article quickly and answer the question below.

What is the purpose of the article?

- a. to educate the reader
- b. to inform and entertain the reader
- c. to encourage people to visit China

C. Read the article again. Decide whether the following statements are True, False or Not Mentioned in the article. Write T, F or NM in the boxes.

1. This article is the only one in the magazine on the topic of theme parks of the world.
2. All the exhibits on show are the same size as the originals.
3. The organisers of the park want visitors to learn something about different countries in the world.
4. You can try out food from different parts of China in the park.
5. Visitors can take part in sporting activities in the park.
6. The visitors are enthusiastic about the park.

It's a Small World!



This week, in our series on the world's most famous theme parks, we are visiting The Window of the World theme park in Shenzhen, China.

This certainly is a theme park with a difference. The Window of the World contains over 130 **replicas** of the most famous natural and man-made sites in the world, all **squeezed onto** about 480,000 square metres. Some of the replicas are the actual size of the sites while others are smaller. In one afternoon, you can visit the Eiffel Tower, walk around the Grand Canyon and **marvel at** the Egyptian Pyramids. The Acropolis is here along with Niagara Falls. One of the most interesting features of the park is the International Street, which features the Islamic Street, where you can see mosques, buildings and markets that look exactly like those found in the Arab world.

'We want visitors to see and **experience** places and cultures they may not be able to actually get to in person. Not everyone can visit every famous landmark in the world in one lifetime and that is why this park is attractive to many visitors, both Chinese nationals and foreigners,' commented Mr Chin, one of the managers.

The Window of the World theme park **combines** both fun and education. There are regular exhibitions about



famous people in history, and the park often **holds** festivals which focus on different countries and cultural themes. Visitors also have the opportunity to try out food from all over the world in one of the many restaurants.

'This week we are holding Indian Week,' explained one of the organisers. 'Visitors can learn all about Indian culture, customs and traditions. We are offering Indian food all week and there is also a special exhibition on famous Indians in history.'

Visitors to the park not only have the opportunity to see many famous sites and learn a lot about different world cultures, but they also have the chance to take part in many adventure trips in the park.

'We are waiting to go down the Colorado River by boat and some friends of ours are skiing in the Alpine Ski Resort,' said one visitor. 'We actually come from Shenzhen and we think this park is a great benefit for our region. We will probably never be able to visit all of these places ourselves, so it is really interesting for us. Some friends of ours are visiting us next week from the USA and we are going to bring them to see the park, too!'

In this theme park it really is a 'small world'!

D. Look at the following words/phrases highlighted in the article and choose the correct meaning a or b.

1. replicas
 - a. copies
 - b. pictures
2. squeezed onto
 - a. fitting into a small space
 - b. covering
3. marvel at
 - a. wonder about
 - b. admire
4. experience
 - a. to be in a particular situation
 - b. to remember a situation
5. combines
 - a. joins together
 - b. increases
6. holds
 - a. controls
 - b. organises

E. Discuss.

- Would you like to visit the Window of the World theme park? Why / Why not?
- What would you like to do there?

VOCABULARY

WORDS EASILY CONFUSED

Circle the word that best completes each sentence.

1. When I go to a restaurant, I always like to **try on** / **try out** something different on the menu.
2. Anna asked the shop assistant if she could **try on** / **try out** the black sandals.
3. The Spring Festival will **take part** / **take place** in the park.
4. Would you ever **take part** / **take place** in a sports competition?
5. The organisers **wait** / **expect** that more than 5,000 people will attend the festival.
6. We've been here for 30 minutes. I can't **wait** / **expect** any longer.
7. **Foreigners** / **Strangers** need a visa to enter the country.
8. It is common for mothers to tell their children not to talk to **foreigners** / **strangers**.
9. Linda has a bad **habit** / **custom** of not turning off the TV when she is not watching.
10. Giving someone a gift on their graduation is a common **habit** / **custom** in most countries.
11. Come on, uncle, tell us a **history** / **story** about your childhood.
12. I always like to learn about the **history** / **story** of the cities I visit.

vocabulary & grammar

GRAMMAR

PRESENT SIMPLE – PRESENT PROGRESSIVE

A. Look at the article on page 6 and answer the following questions.

1. What does the Window of the World theme park combine? Which tense is used? Why?
2. What are some visitors doing now? Which tense is used? Why?
3. Which tense is commonly used with adverbs of frequency (e.g. *often*, *sometimes*)?
4. Why does the manager use the Present Simple when he says 'We want visitors to see and experience places....'? What is 'special' about the verb *want*?

B. Read about the uses of the Present Simple and the Present Progressive and think of one more example for each use.

The Present Simple is used for:

1. permanent situations, e.g. *Mr Chin lives in China*.
2. repeated habitual actions, e.g. ... *the park often holds festivals*...
3. general truths, e.g. *The Moon goes round the Earth*.

The Present Progressive is used for:

1. actions happening now, e.g. *We are waiting to go down the Colorado River*...
2. temporary situations, e.g. *This week we are holding Indian Week*.
3. future arrangements, e.g. *Some friends of ours are visiting us next week*...

STATIVE VERBS

Read the rule below and find examples of stative verbs in the article.

The following verbs express states – not actions – and are not commonly used in progressive tenses.

- see, hear, smell, taste, notice, seem, look (=seem)
- like, dislike, love, hate, want, need, prefer, mind
- believe, know, remember, forget, think (=believe), understand, hope, mean, imagine
- be, have (=possess), belong, cost

Grammar Reference p. 123.

PRACTICE

Complete the dialogue with the Present Simple or the Present Progressive of the verbs in brackets.

Ali: Hi, Omar. What a surprise to see you in the public library! What (1) _____ (you / do) here so early in the morning?

Omar: Yeah, well I (2) _____ (travel) to India with my parents next month and they (3) _____ (want) me to learn a bit about Indian history and culture.

Ali: You are so lucky! I (4) _____ (love) to travel, but I (5) _____ (never get) the chance to go anywhere.

Omar: So, what brings you to the library?

Ali: Oh, I'm here with my brother. We (6) _____ (not go) anywhere this summer, so we decided to look for a job. We (7) _____ (apply) for a part-time job here.

Omar: I (8) _____ (not think) I'd like to work during the summer, but good luck!

Ali: Thanks. By the way, (9) _____ (you / need) any help finding books about India? I'd be glad to help.

Omar: No, I'll be OK.

Ali: Well, bye then. And I (10) _____ (hope) you enjoy your trip to India!

1a listening & reading

A. Discuss.

- Has anyone ever asked you for directions in English? How did you react? Did you manage to help them?
- Do you find it hard to give directions? Why / Why not?

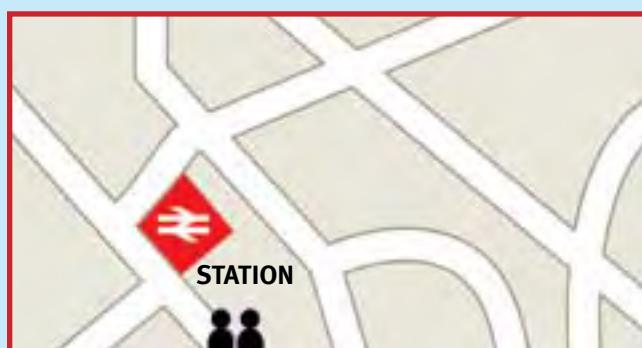
B. Look at the picture and guess what the dialogue is about. Then, listen and check your answers.



Bob Excuse me, could you help me?
Tom Sure. You're not from around here, are you?
Bob No, I'm from the States.
Tom I thought so, I could tell by your accent. Are you enjoying London?
Bob Yes, it's awesome. I went to Buckingham Palace yesterday.
Tom Really? How did you find it?
Bob Erm... With a map.
Tom No, sorry, I mean how was it? Did you enjoy it?
Bob I sure did.
Tom So, what can I do to help?
Bob Could you tell me where High Street is? I'm looking for an old friend's apartment.
Tom Ah, yes. Can you see that zebra crossing?
Bob The zebra doing what?
Tom I mean the pedestrian crossing.
Bob Oh, now I get it!
Tom Well, it's only a five-minute walk from here. Go down here and turn right at the station. Then, take the second turning on your right. That's High Street.
Bob Thanks. Just one more thing. Can you tell me what this means? He said he lived at A.T. High Street. What's that?
Tom A.T.? Who wrote that?
Bob I did. My friend told me on the phone, but I didn't have time to ask...
Tom Ah! I know. It's *eighty* High Street.
Bob I don't get it.
Tom The number 80.
Bob Oh! 80. We speak the same language, but sometimes it's hard to figure out what you're saying.

C. Read the dialogue again and answer the questions below.

1. What does Bob think of his trip to London so far?
2. Which two things caused a misunderstanding between Tom and Bob?
3. Where is High Street on the map below?



4. What confused Bob about his friend's address?

D. Look at the following words from the dialogue and choose the correct meaning a, b or c.

1. awesome
 - a. awful
 - b. fantastic
 - c. boring
2. apartment
 - a. office
 - b. flat
 - c. family
3. I don't get it.
 - a. I don't agree.
 - b. I can't go there.
 - c. I don't understand.
4. figure out
 - a. understand
 - b. hear
 - c. repeat

vocabulary & grammar

GRAMMAR

QUESTIONS AND QUESTION WORDS

A. Match the questions 1-4 with the answers a-d.

1. Who does Bob want to visit?
 - a. Bob's friend does.
 - b. The zebra.
 - c. Pedestrian crossing.
 - d. An old friend.
2. Who lives at 80 High Street?
3. Which animal looks like a horse and has black stripes?
4. What does zebra crossing mean?

B. Look at the questions 1-4 again and circle the correct words to complete the rules below.

- When we use the question words *who*, *what*, *which*, *how much* and *how many* to ask about the subject of the verb, the verb is / isn't in the question form.
- With other question words (*when*, *where*, *why*, etc.), and when we use the question words *who*, *what*, *which*, *how much* and *how many* to ask about the object of the verb, the verb is / isn't in the question form.

VOCABULARY

BRITISH AND AMERICAN ENGLISH

The words in bold in sentences 1-12 are American English. Match them with their British equivalents a-l.

- | | |
|-------------|--------------------|
| a. lift | g. shopping centre |
| b. autumn | h. holiday |
| c. petrol | i. mobile phone |
| d. bill | j. crisps |
| e. rubbish | k. football |
| f. trousers | l. trainers |

1. Can you take the **garbage** out? It's starting to smell.
2. We need to get **gas** before we start our journey.
3. I can't believe there's only one **mall** in the whole town.
4. Does anyone want coffee or should I ask for the **check**?
5. Where did you go on **vacation** last summer?
6. We have to take the stairs because the **elevator** is broken.
7. My brother gets a new **cell phone** nearly every two months.
8. Do you want a bag of **chips** with your sandwich?
9. Sami is going to start college in the **fall**.
10. The next **soccer** practice will be Thursday at 8:00, OK?
11. I need to buy some new **sneakers** before school starts.
12. Which **pants** should I wear with this shirt?

INDIRECT QUESTIONS

Read the examples below. What's the difference between the direct questions and the indirect questions (the ones in bold)?

Where is High Street? Could you tell me **where High Street is**?

What does this mean? Can you tell me **what this means**?

Where did Sameer go? Do you know **where Sameer went**?

Grammar Reference p. 123.

PRACTICE

A. Write questions for the answers given. The words in bold are the answers.

1. A: _____
B: I bought **a skirt** and **a pair of shoes** when I went shopping.
2. A: _____
B: Salma is going to school with Maria.
3. A: _____
B: I caught **five fish** yesterday.
4. A: _____
B: I usually go **to Cornwall** during the summer.
5. A: _____
B: Tom goes jogging **in the morning**.
6. A: _____
B: They like **the blue car**.

B. Rewrite the sentences with the new beginning using indirect questions.

1. How many eggs do we need for the cake?
Do you know _____?
2. How much did that jacket cost?
Can you _____?
3. Where is the bus stop?
Do you know _____?
4. Why is Sally crying?
Can you _____?
5. When is Kareem's graduation?
Do you remember _____?

SPEAKING

Talk in pairs. Go to page 117.

1a listening & speaking

LISTENING



A. Read the statements below and guess whether they are True or False.

1. One out of every three people in the world speaks English.
2. There are just under one billion people learning English.
3. The English language is used at major sporting events around the world.
4. 75 million letters and postcards in English are sent every day.
5. More than 75% of the content of the Internet is in English.
6. Very few non-native speakers of English write articles or blogs on the Internet in English.
7. In the future, Mandarin might be used more than English on the Internet.

B. Now listen to a radio interview with a professor of linguistics and check your answers in exercise A.

C. Discuss.

- What purposes do you use English for?

SPEAKING

A. Discuss.

- What are the most popular foreign languages that people learn in your country? Why?
- What is the most common way to learn a foreign language?

B. Look at the pictures and talk about the advantages and disadvantages of each of the ways of learning a foreign language. You can use the words/phrases in the box.

learning environment	presence of teacher
lively discussion	contact with other students
pair work / group work	ask questions
peaceful atmosphere	work at own speed
convenient	immediate feedback
motivation	interaction

TIP

When you are asked to discuss the advantages and disadvantages of something, express your opinion and remember to give reasons. No answer is right or wrong but it should be justified.



C. Discuss.

- How do you learn best, with a teacher in a classroom or studying on your own?
- What would you change about the way you are learning English, if you could?

WRITING (DEVELOPING A PARAGRAPH)

A. You have decided to take a course in English. Before you start, you have to complete a questionnaire. Read and complete the questionnaire below. Then, discuss your answers.

QUESTIONNAIRE SECTION A

How long have you been learning English?

How old are you? _____

What is your mother tongue?

Have you learnt any other languages before?

Which one(s)? How long for?

Have you ever been to an English speaking country? Which one(s)?

What do you find difficult in English?

reading	<input type="checkbox"/>	grammar	<input type="checkbox"/>
listening	<input type="checkbox"/>	vocabulary	<input type="checkbox"/>
speaking	<input type="checkbox"/>	spelling	<input type="checkbox"/>
writing	<input type="checkbox"/>	pronunciation	<input type="checkbox"/>

SECTION B

Write a paragraph of approximately 50 words explaining why you are learning English.

B. Think of as many reasons as possible why people want to learn English. Discuss using the ideas in the box.

travel	job/business	hobby	exams
study abroad	Internet		

C. Read the paragraph one student wrote and decide which of the following the student does in his paragraph.

1. In the first sentence he says what purpose he is learning English for.
2. He suggests ways to improve his English.
3. He explains and gives reasons why he needs English.
4. He gives a specific example.

I am learning English for job purposes. I work as a personal assistant for a large import-export company. Since English is an international language, we use it to communicate with our clients in other countries. For example, I have to send e-mails to our clients or speak to them on the telephone in English.

WRITING TASK

Write a paragraph explaining why you want to learn English to complete Section B in the questionnaire in A.



When you write a paragraph:
 Begin with an introductory sentence.
 Then develop the idea in the introductory sentence. Explain it, give reasons (using *because*, *as*, *the reason why*, etc.) and, if possible, give an example (using *for example*, *for instance*, *such as*, etc.).

1b reading

A. Discuss.

- Look at the colours and the words in the box. What do you think each colour expresses?

happiness success health death danger



B. Read the article quickly and choose the most appropriate title **a**, **b** or **c**.

a The Power of Colour: the meaning of colours in different cultures

b Colours: choosing the right ones for success

c The meaning of colours in the past

TIP

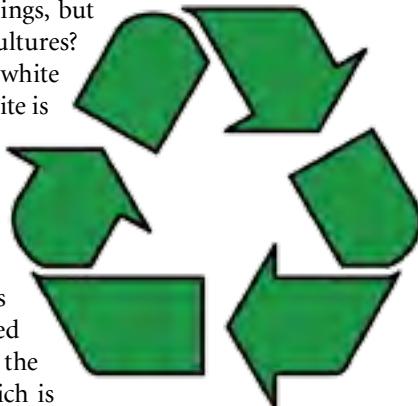
When answering questions which refer to the whole text, make sure you choose the option that describes the text as a whole, not only part of it.



You probably know that colour can **influence** your mood and feelings, but did you know that colours mean different things in different cultures?

Take the colour white, for example. In Western culture, white represents goodness and purity, while in Asian cultures, white is **associated** with funerals and mourning.

In China, red is the colour of good luck and prosperity. When the Chinese give gifts of money on special occasions, they usually put the money in a red envelope. Chinese brides aren't dressed in white; they wear bright red wedding dresses. On the other hand, in the Western world, red represents danger, which is why warning signs and road signs are often red.



In the past, the Cherokee Indians of North America used to associate colour with the four directions; that is, blue **represented** north, white represented south, red represented east and black represented west. These four colours had other meanings too; blue meant defeat, white meant happiness, red meant success and black meant death. The Cherokees also used coloured beads to **achieve** certain goals; for example, they associated red beads with good health.

Yellow is another colour that has various meanings in different cultures. In Saudi Arabia, it is related to strength and reliability, while in Japan, yellow means courage. In China, the colour yellow represents royalty, but in Myanmar, yellow is associated with mourning.

Green is one of the few colours that most cultures **view** as being a positive colour; in both the East and the West, green is the colour of health and life. For Saudi Arabia, green is a special colour because it is associated with the country's flag and is a symbol of wealth and prestige. For the ancient Egyptians, green symbolised hope and the joy of spring. In Ireland, it is a lucky colour and, all over the world, green is a symbol of ecological awareness.

Learning about what meanings colours have in different cultures is interesting and satisfies our curiosity. It can also be very useful for travellers and in the world of business. Knowing what colours represent in other countries can help to increase our understanding of other cultures and help us avoid misunderstandings.

C. Read the article again and answer the following questions. Choose *a*, *b* or *c*.



- Read through the text before you look at the questions. Then read each question carefully to get an idea of what you are looking for and underline the section in the text where the answer is found.
- Make sure you have chosen the correct answer by eliminating the wrong options.
- Avoid using options which:
 - sound logical but are not mentioned in the text.
 - include a word/phrase from the text, but do not mean the same thing.
 - overgeneralise using words like *always*, *all*, *every*, etc.

1. Where does the colour white not mean something negative?
 - a. in Western culture
 - b. in Asian cultures
 - c. in both a and b
2. In China, a red envelope
 - a. brings good luck.
 - b. is given to brides.
 - c. might contain some money.
3. What colour did the Cherokees think could help with health problems?
 - a. red
 - b. white
 - c. black
4. According to the text, which colours mean something positive in some cultures and something negative in others?
 - a. red and green
 - b. yellow and white
 - c. black and blue
5. The writer says that if you know what colours mean in different cultures,
 - a. you always succeed in business.
 - b. you understand better the countries you visit and their people.
 - c. you just satisfy your curiosity.

D. Look at the words highlighted in the article and match them with their meanings.

1. influence
2. associate
3. represent
4. achieve
5. view

- a. connect
- b. succeed in doing something
- c. consider
- d. have an effect on
- e. mean

E. Discuss.

- What examples can you give of what different colours mean in your country?

vocabulary & grammar

VOCABULARY

1. VERBS + PREPOSITIONS

NOTE

Many verbs are followed by prepositions. Sometimes more than one preposition can be correct depending on the use of the verb.

A. Complete the chart with the verbs in the box.

Some of the verbs can be found in the text on page 12 and some may be followed by more than one preposition.

argue	refer	suffer	die	cooperate
listen	agree	associate	link	escape
fight	belong	choose	speak	recover

verb + from	verb + with	verb + to

B. Complete the sentences below using verbs and prepositions from the exercise above.

1. The book is about how two men _____ prison.
2. Many people _____ allergies in the spring.
3. I _____ Kareem; I think we should go by train.
4. Who does this jacket _____?
5. When students work together on projects, they learn how to _____ each other.

2. NEGATIVE PREFIXES AND SUFFIXES

A. Look at the following extract from the text on page 12. Does the prefix *mis-* add a positive or a negative meaning to the word *understanding*? ... and help us avoid *misunderstandings*.

B. Look at the word in bold in the sentence below. What does it mean? Choose *a* or *b*.

Don't lend Tony your car; he is a very careless driver.

- a. giving serious attention to something
- b. not careful

NOTE

- The prefixes **un-**, **in-** and **mis-** are used before adjectives, adverbs and nouns to give them the opposite meaning (happiness-unhappiness, correct-incorrect, understanding-misunderstanding).
- The suffix **-less** is used after a noun to form an adjective which means *without* that quality or characteristic (care-careless).

1b vocabulary & grammar

C. Complete the sentences using the correct form of the words in capitals.

1. Don't be afraid of the camel. It is completely _____.
2. You use _____ language when you write a letter to a friend.
3. I don't wear these shoes very often because they are very _____.
4. We are staying at this hotel because it is relatively _____.
5. The manager is _____ to see you at the moment because he is in a meeting.

HARM
FORMAL

COMFORTABLE

EXPENSIVE
ABLE

GRAMMAR

PAST SIMPLE

Look at the extracts from the article on page 12 and answer the questions that follow.

...did you know that colours mean different things in different cultures?

...for example, they **associated** red beads with good health.

...blue **represented** north,...

For the ancient Egyptians, green **symbolised** hope ...

1. How do we form the Past Simple of regular verbs?
2. Which verb do we use to form the negative and question forms?
3. What's the Past Simple of the verb *be*?
4. What kind of actions does the Past Simple describe?

USED TO – BE/GET USED TO

A. Look at the following extract from the article on page 12. What does the phrase in bold mean?

...the Cherokee Indians of North America **used to associate colour** with the four directions...

B. Match the phrases in bold in the examples below with their meanings.

1. *I am used to going* to bed after ten.
 2. *You will soon get used to getting up* early in the morning.
- a. be in the habit of doing something
b. start acquiring a habit

NOTE

used to + base form

be / get used to + -ing form

PRACTICE

Complete the dialogues with the Past Simple of the verbs in brackets. Use **used to** where possible.

- A: (1) _____ (you / buy) a newspaper this morning?
B: No, I didn't. I (2) _____ (buy) one every morning, but now I don't.

A: I (3) _____ (go) to Professor Attar's lecture last Tuesday and I really (4) _____ (enjoy) it. It was great!

B: Yeah, he (5) _____ (be) my favourite professor.

A: (6) _____ (you / know) that Rami (7) _____ (jog) every morning before he (8) _____ (come) to work?

B: Of course. Don't tell me that you (9) _____ (not know) that. He (10) _____ (stop) jogging a month ago because of a knee problem.

ENGLISH IN USE

Read the text below and complete the gaps. Use only one word in each gap.

Japanese TEA CEREMONY

In a Japanese tea ceremony, a hostess prepares tea and serves it (1) _____ guests. The habit of drinking tea first started in Japan when (2) _____ man called Eichu made tea for the Emperor. Later, when a better kind of tea was brought to Japan (3) _____ China, the tea ceremony became very popular. The Japanese believe that each tea ceremony is a very special experience that will never happen again in the same way. For this reason, (4) _____ enjoy every part of the ceremony as much as possible. In the past, the hostess and guests (5) _____ to wear a kimono during the ceremony, but today, they can wear either a kimono or formal clothes. When the guests arrive, they are led to a waiting area and they are offered hot water. While the guests are (6) _____, the hostess washes her hands and mouth with water. The guests are then led to a tea room. The hostess cleans the cups and everything else she uses in front of the guests, and after (7) _____ she makes and serves the tea. The Japanese tea ceremony is associated (8) _____ harmony and celebrates the simple beauty of life and nature.

listening & speaking

LISTENING



You will hear people talking in four different situations. For questions 1-4, choose the best answer *a*, *b* or *c*.



Read the questions and options carefully before you hear each extract. Listen to the extracts carefully. Don't try to understand every single word or phrase, but focus on the whole message.

Choose the option which best answers the question. Don't choose an option just because words or phrases included in the extract appear in it.

1. You overhear two people talking.

What is true about the man who went on holiday?

- a. He had a great time.
- b. He is disappointed.
- c. He had a terrible time.

2. You overhear a conversation.

Where does it take place?

- a. at an airport
- b. at a bus stop
- c. on a train

3. You overhear a conversation.

Who or what did Sherman Street get its name from?

- a. a person
- b. a place
- c. a tree

4. You overhear two friends talking.

What can we tell about food in India and Saudi Arabia?

- a. It is completely different.
- b. It is similar to that of other countries.
- c. Some ingredients are the same.

SPEAKING

Talk in groups of four. Look at the pictures and discuss the following questions. You can use some of the words and expressions in the boxes.

- What can you say about the people's lifestyles?
- How similar or different are they to your lifestyle?
- Is there anything you would like to change in the way you live?



A



B



C



D

opportunities
facilities
socialise
isolated
monotonous
exhausting
lonely
alone
crowded
trendy

lead a busy life
relaxing lifestyle
hectic schedule
suffer from stress
easy access to
escape from routine
keep up with the times
lack of communication

I believe/think/suppose...

In my opinion...

The person/people in the picture seem(s) to...

His/Her/Their lifestyle is quite similar to / different from mine as...

I'd like to be able to...

1b writing

WRITING AN E-MAIL BASED ON PROMPTS

A. Discuss.

- How do you keep in touch with friends/family who live in other cities/countries?

B. John lives in London and he will be travelling to several countries. Read the e-mail he has sent to his friend, Ali. Why is John writing to him?

Hi Ali,

Wonderful! I have some fabulous news that you might find hard to believe. I took part in a competition and won first prize! I get to choose any five countries in the world that I want to visit, all expenses paid! I'm not joking.

Anyway, I'll be in your city for a few hours on the 25th of October and I'd really like to see you. I'll take a taxi from the airport and I'll be in the city centre at around 3:00 pm. Do you think it would be possible to meet up? Could you suggest a nice place where we could meet? My hotel is on Corniche Road, Al Hamra. I'd prefer somewhere within walking distance from the hotel.

I'm so excited about this trip and I really hope we'll be able to get together.

Hope to hear from you soon.

Take care,
John

Easy to reach

Let's meet at...

C. Read John's e-mail again with the notes that Ali has made. Match Ali's notes with the points a-c below, which indicate what he should include in his reply to John.

- give directions
- suggest a place
- express enthusiasm



D. Now read the e-mail that Ali wrote to John and underline the sentences that correspond to his notes.

Hi John,

That's wonderful news! You are incredibly lucky! I'm really happy that you're coming to Jeddah and we'll be able to get together again.

Unfortunately, I'll be at work until 3:30 but my office is very close to your hotel. You can walk there and pick me up from work. If you feel like having a meal, there are some good restaurants in the area.

My office is really easy to reach from your hotel. Walk down Corniche Road and turn left into Falasteen Street. Walk past Oqsurr Street and turn right into Al Andalus Street. Walk one block down and on your right you will see a big restaurant on the corner. My office is right above, on the second floor.

Can't wait to see you!

Bye for now,
Ali

E. Read the table below with expressions/phrases you can use to express enthusiasm and make suggestions. Choose an appropriate expression/phrase for the situations 1-5. Use a different expression/phrase for each situation.

Expressing enthusiasm

Wow! That's great/wonderful!

I was really happy/glad to hear...

I couldn't believe it when I read...

Make suggestions

Why don't you/we...?

How about...?

I think it would be a good idea to...

There is a nice... where we/you can...

1. A friend of yours wrote you a letter telling you that he got the job he had applied for. What do you say when you write back?

2. A cousin of yours who lives in another town is visiting you and wants to do something fun on Thursday evening. What do you suggest?

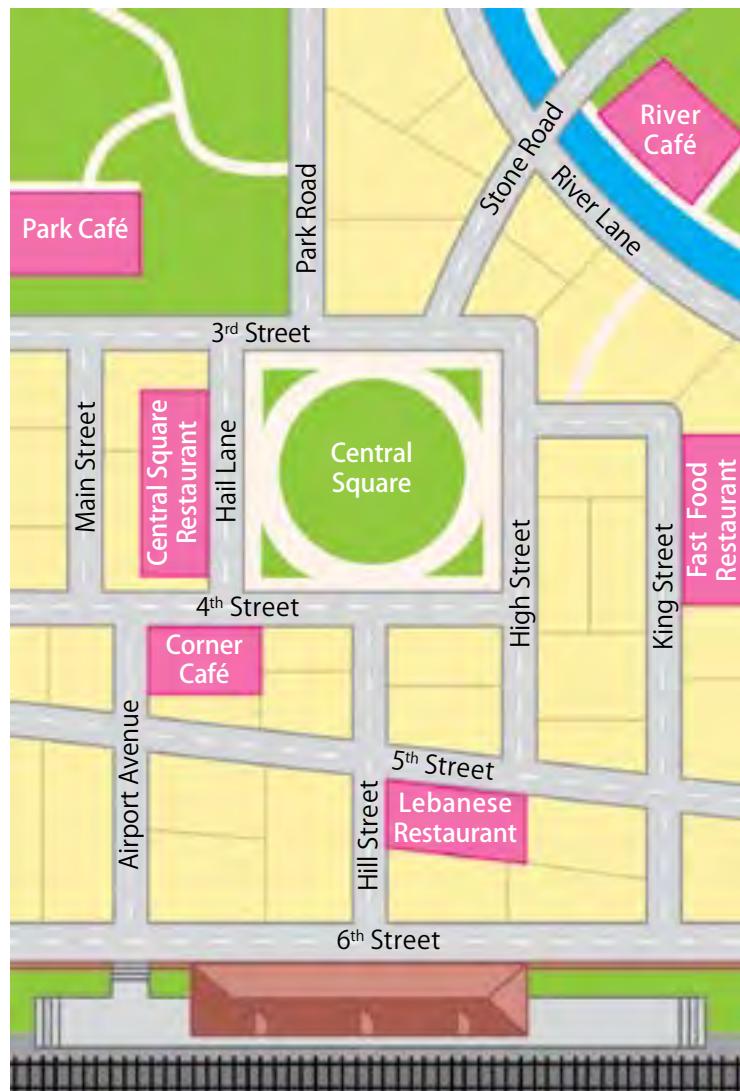
3. Your best friend sent you an e-mail saying that he/she won € 5,000 in a contest. What do you say in your answer?

4. You and your friends want to go to the library. Which book would you suggest reading?

5. Your sister wants to celebrate her graduation and has asked you for ideas. What do you suggest?

WRITING TASK

A friend of yours will be visiting your city/town and has sent you the same e-mail. Read the e-mail and the notes again. Then, look at the map below and write an e-mail answering your friend using all the notes. You can use Ali's e-mail as a model, but you must use your own ideas and other expressions/phrases (100-150 words).



TIP

An e-mail to a friend is organised in the same way and has the same content as an informal letter to a friend. When you are writing an e-mail or letter to a friend based on prompts:

Remember to read the prompts carefully and include all the points in the notes in your answer.

Don't just copy the notes. You should try to rephrase them and add any comments and/or information that is relevant.

Use standard grammar and spelling conventions. Avoid forms such as *wanna*, *cu l8r*, etc.

Use appropriate expressions/phrases to express enthusiasm, make suggestions and give directions.

For the layout of e-mails and set phrases you can use, see Appendix I.

1 round-up

VOCABULARY & GRAMMAR

A. Choose the word or phrase that most appropriately completes each sentence.

1. We brought a clown to _____ the children but none of them laughed at his tricks.
a. entertain b. encourage c. educate d. influence
2. Layla has a _____ of eating when she gets nervous.
a. custom b. tradition c. habit d. need
3. This holiday will give Tom the _____ to get some rest.
a. mood b. moment c. purpose d. opportunity
4. This is an international firm and most of our clients are _____.
a. strangers b. foreigners c. original d. native speakers
5. The location of their house is not very _____; it is far from public transport and there are no shops nearby.
a. convenient b. common c. major d. peaceful
6. Go down 5th street and take the second _____ on your right.
a. crossing b. turning c. corner d. warning
7. The reason our team is so successful is because all the members _____ with each other.
a. cooperate b. confuse c. understand d. combine
8. Some people associate money _____ happiness, but I strongly disagree.
a. to b. from c. with d. by
9. These books belong _____ Monica; I'll give them to her when I see her.
a. from b. with c. by d. to
10. He is willing to work very hard to _____ his goals.
a. represent b. achieve c. satisfy d. view

B. Choose the word or phrase that produces a grammatically correct sentence.

1. Could you tell me _____ to your office?
a. how I can get b. when do you get c. how do I get d. when I get
2. I _____ to the gym three times a week and I also like playing football on Thursdays.
a. go b. use to go c. am going d. usually went
3. Can you tell me how much _____ for those shoes? I think I'd like to buy a pair for my daughter.
a. you pay b. did you pay c. you paid d. you did pay
4. Tony _____ me with my homework tonight.
a. is helping b. help c. helping d. helps
5. Mohamad _____ that having kids is a great responsibility.
a. is believing b. believe c. believing d. believes
6. Our neighbours _____ an extension to their house.
a. build b. building c. are building d. builds
7. My parents are teachers and when I was young, they _____ take me with them on their school trips.
a. used to b. used c. didn't use d. usually
8. Adam is used _____ till late in the night.
a. to work b. working c. to working d. in working
9. 'Who _____ this book?'
'It's a present from my sister.'
a. did you give b. you gave c. gave you d. gives you
10. Could you please tell me what exactly _____ at the moment?
a. you do b. do you do c. are you doing d. you are doing

C. Complete the sentences with the correct form of the words in capitals.

1. It was an interesting _____ that combined art and science. EXHIBIT
2. The _____ of the sports event start their preparations at least one year in advance. ORGANISE
3. We are _____ about the plan to create a new park in our neighbourhood. ENTHUSIASM
4. My new _____ is terrible; he has been late every day this week and he is rude to the clients. ASSIST
5. I'm sorry about the _____; I thought you asked for the vegetarian meal. UNDERSTANDING
6. There is a big _____ between living in the city and living in the countryside. DIFFERENT
7. My greatest _____ is my fear of failure. WEAK
8. I always wear something _____ and comfortable when I go to my sister's house. FORMAL

D. Write questions for the answers given. The words in bold are the answers.

1. _____
My Maths teacher, **Mr Grey**, lives in that house.
2. _____
I'm going **to Hawaii**.
3. _____
It only costs **€60**.
4. _____
I prefer **the purple** flowers.
5. _____
Ayman phoned **Ahmad** this morning.
6. _____
There were **about two million** people at the festival.

E. Complete the dialogues with the Present Simple, the Present Progressive or the Past Simple of the verbs in brackets.

1. A: So where _____ (we / go) for the school trip?
B: I _____ (think) Mr Davis said Sorrento was the final decision.
A: That's good. I _____ (go) there with my parents last year and we really _____ (enjoy) it.
B: Sorrento is such a beautiful place!
A: Also, since we _____ (travel) there in June, it will be warm enough to swim.
B: Yes, and Mr Davis has arranged for us to go on a trip to one of the nearby islands.
A: That _____ (sound) wonderful! I can't wait to go!
2. A: Hi, Paul. When _____ (you / fly) to France?
B: I _____ (leave) next week.
A: So, _____ (you / do) the three-week intensive French course?
B: Yes, at the school you _____ (go) to last year... in Paris.
A: Ah yes, I _____ (have) a great time there last summer; I _____ (stay) with a host family. They _____ (be) really nice and their son _____ (show) me around the city. _____ (you / know) anyone in Paris?
B: Yes, I _____ (stay) with a friend.
A: Great! That _____ (mean) you'll get to try some home-cooked traditional French food.

1 round-up

LISTENING



You will hear people talking in six different situations. For questions 1–6, choose the best answer *a*, *b* or *c*.

1. You overhear a conversation. What is true about their visit to the museum?
 - a. They found it very small.
 - b. They only saw the Mona Lisa.
 - c. There were many things they weren't able to see.
2. You overhear a conversation. Where did the men go last year?
 - a. Florence
 - b. Rome
 - c. Venice
3. You overhear a conversation. Why is the man pleased?
 - a. because he's moving to Japan
 - b. because he's taking Japanese lessons
 - c. because he found a job
4. You overhear a conversation. What is true of the two men?
 - a. They want to become members of the International Society.
 - b. They are going to buy tickets for the Oxford trip.
 - c. They like deep-fried Mars bars.
5. You overhear a conversation. Where will the man be doing conservation work?
 - a. Thailand
 - b. Australia
 - c. India
6. You overhear a conversation. Why did the man go to Papua New Guinea?
 - a. for a holiday
 - b. to work
 - c. to study a tribe

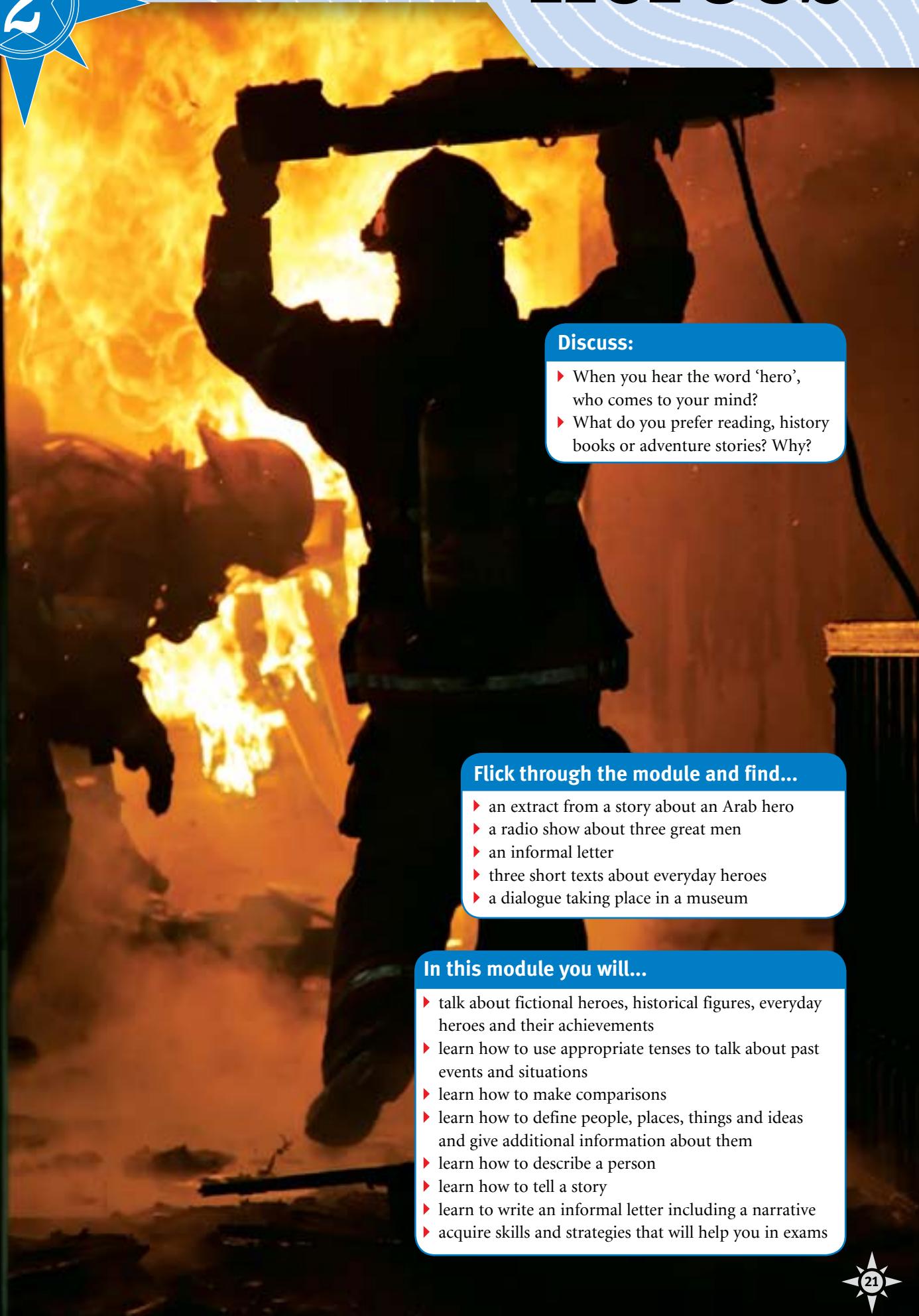
SELF-ASSESSMENT

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

Now I can...	
VOCABULARY	› distinguish the difference in meaning of words easily confused <input type="checkbox"/>
GRAMMAR	› differentiate between British English and American English words <input type="checkbox"/> › use verbs + prepositions <input type="checkbox"/> › form opposites by using negative prefixes and suffixes <input type="checkbox"/>
READING	› use the Present Simple and the Present Progressive appropriately <input type="checkbox"/> › differentiate between stative and non-stative verbs <input type="checkbox"/> › use question words and form direct and indirect questions <input type="checkbox"/> › use the Past Simple appropriately <input type="checkbox"/> › use <i>used to</i> , <i>be used to</i> and <i>get used to</i> to refer to habits <input type="checkbox"/>
LISTENING	› skim a text to understand the gist and identify its purpose <input type="checkbox"/> › understand details in a text <input type="checkbox"/>
SPEAKING	› understand the necessary information in a short spoken text <input type="checkbox"/> › understand specific information in a radio interview <input type="checkbox"/> › give directions <input type="checkbox"/> › talk about language learning <input type="checkbox"/> › talk about different lifestyles <input type="checkbox"/>
WRITING	› write a paragraph to explain something <input type="checkbox"/> › write an e-mail to respond to a friend and expand on notes <input type="checkbox"/>

Heroes

2



Discuss:

- ▶ When you hear the word 'hero', who comes to your mind?
- ▶ What do you prefer reading, history books or adventure stories? Why?

Flick through the module and find...

- ▶ an extract from a story about an Arab hero
- ▶ a radio show about three great men
- ▶ an informal letter
- ▶ three short texts about everyday heroes
- ▶ a dialogue taking place in a museum

In this module you will...

- ▶ talk about fictional heroes, historical figures, everyday heroes and their achievements
- ▶ learn how to use appropriate tenses to talk about past events and situations
- ▶ learn how to make comparisons
- ▶ learn how to define people, places, things and ideas and give additional information about them
- ▶ learn how to describe a person
- ▶ learn how to tell a story
- ▶ learn to write an informal letter including a narrative
- ▶ acquire skills and strategies that will help you in exams

2a reading

A. Discuss.

- Which words would you use to describe a true hero?

brave confident honest
intelligent sensible strong

B. Read the introduction and the extract from a short story. What does the writer do in this story?

- a. express his opinion
- b. describe the main character in detail
- c. describe events and the characters' feelings

SALAH AL-DIN A TRUE HERO



Sometime in the 12th century, there lived an incredibly brave and sensible man named Salah al-Din. It was a time of war between men of different religions. Salah al-Din led the Muslim soldiers against their enemies and managed to defeat them at the Battle of Hattin in 1187 and freed Jerusalem. Crowds of Muslims gathered to cheer their victory. The war continued for many years, still Salah al-Din remains in history as a supporter of the Muslim culture, as a great leader and as an honest man whose careful plans and many skills won the respect even of his most famous enemy, King Richard I of England.

For two years Salah al-Din and King Richard fought against each other, the former protecting and the latter trying to win Jerusalem.

One day, word got around that King Richard was wounded. His men gathered round the tent in which their King lay hidden. It was unknown whether the King was in pain, or was suffering from an injury; his men sat on the ground, looking extremely upset.

While they were trying to find out more about the King's health, something unexpected happened. "Some soldiers are approaching!" shouted a knight. Silence fell. As the strangers were galloping towards them, the King's men were nodding to each other. Five Muslim men greeted them.

The knights raised their swords and lifted their shields in the air.

"What is the meaning of this?" said one of them. "We are here for the King," one of them announced. "Salah al-Din sent us."

"We come in peace," said one of them. "I am Salah al-Din's doctor. Salah al-Din knows your King is ill and sent me here to help him."

The knight removed his helmet. He then noticed that the men were carrying fruit for the King as well as ice to help with his fever.

It was then that all of them realised that what they heard about Salah al-Din's goodness was true.

vocabulary & grammar

C. Read the sentences and decide if they are True or False.

1. The Muslims won the Battle of Hattin and got Jerusalem back.
2. The war lasted for a few years only.
3. The five strangers were soldiers.
4. In the beginning, the strangers were unfriendly towards the men.
5. The knights' feelings towards their visitors remained the same.

D. Match the words highlighted in the text with their meanings.

- | | | |
|----------------|--------------------------|--|
| 1. wounded | <input type="checkbox"/> | a. made known |
| 2. approaching | <input type="checkbox"/> | b. took off |
| 3. galloping | <input type="checkbox"/> | c. injured |
| 4. nodding | <input type="checkbox"/> | d. going near |
| 5. announced | <input type="checkbox"/> | e. riding horses which were running fast |
| 6. removed | <input type="checkbox"/> | f. moving their heads to show agreement |

E. Discuss.

- Did you like the story? Why / Why not?
- What do you think will probably happen next in the story?

VOCABULARY

PHRASAL VERBS WITH 'ON' AND 'OFF'

Complete the sentences with *on* or *off*.

1. Don't forget to turn _____ the light when you leave the room.
2. Amro couldn't come so we had to put _____ the meeting.
3. I'm sorry but I am so busy that I can't take _____ any more work.
4. Put _____ your jacket; it's very cold outside.
5. Fasten your seatbelt please; the plane is about to take _____.
6. Boys, keep _____ the carpet; your boots are dirty.
7. Can I turn _____ the radio? I'd like to listen to the news.
8. If you want to succeed, you must keep _____ trying.

