



KSA - Edition

Traveller 5

English Language

Secondary Stage

Credits System

Specialized Program

Level Five

نظام المقررات

البرنامج التخصصي

المستوى الخامس

Semester System

Specialized Pathways

English Language 5

المرحلة الثانوية

النظام الفصلي

المسارات التخصصية

اللغة الإنجليزية ٥

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كتاب المعلم Teacher's Manual



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كتاب الطالب **Student's Book**

H. Q. Mitchell - Marilena Malkogianni

كتاب المعلم **Teacher's Manual**

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American English

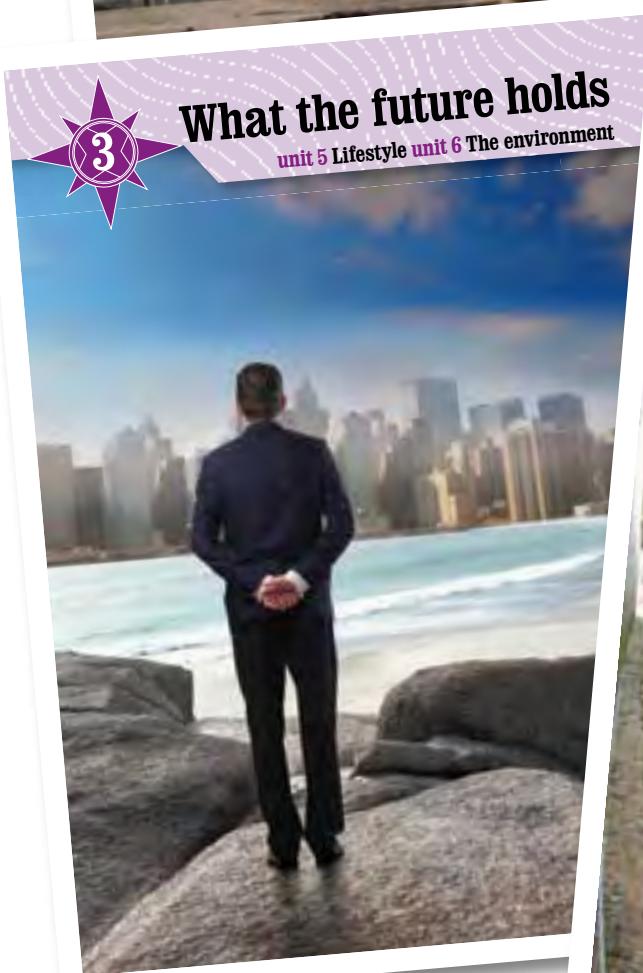
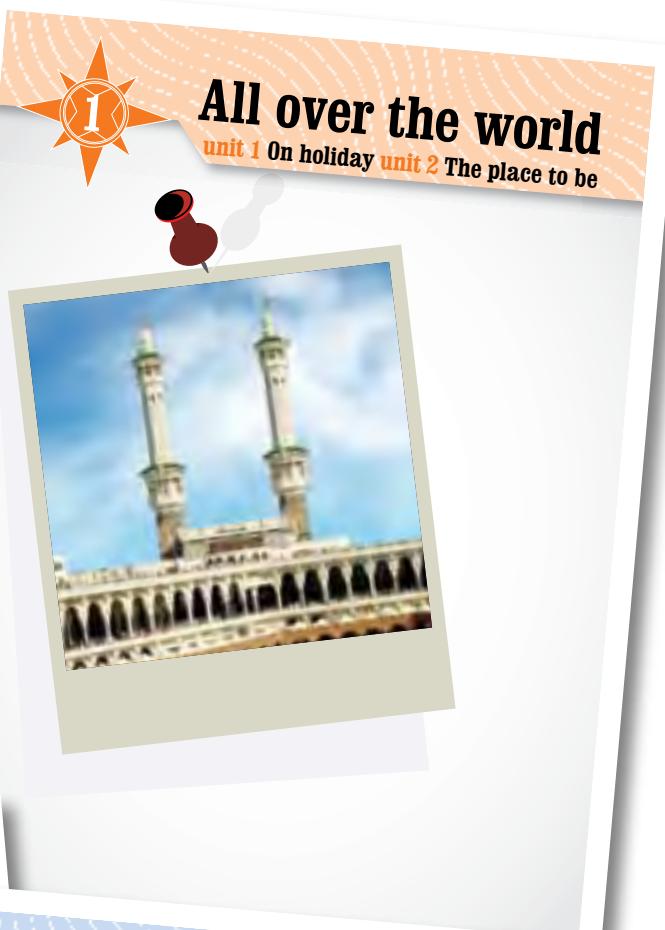
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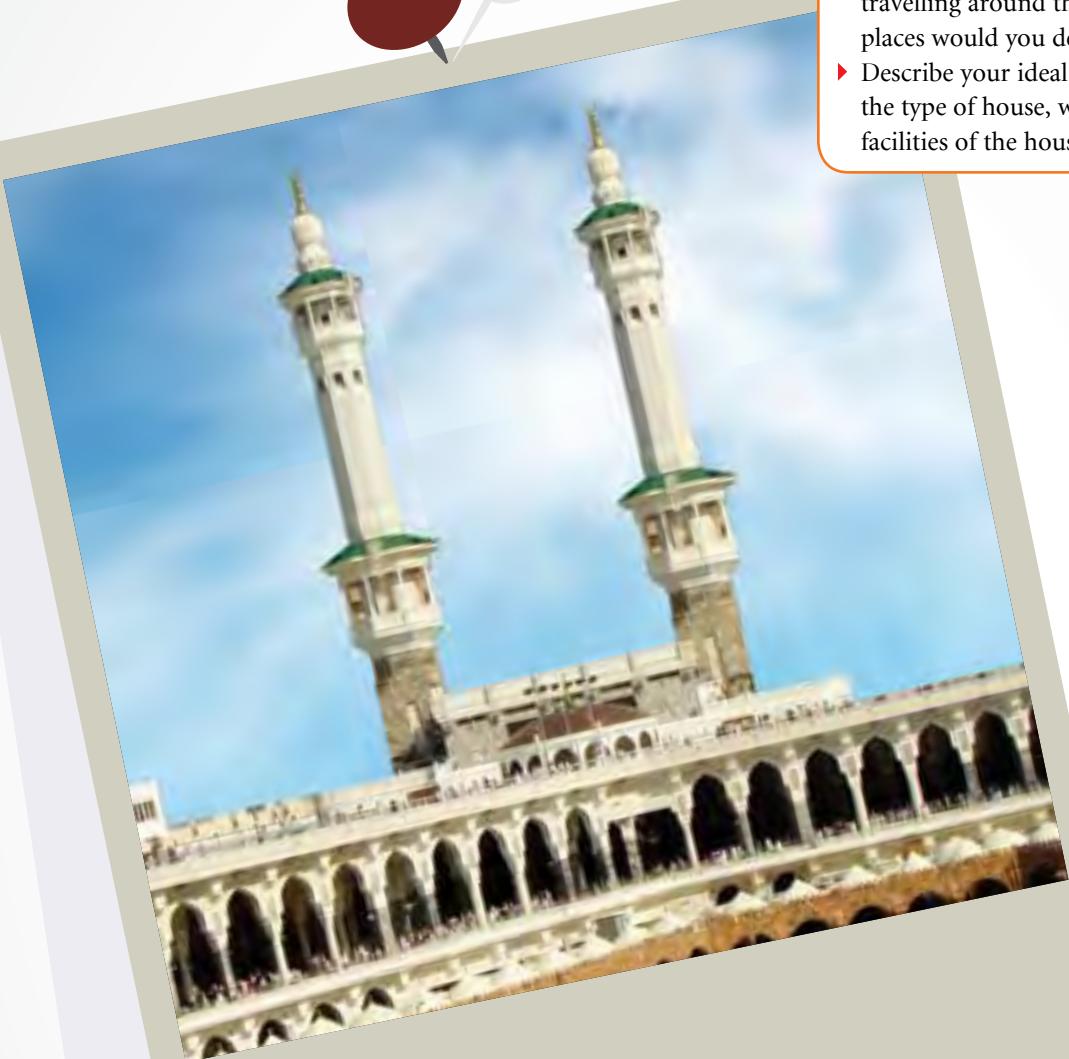
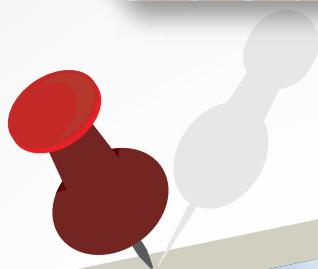
American English



1

All over the world

unit 1 On holiday unit 2 The place to be



Discuss:

- ▶ If you had the opportunity to spend a month travelling around the world, which three places would you definitely like to go to? Why?
- ▶ Describe your ideal place to live in. Consider the type of house, where it is located, the facilities of the house/area, etc.

Flick through the module and find...

- ▶ a magazine article about an amazing country *p.19*
- ▶ e-mails from Manchester, England and Sydney, Australia *pp.16-17*
- ▶ an article about a fun way of travelling in Europe *p.28*
- ▶ an article about a volcanic region in France *p.26*
- ▶ advertisements for unusual holidays/trips *p.9*
- ▶ a short text with advice for an enjoyable holiday *p.15*

In this module you will...

- ▶ talk about places and holidays
- ▶ learn to distinguish between permanent and temporary situations and use appropriate tenses for each
- ▶ learn how to use appropriate tenses to link the past with the present
- ▶ learn how to use nouns, quantifiers and articles correctly
- ▶ expand your vocabulary by learning lexical sets related to people and places, adjectives describing people and places, words easily confused, etc.
- ▶ learn how to write articles and e-mails
- ▶ acquire skills and strategies that will help you in exams

Unit 1 reading

1. PRE-READING

Discuss.

- Which of the following activities do you find most appealing? Why?

driving a racecar scuba diving with sharks
white-water rafting paragliding
bungee jumping astronaut training

- If you were interested in taking part in one or more of the activities above, what information would you like to know?

2. READING FOR GIST

Read the advertisements 1-5 on page 9 quickly and match them with the headings and pictures a-e below.

a. White-Water Rafting Trips in Colorado



Enjoy the breathtaking scenery as you go down the rivers of Colorado, as you experience various rafting courses from beginner to advanced, and everything in between!

b. Extreme Sports and Stunt Vacation in Las Vegas

Have an adrenaline-filled experience that includes extreme sports with breathtaking/amazing stunts!



c. Mario Andretti and Jeff Gordon Racing School



Be a real racecar driver on an authentic speedway!

d. San Diego Shark Diving Trips



Have you ever wanted to swim with sharks? Now you can!

e. Zero-gravity Flight Experience



Go aboard G-Force One, a modified Boeing 727 and 'fly like a bird!'

3. SCANNING FOR SPECIFIC INFORMATION

Imagine that you are on vacation in the USA and you are interested in the trips and vacations advertised. Read the advertisements again and answer the questions 1-12. Choose a, b, c or d.

TIP

- When answering questions based on several texts, scan each text and look for the specific information mentioned in each question.
- Make sure you read each question carefully and understand what it means. The part of the text corresponding to the question will express the same meaning but most probably in different wording.

1. You are visiting the USA this month and you want to go on a low-cost, one-day trip. Which option should you choose?
a. 2 **b.** 3 **c.** 4 **d.** 5
2. Which trips provide you with something to remember them by?
a. 1 and 2 **b.** 2 and 3 **c.** 2 and 4 **d.** 2 and 5
3. You are thinking of taking a trip that will bring you close to nature. Which should you choose?
a. 1 and 2 **b.** 2 and 4 **c.** 2 and 5 **d.** 3 and 5
4. You and your friends love to travel at high speeds. Which options are best for you?
a. 1 and 2 **b.** 1 and 3 **c.** 3 and 5 **d.** 1 and 5
5. Your seventeen-year-old brother is 6 feet tall and in good shape. What can't he do?
a. 1 **b.** 2 **c.** 3 **d.** 5
6. One of your friends wants to go on a trip with you, but he is not very fit. What shouldn't you do?
a. 2 and 3 **b.** 1 and 2 **c.** 1 and 3 **d.** 3 and 4
7. Your brother loves water sports and other water-related activities. Which options suit him best?
a. 1 and 2 **b.** 3 and 5 **c.** 2 and 4 **d.** 2 and 5
8. You are spending next summer's vacation with your friends and you want to stay under a \$1000 budget. Which options should you choose?
a. 1 and 5 **b.** 1 and 4 **c.** 1 and 3 **d.** 1 and 2
9. Your parents usually go on trips where lodging and meals are all-inclusive. Which are the best options for them?
a. 1 and 2 **b.** 3 and 5 **c.** 4 and 5 **d.** 2 and 5
10. Your father works for a big company and wants to arrange an extreme vacation for the company staff. Which vacations would be most suitable according to the advertisements?
a. 1 and 3 **b.** 1 and 4 **c.** 4 and 5 **d.** 1 and 5
11. You do not want to go on a trip that requires you to pay extra for equipment. Which should you avoid?
a. 1 and 2 **b.** 2 and 3 **c.** 3 and 5 **d.** 2 and 5
12. You think that a vacation should also have some educational value. Which is the most suitable?
a. 1 **b.** 2 **c.** 3 **d.** 4

- Packages ranging from \$75 to \$3,999 to satisfy all budgets.
- 15 Nationwide Racing School locations, from California to North Carolina and everywhere in between.
- No equipment or training necessary.
- Must be in good physical condition, cannot be taller than 6'7" or heavier than 295 lbs.
- Must have a valid driver's licence.
- \$25 mandatory insurance, insures you against any vehicle damage, even wrecking the car!

Book your experience today!

1 c

- Diving in scuba gear with sharks, as well as cage diving available.
- Packages ranging from \$1,500 - \$3,525.
- Many ships to choose from, which sail to The Bahamas, Mexico, Fiji and The Galapagos Islands. Depending on which package you choose and what time of year, you can see Great White Sharks, Tiger Sharks, Whale Sharks, Manta Rays, Hammerheads and Bull Sharks.
- Group rates available on your own private ship with a crew of your choice.
- Don't see a date that works for you? We also cater to individuals. Contact us for a private charter for a full or half boat.
- Professional videographer films your trip, and you may purchase the DVD of your experience.
- Price includes on-board accommodation with private room, food and drink, local bus transportation.
- Price does not include airfare, hotel, equipment rental, tourist visas.

2 d

- ※ Approximately \$2000 for five days.
- ※ Different packages including extreme sports like rock climbing, paragliding, paintball and skydiving.
- ※ Stunt packages include: stunt fighting, high speed car transfers, partial body-burn, walking through fire, bungee jumping, car chases, running through burning buildings and a free fall from a rooftop.
- ※ 100% safety record since opening in 1992.
- ※ Individual activities, as well as private parties available at special group rates.
- ※ Must be over 18 to participate in extreme sports and stunts.
- ※ Must be in good physical shape.
- ※ All training and equipment provided.

3 b

- ★ Experience complete weightlessness and the same training as the NASA astronauts.
- ★ Participate at one of our three locations: Las Vegas, Nevada; San José, California or the Kennedy Space Centre, near Orlando, Florida.
- ★ Each aircraft has a seating zone and a flying zone: 35 seats are available in the seating zone.
- ★ The Zero-gravity Flight Experience costs include training, the flight, awards, photos and a complimentary DVD to remind you of your experience.
- ★ Flights may be chartered for private events: team building events, corporate incentive programs, college research and experiments, other educational use.
- ★ Approximately \$3,950 for each flight.
- ★ All equipment provided.

7d

4 e

- Individuals, families and groups are welcome.
- Perfect for an office or corporate outing and we love scout groups!
- Safety is our priority. All staff and guides are certified with CPR and first aid training.
- Guides are knowledgeable about the history of the area and the geology of the rivers.
- You don't have to know how to swim, as life jackets are mandatory.
- Fees include guides, transportation to and from the river and all necessary equipment.
- Full-day trips include lunch, and multi-day trips include accommodation in cabins plus all meals and beverages.
- Extra equipment can be rented for fees ranging from \$4 to \$42. This includes: camping gear, wetsuit gear, paddle jackets.
- Family full-day rafting packages available for \$82. Fishing getaway packages available for \$529 for two people, which includes cabin.
- Don't see an option you like? No problem! Call us today, to 'build your own' package!

2c

9d

11d

5 a

2c
10c
12d

10c
3c
7d
9d
11d
1d
8a

9

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words/phrases in the advertisements with the meanings below. There are two extra meanings which you do not need to use.

- wrecking
- cater to
- purchase
- complimentary
- certified
- mandatory

g

h

d

c

b

f

- produce
- having official qualifications
- free of charge
- buy
- old-fashioned
- obligatory
- destroying
- provide services to

5. POST-READING

Discuss.

- Which of the trips or vacations would you prefer and why?
- Which of them would you definitely not be interested in? Why?



Unit 1 vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

travel trip journey tour voyage
cruise flight excursion expedition

- Our Geography teacher keeps telling us that travelling broadens the mind.
- Is your class coming on the afternoon excursion to Windsor Castle?
- Scott kept a journal of his scientific expedition to the North Pole.
- Many immigrants arrived in New York after a six-week voyage across the Atlantic Ocean.
- The flight to São Paulo has been delayed due to heavy rain at the airport.
- It's a five-hour journey by bus from Florence to Naples.
- We went on a guided walking tour of the city last summer.
- We are going on a two-week Indian Ocean cruise on a luxurious ship.
- Is your family still planning to go on a trip to Washington next week?

hotel hostel resort cabin
suite cottage caravan

- The new holiday resort in Miami offers free tennis lessons.
- Did you hear the news? Joe has bought a weekend cottage in the countryside.
- As we are on a tight budget, we'd better stay at a youth hostel.
- Many South Sea islanders still live in traditional wooden cabins.
- Tom took his caravan to France and stayed in it over the summer.
- As that hotel is near the airport, a lot of businessmen stay there overnight.
- The President stayed in a luxury suite at the Hilton.

arrive get reach come approach

- The captain promised the passengers that the ship would reach the port in time to go ashore for lunch.
- What is the best way to get to your uncle's ranch?
- As we approached the city centre, the traffic got really heavy.
- Are you coming to the airport with us to meet Dennis? His plane is scheduled to arrive at 18:30.