GRAMMAR

PAST PROGRESSIVE / PAST SIMPLE VS PAST PROGRESSIVE

A. Match the rules about the uses of the Past Progressive with the examples below.

The Past Progressive is used:

1. to give background information
 2. for an action in progress in the past which was interrupted by another action
 3. for actions which were happening at the same time in the past
- a. While they **were trying** to find out more about the King's health, something unexpected happened.
- b. As the strangers **were galloping** towards them, the King's men **were nodding** to each other.
- c. ...the men **were carrying** fruit for the King as well as ice to help with his fever.

B. Look at the extracts from the text below and answer the questions that follow.

- a. He then noticed that the men **were carrying** fruit.
 - b. Five Muslim men greeted them. The knights **raised** their swords.
1. In which extract did the two actions happen one after the other?
 2. In which extract did one action happen while another action was in progress?

Grammar Reference p. 124.

PRACTICE

Complete the text with the Past Simple or the Past Progressive of the verbs in brackets.

Last Saturday, two teenage boys (1) _____ (go) for a walk in Hyde Park. As they (2) _____ (walk) down a path, they (3) _____ (see) a man who (4) _____ (wear) dirty, torn clothes. He (5) _____ (sit) on a bench and he (6) _____ (look) very hungry. It (7) _____ (not be) a cold day, but the man (8) _____ (seem) to be shivering. The boys (9) _____ (not know) what to do but they both wanted to help the old man. So, they (10) _____ (think) about what they could do while they (11) _____ (leave) the park. Later, they (12) _____ (come) back with some food and a warm jacket. The old man thanked the boys with tears in his eyes. Even small things like that can make a huge difference.

2a listening & reading

A. Discuss.

- What do you know about Alexander the Great?

B. If two important historical figures like Alexander the Great and Diogenes met, what would be interesting about their meeting? Listen to the dialogue and check your answers.



Some students are discussing with their History teacher what happened when Alexander the Great met Diogenes. The students are very curious about it.

Andrew Excuse me, but what is so important about this 'meeting'?

Teacher Well, that's an interesting question. You probably know Alexander the Great, but do you know who Diogenes was?

Andrew Hmm...

Tony I know! Wasn't Diogenes the eccentric philosopher who the ancient Athenians admired greatly?

Teacher Exactly. He believed that human beings shouldn't live their lives in luxury. And he also thought that people shouldn't be **fussy** about where they sleep or what they eat and they should know how to tell their friends from their enemies. So, can any of you guess what is so important about this meeting?

Tony Maybe Diogenes asks Alexander for something.

Teacher Almost. You see, Alexander was a powerful man who many people **feared**. He was also very **wealthy**. Diogenes, who lived in a tub, was only a poor philosopher. His only **possession** was a lamp, which he carried around during the day; he claimed he was looking for an honest man. In this meeting, Alexander tells Diogenes: 'Ask of me anything you like, and you will have it!' What do you think Diogenes' **response** was?

Luke A new tub!

Teacher No, but close. Diogenes was sunning himself at the time. He simply told Alexander, who was now blocking the sun: 'Stand out of my sunlight!'

C. Read the dialogue and write A for Alexander, D for Diogenes or N for neither of the two if it is not mentioned in the dialogue.

1. I am lying in the sun.
2. People are afraid of me.
3. I can recognise my friends from my enemies.
4. I am a philosopher.
5. I have a lot of money and power.
6. I am an honest man.

D. Look at the words highlighted in the dialogue and choose the correct meaning a, b or c.

1. fussy
a. happy b. difficult to please c. noisy
2. feared
a. were afraid of b. hated c. liked
3. wealthy
a. rich b. not ill c. kind
4. possession
a. problem b. pleasure c. belonging
5. response
a. question b. solution c. answer



When trying to guess the meaning of an unknown word, always look for clues in the context (the words before and after it as well as the previous and following sentences). Also look for clues in the word itself. See if it is similar to any other words that you know and try to analyse it into its parts – root, ending, prefix, suffix. Then try to determine:

- what part of speech it is (verb, noun, adjective, etc.)
- if it has a positive, negative or neutral meaning
- what general topic it is related to
- what it means approximately

E. Discuss.

- In your opinion, why didn't Diogenes want anything from Alexander?

VOCABULARY

COLLOCATIONS WITH 'SAY' AND 'TELL'

A. Look at the following extract from the dialogue.

What does the phrase in bold mean?

...they should know how to tell their friends from their enemies.

B. Complete the sentences with the correct form of the phrases in the box.

say so tell the time tell a lie tell the truth tell a story say hello
tell the difference say thank you tell a secret say sorry

1. When someone does you a favour it is only polite to _____.
2. Layla is teaching her kindergarten class how to _____.
3. We were in the neighbourhood and just decided to pop in and _____.
4. Most people find it really hard to _____ between the twins.
5. To _____, I think that Harry was lying to us.

6. You can trust your friends; they would never _____ that they promised to keep.
7. If you don't like rice, just _____ and I'll make you something else to eat.
8. Tom had just started _____ about a famous writer when we heard a knock at the door.
9. I knew that Ian was _____ because he didn't look me in the eyes.
10. 'I apologise' is a formal way of _____.

GRAMMAR

RELATIVE CLAUSES

A. Read the dialogue on page 24, underline all the examples of **who**, **which** and **that** and complete the rules below.

- Use _____ or _____ to refer to people.
- Use _____ or _____ to refer to things or ideas.

NOTE

- The relative pronouns **who**, **which** and **that** can be omitted when they refer to the object of the verb.
e.g. *Alexander was a man. Many people feared Alexander. Alexander was a man (who/that) many people feared.*
- Use **where** to refer to places, e.g. *Athens is the city where Diogenes lived.*
- Use **whose** to refer to possession, e.g. *The students met a guide. The guide's father used to be a History professor. The students met a guide whose father used to be a History professor.*

B. Look at the extracts from the dialogue, note the relative clauses in bold and answer the questions that follow.

*Wasn't Diogenes the eccentric philosopher **who** the ancient Athenians **admired** greatly?*

*Diogenes, **who** lived in a tub, was only a poor philosopher.*

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

C. Read the rules below and decide which of the relative clauses above is defining and which is non-defining.

Defining relative clauses:

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

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

Non-defining relative clauses:

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

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

Grammar Reference p. 124.

PRACTICE

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

1. Coffee is a drink. Many people like to drink it in the morning.
_____.
2. Saeed Diab is giving a talk at our college. He writes poetry books.
_____.
3. My brother is moving to another city. He will work as a doctor there.
_____.
4. Mrs Huda is my next door neighbour. Her son speaks English very well.
_____.
5. Emad is a friend of mine. He is captain of the football team.
_____.
6. Maths is a school subject. Many people find it difficult.
_____.

SPEAKING

Talk in pairs. Go to page 118, look at the prompts and discuss using **who**, **which**, **where** or **whose**.

2a listening & speaking

LISTENING



A. Discuss.

- Do you know any famous scientists? What are they famous for?
- What do you know or can you guess about the scientists on the right?

B. You are going to hear a radio presenter talking about three important scientists. Listen and compare the information given with your answers in the previous activity.

C. Listen again and complete the sentences. Write F for Fleming, P for Pasteur and R for Röntgen.

- _____ was born in France.
- _____ had a brother who was a doctor.
- _____ studied Maths, Physics, and Chemistry.
- _____ came from a poor family.
- _____ discovered the world's first antibiotic.
- _____ was born in 1845.
- _____ was awarded a Nobel Prize in Physics.



SPEAKING

Talk in groups. Look at the pictures and discuss the following questions. You can use some of the words/phrases in the box.

- Do you consider these people to be heroes? Why / Why not?
- In your opinion, are they rewarded for what they do?
- How do you think they feel?
- Would you like to be in their shoes? Why / Why not?
- Can you think of any other everyday heroes?

courageous	risk
pressure	danger
responsible	career
rescue	deal with
unselfish	rewarding
patient	stress



A



B



C



D

WRITING A DESCRIPTION OF A PERSON

writing

A. Discuss.

- What kind of people do you admire?
- Who is the person that you admire most? Why do you admire him/her?

B. Read the rubric below and underline the key words.

Your teacher has asked you to write a description of the person you admire most. Say why you admire him/her and how he/she has influenced you.

C. Now read the description below written by Musa. Does the writer refer to all the points that you underlined in the rubric?

The person I admire most is my secondary school English teacher, Mr Nabil. He taught me in my final years and before him, I had no interest in English. However, when I finished school, it was my favourite subject.

Mr Nabil was serious and quite strict, but he also had a wonderful sense of humour. The thing I really remember about him is his enthusiasm for the subject. This rubbed off on nearly all his students because he motivated them to become interested, too.

As for myself, Mr Nabil had a lasting effect on me. He was the main reason I chose to continue my studies in English. He helped me choose the best university for what I wanted to study. He also made me believe in myself and now I'm confident that one day I'll fulfil my dream of becoming a teacher.

I'll never forget Mr Nabil. I'm glad that he still teaches at my old school, and I hope that the students he teaches now appreciate him as much as I did.

D. Each of the following phrases corresponds to one of the paragraphs in the description. Write the numbers 1-4 in the boxes.

In this paragraph the writer:

- a. explains how the person has influenced him.
- b. makes a comment and says how he feels.
- c. describes the person's character.
- d. says who he admires and gives some general information.

E. Find words in the text which mean:

- a. not allowing many things (para. 2) _____
- b. eagerness to do something you enjoy (para. 2) _____
- c. make someone want to do something (para. 2) _____
- d. sure that something will happen (para. 3) _____
- e. do what you hope to do (para. 3) _____
- f. like something or somebody because you recognise their good qualities (para. 4) _____

F. The paragraph below has several mistakes, which have been underlined and marked using the correction code on the right. Read it and correct the mistakes.

CORRECTION CODE

- WW: wrong word
Pr: preposition
T: tense
A: article
Sp: spelling

Sp

Bob Breen is a serious and quite man who likes reading and spending time with his family.

You would never expect him to do anything WW extraordinary. However, past month Bob got a special award for bravery and courage. You are probably wondering what he did to get this award. Well, one morning while he was walking to work, he was hearing a loud explosion and a house near A him suddenly burst into flames. He heard the man shouting for help from inside the house. Without thinking about his own safety, he ran at the house where he found the man trapped under a haevy bookcase. He managed to lift the bookcase and help him out of the house just in time, because minutes later another explosion T destroy the house completely.

G. When you are writing a description of a person you admire, follow the outline below.

INTRODUCTION

- Give some general information about the person.

MAIN PART (2 paragraphs)

- Describe the person's character.
- Say what influence the person has had on you/other people.

CONCLUSION

- Make a general comment about the person and say how you feel about him/her.

WRITING TASK

Write a description of the person you admire most. Say why you admire this person and how he/she has influenced you (100-150 words).

2b reading

A. Discuss.

- Have you or has anyone you know ever done a heroic act?
- What is the most heroic act you have ever heard of?

B. Read the paragraphs *a*, *b* and *c* and the article that follows. Which of the three paragraphs is most suitable as an introductory paragraph to the article?

a

Heroes are people who have done something so brave or good that it has made many people admire them for it. Who do you think of when you hear the word 'hero'? Do you think of mythical heroes or heroic people in history?

b

When most people think of 'heroes', they imagine super beings with amazing powers. The truth is real heroes are just normal people who live ordinary lives, but they have to face extraordinary situations. What follows are a few examples of such everyday heroes.

c

If you had to describe a hero you admire, who would you choose? What kind of people are heroes and what makes people admire them? Great courage, unusual strength, impressive intelligence are just a few characteristics that can be used to describe heroic people.

SUPER DAD SAVES CHILD

In one incredible story, Andy Clemens saved his four-year-old child after he got stuck under a huge bookcase. 'When the earthquake began,' Mr Clemens told reporters, 'the bookcase started shaking. The tremors quickly increased, and the bookcase shook more and more violently. Suddenly, it fell over and Tommy got stuck under it. I could see that he couldn't breathe! The bookcase was so heavy I don't know how I did it. I wasn't thinking. I just lifted it with all my strength, and he crawled out.' Did this father have super powers? It seems that his love for his child was his strength.



LONE MAN SURVIVES CRASH UNHARMED



Sameer Attar survived a terrible train crash and walked away the only survivor. What's more surprising than that is the fact that he got off the train completely unharmed. 'I never bruised very easily,' he said when he was asked about how he survived. 'At first, the train wasn't moving very fast, but then it started going faster. When it reached top speed, it was the fastest train I have ever been on. The crash came without warning.' His father was as astonished as everyone else. 'I'm relieved that Sameer is safe and sound,' he said with a smile. Was Sameer a super hero? In this case, he was just very lucky.

CLIMBERS SURVIVE THE WORST

In a recent report, one climber rescued his friend after the worst avalanche in history. 'At first we were climbing, and then suddenly we were buried under ten feet of thick snow,' said climber Marvin Bailey. 'It was as dark as night. My legs were so numb from the cold that I couldn't feel them. But I kept calm and I began to dig myself out of the snow. When I finally reached the top, I searched for and found John. He was unconscious when I pulled him out. He was as white as a sheet, but, fortunately, he was still alive. That was the most frightening moment of my entire life.' Was it his courage and determination that made Marvin Bailey a hero? Perhaps it was just his desire to live and to help a friend which freed him from the snow.



C. Read the article again and answer the questions. Write the correct letter (A for Andy, S for Sameer or M for Marvin) in the boxes.

Which person...

1. survived a natural disaster?
2. actually did nothing heroic?
3. can't explain how they managed to do what they did?
4. had never been so frightened in their life?
5. was in an accident in which no one else survived?
6. pulled someone to safety?

VOCABULARY

1. WORD BUILDING

A. Complete the table below. All the missing words appear in the text on page 28.

NOUN	ADJECTIVE
luck	
	strong
calmness	
	powerful
	courageous
	intelligent
hero	
myth	

NOTE

Many adjectives are formed by adding a suffix (e.g. -ful, -y, -ous, -ic, -ical) to a noun.

Many nouns are formed by adding the suffix -ness to an adjective.

B. Complete the sentences using the correct form of the words in capitals.

1. The story was about dragons and other _____ creatures.
2. Afaf is a hard-working and _____ student.
3. Saudi Arabia is a big and _____ country.
4. This is an exercise that will build up the _____ of your muscles.
5. Jabir is a _____ ten-year-old boy who saved his best friend from a burning building.

vocabulary & grammar

D. Match the words highlighted in the article with their meanings.

- | | | |
|-------------|--------------------------|--|
| 1. crawled | <input type="checkbox"/> | a. whole |
| 2. unharmed | <input type="checkbox"/> | b. moved on hands and knees |
| 3. bruised | <input type="checkbox"/> | c. not hurt |
| 4. numb | <input type="checkbox"/> | d. got marks on the skin as a result of injury |
| 5. entire | <input type="checkbox"/> | e. not feeling anything |

E. Discuss.

- Which of the three incidents in the article do you find the most heroic? Why?

2. SIMILES

A. Read the article on page 28 and find similes with the word *as*.

NOTE

Similes are phrases which include the words *as* or *like* and are used to make comparisons.

B. Match the two halves of the similes below. Then complete the sentences 1-5 with some of the similes.

as light	as a wolf
as quiet	as a bee
as good	as a mouse
as free	as a sheet
as white	as a bird
as hungry	as a feather
as quick	as gold
as busy	as lightning

1. After passing his exams and with the whole summer ahead of him, Salah felt _____.
2. What's for dinner? I'm _____.
3. Iman has been _____ getting everything ready for dinner.
4. The box is not heavy at all; it's _____.
5. My children are usually noisy, but today they have been _____.

3. WORDS RELATED TO NATURAL DISASTERS

What are the words in each column related to? Choose the appropriate headings from the words in the box.

AVALANCHE EARTHQUAKE HURRICANE VOLCANO

INTELLIGENCE
POWER
STRONG
COURAGE

shake	erupt	blow	snow
Richter scale	explosion	wind	rock
collapse	lava	storm	ice

2b vocabulary & grammar

GRAMMAR

ADJECTIVES - ADVERBS OF MANNER

Look at the examples below. Which of the words in bold is an adjective and describes a noun and which of them is an adverb of manner and describes how something happens?

*It was a **violent** earthquake. The bookcase shook **violently**.*

COMPARISONS

Look at the extracts from the text on page 28 and answer the questions that follow.

A.

At first, the train wasn't moving very fast, but then it started going faster. When it reached top speed, it was the fastest train I have ever been on.

What's more surprising than that is the fact that he got off the train completely unharmed.

That was the most frightening moment of my entire life.

- How are the comparatives and superlatives of one-syllable adjectives and adverbs formed?
- How are the comparatives and superlatives of multi-syllable adjectives and adverbs formed?
- Which form is used to compare two people, things or actions?
- Which form is used to compare one person, thing or action with several of the same kind?

B.

His father was as astonished as everyone else.

The tremors quickly increased, and the bookcase shook more and more violently.

What does *as... as...* mean?

- a. more than
- b. less than
- c. the same as

What does *more and more* indicate?

- a. a continual change
- b. a comparison between two actions
- c. the result of an action

Grammar Reference p. 125.

PRACTICE

Complete the text below with the correct form of the adjectives or adverbs in brackets. Add *the* and *as* where necessary.

a young HERO

Salman cycles along the river path every morning on his way to school. On the morning of the 17th January, he never imagined that his journey to school would be (1) _____ (exciting) than usual. On that day, fifteen-year-old Salman became (2) _____ (young) hero in his town. As Salman was cycling along the river path, he heard a cry coming from the river. He realised that there was a car in the river with a man and two children inside. The cry was growing weaker and (3) _____. Salman jumped into the river and swam towards the car. He knew he had to spend (4) _____ (little) time as possible in the water. When he reached the car, the man gave him his children and Salman swam to the shore. Then he went back for the man. Swimming back again was (5) _____ (difficult) than he had expected. It was (6) _____ (hard) than before for Salman to reach the man because the river was working against him and was taking the man (7) _____ (far) and farther away. Salman realised he had to get to him (8) _____ (quickly) as he could if he was going to save him. Finally, Salman reached the man and took him to the river bank where his children were waiting.

ENGLISH IN USE

Choose the word or phrase that best completes each sentence.

1. When the _____ erupted, a nearby village was buried in lava.
 - a. earthquake
 - b. volcano
 - c. avalanche
 - d. hurricane
2. The students _____ a test when they heard the noise.
 - a. took
 - b. are taking
 - c. were taking
 - d. were taken
3. The firefighters _____ three people from the burning building.
 - a. survived
 - b. searched
 - c. rescued
 - d. recalled
4. Nuha is in her room and she's been as quiet as a _____ all evening. I don't know what she's doing.
 - a. mouse
 - b. bee
 - c. feather
 - d. sheet
5. During the earthquake, the people in the library panicked and ran _____ towards the exit.
 - a. as quickly
 - b. quickly
 - c. quick
 - d. quicker
6. Those were _____ years of his life.
 - a. the most difficult
 - b. as difficult
 - c. the more difficult
 - d. more difficult
7. Ikram's new camera is his most valuable _____.
 - a. response
 - b. possession
 - c. desire
 - d. power
8. We worked _____ to finish our project on time.
 - a. hardly
 - b. as hard
 - c. hard
 - d. hardest

listening & speaking

LISTENING



1. PRE-LISTENING

Discuss.

- Would you like to spend a month travelling in a foreign country? Why / Why not?
- What kind of problems can occur during long journeys by car?

2. LISTENING

A. Listen to the following dialogue between two friends in a café and answer the question below. Choose a, b or c.

Saad tells Faisal about

- a. how terrible his holiday was.
- b. a frightening experience with a happy ending.
- c. how he and his friend were rescued.



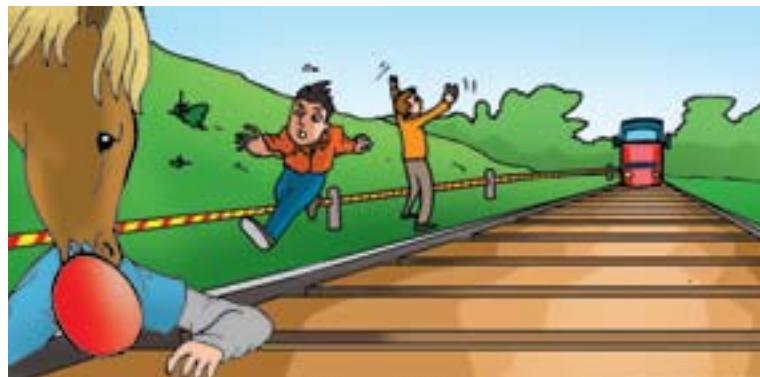
- When answering questions that refer to gist, don't focus on details.
- Try to understand the general meaning of what is being said.

B. Listen again and write T for True or F for False.

- 1. Saad went to Riyadh without Salman.
- 2. Faisal doesn't know what Graffiti Rock is.
- 3. They started their trip up the mountain when the sun rose.
- 4. Before getting to Graffiti Rock, the boys had to leave their car because the engine would not start.
- 5. Mohammad carried Saad down the mountain because he wasn't able to walk.
- 6. Saad was injured badly and had to return home.

SPEAKING

Work in pairs. Make up a story using the pictures and the words/phrases below and your imagination. Then, tell your story to the rest of the class. Start like this: *It was a nice day so Bob went horse riding.*



railway fall off track unconscious faithful nearby get help in the distance rescue last minute

2b writing

WRITING AN INFORMAL LETTER INCLUDING A NARRATIVE

A. Discuss.

- Do you ever write letters to your friends or relatives?
- What reasons do you write to them for?

B. Read the letter that Adam wrote to his friend Ameer, and answer the question below.

Why is Adam writing to Ameer?

- a. to give him information about an event
- b. to describe an accident
- c. to tell him about something that happened to him

Dear Ameer,

I hope you're fine and that everything is OK at work. Not much is happening here, but you'll never guess what happened to me yesterday!

While I was walking home from work, I heard some people shouting, 'Get out of the way!' I looked behind me to see what was going on and I noticed that an old car which was parked on top of a hill was rolling backwards. The car was heading straight towards a group of schoolchildren. I knew I had to do something to save all those innocent lives.

As the car approached me, I jumped into the driver's seat, stepped on the brakes and even pulled the hand brake. But, to my horror, nothing happened and the car just kept rolling down the hill and picking up speed all the time. Then I realised that the only thing I could do was steer the car away from the children. I turned the wheels left and just missed hitting an elderly man. After a while, the car slowed down and, finally, it came to a stop when I crashed it into a big tree. Fortunately, no one was injured, and everyone now considers me a hero!

Well, that's my story. I've got to go now and give an interview to a local newspaper. Hope to hear from you soon.

Take care,

Adam

C. Read the following statements and find examples of them in the letter above.

The writer uses:

- a. informal language

- b. short forms

- c. past tenses to narrate events

- d. time linkers to indicate the sequence of events

D. Read the extracts from the letter and complete the rules below with the words/phrases in bold.

While I was walking home from work, I heard some people shouting, 'Get out of the way!'

Then I realised that the only thing I could do was steer the car away from the children.

After a while, the car slowed down and, finally, it came to a stop when I crashed it into a big tree.

- Use _____ and **as** with the Past Progressive to indicate the longer of two actions which happened in the past.
- Use **at first**, _____ and _____ to indicate the sequence of events that happened one after the other.
- Use _____ to refer to an event that happened after some time had passed.

NOTE

Use **when** and **as soon as** with the Past Simple to indicate two past actions that happened one after the other.

As soon as I got home, I made myself a cup of tea.

When Adam saw the house, he knew he wanted to buy it.

E. Use the linking words/phrases in brackets to link the sentences.

1. I was driving to work. I had an accident. **(while)**

2. Husam thought something was wrong with the road. He realised he had a flat tyre. **(at first, then)**

3. Afaf was reading a book. She got bored. **(but, after a while)**

4. I opened the door and saw what a mess the house was in. I was shocked. **(when)**

5. The telephone was ringing for a long time. Somebody answered it. **(and, finally)**

6. The head teacher entered the classroom. The students stopped talking. **(as soon as)**

F. When you are writing an informal letter narrating something, follow the outline below:

GREETING

- Use an appropriate greeting (Dear..., Hello....).

OPENING PARAGRAPH

- Use set phrases to begin your letter and say why you're writing (*I hope you are fine., It was nice to hear from you., etc.*)

MAIN PART (1-2 paragraphs)

- Set the scene and say what happened.
- Give more details about what happened and when.

CLOSING PARAGRAPH

- State anything you want to emphasise.
- Use set phrases to end your letter (*Well, that's all for now., Waiting for your letter., etc.*)

SIGNING OFF

- Use a signature ending (*Yours, Take care, etc.*) and write your first name below that.



When you are writing an informal letter narrating something:

- use informal language.
- use short forms (I'm, I've, etc.).
- use expressions (well, of course, anyway, you see, by the way, etc.).
- use time linkers to indicate the sequence of events.

WRITING TASK

Think of an incident in which you or someone you know did something that was particularly kind, brave or courageous. Write a letter to a friend who lives in another town telling him/her about it (100-150 words).

For the layout of informal letters and set phrases you can use, see Appendix I.

2 round-up

VOCABULARY & GRAMMAR

A. Choose the word that most appropriately completes each sentence.

1. The _____ cheered when the boxers entered the ring.
a. participants b. viewers c. spectators d. watchers
2. As we _____ the waterfall, we could hear a loud noise.
a. approached b. arrived c. headed d. moved
3. Salman is the most _____ person I have ever met. He would never tell a lie.
a. patient b. courageous c. honest d. wealthy
4. Ruba has great _____ for her teaching job and that's why her students did so well in the exam.
a. enthusiasm b. bravery c. strength d. intelligence
5. Rania has a strong _____ to visit Jeddah because her parents were born there.
a. determination b. desire c. hope d. feeling
6. I'm as hungry as a _____; what have you made for dinner?
a. bee b. mouse c. wolf d. bird
7. The children were as _____ as gold this afternoon; they didn't give me any trouble at all.
a. good b. light c. free d. quiet
8. The tourists were at the foot of the _____ when it erupted.
a. earthquake b. avalanche c. hurricane d. volcano
9. I haven't heard _____ Ali since he left the company.
a. to b. with c. for d. from
10. You must _____ on these safety glasses before you start the experiment.
a. take b. turn c. keep d. put

B. Choose the word or phrase that produces a grammatically correct sentence.

1. Last year I _____ to France to work in a summer camp for kids.
a. was b. was going c. have gone d. went
2. Huda _____ me that she would clean her room but she still hasn't done it.
a. promises b. was promising c. promised d. was promised
3. I _____ the news on TV last night with my brothers.
a. watch b. was watching c. was watched d. watched
4. While I _____ up the mountain path, I saw a bear.
a. was walking b. walked c. am walking d. walking
5. Bassam _____ a story when he heard a strange noise coming from the basement.
a. read b. has read c. was reading d. is reading
6. Rida is the man _____ bought my old car.
a. which b. who c. where d. when
7. Kuwait is _____ I am planning to go for my next holiday.
a. where b. which c. when d. who
8. Cubism, _____ is an artistic technique, was invented by both Picasso and Georges Braque.
a. that b. which c. who d. whose
9. Hisham is going to lead the team because he's _____ experienced climber than Haytham.
a. the most b. a more c. more and more d. the more
10. Amna often feels self-conscious because she is the _____ person in her class.
a. taller b. most tall c. tallest d. most tallest

C. Complete the sentences with the correct form of the words in capitals.

1. Osama lost his home and all of his _____ in the hurricane.
2. As a person, Naim is _____; he thinks of others more than himself.
3. When the ambulance arrived, the motorcyclist was _____ but still alive.
4. The _____ young man saved a boy from drowning in the lake.
5. Arij is very _____; she received excellent results in her exams.
6. People are leaving the city because a _____ tornado is moving towards it.
7. This sport requires athletes to have incredible _____ and endurance.
8. When I go for a walk by the sea, I get a wonderful feeling of _____.

POSSESS
SELFISH
CONSCIOUS
COURAGE
INTELLIGENCE
POWER
STRONG
CALM

D. Read the text below and complete the gaps. Use only one word in each gap.

A beloved King

Born in Riyadh in 1924, the late King Abdullah bin Abdulaziz is one of the (1) _____ respected figures in Saudi Arabia. King Abdullah, (2) _____ father was the founder of the modern Kingdom, made drastic changes to the country while at the same time respecting the Saudi laws. (3) _____ he became king in 2005, he launched a great project for the development of the country on many levels, (4) _____ made him well-known all over the world. As early as in 2005, he founded the King Abdullah

University of Science and Technology and the Princess Nourah bint Abdulrahman University for Women. In addition, through his scholarship programme, he sent more (5) _____ 150,000 students to study abroad. He also boosted the economy in a variety of ways and promoted social changes. As time went by, King Abdullah's efforts for the development of his people became more and (6) _____ intense. He died on 23 January 2015 and he will always be remembered as one of (7) _____ country's greatest leaders.



E. Complete the text with the Past Simple or Past Progressive of the verbs in brackets.

An unusual school day

On the morning of 15th October, 2007, nine children (1) _____ (play) at their local nursery school when, suddenly, tornado sirens (2) _____ (start) going off. Tom Stanley, who was the head teacher of the school (3) _____ (work) in his office at the time. He didn't panic as tornado warnings were common at that time of year. Then, the lights (4) _____ (go) out and the wind (5) _____ (break) his office window. While Tom (6) _____ (run) to the children's classroom, pieces of broken windows and glass (7) _____ (fall) all around him. A witness, Adam Stealer, (8) _____ (see) the tornado hit the nursery school; the roof (9) _____ (fly) off and only the walls remained standing. Finally, the tornado (10) _____ (move) on and, afterwards, there was a terrifying silence. Adam (11) _____ (run) into the school to help. Tom and the other teachers (12) _____ (help) the children get out of the building. However, two children were trapped under parts of the roof. Adam (13) _____ (pull) them out and (14) _____ (carry) them outside. Later, Adam said, 'I can't believe it! The tornado totally (15) _____ (destroy) the nursery school, but, miraculously, no one was seriously injured.'



2 round-up

LISTENING



You will hear a radio interview with Sheila Rogers who is gifted with psychic vision. For questions 1-5, choose the best answer *a*, *b* or *c*.

1. Sheila says her vision was like
 - a. reality.
 - b. a past memory.
 - c. an unusual dream.
2. In her vision, Sheila
 - a. spoke to the missing girl.
 - b. helped the missing girl.
 - c. felt like the missing girl.
3. How did the police react when Sheila told them her story?
 - a. They accepted her story from the start.
 - b. They didn't believe her at all.
 - c. They were uncertain and wanted more information.
4. What did Sheila see on the sign?
 - a. the name of the missing girl
 - b. two letters
 - c. the name 'Old Mill'
5. Sheila's vision finally
 - a. led the police to the place where they found Mary.
 - b. helped Mary find her way home.
 - c. led Mary's mother to where Mary was.



SELF-ASSESSMENT

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

Now I can...

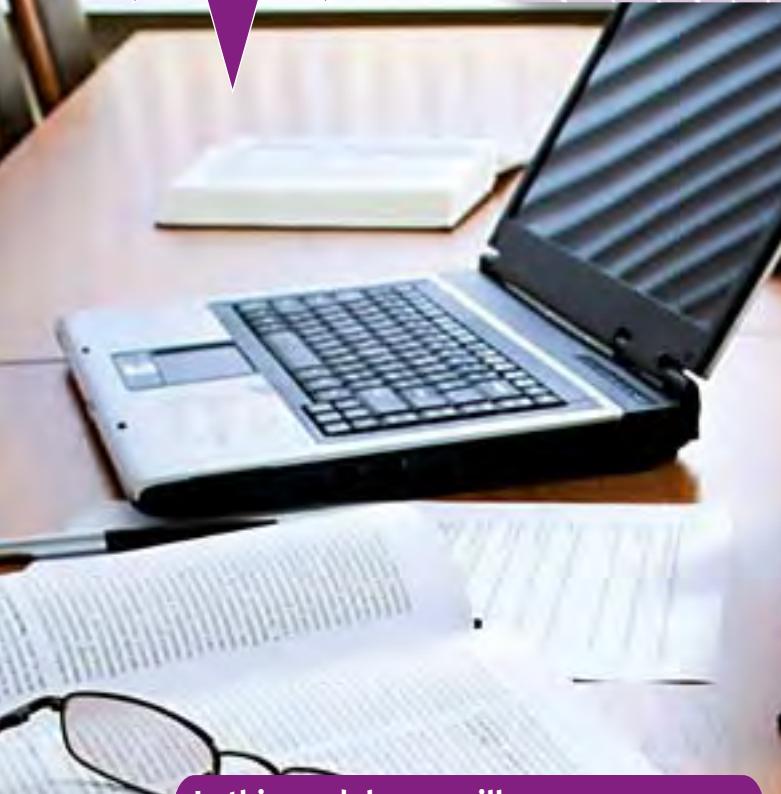
- | | | |
|------------|--|--|
| VOCABULARY | > use phrasal verbs with <i>on</i> and <i>off</i>
> use collocations with <i>say</i> and <i>tell</i>
> form nouns and adjectives by using appropriate suffixes
> use similes with <i>as</i>
> use words related to natural disasters | <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> |
| GRAMMAR | > use the Past Simple and the Past Progressive appropriately
> use defining and non-defining relative clauses
> use different forms of comparison | <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> |
| READING | > skim a text to understand the gist and identify its purpose
> understand details in a text
> scan a text to locate specific information | <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> |
| LISTENING | > understand gist and specific information in a radio interview
> understand gist and specific information in an informal conversation | <input type="checkbox"/>
<input type="checkbox"/> |
| SPEAKING | > talk about heroes and heroic acts
> tell a story using prompts | <input type="checkbox"/>
<input type="checkbox"/> |
| WRITING | > write a description of a person
> write an informal letter including a narrative | <input type="checkbox"/>
<input type="checkbox"/> |

CULTURE PAGES

Inspiring heroes → Go to page 119.

3

Work & Leisure



In this module you will...

- ▶ talk about jobs, job interviews and qualifications
- ▶ talk about free-time activities and leisure facilities
- ▶ learn how to use appropriate tenses to link the past with the present
- ▶ learn how to write an informal letter giving news and a formal letter of application
- ▶ learn how to express obligation, prohibition and absence of necessity
- ▶ learn how to express preference and make suggestions
- ▶ learn how to express possibility and make deductions
- ▶ acquire skills and strategies that will help you in exams



Discuss:

- ▶ In your opinion, what is important when choosing a career?
- ▶ Are you happy with the amount of leisure time you have? Why / Why not?

Flick through the module and find...

- ▶ a dialogue among friends discussing how to spend a day in the city
- ▶ a letter of application for a job
- ▶ texts about how four young people spend their free time
- ▶ a magazine article about how to do well at a job interview
- ▶ a letter to a friend giving news



3a reading

A. Discuss.

- How much free time do you have?
- What do you like doing in your free time?

B. Read the texts A-D quickly. What topic do the four passages have in common?

A

Saad (16 years old)



I'm what you call a **bookworm**. I find nothing more entertaining than staying at home and reading a good book. I read anything from adventure to science fiction. If I start reading a book, I don't put it down until I finish it. My parents are **constantly** complaining that I don't do anything else, but I've no **intention** of changing. I've recently started writing and I hope to write a best seller in the future. I also spend a lot of time in bookshops. Last week, I **came across** a book about famous writers. Since I started reading it, I've had the opportunity to learn that lots of writers had similar interests to mine when they were young, and it's nice to know that I'm not so out of the ordinary.

James (17 years old)



My idea of fun is anything that's related to sports. I've always been sporty and athletic and I'm **willing** to try whatever will get my adrenalin going. Unlike many people my age, I don't enjoy going out to cafés. I love doing things that keep me outdoors in the natural environment. I became a member of a rock climbing club about three years ago, and I must admit that I've had a lot of fun. I've met lots of interesting people and I've also been to a lot of interesting places. Besides this, I also find water sports great. I've been windsurfing for ages and I've also recently started taking scuba-diving lessons.

A

Saad (16 years old)

Faisal (18 years old)



I'm really into surfing the Net and playing strategy games on my computer. I've been playing computer games ever since my father got me my first computer when I was six. When I'm not playing computer games, I **tend to** be out and about. My friends and I hang out at the local sports club so, although I'm not so athletic, I do get some exercise. I'm also into hanging out at the local mall where my friends and I either go to a restaurant or to a café.

Bob (19 years old)



D

I'm very sociable so I have lots of friends and love meeting people. At the weekends, I usually play tennis with my friends. When I was five, my father took me to the local tennis club and, since then, I have never stopped playing. I also love food so I go to restaurants very often. On top of that, I'm a member of a local football team, and we play **every once in a while**. We have a lot of fun practising, but it's hard work, too. Since I joined the team, I've taken part in three matches, and I scored a few goals. It's not only fun but also very rewarding.

C. Read the texts A-D again and answer the questions 1-9 below.

Write A, B, C or D in the boxes.

Which teenager/s mention/s

- not being interested in activities done by people their age?
- being interested only in outdoor activities?
- doing only activities that keep them indoors?
- doing an activity their parents helped them begin?
- doing an activity their parents are not happy about?
- doing an activity that made it possible for them to go to different places?
- starting an activity at a very young age that they still do?

- | | |
|---|--------------------------|
| 1 | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> |
| 5 | <input type="checkbox"/> |
| 6 | <input type="checkbox"/> |
| 7 | <input type="checkbox"/> |
| 8 | <input type="checkbox"/> |
| 9 | <input type="checkbox"/> |

TIP

- When matching questions with short texts, scan each text and look for the specific information mentioned in each question.
- Find the part of the text which correctly answers the question.
- Be careful! Don't choose a text just because the vocabulary or phrasing in the text is similar to that of the question.

D. Match the highlighted words/phrases in the text with their meanings.

1. bookworm
2. constantly
3. intention
4. came across
5. willing
6. tend to
7. every once in a while

- a. found by chance
- b. a plan about what you will do
- c. ready
- d. do something usually or often
- e. sometimes but not very often
- f. someone who likes reading
- g. all the time

E. Discuss.

- In your opinion, which of these teenagers has the most interesting hobbies and why?

vocabulary & grammar

VOCABULARY

LEXICAL SET

Complete the table below with the correct name of the sport. Choose from the sports in the box.

basketball	water polo	windsurfing	snowboarding
boxing	tennis	football	

SPORT	PLACE	EQUIPMENT
	court	ball, racket, net, shorts, trainers, T-shirt
	ring	boots, gloves, shorts
	pool	ball, goggles, swimwear
	slope	boots, board, goggles, gloves
	court	ball, net, shorts, trainers, vest
	sea/lake	swimwear, board, sail
	pitch	ball, boots, shorts, shin pads

GRAMMAR

PRESENT PERFECT SIMPLE – PRESENT PERFECT PROGRESSIVE

A. Look at the extracts from the texts and answer the questions that follow.

1. *I've met lots of interesting people...* (Text B)
 - Does James say exactly when he met those people?
 - Which tense is used?
2. *Since I joined the team, I've taken part in three matches...* (Text D)
 - Is Bob still taking part in football matches?
 - Which tense is used?
3. *I've been windsurfing for ages...* (Text B)
 - Has James stopped windsurfing?
 - Which tense is used?

B. Look at the extracts 2 and 3 again. Which of the two tenses emphasises the result of the action and which emphasises the duration?

C. Complete the rules about the uses of the Present Perfect Simple and Present Perfect Progressive by circling the correct words.

- Use the Present Perfect Simple / Past Simple for an action which happened in the past, but the exact time is not mentioned.
- Use the Present Perfect Simple / Present Perfect Progressive for an action or state which started in the past and continues up to the present (emphasis on the action).
- Use the Present Perfect Simple / Present Perfect Progressive for an action or state which started in the past and continues up to the present (emphasis on the duration).
- Use for / since + a period of time and for / since + a specific point in time.

NOTE

We use the Past Simple for actions that happened in the past and the exact time is mentioned.

PRACTICE

Read the text below and complete the blanks with the Present Perfect Simple, the Present Perfect Progressive or the Past Simple of the verbs in brackets.

Every Book and Cranny



I (1) _____ (always / want) to do something interesting in my free time, but I work quite long hours and I'm often very tired when I get home from work. Some time ago, a friend of mine (2) _____ (give) me the idea of joining 'Every Book and Cranny', a book club which meets just once a week. I (3) _____ (be) a member for the past six months and I (4) _____ (enjoy) every moment of it. The people in the club are very friendly, and the atmosphere is fun and relaxed. For the past few weeks, we (5) _____ (read) books by a famous writer so that we can exchange our thoughts at the end of the month. I am really looking forward to it. One of the members (6) _____ (study) Literature at university for the last two years so he (7) _____ (lead) our conversations. Yesterday, I (8) _____ (go) to a bookshop and bought a dozen books for our next project, which is about poetry.

3a listening & reading

A. Discuss.

- What sort of fun activities can you do in a city?
- If you were spending just one day in London, what would you do?

B. Listen to the dialogue. What do the boys decide to do on their trip to the city?

Hashim It's so exciting to be in London!

Saad I know.

Hashim It's a beautiful city.

Saad So, **where are we off to** first?

Hashim Well, I don't know about you, but I need to do some shopping on Edgware Road.

Saad Edgware Road? Where is that?

Hashim Well, according to this guide book, it's very close to Marble Arch. **Hold on**, let me find it on the map. It's right...here.

Saad Oh, there it is.

Hashim But we don't have to go now. We can visit the sights first, if you want. There is the British Museum and the Natural History Museum. Oh, what about the London Eye? Do you want to go there?

Saad No, we needn't go sightseeing right away. Also, I don't like Ferris wheels. Especially huge ones.

Hashim OK then, what do you want to do?

Saad Actually, do you want to **grab a bite** first? I'm a bit **peckish**.

Hashim Of course.

Saad Any ideas?

Hashim I've got it! We can go to Edgware Road first, and have something to eat there. I heard there are loads of Middle-eastern restaurants there with delicious food.

Saad **I'm in!** That place sounds fantastic.

Hashim I know. We can **chill out** for a bit, then do some shopping.

Saad And afterwards, we can go to the hotel and sleep for a while.

Hashim **What's up with you?** Are you tired already?

Saad No, it's just that after lunch, I'm usually a little sleepy.

Hashim Well, all right. You'd better sleep then.

Saad What about you?

Hashim I think I'd rather do some sightseeing. My guide book has lots of pictures of some fascinating sights in central London. If I stay in today, I will get bored out of my mind.

Saad You know what? You are right. I'll join you.

C. Read the sentences and write T for True or F for False.

1. Both the boys know London well.
2. There are lots of sights on Edgware Road.
3. Saad doesn't agree with one of Hashim's suggestions.
4. The boys are going to a restaurant first.
5. Saad is feeling a little sleepy.
6. Both of them will go sightseeing.



vocabulary & grammar

D. Match the words/phrases highlighted in the dialogue with their meanings.

1. Where are we off to?
2. hold on
3. grab a bite
4. peckish
5. I'm in.
6. chill out
7. What's up with you?

- | | |
|------------------------|------------------|
| a. a little hungry | e. I agree |
| b. eat something | f. What's wrong? |
| c. wait | g. relax |
| d. Where are we going? | |

E. Discuss.

- Which of the activities that the boys mention would you do?

VOCABULARY

STRONG ADJECTIVES

A. Look at the following extracts from the dialogue on page 40 and match the adjectives in bold with their meanings.

very big very interesting

*My guide book has lots of pictures of some **fascinating** sights in central London.*

*I don't like Ferris wheels. Especially **huge** ones.*

B. Replace the 'strong' adjectives in sentences 1-6 with **very** and the adjectives in the box.

angry scared pleased
tasty surprised tired

1. Ahmed was **delighted** to win the Teacher of the Year Award.
2. Jim is **terrified** of spiders; whenever he sees one, he calls for help.
3. I was **amazed** when I saw a skyscraper for the first time.
4. After working for nearly 14 hours, Sami was **exhausted** when he returned home.
5. Betty made a **delicious** strawberry cheesecake for dessert.
6. Alex was **furious** with Tom because he damaged his new car.

GRAMMAR

MUST – HAVE TO – NEED

A. Look at the following extracts from the dialogue. What do the verbs in bold mean? Choose **a**, **b** or **c**.

- a. It's necessary. b. It's not necessary. c. It's wrong to do it.

No, we **needn't** go sightseeing right away. }
But we **don't have to** go now. }

B. Now look at a different version of the extracts. What do the verbs in bold mean?

You **mustn't** go sightseeing right away.

Yes, we **have to / need to / must**. We **don't have enough time**.

HAD BETTER – WOULD RATHER

Read the following extracts from the dialogue. Which of the verbs in bold means **would prefer** and which means **should**? Which verb form is used after the two verbs?

You'd better sleep then.

... I'd rather do some sightseeing.

NOTE

I'd better is the short form of *I had better* and *I'd rather* is the short form of *I would rather*. Their negative forms are *I'd better not* and *I'd rather not*.

Grammar Reference p. 126.

PRACTICE

Read the dialogue below and circle the correct answer.