2. NOUNS ENDING IN -ION, -ACTION, -ANCE AND -MENT DERIVING FROM VERBS

- A. Look at the following nouns appearing in the advertisements on page 9. Which verbs do they derive from?

information inform insurance insure locations locate
equipment equip accommodation accommodate

- B. Look at the table below and complete the missing nouns. Can you think of any more for each group?

nouns ending in -ion

impress → impression, attract → attraction,
act → action (react → reaction, connect → connection)

nouns ending in -ion (irregularities)

decide → decision, intend → intention, produce → production, receive → reception, permit → permission

nouns ending in -ation

examine → examination, invite → invitation, prepare → preparation (relax → relaxation)

nouns ending in -ance

assist → assistance, appear → appearance, (assure → assurance, perform → performance endure → endurance)

nouns ending in -ment

amuse → amusement, agree → agreement, argue → argument (develop → development, manage → management)

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



In a word building exercise, when you have to complete a blank with a noun, read the sentence carefully and decide if the noun should be in singular or plural form.

- We are having a discussion on how to finish the project by Friday. **DISCUSS**
- Both of the advertisements are very original. **ADVERTISE**
- The manual gives clear instructions on how to use the washing machine. **INSTRUCT**
- Most teenagers like comics with a lot of action in them. **ACT**
- The introduction to that book was written by Professor Robins. **INTRODUCE**
- Witnesses have given two different descriptions of the thief. **DESCRIBE**
- Fiona looked at the teacher in amazement when she heard she had passed the test. **AMAZE**
- The disappearance of birds from the forest is the result of climate change. **DISAPPEAR**

GRAMMAR

1. PRESENT SIMPLE / PRESENT PROGRESSIVE

A. Look at the sentences below appearing in exercise 3 on page 8 and answer the questions that follow.

1. You *are visiting* the USA this month...
2. You *are spending* next summer's vacation with your friends...
3. Your parents usually *go* on trips where lodging and meals are all-inclusive.

4. Your father *works* for a big company...

• Which sentence refers to a permanent situation?

Which tense is used? *Present Simple*

4

• Which sentence refers to a repeated habitual action? Which tense is used? *Present Simple*

3

• Which sentence refers to an action happening at or around the time of speaking? Which tense is used?

1

• Which sentence refers to a planned future action? Which tense is used? → *Present Progressive*

2

B. Match the rules about other uses of the Present Simple and the Present Progressive with the examples 1-8.

The Present Simple is used:

- for general truths
- for future actions related to timetables and programmes
- to refer to the plot of a book, etc.
- in sports commentaries
- in exclamatory sentences with *Here...* and *There...*

1

7

4

6

3

The Present Progressive is used:

- for temporary states
- for situations which are changing or developing around the present time
- with *always*, *constantly* and *continually* to express annoyance

5

8

2

1. Water freezes at 0° Centigrade.
2. You are always leaving your books on the floor!
3. Here comes the train!
4. In chapter seven, Sandra meets her mother again.

3. PRACTICE

Two friends are having a telephone conversation. Complete the blanks with the Present Simple or the Present Progressive of the verbs in brackets.

Ahmed	Hi, Omar! What's up?
Omar	Hey, Ahmed. Where (1) <i>are</i> you <i>calling</i> (call) me from?
Ahmed	Home.
Omar	Home? You (2) <i>usually go</i> (usually / go) swimming at this time. What (3) <i>are you doing</i> (you / do) there?
Ahmed	I (4) <i>think</i> (think) I have a cold at the moment.
Omar	Sorry to hear that. I hope you (5) <i>are not feeling/don't feel</i> (not feel) too bad.
Ahmed	Thanks, it (6) <i>seems</i> (seem) to be getting better. What's up with you?
Omar	Oh, you (7) <i>know</i> (know) me. I love going out. A gang of us from the gym (8) <i>are going</i> (go) to that new place on Market Street this weekend. Do you (9) <i>want</i> (want) to meet up?
Ahmed	That (10) <i>sounds</i> (sound) like a great idea. Who else (11) <i>is coming</i> (come)?
Omar	Well, let me think. Of course, Josh and Larry. My brother (12) <i>is thinking</i> (think) of asking some friends from his karate class, too.
Ahmed	Great! What should I wear?
Omar	Something casual. I (13) <i>'m getting</i> (get) a new pair of trainers on Friday, so I'll wear them and, I (14) <i>guess</i> (guess), I'll put on some smart jeans and a T-shirt.
Ahmed	Thanks for the invitation. I have to go now. I (15) <i>have</i> (have) a headache.
Omar	I (16) <i>understand</i> (understand) mate. Get some rest! We'll talk later.
Ahmed	Right, bye!

5. My brother is working as a lifeguard this summer.
6. Robinson passes to Neil.
7. The train to Bristol departs at 4:55.
8. Tourism is becoming an important industry in many developing countries.

2. STATIC AND NON-STATIC VERBS

A. Look at the sentences below appearing in exercise 3 on page 8 and answer the questions that follow.

1. One of your friends wants to go on a trip with you, but he is not very fit.
2. You are thinking of taking a trip that will bring you close to nature.
3. You think that a vacation should also have some educational value.
- What does your friend want to do? When? Why is the Present Simple used here?
- What is the difference between *you are thinking* and *you think*? See Teacher's Notes p. 139

B. Read the rule below and add two verbs to each group.

The following groups of verbs express states - not actions - and are not used in progressive tenses.

- verbs of the senses (see, hear, feel, etc.) (*smell, taste*)
- verbs of emotions and preferences (like, hate, want, prefer, etc.) (*dislike, need*)
- verbs of perception, belief and knowledge (know, believe, remember, etc.) (*understand, imagine*)
- verbs of ownership (have, possess, etc.) (*belong, own*)
- other verbs which describe permanent states (be, cost, seem, etc.) (*consist, exist*)

NOTE

Some stative verbs (*have, see, taste*, etc.) are used in progressive tenses when they express actions rather than states.

This cheese tastes like paper.

The chef is tasting the soup to see if there is enough salt in it.

Grammar Reference p. 112.

Unit 1 listening

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

TIP

- Read the questions and options carefully before you hear each extract. Pay special attention to question words (*who*, *when*, etc.).
- Listen to each extract carefully. Don't try to understand every single word or phrase, but focus on the whole message.
- Choose the option that best answers the question. Don't choose an option just because words or phrases included in the extract appear in it.
- Choose an option after you have heard the whole extract and confirm your choice when you have heard the extract for a second time.



1. You hear two men talking.

When is it the best time for the man to go to Belize?

- a. between November and May
- b.** between June and October
- c. in February

2. You hear a man talking.

Why do most tourists go to Lake Plastira?

- a. to hike in the surrounding area
- b.** to go canoeing
- c. to enjoy the view

3. You hear a man talking.

Who can stay in the lounge?

- a. British Airways passengers with children
- b. all British Airways passengers
- c.** business and first class passengers of British Airways

4. You hear a woman talking about the Airbus A380.

What is she doing when she speaks?

- a. encouraging people to travel on the Airbus A380
- b.** giving information about the Airbus A380
- c. discussing the positive and negative features of the Airbus A380

5. You hear two men talking.

Which of the following is most likely to happen?

- a. They will travel around Europe together.
- b. They will visit the same countries in Europe.
- c.** They will both buy a Eurail ticket in the future.

6. You hear a man talking on the radio.

Who would the information he is giving interest most?

- a. people living in Geneva
- b.** people travelling to Geneva
- c. Geography and Art teachers

vocabulary & grammar

VOCABULARY

WORDS RELATED TO TRAVEL AND TOURISM

Look at the groups of words below. How many other words can you add to each group? See Teacher's Notes p. 139

geographical features



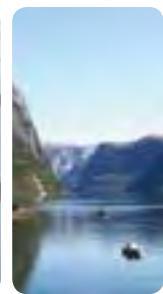
coral reef



rainforest



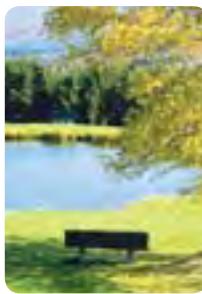
islet



fjord



volcano



pond



waterfall

facilities in a hotel



lounge



spa



conference room



beauty salon



business centre

sights



mosque



castle



tower



monument



archaeological site

tourism-related jobs



travel agent



tour guide



flight attendant



bellboy



receptionist

GRAMMAR

NOUNS AND QUANTIFIERS

A. Look at the sentences below and answer the questions that follow.

- I will spend only *a little* time in the spa.
- There are *many* interesting museums in Geneva.
- There are *a few* islets in Lake Plastira.
- The Airbus A380 does not consume so *much* fuel.
- There is very *little* information about Belize on the Internet.

- museums, islets information, fuel time*
- Which of the nouns in bold are always countable, always uncountable or can be both?
 - What is the difference between *much* and *many*? *much + uncountable, many + countable*
 - What other words could replace *many* in sentence 2? *a lot of, lots of, plenty of*
 - Which of the words in italics means *not many*? *a few, very little*
 - What do *a little* and *little* mean? What's the difference between them? *
 - Which words could be replaced by *hardly any*?

Grammar Reference p. 112.

B. Read the sentences and circle the correct answer.

- I am looking for some *information* / *informations* on endangered species for a project I have to do.
- There were only *few* / *a few* people at Jim's house last night, but we had a great time.
- I've got *hardly any* / *a little* money left, so I have to go to the bank and get some.
- A: Did you like the documentary?
B: Yes, I liked it *lots* / *a lot*.
- Your new furniture *is* / *are* really stylish.
- I don't have *much* / *many* time left. I need to leave for the airport soon.
- There *are* / *is* not enough natural *light* / *lights* coming into the room.
- This job requires previous work *experiences* / *experience*.
- There has been very *little* / *few* rain lately.
- People say that no news *is* / *are* good news.
- A: Where are the scissors?
B: I don't know. I can't find it / *them* anywhere.
- I didn't buy any more milk. We've got *plenty* / *a few*.
- How *much* / *many* luggage am I allowed to carry on the plane?
- Who do you turn to for *advices* / *advice* when you've got a problem?

* *a little* = not much but enough
little = not much and not enough

Unit 1 speaking

1. WARM-UP

- Where do you usually go on holiday? How do you get there?
- Would you prefer a relaxing holiday or an active one?
- What do you like doing on holiday?

2. FOCUS ON PICTURES

Talk in pairs. Look at the photographs and answer the questions below. You can use some of the words and expressions in the boxes.

A

Student A: Photographs A1 and A2 show different holiday destinations. Compare the photographs and say what activities people can do at each holiday destination.

Student B: Which holiday destination do you prefer?

What activities can people do at each holiday destination?

A1



A2



TIP

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

B

Student B: Photographs B1 and B2 show different means of transport. Compare the photographs and say what the advantages and disadvantages of each means of transport are.

Student A: Which means of transport do you like to use when you go on holiday?

What are the advantages and disadvantages of each means of transport?

B1



B2



Both destinations / means of transport are...

...is more / less... than...

On the contrary / On the other hand, ...

Neither of these are...

I like... so I would choose...

If I had to choose between the two, I would probably...

safe / dangerous fresh air / stuffy
relaxing / interesting / fun confined / open space
fast / slow cheaper / expensive convenient
delay scenery extreme sports peaceful

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- If you had to choose between an extreme holiday and a relaxing spa getaway, which would you prefer and why?
- Imagine that you could go on a two-week paid holiday anywhere in the world. Where would you go and how would you get there?
- If you were planning a holiday and had to choose between a place you have never been to before and somewhere you have been to many times, which would you choose and why?
- What do you think the secret to having a good holiday is?

adrenaline-filled challenging
a home away from home all-inclusive
explore new experiences facilities
luxurious educational / informative
ancient ruins natural wilderness
planning ahead good company
interesting destination

examination practice

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

1. Ian is so messy! He _____ his clothes around.
 - a. always throwing
 - b. is always throwing**
 - c. does always throw
 - d. is throwing
2. A: Where is John? We've been waiting for him for over an hour!
B: Oh, here he _____.
 - a. is coming
 - b. does come
 - c. comes**
 - d. coming
3. There isn't _____ paper left in the photocopier.
 - a. plenty
 - b. many
 - c. much**
 - d. a little
4. The police _____ the murder of a well-known writer.
 - a. investigates
 - b. investigate
 - c. is investigating
 - d. are investigating**
5. The ski resort was crowded as there _____ snow last weekend.
 - a. was a little
 - b. were a lot of
 - c. was plenty of**
 - d. was a few

B. Choose the word that most appropriately completes the sentence.

1. Success _____ many years of hard work.
 - a. combines
 - b. insures
 - c. provides
 - d. requires**
2. The lost climbers found _____ shelter in a cave.
 - a. obligatory
 - b. mandatory
 - c. temporary**
 - d. complimentary
3. Your passport is not _____. You need to get it renewed.
 - a. valid**
 - b. modified
 - c. challenging
 - d. corporate
4. After ten days at sea, I was glad that our _____ was nearly over and that we would soon be seeing land.
 - a. excursion
 - b. voyage**
 - c. travel
 - d. sail
5. Due to heavy traffic, we _____ to school half an hour after the lesson had started.
 - a. got**
 - b. reached
 - c. came
 - d. arrived

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



- Read the text quickly to get an idea of what it is about.
- When completing a gap read the whole sentence, not just the words before and after the gap, as there may be clues that can help you.
- Try to guess what part of speech the missing word is. Remember that most of the missing words will be prepositions, articles, auxiliary verbs, pronouns, etc.

Holiday tips

In summer, people everywhere (1) look forward to their holidays when they will have the chance to relax and escape the daily routine and pressure at work. However, things don't always work (2) out well and the dream can actually turn (3) into a nightmare. Well, here are a (4) few tips that will help you enjoy your holiday. To begin with, (5) not only should you choose a holiday destination (6) which/that suits your needs, but also go along with someone with whom you share common interests and are on good terms with, so as to avoid arguments. Secondly, (7) make/be sure you have made a hotel reservation well in advance to spare yourself the trouble (8) of finding suitable accommodation at the last minute, especially during the high season. Last but not least, make a list of (9) everything you need to take with you, especially those things you know you won't be (10) able to find at the place where you (11) are heading to. Then, don't forget to go shopping a couple of days before you actually leave. If you allow yourself (12) plenty/lots of time to do some planning beforehand, nothing will spoil your holiday.

Unit 1 writing

WRITING AN E-MAIL BASED ON PROMPTS I

1. DISCUSS

- If you had the opportunity to visit an English-speaking country, which one would you choose?
- Which places in that country would you like to visit and what activities would you like to do?

2. FOCUS ON USING PROMPTS

A. Saleh has received an e-mail from his English friend, Peter. Read the e-mail with the notes Saleh has made. Match Saleh's notes with the points a-f below. There are two extra points which you do not need to use.

In his reply, Saleh should:

- (a) thank Peter and say how he feels about going to England
- (b) accept an invitation
- (c) refuse a suggestion and justify his decision
- (d) express preference and give reasons
- (e) ask for information
- (f) express enthusiasm

Dear Saleh,

How are you? I'm really excited that you're coming to stay with me in Manchester. I have received the arrival details that you sent me and I will be picking you up from the airport on Saturday 10th May.

I have planned lots of things for us to do. I suggest we take a trip to the Lake District, which is a beautiful area in England, full of lakes and countryside which is great for hiking through. Something else, my dad is a season ticket holder for Manchester United and I've managed to get tickets for a match. What do you think? *great! Because... f*

Also, we have the option of spending a weekend in London or in Edinburgh as I have relatives in both cities who would be happy to put us up for a few nights. Let me know which city you would prefer to visit. I was wondering if you could arrange to stay in England for one more week so we could go to other exciting places. *no because... c*

d say which and why

I'm looking forward to seeing you soon. I hope you can make it and stay a bit longer!

All the best,
Peter

B. Now read Saleh's reply and answer the questions that follow.

Dear Peter,

How are you? I hope you are well. Thank you for offering to pick me up from the airport. I can't wait to come *a* to Manchester. This trip is going to be a great opportunity for me to practise my English and learn more about England.

A trip to the Lake District sounds great. I've heard loads of nice things about it and I enjoy hiking. It's fantastic *f* that you can get tickets to a Manchester United match. I love football and Manchester United is one of my favourite teams, so I'm really looking forward to going to one of their matches.

As for the weekend option, I've been to London before but I've never been to Edinburgh, so I think I would *d* prefer to go there if that's possible. Unfortunately, I won't be able to stay for an extra week with you because *c* I've already planned a camping holiday with my cousins for the end of May.

Anyway, I'm sure we'll have a great time together. Say hello to everyone in your family.

Best wishes,
Saleh

1. Which sentences in the e-mail correspond to Saleh's notes? *See underlined sentences*
2. Is the wording in Saleh's e-mail exactly the same as in his notes? *No*
3. Does Saleh add any extra comments or information to his notes? *Yes*
4. What kind of language does Saleh use? *informal*

3. FOCUS ON COMMUNICATION FUNCTIONS

Read the tip below and then write an appropriate response for each prompt. Remember to add a piece of information or a personal comment.



The notes that accompany a letter or an e-mail used as input require you to express certain functions, e.g. express enthusiasm, thank, apologise, explain, accept or decline an invitation, etc. When writing your reply, do not just copy the notes given. Try to paraphrase, add reasons, comments and/or information and use expressions to show how you feel.

4. WRITING TASK

A. Read the rubric and the e-mail with the notes. Underline the key words in the rubric. What do you have to include in your e-mail?

You have arranged to go to Sydney, Australia to attend a three-week English language course. A friend of yours from Australia has written to you. Read your friend's e-mail and the notes you have made. Then write an e-mail to your friend, using all your notes. Thank your friend, accept the invitation to Bondi Beach, decline the invitation to baseball game, state food preferences if any.

How are you? I'm so glad you are coming to Sydney to do an English language course. I know that the college can provide accommodation, but I think it would be nicer if you stayed with us. We have a spare room, so there's nothing to worry about. So, what do you think? *not really* *Yes thanks!*
I have some ideas about things we can do while you're here. A friend of mine has a house near Bondi Beach, so we could go and stay there for a weekend. How does that sound?
Apart from that, my favourite baseball team, the Hawks, are playing. Would you like me to book tickets for their game? *sure!*
Another thing I'd like to know is if you have any food preferences so I can let my mother know what to cook!
I'm looking forward to hearing from you. Write back as soon as you can. *say*
Best wishes

B. Copy and complete the outline below for your e-mail.

Opening paragraph:

Main part

- paragraph 1:
- paragraph 2:

Closing paragraph:

C. Write your e-mail based on the outline you have made (120-150 words).

For the layout of e-mails and set phrases that you can use to invite, accept or decline an invitation, thank, etc., see Appendix I.