- A: Hi, Andy! Are you doing anything tomorrow?
B: I (1) **need / have to** help my father fix the car. Why?
A: Oh, I was just wondering if you would like to come hiking with me.
B: I (2) **'d rather / 'd better** go hiking with you than stay at home. But I promised my father I would help. I really (3) **needn't / must** keep my promise. How about Friday?
A: That's fine with me. Do you have your hiking boots?
B: Oh, no. I (4) **don't have to / need to** buy a new pair because my old ones aren't any good. I've been thinking about going shopping, but I just haven't had the time.
A: Do you think you'll be able to get a pair tomorrow?
B: Yes, but I'll (5) **have to / must** go to the shops early in the morning because my father will be waiting.
A: Now, about the trip. We could drive down to either the mountain or the lake. Which do you prefer?
B: I (6) **would rather / have to** go to the lake as it's closer.
A: We (7) **had better / mustn't** forget to bring a map with a walking trail. Remember what happened last time we went there? We got lost!
B: How could I forget! We (8) **had to / should** call my dad to come and find us. We (9) **would rather / had better** stop at the local tourist office and get a map.
A: You're right. One last thing. You (10) **don't need to / mustn't** worry about lunch because I'm going to pack a picnic for us.
B: That's great. I'm really looking forward to it.

3a listening & speaking

LISTENING

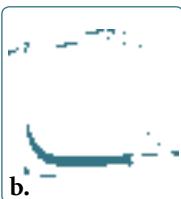
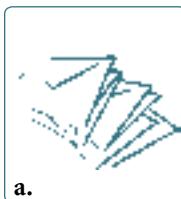


You will hear five short conversations. For questions 1-5, choose the picture which answers the question correctly.

TIP

- Before you start listening, look at the three pictures carefully to get a general idea of what you are going to hear.
- Listen carefully to the dialogue and focus on the question. All three pictures may be referred to in the dialogue. However, only one of them correctly answers the question.

1. What have they got plenty of?

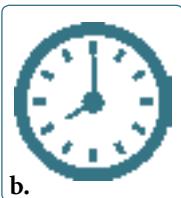


a.

b.

c.

2. What time did the man want to wake up?

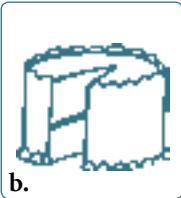


a.

b.

c.

3. What does the man tell his wife to make?

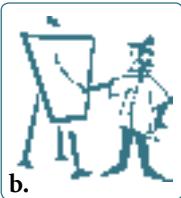
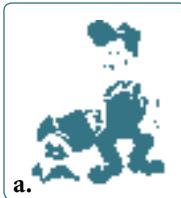


a.

b.

c.

4. What is the man's hobby?

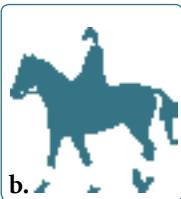
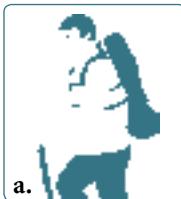


a.

b.

c.

5. What activity do both people like?



a.

b.

c.

SPEAKING

Imagine that your local council is building a new youth centre in your area. A committee is deciding what activities and facilities the centre should offer. The pictures below show the suggestions that are being considered. First, discuss the advantages and disadvantages of each activity. Then, decide which two activities would appeal most to young people. Use the vocabulary and suggested expressions given.

- What are the advantages/disadvantages of each activity?
- Which two would appeal most to young people?



climbing wall



art class



Internet access



table tennis



table football

active
stimulating
creative
keep fit
competitive
fun
socialising
strength
challenging
difficult
entertainment
boring
do research

In my opinion / I think... would be a good idea... because...

Some young people may find this difficult because...

This would be useful for...

... would provide young people with an opportunity to...

I don't think many young people would be interested in... because...

WRITING AN INFORMAL LETTER GIVING NEWS

A. Discuss.

- What kind of changes to someone's life does moving to another city involve?

B. Ali has recently moved to Dammam and has written a letter to his friend Jabir. Read the letter and answer the question below.

Why is Ali writing to Jabir?

- to give Jabir information about Dammam
- to tell Jabir about his life in Dammam
- to explain what the job of teaching involves

Dear Jabir,

Sorry for not getting in touch sooner, but I've been really busy settling into my flat and getting used to my new job. I hope all of you back in Riyadh are OK.

Dammam is a beautiful city and I've got a really nice flat with a lovely balcony. It's quite near my job, too. You should come and visit me soon; there are lots of things to do here and I'm sure we'll have lots of fun. Why don't you try to come next weekend?

I like my new job a lot. The school I teach at is in a nice, modern building and the rest of the staff are very friendly and helpful. But teaching is hard work, believe me! I've been correcting essays all weekend and I still haven't finished them all.

Well, that's all for now. I really must get back to my essays. Say hello to everyone for me and keep in touch, OK?

Take care,
Ali

C. Read the letter again and answer the following questions.

In which paragraph does Ali:

- give information about the school he works at?
- give a reason to end his letter?
- describe what his colleagues are like?
- write about where he lives?
- make an invitation?
- apologise for something and express a wish?
- refer to entertainment?

D. When writing an informal letter giving news, follow the outline below.

GREETING

- Use an appropriate greeting (*Dear..., Hello...*).

OPENING PARAGRAPH

- Use set phrases to begin your letter and say why you're writing (*I hope you are fine., It was nice to hear from you., etc.*).

MAIN PART (1 or 2 paragraphs)

- Give your main news.
- Continue with more news.

CLOSING PARAGRAPH

- Give a reason for ending your letter.
- Use set phrases to end your letter (*Well, that's all for now., Waiting for your letter., etc.*).

SIGNING OFF

- Use a signature ending (*Yours, Take care, etc.*) and write your first name below that.

WRITING TASK

A friend of yours has recently moved away to another city. Write a letter to him/her with all your news.



When you are writing an informal letter, use:

- informal language.
- short forms (e.g. *I'm, didn't*).
- exclamations (e.g. *It was great!*).
- direct questions (e.g. *What are you up to?*).
- expressions (e.g. *well, of course, anyway, actually, you know, you see*).

For the layout of informal letters and set phrases you can use, see Appendix I.

3b reading

A. Discuss.

- Have you ever been interviewed for a job or for anything else? If yes, how did you feel?
- In your opinion, which of the following are most important in a job interview?

CV knowledge appearance
behaviour body language



- B. Read the text quickly without paying any attention to the missing sentences and choose the most appropriate title *a*, *b* or *c*.

a **Tips for a successful interview**

b **How to dress for success**

c **What to say at a job interview**

It is normal to feel nervous before an interview, especially if you are entering the world of work for the first time. However, you can save yourself a lot of stress and **anxiety** by doing a few simple things. Apart from praying, here is some advice you could take into consideration the next time you have to go for a job interview.

The key to a successful job interview is preparation. **1** It is very important to make sure your CV is **up-to-date** and free of mistakes. Also, you should make use of the Internet, as well as magazines and newspapers, in order to **gather** information about the company or organisation you are applying to. Furthermore, you must know some things about the specific job position, including general responsibilities and daily duties.

Next, it is helpful to prepare for the interview itself by answering typical interview questions. **2** You can try answering these specific questions in front of a friend or family member. Videotaping yourself might help you as well. **3** Remember, there is always room for improvement; the more you practise, the more confident you will be that you won't mess things up during the interview. You should also prepare questions to ask during the interview. These questions should reflect your research on the company and position. However, remember not to ask any questions about salary on your first interview. If you do, the interviewer may think that you only care about the benefits and that your interest in the company isn't **genuine**.

Final preparations include choosing what to wear. It is important to **select** something appropriate. A business suit is always acceptable. If your clothing is clean and well pressed, the interviewer will think that you are a neat and organised person. Also, you must know the **location** of your interview. **4** You should arrive at the interview ten minutes in advance. You must also remember to bring extra copies of your CV with you. Bringing a small notebook for notes is also a good idea. Remember to stay calm and project an image of self-confidence.

5 In it, you should emphasise your interest and restate your specific qualifications for the position. Remember, the more you prepare, the more successful your interview will be.

- C. Five sentences have been removed from the text. Choose from the sentences A-F the one which best fits each gap (1-5). There is one extra sentence, which you do not need to use.

TIP

When you are presented with a text from which sentences have been removed:

- first read the whole text in order to get an overall idea.
- read the sentences before and after the gap and the sentences that have been removed from the text, looking for clues in both the text and the sentences. The correct option must logically complete the writer's meaning and grammatically fit the gap.
- pay attention to sentence linkers (*moreover, on the other hand, as a result, after, etc.*) as well as reference items (*he, it, this, there, etc.*) and identify what they refer to. This will help you understand the text.

- A. Interviewers will usually ask you about what interests you in the company and the position you are applying for.
- B. This means that you should begin by focusing on your CV and doing some pre-interview research.
- C. A practice drive will ensure you know how to get to the interview and will allow you to arrive there in time.
- D. Seeing your facial expressions, gestures, and body language can help you decide how to improve your answers and how you express yourself.
- E. During the interview, remember to maintain eye-contact and avoid slouching.
- F. After the interview, it is suggested you send a thank-you note.

D. Look at the highlighted words in the text and match them with their meanings.

- | | | |
|---------------|--------------------------|-------------------------------------|
| 1. anxiety | <input type="checkbox"/> | a. including the latest information |
| 2. up-to-date | <input type="checkbox"/> | b. exact place |
| 3. gather | <input type="checkbox"/> | c. choose |
| 4. genuine | <input type="checkbox"/> | d. a feeling of worry |
| 5. select | <input type="checkbox"/> | e. collect |
| 6. location | <input type="checkbox"/> | f. real |

E. Discuss.

- Which of the tips mentioned in the text do you find most helpful?

vocabulary & grammar

VOCABULARY

1. EXPRESSIONS WITH **MAKE** AND **DO**

- A. Look at the extract from the text on page 44 and note the phrase in bold. Then decide which of the verbs **make** or **do** is used with the following words.

It is very important to make sure your CV is up-to-date...

	well / business / my best / a favour / shopping / homework
	money / noise / a decision / an excuse / mistakes / plans

B. Complete the sentences with the correct form of **make** or **do** and some of the words from the previous activity.

1. Everyone _____; the important thing is to learn from them.
2. Karima was pleased because she _____ in her Maths test.
3. Kevin asked his son to _____ about where he wanted to go on holiday.
4. Would you _____ me _____ and buy me a chocolate bar on your way home?
5. Alex _____ his _____ but he couldn't win the match.
6. I can't sleep at night because my neighbours _____ too much _____.
7. Maria _____ and left early from work.

2. WORDS EASILY CONFUSED

Circle the word that best completes each sentence.

1. The company offered me a good **salary** / **income**, a car and other benefits.
2. A company loses money when its **salary** / **income** is less than its expenses.
3. Mary had a worried **expression** / **gesture** on her face when she heard the news.
4. She made a(n) **expression** / **gesture** towards the desk and I went to take a look.
5. John spilt pasta sauce all over his shirt so he had to change into a **clean** / **clear** one.
6. I asked him many times but he didn't give me a **clean** / **clear** answer.
7. Most students feel **nervous** / **upset** before an important examination.
8. Karen is **nervous** / **upset** because she lost her favourite ring.

3. NOUNS DERIVING FROM VERBS

A. Which verbs do the nouns below come from?

preparation improvement location

NOTE

A lot of nouns are formed by adding a suffix, such as **-ion**, **-ation** and **-ment** to a verb.

3b vocabulary & grammar

B. Complete the sentences with the correct form of the words in capitals.

1. Ben put an _____ in the local paper to sell his house.
2. The recent _____ in medical research have given many people a lot of hope.
3. The manager and his assistant had a _____ about the project.
4. I'm taking art classes at my local adult _____ centre.
5. Various environmental _____ are working together to solve the problem.
6. Dan has made all the _____ for his holiday.
7. I was very pleased to receive an _____ to Hashim's wedding.
8. We stopped and asked a man for _____ to the museum.

ADVERTISE

DEVELOP

DISCUSS

EDUCATE

ORGANISE

ARRANGE

INVITE

DIRECT

PRACTICE

Read the text below and circle the correct words.

Choosing the right career (1) **can't** be / **must** be the biggest problem I have on my mind these days. In fact, it just (2) **may** be / **can** be the most important decision I will ever make. A few days ago, I went to see a careers counsellor because I thought it (3) **must** help / **might** help me get a better idea about what kind of job suits me. In addition to the information the counsellor gave me, he advised me that another thing I (4) **could** do / **mustn't** do is to talk to people who do jobs I am interested in. He said they (5) **can't** be / **might** be able to give me helpful advice and tips. It (6) **must** not be / **may** not be very difficult to find a teacher or a doctor to talk to, but what if someone wants to become an astronaut or a chocolate taster? I'm sure it (7) **may** be / **can't** be so easy in those cases. Anyway, since I have always liked to cook, I think I (8) **can't** try / **could** try talking to chefs at the restaurants in my neighbourhood.

GRAMMAR

EXPRESSING POSSIBILITY (MAY – MIGHT – COULD) - MAKING DEDUCTIONS (MUST – CAN'T)

A. Look at the extracts from the text on page 44 and decide what all three verbs in bold express. Choose a, b or c.

...here is some advice you **could** take into consideration the next time you have to go for a job interview.

Videotaping yourself **might** help you as well.

If you do, the interviewer **may** think that you only care about the benefits...

- a. something that will certainly happen
- b. something that will possibly happen
- c. something that is allowed to happen

B. Look back at the text and the picture on page 44. What do the sentences in the bubble mean?

He **must** be interested in the money only.

- a. He has to be interested in the money only.
- b. I believe he is interested in the money only.

He **can't** possibly care about the job itself.

- a. I'm sure he doesn't care about the job itself.
- b. He isn't able to care about the job itself.

C. Complete the table with **may/might/could, can't** and **must**.

+ base form

something will possibly happen

+ base form

we are almost sure that something is true

+ base form

we believe that something is impossible

ENGLISH IN USE

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. Habib started working for this company five years ago.
Habib _____ been this company for five years.
2. I am sure my father is in his office right now.
My father _____ his office right now.
3. The last time I saw Andy was six weeks ago.
I _____ six weeks.
4. Perhaps Mr Lee will do business with us in the future. **may**
Mr Lee _____ in the future.
5. I would prefer not to go out tonight.
I _____ out tonight.
6. When did Joe become a chef?
How long _____ chef?
7. You should ask Stan before you use his computer.
You _____ Stan before you use his computer.
8. They advertised the job in a newspaper.
They _____ for the job in a newspaper.

listening & speaking

LISTENING



A. Discuss.

- What kind of questions do you think a person is asked at a job interview?

B. Listen to a job interview and compare the questions the interviewer asked with your ideas in the activity above.

C. Listen again and for questions 1-5, choose the correct answer *a*, *b* or *c*.

1. Where is the job going to be based?
 - a. London
 - b. Paris
 - c. New York
2. What is the man interested in at the moment?
 - a. finishing his degree
 - b. working full time and receiving some training
 - c. becoming a marketing director
3. How did the man manage his time while he was at university?
 - a. by creating weekly task lists
 - b. by studying for exams at work
 - c. by always doing his coursework first
4. What does the man say is a strength?
 - a. the fact that he is very ambitious
 - b. the fact that he works best when he is alone
 - c. his team-work skills
5. What did the man do in the team he worked in as a marketing assistant?
 - a. He made sure the project finished on time.
 - b. He did research and wrote up reports.
 - c. He prioritised their tasks.

SPEAKING

Talk in pairs. Imagine that you are responsible for hiring a clerk at a travel agency. Read the advertisement below and the profiles of the three people who have applied for the job. Discuss and decide which person would be the most suitable and why the others are not suitable. Use the words and expressions given.

CLERK WANTED FOR TRAVEL AGENCY

Applicants must:

- speak one or more foreign languages
- have good computer skills
- be used to working in a busy office environment
- have previous work experience in the tourism industry
- be interested in travel

Ability to travel is an advantage

Name: Salman Al Saad

Age: 32

Marital status:

married

Qualifications:

- Degree in French and Business Studies
- Microsoft Office Software Certificate

Experience: Worked as a receptionist in tourist office for three years

Interests: Travel, reading and socialising with friends



Name: David White

Age: 27

Marital status:

single



Qualifications:

- Degree in Tourism Management
- Has computer skills
- Fluent in Spanish

Experience: Worked as supervisor in summer camp for kids in Spain

Interests: Football, swimming, travel

Name: Saad Al Malki

Age: 40

Marital status:

married; 3 children

Qualifications:

- Completed secondary school
- Has computer skills
- Speaks English

Experience: Five years working as foreign exchange clerk in a busy travel agency

Interests: Enjoys travelling and learning foreign languages



better qualified
more/less experienced
computer-literate
adequate/good knowledge of

I think... would be most suitable for the job because...

I believe... is the best candidate because...

I don't think... would be suitable because...

In my opinion... is more suitable than... because...

I agree, however, I think... is...

3b writing

WRITING A LETTER OF APPLICATION

A. Discuss.

- Have you ever had a job before? If yes, how did you get it?
- How do people apply for jobs they see advertised in newspapers?

B. Read the advertisement and the letter of application below. Do you think that David is suitable for the job? Why / Why not?

PART-TIME WAITER REQUIRED FOR RESTAURANT



Applicants must:

- have experience working in a restaurant
- have knowledge of either French, Spanish or German
- be available from June till end of August
- have a friendly personality

We offer:

- pleasant working conditions
- a competitive salary
- a uniform
- training

Apply in writing to:
The Manager
The Plum Restaurant
4 Parkway Street, Torquay TQ3 5RQ

David Ainsley
26 Barbara Street
Torquay TQ2 6PQ

22 April 2011

The Manager
The Plum Restaurant
4 Parkway Street
Torquay TQ3 5RQ

Dear Sir/Madam,

I am writing to apply for the position of waiter as advertised in the 'Evening News' on the 20th of April.

I am an eighteen-year-old student in my final year of school. I believe I am suitable for this position because I have previous experience of working in a busy restaurant. Last summer I worked at Vincent's Italian restaurant and, before that, I worked as a cashier at a fast food restaurant.

In addition, I am fluent in French and I have a good knowledge of German. I consider myself to be a reliable person. I am always punctual and I realise the importance of being friendly and polite to customers. As I finish school in May and I will not start university until the beginning of October, I am available for the months you require.

I have enclosed a copy of my curriculum vitae for your review. I hope my application will be taken into consideration. I look forward to hearing from you.

Yours faithfully,
David Ainsley
David Ainsley

C. Read the following sentences. Tick the sentences that apply to the letter above.

The writer:

- a. begins his letter with a set phrase.
- b. uses informal language.
- c. explains why he is suitable for the job.
- d. gives examples of what he does at the weekends.
- e. describes his qualifications and experience.
- f. states his age.
- g. explains what his drawbacks are.
- h. uses set phrases to end his letter.

D. Read the letter again and find the formal words/expressions that correspond to the more informal meanings given below.

- a. job (para 1) _____
- b. the right person (para 2) _____
- c. I think I am (para 3) _____
- d. on time (para 3) _____
- e. free (para 3) _____
- f. I have included (para 4) _____
- g. for you to examine (para 4) _____
- h. will be thought about (para 4) _____

E. Look at the set phrases and expressions you can use in letters of application.

Set phrases for opening paragraph	I am writing with regard to your advertisement in ... (where). I am writing to apply for the position of ... (job) as advertised in ... (where) on ... (date). I am interested in applying for the job of ...
Expressions for main part	I am currently working for/at ... I am familiar with / experienced in / fluent in ... At present I am ... I believe I am suitable for the position of ...
Set phrases for closing paragraph	I look forward to hearing from you. I hope my application will be taken into consideration. I am available for an interview at your convenience. I have enclosed a copy of my curriculum vitae describing my qualifications and experience.

Now rewrite the sentences below in a more formal manner using set phrases and expressions from the box.

1. I'm writing to you because I want to ask about the ad I saw in the paper.
-
-

2. Right now I've got a job at the local baker's.
-
-

3. I can speak Chinese really well, too.
-
-

4. I hope you will think about hiring me.
-
-

5. Write back soon.
-
-

6. If you want to talk to me, I can come and see you any time you like.
-
-

F. When you are writing a letter of application, follow the outline below.

GREETING

- Use a formal greeting, not first names (Dear Sir/Madam, Dear Mr, Ms, Mrs, Miss + surname).

OPENING PARAGRAPH

Use set phrases to:

- state the position you are applying for.
- say where/when you saw the job advertised.

MAIN PART (2-3 PARAGRAPHS)

- State your age.
- Describe your qualifications and experience.
- State your present/previous job.
- List any interests/hobbies you have that are relevant to the job advertised.
- Explain why you think you are suitable for the job advertised.

CLOSING PARAGRAPH

Use set phrases to:

- say whether you have enclosed a CV or a reference.
- say that you hope your application will be taken into consideration.

SIGNING OFF

- Use a formal signature ending (*Yours faithfully* – when you don't know the name of the person you are writing to. *Yours sincerely* – when you know the name of the person you are writing to.) Sign underneath and print your full name below your signature.



When you are writing a letter of application:

- begin and end your letter with appropriate expressions.
- use formal language and write in a confident manner.
- do not use short forms or abbreviations.
- identify the qualities required for the job (as stated in the advertisement) and explain why you consider yourself suitable for the job.
- don't state drawbacks.

WRITING TASK

You have seen the following advertisement and have decided to apply for the job. Write your letter of application (100-150 words).

PART-TIME HAIRDRESSER REQUIRED

- Applicants must have previous experience
- Minimum age 18
- Good customer service skills essential
- Enthusiastic and friendly manner

If you meet these requirements, then please apply in writing to:
The Manager
Good Hair Day
Oxford Road
London

For the layout of formal letters see Appendix I.

3 round-up

VOCABULARY & GRAMMAR

A. Choose the word or phrase that most appropriately completes each sentence.

1. Jack picked up his racket and walked onto the _____ to face his opponent.
a. court b. ring c. slope d. pitch
2. Hockey players wear _____ to protect their legs from injury.
a. vests b. gloves c. shin pads d. helmets
3. I was so _____ after running the marathon race that I could hardly walk.
a. sleepy b. relaxed c. amazed d. exhausted
4. I want to do something _____ in my free time so I've decided to take an art class.
a. creative b. competitive c. active d. reliable
5. The man in the tourist office was very _____ to us.
a. nervous b. helpful c. delighted d. pleased
6. Adam can never admit it when he has made a(n) _____.
a. decision b. favour c. mistake d. excuse
7. I am doing my _____ now; could you stop making so much noise?
a. business b. best c. plans d. homework
8. The annual _____ of our family is about \$ 50,000.
a. salary b. income c. wage d. pay
9. Some people use facial _____ rather than words to express how they feel.
a. gestures b. movements c. expressions d. appearance
10. Their _____ for the lost treasure led them to an island in the Caribbean.
a. research b. search c. study d. examination

B. Choose the word or phrase that produces a grammatically correct sentence.

1. Frank _____ his homework; he can go out now.
a. has finished b. has been finishing c. was finishing d. finishes
2. She has been living in Al-Khobar _____ two years.
a. since b. for c. already d. before
3. John _____ the house for weeks, but he doesn't seem any closer to finishing it.
a. has painted b. was painting c. has been painting d. paints
4. Leo _____ an interest in tennis since he was a young boy.
a. has had b. has been having c. was having d. had
5. We _____ go windsurfing than play tennis.
a. would rather b. should c. had better d. might
6. I _____ sushi before.
a. have never eaten b. have never been eating c. never eat d. was never eating
7. Your leg looks much worse; you _____ go and see a doctor.
a. would rather b. need c. had better d. needn't
8. I'd love to go out tonight, but I can't because I _____ prepare a presentation on climate change for tomorrow.
a. need b. have to c. mustn't d. can
9. Abdullah _____ in his office now; I just saw him leaving the building.
a. must be b. mustn't be c. can't be d. could be
10. Ibrahim _____ not be able to make it to dinner tonight.
a. may b. can c. must d. could

C. Read the text below and decide which answer *a*, *b* or *c* best fits each gap.

Learning a Language

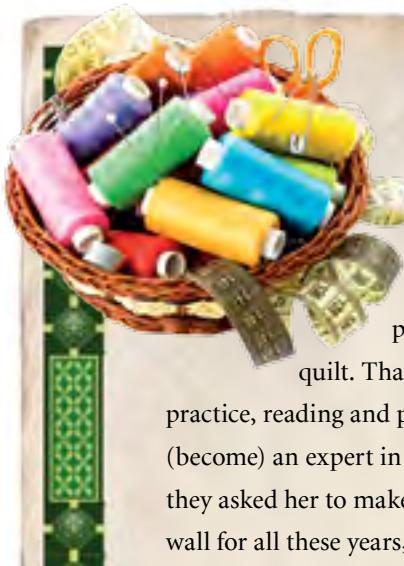
The number of people spending their free time learning a foreign language (1) _____ in the last decade. This (2) _____ be because, as the world has developed and air travel has become cheaper, more and more people are able to visit different countries. Also, more companies work on an international level and, therefore, if you know a foreign language, you (3) _____ find that you have better job opportunities. It shows employers that you have the ability to work with people from different countries and that you will be flexible about where you work. Learning a foreign language can be fun, and the friendly (4) _____ of a language class will also provide you with the opportunity to meet new people with common interests. (5) _____ this, knowledge of the language of a country you visit will make you feel more confident as you will be able to communicate at a basic level with the local people. Another (6) _____ of learning a language is that it will help you understand the culture of the country you are visiting. So if you're looking for something (7) _____ to do in your free time and you're (8) _____ to study, then why not try a language class?

- | | |
|--|---|
| 1. a. was increasing
b. increases
c. has increased | 5. a. Although
b. Besides
c. Next |
| 2. a. could
b. mustn't
c. had better | 6. a. improvement
b. advantage
c. convenience |
| 3. a. may
b. need
c. have to | 7. a. stimulating
b. adequate
c. appropriate |
| 4. a. atmosphere
b. air
c. location | 8. a. willing
b. confident
c. enthusiastic |

D. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- | | |
|--|--------|
| 1. I haven't watched a documentary for ages. | since |
| It's ages _____ a documentary. | |
| 2. I found an old photo album while cleaning out some cupboards. | came |
| I _____ an old photo album while cleaning out some cupboards. | |
| 3. Maria started taking English lessons a year ago. | taking |
| Maria _____ for a year. | |
| 4. The last time Bassam was in Dubai was in 2006. | since |
| Bassam hasn't _____ 2006. | |
| 5. It isn't necessary for you to bring any money. | have |
| You _____ bring any money. | |
| 6. I am sure Mr Brown is not the murderer. | be |
| Mr Brown _____ the murderer. | |
| 7. The weather forecaster said there was a chance of rain later today. | might |
| The weather forecaster said it _____ today. | |

E. Complete the text with the Present Perfect Simple, the Present Perfect Progressive or the Past Simple of the verbs in brackets.



Grandma's quilt

Ellie (1) _____ (make) fabulous patchwork quilts for ages. But how did it all start? Many years ago, Ellie (2) _____ (discover) an old box in her attic. It (3) _____ (belong) to her grandmother who (4) _____ (love) knitting jumpers for her grandchildren and making patchwork quilts. In that box, Ellie (5) _____ (find) a piece of unfinished quilt. That was it. Her grandmother was no longer there to help her and it took Ellie a lot of practice, reading and patience, but in the end, she finished the quilt. Since then, she (6) _____ (become) an expert in quilting. Her family and friends (7) _____ (like) her quilts so much that they asked her to make them some. Her grandmother's quilt, which (8) _____ (hang) on a wall for all these years, is her inspiration.

3 round-up

LISTENING



You will hear people talking in six different situations. For questions 1–6, choose the best answer *a*, *b* or *c*.

1. You overhear a conversation.

What time will the interview take place?

- a. 8:30
- b. 10:00
- c. 9:00

2. You overhear a conversation.

What do the men agree to do?

- a. take diving lessons
- b. play a game of tennis
- c. go to the beach

3. You overhear a conversation.

When is the marathon?

- a. in 5 months
- b. in 8 weeks
- c. in 6 weeks

4. You overhear a conversation.

What does the woman say about teaching?

- a. It is a hard job.
- b. She enjoys it.
- c. The first lesson is the most enjoyable.

5. You overhear a conversation.

Where does the man work?

- a. in an office
- b. at a riding school
- c. on a farm

6. You overhear a conversation.

What time are they going to see the documentary?

- a. 7:30
- b. 8:30
- c. 9:30

SELF-ASSESSMENT

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

Now I can...

VOCABULARY	<ul style="list-style-type: none">› use words related to sports appropriately› use 'strong' adjectives to describe nouns› use expressions with <i>do</i> and <i>make</i>› distinguish the difference in meaning of words easily confused› form derivatives using suffixes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
GRAMMAR	<ul style="list-style-type: none">› use the Present Perfect Simple and the Present Perfect Progressive appropriately› use <i>must</i>, <i>have to</i> and <i>need</i> to express obligation, prohibition and absence of necessity› use <i>would rather</i> to make suggestions and <i>had better</i> to express preference› use <i>may</i>, <i>might</i>, <i>could</i>, <i>must</i> and <i>can't</i> to express possibility and make deductions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
READING	<ul style="list-style-type: none">› skim a text to understand the gist› scan a text to locate specific information› understand text organisation and reconstruct a gapped text	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
LISTENING	<ul style="list-style-type: none">› understand specific information in a short conversation and identify the picture that corresponds to the information› understand specific information in a job interview and answer questions	<input type="checkbox"/> <input type="checkbox"/>
SPEAKING	<ul style="list-style-type: none">› talk about issues related to leisure facilities› speculate on a topic and make a decision	<input type="checkbox"/> <input type="checkbox"/>
WRITING	<ul style="list-style-type: none">› write an informal letter giving news› write a letter of application	<input type="checkbox"/> <input type="checkbox"/>



4

Planet Earth

Discuss:

- ▶ Are you concerned about environmental issues? Why / Why not?
- ▶ What do you consider to be the most serious problems our planet faces?

Flick through the module and find...

- ▶ an article about drought
- ▶ a conversation between two friends about global warming
- ▶ a magazine article about endangered species
- ▶ two advertisements for holidays close to nature
- ▶ advertisements about different environmental projects

In this module you will...

- ▶ talk about life on our planet and the environment
- ▶ learn how to refer to the future using appropriate tenses
- ▶ learn how to express hypotheses about what is likely or unlikely to happen in the future
- ▶ learn common units of measurement
- ▶ write an e-mail and learn how to write an article
- ▶ acquire skills and strategies that will help you in exams

4a reading

A. Discuss.

- Have you ever done volunteer work for an organisation or charity?
- Do you think it is important to volunteer to help the environment?
Why / Why not?

B. Read the advertisements A-D quickly and match them with the pictures 1-4.

Why not consider volunteering to save Planet Earth?

There are many opportunities available.
Here are just a few.

The world is experiencing a time of change. We are moving from a 'grey' economy, based on habits that are harmful to the environment, to a 'green' economy, based on the understanding that we need to protect our environment. How will future generations meet these challenges? Volunteers are needed for the Global Youth for Environmental Protection (GYEP) agency. You will help to train young and interested high school students while they prepare themselves for the green jobs of the future. Join today and help shape the minds of tomorrow!

A

The Amazon Basin covers about seven million square kilometres, and is home to more than 2.6 million species of animals. It is one of Earth's finest treasures. However, by 2020, logging will have reduced the size of rainforests by 60%. The National Science Foundation (NSF) is looking for volunteers to help put an end to this before it is too late. Volunteers will help scientists in their study of the destruction of the Amazon rainforest and its effect on the ecosystem. You will have the opportunity to travel with scientists through the jungle in an experience of a lifetime. Don't miss out!

B

Help save the beaches of a unique chain of islands! With their warm waters and white sandy beaches that stretch for miles, the Bahamas are everyone's dream of a tropical paradise. Just off the coast of Florida, this island chain has not been affected by development until quite recently. Help to put an end to this before the beauty of these islands is destroyed. With the Coastal Ecology Center (CEC), volunteers will examine the effects of growing coastal development on the plants and animals which live nearby. You will help compare satellite images to on-the-ground information.

C

Volunteer with Charity Warehouse in the second largest city in Saudi Arabia and help those affected by the Jeddah flood who need support until they eventually find safe housing. During this 7-day adventure, you will be helping the local community clean up the affected areas and give out food and water to hundreds of people who had to abandon their homes after the flood. In situations as difficult as this, it is important to be close to our fellow human beings. We are looking for energetic and hard-working people who want to help people in need. If you fit this description, then please join us!

D



C. Read the advertisements again and answer the questions 1-8. Write A, B, C or D in the boxes.

Which advertisement mentions...

1. an organisation that helps prepare young people for new careers?
2. an organisation in which volunteers will be helping people who have suffered because of weather conditions?
3. an organisation which is asking for people with specific qualities?
4. an organisation in which volunteers will be using high technology to gather information?
5. an organisation in which volunteers will be exploring the area they want to save?
6. the length of time individuals will be doing volunteer work?
7. that we are seeing a change for the better?
8. an area which was unharmed by human activity in the past?

D. Match the words highlighted in the text with their meanings.

- | | |
|--------------|--------------------------|
| 1. species | <input type="checkbox"/> |
| 2. logging | <input type="checkbox"/> |
| 3. ecosystem | <input type="checkbox"/> |
| 4. images | <input type="checkbox"/> |
| 5. flood | <input type="checkbox"/> |
| 6. community | <input type="checkbox"/> |

- a. pictures
- b. large amounts of water covering an area
- c. a group of people living in an area
- d. types of plants or animals
- e. the action of cutting down trees
- f. the plants and animals in an area

E. Discuss.

- Which of the volunteer opportunities in the advertisements seems the most appealing to you? Why?

VOCABULARY

LEXICAL SET (GEOGRAPHICAL FEATURES)

Look at the group of words below. How many other words describing geographical features do you know?



pond



ocean



desert



oasis



canyon



polar ice cap

vocabulary & grammar

GRAMMAR

FUTURE TENSES

A. Read the dialogue below and match the phrases in bold with their functions a-c.

A: Next July, we **are going to volunteer** with the National Science Foundation and help scientists save the Amazon rainforest. Would you like to come with us?

B: I'm not sure. I have no plans for July, but is it so important?

A: Of course! Scientists say that in a few years only half of the rainforests **will still exist**.

B: In that case, **I'll come** with you.

- a. a future prediction
- b. something that someone has just decided to do
- c. something that someone has already planned to do

B. Look at the extracts from the text and answer the questions that follow.

1. However, by 2020, logging **will have reduced** the size of rainforests by 60%. 2. During this 7-day adventure, you **will be helping** the local community clean up the affected areas...

• When will that happen?

- a. before 2020
- b. after 2020

• What is emphasised?

- a. a point of time in the future
- b. the duration of a future action

C. Decide which of the examples from A and B above match the rules below.

- The Future **will** (will + base form) is used for predictions.
- The Future **will** (will + base form) is used for spontaneous decisions.
- The Future **going to** (am/is/are + going to + base form) is used for people's intentions or plans that have already been made.
- The Future Progressive (will + be + -ing form) is used to emphasise the duration of a future action.
- The Future Perfect (will + have + past participle) is used for actions that will be completed before a specific time or another action in the future.

NOTE

- The Present Progressive is used when referring to people's plans and arrangements.
- When referring to the future, use **will** in the main clause, but use the Present Simple in the time clause (i.e. *after when, as soon as, until, till, before, after and by the time*), e.g. **You will help to train young and interested high school students while they prepare themselves for the green jobs of the future.**

Grammar Reference p. 126.

PRACTICE

Complete the dialogues with the Future **will**, the Future **going to**, the Present Simple, the Future Progressive or the Future Perfect of the verbs in brackets.

A: (1) _____ (you / watch) the game tonight?

B: Of course. Do you think the Allstars (2) _____ (win)?

A: No way! I think it (3) _____ (be) an exciting game, though.

B: Me too. Listen, Jack and I (4) _____ (watch) the game at his house. Do you want to come?

A: Yeah, it sounds like fun.

B: OK. I (5) _____ (call) Jack now and tell him you're coming.

A: I have to wake up at 7:00 tomorrow because I have an early meeting.

B: Well, by the time you (6) _____ (wake up), I (7) _____ (leave).

A: Where are you going?

B: To Perth. I have a lot of meetings and I (8) _____ (work) all day. I (9) _____ (give) you a call as soon as I (10) _____ (get) there.

A: OK. (11) _____ (you / be) at home when I (12) _____ (get) back in the evening?

B: No, I (13) _____ (be) late I'm afraid.

4a listening & reading

A. Discuss.

- What do you know about global warming?
- What will happen if the Earth's temperature continues to rise?
- Do you think there are any advantages to global warming?

B. Listen to the dialogue. What advantages to global warming does Josh mention?



Josh You know, I don't see what the fuss is all about. Personally, I hate cold weather. Global warming means I can go swimming all year round, so **for all I care** let it get warmer and warmer.

Ben Are you totally insane, Josh? Haven't you understood a word of what scientists have been saying? If the temperature keeps rising, the polar ice caps will melt. As a result, sea levels will rise causing massive flooding. And, yes, you will be able to go swimming all year round - in your back garden!

Josh Nonsense! **So what?** Some towns that are miles away from the sea will become beach resorts. Isn't that wonderful? You see, your problem is that you keep focusing on the disadvantages. If you weren't so negative, you would be able to see all the advantages of global warming.

Ben What advantages?

Josh Well, **for starters**, if the weather gets even warmer, we will save a lot of money on winter clothes. No more hats, boots and heavy coats.

Ben Don't you understand that people who live in southern regions would suffer from extreme heat?

Josh I don't see what the big deal is. If it gets too hot for people living in the South, they will simply go to the North to cool off. I mean, we've been going South for years to get warm.

Ben Yes but...

Josh Don't interrupt me. Now, if the polar ice caps were smaller in size, it would be easier to dig for oil in the Arctic, which would mean cheaper petrol for us. Think about how much more often we could use our cars! We could go for nice long drives in the countryside!

Ben **I give up!** Josh, you are **a hopeless case!**

C. Read the dialogue and answer the questions below.

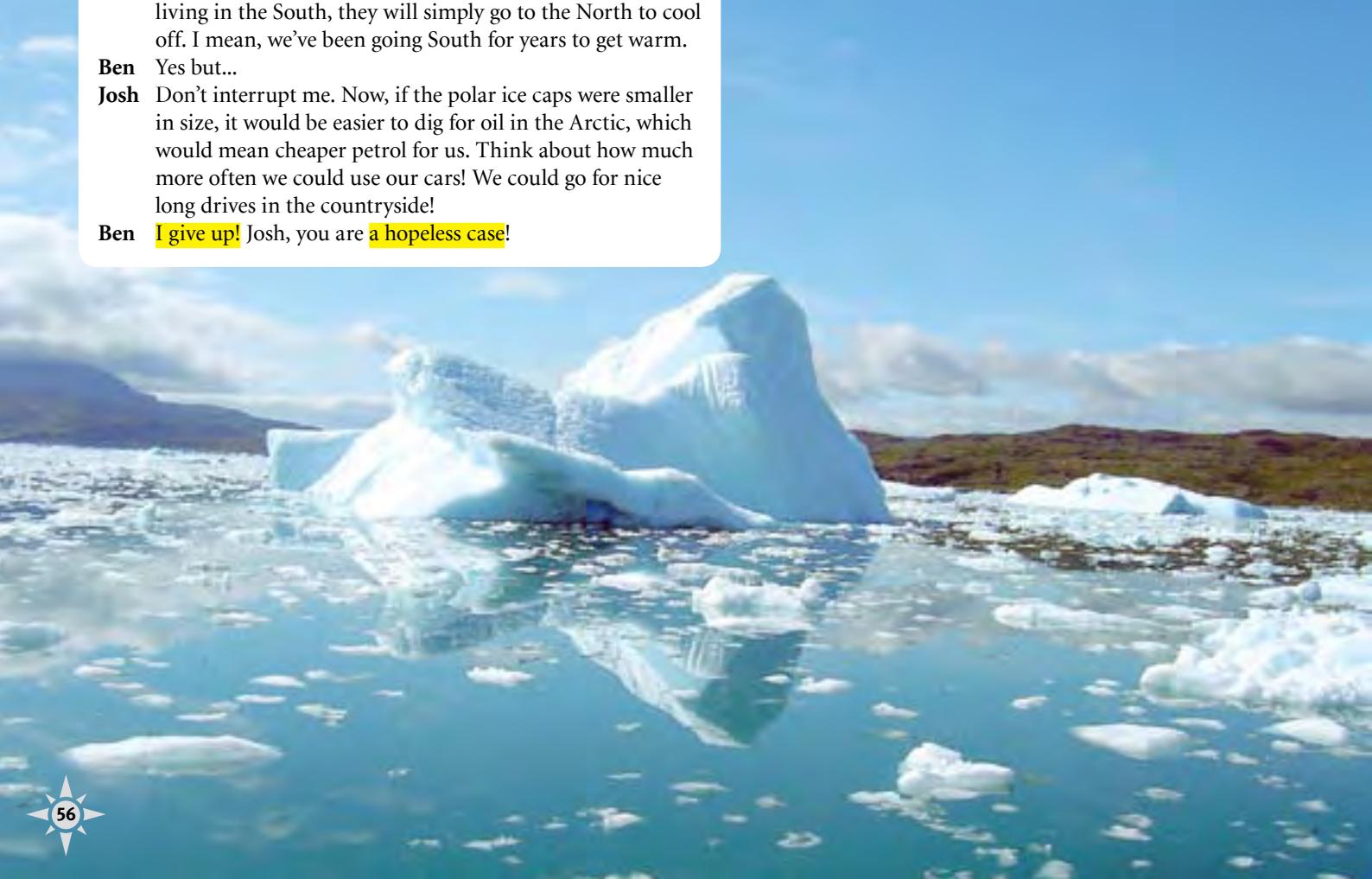
1. What does Ben mean when he tells Josh that he will be able to swim in his back garden?
2. How does Ben see things according to Josh?
3. How would Josh save money if the Earth's temperature rose?
4. How will people living in southern regions deal with extreme heat according to Josh?
5. What does Josh say could happen to the price of petrol if global warming continued?

D. Look at the expressions highlighted in the dialogue and decide when each of them is used.

1. when something is not important _____
2. when someone is not worried _____
3. when there is no possibility of changing someone _____
4. when someone mentions the first point in a list _____
5. when someone can't do something and stops trying _____

E. Discuss.

- Whose opinion of global warming do you agree with? Why?



VOCABULARY

WORDS EASILY CONFUSED

Circle the word/phrase that best completes each sentence.

- Peter stood and watched the smoke **raise / rise** from the burning building.
- The teacher asked her students to **raise / rise** their hands before they ask a question.
- I've told you before not to **disturb / interrupt** me when I'm talking.
- Please turn the radio down. You will **disturb / interrupt** your brother; he's studying for an exam.
- Saudi Arabia is one of the world's leading **oil / petrol** producers.
- Remind me to stop at the first **oil / petrol** station we find.
- The lion lay down and sunned itself in the **hot / warm** sunshine.
- The food was too **hot / warm** to eat so we left it to cool down.
- Don't **give up / give in** on your dreams; keep on trying until you succeed.
- Finally, the teacher **gave up / gave in** to the students' request to go on an excursion.

vocabulary & grammar

GRAMMAR

CONDITIONAL SENTENCES (TYPES 1 & 2)

A. Look at the extracts from the dialogue and answer the questions that follow.

- If the temperature keeps rising, the polar ice caps will melt.*
 - Does the sentence refer to the past or the future?
 - Does he think that this is likely to happen?
- If you weren't so negative, you would be able to see all the advantages of global warming.*
 - According to Josh, is Ben negative? Does he see the advantages of global warming?
 - Does the sentence refer to the present or past?

B. Look at the extracts from the dialogue again and complete the rules below.

Conditional Sentences Type 1 express something which is possible to happen in the present or future.

if + _____ → will, can, must, may, might or should + base form

Conditional Sentences Type 2 express something imaginary/unreal or unlikely to happen in the present or future.

if + Past Simple → _____, could + base form

NOTE

- The Zero Conditional (if or when + Present Simple → Present Simple) is used for general truths. e.g. *If water freezes, it turns into ice.*
- Unless* is used instead of *if... not*. e.g. *I won't believe you unless I see it (if I don't see it) myself.*
- If I were you* is often used to express an opinion or give advice.

Grammar Reference p. 127.

PRACTICE

Complete the dialogues with the correct form of the verbs in brackets.

Paul Hi, Jack. What are you up to?

Jack I'm just doing some research about climate change. Did you know that if the planet (1) _____ (continue) to get warmer, the polar ice caps will melt?

Paul I guess that's obvious. After all, if you (2) _____ (heat) ice, it (3) _____ (melt).

Jack I bet you don't know what causes climate change.

Paul I know that burning fossil fuels increases the planet's temperature.

Jack That's right, and if we (4) _____ (not use) alternative sources of energy more, we (5) _____ (destroy) the planet. If people (6) _____ (think) about the environment more, they (7) _____ (find) ways to make things better.

Bob

Michael

Bob

Michael

Bob

Michael

Hi, Michael. I like your new car.

Thanks, but it's not actually mine. I'm taking part in an experiment. This car runs on electricity rather than petrol, so it doesn't cause pollution. Scientists asked a number of volunteers to try the cars out for a month. That's interesting.

Yes, there are some disadvantages, though. If the battery (8) _____ (run) out, then the car (9) _____ (stop).

That's a bit risky. Imagine what would happen if the car (10) _____ (stop) suddenly in the middle of the road!

It doesn't work like that. The car gives a warning signal. So, you have time to go and recharge the battery. If this experiment (11) _____ (be) successful, these cars (12) _____ (be) on the market in a few years' time.

4a listening & speaking

LISTENING



You will hear people talking in four different situations. For questions 1-4, choose the best answer **a**, **b** or **c**.