1 Would you like to go fishing next weekend?

Sorry but...

I'm sorry I can't because my parents are in town.



Is there something typical of your country that you can bring me when you come to England?

Yes! Explain...

Well, I'm sure you'll love some fresh dates; they're in season now.



Would you rather spend a long weekend in London or in a village in Wales?

Say which and why

I think I'll take Wales, because I'm sick and tired of big cities.

Great! Because...



How about taking the Eurostar to Paris and spending a couple of days there?

Going to Paris is a great idea because the Louvre is hosting an exhibition of my favourite painters.

When writing an e-mail based on prompts:

- read the prompts carefully and make sure you include all the points in your answer.
- try to rephrase the notes given, add comments and information and use expressions to show how you feel.
- organise your e-mail in paragraphs and put related ideas in the same paragraph.
- write in an appropriate style according to who the person you are writing to is and the tone of the input.
- use standard grammar and spelling conventions. Avoid forms such as *wanna*, *cu l8r*, etc.
- aim at achieving a positive effect on the reader.



Unit 2 reading

1. PRE-READING

Discuss.

- When you hear the phrase ‘amazing places’, what kind of places come to mind? Which ones would you like to visit?
- Which of the following are important to you when you visit a place?

weather geographical features sights
culture and traditions people

- What do you know about Iceland?

2. READING FOR GIST

Read the magazine article on page 19 about Iceland and answer the question below.

What is the purpose of the article?

- to describe a place in detail
- to educate the reader
- to inform and entertain the reader
- to advertise a holiday

3. READING FOR DETAILS

Read the article again and answer the questions 1-7 below. Choose a, b, c or d.



- ▶ 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.
- ▶ Be careful! Don't assume an option is correct just because it contains a word or phrase that is also in the text.

- Why would one find it hard to believe that there are lots of volcanoes in Iceland?
 - Volcanoes are not usually found on islands.
 - Volcanoes are a very special geographical feature.
 - We do not usually associate volcanoes with ice.
 - Volcanoes can cause damage to glaciers.
- When Jake Heath went to Iceland, the weather was
 - unusually mild.
 - warmer than he had expected.
 - as cold as he expected.
 - stormy but not very cold.
- What is remarkable about the Great Geyser?
 - its location
 - the temperature of the water
 - its size
 - the height the water reaches

- How does the Icelandic nation provide for some of its energy needs?

- by having built a power station under the ground
- by using geothermal sources to provide energy
- by using advanced technology to heat water
- by collecting and burning natural gas

- What does the word *it* in line 56 refer to?

- the spa
- the reservation
- making a reservation
- staying at the spa

- The Aurora Borealis

- lasts for six months continuously.
- occurs during daylight.
- is a natural phenomenon.
- is a state of total darkness.

- What do we learn about the Icelanders from the extract?

- They have a good quality of life.
- They are too traditional.
- Most of them live in Reykjavik.
- They keep themselves busy by taking part in fun activities.

4. GUESSING THE MEANING OF UNKNOWN WORDS

- Match the highlighted phrasal verbs in the article with their meanings.

- | | | |
|----------------|-----|----------------------------------|
| 1. stand out | (c) | a. to form |
| 2. made up | (a) | b. to compensate for |
| 3. turned out | (d) | c. to be very noticeable |
| 4. made up for | (b) | d. to happen in a particular way |

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

- | | |
|--|--|
| 1. struck (line 7)
<ul style="list-style-type: none">hitimpressedattacked | 5. harness (line 46)
<ul style="list-style-type: none">acquireexchangecontrol and use |
| 2. scheduled (line 21)
<ul style="list-style-type: none">arrangedpostponeddesigned | 6. indulge in (line 54)
<ul style="list-style-type: none">think aboutaffordallow yourself to experience something enjoyable |
| 3. gales (line 25)
<ul style="list-style-type: none">strong windsheavy rainhigh temperatures | 7. coastal (line 71)
<ul style="list-style-type: none">near the seain the mountainsin the suburbs |
| 4. spouts (line 33)
<ul style="list-style-type: none">drips continuouslyflows heavilycomes out quickly and with force | 8. policies (line 90)
<ul style="list-style-type: none">ideas or plansrules and lawscustoms or traditions |

NICELAND!

Are you in search of an amazing place to go on holiday? Have you ever considered Iceland? 'Professional traveller,' Jake Heath has just returned from a fascinating trip to the historic second largest island in Europe and tells our readers about this impressive place.

When I got to Iceland, I was immediately struck by the unique natural beauty and absence of pollution. These things make the island stand out from other places, as it is truly untouched by problems that exist in the rest of the world. One of the reasons that Iceland is such an amazing place is that about half of the island is made up of volcanoes and a mountainous lava desert.

Who would imagine that a place with a name like 'Iceland' would feature landscape like that? Of course, Iceland also has several glaciers, or 'frozen rivers', and many fjords. Plus, it has more land covered by glaciers than anywhere else in Europe. So, when you think of it, the name Iceland does make sense after all!

When I was told that my trip to Iceland had been scheduled for the first week in January, what I expected was extreme cold. However, I was in for a surprise. The climate of Iceland is milder in winter than most people think. In Reykjavik, the average temperature in January is 5°C and although winds and gales are common in winter, thunderstorms are extremely rare. As it turned out, the weather was no obstacle to my expeditions to some fascinating places.

I have been travelling around the world for more than a quarter of a century, and I have been to several breathtaking natural wonders. Very few of them can be compared to the Great Geyser in Haukadalur in South Iceland. This geyser, or hot spouting spring, spouts hot water to a height of 60 metres, which is a truly remarkable and incredible sight! Another extraordinary sight I visited was the famous volcano of Hekla, one of the 200 active volcanoes in the country. Its first recorded eruption was 1000 years ago and since then there has been a series of eruptions, some of which were gentle while others caused significant damage to the nearby countryside.

In addition to volcanic activity, Iceland is richer in hot springs and high temperature geothermal activity than any other country in the world! The inhabitants of Iceland are very creative and technologically advanced, and they have managed to harness the energy of their natural resources. They have built a power station which collects and uses the natural geothermal heat produced under the ground to meet the energy needs of the island. The Icelanders have also used geothermal heat for open-air swimming pools and spas, where people can enjoy a dip in the relaxing thermal water. Plus, these thermal spas are famous for their numerous health benefits. So, who wouldn't want to indulge in a stay at one of them? Naturally, I had made a reservation at one of the most popular spas, and it was an experience I will never forget!



What I found most difficult to get used to was the lack of daylight. You see, in Iceland for two to three months of the year there is continuous daylight, but from November to January there is an intensely dark period with only 2 to 3 hours of daylight per day. However, the breathtaking experience of seeing the Aurora Borealis, or Northern Lights, made up for this state of almost total darkness. This is a spectacular sight which you can admire especially well in Iceland on cold, clear nights from September to March. The sky lights up with many different colours caused by the interaction of particles from the sun with the Earth's magnetic field.

About four fifths of the population of Iceland live near the capital, Reykjavik, and the surrounding coastal areas. Iceland also has a Muslim community and most of its members live in Reykjavik; in fact, a new mosque is now being built. The Icelanders are not characterised only by high standards of living and a high level of technology and education. Their culture is very rich with strong traditions in literature and art. Reykjavik has an annual cultural event every third week in August which attracts about 100,000 people from all over the world. This event offers numerous exciting types of entertainment, such as art exhibitions, fairs and fireworks displays. Of course, throughout the year visitors can participate in a variety of fun activities. I myself particularly enjoyed riding on a famous Icelandic pony, river rafting, whale watching and hiking on glaciers.

Iceland is a land of contrasts and quite a unique place not only in terms of geographical features. The wild Icelandic landscape invites the adventurous traveller, and the Icelandic people set an example with their environmentally-friendly policies.

5. POST-READING

Discuss.

- Would you like to visit Iceland? Why/Why not?
- How is the place you come from different from Iceland?

Unit 2 vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

absence lack shortage loss

1. Jeremy didn't come to the meeting, and the manager commented on his absence.
2. If it doesn't rain in spring, there will be a(n) shortage of water this summer.
3. Maria reported the loss of her passport to the police.
4. Amanda was given the job in spite of her lack of experience.

succeed achieve accomplish manage

5. Do you think he will manage to finish all the work by tomorrow's deadline?
6. In many computer games, you have to accomplish a number of tasks to get a high score.
7. Kareem was chosen because his communication skills will help him succeed as a manager.
8. Ken's training really hard to achieve his goal of taking part in the Olympics.

beach shore coast

9. A new high-speed train line has been built along the west coast of Scotland.
 10. Many wild animals live on the shores of Lake Victoria.
 11. Building sandcastles on the beach is a summer tradition in Britain.
- climate weather temperature
12. Global warming has increased the world's average temperature.
 13. Latin America has a much more humid climate than most of Europe.
 14. Today's weather forecast is for heavy snow.

2. WORDS RELATED TO THE WEATHER

A. Match the words 1-10 with their meanings a-j.

- | | | | |
|-------------|---|----------------|---|
| 1. shower | j | 6. fog | e |
| 2. heatwave | i | 7. downpour | b |
| 3. blizzard | a | 8. humid | g |
| 4. freezing | c | 9. storm | f |
| 5. mist | d | 10. changeable | h |

- a. a snowstorm with strong winds
b. an unexpected, heavy fall of rain
c. extremely cold
d. thin fog that gathers in the air above the ground or water
e. thick clouds in the air
f. powerful winds and heavy rain
g. damp and usually very hot
h. likely to go from hot to cold and back again
i. a period of time when the temperature remains very high
j. usually light rain for a short period of time

B. Complete the sentences using words from exercise A.

1. The weather is so changeable today that I can't decide whether to wear a T-shirt or a jacket.
2. It's freezing in this room. Can we turn on the central heating?
3. It's very hot and humid in the jungle.
4. Let's wait for this light shower to end before we go shopping.
5. The downpour has caused a flood in the town centre.
6. A blizzard has covered the mountains in snow.

3. EXPRESSIONS WITH MAKE AND DO

A. Complete the blanks with the verbs make or do.

- | | |
|------------------------------|----------------------------------|
| 1. <u>make</u> an effort | 11. <u>make</u> a suggestion |
| 2. <u>make</u> a purchase | 12. <u>do</u> damage |
| 3. <u>do</u> business | 13. <u>do</u> one's homework |
| 4. <u>make</u> certain/sure | 14. <u>make</u> money / a profit |
| 5. <u>make</u> a complaint | 15. <u>make</u> a mess |
| 6. <u>make</u> a fuss | 16. <u>make</u> a phone call |
| 7. <u>do</u> one's duty | 17. <u>do</u> work |
| 8. <u>do</u> good/harm | 18. <u>do</u> wrong/right |
| 9. <u>make</u> up one's mind | 19. <u>make</u> noise |
| 10. <u>make</u> sense | 20. <u>make</u> a request |

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

make an appointment make a decision
make an excuse make a guess make progress
make a suggestion do one's best
do harm do somebody a favour do wonders

1. John made an excuse and left work early.
2. Can you do me a favour and pick up the children from school this afternoon?
3. It has been hard work, but I think we are finally making progress on this project.
4. Good morning. I would like to make an appointment to see the doctor this afternoon.
5. We are all doing our best to finish the project on time.
6. If you stop eating so much junk food, it will do wonders for your health.
7. I'm not really sure when man walked on the moon for the first time, but I can make a guess.
8. The scandal has done a lot of harm to his reputation.
9. I would like to make a suggestion about how to improve the company's image.
10. Have you made a decision yet about where you are going for your summer holiday?

GRAMMAR

1. PRESENT PERFECT SIMPLE / PRESENT PERFECT PROGRESSIVE

A. Match the rules about the uses of the Present Perfect Simple and the Present Perfect Progressive with the examples 1-8 below.

1. Jake Heath **has just returned** from a fascinating trip to the historic second largest island in Europe...
2. I **have been travelling** around the world for more than a quarter of a century...
3. I **have been** to several breathtaking natural wonders.
4. Its first recorded eruption was 1000 years ago and since then there **has been** a series of eruptions...
5. They **have been hiking** all day, that's why they are so tired.
6. It's the first time I've **seen** such an impressive spectacle.
7. **Have you been playing** games on my computer again?
8. I'm afraid you can't see Mr and Mrs Heath because they **have gone** to Iceland.

The Present Perfect Simple is used:

- for actions that happened in the past but the exact time is not mentioned 3
- for recently completed actions 1
- for past actions whose results are obvious in the present 8
- for actions which started in the past and continue up to the present (emphasis on the action) 4
- with adjectives in the superlative form and expressions like *the only/first/second...* etc. 6

TIME EXPRESSIONS

used with the Present Perfect Simple

just, ever, never, before, always, yet, already, how long, since, for, recently, lately, so far, once, twice, etc.

The Present Perfect Progressive is used:

- for actions which started in the past and continue up to the present (emphasis on the duration of the action) 2
- for actions which happened over a period of time in the past and may have finished, but the results are obvious in the present 5
- to show annoyance resulting from a recent action 7

TIME EXPRESSIONS

used with the Present Perfect Progressive

how long, for, since, all day/morning/week, etc.

B. Look at the examples above and answer the following questions. See Grammar Reference

- What's the difference between *since* and *for*?
- What's the difference between *have been* in sentence 3 and *have gone* in sentence 8?
- In sentence 4, why is the Past Simple (*was*) appropriate in the first part of the sentence and why is the Present Perfect Simple (*has been*) appropriate in the second part of the sentence?

Grammar Reference p. 113.

2. PRACTICE

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

A

- Mark: I finally get to see your new flat! I (1) have been (be) so curious to see what it's like.
- Tom: Well, it's a mess at the moment because I'm having it redecorated. The decorators (2) have been working (work) in here since seven this morning. It's quiet now because they (3) have stopped (stop) to take a tea break.
- Mark: This is a great area to live in. Did you know that I (4) have been looking (look) for a place to buy for the last six months?
- Tom: My landlord (5) has been trying (try) to sell a studio in this block since last summer.
- Mark: Yes, I know. I (6) have already seen (already / see) it advertised. I am definitely interested in it.
- Tom: Great! I'd love to have you as a neighbour. Would you like me to give you his phone number?
- Mark: That's OK. I (7) wrote (write) it down when I (8) saw (see) the advert in the paper. Is that your phone ringing?
- Tom: Yes, and it just might be my landlord. He (9) has been calling (call) me all week to ask me about how the decorators are coming along.

B

- Paul: This village is really one of my favourite places.
- John: I can see why. It's just beautiful! I can't believe I (10) haven't been (not be) here before. (11) Have you discovered (you / discover) it recently?
- Paul: Oh, no, I (12) have been coming (come) here for more than twenty years. My father first (13) brought (bring) me when I was only eight.
- John: You know, although it's just a few kilometres out of town, you feel like you are in a different country!
- Paul: Yes, you are right. Let me show you something. Can you see that sign over there? There is a piece of land for sale. For the past few months I (14) have been thinking (think) of buying it. Maybe I could build a house. What do you think?
- John: That's a wonderful idea! Is it expensive?
- Paul: Well, I (15) haven't called (not call) the owner yet; but whatever it costs, it's definitely worth it. I (16) have never been (never be) anywhere so pleasant before.

Unit 2 listening

1. PRE-LISTENING

Discuss.

- Do you like visiting museums? Why / Why not?
- Which of the following museums would you be most interested in visiting?



Abdul Raouf Khalil
Museum



National Museum
of Saudi Arabia



Madame Tussaud's
Waxwork Museum



The London Dungeon

2. LISTENING FOR GIST

TIP

Before you listen, read the rubric carefully to find out the situation and the topic discussed. Try to predict or guess what the speakers are going to say. That way, the listening text will be easier for you to understand.

You will hear a conversation between a teenager who has just come out of the London Dungeon and a man who is writing a report on London's tourist attractions. Which of the following are discussed?

- the location of the museum
- what you can see
- how to get there
- who the museum is for
- the entrance fee

<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>

3. LISTENING FOR SPECIFIC INFORMATION

Listen to the conversation again and complete the sentences below.

1. The boy is in London on holiday with his brother and two friends.
2. His uncle recommended a visit to the London Dungeon.
3. The boys spent 2 hours in total in the Dungeon.
4. The boy described the visit as scary and funny at the same time.
5. The boys had to wait in a queue for 45 minutes to get into the dungeon.
6. Even approaching the ticket counter is scary because it is (really) dark.
7. The guides told the visitors about the history of London.
8. The rats that had brought the Great Plague were killed by the Great Fire.
9. The boy definitely does not think it would be a good idea for (small /young) children or nervous people to visit the Dungeon.
10. The boy would recommend a visit to the London Dungeon although he found it (quite) expensive.

4. MULTIPLE MATCHING

You'll hear five different people talking about why they visited or moved to a particular place. Choose from the list a-f the statement that best describes each speaker's experience. Use the letters only once. There is one extra letter which you do not need to use.

TIP

When doing a multiple matching listening task, remember to:

- read through the statements carefully to get a clear idea of what you are listening for.
- wait to hear the recording a second time before you make your final decision.

- a. I struggled to get used to my new surroundings.
- b. I found the locals to be very friendly and helpful.
- c. I enjoyed exploring a new place.
- d. I discovered a new talent.
- e. I took a risk that paid off.
- f. I adapted easily to a new lifestyle.

- | | |
|-----------|----------|
| Speaker 1 | <i>c</i> |
| Speaker 2 | <i>a</i> |
| Speaker 3 | <i>e</i> |
| Speaker 4 | <i>d</i> |
| Speaker 5 | <i>f</i> |

VOCABULARY

1. ADJECTIVES ENDING IN -ED AND -ING

- A. Read the following sentences. What's the difference between *excited* and *exciting*? Can you think of any other adjectives ending in -ed and -ing?

I was very *excited* about moving to New York City.

My trip to Australia was one of the most *exciting* in my life.