1. You overhear a conversation. What did the man forget?
 - a. a can
 - b. a juice carton
 - c. a bottle
2. You overhear a conversation between a father and a son. What will the man do first?
 - a. go for a swim
 - b. take a photograph
 - c. go under the waterfall
3. You overhear a conversation. Why does the man change his mind about fishing?
 - a. He saw a flash of lightning.
 - b. He saw dark clouds.
 - c. The sea was rough.
4. You hear two men talking. What do they have a different opinion about?
 - a. using public transport
 - b. changing their lifestyles
 - c. recycling

SPEAKING

A. Talk in pairs. Look at the advertisements for two holidays below and decide which you would prefer to go on and why. You can use some of the words and expressions in the boxes.

**RAINFOREST EXPEDITION TO
Costa Rica**

Unique opportunity to explore rainforests of Costa Rica
Take part in various conservation projects, e.g. carry out surveys of endangered turtles on the beach
Learn new skills
Make a difference to the environment

**Eco-tourism holiday in
Saudi Arabia**

- ❖ Go snorkelling and scuba diving in the Red Sea
- ❖ Take a desert trip with experienced desert travellers
- ❖ Explore caves and see amazing wildlife, including baboons and green turtles
- ❖ Visit unspoilt sandy beaches with crystal clear waters
- ❖ Stay in environmentally friendly accommodation

active relaxing educational challenging

I would prefer to go to... because...

I think... is better... because it will give us the opportunity to...

I don't think we should go to... because...

B. Discuss.

- What are the advantages of ecotourism?
- Do you think that you do enough to protect the environment? Why / Why not?
- What can individuals do to protect the environment?

WRITING AN E-MAIL BASED ON PROMPTS

writing

A. Discuss.

- Do you face any of the following problems in the area where you live?

air pollution water pollution litter traffic congestion
lack of parks and open spaces destruction of forests

- What do you think you and other residents are able to do about these problems?

B. You have received an e-mail from an English-speaking friend of yours informing you about an environmental problem and asking for your help. Read your friend's e-mail and the notes you have made. What does your friend ask you to do?

I'm writing to tell you about a problem we have in our town. A big hotel complex is planning to build a huge golf course along our unspoilt coastline. This has caused a lot of discussions and arguments in our town because not everyone is in favour of it. give opinion about plan

say whether you will sign

You see, building this golf course will damage the sand dunes on the coastline and this could have a bad effect on the wildlife in the area. As I feel very strongly about protecting the environment, I got together a large group of local residents who feel the same way as I do. We have written a petition asking the town council to help us and I was wondering if you would be interested in signing it. You can sign at stopgolfcourse@riseup.com

We plan to do more things to make people aware of the threat this project poses to the environment. If you have any ideas about what we could do, drop us a line. suggest

Take care,
Bob

C. Focus on each of the points in your friend's e-mail that you have to respond to and try to come up with ideas.

give opinion about plan

- What are the advantages of building the golf course?
- What are the disadvantages?
- Do you think the disadvantages are greater than the advantages?
- Should the environment be protected at all costs?

say whether you will sign

- Do you think people should take action to protect the environment?
- Will signing the petition help stop the hotel complex from building the golf course?

suggest

- How effective would the following be?
 - a festival to attract publicity to the issue
 - writing letters to the editor of the local newspaper
 - passing out leaflets to inform more people about the problem
- Can you think of some other action the residents can take?

D. Complete the outline for your e-mail by answering the questions below.

GREETING

What greeting will you use?

OPENING PARAGRAPH

What set phrase will you use to begin your e-mail?

Why are you writing to your friend?

MAIN PART

What points do you have to respond to?

How will you organise these points into paragraphs?

CLOSING PARAGRAPH

Is there anything you want to emphasise?

What set phrase will you use to end your letter?

SIGNING OFF

What signature ending will you use?

WRITING TASK

Write an e-mail to your friend based on the outline you have made and using some of the ideas from the brainstorming activity in exercise C (100-150 words).

For the layout of e-mails and set phrases you can use, see Appendix I.

4b reading

A. Discuss.

- Can you think of any animal species that are endangered?
- Why do you think so many animal species have become endangered in recent years?

B. Read the text quickly and answer the question that follows.

What is the writer's attitude about protecting lesser-known animal species?

- a. He/She is in favour of it.
- b. He/She is against it.
- c. He/She does not express his/her opinion.

animal SOS

According to the World Wildlife Fund, there are hundreds of animal species on the endangered species list. Some of the reasons these animals are endangered include the destruction of natural habitats, pollution and climate change. Most of us **are aware** that the gorilla, the tiger and the giant panda are slowly disappearing, but there are some lesser-known creatures that are also likely to **die out** soon.

One example is the Arabian Oryx, an amazing antelope which has the ability to survive in very difficult environmental conditions. The Arabian Oryx are uniquely beautiful, may weigh between 55 and 70 kilograms, while their horns measure up to 68 centimetres in length. In the 1970s, illegal hunting caused this creature, once found throughout the Middle East, to slowly become extinct in the wild. In order to save the species, Saudi Arabia started breeding Oryx in protected areas and at present, more than 100 Arabian Oryx live in the wild, while over 600 live in captivity in the Arabian Peninsula and other parts of the world.

Another example is the kakapo, a type of parrot which is found in New Zealand. These birds can't fly, and they build their nests on the ground. They eat nuts, seeds and



fruit and they sometimes climb trees in search of food. The kakapo is the heaviest parrot in the world, weighing about three kilograms. There were once hundreds of thousands of kakapo in existence, but today there are only about ninety left. These birds are endangered because they are easy **prey** for cats, weasels and rats; their weight and their inability to fly make it difficult for them to escape their **predators**. In order to save the kakapo, New Zealand conservation authorities have taken the last **remaining** birds to protected islands that are predator-free. The authorities hope that the birds will **breed** and that the number of kakapo will increase in the coming years.

Finally, few people have heard of the Monteverde golden toad, another exotic creature that **features** on the endangered species list. This toad is five centimetres long and its skin is orange and very shiny. Hundreds of golden toads used to live in the tropical forests near the town of Monteverde in Costa Rica, but the last time a golden toad was seen was in 1989. Some researchers are hoping that the toad has moved underground. No one knows exactly why the toad disappeared, but scientists believe it may be as a result of climate change.

C. Read the text again and decide if the following statements are True, False or Not Mentioned. Write T, F or NM in the boxes.

1. There are several reasons why certain species are dying out.
2. It is more difficult to protect lesser-known creatures from extinction.
3. The greatest enemy of the Arabian Oryx was man.
4. The Arabian Oryx live only in the wild.
5. The kakapo is endangered because it is hunted by other animals.
6. The kakapo is disappearing faster than any other species.
7. The Monteverde golden toad may still be alive.
8. Researchers think climate change has played no role in the disappearance of the golden toad.

D. Match the words/phrases highlighted in the text with their meanings.

- | | | |
|--------------|--------------------------|---|
| 1. are aware | <input type="checkbox"/> | a. which still exist |
| 2. die out | <input type="checkbox"/> | b. appears |
| 3. prey | <input type="checkbox"/> | c. have babies |
| 4. predators | <input type="checkbox"/> | d. disappear |
| 5. remaining | <input type="checkbox"/> | e. know |
| 6. breed | <input type="checkbox"/> | f. animals which kill and eat other animals |
| 7. features | <input type="checkbox"/> | g. animals which another animal eats |

E. Discuss.

- Would you donate money to help save any of the animals mentioned in the text? Why? / Why not?

vocabulary & grammar

LEXICAL SET (UNITS OF MEASUREMENT)

B. Look at the tables and label the pictures. In some cases there may be more than one answer.

LENGTH	WEIGHT
1 centimetre (cm) = 0.39 inch	1 gram (g) = 0.35 ounce
1 metre (m) = 3.28 feet	1 kilogram (kg) = 2.2 pounds
1 kilometre (km) = 0.62 mile	1 tonne = 1000 kilograms
1 inch (in.) = 2.54 centimetres	1 ounce (oz) = 28.35 grams
1 foot (ft.) = 30.48 centimetres	1 pound (lb.) = 454 grams
1 yard (yd.) = 0.91 metre	1 stone (st.) = 6.35 kilograms
1 mile (mi.) = 1.61 kilometres	

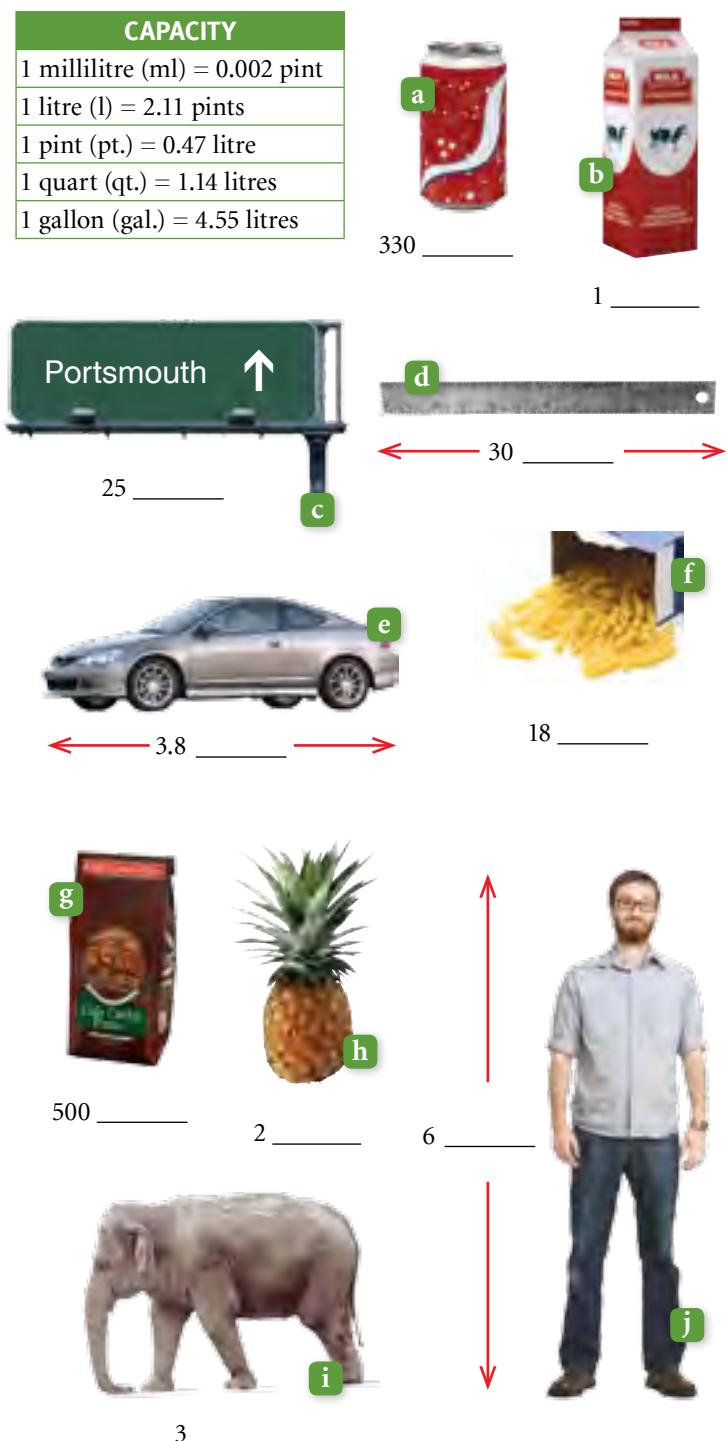
VOCABULARY

LEXICAL SET (ANIMALS)

A. Look at the groups of words below. How many words can you add to each group?



CAPACITY
1 millilitre (ml) = 0.002 pint
1 litre (l) = 2.11 pints
1 pint (pt.) = 0.47 litre
1 quart (qt.) = 1.14 litres
1 gallon (gal.) = 4.55 litres



4b vocabulary & grammar

GRAMMAR

NOUNS – ARTICLES – DETERMINERS

A. Read the examples below and circle the correct words to complete the rules.

The sun is **a** star, not **a** planet.

The authorities hope that **the** birds will breed and that **the** number of kakapo will increase in **the** coming years.

One example is **the** Arabian Oryx, **an** amazing antelope...

- We use **a(n)** / **the** before a singular countable noun when we refer to it in a general sense or when it is mentioned for the first time.
- We use **a(n)** / **the** before a noun which is something unique, is used in a specific sense or has been mentioned before.

NOTE Before a noun which represents a species we can use **a(n)**, **the** or the plural form.

The penguin can't fly.

A penguin can't fly.

Penguins can't fly.

B. Read the examples below and match the words in bold with their meanings a-c.

1. **Birds** lay eggs.
2. **Some birds** cannot fly.

3. The authorities have taken **the** last remaining **birds** to protected islands.

- a. specific birds
b. birds in general
c. a number of birds not specified

C. Read the examples below and complete the rules with the words in the box.

1. There aren't **any** bears left in the mountains, but in contrast, there are **some** wolves and **a lot of** mountain cats still living there.
2. A: How **much** time can you give to the conservation project?
B: I can volunteer for **a few** hours every week.
3. If more people gave just **a little** money, we could save **many** endangered species.
4. There were **lots of** monkeys in the rainforest, but what I found strange was that there were **no** birds.

(how) much (how) many a lot of
lots of (a) few (a) little

- Use _____ and _____ before uncountable nouns only.
- Use _____ and _____ before plural countable nouns only.
- Use some, any, no, _____ and _____ before either uncountable or plural countable nouns.

PRACTICE

A. Complete the texts with **a(n)**, **the**, **some** or **-**.

Have you ever seen (1) _____ Bengal tiger? I saw one up close when I was in (2) _____ India last year, and I believe these tigers are (3) _____ most magnificent animals in the world. They have two habitats; (4) _____ Bengal tigers live near the Bay of Bengal and others live in (5) _____ foothills of (6) _____ Himalayas. (7) _____ Bengal tiger is (8) _____ endangered species because people hunt it, and its habitat has been significantly reduced over (9) _____ last 100 years.

(10) _____ mountain gorilla of (11) _____ Africa lives in (12) _____ mountains of (13) _____ Central Africa. These gorillas are one of (14) _____ top most endangered species on (15) _____ Earth. (16) _____ mountain gorillas are threatened by (17) _____ destruction of their habitats, (18) _____ hunting and diseases brought by tourists who come to see them. Although hunting (19) _____ gorillas is now illegal, there are still (20) _____ people who hunt them.

B. Read the dialogue and circle the correct answer.

A: Hi, John! Have you got **any** / **many** spare time this weekend?

B: I haven't got **much** / **many** time because I've got **lots of** / **a lot** work to do over the weekend. Why are you asking?

A: **Any** / **Some** of the students from my class are going to help replant trees in the park that was damaged by the fire.

B: Oh! That sounds like fun. When are they going?

A: Saturday; you can come any time between 10am and 4pm. Mike told me that **a lot of** / **how many** people are going to take part.

B: I might try to come for **a few** / **a little** hours if I finish my work.

A: Great!

ENGLISH IN USE

Read the text and complete the blanks with the correct form of the words in capitals.

TSUNAMIS

The word *tsunami* comes from the Japanese word for tidal wave. These huge waves are caused by underwater earthquakes or volcanic (1) _____. Most tsunamis occur in the Pacific Ocean. There is no doubt that tsunamis cause great (2) _____ when the waves reach the shore. However, most

(3) _____ that occur after a tsunami are because of people's lack of (4) _____.

People should escape to higher ground the minute they are warned of a possible tsunami. In the past, it was (5) _____ to inform people in time, but today (6) _____ have developed tsunami warning systems. Various instruments determine the (7) _____ of where an underwater earthquake has occurred and whether a tsunami will follow.

ERUPT

DESTROY

DIE

PREPARE

POSSIBLE
SCIENCE

LOCATE

listening & speaking

LISTENING



A. You will hear four people talking about different aspects of life in the future. Listen and decide what each speaker is referring to. One aspect is referred to by two speakers.

- Speaker 1
Speaker 2
Speaker 3
Speaker 4

- a. an environmental problem
b. an alternative type of holiday
c. environmentally-friendly places

SPEAKING

A. Look at photographs A1 and A2 showing environmental problems. Compare the photographs and discuss the following.

- How common are these problems where you live?
- Which of these problems do you think is more serious?



A1



A2

landfill site dispose of waste rubbish
smog air pollution factories exhaust fumes
health hazard growing problem

TIP

Do not describe the photographs in detail. Briefly compare them and make sure you answer the question asked.

B. Listen again and match the speakers 1-4 with the statements a-d.

- a. These developments will make our life easier.
b. More people will do it in the future.
c. Something like that hasn't existed before.
d. We must start doing something about it.

B. Look at photographs B1 and B2 showing different ways of producing energy. Compare the photographs and discuss the following.

- What are the advantages and disadvantages of each of them?
- Which of them do you consider to be a better solution?



B1



B2

fossil fuels air pollution acid rain
limited source (not) environmentally friendly
wind power dependent on weather conditions
noise pollution ruins horizon not practical

I think that... is... because...

... is much better/worse than... because...

I don't think that... is as serious a problem as... because...

... is definitely not the best solution because...

4b writing

WRITING AN ARTICLE

A. Discuss.

- What do you think are some of the most important problems that our planet is suffering from?
- What do you know about droughts?

B. You see this announcement in an international magazine. Read it and underline the key words.

WRITE AN ARTICLE!

We are looking for articles for the next issue of **Earth Matters**.

Write about a predicament that your country or another part of the world is suffering from. Think about the effects of this situation on human, animal and plant life and describe them.

C. Read the article one reader of **Earth Matters** wrote and answer the questions that follow.

Earth Matters

WAITING FOR A RAINDROP IN THE DROUGHT



Have you ever seen what happens to a flower or plant when it suffers from lack of water? Now think about what could happen to an entire country! Because water is so important for our survival, its shortage, drought, is a threat to all living things.

Africa is among the most drought-stricken parts of the world. Drought may mean years without rainfall, which slowly leads to plants and animals dying. Combined with the rise in global temperatures, the effects of drought are more obvious: rivers dry out, and the land becomes an unfriendly, dry desert. Without water, green fields and crops die.

As a result of droughts, millions of people in Ethiopia, Kenya, Somalia and other African countries are facing hunger and poverty. To make matters worse, whatever water people have access to is dirty, which makes food unsafe and is a threat to people's health. This situation forces whole populations to move in order to survive.

I really think that drought is among the most serious and most dangerous conditions a country can face. I sincerely hope that other countries take action to help improve the situation in Africa.

1. In which paragraph does the writer:

- a. describe the problem and its effects on the environment?
- b. introduce the topic and make a comment?
- c. give examples of the problem's effects on humans?
- d. sum up the essay and give an opinion?

2. Read the following statements and decide which of them apply to the article. Find examples in the article.

The writer:

- a. asks questions to attract the reader's attention.
- b. uses exclamations to make his/her article more vivid.
- c. uses formal language.
- d. uses short forms (haven't, won't, etc.).
- e. uses linking words and phrases to make his/her writing flow.

D. You see this announcement in an international magazine. What aspects of life in the future do they ask readers to write about?

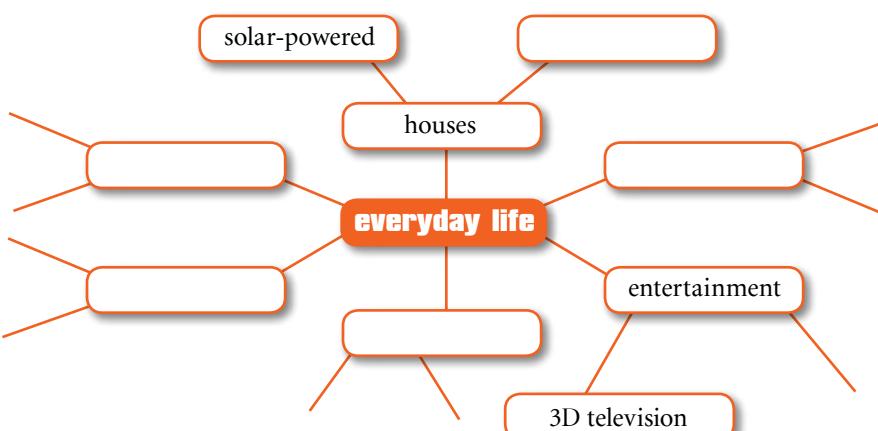
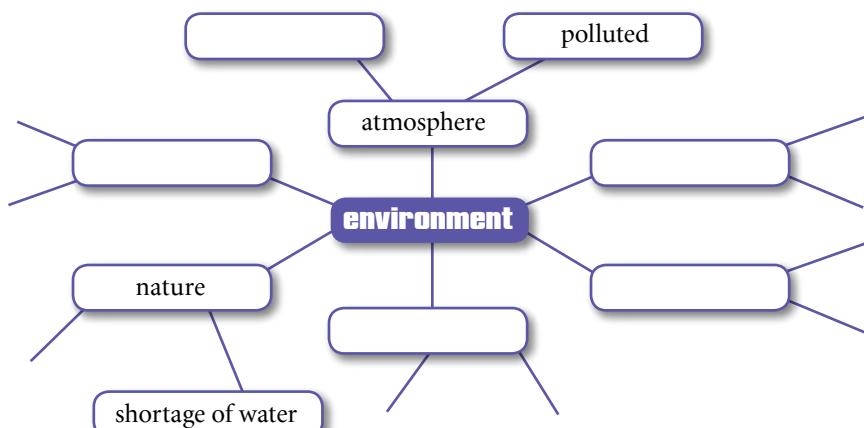
life on Earth 100 years from now

What will life on Earth be like one hundred years from now?

Write an article telling us how you think the environment will have changed and what aspects of everyday life will be different. Then give us your overall opinion of life in the future.

We will publish the best article and the winner will receive £300.

E. Look at the announcement in D again. Think about what aspects of life will be different, look at the word webs below and complete them with relevant vocabulary. Develop the webs by adding other aspects you think of.



F. When you are writing an article referring to a topic from a personal point of view, follow the outline below.

TITLE

- Think of an interesting title.

INTRODUCTION

- Introduce the topic of the article in a way that will attract the reader's attention.
- Add a personal comment.

MAIN PART (1-2 paragraphs)

- Develop your ideas about different aspects of the topic in separate paragraphs.
- Expand on, describe or give examples of each aspect to develop the idea in the paragraph.

CONCLUSION

- Make a general statement to sum up your ideas and say how you feel.



When you are writing an article, you want to catch the readers' attention and interest them. You should:

- use a catchy title.
- organise the article in paragraphs.
- use lively colourful language (e.g. a variety of words/phrases/expressions/questions).
- comment and give your opinion.

WRITING TASK

Read the rubric in activity D again and write your article in 120-150 words. Use the ideas and vocabulary in the word webs to help you.

4 round-up

VOCABULARY & GRAMMAR

A. Choose the word or phrase that most appropriately completes each sentence.

1. The National Garden is like a(n) _____ in the middle of the city, where many people go to get away for a while.
a. pond b. oasis c. island chain d. ecosystem
2. Every morning the soldiers _____ the flag.
a. rise b. increase c. raise d. carry
3. Can I speak to Rida? If he's asleep, though, don't _____ him.
a. interrupt b. threaten c. disturb d. annoy
4. This landfill site is a health _____.
a. shortage b. verge c. threat d. hazard
5. Tortoises are the only _____ that I'm not afraid of.
a. species b. lizards c. reptiles d. types
6. The _____ of this bottle is 1.5 litres.
a. capacity b. weight c. length d. height
7. How many _____ of fuel does it take to fill up your car?
a. tonnes b. ounces c. grams d. gallons
8. The job requires specific skills and personal _____.
a. qualities b. challenges c. treasures d. features
9. The _____ in Britain has changed a lot in the past fifty years.
a. energy b. climate c. pollution d. habitat
10. Lions in the wild are natural _____.
a. creatures b. prey c. predators d. animals

B. Choose the word or phrase that produces a grammatically correct sentence.

1. This time tomorrow we _____ against the Bolton hockey team.
a. will play b. are going to play c. play d. will be playing
2. A: We need some milk.
B: OK, I _____ some on my way home from work.
a. will buy b. will be buying c. buy d. am buying
3. My father _____ paint the house this weekend.
a. will go b. is going to c. will have d. will be going
4. _____ hurry, we will miss the train.
a. Unless we don't b. Unless we c. If we d. If we won't
5. If I were you, I _____ the car. The museum is too far to go on foot.
a. would take b. took c. take d. will take
6. If our favourite team wins the match, Dad _____ us out to dinner.
a. will have taken b. take c. will take d. would take
7. A: Do we have _____ sugar left?
B: There's some in the cupboard.
a. many b. lots of c. a few d. any
8. Can you answer _____ please? I'm busy.
a. phone b. a phone c. the phone d. phones
9. I eat a lot of fruit and vegetables, but I don't eat _____ meat.
a. many b. much c. more d. a lot
10. Only _____ people turned up for the opening of the art gallery; it was very disappointing.
a. a few b. any c. a little d. many

C. Complete the texts with the correct form of the verbs in brackets.

1 In recent years, it has finally become clear that we need to make the environment our priority if we (1) _____ (expect) our children to live in a safe place. The authorities have already taken important measures. For example the new recycling scheme, which (2) _____ (prove) to be a success if people try to recycle as much as possible. In fact, the city council has announced that next year they (3) _____ (install) more recycling bins in the city centre and main streets. Also, by the end of this year, all supermarkets (4) _____ (replace) their shopping bags with reusable or recyclable ones, as the law requires. Our environmental awareness has increased and the government is optimistic, but scientists say that if people weren't so unwilling to give up certain comforts like cars and air conditioning, the situation (5) _____ (be) much better.

2 By next January, I (6) _____ (complete) my university studies. These days, I am working on a project about the world's shift towards a 'greener' mentality. As a part of the project, tomorrow at 6:00 I (7) _____ (present) Al Gore's documentary: *An Inconvenient Truth* (2006), which gives shocking facts about the environment. During the next two months, I (8) _____ (do) research on how books, TV and the press are helping to make people more aware of environmental issues. According to information I have gathered more than 1000 books, newspaper articles and documentaries dealing with issues such as global warming, deforestation and recycling (9) _____ (make) available to the general public. There is hope that the new trend (10) _____ (lead) to a better understanding of the global crisis the world is facing.

D. Read the text below and decide which answer *a*, *b* or *c* best fits each gap.

SUNNY SOLUTIONS



In the near future we will see more and more countries turning to (1) ____ sources of energy. In fact, Spain has already made significant progress in this area; in the southern desert of (2) ____ country, the local authorities are installing over 1000 mirrors. These mirrors will produce energy from sunlight and (3) ____ power to up to 11,000 homes. The technology is cheap, simple and more efficient than (4) ____ other forms of alternative energy. However, the system is only (5) ____ in places that have lots of sunshine and clear blue skies. It is expected that other countries will also use this technology. There are also plans to (6) ____ another kind of solar technology which uses salt. The energy from the sun during the day will melt the salt and (7) ____ it into liquid form. During the night, this liquid salt produces electricity. If this project is successful, it (8) ____ electricity 24 hours a day.

- | | |
|--------------------|-----------------------|
| 1. a. conventional | 5. a. active |
| b. alternative | b. dependent |
| c. specific | c. effective |
| 2. a. a | 6. a. develop |
| b. the | b. shape |
| c. - | c. cause |
| 3. a. supply | 7. a. run |
| b. gather | b. turn |
| c. raise | c. create |
| 4. a. many | 8. a. will provide |
| b. much | b. is providing |
| c. a lot | c. will have provided |

E. Read the text below and think of the word that best fits each gap. Use only one word in each gap.

a CRIME against nature

According (1) _____ this morning's newspapers, the world is shocked by this week's latest news. 500 white whales were killed on Friday as a result of people's unwillingness to take action to help them. (2) _____ 500 whales were trapped under thick ice on the surface of the water. Marine biologist Tony Garcia says that the outer tooth of this whale is worth a lot of money, which might explain this killing. 'We would be able to do something to

help in situations like this if people (3) _____ not only interested in money,' he added. '(4) _____ someone breaks the law, that person is punished. There should be a law on environmental protection' says Gill Norton, a reporter. By Monday, we will (5) _____ learnt more about this tragedy.

4 round-up

LISTENING



You will hear a conversation between a student and his science teacher on the subject of global warming. For sentences 1–6, decide whether the statements are True or False.

1. Mr Allen agrees that weather conditions may become worse.
2. James asked Mr Allen if the Earth's temperature was actually changing all the time.
3. Everyone agrees that global warming is a real problem.
4. Mr Allen uses the example of a glass room to explain why the Earth's temperature is rising.
5. Mr Allen helps James understand the problem of global warming better.
6. According to Mr Allen, it is too late to do something about global warming.



SELF-ASSESSMENT

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

Now I can...	
VOCABULARY	<ul style="list-style-type: none">› distinguish the difference in meaning of words easily confused <input type="checkbox"/>› use vocabulary relating to geographical features, units of measurement and animal life accurately <input type="checkbox"/>
GRAMMAR	<ul style="list-style-type: none">› use the Future <i>will</i>, the Future <i>going to</i>, the Future Progressive and the Future Perfect appropriately <input type="checkbox"/>› use the Present Progressive to refer to plans and arrangements <input type="checkbox"/>› use Conditional Sentences Types 0, 1 and 2 <input type="checkbox"/>› use nouns, articles and determiners accurately <input type="checkbox"/>
READING	<ul style="list-style-type: none">› skim a text to understand the gist <input type="checkbox"/>› scan a text to locate specific information <input type="checkbox"/>› understand details in a text <input type="checkbox"/>
LISTENING	<ul style="list-style-type: none">› understand the necessary information in a short spoken text <input type="checkbox"/>› listen to short monologues and understand the main idea expressed by each speaker <input type="checkbox"/>
SPEAKING	<ul style="list-style-type: none">› discuss options and make a decision <input type="checkbox"/>› compare and contrast pictures and discuss environmental issues <input type="checkbox"/>
WRITING	<ul style="list-style-type: none">› write an e-mail to respond to a friend and expand on notes <input type="checkbox"/>› write an article <input type="checkbox"/>

CULTURE PAGES

Giant's Causeway → Go to page 120.



5

That's incredible!



Discuss:

- ▶ Have you ever been to a place which you considered incredible? What was special about it?
- ▶ In which cases would you say the phrase 'That's incredible!'?

Flick through the module and find...

- ▶ a short text about some strange designs in Peru
- ▶ a description of an ancient city
- ▶ a newspaper article about an unusual criminal
- ▶ a description of a mysterious island
- ▶ a dialogue between two friends
- ▶ an unbelievable story

In this module you will...

- ▶ talk about mysterious and unusual events/incidents
- ▶ talk about interesting buildings and landmarks
- ▶ learn how to sequence past actions and events
- ▶ learn how to report statements, questions, commands and requests
- ▶ learn to write a description of a place/building and a story
- ▶ acquire skills and strategies that will help you in exams

5a reading

B. Read the text quickly and choose the most appropriate title.

- a The inhabitants of Rapa Nui
- b The statues of Rapa Nui
- c The island of Rapa Nui

Rapa Nui is one of the world's most famous places. However, it is also one of the loneliest. Rapa Nui is a small island in the Pacific Ocean, about 4000 kilometres off the coast of South America and around 2000 kilometres from the nearest island. It can be reached only by plane, as it has no harbour. Most of the coastline consists of cliffs and there are some extinct volcanoes. As the island is covered in grass, most of its inhabitants are sheep farmers.

Besides its unique geographical location, Rapa Nui also has an extraordinary history. Rapa Nui had remained unknown to Europeans until 1722 when Dutch explorer, Jakob Roggeveen, discovered it. The inhabitants had been living on this **remote** island for centuries. Some fifty years later, Captain James Cook came to the island during his second Pacific **voyage** of discovery. To his surprise, he found between 600 and 700 men and only 30 women living on the island. Legend has it that the women and children had been killed during a war between the two tribes living on the island. The population **decreased** even more in 1862, when Peruvians ordered about one third of the island's inhabitants to be taken to Peru to work as slaves. Only fifteen of them returned home alive. However, they brought back **diseases** with them, which killed most of the rest of the inhabitants.

Because of these tragic decreases in population, it is difficult to trace where the islanders initially came from. There is no written **account** of the island's history and with the death of its inhabitants the oral tradition **vanished**. There are two major theories about the islanders' origins. The first is that they were Polynesian, while the second suggests that they came from South America. Whoever they were, one thing is certain. They have created the most famous stone statues in the world.

These enormous statues are figures of men showing only the upper body. According to archaeologists, they were made of volcanic rock and were carved hundreds of years ago. They were first carved lying down and then lifted into the positions where they stand today. There are **approximately** six hundred of them and specialists believe that they represent men who belonged to the ruling tribe of the island. The statues have long ears and wear a red stone hat, which probably represents the red hair most of the islanders had. The exact reason why the statues were made remains a mystery.

There are so many unanswered questions about Rapa Nui, its history and its inhabitants. This is probably what makes it a **truly** fascinating place.

A. Discuss.

- Are there any places in your country that are considered 'strange'?
- What is strange about them?



C. Read the text again and answer the following questions. Choose a, b or c.

1. What makes Rapa Nui special?
 - a. its landscape
 - b. its great distance from any land
 - c. its name
2. Why did the population of Rapa Nui decrease in the 19th century?
 - a. Because many people died of illnesses.
 - b. Because many people were killed during war.
 - c. Because most of the people were carried away as slaves.
3. What do the statues represent?
 - a. men from two different tribes
 - b. foreign visitors
 - c. men from the most powerful tribe
4. What is the purpose of this text?
 - a. To attract visitors to Rapa Nui.
 - b. To explain how the statues were created.
 - c. To inform about the island's history.

D. Match the underlined words in the sentences 1-8 with the words highlighted in the text.

1. The man disappeared into the forest and was never seen again. _____
2. I have reduced the amount of time I spend watching television. _____
3. Linda was honestly sorry for hurting her friend's feelings. _____
4. Tom and Jack gave the police a clear description of the robber. _____
5. There were nearly 50 people in the building when it collapsed. _____
6. Their trip was very long and many of the sailors got seasick. _____
7. Thanks to developments in medicine, certain illnesses are no longer fatal. _____
8. Anna lives in an isolated town in the mountains. _____

E. Discuss.

- Would you be interested in visiting Rapa Nui?
- Why do you think the inhabitants built the statues?

VOCABULARY

REPORTING VERBS

A. Read the following sentences. What do you think the verbs in bold mean?

Explain yourself, I beg you!

- a. ask eagerly b. promise c. order

'Who is Eric?' he wondered aloud.

- a. answered b. thought c. cried

B. Read the sentences below and match the verbs in bold with their meanings a-f.

1. Sally **refused** to help me with the washing-up.
2. Ian **apologised** for all the trouble he had given us.
3. I **admit** that I broke the window and I'm terribly sorry about it.
4. Perhaps I should **remind** you that your term test is next Monday.
5. The police officer **ordered** the man to turn around.
6. He **denied** stealing the money but the police didn't believe him.

- a. agree that something is true
b. say that something is not true
c. tell someone to do something
d. say that you are sorry
e. make someone remember
f. not accept

vocabulary & grammar

GRAMMAR

PAST PERFECT SIMPLE – PAST PERFECT PROGRESSIVE

A. Look at the extracts from the text and answer the questions that follow.

1. *Rapa Nui had remained unknown to Europeans until 1722 when Dutch explorer, Jakob Rogeveen, discovered it.*
 - Which action happened first and which happened next?
 - Which tenses are used?
2. *The inhabitants had been living on this remote island for centuries.*
 - How long had the inhabitants been living on the remote island?
 - Which tense is used?

B. Read about the uses of the Past Perfect Simple and the Past Perfect Progressive and make your own examples.

The Past Perfect Simple (had + past participle)

is used for an action which was completed before a specific time or another action in the past.

The Past Perfect Progressive (had + been + -ing form)

is used for an action which had been going on for some time before a specific time or another action in the past.

Grammar Reference p. 129.

PRACTICE

Complete the text with the Past Simple, the Past Perfect Simple or the Past Perfect Progressive of the verbs in brackets.

I (1) _____ (think) of travelling around the world for quite some time, and finally (2) _____ (find) the money to do so. While I was travelling around the Far East last year, I (3) _____ (meet) quite an unusual man. I was sitting in a café enjoying a cup of tea when I (4) _____ (notice) him looking at me. He (5) _____ (look) at me for about ten minutes when he (6) _____ (stand) up and (7) _____ (approach) me. He (8) _____ (sit) down opposite me and (9) _____ (begin) talking. He (10) _____ (know) my name, surname, occupation, in fact, everything. Where (11) _____ he (get) all this information from? It was like he (12) _____ (read) a book about my life. When he (13) _____ (finish), I (14) _____ (ask) him how he (15) _____ (find) this information about me. He (16) _____ (say) 'Don't you remember me? We (17) _____ (be) at university together.'

5a listening & reading

A. Discuss.

- Has anything strange ever happened to you?
- How did it make you feel?

B. Listen to the dialogue. Who did Toby help? How?



Toby Hey Ray, you won't believe what happened to me the other day.
Ray What?
Toby Well I was going home from my taekwondo lesson.
Ray I didn't know you'd taken up taekwondo.
Toby Yeah, I had my first lesson last week. Anyway, let me finish my story. I was waiting at the bus stop when two police officers ran up to me and shouted '*Did a tall, thin man in a brown leather jacket come by here?*' I told them I hadn't seen anyone like that and they ran away.
Ray That's odd. Did you find out why they were looking for him?
Toby Listen to my story. Shortly afterwards, the bus came and I got on and sat down. The bus was ready to leave when a man rushed on. He was out of breath and he was looking around suspiciously. He was also tall and thin and was wearing a brown leather jacket.
Ray Was it the man the police were looking for?

Toby Let me finish. I considered calling up the police, but I was worried the man might notice me.
Ray What did you do?
Toby When we came to my bus stop, I didn't get off. Two stops later, he got off.
Ray Did you pursue him?
Toby Well, yeah. But he went one direction and I wandered off in another. Then I turned around and followed him.
Ray What are you, a detective or something?
Toby I do my best. Anyway, I saw him enter a house and I immediately called the police. They said I should stay put and that they would be there shortly. But I reckon the man saw me and got suspicious because after a while he came out of the house.
Ray Oh no!
Toby Fortunately, the police turned up and arrested him. Apparently, he had held up the bank on Station Road last Monday.
Ray That was him? That's unbelievable! It was in all the papers.
Toby I know. The police said he had tried to make up a story about me being part of the robbery, but they didn't believe him.
Ray So, you're a real-life crime fighter.
Toby Yes, you could call me that.



C. Read the dialogue again and answer the questions below.

1. When did Toby start taekwondo lessons?
2. Who did Toby talk to while he was waiting for the bus?
3. Why was Toby suspicious about the man who got on the bus?
4. Why didn't Toby get off at his bus stop?
5. What did Toby do as soon as he got off the bus?
6. What did the police tell Toby to do?
7. How did Ray know what had happened?

D. Look at the words/phrases highlighted in the dialogue and choose the correct meaning *a*, *b* or *c*.

1. odd
 - a. strange
 - b. friendly
 - c. scary
2. pursue
 - a. stop
 - b. follow
 - c. look at
3. wandered off
 - a. hid
 - b. left the place
 - c. remained in one place
4. real-life
 - a. actual
 - b. fictional
 - c. imaginary

E. Discuss.

- Do you think Toby did the right thing?
- What would you do if something similar happened to you?

VOCABULARY

PHRASAL VERBS WITH 'UP'

A. Look at the following extracts from the dialogue. What do the phrases in bold mean?

Fortunately, the police **turned up** and arrested him. Apparently, he had **held up** the bank...

B. Match the phrasal verbs in bold with their meanings a-h.

1. I'm thinking of **taking up** painting;
I've heard it's very relaxing.
2. Would you be able to **put me up** for the night? I have nowhere to stay.
3. I can't believe Trevor **turned up** at the meeting with his hair dyed green.
4. The robbers **held up** the bank and escaped with £300,000.
5. Many people believe that he **made up** the story, but he claims it is the truth.
6. Ed was **brought up** by his grandmother.
7. My father said that the price of electricity will **go up** by 25% next year.
8. The story is about a young girl **growing up** in South Africa in the 1960s.

- | | |
|-------------|------------------------------|
| a. rob | e. offer accommodation |
| b. invent | f. appear |
| c. increase | g. gradually become an adult |
| d. start | h. raise a child |

vocabulary & grammar

GRAMMAR

REPORTED SPEECH (STATEMENTS)

A. Read the following extracts from the dialogue and complete the speech bubbles with the speakers' exact words.

I told them I hadn't seen anyone like that...

I _____ seen anyone like that.

They said I should stay put and that they would be there shortly.

_____ should _____.
We _____ be there shortly.

The police said he had tried to make up a story about me being part of the robbery...

He _____ to make up a story about _____ being part of the robbery.

B. Study the examples above and circle the correct words to complete the rules below.

We use Reported Speech when we report what someone said without using their exact words. We usually use the verbs *say* and *tell* to introduce reported statements. We use *say / tell* when there is an indirect object (e.g. *me, him, etc.*), but we use *say / tell* when there is no indirect object.

When we change from Direct to Reported Speech:

• Pronouns and possessive adjectives change according to the meaning of the sentence.

• Tenses and modal verbs change as follows:

Present Simple → Past Simple / Past Perfect Simple

Present Progressive → Past Progressive

Past Simple → Present Perfect Simple / Past Perfect Simple

Present Perfect Simple → Past Perfect Simple

Present Perfect Progressive → Past Perfect Progressive

can → could

will → should / would

may → might

NOTE

The Past Perfect and the modal verbs *should, could* and *might* do not change.

Grammar Reference p. 129.

PRACTICE

Rewrite the following sentences using Reported Speech.

1. 'I am thinking of taking a foreign language course,' Brad said to Tom.
Brad told _____
2. 'I don't know what time Jack will arrive,' Adam told me.
Adam told me that _____
3. 'I'm going to buy a holiday home in Spain,' Philip said to me.
Philip told _____
4. 'It may rain at the weekend,' Paul said.
Paul said _____
5. 'I have bought a new car for the race,' Peter said to me.
Peter told _____

5a listening & speaking

LISTENING



A. Discuss.

- Have you ever been on a guided city tour? If yes, did you like it? If not, would you like to go on one?

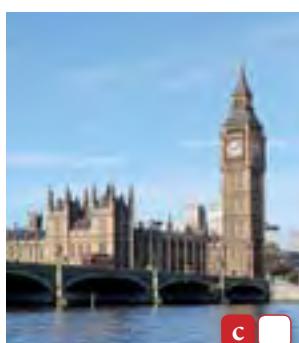
B. You will hear a tour guide taking tourists on a tour of London. Listen and tick the places he mentions.



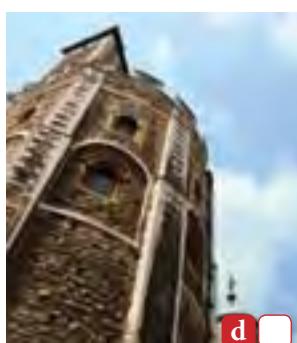
a



b



c



d



e



f

C. Listen to the tour guide again and decide if the statements below are True or False. Write T or F in the boxes.

1. Big Ben is the name of the clock tower at the Houses of Parliament.
2. There are different opinions about where the name Big Ben comes from.
3. Each 'flight' on the London Eye lasts 30 minutes.
4. The tourists aren't going on the London Eye because the weather isn't appropriate.
5. The White Tower is the most famous building of the Tower of London.
6. Beefeaters aren't allowed to speak to tourists.

SPEAKING

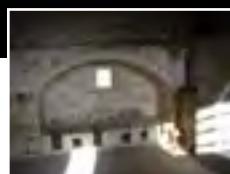
Talk in pairs. Imagine that you and your partner are in Jeddah and have enough time to visit only one of the two places, King Fahd's Fountain or the Jeddah Regional Museum of Archaeology and Ethnography. Decide which one to visit using the information you have and some of the words and expressions given below.

King Fahd's Fountain



- tallest water fountain in the world
- open 7 days a week
- visit at night for a spectacular sight
- visible from almost everywhere in Jeddah

Jeddah Regional Museum of Archaeology and Ethnography



- located in the Khuzam Palace in the Al-Nuzlah al-Yamaniyah quarter, in the south of Jeddah
- you can see artefacts of the stone age, several pre-Islamic cultures and items illustrating the rise of Islam
- collection of ethnographic items of recent times

huge spectacular/magnificent/breathtaking
exciting impressive attractive historic
long queues crowded traditional

I think we should go to... because...
I disagree. I think we would enjoy going to... more...
because...
If we go to... we can see/enjoy...

WRITING A DESCRIPTION OF A PLACE / BUILDING

A. Discuss.

- What places or landmarks attract visitors in your country? What is special about them?
- If you had the opportunity to visit a famous landmark, which would you choose? Why?

B. Read the description of Petra below. Is it a place you would like to visit? Why / Why not?

PETRA: THE ROSE-RED CITY

If you travel deep into the mountains of Arabah in the heart of Jordan, you will find the legendary Petra. This breathtaking ancient city is carved in the red sandstone cliffs of the Al Siq gorge.

Petra, which was built by the Nabataeans more than 2,000 years ago, was an important trade centre and all caravans passed through there. It linked Asia and the Middle East with the Mediterranean. There are hundreds of carved tombs, ruins, huge obelisks and even a Roman-style amphitheatre. However, Petra's most spectacular sight is the Al-Khazneh or the 'treasury' at the end of the gorge. The beautifully carved entrance of this building shows you why Petra was chosen as one of the New Seven Wonders of the World in 2007.