NOTE

Adjectives ending in -ed describe the feeling or attitude one experiences (e.g. bored = experiencing the feeling of boredom). Adjectives ending in -ing describe what or who causes the feeling or attitude (interesting = causing interest). Note the following irregularities: impressed **BUT** impressive, scared **BUT** scary

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

- | | |
|---|------------|
| 1. My older sister has an <u>impressive</u> | IMPRESS |
| 2. The sight of the burnt countryside filled me with an <u>overwhelming</u> | OVERWHELM |
| 3. The famous artist said that he was <u>thrilled</u> to visit his hometown. | THRILL |
| 4. When I saw the bear coming towards me, I was too <u>scared</u> to move. | SCARE |
| 5. If you get lost in a forest, it can be very <u>frightening</u> . | FRIGHTEN |
| 6. Rob was <u>disappointed</u> when he found out he was not going to play for the team. | DISAPPOINT |

2. ADJECTIVES DESCRIBING PEOPLE AND PLACES

- A. Look at the adjectives in the box and decide if they are used to describe people, places or both, and if they have a positive, negative or neutral meaning.

+Pe brilliant -Pe nervous +Pl glorious -Pe homesick
+Pe grateful -B miserable +/B enormous +B attractive
-B dull OB plain OB mysterious +Pl picturesque
-/OB remote +B splendid +Pe graceful

Pe:people Pl:place B:both +:positive -:negative 0:neutral

- B. Complete the sentences below with some of the words in the box above.

1. Tom is studying in another country but is homesick for his family.
2. The swan was very graceful in its movements.
3. The company manager's office is enormous; it must be at least 100 square metres.
4. The sailors explored the mysterious ship in the hope of finding an explanation for what had happened to the crew.
5. Mr Pound is a(n) brilliant mathematician.
6. I would be grateful for any advice you can give me.
7. After the earthquake, it was difficult for rescue teams to reach the remote areas of the country.
8. People are often nervous before a job interview.

vocabulary & grammar

GRAMMAR

ARTICLES

- A. Read the examples below and answer the questions that follow.

1. I'd always wanted to visit **Australia**, and when my friend, **Brad**, who lives in **Sydney**, invited me to his wedding, I accepted the **invitation** immediately.
 2. I really liked the **Sydney Aquarium**. There's a glass **chamber** in the **aquarium** that allows visitors to get a close look at some incredible sea creatures - including **sharks**!
 3. I decided to rent a **small cabin** near **Lake Winston**, which is about a **two-hour drive** from the **town** where I live.
 4. I've been working as an **accountant** for about ten years.
 5. I've always loved **animals** and was thrilled when my cousin agreed to let me help him with some of the **chores** on the farm.
- Which article do we use before a singular countable noun when we mention it for the first time? **a(n)**
 - Which article do we use before nouns which are specific or have been mentioned before? **the**
 - Do we use an article before plural countable nouns when we refer to them in general? **No**.
 - Which words do not take the definite article **the**? See Grammar Reference

Grammar Reference p. 114.

- B. Read the texts and complete the blanks with **a**, **an**, **the** or **-**.

A. Furnishing (1) a new flat is something that needs (2) - time and (3) - attention. Very (4) - few of us are rich enough to be able to hire (5) an interior decorator. (6) The majority of people must do it by themselves. Nowadays, there are lots of design shops which offer (7) a wide range of (8) - products at affordable prices.

B. (9) The Museum of (10) - Modern Art in New York is (11) a great museum. Not only does it contain beautiful paintings by (12) - famous artists, such as Monet and Picasso, but (13) the building itself is also (14) an excellent work of (15) - architecture.

Unit 2 speaking

1. WARM-UP

- Where do you live? What do you like or dislike about the area?

2. CHOOSING BETWEEN OPTIONS

Imagine that you are getting ready to go and study abroad and want to find a place to rent. You have found two places that you can afford. One is an apartment downtown, near your college. The other option is living in a shared house with other college students in the suburbs. Decide which one is better for you.

First:

Look at the pictures and ask your teacher: *See Teacher's Notes*

- What are the neighbourhoods like?
- What are the drawbacks of each?
- What sort of condition is each building in?
- How much is the rent for each place?

Then:

When you have all the information you need, explain which option you prefer and why.

OPTION 1



TIP

- ▶ Read the rubric carefully and look at the pictures to make sure you understand the situation and what the options are.
- ▶ Ask the questions given; they will help you get the information you need to make your decision.
- ▶ Carefully consider all the information you have received before making your decision.
- ▶ Remember that you must explain why you prefer the option you chose.

OPTION 2



3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words/phrases in the box.

- What are the advantages or disadvantages of living in a large city?
- What are the advantages or disadvantages of living with roommates?
- If you could build a house anywhere you wanted, where would you choose, and why?

personal space	privacy	split the bills
economical	fresh air	open spaces
convenient	public transportation	
arguments	get along with	housework
	have access to	

 **TIP**

examination practice

Remember that your answer must be between two and five words. Keep in mind that you must definitely use the 'key' word and not change it in any way at all.

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

1. Tom is so tall that you always notice him in a crowd.

Tom is so tall that he always stands out in a crowd. out

2. The last time I played tennis was in March.

I haven't played tennis since March. since

3. It takes ten minutes by car to get from the shopping centre to our house.

Our house is a ten-minute drive from the shopping centre. drive

4. I couldn't get to work on time because there was so much traffic.

There was a lot of traffic, so I couldn't get to work on time. of

5. I bought this car a year ago.

I have had this car for a year. had

6. Jenny started doing her homework an hour ago.

Jenny has been doing her homework for an hour. been

7. Christine has a drawing class every Monday and Friday, as she wants to get better at it.

Christine has a drawing class twice a week, as she wants to get better at it. twice

8. Terry enjoyed himself so much at the spa that it compensated for the cost.

Terry enjoyed himself so much at the spa that it made up for the cost. made

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

Farasan Island



Decide what part of speech is needed to fill in the gap. The words to be formed will usually be nouns, verbs, adjectives or adverbs.

Last month we went on a weekend break to Farasan Island on the (1) recommendation of my best friend.

RECOMMEND

What an (2) amazing place! It is off the southern coast of the Jizan province and it's a perfect

AMAZE

(3) location for scuba diving. Farasan doesn't have a wide range of (4) accommodation, so it's

LOCATE

ACCOMMODATE

necessary to book ahead of time. We stayed at the Farasan Hotel and were certainly very (5) satisfied

SATISFY

with the service. We arrived on Friday evening and

IMMEDIATE

(6) immediately went to visit a beautiful old

mosque. The following day, I felt like staying in bed till late and having a leisurely breakfast, but my friend had made

ARRANGE

(7) arrangements for us to use a fishing boat to go

THRILL

scuba diving, so we got up bright and early. I had never

INVITE

been scuba diving before and I can say that it was one of the most (8) thrilling experiences I have ever

had. Later that afternoon, we met some artists and we got an (9) invitation to attend their exhibition in

IMPRESS

the evening. It was great and we had a good time. We spent the next day exploring the picturesque streets of the old town. We had a fantastic weekend, and Farasan certainly

made a very good (10) impression on us!

Unit 2 writing

WRITING AN ARTICLE

1. DISCUSS

- What kind of magazines do you enjoy reading? What particular kinds of articles attract your attention?
- Do you enjoy reading articles about travel and different places in the world? Why / Why not?

2. FOCUS ON CONTENT AND ORGANISATION

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

You have seen this announcement in an international travel magazine.

A place I will never forget

Tell us about a place you have visited which has made such an impression on you that you will never forget it.

The most interesting articles will be published in next month's issue.

B. Now read the article below. What aspects of the place does the writer refer to?

beauty of landscape, health and fitness and leisure

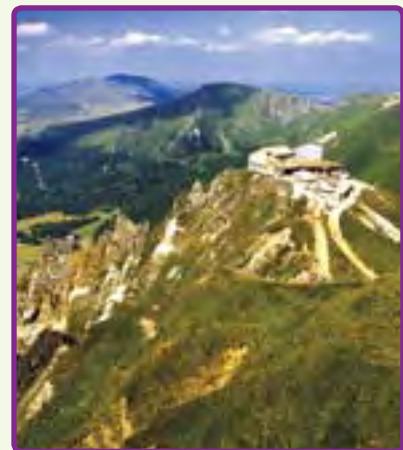
Auvergne a magical combination

Have you ever stood on the summit of a volcano? Can you imagine yourself standing on one in France? In the Auvergne volcanic region, one of the most beautiful regions in France, you can experience the unique volcanic landscape and much more.

Last year I visited the region and on the first day, I climbed the Puy de Dôme - a dormant volcanic peak. The view from the top was simply breathtaking; the sky was bright blue and all around I saw mountain chains, rolling green hills, golden wheat fields and the sparkling city of Clermont-Ferrand.

The volcanoes aren't the only attraction, however. There are many other interesting places to see, including the elegant spa town of Vichy with its therapeutic waters. Here you can relax, become fit and get a new lease of life. But what I really enjoyed most was walking around the town, admiring the architecture and browsing in the antique shops.

On my last night, I had dinner in a restaurant with stylish décor giving it a feel of old France. After I had eaten a satisfying meal and finished a delicious chocolate mousse, I was overcome with a feeling of



bittersweet sadness at having to leave that magical place.

So, if you are looking for a place that combines beauty, health, fitness and leisure, then a visit to Auvergne is a must! It is an experience you will never forget.

C. Each of the following phrases corresponds to one of the paragraphs in the article. Write the numbers 1-5 in the boxes.

In this paragraph, the writer:

- makes a general statement summing up his opinion.
- uses questions to attract the reader's attention and introduce the topic.
- describes a specific occasion during his visit and his feelings.
- explains what one can see and do in the area.
- gives a description of impressive scenery.

- 5
- 1
- 4
- 3
- 2

3. FOCUS ON LANGUAGE AND STYLE

A. The writer has used language that makes the article vivid and interesting for the reader. Find descriptive language in the article that corresponds to the meanings below.

Paragraph 1

unusual and special _____ *unique*

Paragraph 2

not active _____ *dormant*

extremely beautiful _____ *breathtaking*

clear and bright _____ *sparkling*

Paragraph 3

stylish _____ *elegant*

casually looking through _____ *browsing*

Paragraph 4

to be strongly affected by _____ *overcome*

combining happy and sad aspects _____ *bittersweet*

B. Complete the sentences using the phrases in the box.

When the sun sets If you want Take a walk
Make time to Set in For those who enjoy
One thing you mustn't miss Once visited
Built on One of the major attractions

1. *Set in* the Alps, the town is the perfect place for a peaceful and relaxing winter holiday.
2. *Make time to* visit Petra, an ancient city in Jordan.
3. *If you want* to escape the routine of city life, Patagonia is the place for you!
4. *When the sun sets*, sit back and enjoy the quiet of the night.
5. *For those who enjoy* nature, the scenic Lake District is an ideal getaway.
6. *One of the major attractions* of Riyadh is Kingdom Tower.
7. *Once visited*, Tunisia is a country you'll definitely want to return to.
8. *Built on* 40 hills, San Francisco is one of the most charming cities in the country.
9. *One thing you mustn't miss* is the breathtaking pyramids of Giza.
10. *Take a walk* through the forest and see the squirrels.

4. OUTLINE

INTRODUCTION

- Give general information about the place you are going to describe.
- Refer to what makes the place interesting or why you are going to write about it.

MAIN PART (2-3 paragraphs)

- Describe the place, the sights and the things to do.
- Give your impression and/or describe your feelings.

CONCLUSION

- Sum up your opinion by making a general comment or giving your feelings.

5. WRITING TASK

Read the rubric below and write the article (120-180 words).

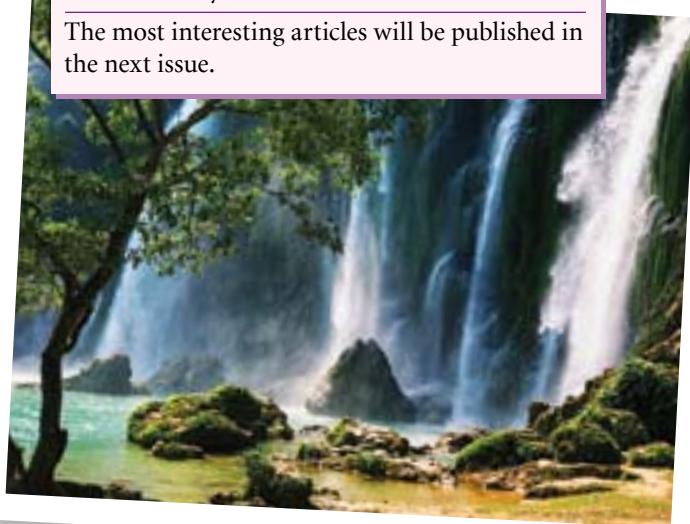
You have seen this announcement in an international travel magazine.

BEAUTY SPOTS you shouldn't miss !

Tell us about the places near you that are popular because of their beautiful scenery.

Say what attracts visitors to those places and describe how you feel about them.

The most interesting articles will be published in the next issue.



TIP

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

- use a catchy title.
- think about the purpose of the article and who will read it in order to write in an appropriate style (formal or informal).
- organise the article in paragraphs which expand on, describe or give examples of the topic.
- use lively colourful language (i.e. a variety of words/phrases/expressions, direct and indirect questions).
- comment on the topic or give your opinion.

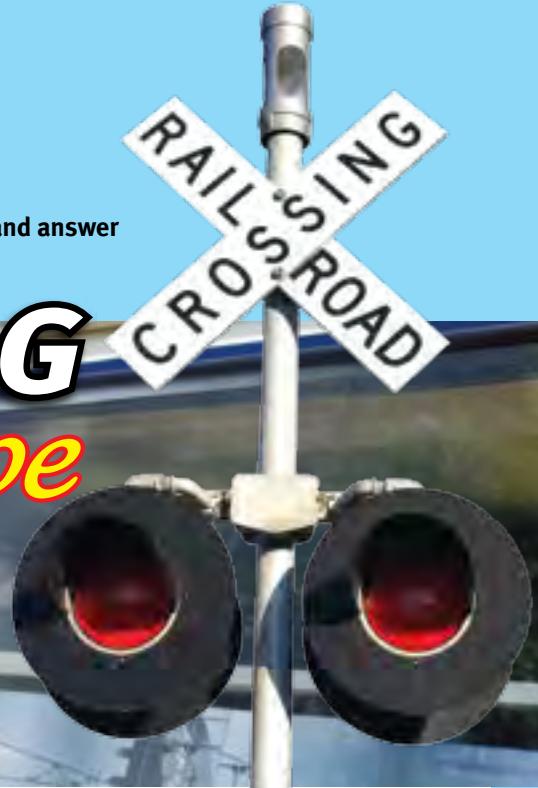
Module 1 round-up

Units (1-2)

READING

Read the magazine article below about travelling by InterRail around Europe and answer the questions 1-8 on page 29. Choose the best answer *a*, *b*, *c* or *d*.

INTERRAILING *around Europe*



Imagine you were told to pack a rucksack with all you need for a month of travelling, what would you take with you? Well, this is the problem which thousands of young people have when they decide to go 'InterRailing'. Never heard of it? Well, InterRail has become a common part of our language. The idea is you buy one train ticket which covers the whole or part of Europe; you pack your bag, jump on a train and go! From Austria to Turkey, from Finland to Spain, InterRail is the ideal way for young people to travel around Europe on a small budget.

The InterRail Pass was first introduced in 1972 and was a rail ticket which offered under 21-year-olds unlimited travel through twenty-one European countries. The ticket quickly became very popular indeed, allowing young people to travel throughout Europe very cheaply. Over the years, the age limit for the ticket has been raised a number of times and the area covered by the ticket has been expanded. The rail pass now covers 30 countries, reflecting the opening of the borders to the East and the growth of the European Union. Today, there is a wide range of tickets available, for young and old alike, for a whole month or just a few days, for all of the countries or for just one particular 'zone'.

The ticket has been an amazing success. Since its introduction, nearly 7 million young people have travelled using this form of rail ticket. Apart from the fact that the ticket offers young people a cheap form of travel, the InterRail Pass is also simple to use. It is accepted as a means of travel without any further complicated paperwork. It also offers discounts on many ship and ferry connections and lower entrance fees to many museums and galleries.

But it is the freedom which it offers that has captured the hearts of young people. There is nothing quite like sitting on a train with nothing else except the things you have with you

in your rucksack. The freedom to be able to decide yourself when and where to travel without having to stick to any timetable other than the one you decide upon yourself is thrilling. InterRail offers an element of adventure while providing an element of security at the same time. You know you have your ticket, as it has already been paid for, you know where it is valid and for how long.

Despite the occasional language problem, Europe is perfect for InterRail. It offers travellers an enormous amount of diversity, with each country having something unique. France is one of the most popular countries, in particular Paris. Germany is also a top destination for its history and festivals; Italy is home to art and pizza; Greece has a 'sun, sand and sea' image.

Of course, anyone considering going InterRailing for a month really has to do some careful planning with maps, timetables and one of the many InterRail guides available. For certain trains, in particular the high speed ones, you have to pay extra. You also have to pay a supplement to use the sleeping wagons. Travel safety is a subject many young people have to become familiar with, as well. While it is usually pretty safe on most trains in Europe, there are, of course, areas and times which are more risky than others. Travelling by train during the day is advised for young people, and doing the journey with someone else is also much safer than travelling on your own.

A month of travelling through Europe gives you the chance to see many new places and meet young people from all over the world. It is both educational and culturally rewarding. You are advised to plan well in advance to try and get the most out of your journey. However, in my experience of InterRail, it was all the unexpected things which happened that made the journey so interesting, but above all, fun!

1. The InterRail ticket
 - a. was originally introduced for 21-year-olds.
 - b.** was an instant hit with young people.
 - c. initially took some time to become popular.
 - d. was offered free of charge at the start.

2. The popularity of the ticket led to
 - a. an increase in the price.
 - b. the age limit being lowered.
 - c.** more countries being offered.
 - d. chaos on the railways.

3. The InterRail ticket has been used by
 - a. nearly 7 million young people per year.
 - b. over 7 million young people per year.
 - c.** almost 7 million young people altogether.
 - d. more than 7 million young people altogether.

4. Today, the InterRail ticket
 - a. provides free access to all trains in 30 European countries.
 - b. includes European ferry crossings in its price.
 - c. is not available in paper form.
 - d.** offers reductions on many museum entrance fees.

5. Young people
 - a. don't really like travelling with only one rucksack.
 - b.** like the fact that they are free to plan their trip on their own.
 - c. are thrilled by using fixed timetables.
 - d. don't feel secure using the InterRail ticket.

6. Europe is ideal for this type of travel because
 - a. you can travel from France and Germany to Italy and Greece.
 - b.** each country is so different.
 - c. you never have any language problem.
 - d. it is not far to get to.

7. According to the text, people who have an InterRail ticket
 - a.** must learn to be careful while travelling.
 - b. have to pay a supplement on most trains.
 - c. should not sleep on trains.
 - d. should not go to the risky areas of Europe.

8. In the author's opinion, this type of travel is
 - a. good only if it is well-planned.
 - b. the cheapest way to travel around Europe.
 - c.** a very positive experience for young people.
 - d. a bit complicated and difficult to do.

EXAMINATION PRACTICE

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



At (1) _____ 3350 metres, Mount Etna in Sicily is the highest (2) _____ volcano in Europe. It is one of Sicily's most (3) _____ natural attractions, (4) _____ climbers with a view of the island's amazing (5) _____. In winter, people can ski on the mountain and in summer, they can go on hiking tours through its various forests. In autumn, when the leaves on the trees change colour, it is a (6) _____ sight. The volcano has had several (7) _____ eruptions in the past century. The most (8) _____ was in April 2010, when it suddenly started violently spouting ash into the air. In 2002, many tourists had a(n) (9) _____ experience while attempting to (10) _____ the mountain; as they were climbing, the volcano started to erupt violently and molten lava started to flow down the mountain. Several witnesses recorded the eruption from a safe distance and claimed that, although it was (11) _____, it was an impressive (12) _____.

- | | |
|-------------------------|-------------------------|
| 1. a. hardly | 7. a. significant |
| b. approximately | b. challenging |
| c. unusually | c. unique |
| d. constantly | d. extraordinary |
| 2. a. active | 8. a. recent |
| b. appealing | b. new |
| c. untouched | c. late |
| d. enormous | d. plain |
| 3. a. valid | 9. a. mysterious |
| b. remarkable | b. scared |
| c. traditional | c. overwhelming |
| d. luxurious | d. brilliant |
| 4. a. indulging | 10. a. come |
| b. providing | b. arrive |
| c. associating | c. get |
| d. offering | d. approach |
| 5. a. destination | 11. a. thrilling |
| b. scenery | b. elegant |
| c. option | c. mild |
| d. site | d. frightening |
| 6. a. gentle | 12. a. spectacle |
| b. picturesque | b. expedition |
| c. spectacular | c. particle |
| d. brilliant | d. obstacle |

Module 1 round-up

Units (1-2)

B. Choose the word or phrase that most appropriately completes the sentence.

1. By winning the gold medal in the Olympics, he _____ worldwide recognition.
a. accomplished b. achieved c. managed d. succeeded
2. It took me an hour to _____ to work this morning due to the heavy traffic.
a. reach b. approach c. arrive d. get
3. Ted was kind enough to _____ for the night since we couldn't find suitable accommodation.
a. pick us up b. make us up c. put us up d. pay us off
4. Look at Yusuf skiing! He is so _____.
a. graceful b. glorious c. picturesque d. grateful
5. He was imprisoned as the evidence against him was _____.
a. challenging b. overwhelming c. appealing d. complimentary
6. Her _____ from the event didn't go unnoticed.
a. lack b. shortage c. absence d. loss
7. Martin overcame many _____ and reached great heights in his career.
a. obstacles b. spectacles c. particles d. features
8. The best way to get to know London is to join a guided city _____.
a. journey b. excursion c. trip d. tour
9. The festival ended with a _____ fireworks display.
a. significant b. spectacular c. challenging d. stylish
10. A meeting has been _____ for Tuesday morning.
a. chartered b. scheduled c. modified d. certified

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

1. What _____ of our new apartment?
a. are you thinking b. have you thought c. do you think d. have you been thinking
2. Tim _____ overtime lately.
a. works b. has been working c. is working d. worked
3. There is only _____ time left before the plane takes off. Hurry up!
a. a little b. hardly any c. few d. a few
4. Sandra won't go to school today because she has _____ fever.
a. - b. the c. little d. a
5. My grandmother has been in the hospital for ten days, but I haven't visited her _____.
a. yet b. already c. since d. before
6. This is the third time I _____ to Italy this year.
a. have been travelling b. travel c. travelled d. have travelled
7. This kind of _____ quite a lot.
a. furniture cost b. furniture costs c. furnitures costs d. furnitures cost
8. I enjoyed the trip to Edinburgh _____.
a. a lot of b. a lot c. plenty of d. much
9. I'm afraid the news _____; our team lost all three games in the playoffs.
a. is disappointing b. is disappointed c. are disappointing d. are disappointed
10. I _____ in a lake since I was six years old.
a. don't swim b. didn't swim c. haven't swum d. haven't been swimming

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

Leave it to the TRAVEL AGENT!

Are you concerned about having to organise (1) your holidays all by yourself? Then why don't you try (2) the option of leaving everything to a travel agent? This has indeed turned (3) out to be the best solution during the past (4) few years, in terms of saving you the time and energy that planning a holiday requires. A visit to a travel agency will certainly pay (5) off as you will be able to find package tours for every taste and budget. You might (6) be in for a big surprise when you find out how (7) many different options there are and you will probably have a hard time making (8) up your mind about where to go. Travel agents, however, are always ready to provide you (9) with suggestions once they (10) have made sure of what your preferences are. So, don't waste (11) any more time! Pick up the phone and (12) make an appointment with your local travel agent! You won't regret it!

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

a trip to MADINAH



Last weekend I went with my family on a short trip to Madinah to visit its many (1) attractions. ATTRACT We stayed in a hotel in the city centre and we had an (2) impressive view of the Prophet's Mosque, Masjid Al Nabawi Al Sharief, from our window. During the day we explored the city. Our first stop was of course the Prophet's Mosque, where Prophet Muhammad lived and was buried. It was (3) overwhelming for my children to finally visit the site they had read so much about. This (4) amazing stone and marble mosque features 10 minarets and 24 domes and is a wonder of Arabic architecture. We also visited the (5) impressive Quba Mosque, which is the oldest mosque of Islam. On our last day we just strolled around the city admiring its beauty. We were all in (6) agreement that Madinah was a fantastic place to visit with many (7) thrilling sights for the visitor. In the afternoon we stopped at a restaurant and had a (8) traditional meal and afterwards we went back to our hotel to get some rest. Our trip to Madinah was a truly (9) wonderful experience.

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

1. I am certain that this syrup will have a good effect on your sore throat. do
I am certain that this syrup will do wonders for your sore throat.
2. You have to work hard to compensate for the lost time. make
You have to work hard to make up for the time you have lost.
3. My brother is in the annoying habit of leaving his clothes lying around. always
My brother is always leaving his clothes lying around.
4. He has worked as a sales assistant for only three months. little
He has got very little experience as a sales assistant.
5. I haven't heard from Jason for two weeks. time
The last time I heard from Jason was two weeks ago.
6. We still haven't decided where to go on holiday. up
We still haven't made up our minds about where to go on holiday.
7. They are heading west. part
They are heading to the western part of the country.
8. I didn't expect things to happen the way they did. out
I didn't expect things to turn out the way they did.

Module 1 round-up

Units (1-2)

LISTENING

You will hear people talking in seven different situations. For questions 1-7, choose the best answer **a**, **b** or **c**.

1. You hear a man talking about an experience he had a few years ago.

What does he describe?

- a.** driving his car in a snowstorm
- b.** a coach trip in winter
- c.** a taxi ride up a mountain

2. You overhear a conversation between two friends on holiday in Thailand.

What is James's attitude towards Gary's problem?

- a.** He sympathises with him.
- b.** He finds the situation funny.
- c.** He is trying to be helpful.

3. Listen to an announcement of a ferry departure at a port.

What is its main purpose?

- a.** to warn about the weather conditions
- b.** to announce that the boat is late
- c.** to inform passengers the boat is leaving

4. You hear two friends talking on the phone.

What does Alex do?

- a.** He gives Bill some advice.
- b.** He discourages Bill.
- c.** He apologises to Bill.

5. You overhear a conversation at an airport check-in desk.

How does the man respond to the customer?

- a.** in a friendly and unprofessional manner
- b.** in a polite and professional manner
- c.** in an unhelpful and unsympathetic manner

6. Listen to two friends talking on their first night in London.

Which of the following do both boys like?

- a.** English food
- b.** the place they are staying at
- c.** the McClean family

7. You overhear this conversation.

Where have the two men met before?

- a.** in a hospital
- b.** on a glacier
- c.** in a park

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"/>
	➤ form nouns deriving from verbs by using appropriate suffixes	<input type="checkbox"/>
	➤ use a variety of words related to the weather, tourism and holidays	<input type="checkbox"/>
	➤ use collocations with <i>make</i> and <i>do</i>	<input type="checkbox"/>
	➤ use a variety of adjectives to describe people and places	<input type="checkbox"/>
	➤ use the Present Simple and Present Progressive appropriately	<input type="checkbox"/>
	➤ differentiate between stative and non-stative verbs	<input type="checkbox"/>
GRAMMAR	➤ use the Present Perfect Simple and Present Perfect Progressive appropriately	<input type="checkbox"/>
	➤ use nouns, quantifiers and articles correctly	<input type="checkbox"/>
	➤ skim a text to understand the gist and the writer's purpose	<input type="checkbox"/>
	➤ scan a text to locate specific information	<input type="checkbox"/>
	➤ understand details in a text	<input type="checkbox"/>
	➤ understand the necessary information in a short spoken text	<input type="checkbox"/>
	➤ understand specific information in an interview and complete gapped sentences	<input type="checkbox"/>
READING	➤ listen to short monologues and understand the main idea expressed by each speaker	<input type="checkbox"/>
	➤ talk about places and holidays	<input type="checkbox"/>
	➤ compare and discuss situations shown in photographs	<input type="checkbox"/>
	➤ obtain information that I need, make a choice and justify it	<input type="checkbox"/>
	➤ discuss the topic of <i>places to live</i> in detail	<input type="checkbox"/>
	➤ write an e-mail to respond to a friend and expand on notes	<input type="checkbox"/>
	➤ write an article	<input type="checkbox"/>
LISTENING	➤ understand the necessary information in a short spoken text	<input type="checkbox"/>
	➤ understand specific information in an interview and complete gapped sentences	<input type="checkbox"/>
	➤ listen to short monologues and understand the main idea expressed by each speaker	<input type="checkbox"/>
	➤ talk about places and holidays	<input type="checkbox"/>
	➤ compare and discuss situations shown in photographs	<input type="checkbox"/>
	➤ obtain information that I need, make a choice and justify it	<input type="checkbox"/>
	➤ discuss the topic of <i>places to live</i> in detail	<input type="checkbox"/>
SPEAKING	➤ understand the necessary information in a short spoken text	<input type="checkbox"/>
	➤ understand specific information in an interview and complete gapped sentences	<input type="checkbox"/>
	➤ listen to short monologues and understand the main idea expressed by each speaker	<input type="checkbox"/>
	➤ talk about places and holidays	<input type="checkbox"/>
	➤ compare and discuss situations shown in photographs	<input type="checkbox"/>
	➤ obtain information that I need, make a choice and justify it	<input type="checkbox"/>
	➤ discuss the topic of <i>places to live</i> in detail	<input type="checkbox"/>
WRITING	➤ understand the necessary information in a short spoken text	<input type="checkbox"/>
	➤ understand specific information in an interview and complete gapped sentences	<input type="checkbox"/>
	➤ listen to short monologues and understand the main idea expressed by each speaker	<input type="checkbox"/>
	➤ talk about places and holidays	<input type="checkbox"/>
	➤ compare and discuss situations shown in photographs	<input type="checkbox"/>
	➤ obtain information that I need, make a choice and justify it	<input type="checkbox"/>
	➤ discuss the topic of <i>places to live</i> in detail	<input type="checkbox"/>

Beyond limits

unit 3 Crime and punishment unit 4 Adventure

Discuss:

- ▶ Do you prefer reading crime stories or adventure stories? Why?
- ▶ Do you like action? Why / Why not?
- ▶ Who are your favourite characters in books related to crime and adventure?

Flick through the module and find...

- ▶ a short text about an exciting holiday in Canada *p.47*
- ▶ a funny story at the beach *p.52*
- ▶ an extract from a novel set in Africa *pp.44-45*
- ▶ a short text about a famous fraud artist *p.41*
- ▶ short texts about stupid crimes *pp.34-35*

In this module you will...

- ▶ talk about crime and punishment, and adventure
- ▶ learn how to use appropriate tenses to talk about past events and situations
- ▶ learn how to make different forms of comparison
- ▶ learn how to use question words correctly
- ▶ expand your vocabulary by learning lexical sets related to crime and punishment, strong adjectives, words easily confused, etc.
- ▶ learn how to write letters expressing your opinion and stories
- ▶ acquire skills and strategies that will help you in exams

Unit 3 reading

1. PRE-READING

Look at the following crimes, discuss how common they are and rank them in order of seriousness.

kidnapping murder blackmail
fraud theft forgery hacking

2. READING FOR GIST

Read the texts A-F quickly. Which of the following is the best summary sentence for all six texts?

- a. Most people sympathise with unlucky criminals.
- (b) Stupidity doesn't pay and neither does stress.
- c. Stupid criminals are always punished by the law.
- d. Stress and stupidity are serious crimes.

3. SCANNING FOR SPECIFIC INFORMATION

Read the texts again and answer the questions 1-15. Write A-F in the boxes.

Which criminal(s):

- 1. remained at the scene of the crime until the police found him? B
- 2. left behind evidence that led to his arrest? E
- 3. decided to commit a crime spontaneously? E
- 4. planned to commit more similar crimes? A
- 5. never went to jail because his attempted crime was so amusing? B
- 6. misunderstood police instructions? D
- 7. was/were arrested because the victim left something important behind? C
- 8. injured his own partner in crime? A
- 9. confessed to his own crime? D
- 10. tried to sell stolen property? C
- 11. only took what was his already? F
- 12. thought the target would be easy? A
- 13. made the victim believe he had a weapon? F
- 14. was/were arrested after the police were told what he looked like? D
- 15. was/were too used to thinking like an honest person to commit a crime? F

Somebody once said that crime doesn't pay. Was he thinking of the robber who broke into a shop, only to make off with an empty cash register? Television and the Internet are full of stories about criminals who do inexplicable or simply stupid things. Why is it that so many would-be crimes end in disaster for those trying to commit them? And why do we find it so funny? There is, of course, the joy of seeing a villain punished by his or her own stupidity, if not by the law.

A Two men from Michigan, USA, were in desperate need of money and decided to turn to crime to solve their financial difficulties. After thinking about it for a while, they concluded that their best bet would be to hold up an electronics store as the security there would not be too tight. If everything went well, they would move on to bigger businesses like supermarkets and why not even banks. On the day of the robbery, the two men felt extremely nervous as this was going to be their first attempt at armed robbery. Nonetheless, they decided to go through with their plan. The robbers rushed into the store and as they were waving their revolvers around, the first one shouted to the terrified assistant and customers: 'Nobody move or we shoot!' Unfortunately, when his nervous partner moved, the first robber immediately shot him.

B A young man in Seattle wanted to go for a nice long drive with his best friend. Unfortunately, he had no money for petrol so he decided to steal petrol from a motor home by putting a hose into the tank. The police later found a very ill man curled up next to the motor home near spilt sewage. Later, the man explained to the police that instead of putting the hose into the petrol tank, he put it into the motor home's sewage tank by mistake. The owner of the motor home didn't press charges, because, as he said, he hadn't laughed so hard before in his life.

C Daniel Woods from Plymouth, England, decided to buy a new car so he placed an ad in the paper to sell his old car. Unfortunately, though, he had to call the police a few days later to report the theft of his old car. He didn't know if he would ever see it again. Luckily, he remembered to tell the police that he had left his mobile phone in the car. The detective who was investigating the case called the phone number. He told the man who answered it about the ad in the newspaper and he pretended that he wanted to buy the car. They arranged to meet, and the thief was immediately arrested.

D

A woman in New York was just leaving a convenience store when a man seized her handbag and ran. The incident was witnessed by an employee who quickly called the police and gave them a description. Soon, the police arrested the suspect and drove him back to the store. They took him out of the car and told him to stand there for identification. The thief pointed to the woman and told a policeman: 'Yes, Officer, that's her. That's the lady I stole the handbag from.'

4. GUESSING THE MEANING OF UNKNOWN WORDS

A. Match the words 1-6 from the texts with their meanings a-h. There are two extra meanings which you do not need to use.

1. inexplicable (introduction) d
2. villain (introduction) e
3. curled up (Text B) g
4. seized (Text D) h
5. getaway (Text E) b
6. withdrew (Text F) a

- a. took out
- b. escape
- c. offered
- d. impossible to explain
- e. criminal
- f. action
- g. lying in a position with arms and legs close to the body
- h. grabbed

E

In Indiana, USA, a man left his house early one morning to go grocery shopping. After picking out the items he wanted to buy, he made his way to the till. He took out his wallet to pay and while he was waiting for his change, he noticed he was the only customer in the shop. Suddenly, he was overcome by a strange desire to rob the place. Without thinking about it, he demanded all the cash from the grocery till. The cashier handed it to him and he made his getaway – leaving his wallet on the counter with all his identification.

B. Match the highlighted phrasal verbs in the texts with their meanings.

1. break into e
2. make off c
3. hold up d
4. go through with a
5. pick out b

- a. to do something despite the difficulties
- b. to choose
- c. to leave quickly
- d. to rob
- e. to enter by force

F

It seems that stress reduces one's ability to deal with new situations or ideas. This happened to a man from Illinois, USA, who kidnapped a motorist by pretending to have a gun. He forced the driver to take him to two different cashpoints, where he withdrew money – from his own account. Instead of trying to understand the new situation and behave in an appropriate way, the man continued to behave as before, out of habit.

5. POST-READING

Make up your own funny crime story using one of the following openers.

- An off-duty police officer was...
- The thief thought it was a brilliant idea to disguise himself using...
- A thief attempted to break into what he thought was a deserted car...
- After leaving an electronics store with his loot, the thief realised...
- A robber decided to get into a bank by breaking a street-level window...