A guided tour by donkey or camel is very popular with tourists who want to admire the outstanding architecture of this glorious city. In addition to the numerous treasures this place has to offer, there are two fantastic museums; The Petra Archaeological and The Petra Nabataean where visitors can see finds from the area on display and get a feel of what life was like for the inhabitants of Petra.

Petra offers visitors a glimpse into Jordanian history. A trip to this ancient city is definitely worth the time and effort. It is a destination that no traveller should miss for the world.



C. Each of the following phrases corresponds to one of the paragraphs in the description. Write the numbers 1-4 in the boxes.

In this paragraph the writer:

- a. says why the place is worth visiting and makes a general comment about it.
- b. describes the place and its special features.
- c. mentions what else you can see and do there.
- d. says where the place is and gives general information about it.

D. Find words/phrases in the text which mean:

- a. having many stories told about it (para 1)
- b. the activity of buying and selling (para 2)
- c. existing in large numbers (para 3)
- d. to be put somewhere where people can look at it (para 3)
- e. a short experience of something that helps you understand it (para 4)
- f. a place where someone is going (para 4)

E. When you are writing a description of a place, follow the outline below.

OPENING PARAGRAPH

- Give some general information about the place.

MAIN PART (2 paragraphs)

- Describe the place, the atmosphere and its special features.
- Say what there is to see and do there.

CONCLUSION

- Summarise your points.
- Make a general comment or say how you feel about the place.

WRITING TASK

Write a description of a famous landmark or building in your country using the outline above (100-150 words).



When you are writing a description of a place:

- write about a place you are familiar with, for example one you have been to.
- use the Present Simple to describe the place and the Past Simple to talk about its history.
- write about the most important and interesting features of the place.
- don't include unimportant details in your description.
- use a variety of adjectives to make your description more vivid.

5b reading

A. Discuss.

- Have you ever read or heard about any strange crimes?
- What would you do if you realised there was a burglar in your house?

B. Read the text quickly and answer the following question.

Where does the text probably come from?

- a. a book with short stories
- b. a daily newspaper
- c. a weekly magazine
- d. a police report



HUNGRY BURGLAR CAUGHT RED-HANDED

Last night, the police finally caught the well-known 'hungry' burglar in action in the house of Tony Green, a Montville, New Jersey native. The burglar was known in the area for breaking into houses when the owners were either gone or asleep, and simply eating or taking whatever food he could find. Many victims simply woke up or returned home to find their cupboards and fridges completely empty.

That was not the case for Tony, however. He was asleep when he heard strange noises coming from the kitchen. He quietly went downstairs and, to his astonishment, saw a chubby man, of about 40, eating his chicken leftovers. He immediately called the police and asked them to come to his house as quickly as possible. The police told him not to panic and said that they would be there **in no time**. They also told him to stay in his room for safety reasons.

'I had heard stories of the hungry thief from friends and some neighbours who had been victims of his food raiding, so I was prepared,' Tony says. **'Thankfully**, the police arrived before the thief had time to finish my roast chicken. They also found about ten bags of food he was ready to take with him before he left.'

People like Tim and Miranda Jones were not so lucky. They returned home once to find one of their front windows broken and their kitchen a mess. They said that it looked like a hurricane had passed through their house. There were scraps of food everywhere and pots and pans **scattered** on the floor. 'It was very **bizarre**', says Miranda. 'The police asked us if anything else was missing. We checked to see if our money and jewellery were gone. Fortunately, everything was in its place. It was just the food he was after. We asked our neighbours if they had heard or seen anything but nobody had. I had never **encountered** anything like this. We simply didn't know how to react.'

The police confirmed the identification of the man by matching his fingerprints with some that had been left on food containers from his previous burglaries. After the burglar **confessed**, the police asked him why he had committed those crimes. He said that he was a homeless man who was simply hungry and preferred eating home-cooked meals to stealing from supermarkets. He also said that he never stole anything **apart from** food. He was charged with burglary and can face up to two years in prison.

C. Read the text again and decide if the following statements are True, False or Not Mentioned in the text. Write T, F or NM in the boxes.

1. The burglar is a New Jersey native.
2. Tony Green caught the thief himself and held him in his house until the police came.
3. The burglar was preparing to take food from Tony's house.
4. The burglar's favourite food was chicken.
5. The burglar entered Tim and Miranda's house by breaking their front window.
6. No jewellery or money was taken from the Jones' house.
7. The police arrived at Tim and Miranda's house in no time.
8. The police matched the burglar's fingerprints with those left on food containers.
9. The burglar never admitted his crimes.
10. The burglar will go to prison for at least two years.

D. Match the words/phrases highlighted in the text with their meanings a-g.

1. in no time
2. thankfully
3. scattered
4. bizarre
5. encountered
6. confessed
7. apart from

- a. very strange
- b. experienced
- c. except for
- d. very quickly
- e. thrown and spread around
- f. luckily
- g. admitted doing something wrong

E. Discuss.

- What makes the hungry thief different from other criminals who break into houses?

VOCABULARY

1. WORDS RELATED TO CRIME

A. Complete the table with the missing words.

ACTION (VERB)	CRIME	CRIMINAL
steal	theft	
	robbery	
	murder	murderer
break in/into		burglar
	kidnapping	kidnapper

B. Complete the sentences with words from the table above. You may need to change the form of the words.

1. There was a _____ at the bank yesterday.
2. Someone _____ the museum last night and _____ an ancient vase.
3. The _____ asked for one million pounds in cash to release the child.
4. The police arrested a man for the _____ of three computers from our company's offices.

vocabulary & grammar

2. EXPRESSIONS WITH THE WORD 'TIME'

Read the sentences 1-6 and match the expressions in bold with their meanings a-f.

1. They told us that the meeting would start **on time**.
2. Make sure you arrive at the port **in time** to catch the last ferry back to the city.
3. **From time to time**, I go to a spa and have a facial treatment.
4. The children are quiet, **for the time being**.
5. **Once upon a time**, there was a brave man who lived in a faraway land.
6. **By the time** I can afford to buy that house, the price will have gone up.

- a. occasionally
- b. at the correct time
- c. just for now
- d. a very long time ago
- e. before
- f. not late

3. 'BE' + PREPOSITIONS

A. Look at the following extract from the text. What does the phrase **in bold mean?**

*It was just the food he **was after**.*

- a. ate b. cooked c. tried to get

B. Read the sentences 1-7 and match the phrases in bold with their meanings a-g.

1. Hashim is usually **up** at seven o'clock in the morning.
2. I **was about** to leave home when I heard a strange noise.
3. Are you **for** your brother's decision to spend so much money on a new car?
4. We must **be off** now. We have to catch the 8:30 train.
5. I **am** definitely **against** the idea of express diets.
6. I hope this long lecture will **be over** soon.
7. What **is** that boy **up to**? Is he trying to hide something?

- a. to leave
- b. to support
- c. to end
- d. to be ready to
- e. to be awake and out of bed
- f. to do (usually something wrong)
- g. to not support

5b vocabulary & grammar

GRAMMAR

REPORTED QUESTIONS, COMMANDS AND REQUESTS

- A. Read the following extracts from the text on page 76 and complete the speech bubbles with the speakers' exact words.

He asked them to come to his house as quickly as possible.

Please, _____ house as quickly as possible.

The police told him not to panic...

_____, sir!

We asked our neighbours if they had heard or seen anything...

_____ hear or see anything?

...the police asked him why he had committed those crimes.

_____ committed these crimes?

- B. Study the examples above and complete the rules below by circling the correct words.

Reported commands and requests

- Commands are usually introduced with the verb *tell* and requests with the verb *ask*.
- The imperative changes to:
to + base form
and the negative imperative changes to:
don't / not + to + base form.

Reported questions

- They are usually introduced with the verbs *ask / tell*, *wonder* and *want to know*.
- If a direct question begins with a question word (e.g. *who*, *what*, *why*), the reported question begins with the same question word.
- If a direct question does not begin with a question word, the reported question begins with **if / that** or **whether**.
- The verb in a reported question is in the **question / affirmative** form.
- When we change questions from Direct to Reported Speech, pronouns, tenses, etc. change in the same way as when we report statements.

Grammar Reference p. 130.

PRACTICE

Rewrite the following sentences using Reported Speech.

- 'Are you going to the beach on Thursday?' Andy asked Tony.
Andy wanted to know _____.
- 'Could you bring me some ketchup, please?' Peter said to the waiter.
Peter asked the waiter _____.
- 'Will the weather be nice this weekend?' Becky thought.
Becky wondered _____.
- 'Why are you taking part in that competition?' my father asked me.
My father wanted _____.
- 'Put your bag in the container,' the airport security guard said to me.
The airport security guard told me _____.
- 'Where did I leave my credit card?' Ameer asked himself.
Ameer wondered _____.
- 'Please, don't make noise!' Julie said to her sister.
Julie asked _____.

ENGLISH IN USE

Read the text below and decide which answer **a**, **b** or **c** best fits each gap.



NAZCA LINES

In September 1926, Professor Julio C. Tello and his team of (1) _____ were digging in the (2) _____ of the Nazca Valley in Peru. One day, two of the team members went for a walk. They wandered (3) _____ in the direction of a hill. When they reached the top, they looked down and noticed something truly (4) _____. The desert below was full of huge drawings of various geometric shapes. Apart (5) _____ those, there were also drawings of animals, birds and insects. Some were about two hundred metres long. Scientific testing (6) _____ that the drawings were more than two thousand years old. Scientists have many (7) _____ about why the ancient Nazca people made these lines. However, (8) _____ the time being, there is no definite answer. Some believe that the Nazca people knew how to fly and could see the drawings from the sky. Others believe they were a special calendar for the stars. Nowadays, the Nazca lines are one of Peru's most famous (9) _____ and if you want to experience them for yourself, you can go on a guided (10) _____.

- | | | |
|-------------------|-------------------|----------------|
| 1. a. victims | b. archaeologists | c. specialists |
| 2. a. heart | b. landscape | c. discovery |
| 3. a. for | b. off | c. up |
| 4. a. traditional | b. spectacular | c. legendary |
| 5. a. from | b. for | c. to |
| 6. a. reckoned | b. confessed | c. confirmed |
| 7. a. theories | b. mysteries | c. accounts |
| 8. a. from | b. in | c. for |
| 9. a. landmarks | b. wonders | c. artefacts |
| 10.a. trip | b. voyage | c. tour |

listening & speaking

LISTENING



A. You will hear part of a radio programme called *Unbelievable but True*, which features strange short stories in a dramatised form. Listen and answer the question below.

- Who was responsible for the mess in Andy's house?

B. Listen again and complete the sentences below.

1. When Andy saw his house, the first thing he thought was that there had been a _____.
2. When Andy came home, the door was _____.
3. Only Andy's _____ have a key to his house.
4. Andy's _____ is on the same alarm system as the windows.
5. The detective thought that the thief was still _____.
6. Andy forgot to give the detective some very important _____.



SPEAKING

Talk in pairs. Imagine that you both witnessed the strange event described in the news report below. Ask each other questions to find out more information and answer using your imagination and some of the vocabulary given.

Strange Lights ! in the Sky ●

The citizens of Springfield were treated to a very bizarre light show on Sunday night. Witnesses say that at around nine o'clock last night, a red light suddenly appeared in the sky forming different shapes and lighting up the entire night sky. It was then quickly followed by an orange, a yellow and a green light and all this happened several times. Some witnesses said that they also heard strange sounds. So far scientists have no explanation as to what those lights could have been.



spectacular impressive frightened stunned curious weird

Where exactly / you / be / what / you / do?

How / you / describe / sight?

What / you / think / when / first see / lights?

What kind / shapes / lights / form?

What kind / sounds / you / hear?

How / you / feel?

Where / you / think / lights / come from?

5b writing

WRITING A STORY

A. Discuss.

- Have you ever had a dream that was so real that you thought it had actually happened? If yes, tell the others about it.

B. Read the rubric and the story that follows. Has the writer ended the story appropriately? How does he explain what happened that night?

An international magazine has organised a short story competition and you have decided to enter. The competition rules say that the story must end with the following words:

So, Peter realised it was a dream after all.



Late **last Friday night**, Peter was watching TV **when** the phone rang. It was his cousin Kevin and he asked Peter to meet him at the stadium. **Before** Peter had time to say anything, Kevin said, 'Don't ask me why, just get here quickly. It's urgent!'

Peter grabbed his jacket and ran to the stadium. Someone had left a door open so Peter walked in. It was dark in the stadium and he could hardly see. **While** Peter was trying to find his cousin, he tripped and fell on the grass. Suddenly, all the flood lights turned on. Peter looked around and saw Kevin standing on the pitch, dressed in black. There were some other people standing there too, but he couldn't make out who they were.

Kevin spoke to Peter in a deep voice. He said, 'Come with us.' **Then**, the lights went out and Peter felt a cold wind blowing. He could hear Kevin's voice fading away, telling him to follow them. The next thing he knew, he was back home in front of the TV again.

Peter thought he had been dreaming. But he looked at his jeans and they had grass stains on them. It was all very mysterious. Then he remembered playing football earlier that day. So, Peter realised it was a dream after all.

C. Read the story again and answer the questions.

1. What tenses does the writer use to set the scene of the story in the first paragraph?
2. What tenses does the writer use throughout the story?
3. Look at the words/phrases highlighted in the story.
 - a. Which two link two past actions and indicate that one action 'interrupted' the other?
 - b. Which two link past actions that happened one after the other?
 - c. Which one indicates the specific time something happened?

D. Look at the table below. Then read the story that follows and circle the correct words/phrases.

Time words/phrases
linking two past actions one of which happened earlier than the other
after, when, before, until, as soon as, by the time
linking two past actions that were happening at the same time or linking two past actions one of which ‘interrupted’ the other
while, when, as
indicating when something happened
yesterday, then, after that, ago, next, last week, etc.

It was a cold winter's night and Ameer had just left work. (1) While / As soon as he was walking home, he saw a tall man who reminded him a lot of his father. (2) Until / By the time Ameer turned around to look at him again, the man had left. (3) Then / When Ameer moved to the suburbs, his father was left alone, but Ameer visited him every weekend. He also talked to him on the phone every day (4) until / after he could see him again. Ameer forgot about the incident, but (5) before / after half an hour he started feeling that something was wrong. (6) As soon as / As he got home, he tried to call his father, but there was no answer, so he decided to get the bus to his house. (7) As / When he arrived, he found his father on the floor; he had fallen down the stairs and broken his leg. Immediately, Ameer called the Saudi Red Crescent Authority and shortly after an ambulance took them to the hospital. Although Ameer didn't know who that man was, he was thankful he had seen him.



WRITING TASK

Read the rubric below and complete the outline for the story.

An international magazine has organised a short story competition and you have decided to enter. The competition rules say that the story must begin with the following words:

It was a day Mark would never forget.

INTRODUCTION

- How must you begin your story?

- Where was Mark?

- What time was it? / What was the weather like?

- Was anyone with Mark? Who?

- What was Mark's relationship to the others?

MAIN PART

- What happened on that day?

- What did Mark (and the other people involved) do?

- How did Mark (and the others) feel?

- What were they expecting to happen?

CONCLUSION

- What happened in the end?

- How did Mark feel afterwards?

- Did this experience change his life in any way?

Write your story in 100-150 words.

TIP

When you are writing a story:

- do not change the prompt sentence given to begin or end your story.
- use Past tenses (Past Simple, Past Progressive, Past Perfect).
- use Direct Speech to make a situation seem real.
- use questions or exclamations to make the story more exciting.
- use linking words / phrases to indicate the sequence of events, chronological order, etc.
- use expressions / phrases like:
It was too good to be true!
(Un)fortunately...
I couldn't believe my eyes!
I was in / out of luck...
All of a sudden / Suddenly...
It was a real shock.
To my surprise...
The next thing I knew...

5 round-up

VOCABULARY & GRAMMAR

A. Choose the word or phrase that most appropriately completes each sentence.

1. Tony _____ his brother that he would take him to the park the following day.
a. confirmed b. promised c. admitted d. ordered
2. Lisa _____ up at Nuha's house about an hour late.
a. turned b. took c. put d. went
3. The two men were _____ with theft.
a. committed b. confessed c. encountered d. charged
4. _____, dinosaurs inhabited the Earth.
a. From time to time b. For the time being c. On time d. Once upon a time
5. His behaviour is very _____. Perhaps he's a criminal.
a. unbelievable b. suspicious c. spectacular d. curious
6. A: What are you two _____ to? You look very suspicious.
B: Oh, nothing, sir.
a. about b. for c. on d. up
7. _____, I like to go for long walks in the countryside.
a. For the time being b. By the time c. On time d. From time to time
8. The view from the Burj Khalifa is _____. I can't wait to go again.
a. tragic b. traditional c. real-life d. breathtaking
9. The man handed me the envelope and then he _____ into the fog.
a. vanished b. pursued c. scattered d. released
10. When the _____ realised he was surrounded by the police, he agreed to give the child back to his parents.
a. kidnapper b. murderer c. robber d. thief

B. Choose the word or phrase that produces a grammatically correct sentence.

1. By the time I got there, Peter _____.
a. had already left b. had already been leaving c. was leaving already d. already left
2. After I _____ in my exam paper, I realised that I had forgotten to put my name on it.
a. had been giving b. given c. had given d. was giving
3. My friends were upset when I _____ because they had been waiting for me for over an hour.
a. had arrived b. had been arriving c. arrived d. was arriving
4. Tom was tired because he _____ on the project for twelve hours non-stop.
a. worked b. working c. had been working d. works
5. Afaf _____ that she would cook dinner the next day.
a. told b. said c. asked d. wondered
6. The police officer _____ follow him.
a. said me b. told to c. said me to d. asked me to
7. Bob wanted to know _____ the book belonged to me.
a. had b. did c. if d. was
8. I asked my mum _____.
a. where my T-shirt was b. where was my T-shirt c. whether was my T-shirt d. where is my T-shirt
9. The teacher _____ that a guest speaker would be coming to our class on Monday.
a. told us b. asked us c. said us d. told
10. I told my friend _____ during the presentation.
a. to not talk b. not talking c. not to talk d. to not talking

C. Read the text below and decide which answer *a*, *b* or *c* best fits each gap.

Bigfoot

Yesterday, something very interesting as well as (1) _____ happened in our town. To everyone's (2) _____, Mr and Mrs Bob Sharp found some huge footprints outside their cabin in the woods and contacted the police. They told the police that they (3) _____ such big footprints before and that they were terrified because they believed that the footprints (4) _____ to Bigfoot.

It is believed that Bigfoot is an (5) _____ creature that looks like an ape and lives in the forests of northwestern USA and Canada. However, (6) _____ the reports of local inhabitants, the authorities say that there isn't enough evidence to confirm that he is real. Many people claim that they have (7) _____ Bigfoot, but nobody can really prove it. In any case, the police assured everybody that the footprints belong to a big bear that was (8) _____ in the area.



- | | |
|--|--|
| 1. a. legendary
b. remote
c. bizarre | 5. a. elegant
b. enormous
c. extinct |
| 2. a. theft
b. astonishment
c. identification | 6. a. so far
b. apart from
c. throughout |
| 3. a. had never seen
b. never saw
c. have never seen | 7. a. encountered
b. confessed
c. searched |
| 4. a. remained
b. pursued
c. belonged | 8. a. wondering
b. wandering
c. fading |

D. Read the text and complete the blanks with the correct form of the words in capitals.

In the wrong place at the wrong time

Michael is an ordinary man, and nothing (1) _____ has ever happened to him. But one day, as he was reading his newspaper, he saw a job (2) _____ that looked interesting. He already had a job, but just out of (3) _____, Michael called and arranged an interview. To his surprise, the taxi left him outside an enormous building he had never seen before. A man took his coat and then vanished. He was waiting for the (4) _____ of the company to come and interview him when a man walked in wearing a mask and told everyone present to give him their money. Poor Michael was in the wrong place at the wrong time. However, Michael was able to recognise the man. It was Steve Sanders, from school. He wasn't a (5) _____, but he was very disappointed because after he had lost his job, he was left (6) _____. As soon as he realised who Michael was, he started crying and (7) _____ to everyone for the incident. Everyone was (8) _____ for Michael's help, even his old classmate Steve.

BELIEVE
ADVERTISE
CURIOS

OWN
CRIME
HOME
APOLOGY
THANK

E. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.
Do not change the word given. You must use between two and five words, including the word given.

- | | |
|---|----------|
| 1. 'Do you have any plans for the summer holidays?' Saif asked me.
Saif _____ any plans for the summer holidays. | wondered |
| 2. 'Don't leave the building,' the police officer told us.
The police officer told us _____ building. | not |
| 3. They sent the invitations and then they cancelled the art exhibition.
After they _____, they cancelled the art exhibition. | had |
| 4. 'I have never seen a koala before,' said Mike.
Mike said _____ a koala before. | had |
| 5. 'Where did Bob buy that nice suit?' Tom asked.
Tom _____ that nice suit. | wondered |
| 6. We walked for five hours and finally we decided to stop for a while.
We _____ five hours when we finally decided to stop for a while. | been |
| 7. 'I am sorry I took your mobile without asking,' said Fred.
Fred _____ my mobile without asking. | for |
| 8. 'I did not take any money from your wallet,' said John.
John _____ my wallet. | taking |

5 round-up

LISTENING



You will hear a radio interview about the Bermuda Triangle. For questions 1–6, choose the correct answer **a**, **b** or **c**.

1. Where is the Bermuda Triangle?
 - a. near Birmingham
 - b. in the northeastern Atlantic Ocean
 - c. between Miami, Bermuda and Puerto Rico
2. What strange incident did Christopher Columbus witness in the Bermuda Triangle?
 - a. he saw a ship disappearing
 - b. he saw natives setting fire to an island
 - c. he saw lights on the horizon
3. How many planes vanished in the famous navy training incident?
 - a. 19
 - b. 14
 - c. 5
4. What final explanation did the US navy give for the disappearance of Flight 19?
 - a. pilot error
 - b. reasons unknown
 - c. giant squid
5. Why would it be difficult to find a sunken ship in the Bermuda Triangle?
 - a. because the region has hurricanes
 - b. because there are deep trenches in the area
 - c. because it causes strange compass readings
6. What does Dr Brown say the Gulf Stream is similar to?
 - a. a high wave
 - b. a storm
 - c. a river

SELF-ASSESSMENT

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

Now I can...	
VOCABULARY	› use a variety of reporting verbs <input type="checkbox"/>
	› use lexical sets related to the topic of crime <input type="checkbox"/>
	› use phrasal verbs with 'up' <input type="checkbox"/>
	› use expressions with the word 'time' <input type="checkbox"/>
	› use the verb 'be' + prepositions <input type="checkbox"/>
GRAMMAR	› use the Past Perfect Simple and the Past Perfect Progressive appropriately <input type="checkbox"/>
	› report statements, questions, commands and requests <input type="checkbox"/>
READING	› skim a text to understand the gist and identify its origin <input type="checkbox"/>
	› understand details in a text <input type="checkbox"/>
LISTENING	› understand specific information in a monologue <input type="checkbox"/>
	› understand specific information in a radio programme and complete gapped sentences <input type="checkbox"/>
SPEAKING	› talk about mysterious and unusual events / incidents <input type="checkbox"/>
	› speculate about which landmark to visit and make a decision <input type="checkbox"/>
WRITING	› write a description of a place / building <input type="checkbox"/>
	› write a story <input type="checkbox"/>

Optional

On the move

6

Discuss:

- Do you like travelling? Why / Why not?
- What's your favourite means of transport? Why?

Flick through the module and find...

- three short dialogues between a man and a hotel receptionist
- a text about an imaginary way of travelling
- an essay discussing the options a large city offers to young people
- a short text about an unusual taxi
- a magazine article about a bicycle tour

In this module you will...

- learn how to check into and out of a hotel, how to change a hotel and flight reservation and how to talk about air travel
- talk about means of transport, types of holidays and holiday destinations
- learn how to emphasise an action using the Passive Voice
- learn how to express reason, concession and purpose using appropriate clauses
- learn to write a paragraph and an essay expressing your opinion
- acquire skills and strategies that will help you in exams

6a reading

A. Discuss.

- Do you like cycling? Why / Why not?
- Do you think you would enjoy a long-distance cycling tour? In your opinion, what are the pros and cons of it?

B. Read the text quickly without paying any attention to the missing sentences and answer the following question.

What is the writer's purpose?

- a. to discuss the advantages and disadvantages of the bicycle tour
- b. to give some information about the bicycle tour and persuade the readers to go on it
- c. to give information about the most important sights in the Netherlands and Belgium



Does the idea of combining exploration with the challenge of physical exercise appeal to you? If yes, then the guided bicycle tour from Amsterdam to Brussels is the perfect choice for you. The route is cycled, under the supervision of a guide, over the span of eight days. 1 □ Riders cycle about 24 miles per day on average and they also travel by train, barge and ferry.

2 □ Then, cyclists are taken by a ferry to the city of Breukelen, where the route continues for about 23 miles to the next city. Along the way, cyclists pass by many well-known sites, such as the impressive Castle de Haar. This castle was originally constructed in the 15th century but, because it was attacked repeatedly, it had to be restored several times. 3 □

Cyclists continue, after resting, to the old town of Hertogenbosch where they can go sightseeing. Next, there are a few more ferry trips and a lot more cycling until the Belgian border is finally crossed. Cyclists get the chance to explore the Flemish port town of Antwerp as well as the beautiful Flemish countryside. Next, the cyclists board a train which finally takes them to Brussels. 4 □ A final dinner of typical Belgian specialities such as mussels, chips and waffles is offered to the cyclists.

The cost of the guided cycling tour, including meals, accommodation, train and ferry fares, is around 635 euros. 5 □ The bike tour is only available from the months of May to September, when the weather is guaranteed to provide a safe and enjoyable journey.

C. Five sentences have been removed from the text.

Choose from the sentences A-F the one which best fits each gap 1-5. There is one extra sentence which you do not need to use.

- Major work was done to the castle from 1892 until 1912.
- However, the route is easy, and there are frequent stops at local attractions.
- The route begins in Amsterdam, where cyclists have the opportunity to explore the city by riding around its famous canals.
- Only experienced cyclists can appreciate it.
- Cheap flights to Amsterdam can be found if you book in advance.
- Here, cyclists have an entire day to explore the city with their guide.

D. Match the words highlighted in the text with their meanings. There are two extra meanings which you do not need to use.

1. route
2. span
3. constructed
4. restored
5. specialities
6. fares

- a. brought back to a good condition
- b. local foods
- c. souvenirs
- d. a way between places
- e. money paid for a ticket
- f. discovered
- g. a period of time
- h. built

E. Discuss.

- Do you think you need to be a skilled cyclist to go on this bike tour?

VOCABULARY

WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

tour trip journey

- The package holiday included flight tickets, accommodation and a _____ of the island.
- After a fifteen-hour _____, the men were exhausted.
- Bob works for a multinational company and he is sent on business _____ regularly.

fare ticket

- We have to wait for the bus, because we can't afford the taxi _____.
- How much did you pay for your _____ to Barcelona?

site area location

- A lot of robberies have recently taken place in the _____ where we live.
- The exact _____ of the president's house is kept secret for safety reasons.
- This archaeological _____ is visited by hundreds of visitors every day.

arrive get reach

- When are your guests expected to _____ at the train station?
- Call me the moment you _____ to the airport.

- As soon as you _____ the border, the police will ask you for identification.

take bring carry

- Tom _____ the children to the zoo last Saturday.
- My assistant will _____ you a cup of coffee in a minute.
- Can someone help me _____ this bookcase downstairs?

PRACTICE

Read the text below and circle the correct verb form.

COCO TAXI



vocabulary & grammar

GRAMMAR

PASSIVE VOICE I

- A. Look at the sentences below and answer the questions that follow.

*The route is cycled, under the supervision of a guide...
Then, cyclists are taken by a ferry to the city of Breukelen...*

- Why has the writer used the passive voice?
 - to emphasise the person who does the action
 - to emphasise the action itself
- How is the passive voice formed?
 - subject + verb *be* + past participle
 - subject + *is* or *are* + Past Simple

- B. Read the table below and find more examples of the Passive Voice in the text on page 86.

Active Voice	Passive Voice
Present Simple	
They take pictures of the castle.	Pictures of the castle are taken .
Past Simple	
They took pictures of the castle.	Pictures of the castle were taken .
Present Perfect	
They have taken pictures of the castle.	Pictures of the castle have been taken .
Past Perfect Simple	
They had taken pictures of the castle.	Pictures of the castle had been taken .
Future will	
They will take pictures of the castle.	Pictures of the castle will be taken .
Modal verbs	
They may take pictures of the castle.	Pictures of the castle may be taken .

NOTE

When we want to mention who or what is responsible for the action, we use the agent (*by* + noun or pronoun).

*Pictures of the castle are taken **by** many tourists.*

We do not use the agent when we don't know or when it is easy to understand who the agent is.

Grammar Reference p. 130.

When in Havana, Cuba, a fun way to get around is by Coco taxi. Coco taxis (1) **are considered / consider** a trademark of Cuba and (2) **have been used / have used** for years. They (3) **call / are called** 'coco' (Spanish for coconut) because of their shape. They are bright yellow and (4) **can see / can be seen** all around the city. As the locals will tell you, you (5) **will find / will be found** no faster or more enjoyable means of transport in the world! Because they are three-wheeled and can only (6) **carry / be carried** three passengers, they can go very fast, plus you can breathe some fresh Cuban air. Ask the driver and you will (7) **show / be shown** all the sights of Havana.

6a listening & reading

A. Discuss.

- Have you ever stayed in a hotel? What was it like?
- In your opinion, which of the following hotel facilities and services are the most important?

swimming pool beauty salon room service spa sauna conference rooms
business centre Wi-Fi connection air conditioning

B. Listen to three dialogues and decide which order they took place in.



1 Receptionist Welcome to the Jeddah Luxury Hotel.
Salman How may I help you?
I would like to check in, please. My name is Nasser. Salman Nasser.
Receptionist OK. Can I have your ID or your passport please?
Salman Sure. Here you are.
Receptionist Let's see... Nasser... Ah yes, I have you down for two nights. Is that right?
Salman Yes, it is.
Receptionist Can I have your credit card, please?
Salman Although I have a credit card, I'd prefer to pay in cash. Is that a problem?
Receptionist No problem at all. But if you choose to pay in cash, you will also have to leave a SAR1,000 deposit as a guarantee against any damage.
Salman Do you accept traveller's cheques?
Receptionist No, I'm sorry, we don't.
Salman In that case, charge the room to my credit card.
Receptionist OK. Here is your key. Please enjoy your stay with us.

2 Salman Good morning. I'd like to check out, please.
Receptionist What is your room number, sir?
Salman 203.
Receptionist Just a minute please... OK... so you ordered room service.
Salman Yes, that's right.
Receptionist Here is your receipt. Please sign at the bottom.
Salman I'd like two copies please so that I can give one to my accountant and keep one for my own records, too.
Receptionist Of course. Here you are and thank you for staying with us.



3 Receptionist Jeddah Luxury Hotel, how can I help you?
Salman My name is Salman Nasser and I'd like to change my reservation at your hotel.
Receptionist When was your original reservation for?
Salman It was supposed to be for this weekend, but because of a small problem that has come up, I'd like to make it for the following weekend, the 30th and 31st.
Receptionist Hmm, I'm sorry, Mr Nasser but there are no rooms available for that weekend.
Salman Oh no! How terrible! But didn't you recently expand the hotel in order to accommodate more guests?
Receptionist Well, despite adding an extra wing with 50 more rooms, we have none available. You see, it's a long weekend next weekend and many people have decided to take advantage of our 20% special discount offer. Oh... hold on a minute, Mr Nasser. This is your lucky day! There's a double room available as a reservation has just been cancelled.
Salman That's wonderful! Please book the room for me.
Receptionist OK, Mr Nasser. We look forward to seeing you.

C. Read the dialogues and answer the questions below.

1. What is the hotel offering guests staying for the weekend of the 30th and 31st?
2. When did Salman originally plan to stay at the hotel?
3. What will Salman have to do if he decides to pay in cash?
4. How does Salman finally pay for his room?
5. What does Salman ask for at the checkout counter when he pays his bill?

D. Find words in the dialogues which mean the following.

1. a sum of money which you pay and may be returned to you (dialogue 1)
2. ask for payment from (dialogue 1)
3. a piece of paper that proves you have paid money (dialogue 2)
4. make bigger (dialogue 3)
5. have enough room for (dialogue 3)
6. a reduction in the usual price (dialogue 3)

E. Talk in pairs. Read the situations below and act out the conversations.

ROLE PLAY

Student A: Imagine that you would like to change a reservation at / check into / check out of the Belvedere Hotel.

Student B: Imagine you are a receptionist working in the hotel.

VOCABULARY

COMPOUND NOUNS

A. Look at the extracts from dialogue 2. What do the phrases in bold mean?

*What is your **room number**, sir?*

*...so you ordered **room service**.*

NOTE

A compound noun is a combination of two nouns that function as one word. The first noun defines the second one, e.g. *room number* is the number of a room.

B. Match the nouns on the left with those on the right to form compound nouns. Then complete the sentences 1-5 with some of them.

package	guest
holiday	ticket
hotel	season
peak	forecast
return	tour
weather	destination

1. All _____ can use the gym, sauna and relaxation room for free.
2. According to the _____, it will be sunny and dry next weekend.
3. August is _____, that's why all the hotels are so expensive.
4. We are going on a _____ to Lebanon. Would you like to come along?
5. This airline has cheap flights to all the popular _____ around the world.

vocabulary & grammar

GRAMMAR

CLAUSES OF REASON

Look at the extracts from the dialogues and answer the question that follows.

...because of a small problem that has come up, I'd like to make it for the following weekend...

There's a double room available as a reservation has just been cancelled.

- Are the phrases in bold used to explain why something happens or to express result?

Use **because**, **as**, **since**, **because of** and **due to** to express the reason why something happens.

- because / as + subject + verb
- because of / due to + noun or -ing form

CLAUSES OF CONCESSION

Look at the extracts from the dialogues and answer the question that follows.

Although I have a credit card, I'd prefer to pay in cash.

...despite adding an extra wing with 50 more rooms, we have none available.

- Do the phrases in bold express an idea which is in agreement or in contrast with the rest of the sentence?

Use **although**, **even though**, **in spite of** and **despite** to express an idea which is in contrast with the idea expressed in the main clause.

- although / even though + subject + verb
- in spite of / despite + noun or -ing form

CLAUSES OF PURPOSE

Look at the extracts from the dialogues and underline the phrases which are used to express purpose.

I'd like two copies please so that I can give one to my accountant and keep one for my own records, too.

But didn't you recently expand the hotel in order to accommodate more guests?

To express purpose, use:

- to / in order (not) to / so as (not) to + base form
- so that + subject + can/could/will/would/may/might + base form

Grammar Reference p. 131.

PRACTICE

Read the text below and circle the correct answer.

- (1) Although / As I have travelled to many different places, the place that made the strongest impression on me is Siwa in Egypt. This is (2) because / despite it is a beautiful oasis which makes you feel relaxed and full of energy. (3) Despite / Even though there is a road which connects Siwa to the outside world, it is a difficult place to reach – by car it can take up to ten hours and by bus it can take even longer. As you drive, you will feel a little sleepy (4) due to / in spite of the endless miles of straight road that you have to cover (5) in order to / so that get there. When you arrive, you will see the isolated town of Siwa which is surrounded by the desert. The town is beside Lake Siwa, which is an enormous salt lake. (6) In order to / Due to fully appreciate the beauty of this place, it is necessary to take a trip into the desert (7) although / as this will reveal the magic of the Sahara to you. Remember to pack some warm clothes; (8) despite / although the intense heat, once the sun goes down, the desert becomes incredibly cold. (9) Because / Even though the journey to Siwa is a tiring one, the reward at the end of your trip makes up for it.

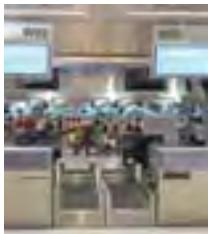
6a listening & speaking

LISTENING



A. Discuss.

- If you were going to travel somewhere by plane, would you rather have a **window seat** or an **aisle seat**? Why?
- What are the following places at an airport?



check-in desk terminal gate

- Which of the following documents might you need if you want to travel by plane to another country?

visa driving licence passport ID card

- If you want to change a flight reservation, which of the following do you think you need?

passport number
flight reservation number
seat number flight number

- What information does a **boarding pass** include?
- What do you think a **frequent flyer programme** is? What kind of person would have a **frequent flyer card**?



SPEAKING

Talk in groups. Look at the pictures of the different means of transport and discuss the following questions. You can use some of the words/phrases in the boxes.

- What are the advantages and/or disadvantages of each of these means of transport?
- Which means of transport, the car or the bicycle, would you prefer to use for short distances in a city?
- Which means of transport, the car or the aeroplane, would you prefer to use for travelling long distances between cities/countries?
- Is there any other means of transport you would prefer to the ones in the pictures? Why?

convenient safe comfortable tiring expensive fuel parking problem exhaust fumes
keep fit exposed to heat/rain/snow traffic jams air/noise pollution environmentally friendly

An advantage/disadvantage of... is...

Another advantage/disadvantage is...

One of the best/worst things about travelling by... is that...

In my opinion, ... is much better/worse than...

I would much rather travel by... I definitely prefer... to...



WRITING A PARAGRAPH EXPRESSING AN OPINION

A. Discuss.

- Have you ever been on a camping holiday? If yes, did you enjoy it? If not, would you like to go on one? Why / Why not?
- In your opinion, what are some of the advantages and disadvantages of camping?

B. Read the rubric below and two different opinions expressed in the paragraphs that follow. Which opinion do you agree with?

Camping is the best way to enjoy yourself and relax while on holiday. Do you agree?

Camping is a fun and relaxing way to spend a holiday. In my opinion, the experience of being so close to nature is unbeatable. Firstly, being out in the open helps you to relax and forget your anxieties. Whether you choose to camp in the mountains or on a beach by the sea, waking up to the sounds of the forest or the sea is the perfect way to start the day. Next, you are able to have fun doing all sorts of activities. If you are the energetic type, you can go swimming, hiking, cycling or even climbing. Those of you who want to relax can lie in a hammock and read a book. Finally, at night, there is no better way to end the day than sitting around the campfire with your friends or family telling stories and jokes or simply lying on the beach looking up at the stars.

Many people claim that camping holidays can be a lot of fun and especially relaxing. However, in my experience, this is not the case. In the first place, having to sleep in a tent exposed to the heat, cold or rain and sleep on the ground in an uncomfortable sleeping bag is not in any way enjoyable. Pitching a tent and cooking over a fire is exhausting work and certainly not relaxing. What's more, if you are not the outdoor type, there is absolutely nothing for you to do for the rest of the day so, instead of having fun, you feel bored and restless. Last but not least, when you go camping, there is limited space, which is very inconvenient.

C. Read the two paragraphs again and answer the questions that follow.

1. In what part of the paragraph do the writers clearly state their opinion of camping? What phrases do they use?
 2. Which words/phrases do the writers use to list/add points? Underline them.
- D. Think about the advantages and disadvantages of travelling by car and list them below. You can use ideas from the Speaking section and add more. Do you think the advantages outweigh the disadvantages?**

ADVANTAGES	DISADVANTAGES

WRITING TASK

Read the rubric below and write a paragraph expressing your opinion (70-100 words).

Travelling by car is no longer a luxury but a necessity. Do you agree?

TIP

When you are writing a paragraph expressing your opinion:

- begin with a sentence introducing the topic.
- express your opinion clearly and give reasons.
- use linking words/phrases to list/add points.

6b reading

Beam me up...

A. Discuss.

- Read the title of the text. What do you think it means?
- What do you like/dislike about science fiction?

B. Read the text quickly and match the headings 1-6 with the paragraphs A-F of the text.

- | | |
|-------------------------------|--------------------------|
| 1. Ahead of its time | <input type="checkbox"/> |
| 2. It really happened! | <input type="checkbox"/> |
| 3. What does the future hold? | <input type="checkbox"/> |
| 4. Not yet possible | <input type="checkbox"/> |
| 5. An all-time classic | <input type="checkbox"/> |
| 6. A unique way of travelling | <input type="checkbox"/> |

C. Read the text again and answer the following questions.

1. According to the text, science fiction is a combination of science and
 - a. everyday objects.
 - b. commonplace technology.
 - c. fictional characters.
 - d. great imagination.
2. Which of the following was not used in the *Star Trek* series?
 - a. mobile phones
 - b. portable computers
 - c. speech recognition technology
 - d. prophetic technology
3. According to the text, what do some scientists believe?
 - a. One day we will be able to travel at the speed of light.
 - b. Some technology in *Star Trek* will not become a reality.
 - c. Spaceships will never be able to go faster than they do now.
 - d. Warp speed can't be explained by physics.
4. What did the 'transporter' in the *Star Trek* series do?
 - a. transport the image of a person anywhere
 - b. transport a person from one place to another
 - c. transport spaceships to strange planets
 - d. transport spaceships out of danger
5. The writer suggests that
 - a. 'beaming' will never be used in the future.
 - b. 'beaming' will not require us to work.
 - c. 'beaming' could replace the need for transportation.
 - d. 'beaming' in the future will not be different from the *Star Trek* version.

A

Star Trek, by the American science fiction writer Gene Roddenberry, is generally considered to be the most popular and successful science-fiction story of all time. Its popularity grew and grew and today it boasts millions of fans from all around the world.

B

All science fiction is based on the mix of science and fantasy and no other series of books has really done it better than *Star Trek*. Long before the technology became commonplace, mobile and hand-held phones were being used in *Star Trek*. Small portable computers, rather like our laptops today, were being carried around by the characters and speech recognition technology was being used. In many respects, the technology of *Star Trek* was 'prophetic', and many things which were thought to be impossible then are now objects we use every day.

C

Some of the technology, however, has still not become reality. Spaceships are still not being sent into space at warp speed (a fictional speed enabling spaceships to travel at around the speed of light). It is argued by some scientists that this will never be possible as it goes against the laws of physics.

D

Perhaps the most famous technological idea put forward in *Star Trek* was that of 'beaming' people to different places. 'Beaming' was done in the 'transporter', a fictional machine which could transport people and things to wherever they wanted to go immediately. In the case of *Star Trek*, people were usually being beamed to a strange planet or back to the spaceship and out of danger. In fact, the 'beaming' of people to different places has become one of the most famous aspects of the *Star Trek* technology and the phrase 'Beam me up, Scotty' became a catch-phrase for a whole generation of *Star Trek* fans.

E

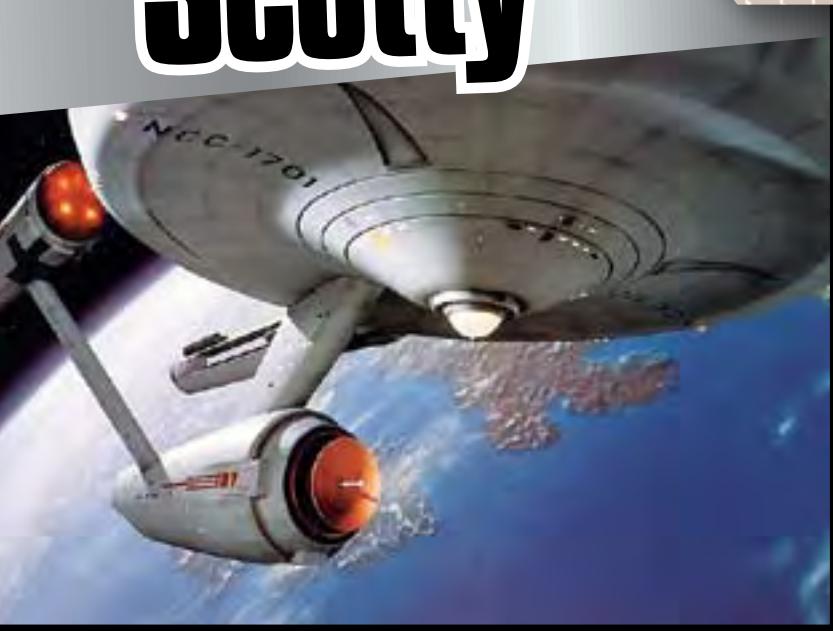
Whether we will ever really be able to 'beam' people from one place to another is now a question for discussion. A television news station has recently successfully 'beamed' the image of one of its reporters into the studio via computer and interviewed him as though he were actually present. He was, in reality, thousands of miles away.

F

Of course, this was slightly different from the *Star Trek* version of 'beaming'. It could, however, still have consequences for transportation in the future. It may mean we will no longer be present at work or in the classroom, but our hologram image will be beamed to wherever we want or have to be. Could 'beaming' solve our transportation problems in the future?

Scotty

vocabulary & grammar



VOCABULARY

1. NOUNS DESCRIBING OCCUPATIONS

A. The nouns *writer* and *scientist* appear in the text on page 92. Which words do they come from?

NOTE

Many nouns used to describe occupations end in suffixes such as *-ist*, *-er* and *-ian*.

B. What are the occupations corresponding to the words below? Write them in the correct column in the table.

science	report	electricity	engine
reception	manage	politics	clean
mathematics	art	biology	technology

-er	-ist	-ian
reporter	scientist	electrician

C. Use some of the words from the table above to complete the sentences.

1. Ian thinks that some _____ often don't care about the community and only think about their ambitions.
2. Some _____ believe that there is life on other planets.
3. The _____ at the Martin Hotel gave us a lot of information about the city.
4. Mark had always been interested in painting and grew up to be a famous _____.
5. We couldn't figure out why the lights didn't work, so we called the _____.
6. Our _____, James Reese, will give us the latest news on this issue.

D. Match the words highlighted in the text with their meanings.

- | | | |
|-----------------|--------------------------|--|
| 1. commonplace | <input type="checkbox"/> | a. something that can be easily carried or moved |
| 2. portable | <input type="checkbox"/> | b. through |
| 3. fictional | <input type="checkbox"/> | c. a little |
| 4. aspects | <input type="checkbox"/> | d. effects |
| 5. via | <input type="checkbox"/> | e. features |
| 6. slightly | <input type="checkbox"/> | f. usual, ordinary |
| 7. consequences | <input type="checkbox"/> | g. imaginary |

E. Discuss.

Imagine you are living 200 years from now. As quickly as possible, make a list of things which you think you would be able to do then, which are not possible now. Then, compare lists with other people in your class. Have any others had the same or similar ideas? Which are the most popular ideas?

2. PREPOSITIONAL PHRASES WITH 'AT' AND 'IN'

A. Find prepositional phrases with *at* and *in* in the text on page 92. Can you think of any other common ones?

B. Complete the sentences 1-8 with prepositional phrases from the list below.

at first	at last	at least	at once
at the age of	at the latest	at the moment	
in a hurry	in a good/bad mood	in a mess	
in detail	in general	in other words	
		in particular	

1. _____, Ahmed and Ayman didn't get along, but later, they became best friends.
2. I wouldn't ask them for a favour if I were you. They are _____ today.
3. My father had an accident _____ eight, and has had a fear of cars ever since.
4. I would like you to write a report and have it ready by Monday _____. There is no time to waste.
5. John was asked to leave the office and never come back. _____, he was fired.
6. Can't you do something about your office? It's always _____!
7. Before Gary decided to change careers, he discussed it with his parents _____.
8. If you can't go to your cousins' house for dinner, _____ call them to let them know.

6b vocabulary & grammar

3. ADJECTIVE SUFFIXES

- A. The adjectives *different* and *fictional* appear in the text on page 92. Which words do they derive from? What suffixes are used?

NOTE

Many adjectives are formed by adding the suffixes *-ent*, *-al* and *-ly* to a noun or verb.

- B. Look at the adjectives in the table below. Decide which words they come from and what they mean.

-ent	confident, dependent, existent, etc.
-al	educational, additional, natural, national, logical, personal, traditional, etc.
-ly	costly, daily, weekly, monthly, yearly, etc.

GRAMMAR

PASSIVE VOICE II

- A. Look at the following extracts from the text on page 92 and answer the questions that follow.

Long before the technology became commonplace, mobile and hand-held phones **were being used** in Star Trek.

Spaceships **are still not being sent** into space at warp speed...

1. How would the above extracts be written in the Active Voice?

Long before the technology became commonplace, people were _____ in Star Trek.

We are _____ into space at warp speed...

2. How do we form the Present Progressive and Past Progressive in the Passive Voice?

In many respects, the technology of Star Trek was 'prophetic' and **many things which were thought to be impossible then are now objects we use every day**.

3. What does the phrase in bold mean?

- a. People were thinking about many impossible things then.
b. People thought that many things were impossible then.

- B. Read the table below and give one more example for each case.

Active Voice	Passive Voice
Present Progressive	
They are taking pictures of the castle.	Pictures of the castle are being taken .
Past Progressive	
They were taking pictures of the castle.	Pictures of the castle were being taken .
Verbs say, think, know, etc.	
They say he is very rich.	It is said that he is very rich. He is said to be very rich.

Grammar Reference p. 130.

PRACTICE

Rewrite the following sentences in the Passive Voice starting with the words given.

- The reporter is interviewing the politician at the moment.
The politician _____.
- They say that Tim's last book is a huge success.
Tim's last book _____.
- The students were using two laptops for this project.
Two laptops _____.
- People believe that Niles is a millionaire.
Niles _____.
- I am sending the e-mails as we speak.
The e-mails _____.
- Everyone thinks that the house on the hill belongs to a rich businessman.
It _____.

ENGLISH IN USE

Complete the text with the correct form of the words in capitals.

GLOBE TREKKER

'Globe Trekker,' one of the most

- (1) _____ TV programmes of recent years, is a TV series featuring (2) _____ documentaries about travelling around the world. A team of TV hosts called (3) ' _____', go to exotic places and provide viewers with a taste of life in that part of the world. The hosts interact with locals and take part in their (4) _____ lives, visit the sights, find out about the history and culture of the place and taste (5) _____ cuisine.

SUCCESS

EXCITE

TRAVEL

DAY

TRADITION

COST

ADDITION

POPULAR

The show is addressed to tourists of all budgets. However, Ian Wright, one of the most popular hosts, says that you don't have to stay in (6) _____ hotels to enjoy a trip to a foreign country. Staying with local families is a great way to get (7) _____ information about the country you are visiting, not to mention much cheaper than staying in a hotel. 'Globe Trekker' has enjoyed (8) _____ for more than fifteen years, and its hosts are likely to continue trekking the globe for many years.

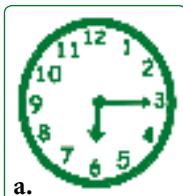
listening & speaking

LISTENING

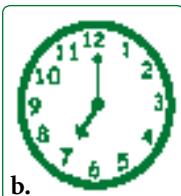


You will hear five short conversations. For questions 1-5 choose the picture which answers the question correctly.

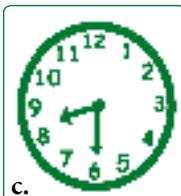
1. Which train are they going to take?



a.



b.



c.

2. Where are they going to go this summer?



a.



b.



c.

3. How is the man going to travel?



a.

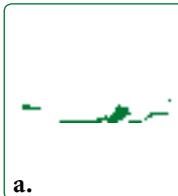


b.



c.

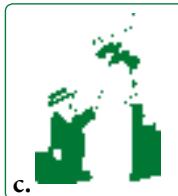
4. Where did the man last see his passport?



a.

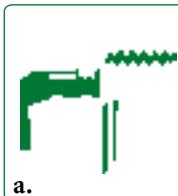


b.



c.

5. What did the man not do?



a.



b.



c.

SPEAKING

A. Look at photographs A1 and A2 showing holiday destinations. Compare the photographs and discuss the following questions.

- What are the benefits and drawbacks of going to either place?
- Which holiday destination would you prefer?

relaxing challenging exciting rewarding
fresh air winter/water sports refreshing
energising



A1



A2

B. Look at photographs B1 and B2 showing types of holidays. Compare the photographs and discuss the following questions.

- What are the differences between a package tour and independent travelling?
- Which type of holiday is more appealing to you?

organised free time group alone guide
lost freedom safe expensive save money
shared experience



B1



B2

I think that... is... because...
... is better/worse than... because...

I think/don't think... is practical because...
... would be more/less fun for tourists because...

6b writing

WRITING AN ESSAY EXPRESSING AN OPINION

A. Discuss.

- Are you happy where you live? Why / Why not?
- For what reasons would you consider moving to another place?

B. Read the rubric, underline the key words and answer the question that follows.

Your teacher has asked you to write an essay on the following topic:

Many young people prefer to leave small towns and move to larger cities because they feel there are more options available. What is your opinion?

What are you asked to do?

- describe life in a big city
- present your ideas and arguments and give your opinion
- express your opinion and give advice

C. Now read the essay and answer the questions that follow.

It is a fact that many young people today would like to live in a large city. The obvious reason for this is that a big city has more things to offer a young person who is starting out in life.

Firstly, there are better study and employment opportunities in cities compared to small towns. The universities and other educational institutions in cities offer courses that might not be available to students in smaller towns. Students also have the chance to meet people with similar interests during their studies. In addition, cities support a large number of businesses and organisations which are all a source of employment.

Another reason why cities are so attractive is because they offer a wide range of entertainment. For instance, you can find museums, galleries and libraries. There are also different kinds of restaurants and cafés where young people can meet. Futhermore, with the giant shopping centres and big department stores, shopping is also more exciting.

In my opinion, living in a city can be a beneficial experience for a young person. A city offers a wealth of opportunities and entertainment choices and also broadens your mind by giving you the chance to meet new people.



1. What is the function of the sentences underlined in the essay?
 - a. to summarise what the writer has said in the previous paragraph
 - b. to introduce the main idea of the paragraph
2. What does the writer do in paragraph 2?
 - a. gives examples of many universities and job opportunities
 - b. explains what he/she means in the first sentence.
3. What does the writer do in paragraph 3?
 - a. gives examples of what he/she mentions in the first sentence
 - b. explains the reasons why people like entertainment

D. Look at the words highlighted in the essay and use them to complete the table below.

You can use the following linking words/phrases to:	
List points	, to begin with, in the first place, finally
Add points	, , , , moreover, what is more
Give examples	, such as, for example, especially
Give your opinion	, I believe, from my point of view

NOTE

Topic sentences introduce the central idea of the paragraph. The other sentences in the paragraph develop the idea expressed in the topic sentence by expanding on it, giving examples or explaining it.

E. Read the essay below and choose the best topic sentence a-d for each paragraph. Then, circle the correct linking words/phrases.

- Without a doubt, booking a holiday can be a very stressful task.
- For all these reasons, going on a package holiday can be more enjoyable than being an independent traveller.
- Furthermore, a tour operator will have a better knowledge of the country you want to visit.
- Package holidays are a far better way for people to visit a country than travelling independently.

1 There are a number of reasons why this type of holiday is the most convenient way to travel.

2 For instance / I believe, if you travel independently, you have to book flights and accommodation plus organise other things such as / also car rental and travel insurance. What's more / Finally, you have to spend time searching for the most economical options. With a package holiday, all of these things are taken care of, so you can sit back and look forward to your holiday.

3 For example / Such as, tour operators know where the safest and best places to stay and eat are. However, if you are an independent traveller you may not know all these things.

4 In my opinion / Especially, package holidays offer tourists a relatively stress-free way to see a foreign country and are the best way to travel.

F. When you are writing an essay giving your opinion follow the outline below.

INTRODUCTION

- Briefly introduce the topic you are going to discuss.
- Say how you feel about it.

MAIN PART (2 paragraphs)

- Choose two main aspects of the issue and write one paragraph on each.
- Explain your ideas/points and give examples if possible.

CONCLUSION

- Sum up by stating your overall opinion.

G. Read the rubric below. Then, make an outline for the essay following the guidelines in F and using ideas from the Speaking section on page 95.

Your teacher has asked you to write an essay on the following topic:

The ideal summer holiday destination is a small, peaceful town. Do you agree?

**WRITING TASK**

Write your essay (100-150 words).

TIP

When you are writing an essay expressing an opinion:

- select a few ideas/points/arguments (the ones you have the most to say about). Don't try to deal with too many points.
- use topic sentences to express the central idea of each paragraph.
- develop the paragraphs by expanding on the idea in the topic sentence. Justify your ideas and, when possible, use examples to illustrate them.
- use a variety of linking words/phrases to list points, add more points, give examples and express your opinion.

6 round-up

VOCABULARY & GRAMMAR

A. Choose the word or phrase that most appropriately completes each sentence.

1. The old castle is the town's main tourist _____.
a. site b. location c. attraction d. area
2. The climbers wanted to _____ the top of the mountain before it got dark.
a. get b. reach c. arrive d. come
3. The teacher wants us to hand in our assignments by Wednesday _____. Anything after that won't be accepted.
a. at least b. at last c. at once d. at the latest
4. Do his paintings _____ to you?
a. impress b. appreciate c. appeal d. attack
5. John _____ visits his grandparents as they always have sweets for him.
a. frequently b. originally c. especially d. repeatedly
6. Mike is bored with his job and wants to find something more _____.
a. relaxing b. stressful c. challenging d. refreshing
7. With no public transport in that small town, getting around was hard and _____.
a. isolated b. inconvenient c. confident d. enjoyable
8. He's a very imaginative writer, who likes to create _____ worlds for his characters to inhabit.
a. traditional b. portable c. fictional d. additional
9. The city council has decided to _____ the old Town Hall rather than tear it down.
a. restore b. guarantee c. construct d. broaden
10. Saud has lots of experience so he's the _____ person for the job.
a. logical b. ideal c. enthusiastic d. beneficial

B. Choose the word or phrase that produces a grammatically correct sentence.

1. The politician admitted that mistakes _____ in the past.
a. had been made b. had made c. were making d. made
2. He _____ the richest man in the world.
a. is said to be b. is said that c. is said that he is d. is said
3. 'Why did you wake up so early today?'
'_____ catch the first train into town.'
a. Because b. In order to c. So that d. So as
4. _____ he is rich and good-looking, he's still single.
a. Despite b. Even c. Because d. Although
5. Sami ran home because he thought he _____ by a strange man.
a. was following b. followed c. was being followed d. had followed
6. _____ the bad weather, Steven went sailing.
a. Although b. Due to c. Despite d. Because
7. 'Why are you drinking coffee so late at night?'
'_____ I can stay awake and finish reading my book.'
a. Despite b. Though c. So that d. In order
8. It is believed _____ somewhere in Dubai.
a. that Adam lives b. Adam to live c. to live Adam d. Adam that he lives
9. The climbers felt exhausted _____ the heat.
a. because b. as c. due to d. despite
10. Nothing this big _____ before.
a. has ever built b. has ever been built c. has ever been building d. has ever had built

C. Read the text below and decide which answer *a*, *b* or *c* best fits each gap.

A Traveller's Story

Last year I spent 6 months travelling around India with my brother. We started out in Mumbai. Travelling with heavy suitcases is not easy, but I tried to think how fit I would be at the end of the trip from (1) _____ all that weight. Mumbai is a fascinating city; the food, the people, the weather, it was all so overwhelming. Next, we took a train to Goa; after the hectic atmosphere of Mumbai, the slower pace of Goa was more (2) _____. We saw impressive buildings and old colonial-style houses. There were beautiful sandy beaches and scenic (3) _____ to explore. From Goa, we travelled on to Kerala and then to Bangalore. This section was the toughest for me because I came down with a stomach flu when we got to Bangalore. When I finally recovered, I was ready to continue on our (4) _____ so we travelled north to the Golden Triangle, the three most popular holiday (5) _____ in India: Delhi, Agra and Jaipur. A (6) _____ attraction is the Taj Mahal in Agra; it (7) _____ to be one of the most spectacular sights in India. (8) _____ being exhausting and at times very demanding, the trip was an amazing experience for me.

- | | |
|---|--|
| 1. a. carrying
b. bringing
c. taking | 5. a. comforts
b. seasons
c. destinations |
| 2. a. energising
b. relaxing
c. flexible | 6. a. major
b. final
c. convenient |
| 3. a. countryside
b. country
c. campsites | 7. a. is thinking
b. is thought
c. thought |
| 4. a. journey
b. location
c. fare | 8. a. Because of
b. Due to
c. In spite of |

D. Read the text below and think of the word that best fits each gap. Use only one word in each gap.

What to see in Coventry

The old city of Coventry can (1) _____ found a few kilometres away from Birmingham. In (2) _____ to get the most of your visit there, visit the historical buildings in the heart of the town. A lot of things have (3) _____ written about Coventry, especially because (4) _____ the fact that part of it was destroyed by bombs in the 1940s and later rebuilt. Drive a few kilometres and visit Warwick Castle with its 14th century towers and old furniture. For

those who love shopping, the modern West Orchards Centre is the answer. Located in the city centre, it is enormous and of course easily accessible. Keep in mind that a new shopping centre is (5) _____ built at the moment in the area. Before leaving Coventry, (6) _____ sure you visit the Herbert Art Gallery and Museum. (7) _____ is said that it has undergone a renovation (8) _____ cost £20 million.

E. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.
Do not change the word given. You must use between two and five words, including the word given.

1. The football game was cancelled because it was raining.
The football game was cancelled _____ rain. of
2. I left early because I didn't want to miss the bus.
I left early _____ miss the bus. would
3. Although he trained very hard, Matt did not win the race.
Matt did not win the race _____ very hard. of
4. People believe that someone forced Mike to quit his job.
It _____ forced to quit his job. was
5. The government is providing earthquake victims with food and water.
Earthquake victims _____ food and water by the government. provided
6. The police caught the burglar while he was still in the house.
The burglar _____ while he was still in the house. by
7. Rob gave up eating chocolate because he wanted to lose weight.
Rob gave up eating chocolate _____ weight. order
8. Despite feeling very ill, Maria went to school.
Maria went to school _____ very ill. even

6 round-up

LISTENING



You will hear people talking in six different situations. For questions 1-6, choose the best answer *a*, *b* or *c*.

1. You overhear two people talking.

Where was the Frida Kahlo exhibition?

- a. in Mexico
- b. in Leamington
- c. in London

2. You will hear part of a telephone conversation.

When is the man checking out?

- a. 27th
- b. 28th
- c. 29th

3. You hear a conversation between a tour guide and a man on a tour.

What is the group going to do now?

- a. go shopping
- b. visit the medieval castle
- c. go to the National Gardens

4. You overhear two friends talking.

What is the weather going to be like in Barcelona?

- a. warm and sunny
- b. cold and rainy
- c. we don't know

5. You hear two people discussing holiday plans.

Why doesn't the man want to go to Costa Rica?

- a. He doesn't like flying to faraway places.
- b. He would rather go to a tropical island.
- c. He thinks it might be too expensive.

6. You overhear two people talking about their plans for the weekend.

Why is the man going to go to Dover?

- a. to go shopping
- b. to escape from the rainy weather
- c. to do something different

SELF-ASSESSMENT

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

Now I can...

- | | | |
|------------|--|--|
| VOCABULARY | <ul style="list-style-type: none">› distinguish the difference in meaning of words easily confused› use compound nouns› use words and phrases related to air travel› form nouns describing occupations› use prepositional phrases with <i>at</i> and <i>in</i>› form adjectives by using suffixes | <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> |
| GRAMMAR | <ul style="list-style-type: none">› use the Passive Voice appropriately› use clauses of reason, concession and purpose | <input type="checkbox"/>
<input type="checkbox"/> |
| READING | <ul style="list-style-type: none">› skim a text to understand the gist and identify its purpose› understand details in a text› understand text organisation and reconstruct a gapped text | <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> |
| LISTENING | <ul style="list-style-type: none">› understand the necessary information in short conversations› understand specific information in short conversations and identify the picture that corresponds to the information | <input type="checkbox"/>
<input type="checkbox"/> |
| SPEAKING | <ul style="list-style-type: none">› talk about means of transport, types of holidays and holiday destinations› compare pictures and express opinion and preference | <input type="checkbox"/>
<input type="checkbox"/> |
| WRITING | <ul style="list-style-type: none">› write a paragraph expressing my opinion› write an essay expressing my opinion | <input type="checkbox"/>
<input type="checkbox"/> |

CULTURE PAGES

The Voyage of the Brendan → Go to page 121.

Optional

Up-to-date

7



In this module you will...

- ▶ learn how to express criticism, possibility and certainty in the past
- ▶ talk about various aspects of modern life including technology and devices
- ▶ learn how to express your opinion and justify it
- ▶ learn how to write a letter expressing your opinion and a letter/e-mail asking for information
- ▶ acquire skills and strategies that will help you in exams

7a reading

A. Discuss.

- Do you ever use the Internet to help you with your language learning? If so what do you use it for?

B. Read the text quickly and choose which title a, b or c is the most appropriate for the text.

a English is all around us!

b No more pencils, no more books, no more teachers!

c Learning English with new technology!



Today, many computer experts claim that traditional language learning methods used in classrooms will gradually be replaced by newer methods. Some of these new methods include e-learning, attending virtual classrooms, using tandem e-mail and using interactive CDs.

E-learning is short for electronic learning and, as the name suggests, it means any kind of learning environment which is electronic. On the Internet there are countless sites dedicated to language learning. These include worksheets, interactive games, puzzles, quizzes and so on.

It is also claimed that a day may come when we will no longer have to go to class. Instead, we will sit in front of the computer, log on from home, and 'meet' our teacher and other learners in a 'virtual' classroom. Although this type of learning environment is quite similar to the traditional classroom, it makes the learner far more independent and flexible. The teacher, or moderator, encourages the language learner to analyse what and how he or she wants to learn and then helps him or her to achieve those ends. Virtual classrooms can use all the online resources available and usually use a type of chat room to practise oral communication.

Another new method of language learning is tandem e-mail. Tandem learning means learning with a partner who is a native speaker of the language you are learning, but who is also learning your native language. In tandem e-mail, you and your partner exchange e-mails written half in the one language and half in the other. In this way, both you and your partner are reading and writing in the 'foreign' language. Tandem e-mail exchanges provide a very fast, immediate way of communicating. It is 'real' communication with a partner who is about the same age and may have the same interests.

Finally, there are interactive language learning CDs which offer a range of benefits. Learners can work at their own speed and can repeat vocabulary and phrases as often as they wish. Conversations are spoken by native speakers, which helps with pronunciation. CDs use a range of media; short clips of typical scenes and situations, interactive quizzes and much more.

So are the days of the traditional classroom numbered? Will the teacher be unnecessary? It is unlikely. However, the new media will play an increasingly important part in all learning and will complement traditional English teaching rather than replace it entirely.

C. Read the text again and decide if the following statements are True, False or Not Mentioned. Write T, F or NM in the boxes.

1. At the moment, there are not many sites on the Internet for language learning.
2. A teacher will still be needed in virtual classrooms.
3. In the virtual classroom, the students decide which areas of language learning they want to focus on.
4. In tandem e-mail, both students are learning the same language.
5. Of all the methods mentioned in the text, interactive CDs are the most effective way of learning.
6. The writer believes that teachers will not be necessary in the future.

D. Match the words highlighted in the text with their meanings. There is one extra meaning which you do not need to use.

- | | | |
|---------------|--------------------------|----------------------------------|
| 1. countless | <input type="checkbox"/> | a. go well with |
| 2. flexible | <input type="checkbox"/> | b. use instead of something else |
| 3. range | <input type="checkbox"/> | c. able to change easily |
| 4. complement | <input type="checkbox"/> | d. a lot of |
| 5. replace | <input type="checkbox"/> | e. device |
| | | f. variety |

E. Discuss.

- Which of the language learning methods mentioned in the text do you find the most interesting and effective?
- What do you think the advantages and disadvantages of each of them are?

VOCABULARY

ADJECTIVES + PREPOSITIONS

A. Complete the chart with the adjectives in the box.

aware full similar curious
jealous famous suitable
serious harmful responsible
relevant nervous

to	about
for	of

B. Complete the sentences below using adjectives + prepositions from the exercise above.

1. Even though I studied a lot last night, I'm _____ my History test today.
2. I don't understand how your question is _____ our class discussion.
3. People should always be held _____ their own mistakes and not blame others.
4. This sauce is very _____ a sauce I had in China.
5. I don't think people are _____ the extent of the damage that has been done.

vocabulary & grammar

GRAMMAR

INFINITIVES AND -ING FORMS

A. Look at the following examples and match them with the uses of the full infinitive.

1. *The teacher, or moderator, encourages the language learner to analyse what and how he or she wants to learn.*
2. *Virtual classrooms usually use a type of chat room to practise oral communication.*
3. *It is interesting to learn a language through tandem e-mail.*
4. *I don't know how to search for a worksheet.*
5. *Have you got enough money to buy this laptop?*

The full infinitive (to + base form) is used:

- a. to express purpose
- b. after certain verbs (*want, would like, hope, decide, learn, etc.*)
- c. after *too* and *enough*
- d. after *it + be + adjective*
- e. after question words (*who, what, how, etc.*)

NOTE

Use the bare infinitive (base form without *to*) after most modal verbs (*can, could, must, may, should, etc.*), *would rather* and *had better*. Also, after the verbs *let* and *make* in the active voice.

B. Look at the following examples and match them with the uses of the -ing form.

1. *What about installing a multimedia program?*
2. *Tandem e-mail exchanges provide a very fast, immediate way of communicating.*
3. *Learning is generally more individual and self-directed.*
4. *Ian is considering attending a virtual classroom.*

The -ing form is used:

- a. as a subject
- b. after certain verbs (*enjoy, finish, avoid, imagine, etc.*)
- c. after certain expressions (*how about, it's no use, it's worth, etc.*)
- d. after prepositions (*for, of, in, etc.*)

C. Look at the sentences below and decide what each of them means. Choose a or b.

1. You must remember / not forget to turn off the computer before you leave.
2. I will always remember / never forget flying over the jungle.
- a. remember / not forget something that has already happened
- b. remember / not forget something that you are supposed to do

Grammar Reference p. 131.

PRACTICE

Complete the text below with the full infinitive, the bare infinitive or the -ing form of the verbs in brackets.

It's amazing (1) _____ (see) how easily a modern mobile phone can (2) _____ (affect) our everyday lives. Picture this. A man goes to the city centre (3) _____ (do) some shopping. He enjoys (4) _____ (walk) around looking at window displays. He realises he might (5) _____ (not have) enough money to buy everything he wants, so he uses his mobile phone (6) _____ (get) online and transfer money from his account to his credit card. Suddenly, he sees a gadget he likes. He wants (7) _____ (buy) it but needs a second opinion. So, he sends an MMS to his best friend with a photo of the gadget and a question: 'Is it worth (8) _____ (pay) €200?' Don't you just love technology?

7a listening & reading

A. Discuss.

- When you go shopping, do you follow the latest fashion trends or do you have your own individual style?

B. Listen to the dialogue and answer the following questions.



- What is a makeover?
- How is this shopping centre different from others?

Lisa Hello Sally! What are you up to?
Sally Hi, Lisa! I just came back from the new shopping centre in the city centre. It's amazing!
Lisa So I heard! Is it as big as they say?
Sally It's huge and there is so much to do there!
Lisa Like what?
Sally Well, for starters, it's got over 350 shops so you can spend hours trying shoes and clothes on. But that's not the best part.
Lisa What do you mean?
Sally This is so much more than a shopping centre. For example, before you start shopping, you can ask one of the shop assistants for an opinion - for free! Their job is to tell you what looks good on you. Actually, one of them helped me pick out these clothes and this necklace.
Lisa It's very pretty and it matches your blouse!
Sally Thanks. She also gave my mum some advice. You see, my mum always wore awful cardigans and didn't take care of her face. So, first of all, she told my mum to get a facial. Then she had her hairstyle changed and her make-up done. The shop assistant also helped my mum choose some new clothes and accessories. When I saw my mum afterwards, I didn't recognise her!
Lisa Wow! So they do makeovers, too?
Sally Yes, of course. We saw this other woman who had a complete makeover done, and she looked absolutely gorgeous! She had her hair cut and dyed, and she bought new jewellery and elegant clothes. Seeing her persuaded my mum to give it a try!
Lisa This sounds like the perfect shopping centre for women!
Sally Yes, I agree! You know, they also cooperate with a number of doctors, so for instance, they recommended a dietician to me. She looked at my eating habits and gave me advice on what to change in order to keep in shape. She also suggested a fitness programme offered at the gym inside the shopping centre!
Lisa Very impressive!



C. Decide whether the following refer to Sally, her mum or both. Write S, M or B in the boxes.

- | | | | |
|----------------|--------------------------|----------------------|--------------------------|
| 1. new clothes | <input type="checkbox"/> | 5. a facial | <input type="checkbox"/> |
| 2. jewellery | <input type="checkbox"/> | 6. hairdo | <input type="checkbox"/> |
| 3. make-up | <input type="checkbox"/> | 7. fitness programme | <input type="checkbox"/> |
| 4. accessories | <input type="checkbox"/> | 8. new diet | <input type="checkbox"/> |

vocabulary & grammar

D. Look at the words/phrases highlighted in the dialogue and choose the correct meaning a, b or c.

- | | | | |
|-------------|--------------------|----------------------|---------------------|
| 1. pick out | a. make | b. choose | c. lend |
| 2. matches | a. looks nice with | b. is different from | c. is cheaper than |
| 3. facial | a. operation | b. exercise | c. beauty treatment |
| 4. gorgeous | a. beautiful | b. young | c. happy |
| 5. in shape | a. busy | b. fit | c. in fashion |

E. Discuss.

- Do you think having a makeover can improve a person's life? How?
- What do you think makes a person 'beautiful'? Their appearance or their personality?

VOCABULARY

LEXICAL SET (APPEARANCE)

Look at the groups of words below. How many words can you add to each group?

clothes



anorak



abaya



jumper



thobe

footwear



sandals



slippers



high heels



wellington boots

jewellery



earrings



bracelet



chain

GRAMMAR

CAUSATIVE FORM

A. Look at the extracts from the dialogue and answer the questions that follow.

...she had her hairstyle changed and her make-up done.
She had her hair cut and dyed and she bought new jewellery and elegant clothes.

1. Did Sally's mum do her hair and make-up herself? If not, who did it for her?
2. Did the woman in the second example buy new jewellery and clothes herself or did someone else do it for her?
3. Which verb in one of the two examples above is used to indicate that someone else does something for you?

B. Study the rule below. Then, find more examples of the causative form in the dialogue.

We use the Causative form (subject + have/get + object + past participle) when we do not do something ourselves, but we arrange for someone else to do it for us.
e.g. I usually have my hair cut once a month.
Look! Mark has had his car painted purple!

NOTE

The question and negative forms of the Present Simple and the Past Simple of the Causative form are formed with do/does and did respectively.

Grammar Reference p. 131.

PRACTICE

Read the situations below and complete the sentences using the causative form.

1. Andy will not buy a suit. He will ask a tailor to make it.
Andy _____.
2. Mrs Adams is at the hairdresser's. They are dyeing her hair.
Mrs Adams _____.
3. Linda asked a catering company to prepare all the food.
Linda _____.
4. Didn't the mechanic service your car yesterday?
Didn't you _____.
5. Mr Wilson told his secretary to type and send all the letters.
Mr Wilson _____.
6. I am going to ask the cleaning lady to clean the house.
I _____.

7a listening & speaking

LISTENING



A. Discuss.

- How dependent on computers are you in your everyday life?
- Do you think that being computer literate is necessary today?

B. You are going to hear a radio interview with an IT specialist about a project called 'One Laptop Per Child'. Listen and answer the question below.

What is the aim of this project?

- a. to make sure that students in all schools receive computer training
- b. to provide computers for children in developing countries
- c. to produce cheap laptops for the world market

C. Listen to the interview again and complete the sentences below.

1. Nicholas Negroponte is _____ as well as a computer scientist.
2. In countries like Somalia and Rwanda, international aid mainly aims at providing _____ for people and helping them cope with a war situation.
3. The OLPC project will create _____ opportunities for children in developing countries.
4. The final price of the laptop was _____.
5. The laptop also has a _____ which is environmentally friendly.

D. Discuss.

- What is your opinion of the 'One Laptop Per Child' project?

SPEAKING

Talk in pairs. Look at the pictures and discuss the following questions. You can use some of the words/phrases in the boxes.

- What aspect of modern life do these pictures show?
- How popular are they with people of your age?
- How do you feel about them?
- What are the positive and negative aspects of each of them?

junk food
convenient
health problems
computer/online games
addicted to
combine shopping and entertainment
choice of shops
compete
keep in touch

... is very / isn't so popular with...

Among people of my age... is a favourite pastime because...

Personally, I feel...

I think/believe that...

The way I see it...

One of the greatest advantages/ disadvantages of... is...

Another drawback is...



WRITING A LETTER (TO THE EDITOR) EXPRESSING AN OPINION

A. Discuss.

- Why do you think people write letters to the editors of newspapers and magazines? Have you ever read any of these letters?
- Have you ever written to the editor of your school newspaper? What about?

B. Read the letter to the editor of a newspaper below. What issue does Tom Evans discuss in his letter? Do you agree with him or not?

Dear Sir/Madam,

I am a concerned parent writing to complain about the unhealthy dinners which are offered to our children in some schools. I feel that there is too much junk food and not enough fruit and vegetables on the menu. I think school staff and parents should do something about this situation.

A recent survey of school dinners has shown that the menus consist of pizza, chips and chicken nuggets. To make matters worse, vending machines in school canteens are stocked with soft drinks, crisps, chocolates and sweets. This kind of food leads to health problems such as heart disease, high cholesterol and obesity. In fact, it has been found that the number of overweight children in the country has increased dramatically in the last few years.

Although a trend in healthy eating has recently swept through the country, it does not seem to have caught on in our schools. Radical changes must be made to the existing junk food culture. We can do this by showing schools how to provide fresh nutritious meals that children will like.

In conclusion, I recommend that school staff and parents should take action on this issue. We all need to work together to come up with a solution before it is too late for our children.

Yours faithfully,

Tom Evans

Tom Evans

C. Read the statements below and tick the ones that apply to the letter above.

The writer:

- a. uses a formal greeting and signature ending
- b. explains why he is writing in the first paragraph
- c. complains in a rude manner
- d. uses a variety of phrases to express his opinion
- e. uses short forms
- f. justifies his opinion
- g. makes suggestions
- h. uses the passive voice

D. Find examples of formal language in the letter that correspond to the more informal words/phrases below.

- a. worried (para 1)
- b. fatness (para 2)
- c. serve (para 3)
- d. healthy (para 3)
- e. suggest (para 4)
- f. do something about this problem (para 4)

E. When you are writing a letter (to the editor of a school newspaper, etc.) expressing your opinion, follow the outline below.

GREETING

- Use a formal greeting.

OPENING PARAGRAPH

- Say why you are writing the letter.
- If you are writing in response to an article, refer to the topic/title of it.

MAIN PART

- Focus on one or two aspects of the issue/problem.
- Give your opinion and provide justification and/or examples.

CLOSING PARAGRAPH

- Summarise your points and end your letter politely.

SIGNING OFF

- Use an appropriate signature ending.
Sign underneath and print your full name below your signature.

WRITING TASK

The aim of international aid to developing countries is often to prevent hunger and poverty. However, many people believe that providing education and access to modern technology would be a better way to help developing countries. An example of this is the OLPC project mentioned in the listening activity, which aims to offer cheap laptops to children in these countries. In your opinion, what is more important, food or laptops? Write a letter to the editor of your school newspaper expressing your views on this issue (100-150 words).



When you are writing a letter expressing your opinion:

- write in an appropriate style.
- group related ideas together in paragraphs.
- list ideas in order of importance.
- state your opinion clearly.
- do not be aggressive or use offensive language.
- use linking words and phrases.

For the layout of formal letters, see Appendix I.

7b reading

A. Discuss.

- Have you ever heard of high-tech dining? What do you think it is?
- In what ways do you think technology could change the way we dine out in the future?

B. Read the text quickly without paying any attention to the missing sentences and answer the question below.

What is the purpose of this article?

- a. to encourage readers to visit some of London's famous sights
- b. to inform readers about various high-tech restaurants in London
- c. to inform readers about the quality of the food served in high-tech restaurants
- d. to discourage readers from visiting high-tech restaurants

The high-tech adventures of a travelling food writer

by Bob Briscoe



On a recent trip to London, I decided to visit some exciting new restaurants that are using technology to change the way people dine out. My first stop was at an Italian restaurant in the city centre. **1** The manager must have noticed my confusion because he came up to me and explained that I could swipe my card at any of the food and drink stations in the restaurant, and that the card would record my order. No waiters necessary! I made my **selection** and then **handed** my card to the cashier. **2** My pasta was absolutely delicious, but, I must admit, I didn't enjoy having to carry my food up two flights of stairs!

3 When we arrived, I was surprised to discover that there were no paper menus; instead, the menus were beamed on to the touch screen surface of the table with projectors. All we had to do was **tap** on our choices with our fingers and wait for the waiters to bring us our meal. **4** We had so much fun playing games that we hardly touched our food when it arrived – we really should have told the waiter to give us takeaways instead!

Another restaurant that I visited in London was an Indian restaurant. This restaurant also had touch screen tabletops, as well as another very interesting feature: a webcam which allowed me to see the cooks preparing the food in the kitchen! **5** I really enjoyed the evening, but I shouldn't have ordered the extra-spicy curry – it was a little too hot for me!



On my last day in London, I decided to get some tapas from a Spanish takeaway near my hotel. I had heard that the owners had installed a webcam at the restaurant to allow their customers to **view** the long lunchtime **queue** online. **6** While I packed my **baggage**, I kept an eye on the queue and then **raced** to the restaurant when the lunchtime rush was over. Without that wonderful webcam, I could have missed my plane!

I really can't wait for my next trip to London – high-tech dining is such fun!

C. Six sentences have been removed from the text. Choose from the sentences A-G the one which best fits each gap (1-6). There is one extra sentence which you do not need to use.

- A. The touch screen tabletop also allowed us to change virtual tablecloths and even play games!
- B. Once I'd paid for my meal, I collected it and made my way to the dining area on the second floor.
- C. On the next night, a friend of mine suggested that we visit his favourite high-tech restaurant.
- D. When I walked into the restaurant, I was given a tray and a chip card, but I had no idea what to do next!
- E. I was already used to high-tech dining so I was not impressed.
- F. After my meal, I used the touch screen to surf the Internet and to order a taxi to take me back to my hotel.
- G. This came in very handy for me.

D. Match the words highlighted in the text with their meanings.

- | | | |
|--------------|--------------------------|-----------------------|
| 1. selection | <input type="checkbox"/> | a. strike lightly |
| 2. handed | <input type="checkbox"/> | b. line of people |
| 3. tap | <input type="checkbox"/> | c. gave |
| 4. view | <input type="checkbox"/> | d. choice |
| 5. queue | <input type="checkbox"/> | e. watch |
| 6. baggage | <input type="checkbox"/> | f. went quickly |
| 7. raced | <input type="checkbox"/> | g. bags and suitcases |

E. Discuss.

- Which of the high-tech restaurants mentioned in the text would you like to go to?
- In your opinion, does high-tech dining spoil or improve one's dining experience?

VOCABULARY

1. COLLOCATIONS/EXPRESSIONS WITH 'KEEP' AND 'HOLD'

A. Look at the following extract from the text. What does the phrase in bold mean?

While I packed my baggage, I kept an eye on the queue and then raced to the restaurant when the lunchtime rush was over.

B. Complete the sentences below with the correct form of *keep* or *hold*.

1. The little boy and his father _____ hands as they went for a walk through the park.
2. John, can't you _____ a secret? I told you not to tell anyone.
3. A: Can I speak to Mr Smith?
B: Yes of course, _____ the line please.
4. Afaf is a reliable person; she always _____ her promises.
5. I'm going to _____ these two people in mind for the new position; they gave an excellent interview and got a high score in the test.
6. We are _____ a meeting today to discuss some problems that have come up.
7. I'll stay and _____ you company if you like; I don't want you to be alone.
8. How long can you _____ your breath for?

2. COLLOCATIONS WITH 'LOSE' AND 'MISS'

A. Look at the following extract from the text. Do you know any other words that collocate with the verb *miss*? What words collocate with the verb *lose*?

Without that wonderful webcam, I could have missed my plane!

vocabulary & grammar

B. Complete the sentences below with the correct form of *lose* or *miss*.

1. Tom threw the bottle towards the bin but he _____.
2. I _____ the last few classes and now I'm finding it difficult to understand what's going on.
3. I _____ contact with Adam when he moved to Yemen.
4. I was disappointed that my team _____ the match.
5. You _____ your turn; please take another ticket and wait for your number to be called.
6. I really need to _____ weight; I can't fit into my jeans any more.
7. I _____ my mum a lot since I moved away from home.
8. Ali doesn't _____ his temper very easily; he is certainly not an irritable person.
9. Jack hesitated and _____ his chance to score a goal.
10. Louise _____ her patience with her children because they kept on talking when she told them to be quiet.

3. EXPRESSIONS WITH THE WORD 'WAY'

A. Look at sentence B in exercise C on page 108. What does the phrase in bold mean?

Once I'd paid for my meal, I collected it and made my way to the dining area on the second floor.

B. Match the phrases in bold in sentences 1-7 with their meanings a-g.

1. The man was standing **in the way** of the robber and he managed to stop him.
2. The police officer asked the man to move his car **out of the way** so the ambulance could get through.
3. I met an old acquaintance **on the way** to work today.
4. **By the way**, Peter said he wouldn't be able to make it to the meeting.
5. **There's no way** that we'll finish this project by Tuesday.
6. He won't listen to our advice so he's going to have to **learn the hard way**.
7. A: Are you going **our way**?
B: I'm going to the city centre.
A: Get in, we'll give you a lift.

- a. something will definitely not happen
- b. said when you want to add something to what you have already said
- c. the direction we are travelling in
- d. preventing somebody from moving or seeing
- e. make mistakes or face difficulties before you improve
- f. while someone was going somewhere
- g. so that its presence would not make it difficult for something to happen

7b vocabulary & grammar

GRAMMAR

MODAL VERBS + HAVE + PAST PARTICIPLE

A. Look at the extracts from the text on page 108 and decide what they mean. Choose a or b.

1. *The manager must have noticed my confusion...*
a. The manager had to notice my confusion.
b. I'm sure the manager noticed my confusion.
2. ...we really should have told the waiter to give us takeaways instead!
a. We didn't tell the waiter to give us takeaways.
b. We had to tell the waiter to give us takeaways.
3. ...I shouldn't have ordered the extra-spicy curry – it was a little too hot for me!
a. I was not allowed to order the extra-spicy curry.
b. I ordered the extra-spicy curry and that was a mistake.
4. Without that wonderful webcam, I could have missed my plane!
a. I was able to miss my plane.
b. There was a possibility I would miss my plane but I didn't.

B. Do the extracts above refer to the present or the past? Which verb form is used after the modal verbs?

C. Look at the extracts again and complete the rules below with the missing modal verbs, **must**, **could** and **should**.

Use **+ have + past participle**

to criticise or express regret about something that didn't happen in the past.

Use **shouldn't + have + past participle**

to criticise or express regret about something that happened in the past.

Use **+ have + past participle**

to express certainty that something happened in the past.

Use **can't/couldn't + have + past participle**

to express certainty that something didn't happen in the past.

Use **may/might/ + have + past participle**

to express possibility in the past.

Grammar Reference p. 132.

PRACTICE

Read the dialogues below and circle the correct answer.

Khalid Hi, Saad. What's wrong?

Saad My mobile phone isn't working. I lent it to my brother. He (1) **must have broken / should have broken** it.

Khalid Let me have a look. Why is it wet? Ooh, no! He (2) **must have used / should have used** it in the rain. He (3) **shouldn't have done / can't have done** that.

Saad I am so annoyed. That's the last time I'll lend him anything. It's a state-of-the-art mobile phone. It cost a lot of money. He's going to have to buy me a new one.

Khalid Wait a minute. Look, it's working. We just needed to dry off the battery. If you want my opinion, you (4) **couldn't have lent / shouldn't have lent** it to him in the first place. This always happens when he borrows your things. Remember what happened to your laptop?

Saad Yeah, I remember I had to call a technician. He (5) **should have destroyed / could have destroyed** it completely, you know.

Salman I like your new shoes. They look expensive. You (6) **could have paid / must have paid** loads for them.

Faisal Actually, I bought them in a discount shop for SAR20.

Salman Really? I might go and get a pair.

Faisal Unfortunately, these were the last pair. You (7) **should have gone / might have gone** yesterday.

ENGLISH IN USE

Read the text below and think of the word that best fits each gap. Use only one word in each gap.

keep (Wii) Fit

In this day and age, everyone wants to stay (1) _____ shape. Most people lead very busy lives and don't have time to go to the gym every day. Now, there is a quick and fun way (2) _____ work out at home, right in front of your TV with the *Wii Fit* video game. *Wii Fit* (3) _____ played on the Wii game console, and the controller is a balance board, specially made for the game. The Wii Balance Board is shaped just like a scale, and it has similar sensors in it to measure your weight as you work (4) _____. You enter your height, and the game (5) _____ your 'fitness age' calculated while you are playing. The sensors also check your balance and there are many games (6) _____ specifically test your balance skills. There are around 40 exercises that are programmed into the game including jogging, playing football, and even hula hooping! Plus, there are several other activities (7) _____ all ages and levels. *Wii Fit* must be played with the Wii gaming system, and it's becoming increasingly popular for families to play together. In fact, it's (8) _____ popular that the games are flying off the shelves.

listening & speaking

LISTENING



A. Discuss.

- Do you enjoy reading?
- Have you ever read an e-book or accessed an e-library? What is your opinion about them?

B. Listen to a conversation between two friends about e-resources and write T for True or F for False.

1. One of the boys was studying in the library.
2. One of the boys is not familiar with e-books.
3. According to Will, using printed books is more convenient than using e-books.
4. The boys' school library owns over 30,000 printed books.
5. Craig thinks that e-books help the environment.
6. Craig decides to use only e-books in the future.

SPEAKING

Imagine that you are going on a trip for a couple of weeks with some friends, and you can only take two of the devices shown below. First talk to each other about how useful each of these devices would be to you. Then decide which two you would take with you on your trip and why.

- How useful would each of the devices be to you?
- Which two would you take with you on a trip?



TIP

- There are no right or wrong answers but you must make sure to justify your answer.
- This is not a monologue, so take turns to speak.
- Listen to your partner's opinion and respond by either agreeing or disagreeing with it.
- Focus on the written prompts above the visuals to keep the task in mind.
- Don't forget that there are two parts to the task. One part is expressed in the instructions as 'First, talk...' and the second part as 'Then decide...'. So towards the end of the task, you must reach a decision that you have negotiated with your partner.

handy practical convenient
entertainment keep in touch
remember the moments
amusement relaxation

I think that if I take a(n)... with me I can...
I would definitely take a(n)... with me because...
I don't think I'd need a(n)...
I can't live without a(n)...
A(n)... would be useful because...