Unit 3 vocabulary & grammar

VOCABULARY

1. WORDS RELATED TO CRIME

A. Complete the table with the missing words.

VERB	CRIME	CRIMINAL
rob	robbery	robber
-	theft	thief
kidnap	kidnapping	kidnapper
shoplift	shoplifting	shoplifter
burglare	burglary	burglar
murder	murder	murderer
hijack	hijack/hijacking	hijacker

B. Complete the sentences with words from the table above. You may need to change the form of the words.

- Mr Collins reported the theft of his car to the police.
- Parents shouldn't leave young children alone in public places, as someone might kidnap them.
- Fortunately, the police arrived in time to stop the bank robbery in progress.
- Two people were caught shoplifting at the mall this morning.
- The airline is increasing its security in order to prevent further hijackings/hijacks.
- They found the murderer hiding in the library with a knife in his hand.

2. COLLOCATIONS

A. Match the verbs 1-7 with the words/phrases a-g to form collocations connected with crime and punishment.

- | | | |
|-----------|---|--------------|
| 1. pay | e | a. the law |
| 2. commit | f | b. a verdict |
| 3. serve | d | c. to court |
| 4. plead | g | d. time |
| 5. break | a | e. a fine |
| 6. take | c | f. a crime |
| 7. reach | b | g. guilty |

B. Complete the sentences with some of the collocations above. You will need to change the form of some of the verbs.

- I didn't pay my phone bill on time, so the company made me pay a fine.
- We all thought Tim was an honest person, so we were shocked to hear that he had committed such a serious crime.

- The jury took over three days to reach a verdict in the murder case.
- In some countries you are breaking the law when you litter the streets.
- Brian decided to take to court his neighbour because he was always making noise at night.

3. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

rob steal burgle mug

- The police received a tip that someone was planning to rob the bank.
 - Someone tried to mug my grandfather the other day, but he beat him with his cane.
 - Someone opened my briefcase and stole my passport.
 - The Smiths' home was burgled last week.
- avoid prevent ban forbid
- Many states in the U.S. have banned smoking in all public buildings.
 - The criminal wanted to avoid serving his jail sentence, so he left the country.
 - I forbid you to leave your room, young lady!
 - There are many ways that you can prevent forest fires.

victim hostage witness

- No one ever feels safe again once they've been the victim of a crime.
 - The bank robbers are holding over twenty hostages in the bank.
 - There were five witnesses at the scene of the accident who all agree that it was caused by the driver of the blue car.
- blame accuse charge convict sentence

- The campers were blamed for setting fire to the forest.
- Tony accused his boss of stealing money from the company.
- The criminal was sentenced to life in prison.
- The police have enough evidence to charge the man with forgery.
- He was convicted of blackmail and spent many years in prison.

GRAMMAR

1. PAST SIMPLE / PAST PROGRESSIVE

A. Look at the sentences below appearing in text A on page 34 and answer the questions that follow.

As they **were waving** their revolvers around, the first one **shouted** to the terrified assistant and customers: 'Nobody move or we shoot!'

Unfortunately, when his nervous partner **moved**, the first robber immediately **shot** him.

- In which of the two sentences did the actions happen one after the other? Which tense is used? **2nd sentence, Past Simple**
- In which of the two sentences did one of the actions interrupt the other? Which tenses are used? **1st sentence, Past Simple and Past Progressive**

B. Match the rules about the uses of the Past Simple and the Past Progressive with the examples 1-9.

- This time last Sunday, I **was swimming** in the Caribbean.
- When I **was a boy**, I often **watched** cartoons on TV.
- Michael **lived** in Mexico from 1981 to 2006.
- It was cold and it **was raining** heavily.
- My former flatmate **was always talking** on the phone.
- I **bought** a new mobile phone yesterday.
- The burglar **opened** the safe and **took** all the jewellery.
- While we **were having** dinner, we **heard** a loud noise from upstairs.
- Sean **was setting** the table while his wife **was making** the salad.

The Past Simple is used for:

- completed actions that took place at a definite time in the past 6
- completed actions that happened one after the other in the past 7
- past habits or repeated actions in the past 2
- permanent situations in the past 3
- an action in the past that interrupted a 'longer' action in progress 8

The Past Progressive is used for:

- an action that was in progress at a definite time in the past 1
- an action in progress in the past that was interrupted by another action 8
- actions happening at the same time in the past 9
- setting the scene when narrating 4
- repeated past actions or annoying past habits (with *always, constantly and continually*) 5

C. In which of the examples above could we replace the Past Simple with *used to*? 2

NOTE

used to + base form is used to describe permanent past states, past habits or repeated actions in the past
would + base form is used to describe past habits or typical behaviour in the past

2. PRACTICE

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

Yesterday morning, there (1) **was** (be) an attempted robbery at a computer shop. Two men who (2) **were wearing** (wear) gorilla masks (3) **ran** (run) into the shop, (4) **pulled** (pull) out their guns and (5) **asked** (ask) for all the money in the till. At first, the staff (6) **thought** (think) the robbers (7) **were playing** (play) a joke on them and one of the shop assistants even (8) **offered** (offer) the robbers a banana. However, the robbers (9) **got** (get) angry and (10) **fired** (fire) their guns into the air. It (11) **became** (become) apparent that this was no joke, so the shop assistants (12) **gave** (give) the robbers all the money in the till. However, when the robbers (13) **fired** (fire) their guns into the air, the alarm (14) **went off** (go off) and the police (15) **arrived** (arrive) at the scene in no time. As the robbers (16) **were leaving** (leave) the shop, they (17) **noticed** (notice) that the shop was surrounded by police cars. They (18) **had** (have) no choice but to surrender.



Unit 3 listening

1. PRE-LISTENING

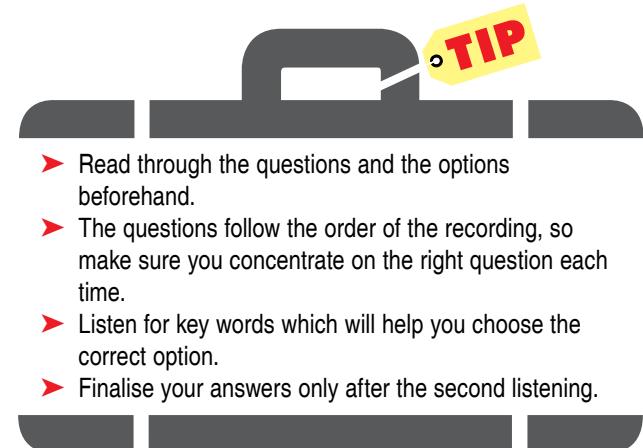
Discuss.

- Why do laws exist?
- Can you think of any laws that are too extreme, strange or ridiculous to be enforced?

2. LISTENING FOR SPECIFIC INFORMATION

You will hear part of a radio interview with Alan Stapleton, a legal expert who will talk about strange or stupid laws throughout the world. For questions 1-5, choose the best answer a, b or c.

1. In Canada, one reason why it is illegal to do repairs on your car in the street is because
 - garage mechanics might complain.
 - your car might get stolen.
 - you might get hurt.
2. Why does the law about bicycles in Connecticut sound stupid?
 - It can't prevent accidents from happening.
 - It's unlikely that bicycles can go faster than 100 km/h.
 - Cyclists have never caused an accident there.
3. In the UK, why must lorries transporting animals be driven on motorways between 10am and 7pm?
 - Many serious accidents and pile-ups happen outside these hours.
 - Lorries cannot go fast during these hours.
 - There is not so much traffic during these hours.
4. Why are strange animal laws enforced?
 - to make sure no one makes money from animals
 - to protect the rights of animals
 - to protect us from dangerous animals
5. The law about chewing gum in Singapore aims at
 - protecting people's health.
 - discouraging people from chewing too much gum.
 - preventing littering.



vocabulary & grammar

VOCABULARY

PREFIXES AND SUFFIXES

A. Look at the words in bold in the sentences below. What do you think they mean? Choose **a** or **b**.

1. The list is **endless**.
a. coming to an end b. having no end
2. That sounds **incredible**.
a. impossible to believe b. easy to believe
3. Can you think of any **unusual** laws?
a. common b. strange
4. It is **illegal** to transport a bowl of fish on a public bus.
a. according to the law b. against the law
5. Some stupid laws could be **harmful** to people.
a. causing harm b. without harm

NOTE

- The prefixes un- and in- are used before adjectives and adverbs to give them the opposite meaning (usual – unusual, correct – incorrect).
- Instead of in- we use the prefixes im- (when the word starts with *m* or *p*), il- (when the word starts with *l*) and ir- (when the word starts with *r*).
- The suffix -ful is used after a noun to form an adjective which means ‘having enough of’ (care – careful).
- The suffix -less is used after a noun to form an adjective which means ‘not having’ (end – endless).

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

- | | |
|---|-------------|
| 1. Despite their efforts, scientists were <u><i>unable</i></u> to explain the phenomenon. | ABLE |
| 2. She found it <u><i>impossible</i></u> to keep to her diet, so she gave up after a couple of days. | POSSIBLE |
| 3. My brother is a <u><i>successful</i></u> author; he has had several books published. | SUCCESS |
| 4. It was <u><i>irresponsible</i></u> of Larry to drive so fast when it was raining because he could have caused an accident. | RESPONSIBLE |
| 5. It was <u><i>illogical</i></u> to spend so much on a pair of shoes that were so uncomfortable. | LOGICAL |
| 6. The forest fire was started by a <u><i>careless</i></u> group of teenagers who lit a camp fire in the night. | CARE |
| 7. This heating system is very <u><i>inefficient</i></u> because it uses lots of energy without heating up the room quickly. | EFFICIENT |
| 8. Alice felt <u><i>helpless</i></u> because she couldn't rescue the injured bird. | HELP |

GRAMMAR

COMPARISONS

A. Read the examples below and match them with their functions. Choose **a** or **b**.

1. *Can bicycles go **faster than** cars?* (a)
2. *The law about hard-boiled eggs is **the strangest** I have ever heard.* (b)
3. *Between 10am and 7pm there isn't **as much traffic as** early in the morning.* (a)
- a. comparing two people, things, actions, situations or ideas
- b. comparing a person, thing, action, situation or idea with several of the same kind

B. Read the sentences below. Which sentence means that there is not much difference between the laws and which means that there is a big difference between them? Which words in the sentences determine the meaning? *far more, slightly*

1. *The law about bicycles in Connecticut is **far more ridiculous than** the law about lorries in the UK.* big difference
2. *There is a law about chewing gum in Singapore which is **slightly stricter than** the one in Thailand.* not much difference

C. Match the examples 1-2 with the rules **a-b**.

1. *As there were **more and more** accidents on the motorways, the government decided to change the law.* (a)
2. *The earlier we start work, **the earlier** we'll finish.* (b)

a. The structure **Comparative Form + and + Comparative Form** is used to indicate a continual change.

b. The structure **the + Comparative Form, the + Comparative Form** is used to describe two actions or situations, one of which comes as a result of the other.

D. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

1. The exam was less difficult than I expected. **not**
The exam *was not as difficult as I expected*.
2. My headache kept getting worse, so I took an aspirin. **and**
My headache was getting *worse and worse, so I took an aspirin*.
3. Yesterday it was a little cooler than it is today. **slightly**
Today it is *slightly warmer than it was yesterday*.
4. I have never had a better meal. **the**
This is *the best meal I've ever had*.
5. As Kevin ate more popcorn, he got thirstier. **the**
The more *popcorn Kevin ate, the thirstier he got*.
6. I couldn't do any better. **best**
This is *the best I could do*.

Unit 3 speaking

1. WARM-UP

- What kinds of crimes are common where you live?
- For certain minor crimes, people can be sentenced to do community service rather than serve time in a prison. What do you think community service is?

2. FOCUS ON PICTURES

Talk in pairs. Look at the photographs and answer the questions below. You can use some of the words and expressions in the boxes.

A

Student A: Photographs A1 and A2 show different kinds of crimes. Compare the photographs and say how you think either of these crimes could be prevented.

Student B: Which crime would be worse if it happened to you?

How do you think either of these crimes could be prevented?

A1



A2



B

Student B: Photographs B1 and B2 show different kinds of punishment. Compare the photographs and say which is a more effective form of punishment.

Student A: Which of these forms of punishment would be harder to endure and why?

Which of these is a more effective form of punishment?

B1



B2



I think that... is a more serious crime because...

Being burgled is worse than / not as bad as...

Both kinds of crime/punishment are...

...is more/less than...

In my opinion,...

On the other hand,...

Neither of these are...

victim break into burglar pickpocket
wallet safe lock

prison inmate danger violent
prevention confined freedom
good behaviour community service reform

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- What do you think leads people to commit crimes like shoplifting or pickpocketing?
- Is it better to punish or try to reform a criminal?
- In your opinion, what are the advantages of having somebody who committed a crime do community service?

poverty tempting violate the law
danger to society opposite effect
opportunity to change fear loss of freedom
minor crimes pay a fine
benefit the community set an example

examination practice

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

1. Fadi _____ his brother for missing their flight to Rome.
 - a. accused
 - b. blamed**
 - c. charged
 - d. shouted
2. The robbers made their _____ in a fast sports car.
 - a. runaway
 - b. entrance
 - c. getaway**
 - d. exit
3. The police officer _____ the criminal's gun.
 - a. resisted
 - b. arrested
 - c. seized**
 - d. robbed
4. The mystery of Stonehenge is still to this day _____.
 - a. important
 - b. impossible
 - c. unsuitable
 - d. inexplicable**
5. The thieves _____ with a million euros.
 - a. made off**
 - b. went through
 - c. held up
 - d. made up
6. He couldn't _____ with the deal so he cancelled it at the last minute.
 - a. decide on
 - b. make off
 - c. pick out
 - d. go through**
7. Charles Lindbergh's baby was _____ from his home.
 - a. stolen
 - b. burgled
 - c. kidnapped**
 - d. robbed
8. Gafar's parents _____ him to go out with his friends.
 - a. encouraged**
 - b. prevented
 - c. arranged
 - d. offered

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

The Story Of Frank Abagnale Jr

Frank Abagnale is a former fraud artist, who was (1) *able* to cheat banks (2) *in* 26 countries out of 2.5 million dollars! He (3) *was* born in New York in 1948 and, by the time he was nineteen, he (4) *had* pretended to be a doctor, a pilot, a teacher and even a lawyer.

During his time (5) *as* a 'doctor', which lasted only ten days, he (6) *was* able to perform minor duties by letting the medical students handle (7) *most* of the cases. Pretending to be an airline (8) *pilot*, he flew over 1,000,000 miles on over 250 flights to 26 countries, and he (9) *could* fly, eat and sleep for free. All this before he was even eighteen years old.

He was eventually caught in 1969, and was set free less (10) *than* five years later on the condition that he (11) *would* help the government fight fraud without pay. It has been said that he finally opened up a legal business, became a millionaire and that he now lives a quiet (12) *life* with his wife and three sons.

Unit 3 writing

WRITING A LETTER TO THE EDITOR

1. DISCUSS

- What examples of vandalism can you think of?
- What do you think causes vandalism?

2. FOCUS ON CONTENT

Read the rubric below, the article and the sample letter. Do you agree with the writer's opinion?

You read this article in a local newspaper. Write a letter to the editor expressing your views on the issue.

THE BRENTVILLE TIMES

LUDLOW AVENUE HIT BY WEEKEND OF VANDALISM

At the weekend residents were woken up as a result of noisy vandalism on Ludlow Avenue. Pay phones were smashed, ATMs were put out of order and cars were damaged. Incidents like this have become common, and people are worried about the rise in this kind of violent behaviour in our normally peaceful town.

3. FOCUS ON STYLE

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

worried (para 1)	<u>concerned</u>
a person who lives in a place (para 1)	<u>resident</u>
in reply (para 1)	<u>in response</u>
I have to say (para 2)	<u>it must be said</u>
buildings and equipment (para 2)	<u>property</u>
there are (para 2)	<u>exist</u>
to help (para 2)	<u>for the benefit of</u>
do certain things (para 3)	<u>take specific measures</u>
have to know (para 3)	<u>must be aware</u>

Dear Editor,

I am a concerned resident and I am writing in response to your article which describes the latest incident of vandalism in our town.

To begin with, it must be said that this is not the first time that the town has been attacked by vandals.

Although I am not an expert on crime, I think that this happens because some people have not been taught to respect public property. The way I see it, children should learn at home and in school that these facilities exist for the benefit of the general public, including themselves.

Moreover, I believe the authorities should take specific measures to prevent vandalism, such as increasing police patrols in the town. Apart from this, people must be aware that anybody caught vandalising will be punished severely.

In conclusion, vandalism is a serious problem that affects everyone in our town. In my opinion, it is high time we did something about this situation.

Yours truly,

Philip Burk

Philip Burk

4. FOCUS ON TEXT COHESION AND COHERENCE

A. Read the letter again paying attention to the highlighted words/phrases. Which linking words/phrases does the writer use to:

1. list points and add more points?

To begin with, Moreover, Apart from this

2. give his opinion?

I think that, The way I see it, I believe, In my opinion

3. express contrast?

Although

4. express cause/reason?

because

5. give an example?

such as

6. sum up?

In conclusion

B. Read through the table of linking words and phrases. Then, read the text and circle the correct linking word/phrase.

List points

firstly, to begin/start with, in the first place, finally, last but not least

Add more points

in addition (to this), furthermore, moreover, what is more, also, apart from this, besides, another point worth mentioning is

Give an example

for example, such as, particularly, especially, take for instance

Emphasise

in fact, as a matter of fact

Express contrast

although, in spite of, despite, however, but

Express cause/reason

because (of), as, since, due to, owing to

Express result/consequence

therefore, in this case, for this reason, consequently, as a result

Sum up

in conclusion, to sum up, all in all, on the whole, taking everything into account

Give your opinion

in my opinion/view, personally, I believe, the way I see it, from my point of view, I am in favour of, my belief is that

In recent years, there has been a disturbing increase of forest fires started by arsonists around the globe. (1) **To begin with**/ **Furthermore**, arson can be described as the act of setting fire with the intention of destroying property or being careless with flammable materials, (2) **such as**/ **because of** cigarettes and matches. Most cases of arson are (3) **due to**/ **despite** individuals who burn down forests in the hope of acquiring this land for future development. (4) **In spite of**/ **Take for instance** the news stories from around the world that we hear every summer about forest fires that are out of control. (5) **In fact**/ **Since**, if fires continue at this rate, it is predicted that the majority of our forests will have disappeared within the next fifty years. (6) **Although**/ **Consequently**, serious environmental problems will arise. Yet, (7) **in spite of**/ **in fact** all this, nothing is really being done to stop this criminal activity. (8) **Taking everything into account**/ **Another point worth mentioning**, I personally believe that we all need to work together to save our forests and educate people on the dangers of forest fires set by arsonists.