7b writing

WRITING A SEMI-FORMAL LETTER/E-MAIL BASED ON PROMPTS

A. Discuss.

- Would you be interested in contributing articles to a local magazine? Why / Why not?

B. Read the announcement posted on a university noticeboard about a magazine and the notes a student of that university has made. What does he want to know more about?

WRITERS WANTED

whereabouts, our new university magazine, is looking for writers

- Are you interested in what's going on on campus?
- Do you like expressing your ideas in black and white?
- Can you hold the readers' attention?
- Have you got some free time?

Then you are perfect for the job!

For more information contact the English club president Mr Nizar

great!

what topics?

not a lot

published how often?

C. Now read the e-mail the student wrote in response to the announcement and underline the parts of the e-mail that correspond to his notes above.

Dear Mr Nizar,

I was very excited to see the announcement about the university magazine. I think the English club needs a magazine where students can express themselves and find out about what's going on. I have always been fond of writing and I would be delighted to take part in this project!

However, I would like to have some more information regarding the magazine. For example, you say that writers should have free time. I have some free time, but it is limited. So I would like to know how often the magazine will be published.

Another question I have is about the subject matter. The announcement mentions what's going on on campus. Does that include other things besides academic events? Please let me know.

Looking forward to your reply.

Best wishes,
Faisal Al Saad

D. Look at the e-mail above and answer the questions below.

1. How does the writer address the person he is writing to?
2. What kind of questions does the writer use to ask for information? Are they direct, indirect or a combination of both?
3. What style does the writer write in?
a. quite formal b. friendly and informal c. something between the two
4. How does the writer sign off?

E. Look at the examples of indirect and direct questions in the e-mail on page 112 and rewrite the questions below using the words/phrases given.

1. Could you tell me what time the museum opens?
I was wondering _____.
2. How much work will the project involve?
I would like to know _____.
3. How much does the course cost?
I would be grateful if you could tell me _____.

F. Read the rubric and the announcement with the notes. Underline the key words in the rubric. What do you have to include in your letter?

You have seen the following announcement about an Islamic Art course offered by an Art teacher who is an old friend of your family. Read the announcement and the notes you have made. Then, write a letter to the teacher using all your notes.

always been keen on art

Islamic art COURSE

- Do you like pottery and ceramics?
- Would you like to express your feelings through art but don't know how?
- Do you want to meet local artists and see their work?

cost? Join our new course at the art department now and explore your creative side!

lasts how long?

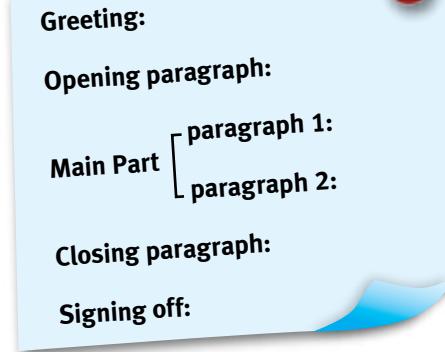
what days?



For details, send us a letter to:
Olaya Street, Riyadh 11594 Saudi Arabia

4. How can I get to 5th Street?
Could you tell me _____.
5. When does registration start?
I would like to know _____.
6. Does the university offer accommodation?
I'm interested in finding out _____.

G. Copy and complete the outline below for your letter.



WRITING TASK

Write your letter based on the outline you have made (100-150 words).



When you are writing a semi-formal letter/e-mail asking for information based on prompts:

- write in an appropriate style.
- include all the information in your notes.
- organise the information in paragraphs.
- use a combination of direct and indirect questions.
- use a variety of phrases to ask indirect questions, e.g.
I would like to know...
Could you tell me...?
I would be grateful if you could tell me...
I was wondering...
I'm interested in finding out...
- use standard grammar and spelling conventions.
- use appropriate phrases to express enthusiasm.
I am very interested in...
I have always been keen on...
I was excited to see/hear, etc....
I would be delighted...

See Appendix I.

7 round-up

VOCABULARY & GRAMMAR

A. Choose the word or phrase that most appropriately completes each sentence.

1. Bob said he wouldn't be able to _____ the seminar because he was very busy.
a. install b. attend c. encourage d. achieve
2. The *Plums and Noodles* shop offers a wide _____ of Asian products and utensils.
a. range b. method c. trend d. feature
3. Omar was _____ to work when the accident happened.
a. in the way b. out of the way c. on the way d. by the way
4. We started the engine and drove slowly but _____ picked up speed when we reached the motorway.
a. entirely b. absolutely c. mainly d. gradually
5. I like Indian food because it's _____.
a. spicy b. handy c. unlikely d. radical
6. In the beginning, sushi restaurants weren't at all successful, but they eventually _____.
a. picked out b. caught on c. logged on d. tapped on
7. Are you aware _____ the consequences of your actions, Jim?
a. for b. about c. of d. to
8. Nothing of what the president said was _____ to the situation; it seemed he wanted to change the subject.
a. harmful b. similar c. relevant d. suitable
9. The doctor _____ drinking a lot of water and avoiding junk food.
a. analysed b. recommended c. complemented d. recorded
10. Whatever he tells you, try to stay calm and not _____.
a. lose b. hold c. miss d. keep

B. Choose the word or phrase that produces a grammatically correct sentence.

1. I failed my Maths test; I probably _____ have studied harder.
a. must b. should c. may d. might
2. Maria _____ have seen the robbery; she was at school when it took place.
a. mustn't b. can't c. should d. must
3. Peter _____ have lied to his brother; he hurt his feelings.
a. mustn't b. couldn't c. shouldn't d. can't
4. Please be more careful! You _____ have been injured.
a. should b. can't c. could d. can
5. I can't afford _____ too much money on a holiday this year, so I think I'll go camping.
a. to spend b. spend c. spending d. I spend
6. Hamza has decided _____ engineering at the university.
a. to study b. studying c. studied d. in studying
7. Did you remember _____ your friend on Eid al-Adha or did you forget about it?
a. calling b. call c. called d. to call
8. Can you imagine _____ in Riyadh for a year?
a. live b. living c. to live d. to living
9. I _____ my plants unwatered for a week; now it's too late.
a. should leave b. should have left c. shouldn't leave d. shouldn't have left
10. Sally had a dress _____ for her graduation.
a. made b. make c. making d. to make

C. Complete the text with the full infinitive, the bare infinitive or the -ing form of the verbs in brackets.

TEEN hangouts

What's the best place for modern teenagers (1) _____ (hang out)? Teenagers used to gather in large shopping centres, parks or even on street corners. But now new research has shown that teenagers prefer (2) _____ (spend) their time in or around modern buildings. For example, in London, teens like (3) _____ (meet) at the skate park or the café in the Oxford Circus Topshop; this has a large space for (4) _____ (display) trendy new fashions. In Manchester, the place (5) _____ (be) is the space outside Urbis which is a trendy modern gallery devoted to cities and their street life. Teenagers want (6) _____ (go) to places that are cool and entertaining. Modern teenagers are constantly using some form of communication (7) _____ (talk) with friends. But they also like art. A British gallery has already designed a space specifically for teens. The Wolverhampton Art Gallery has an area decorated with brightly coloured art prints. Public libraries in America have also designed some very cool teen spaces. For example, it's worth (8) _____ (check out) the teen section of the Jacksonville library in Florida where there are various activities available for teens (9) _____ (take) part in. The space is designed with bright modern furniture, and there are collages on the walls. It is interesting (10) _____ (note) that London's Tate Modern is also planning (11) _____ (design) a teen space within its gallery.

D. Read the text and complete the blanks with the correct form of the words in capitals.



Modern Life

Some decades ago it seemed very (1) _____ that technology would be able to affect our lives to the extent that it does today. There are (2) _____ gadgets that make our lives easier, and we actually feel (3) _____ on them. However, scientists say that future homes will be filled with gadgets that will do everything for people. Some (4) _____ individuals fear that these machines will (5) _____ replace humans. For this reason, many of these machines will be (6) _____, so that they allow humans to get involved. But is this enough? As we become (7) _____ aware of our need to save time and achieve our technological goals, we are perhaps forgetting that we are also a part of nature. Are we becoming too (8) _____ to technology?

LIKELY

COUNT

DEPEND

CONCERN

GRADUAL

INTERACT

INCREASE

ADDICT

E. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. The mechanic repaired my car last week.
I _____ last week. had
2. They will paint my flat next week.
I _____ next week. have
3. John doesn't go to the gym any more.
John _____ the gym. stopped
4. Little Timmy is too short to reach the light switch.
Little Timmy is _____ reach the light switch. enough
5. The King Abdul Aziz Museum is definitely worth a visit.
It's _____ the King Abdul Aziz Museum. visiting
6. I'm sure Ian had a wonderful holiday.
Ian _____ wonderful holiday. have
7. It's possible I left my wallet at home.
I _____ my wallet at home. have
8. I don't think it was a good idea for me to buy a laptop.
I _____ a laptop. bought

7 round-up

LISTENING



You will hear a conversation about Robonauts.
For questions 1-5, choose the best answer *a*, *b* or *c*.

1. What makes Robonaut different from other space robots?
 - a. It doesn't look like a human.
 - b. It can perform more demanding tasks.
 - c. It is cheaper to make than other robots.
2. What is the main purpose of Robonauts?
 - a. to replace human astronauts
 - b. to help humans with tasks
 - c. both of the above
3. Why can't Robonaut perform tasks outside the spaceship?
 - a. It's too cold.
 - b. It might get hit by meteors.
 - c. Humans won't be able to control them.
4. What will happen with project M?
 - a. A Robonaut will be sent to the moon.
 - b. A Robonaut will travel to the moon with humans.
 - c. A Robonaut will travel to a space station.
5. How will the new Robonaut robots move around?
 - a. on four wheels
 - b. on foot
 - c. on two wheels



SELF-ASSESSMENT

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

Now I can...	
VOCABULARY	<ul style="list-style-type: none">› use adjectives + prepositions <input type="checkbox"/>› use words related to appearance <input type="checkbox"/>› use collocations and expressions with <i>keep</i>, <i>hold</i>, <i>lose</i> and <i>miss</i> <input type="checkbox"/>› use expressions with the word <i>way</i> <input type="checkbox"/>
GRAMMAR	<ul style="list-style-type: none">› use infinitives and -ing forms appropriately <input type="checkbox"/>› use the causative form <input type="checkbox"/>› use the appropriate modal verbs + have + past participle to express criticism, possibility and certainty in the past <input type="checkbox"/>
READING	<ul style="list-style-type: none">› skim a text to understand the gist and identify its purpose <input type="checkbox"/>› understand details in a text <input type="checkbox"/>› understand text organisation and reconstruct a gapped text <input type="checkbox"/>
LISTENING	<ul style="list-style-type: none">› understand the gist and specific information in a radio interview <input type="checkbox"/>› understand specific information in a conversation between friends <input type="checkbox"/>
SPEAKING	<ul style="list-style-type: none">› discuss various aspects of modern life <input type="checkbox"/>› speculate and make a decision about what devices I can't do without <input type="checkbox"/>
WRITING	<ul style="list-style-type: none">› write an e-mail asking for information <input type="checkbox"/>› write a letter (to the editor) expressing my opinion <input type="checkbox"/>

CULTURE PAGES

Aboriginal Australians → Go to page 122.

pair work activities

1a

Talk in pairs.

STUDENT A: Look at the map and choose a place, but don't tell your partner. Give him/her directions to this place. Use the prompts in the box.

STUDENT B: Look at the map and follow Student A's directions to find the place he/she is thinking of. Then, swap roles.

Go down/up...

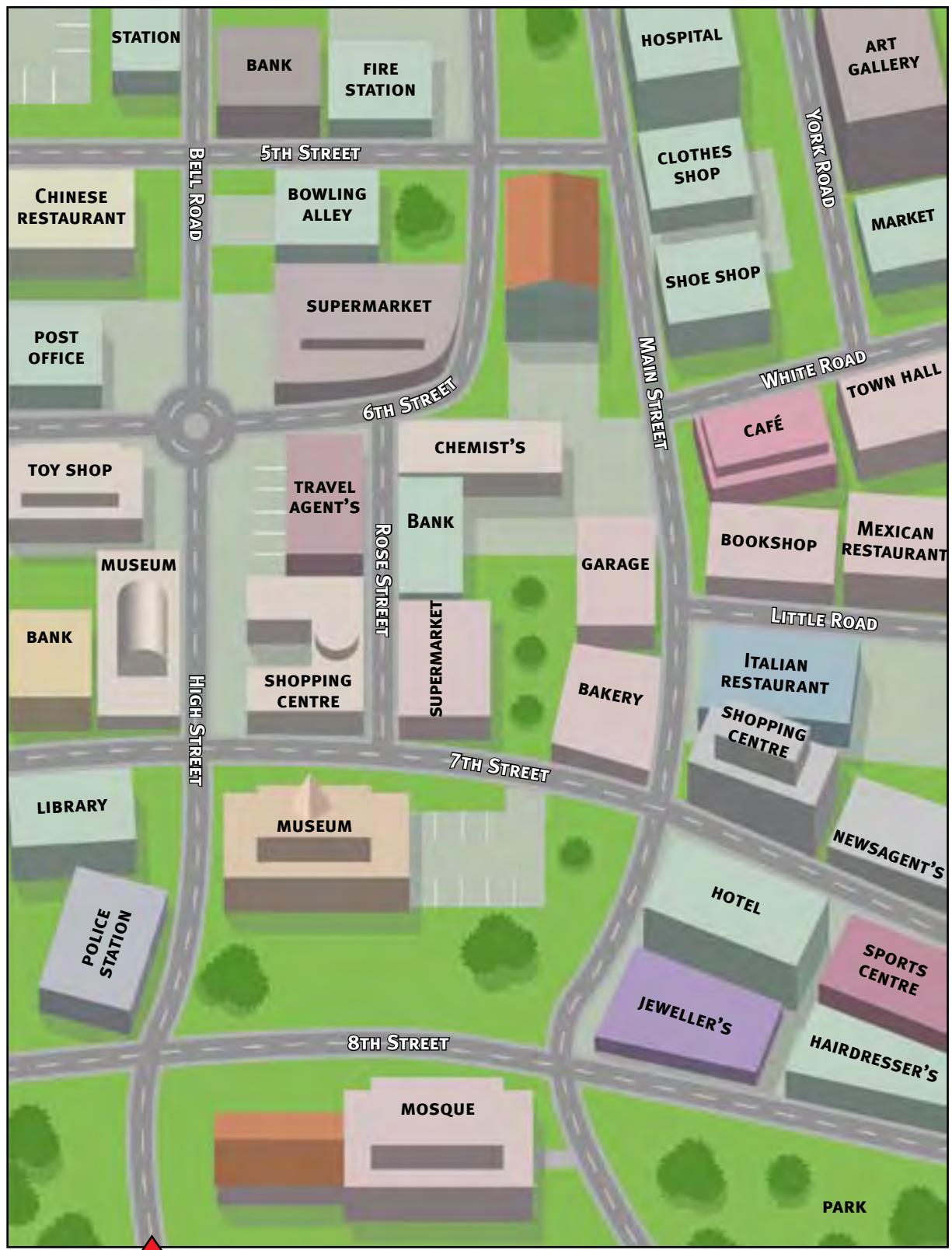
Walk towards...

Go straight/past...

Turn left/right at the... / into... street

Take the first/second/etc. turning on the right/left.

Go straight on and it's on your right/left.



2a

Work in pairs, look at the prompts and discuss using *who*, *which*, *whose* or *where* as in the example.

How much do you know about HISTORY?

I think the Tower of London is the place where the Crown Jewels are kept.

No, I think the Tower of London is the place where...

Ibn Saud was his father the Crown Jewels are kept

it is a symbol of the modern Kingdom of Saudi Arabia

gladiators fought each other in ancient Rome

is famous for his contribution to physics



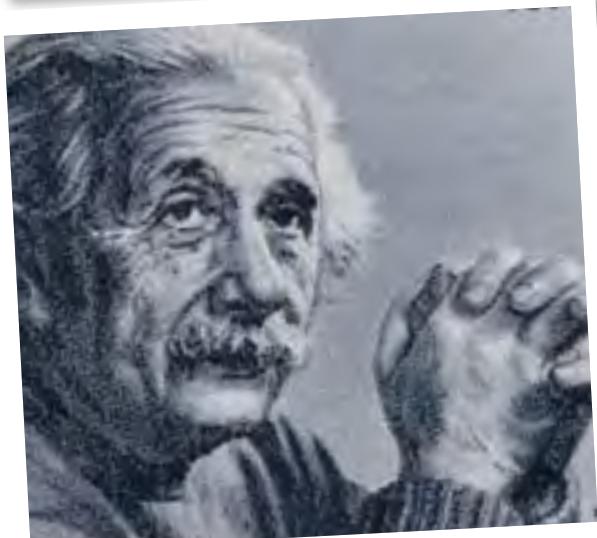
Masmak Fort



King Faisal (king of Saudi Arabia)



The Tower of London



Albert Einstein



The Colosseum

Inspiring heroes



Wayne Gretzky, 'The Great One'

Many people consider Wayne Gretzky to be the greatest player in the history of ice hockey; he is the Canadian sports hero who won the hearts of ice hockey fans all over the world. From a young age it was clear that Gretzky had a lot of talent on the ice. His family encouraged him to play ice hockey and it was during his teenage years that he first wore the number 99 jersey. This number would remain with Gretzky for the rest of his career. When he retired, the National Hockey League decided that no other player would ever again wear the number 99. Gretzky joined the Edmonton Oilers in 1979 at the age of 18. When Gretzky played for the Oilers, his fans recognised that he was not just a good player, but a great one. Throughout the eighties and nineties Gretzky continued to break records and astonish his fans with his extraordinary skills on the ice. By the end of his professional ice hockey career, he had become an international sports legend.



Edmund Hillary

Sir Edmund Hillary was a mountaineer, explorer and philanthropist from New Zealand. On 29 May 1953 at the age of 33, he and Sherpa mountaineer Tenzing Norgay became the first climbers to reach the summit of Mount Everest, the highest mountain in the world. Hillary became interested in mountain climbing while at school and made his first major climb in 1939, reaching the summit of Mount Ollivier in New Zealand. In 1952, a Swiss expedition to Everest, in which Tenzing took part, turned back just 800 feet from the summit due to bad weather. The 1953 expedition was actually led by mountaineer John Hunt and totalled 400 people. Hillary and Tenzing were the only two climbers to make the final climb to the top. They reached the summit at 11:30am and spent fifteen minutes there. Hillary took photos of Tenzing, but there are no photos of Hillary as Tenzing had no experience with a camera. In the following years Hillary climbed ten other mountains in the Himalayas. He also reached the South Pole in 1958 and later travelled to the North Pole. He spent most of the rest of his life helping the Sherpa people of Nepal and through his efforts many schools and hospitals were built. He died in 2008, but he will be forever known as the first man who reached the top of the world.

Read the text and write T for True or F for False.

1. Gretzky's talent was not obvious from the beginning.
2. In the National Hockey League, the number 99 jersey is no longer worn.
3. Gretzky does not play ice hockey professionally any more.
4. Edmund Hillary climbed to the top of Everest alone.
5. Edmund Hillary took part in the unsuccessful expedition to Everest in 1952.
6. Edmund Hillary wasn't the leader of the 1953 expedition to Everest.
7. There is no photographic evidence that Hillary reached the summit of Everest.
8. Edmund Hillary gave up mountain climbing after he reached the summit of Everest.

Giant's Causeway a natural wonder



The Giant's Causeway, on the North Antrim Coast of Northern Ireland, is an area of breathtaking scenery which has fascinated visitors for centuries. The Causeway lies at the foot of coastal* cliffs, and it consists of columns of rock which formed over 60 million years ago as a result of a volcanic eruption. There are approximately 40,000 columns and the tops of the columns form stepping stones which lead from the cliff and continue out towards the sea, where they disappear. The coastal area next to the causeway has hidden bays* and there are isolated ruins and fields which show how the past generations of farmers and fishermen used to live. Tourists can drive along the coastal road to see incredible natural landscapes and visit local towns and villages. The area is also home to various rare plants and animals.

There is a legend that the Causeway was built by a giant called Fionn mac Cumhaill. He built it in order to cross the sea to Scotland where he would fight the much larger Scottish giant Benandonner. In one story the giant Fionn fell asleep before he reached Scotland and Benandonner came looking for him. Fionn was covered with a blanket and when Benandonner saw him he thought he was Fionn's baby. The 'baby' was huge, so Benandonner feared that the father would surely be enormous, so he went back to Scotland destroying the Causeway in case Fionn followed him. There is a Fionn mac Cumhaill trail which visitors can follow to find various interesting geological features related to the giant such as the Granny, the Giant's Chimney, the Giant's boot, the Wishing Chair and the Giant's Gate.

The Giant's Causeway is listed as a World Heritage site, and many consider it to be the eighth wonder of the world because of its unique features. Unfortunately, however, recent reports have suggested that rising water levels and coastal erosion* are threatening the Giant's Causeway. Scientists have predicted that by 2050 many of the stepping stones will be under water. This will also have a negative effect on the plants and animals in the area.

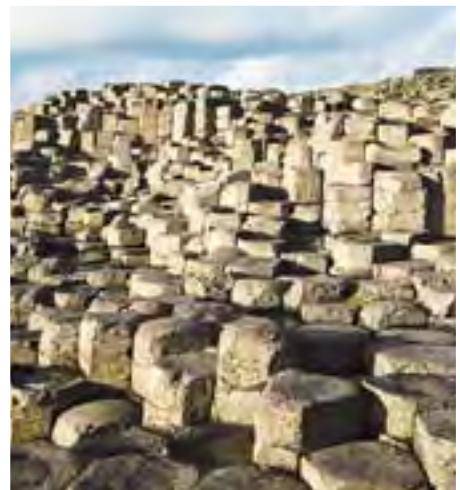
*coastal = on the land near a coast

bay = a part of the coast where the land curves inwards in a 'U' shape and the sea is surrounded by land on three sides

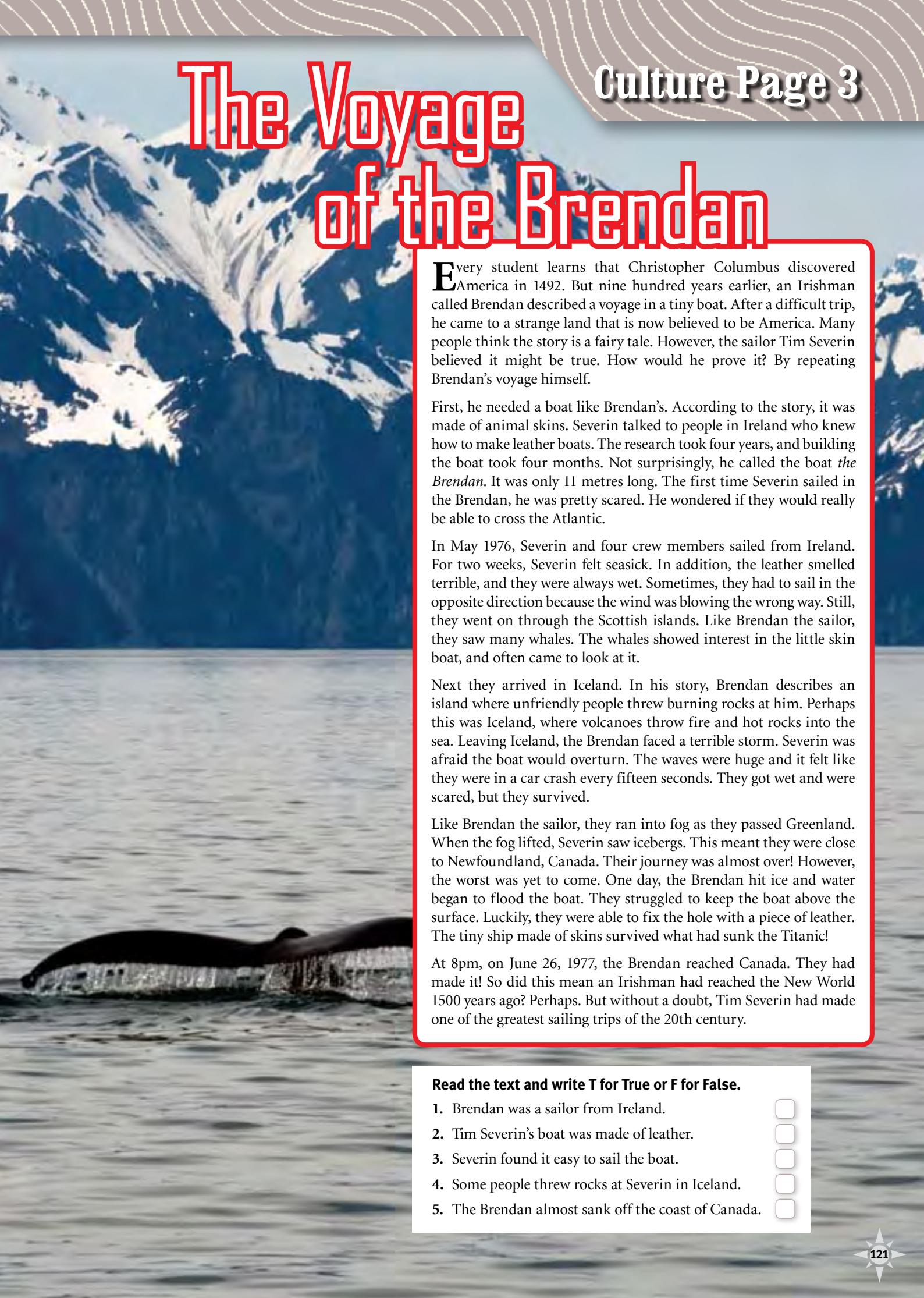
erosion = when rocks and soil in an area are slowly destroyed by rivers, the sea or the weather

Read the text and answer the questions.

1. How was the Giant's Causeway formed?
2. How many columns make up the Giant's Causeway?
3. According to the legend, why did the giant Fionn mac Cumhaill build the causeway?
4. Why did Benandonner return to Scotland?
5. Why is the Giant's Causeway considered to be the eighth wonder of the world?
6. According to scientists, what is a threat to the Giant's Causeway?



The Voyage of the Brendan



Every student learns that Christopher Columbus discovered America in 1492. But nine hundred years earlier, an Irishman called Brendan described a voyage in a tiny boat. After a difficult trip, he came to a strange land that is now believed to be America. Many people think the story is a fairy tale. However, the sailor Tim Severin believed it might be true. How would he prove it? By repeating Brendan's voyage himself.

First, he needed a boat like Brendan's. According to the story, it was made of animal skins. Severin talked to people in Ireland who knew how to make leather boats. The research took four years, and building the boat took four months. Not surprisingly, he called the boat *the Brendan*. It was only 11 metres long. The first time Severin sailed in the Brendan, he was pretty scared. He wondered if they would really be able to cross the Atlantic.

In May 1976, Severin and four crew members sailed from Ireland. For two weeks, Severin felt seasick. In addition, the leather smelled terrible, and they were always wet. Sometimes, they had to sail in the opposite direction because the wind was blowing the wrong way. Still, they went on through the Scottish islands. Like Brendan the sailor, they saw many whales. The whales showed interest in the little skin boat, and often came to look at it.

Next they arrived in Iceland. In his story, Brendan describes an island where unfriendly people threw burning rocks at him. Perhaps this was Iceland, where volcanoes throw fire and hot rocks into the sea. Leaving Iceland, the Brendan faced a terrible storm. Severin was afraid the boat would overturn. The waves were huge and it felt like they were in a car crash every fifteen seconds. They got wet and were scared, but they survived.

Like Brendan the sailor, they ran into fog as they passed Greenland. When the fog lifted, Severin saw icebergs. This meant they were close to Newfoundland, Canada. Their journey was almost over! However, the worst was yet to come. One day, the Brendan hit ice and water began to flood the boat. They struggled to keep the boat above the surface. Luckily, they were able to fix the hole with a piece of leather. The tiny ship made of skins survived what had sunk the Titanic!

At 8pm, on June 26, 1977, the Brendan reached Canada. They had made it! So did this mean an Irishman had reached the New World 1500 years ago? Perhaps. But without a doubt, Tim Severin had made one of the greatest sailing trips of the 20th century.

Read the text and write T for True or F for False.

1. Brendan was a sailor from Ireland.
2. Tim Severin's boat was made of leather.
3. Severin found it easy to sail the boat.
4. Some people threw rocks at Severin in Iceland.
5. The Brendan almost sank off the coast of Canada.

Aboriginal Australians

The first people who inhabited Australia were the Aboriginal people and the Torres Straight Islanders. They are believed to have migrated* there over 40,000 years ago from Asia. Today, there are many different groups of Aboriginal people with different local languages. However, all these groups are linked by common beliefs which tie them to the land. The Aboriginal people were traditionally hunters and gatherers; the women collected fruit, herbs and vegetables, whereas the men hunted animals and birds. A large number of the population still follow this way of life and live in remote* areas of the country.

Aboriginal Australians have a deep respect for the land. They believe that their land includes the environment, the seasons, the people and their stories. The tradition of storytelling is an important part of their life. The Stories of the Dreamtime are stories about the history and culture of the people since the Dreamtime, which is the beginning of time. These stories are handed down from one generation* to another, and through them younger generations learn about the world around them and how they should behave.

Ceremonies, or corroborees, also play an important role in the cultural life of the Aboriginal Australians. They are impressive events in which members of the tribe participate. There are also other ceremonies that are attended only by young men; they are coming of age ceremonies that aim to introduce the young men to their adult life.

*migrate = to move to another place to live
remote = far from a city and difficult to reach
generation = people of the same age in a country



Read the text and answer the questions. Choose a, b or c.

1. What do the different groups of Aboriginal people have in common?
 - a. their language
 - b. their beliefs about the land
 - c. their lifestyle
2. What is true of the Aboriginal people today?
 - a. Men and women have different roles.
 - b. They don't live in remote areas.
 - c. Many of them follow the traditional way of life.
3. What is the Dreamtime?
 - a. a period of time in the past
 - b. the time when stories are told
 - c. a time when history and culture are taught
4. Why is storytelling important in Aboriginal Australian culture?
 - a. to educate younger generations
 - b. to remember their history and culture
 - c. for both of the above reasons

Module 1

★ Present Simple

I work	He sleeps
Do you work?	Does she sleep?
They don't work	It doesn't sleep

The **Present Simple** is used:

- to describe permanent situations.
Barry lives in London.
- to describe repeated/habitual actions.
He wakes up at 7:30 every morning.
- to talk about general truths.
Water boils at 100°C.

TIME EXPRESSIONS

always, often, usually, never, etc.
every day / week, etc.
in the morning / spring, etc.
at the weekend
once / twice / three times, etc. a week / day, etc.
on Mondays / Monday morning, etc.

★ Present Progressive

I'm working	He's sleeping
Are you working?	Is she sleeping?
They aren't working	It isn't sleeping

The **Present Progressive** is used:

- to describe actions happening now.
Rob is talking to his boss right now.
- to describe temporary situations.
I'm staying with my aunt at the moment.
- to describe situations which are changing or developing around the present time.
Air pollution is increasing in our city.
- to talk about future arrangements.
I'm visiting some friends at the weekend.

TIME EXPRESSIONS

now, at present, at the moment, today, these days
this week / year, etc.
next week / year, etc.
tonight, tomorrow, etc.

★ Stative verbs

The following verbs are not normally used in progressive tenses:

- **Verbs of the senses:** see, feel, hear, smell, taste, notice, seem, look (= seem), etc.
- **Verbs of emotions:** love, hate, dislike, want, need, prefer, mind, etc.
- **Verbs of perception and opinion:** know, agree, think (= believe), believe, understand, remember, forget, hope, mean, imagine, etc.
- **Other verbs:** be, have (= possess), own, belong, cost, etc.

NOTE The verbs *see, hear, smell, taste* and *feel* are commonly used with *can* to indicate an action happening now.
I can hear a strange noise coming from the kitchen.

Grammar Reference

NOTE

Certain stative verbs can be used in progressive tenses when they express actions rather than states but with a difference in meaning:

- think (= consider)
I'm thinking of buying a car.
- have (= drink, eat, taste)
Glenn is having lunch at the cafeteria at the moment.

★ Questions and Question Words

Subject Questions - Object Questions

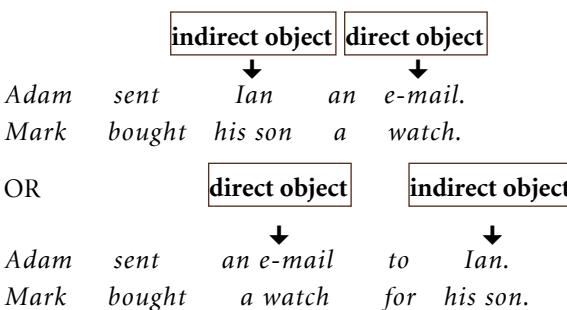
- **Subject Questions:** When we use the question words **who**, **which** and **what** to ask about the subject of the verb, we form the question without auxiliary verbs (**who / which / what + verb** in the **affirmative form**).
Who saw the accident? Tom (saw the accident).
What happened outside? An accident (happened).
- **Object Questions:** When we use the question words **who**, **which** and **what** to ask about the object of the verb, we form the question with auxiliary verbs (**who / which / what + verb** in the **question form**).
Who did you see at the restaurant?
(I saw) Tom and Joe.
What are you eating?
(I'm eating) Chinese food.

Who - Which - What...?

Question word	We ask about	Examples
Who	people (subject or object)	<i>Who is your best friend?</i> <i>Who are you talking to?</i>
Which	people or things (limited choice)	<i>Which students will participate in the survey?</i> <i>Which of these sweaters do you like best?</i>
What	things (unlimited choice), actions and activities, general descriptions, specific information	<i>What did you buy?</i> <i>What happened?</i> <i>What is your brother like?</i> <i>What sort of cars do you like driving?</i>

Verbs with two objects

Certain verbs (**give, offer, send, show, buy**, etc.) take two objects. The direct object usually indicates a thing and the indirect object usually indicates a person (who we do the action to or for).



When asking about the indirect object, we must put *to* or *for* at the end of the question.

Who did Adam send an e-mail to?

Who did Mark buy a watch for?

★ Indirect questions

- Indirect questions are introduced by phrases like **Can/Could you tell me...?**, **Do you know...?**, **I'd like to know... etc.**
- In indirect questions the verb is in the affirmative form.
- Where is the post office? (Direct Question)
- Do you know where the post office is? (Indirect Question)

★ Past Simple

I worked	He slept
Did you work?	Did she sleep?
They didn't work	It didn't sleep

The **Past Simple** is used:

- to describe a completed action in the past (the time is usually mentioned or implied).
I bought a laptop yesterday.
- to describe completed actions that happened one after the other in the past.
I walked up to the till, paid and then left the shop.
- to describe past habits or repeated actions in the past (often used with adverbs of frequency).
When I was younger, I often went jogging in the park.

TIME EXPRESSIONS

ago, yesterday, in 1998, last week/month/night, etc.

NOTE Irregular verbs on page 133.

★ used to + base form

I used to work	He used to sleep
Did you use to work?	Did she use to sleep?
They didn't use to work	It didn't use to sleep

used to + base form is used:

- to describe permanent past states.
I used to be overweight when I was younger.
- to describe past habits.
My father used to drive to work, but now he walks.
- to describe repeated actions in the past.
We used to play football every day, but we don't any more.

★ be/get used to + -ing form

I am used to working	He's used to sleeping
Are you used to working?	Is she used to sleeping?
They aren't used to working	It isn't used to sleeping

- be used to + -ing form** = be accustomed to doing something
I'm not used to staying up late on weekdays.
- get used to + -ing form** = become accustomed to something
I can't get used to getting up at 7 o'clock in the morning.

Module 2

★ Past Progressive

I was working	He was sleeping
Were you working?	Was she sleeping?
They weren't working	It wasn't sleeping

The **Past Progressive** is used:

- to describe an action in progress at a certain time in the past.
*What were you doing at 9 o'clock last night?
I was having dinner.*
- to describe actions that were happening at the same time in the past (usually with **while** or **as**).
While John was cooking, Leo was sleeping.
- to describe background scenes to a story.
There were a lot of people at the station. Some were talking on their mobiles, others were reading a paper and a few were walking up and down.
- to describe temporary past states or actions.
My grandfather was writing a book in those days.

★ Past Simple - Past Progressive

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action.
In this case we usually use **while**, **when** or **as**.
*As/While/When they were walking in the forest, they saw a bear.
I was reading a book when the lights went out.*

NOTE

We commonly use **as soon as** with the **Past Simple**.
As soon as we arrived on the island, it started raining.

★ Relative Clauses

Relative clauses are introduced by relative pronouns (**who**, **which**, **that**, **whose**) and relative adverbs (**where**, **when**).

Pronouns	
PEOPLE	who/that
THINGS / ANIMALS / IDEAS	which/ that
POSSESSION	whose

Adverbs	
PLACE	where
TIME	when

Defining relative clauses give information which is needed to understand the meaning of the sentence. They are not separated from the main clause by commas.

He's the boy who/that lives next door.

The book (which/that) you bought is on the desk.

NOTE

- Who, which and that** can be omitted if they refer to the object of the sentence. **Whose** and **where** cannot be omitted.
- In **formal language** prepositions appear at the beginning of the relative clause.
In **informal language** they appear at the end of the relative clause.
*The chair on which I am sitting isn't very comfortable. (formal)
The chair (which/that) I'm sitting on isn't very comfortable. (informal)*

Non-defining relative clauses give extra information about the person, thing or idea they refer to. They are always separated from the main clause by commas.

*Mr Brown, who is our Geography teacher, is quite old.
Our car, which cost us a lot, keeps breaking down.*

NOTE

- **Relative pronouns/adverbs** cannot be omitted in non-defining relative clauses; nor can we use **that** instead of them.
- Prepositions usually appear at the beginning of non-defining relative clauses.
This cupboard, in which I keep my old toys, hasn't been cleaned for ages.
- **Which** may also refer to a whole sentence.
He offered to give me a lift, which was very kind of him.

★ Adjectives / Adverbs of manner

- Adjectives describe nouns.
- Adverbs of manner describe how something happens.

We form most adverbs of manner by adding <i>-ly</i> to the adjective.	<i>quiet</i> → <i>quietly</i> <i>careful</i> → <i>carefully</i>
Adjectives ending in a consonant + <i>-y</i> , drop the <i>-y</i> and take <i>-ily</i> .	<i>easy</i> → <i>easily</i>
Adjectives ending in <i>-le</i> , drop the <i>-e</i> and take <i>-y</i> .	<i>terrible</i> → <i>terribly</i>
Irregular adverbs	<i>good</i> → <i>well</i> <i>fast</i> → <i>fast</i> <i>hard</i> → <i>hard</i> <i>late</i> → <i>late</i> <i>early</i> → <i>early</i>

★ Comparisons

The comparative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in *-y* is formed by adding *-er*. (Adjectives ending in *-y* change the *-y* to *-i*, while those ending in *-e* take only *-r*).
tall-taller, near-nearer, happy-happier, late-later
- of most adjectives and adverbs with two or more syllables is formed with *more*.
beautiful - more beautiful, slowly - more slowly
- of adjectives or adverbs is followed by *than* when we compare two people, animals, things, ideas or situations.
Peter is taller than James.
Living with your family can be easier than living on your own.

The superlative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in *-y* is formed by adding *-est*. (Adjectives ending in *-y* change the *-y* to *-i*, while those ending in *-e* take only *-st*).
tall-tallest *near-nearest*
happy-happiest *late-latest*
- of most adjectives and adverbs with two or more syllables is formed with *most*.
beautiful - most beautiful
slowly - most slowly
- of adjectives or adverbs is used with *the... (of/in)* when we compare one person, animal, thing, idea or situation with several of the same kind.
That's the most wonderful idea I've ever heard.
Peter is the tallest boy in his class.

Irregular forms		
Positive	Comparative	Superlative
good/well	better	best
bad/badly	worse	worst
much/many	more	most
little	less	least
far	farther/further	farthest/furthest

NOTE

- Some two-syllable adjectives form comparative and superlative forms in both ways.
clever - cleverer / more clever - cleverest / most clever
common - commoner / more common commonest / most common
narrow - narrower / more narrow - narrowest / most narrow
simple - simpler / more simple - simplest / most simple
- Comparatives can be graded by using the words *far, much, a lot, a little, a bit, slightly, etc.*
This car is much more expensive than the one I bought.
The house we live in now is slightly bigger than the one we lived in before.

★ Other forms of comparison

- **as + adjective/adverb + as** (to show similarity)
She's as tall as her sister.
- **not so/as + adjective/adverb + as** (to show difference)
It isn't so/as far as we thought.
- **less/least** (to show inferiority)
The book I read yesterday was less interesting than the one I read last week.
- **comparative + and + comparative** (to indicate continual increase or decrease)
The car was going faster and faster.

Module 3

★ Present Perfect Simple

I have worked	He has slept
Have you worked?	Has she slept?
They haven't worked	It hasn't slept

The **Present Perfect Simple** is used:

- to talk about an action which happened in the past, but the exact time is not mentioned.
I've already done that.
- to talk about a state which started in the past and continues up to the present.
Mike has had his car since September.
- to talk about an action that happened in the past and finished, but the results are obvious in the present.
I've finished my project and I have more free time now.
Tim has washed his car. (Now it's clean.)

TIME EXPRESSIONS

just, yet, already, ever, never, before, always, how long, for, since, recently, lately, once, twice, so far, etc.

NOTE

Irregular verbs on page 133.

- We use the **Past Simple** for actions that were completed in the past and the exact time is mentioned.
Present Perfect Simple: *I have tasted Mexican food.*
Past Simple: *I tasted Mexican food last night.*
- We use **for** and **since** for actions that started in the past and continue up to the present.
for + a period of time
I've had this car for 5 years.
since + a specific point in time
I've had this car since 2004.
- **Present Perfect Simple + since + Past Simple**
James has changed jobs three times since he came to London.
- **have been to** = have visited and come back
have gone to = have not returned yet
I've been to the shopping mall twice this week.
John isn't here; he's gone to the shopping mall.

★ Present Perfect Progressive

I have been working	He has been sleeping
Have you been working?	Has she been sleeping?
They haven't been working	It hasn't been sleeping

The **Present Perfect Progressive** is used:

- to emphasise the duration of a state or action which started in the past and continues up to the present.
I've been learning English for 6 years.
- to talk about an action which happened over a period of time in the past and may have finished, but the results are obvious in the present.
We've been walking around all day. That's why we're so tired.

TIME EXPRESSIONS

for, since, how long, all day/week, etc.

NOTE

- We use the **Present Perfect Simple** to emphasise the result of an action. We use the **Present Perfect Progressive** to emphasise the duration of an action.
I've called him three times this morning.
I've been calling him since 9 o'clock.

★ must - have to - need

EXPRESSING OBLIGATION AND PROHIBITION

- **must + base form** expresses personal obligation in the present or future.
I must finish this by tonight. (= I say so)
- **have to + base form** expresses external obligation in the present or future.
You have to drive on the left when you're in England. (= It's the law)
- **mustn't + base form** expresses prohibition in the present or future.
You mustn't park here. (= You aren't allowed to)
- **had to + base form** expresses obligation in the past.
When I was at school, I had to wake up at 7 o'clock every morning.

EXPRESSING NECESSITY AND ABSENCE OF NECESSITY

- **need to + base form** expresses necessity in the present or future.
I need to know how many people will be at the graduation.
- **don't have to / don't need to / needn't + base form** express absence of necessity in the present or future.
You don't have to call us again. (= It isn't necessary)
He doesn't need to send his CV again.
You needn't worry. Everything is under control.
- **needed to + base form** expresses necessity in the past.
We needed to buy some more bread, so we went to the supermarket.
- **didn't have to / didn't need to + base form** express absence of necessity in the past (something wasn't necessary and may or may not have been done).
I didn't have to / didn't need to pick up the kids from school.

NOTE

Need can be a main or a modal verb. When it is a main verb, it is followed by **to + base form**. As a modal verb, it is commonly used in the interrogative and negative form.

I need to go out.

- Do you need to go out? Need you go out?
He doesn't need to go out. He needn't go out.
I needed to go out.
Did you need to go out? Need you have gone out?
You didn't need to go out. You needn't have gone out.

★ had better

Had better + base form is used to give strong advice. It often expresses **threat** or **warning** and it's stronger than *should/ought to*. It refers to the present or future, not the past. Its negative form is **had better not**. In spoken English the short form is commonly used (*I'd better*, *you'd better*, etc.).
You'd better ask a doctor about it.

★ would rather

Would rather + base form is used to express **preference** about the present or future. It is usually followed by **than**. Its negative form is **would rather not**. In spoken English the short form is commonly used (*I'd rather*, *you'd rather*, etc.).

I'd rather stay at home than go to the park.

★ Expressing possibility (may - might - could)

- **could / may / might + base form** express possibility in the present or future.
He could / may / might be at home now.
- **may not / might not + base form** express the possibility that something will not happen in the present or future.
We may not / might not go to the bank today.

★ Making Deductions (must - can't)

- **must + base form** expresses certainty that something is true.
My parents must be at work now.
- **can't + base form** expresses belief that something is impossible.
You can't be serious.