5. BRAINSTORMING

Read the article below concerning violent behaviour of fans at football matches and, in pairs or groups, discuss the questions that follow.

The residents of our city became witnesses to violent clashes between fans of rival football teams on Saturday. The fighting resulted in the injury of several fans as well as extensive damage to the stadium and neighbouring shops. A spokesperson for the Metropolitan Police has announced plans to combine forces with the local football clubs to control football hooliganism in the city.

- a. What do you think causes the violent behaviour of fans at football matches?
- b. What kind of problems does it create?
- c. What do you think can be done about it?

6. OUTLINE

Read the rubric below. Then, choose two of your ideas in the brainstorming activity and complete the outline for the letter to the editor.

You read the article above in a local newspaper. Write a letter to the editor expressing your views on the issue of football hooliganism.

GREETING

Dear Sir/Madam, Dear Editor,

OPENING PARAGRAPH

Why are you writing the letter?

What is the title/topic of the article you are responding to?

MAIN PART

1st paragraph

What is one aspect of the issue?

What is your opinion?

Can you justify it or give an example?

2nd paragraph

What is another aspect of the issue?

What is your opinion?

Can you justify it or give an example?

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.

7. WRITING TASK

Write your letter to the editor using the outline you completed in exercise 6.



When 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 and greetings, set phrases and signature endings that you can use, see Appendix I.

Unit 4 reading

1. PRE-READING

Discuss.

- What's your favourite adventure story?
- What qualities do you think an adventurer should possess? In your opinion, is courage more important than physical strength?

2. READING FOR GIST

Read the text quickly without paying any attention to the missing sentences and answer the question below.

Allan Quatermain decided to undertake that dangerous journey because he wanted to

- a. explore the African wilderness.
- b. find hidden treasure.
- c. have an unusual adventure.
- d. find the Guardian of the Treasure.

3. RECONSTRUCTING A GAPPED TEXT

Seven sentences have been removed from the text. Choose from the sentences A-H the one which best fits each gap (1-7). There is one extra sentence which you do not need to use.



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. Just then, a part of the wall began to rise.
- B. They appeared to be guarding the entrance to a black cave.
- C. In the distance, I could see Sir Henry waving at me frantically.
- D. All I could think about was the fame and glory that the treasure would bring.
- E. We walked quickly to the chests and Sir Henry held the lamp over one of them.
- F. Would we suffer the same fate?
- G. What you will see in there may frighten you.
- H. It was about fifteen feet tall and was holding a spear in one hand.

King Solomon's mines

King Solomon's Mines is set in Africa during the 1800s. It tells the story of an English adventurer, Allan Quatermain, who is approached by Sir Henry Curtis to help him find his missing brother, George. George Curtis disappeared when he went in search of the legendary King Solomon's diamond mines, and is believed to be dead. Quatermain agrees to help Sir Henry in his quest, and they set out on a dangerous journey through Africa with surprising results...

When we finally set out in search of King Solomon's diamond mines, our party consisted of Sir Henry, Gagool and me. Gagool had volunteered to be our guide. We knew the journey was going to be long and 05 dangerous, but we were willing to take just about any risk to find the lost treasure of King Solomon.

Three days into the trip, we reached Solomon's Road, which, according to legend, is the road that leads to the mines. It was almost dark when we found the 10 road. We were exhausted because we'd been hiking through mountainous terrain for eight hours, so we decided to wait until morning to continue our quest. Sir Henry and Gagool had already fallen asleep by the time the moon had risen in the sky, but I spent most of 15 the night tossing and turning. 1 D

I cannot even begin to describe my feelings of excitement as we marched down Solomon's Road the next day. The treasure that had eluded so many before us would finally be ours! Then, I remembered Sir 20 Henry's brother, George, who had also been searching for the treasure when he was lost. 2 F

'Allan! Over there!' said Sir Henry suddenly. I looked up and saw three enormous stone statues in the distance. 3 B

25 'The mines!' I exclaimed. 'We've found King Solomon's mines!' I began running towards the cave when Gagool grabbed my arm.

'Do not be in such a hurry,' Gagool said. 'I told you before, my lord, that mine is dangerous. It is better that 30 I go in first. You wait here.' Reluctantly, I decided to listen to Gagool's warning and wait with Sir Henry.

The sun had already started to set when Gagool finally exited the cave. 'I have inspected the mine,' our guide said. '4 G Are you sure you are ready to 35 enter?'



'Yes, yes, we're ready,' I said.

'Fine,' said Gagool. 'Follow me.' We did as we were told and followed our guide into the dark mouth of the cave. Once inside, Gagool lit a lamp and led us down a winding passageway, before finally coming to a halt in front of a doorway.

'This room is the Place of Death,' our guide announced. I was about to ask why, when I saw something that terrified me: a huge white skeleton sitting at a table. 5 H

'What's that?' I exclaimed.

'The Guardian of the Treasure,' replied Gagool. 'Are you sure you want to proceed?'

'Yes, yes, we're sure,' I said.

50 'You are not afraid?'

'No,' I lied.

Gagool walked behind the skeleton, examined the rocky wall and pulled down a lever. 6 A There in front of us was King Solomon's treasure chamber.

55 'Give me that lamp!' said Sir Henry, as he took it from Gagool's fingers. I followed Sir Henry into the chamber and looked around in awe. The room was filled with breathtaking treasures: hundreds of ivory tusks lined the walls and boxes overflowed with jewels 60 and pieces of gold. I was so overcome with emotion I could barely speak.

'There are the bright stones you seek,' said Gagool, pointing to three chests located in a gloomy corner of the chamber. 7 E At first, all we could see was a 65 dazzling glow, then, as our eyes adjusted to the light, we realised we were looking at a chest full of diamonds.

'We are the richest men in the world!' I cried.

We were so delighted with our find that we failed to notice that the cave door was slowly closing. By the time 70 we heard the thud, it was too late. We were trapped.

4. GUESSING THE MEANING OF UNKNOWN WORDS

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

- | | | | |
|-------------------------------|---|-----------------------|--|
| 1. terrain (line 11) | a. bushes b. ground c. tunnel | 5. in awe (line 57) | a. carelessly b. sadly c. in amazement |
| 2. eluded (line 18) | a. escaped b. found c. killed | 6. seek (line 62) | a. look for b. lose c. see |
| 3. coming to a halt (line 40) | a. getting out b. climbing | 7. dazzling (line 65) | a. very clear b. very expensive c. very bright |
| 4. proceed (line 48) | a. continue b. leave | 8. thud (line 70) | a. click b. dull sound c. whisper |
| | c. stopping | | |

5. POST-READING

Discuss.

- What do you think will happen next in the story?
- If you were to undertake a journey through the African wilderness, what sort of difficulties do you think you would encounter?
- Why do you think the search for hidden treasure is a popular theme in many books?

Unit 4 vocabulary & grammar

VOCABULARY

1. EXPRESSIONS WITH 'TAKE'

- A. Look at the following example from the text on pages 44-45. Can you think of any other expressions or collocations with the verb 'take'?
...we were willing to **take** just about **any risk** to find the lost treasure of King Solomon.

B. Complete the sentences with the words in the box.

advice test advantage care
pride notice measures
granted time responsibility

1. Ibrahim is very nervous because he is going to take his driving test in a few hours.
2. My manager told me to take my time completing the report and to check it carefully.
3. The oil company has refused to take responsibility for the oil leak in the sea.
4. I'm glad I took my parents' advice and bought a house when I could afford it because property is much more expensive now.
5. My next door neighbour takes care of my cats whenever I go away.
6. The government is planning to take measures to stop motorists from parking their cars in the city centre.
7. Khaled takes great pride in his work; he is a jewellery designer and he designs every piece of jewellery with great care.
8. Salma sometimes feels that her teenage son takes her for granted because he never thanks her for all the things she does for him.
9. The football coach took notice of Osamah's talent when he saw him playing in the school yard.
10. I decided to take advantage of Mario's offer to go and stay with him during the summer in his house in Italy.

2. 'STRONG ADJECTIVES'

A. Look at the following extracts from the text on pages 44-45. What do the adjectives in bold mean?

We were **exhausted** because we'd been hiking through mountainous terrain for eight hours... **very tired**

We were so **delighted** with our find... **very pleased**

NOTE 'Strong' adjectives are a stronger version of other adjectives, e.g. *delighted* means *very pleased*. 'Strong' adjectives never follow adverbs like *very* or *extremely*. Adverbs such as *absolutely* and *utterly* are used instead.

B. Replace the strong adjectives in sentences 1-10 with *very/extremely* and the adjectives in the box.

angry scared small big bad silly
interesting tasty unpleasant important

1. Emad was **furious** when he discovered that Alex had *very/extremely* borrowed his new car without his permission.
2. Kevin owns an **enormous** house in the countryside *angry* with more than twenty rooms. *very/extremely big*
3. Everybody started laughing when Luke walked in wearing a **ridiculous** hat. *very/extremely silly*
4. It is **essential** that you wear safety glasses when doing this experiment. *very/extremely important*
5. I saw **tiny** insects crawling all over the walls of the building. *very/extremely small*
6. Layla made a **delicious** chicken pie last night. *tasty*
7. Our hotel bathroom was **disgusting**; it was dirty and there were cockroaches crawling all over the floor.
8. That book was **awful**; the plot was stupid and the *very/extremely* ending was very bad. *very/extremely bad* *unpleasant*
9. I studied Archaeology because I find it **fascinating**.
10. Nadia was **terrified** when she went bungee jumping. *very/extremely scared*

very/extremely interesting

3. VERBS STARTING WITH 'OVER'

A. Look at the following extract from the text on pages 44-45 and guess what the words in bold mean.

...boxes **overflowed** with jewels and pieces of gold. I was so **overcome** with emotion I could barely speak.

- Does *overflowed* mean *too full* or *moving slowly*?
- Does *overcome* mean *come to the top* or *affected*?

NOTE

Over at the beginning of a verb can mean *too much*, e.g. *overeat* means *eat too much*. However, this is not always the case. For example, *overtake* means *pass a person or vehicle*.

B. Read the sentences below and match the verbs beginning with **over** with their meanings a-f.

1. It is important when you start going to the gym not to **overdo** it.
2. I **overheard** them talking about me when I was standing in the corridor.
3. I **overestimated** David's enthusiasm for extreme sports; he didn't really appreciate my surprise gift of a paragliding training session.
4. Parents usually **overlook** the faults of their children because they love them.
5. I forgot to set my alarm clock last night and as a result I **overslept** this morning.
6. The lorry was **overturned** during the accident.

e

f

c

a

d

b

- a. to not notice or ignore a problem
- b. to turn upside down or on the side
- c. to think that something is more than it actually is
- d. to sleep longer than you should
- e. to do too much of an activity
- f. to unintentionally hear something that someone says when they are not talking to you

GRAMMAR

1. PAST PERFECT SIMPLE / PAST PERFECT PROGRESSIVE

Match the rules about the uses of the Past Perfect Simple and the Past Perfect Progressive with the examples 1-4 taken from the text on pages 44-45.

1. We were exhausted because we'd been **hiking** through mountainous terrain for eight hours, so we decided to wait until morning to continue our quest.
2. Sir Henry and Gagool **had already fallen** asleep by the time the moon had risen in the sky...
3. Then, I remembered Sir Henry's brother, George, who **had also been searching** for the treasure when he was lost.
4. The sun **had already started** to set when Gagool finally exited the cave.

The Past Perfect Simple is used:

- for an action which was completed before a specific point of time in the past 2
- for an action which was completed before another action in the past. (The second action is in the Past Simple.) 4

The Past Perfect Progressive is used:

- to emphasise the duration of an action which had been going on up to a point of time in the past 3
- for an action whose duration caused visible results at a later time in the past 1

2. WOULD – WAS/WERE GOING TO

Look at the following examples taken from the text on pages 44-45 and answer the question. Choose a, b or c.

We knew the journey **was going to be** long and dangerous...

All I could think about was the fame and glory that the treasure **would bring**.

What do the phrases in bold express?

- a. something that we plan or intend to do in the future
- b. something that we planned to do or expected to happen
- c. something that happened before something else in the past

Grammar Reference p. 116.

3. PRACTICE

Complete the text below with the Past Simple, Past Progressive, Past Perfect Simple, Past Perfect Progressive or **would + base form of the verbs** in brackets.

My classmates and I (1) **had** (have) a wonderful winter holiday last year. As it (2) **was/would be** (be) our last year at school, we (3) **had agreed** (agree) earlier on in the year that we (4) **would all go** (all / go) somewhere together. We (5) **had studied / had been studying** (study) really hard for the past few years, so everyone (6) **wanted** (want) a little adventure in their life. The parents of one of my classmates (7) **had opened** (open) a travel agency two months earlier, and when we asked for their advice, they (8) **recommended** (recommend) an adventure holiday in North America. It (9) **sounded** (sound) really exciting to us, so we all agreed on that idea. First, we (10) **flew** (fly) to Canada and (11) **travelled** (travel) all the way up to Newfoundland. When we arrived, the local people (12) **told** (tell) us that it (13) **had been snowing** (snow) non-stop for the past week and it (14) **would continue** (continue) for the next week. We (15) **spent** (spend) the first two days hiking through Gros Morne. The area is famous for its amazing geology and is a United Nations World Heritage Site. After that, things (16) **kept** (keep) getting more and more exciting! My favourite moment (17) **was** (be) when we (18) **saw** (see) some whales playing in the ocean while we (19) **were kayaking** (kayak). The whole holiday (20) **was** (be) absolutely fantastic!



Unit 4 listening

1. PRE-LISTENING

Discuss.

- Do you like motorcycles? Why/Why not?
- What kind of events do you think take place at a motorcycle rally?

2. LISTENING FOR SPECIFIC INFORMATION

You are going to hear a radio programme about a motorcycle rally. You will hear the programme in several parts. After each part you will hear some questions. For each question choose the correct answer. First, listen to the introduction and note the example question below.

Example

- a. every year
- b. every two years
- c. twice a year

The correct answer is *a*.

TIP

- ▶ Remember that you hear the programme only once and that the questions are recorded and not printed.
- ▶ Read the options quickly before you hear each section of the programme so that you can predict the questions and focus on the corresponding parts of the programme.
- ▶ Listen to each question carefully and make sure that you choose the option which answers the question according to what you have heard.
- ▶ Don't work on a question while the next question is being spoken.

1. a. North Dakota

- b. The Black Hills

- c. Sturgis

2. a. South Dakota

- b. all over the USA

- c. all over the world

3. a. for 68 years

- b. for all his life

- c. since 1950

4. a. one day

- b. seven days

- c. nine days

5. a. once a day

- b. twice a day

- c. every hour

6. a. organised rides

- b. races

- c. photo exhibitions

7. a. in motels

- b. in campgrounds

- c. in City Park

8. a. He set up a custom bike stand.

- b. He did motorcycle stunts.

- c. He raced in motorcycle races.

9. a. one

- b. two or more

- c. none

10. a. He sold it to open up his store.

- b. He added new parts to it and painted it.

- c. He displayed it in a motorcycle museum.

11. a. ten of his own

- b. the ones with the red stickers

- c. the ones he does not ride

12. a. one of the rally organisers

- b. a motorcyclist

- c. a mechanic

13. a. the first time he came to the rally

- b. two years after attending the first rally

- c. one year after attending the first rally

14. a. some of the guys in Tom's group

- b. Tom

- c. all of the Joy Riders

15. a. He races motorcycles.

- b. He performs motorcycle stunts.

- c. He only participates in rides.

16. a. at a hotel

- b. at a motel

- c. at a campsite

17. a. He can find shade there.

- b. It is very close to Main Street.

- c. He has all his comforts.

18. a. \$ 75

- b. \$ 160

- c. \$ 250

19. a. to the town of Sturgis

- b. to the mayor of Sturgis

- c. to the Sturgis Fire Department

20. a. They are placed on Main Street in Sturgis.

- b. They are free of charge.

- c. You have to write your full name.

vocabulary & grammar

VOCABULARY

WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

competition match game race

- Last week's Formula One _____ *race* was won by a British driver.
- The boxing _____ *match* ended in a draw between two brave fighters.
- Do you think I should enter the short story _____ *competition*?
- I like watching squash but I don't understand all the rules of the _____ *game*.

fans spectators participants audience

- The _____ *audience* expressed their satisfaction by applauding the speakers.
- The writer stopped to sign autographs for his loyal _____ *fans*.
- The rally driver nearly crashed into some _____ *spectators* standing at the side of the road.
- All _____ *participants* in today's Fun Race must go to the starting line.

take part take apart take place

- The 2008 Olympic Games _____ *took place* in Beijing.
- Are you going to _____ *take part* in the drawing competition?
- Be careful! Do you really know how to _____ *take apart* the car engine?

single alone only unique lonely

- A number of _____ *unique* diamonds are on display in the museum.
- Our son isn't married; he's still _____ *single*.
- Were you _____ *alone* when you heard the burglar break into the house?
- My grandfather feels _____ *lonely* since my grandmother passed away.
- _____ *Only* children under the age of three may enter for free.

GRAMMAR

QUESTIONS AND QUESTION WORDS

- A. Match the questions 1-4 with the answers a-d and then answer the questions that follow.

- What kind of events take place during the week? c
 - What did Bob do to his first motorcycle? b
 - Who did Larry talk to at the Sturgis Motorcycle Rally? d
 - Who still takes part in races? a
- a. Two guys in Tom's group do.
b. He added new parts to his motorcycle and painted it.
c. Organised rides, stunt shows, races and photo exhibitions.
d. Dave, Tom and John.

- In which of the questions above do the question words ask about the subject of the verb? *1, 4*
- In which of the questions above do the question words ask about the object of the verb? *2, 3*

- B. Read the questions below. What difference is expressed by the use of **what** and **which**?

- What does Bob display at the Sturgis Motorcycle Rally?
- Which bikes at Bob's stand are for sale?
Which indicates limited choice.