Module 4

★ Future will

I'll work	He'll sleep
Will you work?	Will she sleep?
They won't work	It won't sleep

The **Future will** is used:

- to make predictions about the future, usually with **perhaps** and **probably** or after the verbs **believe**, **think**, **hope**, **expect**, **be sure**, etc.
She'll probably be here tomorrow.
- to talk about spontaneous decisions.
We've run out of milk; I'll go and buy some.
- for promises.
I'll be on time, don't worry!
- for offers and requests.
I'll do the washing-up after dinner.
Will you help me clean my room?
- for threats and warnings.
I won't speak to you again!

★ Future going to

I'm going to stay	He's going to leave
Are you going to stay?	Is she going to leave?
They aren't going to stay	It isn't going to leave

The **Future going to** is used:

- to talk about future plans.
My brother is going to study Biology.
- to make predictions based on evidence.
Look out! You're going to trip over that chair.

TIME EXPRESSIONS

tomorrow, tonight, next month/year/week/Tuesday, etc.
this month/year/week/Tuesday, etc.
in an hour/year, etc.
soon

NOTE

- We use the **Present Progressive** for planned future actions related to personal arrangements.
I'm travelling to London tomorrow.

★ Future Progressive

I'll be working	He'll be sleeping
Will you be working?	Will she be sleeping?
They won't be working	It won't be sleeping

The **Future Progressive** is used:

- to talk about actions that will be in progress at a specific time in the future.
At 9 o'clock tomorrow, he'll be flying to Egypt.
- to emphasise the duration of an action.
I'll be reading magazines all day tomorrow.

★ Future Perfect

I'll have worked	He'll have slept
Will you have worked?	Will she have slept?
They won't have worked	It won't have slept

The **Future Perfect** is used:

- to talk about actions that will be completed before a specific time or another action in the future. The verb describing the second action is in the **Present Simple**.
He'll have returned by the time you leave.

TIME EXPRESSIONS

by + a point in time (e.g. Sunday), by the time, by then, before, etc.

★ Zero Conditional

if-clause	Main clause
If/When + Present Simple	Present Simple

The **Zero Conditional** is used to talk about general truths.
If/When you press the button, the machine starts.

★ Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is probable in the present or future.

if-clause	Main clause
If + Present Simple	Future will
	Modal Verbs (can, may, might, must, should) + base form
	Imperative

*If I see James, I'll give him his book back.
If you want to use my mobile, you must promise to be careful with it.
If you go to the supermarket, buy some milk.*

★ Conditional Sentences Type 2

We use **Conditional Sentences Type 2** for unreal or imaginary situations which are not probable in the present or future.

if-clause	Main clause
If + Past Simple	would/could + base form

*If I had money, I would buy a farm in the country.
You could lose some weight if you went on a diet.*

NOTE

- In Conditional Sentences Type 2 **were** is often used instead of **was** in the if-clause.
If I were rich, I would live in a luxurious house.
- We use **If I were you** to express an opinion or to give advice.
If I were you, I wouldn't buy it.
- **Unless** can be used instead of **if... not...** in conditional sentences.
I won't buy this car unless you agree (= if you don't agree).

★ Nouns

Countable nouns

Countable nouns can be counted and have singular and plural forms. We can use **a/an**, **one** in the singular and **some**, **any**, **(a) few**, etc. in the plural.

Uncountable nouns

Uncountable nouns are only used with a singular form verb and we can't use **a/an** or **numbers** with them. To express quantity we use **some**, **any**, **much**, **little**, **a lot of**, etc.

• Uncountable nouns:

food	meat, sugar, cheese, butter, chicken, chocolate, etc.
liquids	milk, water, coffee, etc.
materials	wool, gold, paper, glass, iron, leather, etc.
abstract nouns	help, freedom, time, information, news, advice, health, communication, work, experience, traffic, business, etc.
natural phenomena	weather, light, rain, snow, etc.
some concrete nouns	baggage, furniture, money, luggage, etc.

★ Articles (a/an/the)

- The indefinite article **a** is used before singular nouns when we mention them for the first time or when we don't refer to a specific item. We use **a** when the next word begins with a consonant sound and **an** when the next word begins with a vowel sound.

There is a lamp in the room. There isn't an armchair in the room.

- The definite article **the** is used before countable and uncountable nouns.
- the** is used:
- before something specific or already mentioned.
I have to go to the dentist.
I bought two T-shirts and a tie. The tie is blue.
 - for things that are unique.
The sun heats the Earth.
 - for things that are defined.
The house which is next to ours is 300 years old.
 - with the superlative of adjectives/adverbs.
John is the tallest of all.
 - before names of **seas, oceans, rivers, deserts, groups of islands, mountain ranges** and **countries in the plural**.
the Black Sea, the Indian Ocean, the Thames, the Kalahari Desert, the Azores, the Alps, the USA
 - before nationalities when we refer to the whole nation.
The Chinese invented paper thousands of years ago.
 - before people's surnames when we refer to the whole family.
The Simpsons came to see us last night.
 - with: **hotels, restaurants, museums.**
the Hilton, the Pasta House, the British Museum
 - with **newspapers, services and organisations.**
the Guardian, the police, the United Nations
 - with adjectives referring to classes of people.
the old, the blind, the poor

the is not used:

- before countable and uncountable nouns which refer to something general or not mentioned before.
He loves chocolate.
Whales are mammals.
 - before names of **people, streets, cities, countries, continents, islands and mountains.**
Alex Smith, Oxford Street, Rome, Italy, Europe, Corsica, Mount Everest
 - before the **days of the week and months.**
on Monday, in June
 - before names of **squares, parks and lakes.**
Trafalgar Square, Central Park, Lake Winnipeg
 - before the names of **magazines, sports, games, colours, school subjects and languages** (when they are not followed by the word *language*).
Newsweek, tennis, darts, white, Maths, Arabic
 - with meals (**breakfast, lunch, dinner**).
What did you have for breakfast?
- But:** When we talk about a specific meal, we use **the**:
I didn't enjoy the dinner on the plane.
- before the words **bed, court, home, hospital, prison, school, university, work** when they are used for the purpose for which they exist.
Thomas went to university to study engineering.
 - before names of **airlines or companies.**
Air France, BMW

★ some/any/no

- **some + uncountable / plural countable nouns** is used in affirmative sentences and in questions when we offer something or ask for something politely.
There is some orange juice in the fridge.
Would you like some chips?
Could I have some coffee?

- **any + uncountable / plural countable nouns** is used in questions and negative sentences.
Is there any orange juice in the fridge?
There aren't any chips on the table.
- **no (= not any) + uncountable / plural countable nouns** is used in affirmative sentences to give a negative meaning.
There is no cheese in the fridge. = There isn't any cheese in the fridge.
- **a lot / lots / plenty** are always used with **of** when they are followed by a noun.
They are used with:
 - plural nouns and a plural verb.
There were a lot of people at the graduation.
 - uncountable nouns and a singular verb.
Have some more food. There's lots left.
 - *Is there enough coffee for everyone? Yes, there's plenty.*

NOTE

- **Many and much** are used in affirmative sentences with **too, so, how and as.**
There's too much sugar in my coffee.
- **Much** is used with **very** as an adverb (or on its own in negative sentences).
I miss my family very much.
He didn't like the food (very) much.
- **A lot (of)/Lots (of)/Plenty (of)** are quite informal, so in formal writing it is better to use **many** or **a number of** with countable nouns and **much** or **a great deal of** with uncountable nouns.
Many/A number of people believe that recent technological developments have improved our lives.
Much/A great deal of stress is often experienced by people who work in offices.
- **A lot (of)/Lots (of)/Plenty (of)** are not used with measurements of time or distance.
I was ill for many weeks.

★ a few / a little / few / little

- **a few (=a small number, some)** is used with plural nouns and a plural verb.
I need a few more things from the supermarket.
There are a few coins on the table.
- **a little (=a small amount, some)** is used with uncountable nouns and a singular verb.
There's still a little cake left in the fridge.
- **few (=not many)** is used with plural nouns and a plural verb.
Very few people disagreed with him.
- **little (=not much)** is used with uncountable nouns and a singular verb.
There was little evidence to support his claim.

NOTE

- For emphasis we can use:
 - **very, so, too + little / few**
There's very little milk in my coffee.
 - **only + a little / a few**
He's got only a few friends.
- **Some, any, much, many, a little, a few, a lot, lots, plenty** can also be used without nouns, as pronouns.
Have you got any money? No, I haven't got any.
We didn't buy any bread. We've got plenty.

Module 5

★ Past Perfect Simple

I had worked	He had slept
Had you worked?	Had she slept?
They hadn't worked	It hadn't slept

The **Past Perfect Simple** is used:

- to describe an action which was completed before a specific point of time in the past.
My mum had done the washing-up by midnight.
- to describe an action that was completed before another action in the past. The second action is in the Past Simple.
The train had already left when we got to the station.

TIME EXPRESSIONS

already, ever, never, just, when, by the time, after, by, before, etc.

NOTE

Irregular verbs on page 133.

★ Past Perfect Progressive

I had been working	He had been sleeping
Had you been working?	Had she been sleeping?
They hadn't been working	It hadn't been sleeping

The **Past Perfect Progressive** is used:

- to emphasise the duration of an action that took place before another action in the past.
He had been living in London for 15 years when he moved to Glasgow.
- to refer to an action whose duration caused visible results at a later point of time in the past.
The women were tired because they had been cleaning the house all day.

TIME EXPRESSIONS

already, by the time, for, since, after, before, when, how long, etc.

★ Reported Speech (Statements)

In **Direct Speech**, we give the exact words that someone said. The words of the speaker are put in quotation marks.
Thomas said, 'Bob is on the phone.'

In **Reported Speech**, we give the meaning of what someone said, but with some changes and without quotation marks. We use a reporting verb, usually **say** or **tell**, followed by **that** (which can be omitted) and the reported statement.

Thomas said that Bob was on the phone.

- NOTE**
- We use **say** when there is no indirect object.
'I can't fix the car,' he said.
He said that he couldn't fix the car.
 - We use **tell** when there is an indirect object.
'I'll be late, Tom,' he said.
He told Tom he would be late.

- When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence.

'I like your new bike,' said Ian.
Ian said that he liked my new bike.

- When a sentence changes from Direct to Reported Speech, tenses, modals and time expressions change as follows:

Present Simple → Past Simple

Ken said, 'I want to buy a new car.'
Ken said (that) he wanted to buy a new car.

Present Progressive → Past Progressive

Alan said, 'I'm having lunch.'
Alan said he was having lunch.

Past Simple → Past Perfect Simple

Lars said, 'I saw a bear behind the tree.'
Lars said he had seen a bear behind the tree.

Present Perfect Simple → Past Perfect Simple

Tim said, 'I've seen the documentary.'
Tim said he had seen the documentary.

Present Perfect Progressive → Past Perfect Progressive

Andy said, 'I've been waiting for an hour.'
Andy said he had been waiting for an hour.

will → would

Dan said, 'I'll call you later.'
Dan said he would call me later.

can → could

Mike said, 'I can show you the way.'
Mike said he could show me the way.

Conditional Sentences Type 1 → Conditional Sentences Type 2

Bob said, 'If we take a taxi, we'll get there more quickly.'
Bob said if they took a taxi, they would get there more quickly.

may → might

Paul said, 'I may go to Brazil.'
Paul said he might go to Brazil.

must → had to

Jim said, 'You must work hard.'
Jim said I had to work hard.

now → then

Dad said, 'I'll talk to him now!'
Dad said he would talk to him then.

today, tonight → that day, that night

Tom said, 'We're meeting Tim today.'
Tom said they were meeting Tim that day.

yesterday → the previous day / the day before

Danny said, 'I visited my lawyer yesterday.'
Danny said he had visited his lawyer the previous day.

this morning/year, etc. → that morning/year, etc.

Mark said, 'I haven't eaten anything since this morning.'
Mark said he hadn't eaten anything since that morning.

here → there

Eric said, 'I saw it here.'
Eric said he had seen it there.

tomorrow → the next day / the following day

Andy said, 'I'm flying to Paris tomorrow.'
Andy said he was flying to Paris the following day.

ago → before

Bill said, 'I bought this car two days ago.'
Bill said he had bought that car two days before.

last week/month, etc. → the previous week/month, etc. the week/month, etc. before

Dave said, 'I called Derek last week.'
Dave said that he had called Derek the previous week.

next week / month, etc. → the following week / month, etc.

Gary said, 'I'll return the book next week.'
Gary said he would return the book the following week.

NOTE

- These changes cannot be made when the sentence expresses a general truth or the reporting verb is in the Present, Future or Present Perfect Simple.
'I enjoy cooking,' Tom said.
Tom said (that) he enjoys cooking.
'I will move to Dublin next year,' Eric says.
Eric says he will move to Dublin next year.
- The Past Perfect and the verbs *could*, *might*, *should*, *would* and *used to* do not change in Reported Speech.
- The Past Progressive usually doesn't change but when it does, it changes to Past Perfect Progressive.
- Conditional Sentences Types 2 and 3 do not change in Reported Speech.

★ Special Introductory Verbs

There are a number of special introductory verbs used in Reported Speech.

- verb + full infinitive** (agree, claim, demand, offer, promise, refuse, threaten, etc.)
'I'll buy a book for you,' said Pete to his daughter.
Pete offered to buy a book for his daughter.
- verb + object + full infinitive** (advise, allow, ask, beg, encourage, forbid, invite, order, permit, remind, warn, etc.)
'You should take better care of yourself, Ian,' said Gregg.
Gregg advised Ian to take better care of himself.
- verb + -ing form** (accuse sb of, apologise for, admit (to), complain to sb about, deny, insist on, suggest, etc.)
'George lied to me,' said Steve.
Steve accused George of lying to him.
- verb + that clause** (admit, agree, claim, complain, exclaim, explain, inform sb, promise, suggest, etc.)
'You never listen to me,' he said.
He complained that I never listened to him.

★ Reported Speech (Questions)

- We usually introduce reported questions with the reporting verbs *ask*, *wonder* and the expression *want to know*.
- The verbs in reported questions are in the affirmative form.
'Why did you go to the doctor?' he asked.
He asked me why I had gone to the doctor.
- If the direct question begins with a question word, the reported question also begins with the same question word.
'Where are you going?' he asked.
He asked me where I was going.
- If the direct question does not begin with a question word, the reported question begins with *if* or *whether*.
'Did you enjoy the festival?' he asked.
He asked me if/whether I had enjoyed the festival.
- When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as in reported statements.

★ Reported Speech (Commands and Requests)

- We commonly use *tell*, *command* or *order* when we report commands and *ask* or *beg* when we report requests.
- The Imperative changes to: **to + base form** and the negative imperative to:
not + to + base form.
'Sit down, Tony,' said Dan. → Dan told Tony to sit down.
'Don't tell anyone, please,' Larry said. → Larry asked me not to tell anyone.

NOTE

- When the request is in question form, in Reported Speech it changes to **to + base form**.
'Will you open the door, please?' Victor said.
Victor asked me to open the door.

Module 6

★ Passive Voice I**Use**

We use the **Passive Voice** to emphasise an action rather than who or what is responsible for it.

Formation

The Passive Voice is formed with the verb **be** + the **past participle** of the **main verb**.

The person who causes or carries out the action is called an **agent** and is preceded by the preposition **by**.

We usually omit the agent:

- when the action interests us more than the agent.
- when we don't know the agent.
- when it is easy to figure out who the agent is.

The bank was robbed! (by someone who we do not know)
English is spoken in Australia. (by people)

NOTE**Present Simple**

I am called
Are you called?
They aren't called

Past Simple

I was called
Were you called?
They weren't called

Present Perfect Simple

I've been called
Have you been called?
You haven't been called

Past Perfect Simple

I'd been called
Had you been called?
They hadn't been called

Future Will

I'll be called
Will you be called?
They won't be called

Modal Verbs

I can be called
Should you be called?
They mustn't be called

NOTE Irregular verbs page 133.

★ Passive Voice II

We form the **Progressive tenses** in the Passive Voice with the appropriate form of the verb **be** + **being** + the **past participle** of the **main verb**.

- | Present Progressive | Past Progressive |
|--|---|
| I am being called
Are you being called?
They aren't being called | I was being called
Were you being called?
They weren't being called |
- Verbs such as **know**, **believe**, **say**, **think**, etc. are often followed by a *that* clause in the Active Voice and can be used to make general statements.
People believe that he is very rich.
 - The Passive Voice can be formed in two ways:
 - It + passive form of verb + that clause**
It is believed that he is very rich.
 - subject + passive form of verb + to + base form**
He is believed to be very rich.
 - When a verb (give, offer, send, etc.) takes two objects in the Active Voice, there are two ways of forming the Passive Voice.
 - Active Voice:** *They gave William a present.*
 - Passive Voice:** *William was given a present.*
- A present was given to William.*

★ Clauses of Reason

- **Clauses of reason** express the reason for something. They are introduced with **because**, **as** and **since**.
I tiptoed into the living room as I didn't want to disturb my grandfather.

NOTE

To express reason we can also use **because of** / **due to** + -ing form or noun or the **fact + that** clause

Due to the fact that sales have been falling this year, we won't be able to take on any more staff.

★ Clauses of Concession

- We use **Clauses of Concession** to express **contrast** or **opposition** to the main clause.
- **although / even though + subject + verb**
Although/Even though he was starving, he didn't take any of the food they offered him.
- **in spite of / despite + noun / -ing form**
Despite the heavy rain, it was very hot.
In spite of feeling afraid, Jim went on the roller coaster.

★ Clauses of Purpose

Clauses of purpose are introduced with:

- **so that + modal verb (can/may/will/could/might/would) + (not) + base form**
We will call him so that he will be informed about this as well.
- **so as (not) to/in order (not) to + base form**
The burglar wore gloves so as not to leave any fingerprints.

Module 7

★ Infinitives

The **full infinitive** is used:

- to express purpose.
I went to the post office to post some letters.
- after **it + be + adjective** (*it's nice, it was stupid, etc.*)
It was great to see you after such a long time.
- after certain adjectives: *afraid, surprised, free, happy, ready, sorry.*
At last he was free to do what he wanted.
- after **too and enough.**
Larry is too tired to go jogging today.
It isn't warm enough to go to the sea yet.
- after certain verbs (afford, agree, appear, decide, forget, hope, learn, manage, need, offer, plan, promise, refuse, seem, tend, want, would like, etc.).
I hope to see you again soon.
- after the objects of certain verbs (advise, allow, encourage, invite, order, persuade, teach, tell, etc.)
It was Glen who persuaded me to apply for this job.
- after question words (how, what, when, where, etc.)
I don't know what to do.

The **bare infinitive** is used:

- after modal verbs (can, may, must, should, etc.).
You should start thinking about your future.
- after the verbs **let** and **make** in the Active Voice.
My parents let me stay up later at weekends.
Our teacher made us retake the test.
- after **would rather** and **had better**.
I'd rather stay at home today.
You'd better tell me everything you know about this.

★ -ing forms

The **-ing form** is used:

- as the subject of a verb.
Exercising is a good way of keeping fit.
- after the verb **go**, indicating physical activities.
We often go fishing in the summer.
- after certain verbs (avoid, enjoy, finish, like, love, hate, imagine, keep, risk, spend (time), suggest, consider, etc.).
Martin suggested going to the museum on Tuesday.
- after certain expressions (be interested in, can't stand, don't mind, how about, it's no use, it's no good, it's worth, there's no point (in), be used to, etc.).
It's no use trying to do everything yourself. Ask your dad for help.
- after prepositions (for, about, without, etc.).
I'm so excited about going to university next year.

★ Verbs followed by full infinitive and -ing form

- Some verbs such as **start, begin, continue, intend, etc.** can be followed by either the full infinitive or the **-ing form** with no difference in meaning.
It started to rain / raining a minute ago.
- Some verbs can be followed by either the full infinitive or the **-ing form**, but with a difference in meaning
remember + -ing form = remember something that has already happened
I remember visiting Paris in 2004.
remember + full infinitive = remember something before doing it
Did you remember to lock the door before you left?
forget + -ing form = forget something that has already happened
I'll never forget visiting India.
forget + full infinitive = forget something you are supposed to do
Tom forgot to tell you that he was going away for the weekend.

★ Causative Form

The **causative form** is used when we do not do something ourselves, but we arrange for somebody else to do it for us.
We painted the house last month. (We did it ourselves.)
We had/got the house painted last month. (A painter did it.)

The **causative form** is formed as follows:

subject + have/get + object + past participle

Present Simple	<i>I have my car fixed.</i>
Present Progressive	<i>I'm having my car fixed.</i>
Past Simple	<i>I had my car fixed.</i>
Past Progressive	<i>I was having my car fixed.</i>
Future will	<i>I'll have my car fixed.</i>
Present Perfect Simple	<i>I've had my car fixed.</i>
Past Perfect Simple	<i>I had had my car fixed.</i>
Modal Verbs	<i>I must have my car fixed.</i>

- The question and negative forms of the Present Simple and the Past Simple of the causative form are formed with the auxiliaries **do/does** and **did**.

How often do you have your hair cut?

Sue didn't have her hair cut yesterday.

- In informal language we can use **get** instead of **have**.

I must get the TV set repaired.

- If we want to mention who performs the action, we can add **by + agent** at the end of the sentence.

He always has his roof repaired by a handyman.

NOTE

★ Modal Verbs + have +Past Participle

- **may/might/could + have + past participle** express possibility in the past.
I may/might/could have seen the documentary, but I'm not sure.
- **might/could + have + past participle** also express possibility in the past which was not fulfilled.
You were lucky. You might/could have been hurt.
- **must + have + past participle** expresses certainty that something happened in the past.
I must have left my wallet at home.
- **can't/couldn't + have + past participle** express certainty that something didn't happen.
You can't/couldn't have met their parents. They live in the US.
- **should + have + past participle** expresses regret about something that didn't happen in the past.
We should have come home earlier.
It's also used to criticise somebody's behaviour.
You should have called me and let me know you weren't coming.
- **shouldn't + have + past participle** expresses regret about something that happened in the past.
I shouldn't have shouted at Larry today.
It's also used to criticise something somebody has done.
Danny shouldn't have told you that. It was supposed to be a secret.

Irregular verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was/were	been	lie	lay	lain
bear	bore	born(e)	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bend	bent	bent	meet	met	met
bind	bound	bound	pay	paid	paid
bite	bit	bitten	put	put	put
blow	blew	blown	read	read	read
break	broke	broken	ride	rode	ridden
bring	brought	brought	ring	rang	rung
build	built	built	rise	rose	risen
burn	burnt/burned	burnt/burned	run	ran	run
buy	bought	bought	say	said	said
burst	burst	burst	see	saw	seen
catch	caught	caught	seek	sought	sought
choose	chose	chosen	sell	sold	sold
come	came	come	send	sent	sent
cost	cost	cost	set	set	set
creep	crept	crept	sew	sewed	sewn/sewed
cut	cut	cut	shake	shook	shaken
deal	dealt	dealt	shine	shone	shone
dig	dug	dug	shoot	shot	shot
do	did	done	show	showed	shown
draw	drew	drawn	shut	shut	shut
dream	dreamt/dreamed	dreamt/dreamed	sink	sank	sunk
drink	drank	drunk	sit	sat	sat
drive	drove	driven	sleep	slept	slept
eat	ate	eaten	smell	smelt/smelled	smelt/smelled
fall	fell	fallen	speak	spoke	spoken
feed	fed	fed	speed	sped	sped
feel	felt	felt	spell	spelt/spelled	spelt/spelled
fight	fought	fought	spend	spent	spent
find	found	found	spill	spilt/spilled	spilt/spilled
fly	flew	flown	split	split	split
forget	forgot	forgotten	spoil	spoilt/spoiled	spoilt/spoiled
forgive	forgave	forgiven	spread	spread	spread
freeze	froze	frozen	stand	stood	stood
get	got	got	steal	stole	stolen
give	gave	given	stick	stuck	stuck
go	went	gone	sting	stung	stung
grow	grew	grown	strike	struck	struck
hang	hung	hung	sweep	swept	swept
have	had	had	swear	swore	sworn
hear	heard	heard	swim	swam	swum
hide	hid	hidden	take	took	taken
hit	hit	hit	teach	taught	taught
hold	held	held	tear	tore	torn
hurt	hurt	hurt	tell	told	told
keep	kept	kept	think	thought	thought
kneel	knelt	knelt	throw	threw	thrown
knit	knit/knitted	knit/knitted	understand	understood	understood
know	knew	known	wake	woke	woken
lay	laid	laid	wear	wore	worn
lead	led	led	weave	wove	woven
lean	leant/leaned	leant/leaned	weep	wept	wept
learn	learnt/learned	learnt/learned	win	won	won
leave	left	left	withdraw	withdrew	withdrawn
lend	lent	lent	write	wrote	written
let	let	let			

Appendix I

1b AN INFORMAL E-MAIL

An informal e-mail is usually sent to a friend, a relative or an acquaintance. Note the layout below:

The screenshot shows an email window with the following layout:

- Subject:** a brief phrase that indicates what the content of the e-mail is. (e.g., "Graduation")
- Greeting:** on the left-hand side of the page. Put a comma after the name. (e.g., "Dear Tom,")
- Paragraphing:** write in blocked paragraphs leaving a blank line in between the paragraphs.
- Signing off:** on the left-hand side of the page. Use your first name. (e.g., "Hope to see you.
Jake")

Greetings	Set phrases for opening paragraph	Set phrases for closing paragraph	Signature endings
Dear Tom	How are you (keeping)?	Well, that's all for now.	Yours
Dear Mum	It was nice to hear from you.	Well, I'd better finish off here.	All the best
Dear Aunt Sue	Thank you / Thanks for your e-mail.	I must go now.	Take care
Hi Bob!	It's taken me ages to reply, but ...	See you soon.	Bye for now
Hello Bill!	I've been meaning to get back to you, but ...	Keep in touch.	
NOT: Dear brother Dear friend Dear cousin	Just thought I'd drop you a line.		

2b AN INFORMAL LETTER

An informal letter is a personal letter usually written to a friend, a relative or an acquaintance. Note the layout below:

The screenshot shows an informal letter with the following layout:

- Greeting:** on the left-hand side of the page (e.g. Dear Bill, Dear Mum). Put a comma after the name. (e.g., "Dear Adam,")
- Indent paragraphs:** start the first line of each paragraph under the comma.
- Address:** on the right-hand side of the page (not always necessary). (e.g., "92 Park Lane
Epsom
Surrey KT18 2LR
18 June 20....")
- Date:** below the address. (e.g., "Date: 18 June 20....")
- Signing off:** towards the middle of the page (e.g. Best wishes). Don't forget the comma followed by your first name written underneath. (e.g., "Take care,
Tony")

For greetings, signature endings and set phrases you can use in the opening and closing paragraph, see 1b above.

3b

A FORMAL LETTER

A formal letter is written to someone you don't know personally and it is usually of a business nature.
Note the layout below:

Position of the person you are writing to and/or name of company (start one line below the date).	The Personnel Manager Waterstones Bookstore 103 Brunswick St Canterbury Kent KT20 68R	Your address: on the right-hand side of the page (without your name).
Address of the person or company you are writing to.	92 Park Lane Epsom Surrey KT18 2LR 18 June 20....	Date: below the address, leaving a blank line in between.
Greeting: on the left-hand side of the page (leave a blank line before and after the greeting).	Dear Sir or Madam, / Dear Mr Jones, <hr/> <hr/> <hr/> <hr/> <hr/>	Paragraphing: You can indent (see informal letter 2b) or write in blocked paragraphs leaving a blank line in between the paragraphs. Note that when using blocked paragraphs, everything begins on the left-hand side of the page, except your address and the date.
Signing off: on the left-hand side of the page, followed by a comma.	 Yours faithfully, / Yours sincerely, Jason Thomas	
Your signature and your full name clearly written underneath.		

NOTE

In a formal letter, when you don't know the name of the person you are writing to, begin with **Dear Sir/Madam** and end with **Yours faithfully**. When you know the name of the person you are writing to, begin with **Dear Mr/Miss/Mrs/ Ms/Dr + surname** and end with **Yours sincerely**. In American English, **Yours truly** and **Yours sincerely** are commonly used in both cases.

7b

A SEMI-FORMAL LETTER

- A semi-formal letter is written to a person you know but he/she is not a friend or relative of yours.
- In a semi-formal letter, begin with **Dear Mr/Miss/Mrs/ Ms/Dr + surname** or with **Dear + first name** and end with **Yours sincerely, All the Best, Best wishes or Yours.**

Appendix II

British and American English

spelling

British English	American English
aeroplane	airplane
centimetre	centimeter
centre	center
cheque (n)	check (n)
colour	color
dialogue	dialog
favour	favor
favourite	favorite
grey	gray
humour	humor
kilometre	kilometer
jewellery	jewelry
litre	liter
metre	meter
neighbour	neighbor
organise	organize
practise (v)	practice (v)
programme	program
travelled	traveled
travelling	traveling
tyre	tire

words and phrases

British English	American English
anorak	parka
autumn	fall
bill (at a restaurant)	check
bookshop	bookstore
brackets	parentheses
car park	parking lot
cashpoint	ATM
chemist's	pharmacy
chips	(French) fries
city centre	downtown
cooker	stove / oven
crisps	potato chips
curriculum vitae (CV)	résumé
driving licence	driver's license
do the washing-up	do/wash the dishes
flat	apartment
flatmate	roommate
football	soccer
footballer	soccer player
fridge	refrigerator
garden	yard
ground floor	first floor
handbag	purse
head teacher	principal
holiday	vacation
ill	sick
jumper	sweater
leisure centre	sports / recreation center
lift (n)	elevator
lorry	truck
mark	grade
match	game
maths	math
Ministry of Education	Department of Education
mobile phone	cell phone
motorway	highway
mum / mummy	mom / mommy
opposite	across from
pavement	sidewalk
petrol	gas
petrol station	gas station
phone (v)	call (v)
plaster	Band-Aid
public telephone	pay phone
queue	line
railway station	train station
rubbish	garbage / trash
secondary school	high school
shop	store
shop assistant	salesperson
shopping centre	shopping mall
speciality	specialty
surname	last name
sweets	candy
table tennis	ping pong
takeaway	takeout
tick ()	check ()
train (v)	practice (v)
trainers	sneakers
trousers	pants
TV / radio programme	TV / radio show
underground (railway)	subway

grammar and usage

British English	American English
28 February	February 28
28th February	February 28th
at the weekend	on the weekend
in exams	on exams
quarter past two	a quarter after two
Have you got?	Do you have?
I've got / I have got	I have
I haven't got	I don't have
learnt	learned
smelt	smelled
be in hospital	be in the hospital
go to hospital	go to the hospital
book a room/table	make a reservation
lay the table	set the table
sit for an exam	take an exam
have a shower	take a shower
go to university	go to college

word list

1a → pp.6-7

actual
actually
admire
aim (n)
benefit (n)
certainly
combine
comment (v)
contain
cultural
culture
custom
educate
encourage
entertain
enthusiastic
exhibit
exhibition
experience (v)
focus (v)
foreigner
graduation
habit
hold
in person
increase
inform
landmark
marvel (v)
organiser
original
purpose
region
replica
resort
site
squeezed
stranger
take part
take place
theme park
tradition
try on
try out

1a → pp.8-9

accent
apartment
awesome
cause (v)
cell phone
check (n)

chips
confuse
directions
elevator
fall (n)
figure out
garbage
gas
I don't get it.
mall
mention
misunderstanding
pants
pedestrian
relationship
sneakers
soccer
turning
vacation
zebra crossing

1a → pp.10-11

abroad
advantage
at one's own speed
atmosphere
blog
client
common
company
contact (n)
content (n)
convenient
disadvantage
export (n)
feedback
immediate
import (n)
interaction
international
learning environment
lively
major (adj)
mother tongue
non-native speaker
peaceful
personal assistant
presence
pronunciation
questionnaire
reason
specific
spelling

suggest
vocabulary

1b → pp.12-14

achieve
argue
associate
awareness
battle
bride
cooperate
courage
curiosity
death
defeat (n)
ecological
envelope
fight (v)
funeral
goal
goodness
influence (v)
joy
link (v)
mood
occasion
on the other hand
positive
power
recover
refer
relate
represent
satisfy
stuff
suffer
symbolise
various
view (v)
warning sign
weakness

1b → pp.15-17

a couple of
access
alone
apply
block (n)
crowded
exhausting
expenses
express
fabulous
facilities
feel like
get together
hear from
hectic
incredibly
ingredients
isolated
keep in touch
keep up with
lack (n)
lead
lifestyle
lonely
monotonous
on the corner
on your left/right
pick up
quite
relaxing
routine
schedule
similar
socialise
trendy
walk past
within walking distance

2a → pp.22-23

announce
approach (v)
brave
cheer
confident
crowd
cruel
defeat (v)
gather
greet
ground
helmet
hidden
honest
injury
intelligent
keep off
keep on
lift (v)
meaning
nod
pain
plan (n)
protect

push
put off
put on
raise
remove
sensible
shiver
soldier
supporter
take off
take on
turn off
turn on
unknown
upset
victory
wounded

loud
main
motivate
nearly
patient
pressure
rescue
responsible
reward (v)
rewarding
risk
sense of humour
stress
strict
trap
unselfish

situation
storm
strength
surface
survive
survivor
thick
unconscious
unharmed
violently
volcano
wolf

hang out
intention
join
lead (v)
match (n)
member
net
on top of that
out and about
out of the ordinary
outdoors
poetry
practise
racket
recently
related
relaxed
ring
scuba diving
shin pads
slope
sociable
sports club
sporty
tend to
unlike
vest

2a → pp.24-25

ancient
block (v)
claim (v)
curious
eccentric
favour
fear (v)
human being
lie (n)
luxury
possession
powerful
probably
recognise
response
secret
tell from
trust
wealthy

a bit
act
astonished
avalanche
bee
blow (v)
breathe
bury
characteristic
climber
collapse
crash (n)
desire
determination
dig
dragon
earthquake
entire
erupt
feather
free (v)
frightening
heroic
hurricane
impressive
incredible
keep calm
lava
lightning
mythical
natural disaster
ordinary
pull
reach
relieved
safe and sound
scale
search (v)
shake
sheet

2b → pp.28-30

after a while
against
as soon as
at first
brake (n)
crash into
cycle (v)
elderly
faithful
freezing
go on
head (v)
hear from
innocent
nearby
panic (v)
railway
slow down
speed (n)
to one's horror
track
valuable
wheel

2a → pp.26-27

antibiotic
appreciate
as for
award
be in one's shoes
burst
career
comment (n)
consider
courageous
danger
deal with
destroy
effect
enthusiasm
explosion
extraordinary
flame

admit
although
athletic
be into
be willing
besides
board (n)
bookworm
come across
complain
constantly
court
entertaining
every once in a while
exchange
football pitch
for ages
gloves
goggles

3a → pp.40-41

afterwards
amazed
be off to
chill out
delicious
delighted
exhausted
fascinating
furious
get bored out of my mind
grab a bite
hold on
huge
I'm in.
loads of
peckish
terrified
though
trail
What's up with you?

3a → pp.42-43

active
art class
challenging
climbing wall
competitive
correct (v)
creative

essay
helpful
Internet access
keep fit
provide
research (n)
settle into
socialising
staff
stimulating
table football
table tennis

3b → pp.44-46

allow
anxiety
appearance
appropriate
behaviour
body language
calm
care about
CV (curriculum vitae)
duty
especially
eye-contact
facial expression
furthermore
genuine
gesture
image
improvement
in advance
include
income
interview (n)
knowledge
location
nervous
organisation
position
possibly
preparation
qualifications
responsibility
salary
search (n)
select
self-confidence
spill (v)
take into consideration
tip
typical
up-to-date

3b → pp.47-49

ability
adequate

advertise
ambitious
applicant
at one's convenience
available
be familiar with
cashier
certificate
clerk
complete (v)
computer-literate
currently
customer
enclose
essential
experience (n)
experienced
fluent
foreign exchange
full time
hire
interest (n)
look forward to
manner
marital status
minimum
part-time
personality
pleasant
polite
previous
punctual
qualified
reliable
report
require
suitable
task
training
travel agency
uniform
with regard to
working conditions

4a → pp.54-55

desert
destruction
development
ecosystem
environment
eventually
fit (v)
flood (n)
generation
global
hardworking
harmful
housing
individual (n)
jungle
length
miss out
oasis
ocean
paradise
plant (n)
polar ice cap
pond
protection
rainforest
reduce
sandy
species
stretch
train (v)
treasure
tropical
unique
volunteer (v)
youth

4a → pp.56-57

according to
alternative
big deal
climate
cool off
countryside
disturb
energy
experiment
extreme
flooding
for all I care
for starters
fossil fuels
fuss
give in
give up
global warming
heat
hopeless case
interrupt

level
melt
obvious
oil
petrol
raise
rise
simply
So what!
temperature

4a → pp.58-59

argument
at all costs
attract
aware
change one's mind
conservation project
crystal clear
damage (v)
diving
editor
educational
effective
endangered
environmental awareness
environmentally friendly
flash of lightning
in favour of
issue
leaflet
litter
make a difference
plan (v)
pollution
public transport
recycling
resident
sign (v)
skill
snorkelling
survey
take action
threat
town council
traffic congestion
turtle
unspoilt
wildlife

4b → pp.60-62

ant
antelope
at present
authorities
be aware
breed
butterfly

cause (n)
centimetre
cobra
conditions
creature
crocodile
deer
die out
eagle
existence
exotic
feature (v)
fly
foot
gallon
goose
gram
habitat
horn
hunt (n)
hunting
illegal
in search of
inability
inch
insect
kangaroo
kilogram
kilometre
likely
litre
mammal
measure (v)
metre
mile
millilitre
monkey
nest
nut
ounce
parrot
peacock
peninsula
pigeon
pint
pound
predator
prey
quart
rat
remaining
reptile
researcher
seed
shiny
skin
stone
survive

tonne
tortoise
underground
up to
weigh
weight
yard

4b → pp.63-65
acid rain
conventional
crop
dependent
dispose of
drought
exhaust fumes
face (v)
hazard
improve
landfill site
limited
practical
predicament
rainfall
retirement
rubbish
ruin (v)
shortage
solar-powered
source
survival
waste (n)
weather conditions
wind power

5a → pp.70-71
account
apologise
approximately
archaeologist
beg
belong
carve
decrease
deny
discovery
disease
enormous
explorer
extinct
harbour
initially
islander
landscape
legend
mystery
oral
order (v)

origin
promise
refuse
remain
remind
remote
rule (v)
slave
specialist
theory
trace
tragic
tribe
truly
vanish
voyage
war
whoever

5a → pp.72-73

apparently
arrest
bring up
bus stop
call up
come by
detective
didn't mean to
do one's best
fortunately
go up
grow up
hold up (bank)
immediately
make up
odd
out of breath
paper= newspaper
pick sb up
pursue
put up
real-life
reckon
rob
robber
robbery
run away
rush (v)
shortly
stay put
suspicious
taekwondo
take up
the other day
thin
turn up
unbelievable
wander off

5a → pp.74-75

architecture
artefact
breathtaking
caravan
cliff
definitely
destination
donkey
Don't miss it for the world
effort

entrance
fountain

glimpse
glorious

gorge
guided tour

Houses of Parliament

in the heart of

landmark

last (v)

legendary

magnificent

numerous

on display

outstanding

queue

ruins

spectacular

tomb

tour guide

tower

trade

traditional

wonder (n)

worth

5b → pp.76-78

apart from
be about to
be after
be against
be for
be over
be up
be up to
bizarre
break into
burglar
burglary
by the time
charge with
chubby
commit
confess
confirm
container
crime

criminal
daily
encounter (v)
face (v)
fair
fingerprints
for the time being
from time to time
homeless
identification
in action
in no time
in time
kidnap
kidnapper
kidnapping
leftovers
match (v)
murder
murderer
on time
once upon a time
owner
pan
pot
punish
release
safety
scatter
scraps
thankfully
theft
thief
to one's astonishment
victim

5b → pp.79-81
after all
alarm system
ambulance
citizen
dream (n)
elegant
fade away
flood lights
go out
hardly
immediately
incident
light up
make out
mysterious
shape (n)
so far
stain (n)
suburb
suddenly
thankful

throughout
trip (v)
urgent
6a → pp.86-87
accommodation
afford
appeal (v)
area
arrive
attack (v)
attraction
barge (n)
board (v)
border
canal
choice
construct
cross (v)
enjoyable
exploration
fare
frequent
frequently
guarantee (v)
journey
persuade
physical
pros and cons
repeatedly
rest (v)
restore
rider
route
sight
span (n)
speciality
supervision
ticket
tour
trip
6a → pp.88-89
accommodate
accountant
air conditioning
be supposed to
beauty salon
book (v)
bottom
business centre
cancel
charge (v)
check in
check out
come up
conference room
copy (n)

counter
credit card
damage (n)
deposit (n)
despite
discount (n)
double room
expand
following
guarantee (n)
in cash
in order to
in that case
invoice
none
order (v)
original
package tour
passport
prove
receipt
record (n)
reduction
reservation
room service
sauna
security
spa
take advantage of
traveller's cheque
Wi-Fi connection
wing
6b → pp.92-94
additional
argue
artist
aspect
at last
at least
at once
at the age of
at the latest
at the moment
beam (v)
biologist
boast
catch-phrase
chemist
commonplace
consequence
costly
electrician
enable
engineer
existent
fantasy
fictional
hand-held phone
in a good/bad mood
in a hurry
in a mess
in detail
in general
in other words
in particular
logical
mix (n)
monthly
national
natural
object (n)
personal
physics
popularity
portable
put forward
reality
receptionist
reporter

scientist
slightly
technician
transport (v)
transportation
version
via
wherever
yearly

log on
media
method
no longer
partner
rather
relevant
replace
resource
scene
site
unlikely
virtual

6b → pp.95-97

appealing
beneficial
broaden
car rental
course
economical
employment
energising
firstly
from my point of view
giant
ideal
in the first place
independent
insurance
moreover
option
range (n)
refreshing
relatively
restriction
sit back
stressful
such as
to begin with
tour operator
variety
what is more
without a doubt

7a → pp.104-105

abaya
absolutely
anorak
blouse
bracelet
cardigan
chain
complete (adj)
dietician
dye (v)
earrings
facial
fitness programme
gorgeous
hairstyle
high heels
in shape
jewellery
jumper
makeover
make-up
necklace
pick out
recommend
sandals
slippers
tailor
thobe
Wellington boots

7a → pp.102-103

analyse
attend
clip
conversation
dedicated
entirely
exchange
expert
gradually
increasingly
individual (adj)
instead
interactive
it's no use
it's worth
jealous

addicted
aid (n)
canteen
catch on
chicken nugget
come up with
compete
concerned
consist
developing countries
drawback
hunger

in conclusion
junk food
nutritious
overweight
pastime
poverty
radical
stock (v)
to make matters worse
trend
vending machine

7b → pp.108-110

by the way
come up to
confusion
cook (n)
discourage
feature (n)
flight of stairs
handy
hold a meeting
hold hands
hold one's breath
hold the line
in the way
install
keep a secret
keep an eye on
keep in mind
keep one's promise
keep sb company
lose contact
lose one's temper
make one's way to
miss a turn
on the way
one's way
out of the way
projector
record (v)
rush (n)
scenery
selection
spicy
tablecloth
takeaway
tap on
technician
the hard way
there's no way
touch screen
tray
webcam

7b → pp.111-113

amusement
announcement



STUDENT'S AUDIO CD TRACK LIST

Track 1	Traveller 3 (Titles)	
Track 2	1a	Listening & reading
Track 3	Module 1	Workbook Listening activity
Track 4	2a	Listening and reading
Tracks 5-12	Module 2	Workbook Listening activity
Track 13	3a	Listening and reading
Track 14	Module 3	Workbook Listening activity
Track 15	4a	Listening and reading
Track 16	Module 4	Workbook Listening activity
Track 17	5a	Listening and reading
Track 18	Module 5	Workbook Listening activity
Track 19	6a	Listening and reading
Track 20	Module 6	Workbook Listening activity
Track 21	7a	Listening and reading
Track 22	Module 7	Workbook Listening activity
Track 23	Culture page 1	Inspiring Heroes
Track 24	Culture page 2	Giant's Causeway
Track 25	Culture page 3	The Voyage of the Brendan
Track 26	Culture page 4	Aboriginal Australians

**Traveller 3
Student's Book**
H. Q. Mitchell - Marileni Malkogianni

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Traveller

is an exciting course that takes learners from **Beginner** to **Advanced** level. It follows the modular approach and is organised into topic-based modules.

Course Features:

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting real spoken English
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic development of reading and listening skills and subskills
- A variety of communicative tasks
- Step-by-step approach to writing
- Activities encouraging personal response
- Practical tips helping students to become autonomous learners
- A round-up section in each module providing regular revision and consolidation
- A grammar reference section
- Culture pages

Name of student

Name of school



The image shows four book covers for the KSA-Edition Traveller 3 course. Each cover features a blue and green design with the title 'Traveller 3' prominently displayed. The 'Student's Book' and 'Teacher's Manual' covers include a small image of the Kaaba. The 'Workbook' and 'Workbook Teacher's Edition' covers show a blurred image of a mosque. All covers mention 'English Language', 'Secondary Stage', 'Curriculum Version', 'Complementary Program', 'Level Three', 'Secondary System', 'Specialized Pathways', and 'English Language 2'. The 'Teacher's Manual' and 'Workbook Teacher's Edition' also mention 'Digital Resources'.

Student's Book

Workbook

Teacher's Manual

Workbook Teacher's Edition

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- Tests
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A1

A2

B1

B2

C1

C2



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