- C. Match the questions 1-2 with the answers a-b.

- What did John give Larry? b
 - Who did John give a brick to? a
- a. Larry.
b. A brick.

NOTE

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.

- D. Match the questions 1-8 with the answers a-h.

- Which documentary did Rayan say we should see? f
 - Who do I give the money to? a
 - What did you say? c
 - Who was on the phone just now? d
 - Who did Lubna invite to her house? e
 - Who do you want to buy the dress for? g
 - Which of these pens is yours? h
 - What caused the accident? b
- a. Give it to me.
b. The slippery road.
c. I said, 'Don't stay up too late.'
d. James. He will call back later.
e. All her friends, I think.
f. *The life of birds.* He says it's great.
g. It's for my daughter actually.
h. The yellow one.

Grammar Reference p. 116.

Unit 4 speaking

1. WARM-UP

- Are you an adventurous person? What makes you think so?
- How would you feel if you had to spend two months on a desert island by yourself?

2. SPECULATING AND MAKING A DECISION

Talk in pairs. Imagine that you are taking part in a competition and that you have to spend two months on a desert island. On the right are some items that you could take with you in order to make your stay easier. First, talk to each other about how useful these items can be. Then decide which two items are the most important.



- There are no right or wrong answers but you must make sure to justify your answer.
- Remember this is not a monologue so both speakers must have equal opportunity to speak.
- You should 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.

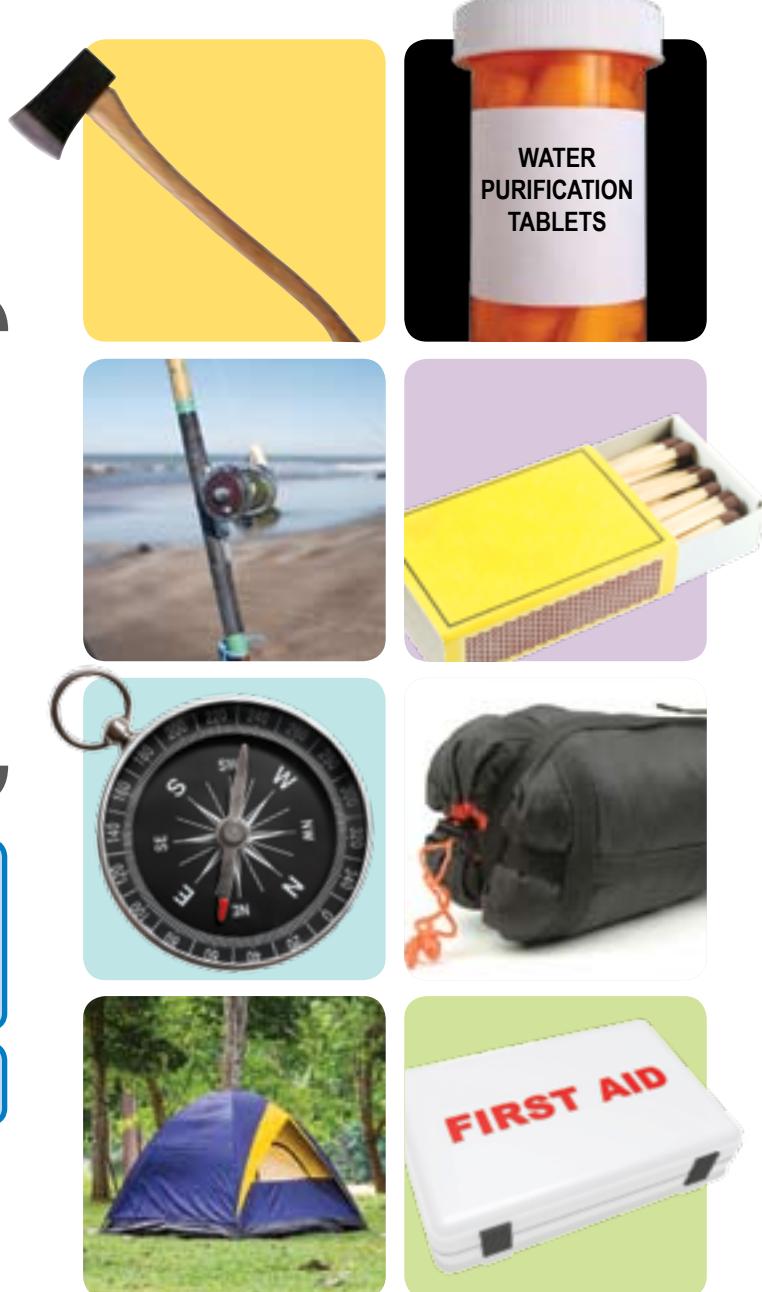
I believe that... is very useful/handy because it could help / would give...

As far as I am concerned, the most important item is... because...

I would definitely choose... because it would help...

handy useful essential chop
direction shelter

- How useful can these items be on a desert island?
- Which two items are the most important?



3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words/phrases in the box.

- Which items that you use every day would you find difficult to live without?
- What qualities should you possess to survive on a desert island?
- Why do you think more and more people are in search of adventure nowadays?

mobile phone computer game console fridge patience optimism
strength endurance boredom new experiences test themselves

examination practice

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

1. He was the bravest man I _____.
a. saw before b. was ever seeing c. had ever seen d. had ever been seeing
2. We _____ for an hour when we suddenly realised that we were going in the wrong direction.
a. have been driving b. have driven c. drove d. had been driving
3. Who _____ to the park with yesterday?
a. did you go b. you went c. had you gone d. you had gone
4. They _____ a company together but they had an argument and, in the end, they didn't.
a. would set up b. were going to set up c. had set up d. set up
5. Who _____ you the postcard that came yesterday?
a. sent b. did send c. has sent d. had sent
6. Maram _____ dinner by the time her husband came home.
a. made b. had been making c. had made d. was making
7. _____ you like best, the red one or the blue one?
a. What dress do b. What dress c. Which dress do d. Which dress
8. Mark expected that his team _____ to the playoffs, but it was just wishful thinking.
a. would make it b. to make it c. was making it d. made it
9. A: '_____ the burglary?'
B: 'John did.'
a. Which saw b. Who saw c. Where was d. When was
10. Gadi had been working for ten hours straight, so when he came home he _____ exhausted.
a. would be b. has been c. had been d. was

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



Every year my best friend, Ross, invites me to visit him in Sanibel, Mexico and take (1) _____ in the annual treasure hunt he organises. The (2) _____ are all friends and relatives who spend three days (3) _____ searching the town for the (4) _____ items. We are given a list of instructions with only vague (5) _____ of what we are supposed to look for and a map so that we don't get lost in the town. You might be (6) _____ why he does this year after year; well, he won lots of money in a competition four years ago making him very rich, and he happily shares his good fortune with his friends.

I must admit that the first time he invited me to Mexico, I (7) _____ accepted because I am (8) _____ of flying. But I decided to (9) _____ his advice and face my fears. As it turned out, there (10) _____ been no reason for me to be so worried; the flight was uneventful. In the end I had a fantastic time, the people were wonderful, the weather was nice and the treasure hunt was amazingly enjoyable. Ross is a great host, he puts everyone up in his (11) _____ house and takes care of our every need; and the best part is that everyone comes away with (12) _____ baskets of gifts.

- | | | | |
|------------------------|-------------------|----------------|------------------|
| 1. a. apart | b. part | c. place | d. time |
| 2. a. participants | b. audience | c. fans | d. spectators |
| 3. a. frantically | b. clearly | c. dangerously | d. safely |
| 4. a. hidden | b. secret | c. lost | d. private |
| 5. a. signs | b. clues | c. advice | d. symbols |
| 6. a. wondering | b. thinking | c. willing | d. believing |
| 7. a. enthusiastically | b. tiredly | c. reluctantly | d. interestingly |
| 8. a. alarmed | b. interested | c. attracted | d. terrified |
| 9. a. take | b. do | c. have | d. make |
| 10. a. has | b. have | c. had | d. having |
| 11. a. delighted | b. delicious | c. furious | d. enormous |
| 12. a. overflowing | b. overestimating | c. overlooking | d. overhearing |

Unit 4 writing

WRITING A STORY

1. DISCUSS

- Do you play tricks on your friends? Why / Why not?
- What's the best trick you've ever played on someone or someone has ever played on you?

2. FOCUS ON TASK COMPLETION, STYLE AND ORGANISATION

Read the rubric and the story below. Then answer the questions that follow.

You have decided to enter a short story competition in an international magazine.
The competition rules say that the story must begin with the following words:

Ammar couldn't stop laughing every time he thought about what had happened that day.

Quite an Experience



Ammar couldn't stop laughing every time he thought about what had happened that day. He and some friends were spending a few days in Dammam and they had decided to go camping near a beautiful beach in the area. The days had passed so quickly. During their stay they had visited many places, including the impressive Al-Khobar Water Tower in the nearby town of Al-Khobar, and now it was their last day. They really wanted to make the most of it, so as soon as they woke up, they set off for the beach, as they all wanted to go fishing one last time.

3a

The day started off uneventfully until they decided to stop fishing and go swimming. It was particularly hot that day. Ammar decided to join in the fun so he jumped in the water, too. He was swimming when, suddenly, he felt something brush against his leg. 'Shark!' Sami screamed and everyone ran out of the water, leaving Ammar behind. He was so scared that he couldn't move.

3c

3b

3c

A few moments later, Ammar heard his friend Sami giggling. He immediately knew that Sami was playing another one of his tricks again so he relaxed and started laughing. When everyone else realised what had happened, they started chasing Sami.

Apparently, Sami had been waiting for the last day to scare everyone. He had planned everything perfectly and managed to make their last day unforgettable. Of course, he also gave Ammar a scary experience to talk about.

3a

3a

1. What did Ammar and his friends think was in the water? *They thought that a shark was in the water.*
2. Does the writer start the story in an appropriate way? Is the prompt sentence changed at all? *Yes, he/she does. No, it isn't.*
3. The writer uses narrative tenses in the story. Find and underline examples of:
 - a. an action that happened before something else in the past
 - b. an action that was taking place when it was interrupted by another action
 - c. a series of actions that happened one after the other in the past
 - d. an action that had started and continued up to a certain point in the past
4. Is the writer's style formal or informal? Find examples in the text to justify your answer.
couldn't, 'Shark!', scary, etc.

3. FOCUS ON LANGUAGE AND STYLE

A. Read the sentences with the highlighted adverbs in the story. How does the use of adverbs improve the story?

The use of adverbs improves the style and makes the story more vivid and exciting.

B. Use the adverbs in the box to complete the sentences below.

luckily occasionally happily obviously
cautiously suddenly completely

- It was a beautiful spring morning and the children were playing happily in the garden.
- Luckily, Carl came out of the accident with only a few scratches.
- My best friend and I don't have much time to see each other any more, but we occasionally get together to chat and exchange news.
- After the climb up the mountain, we were completely exhausted.
- The vet approached the injured bear cautiously.
- Dennis had almost reached the top of the tree when suddenly the branch broke and he fell to the ground.
- Maria was obviously upset and didn't want to talk to us.

4. FOCUS ON TIME LINKERS

A. Look at the table below with time linkers (words/phrases that indicate the sequence of events). Then, read the story on page 52 again and find more time linkers. *circled in story*

Beginning	initially, first, at first
Continuing	then, next, after this/that, afterwards, <i>a few moments later</i>
Concluding	finally, in the end, eventually
Others	meanwhile, the moment that, gradually, since, by the time, before, in the meantime, <i>during, as soon as, until, when,</i>

B. Read the text and circle the correct word/phrase.

Adventure stories have been told (1) **since** / when the beginning of time. To this day, the adventure story is a tool used to warn, entertain and teach children all over the world. (2) **Before** / **Initially** fairy tales were told in order to teach good and fair decisions. One such story is *Little Red Riding Hood*, which speaks of the adventures of a girl, giving the message that children should never talk to strangers. (3) **Gradually** / **Hardly**, the stories started becoming more focused on action than on adventure, but the moral lesson still remained. (4) **Meanwhile** / **After**, comic books started being released, and a new fan base of teenagers was created. Usually comic book creators find a traditional story or fairy tale. (5) **Next** / **By the time** they rewrite it to make it more adventurous and to fit their own characters. So the next time you sit down and read a comic book remember that the story it was based on also lived an adventure (6) **than** / **before** it reached you.

5. OUTLINE

INTRODUCTION

- Describe the setting of the story.
- Introduce the main character(s).
- Describe feelings at the beginning of the story.

MAIN PART (2-3 paragraphs)

- Describe how the story started and developed.

CONCLUSION

- Describe the outcome of the story (could also be included in the main part).
- Make a brief comment on the story.

6. WRITING TASK

Read the rubric below, make an outline and then write your story (120-180 words).

An international magazine is organising a short story competition and you have decided to take part.

The competition rules say that the story must begin with the following words:

Michael didn't really like adventure but that day he had no choice.

TIP

When writing a story remember that:

- you should try to keep the plot of the story fairly simple.
- the story should continue from or end with the prompt sentence.
- the story should be organised in paragraphs, have an interesting introduction and an appropriate ending.
- you should use informal or consistently neutral language.
- you should use past (narrative) tenses.
- you should use time linkers (to indicate the sequence of events, chronological order, etc.).
- you should try to create an appropriate atmosphere by using direct speech, questions, exclamations, a variety of adjectives and adverbs and vivid vocabulary.

For linking words/phrases and other expressions/phrases that you can use, see Appendix I.

Module 2 round-up

Units (3-4)

READING

Read the passage about extreme sports and answer the questions 1-6. Choose a, b, c or d.

Extreme sports

Extreme sports are described as activities which have a high level of danger.^{1d} Examples of common extreme sports include skydiving, rock climbing, surfing, scuba diving, water skiing, mountain biking and snowboarding. These sports often involve speed, height and great physical effort.

Extreme sports differ from standard sports because they are affected by environmental obstacles and challenges, including weather and terrain. Because natural obstacles, such as wind, snow, water and mountains, cannot be controlled, they inevitably affect the outcome of the given sport or event. In contrast, in a standard sporting event, athletes compete against^{2b} each other under controlled circumstances. While it is possible to create a controlled extreme sporting event, there are often factors which cannot be held constant. Examples include snow conditions for snowboarders, rock and ice quality for climbers and wave height for surfers.^{3c}

^{5d}Most people that engage in extreme sports do so for the so-called 'adrenaline rush'. Under circumstances which cause fear, the hormone^{4c} adrenaline is released, along with serotonin and endorphins, substances which produce a physical state of excitement and a general sense of well-being. Extreme sports fanatics claim that participating in such challenging activities allows them to develop their physical as well as mental skills and gives them the satisfaction of mastering inhospitable environments.^{6a}



1. In order to be labelled as an extreme sport, the sport must
 - a. be physically exerting.
 - b. take place in harsh weather conditions.
 - c. be done at high speeds and altitudes.
 - d. have a high level of danger.
2. How are standard sports different from extreme sports?
 - a. Athletes do not compete against each other in extreme sports.
 - b. Standard sports are usually played in a controlled environment.
 - c. The outcome of a standard sport is constant.
 - d. Standard sports are always played, despite the weather.
3. Why are snow conditions, rock and ice quality and wave height referred to in the text?
 - a. Because they affect only specific sports.
 - b. They are referred to as factors that must be controlled.
 - c. They are given as examples of changeable conditions.
 - d. Because these conditions are necessary for each sport.
4. The hormone adrenaline is released
 - a. when someone is excited.
 - b. when someone is relaxed.
 - c. when someone is frightened.
 - d. by serotonin and endorphins.
5. Extreme sports fanatics
 - a. have more advanced mental skills than regular athletes.
 - b. need high levels of serotonin.
 - c. have the ability to conquer all natural obstacles.
 - d. enjoy the adrenaline rush which accompanies extreme sports.
6. People who participate in extreme sports
 - a. get a sense of achievement from overcoming the obstacles.
 - b. enjoy being in inhospitable environments.
 - c. want to be allowed to participate in even more challenging activities.
 - d. need substances like serotonin and endorphins to develop their physical skills.

EXAMINATION PRACTICE

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

1. Was Leena still living in Vancouver when she _____ the award?
 a. was winning **b. won** c. had been winning d. would win
2. The lesson _____ already _____ fifteen minutes before we arrived.
 a. was ... begun b. was ... beginning **c. had ... begun** d. would ... begin
3. Is it ever _____ as this in London?
 a. the hottest **b. as hot** c. slightly hotter d. far more hot
4. ‘_____ will we have lunch today?’
 ‘Let’s go to that place by the ocean that makes sushi.’
 a. What b. When c. Which **d. Where**
5. We _____ through the park when we heard the bomb explode.
 a. walked **b. were walking** c. would walk d. were walked
6. His explanation about why he failed the exam is _____ I have ever heard.
 a. the most strange b. stranger than c. strangest **d. the strangest**
7. _____ do you prefer, the red or the blue sneakers?
 a. What b. Who c. Why **d. Which**
8. My friend was angry with me but forgave me when I _____ her some roses.
 a. give **b. gave** c. was giving d. had been giving
9. Is it _____ to go by train or by bus to the airport?
a. cheaper b. the cheapest c. the cheaper d. as cheap
10. ‘_____ this stylish cell phone?’
 ‘Uncle Trevor. He always buys me gifts.’
 a. Who did you give **b. Who gave you** c. Who was giving you d. Who did give you

B. Choose the word or phrase that most appropriately completes the sentence.

1. Many countries in Europe are planning to _____ smoking in all public places.
 a. charge b. convict **c. ban** d. avoid
2. The _____ to the burglary was questioned by the police.
 a. hostage **b. witness** c. murderer d. hijacker
3. Abdullah showed me three T-shirts and told me to _____ the one I liked best.
a. pick out b. hold up c. go through with d. make off
4. The criminal _____ the businessman by threatening to harm his family.
 a. kidnapped **b. blackmailed** c. shoplifted d. robbed
5. All the food was delicious and _____ the dessert.
a. particularly b. consequently c. moreover d. slightly
6. Maria won the _____ and now a publisher is interested in publishing one of her short stories.
 a. race b. match **c. competition** d. game
7. Bayan lost her _____ with her young son because he kept nagging her to buy him candy.
a. patience b. endurance c. strength d. optimism
8. Poverty or even boredom can often lead people to _____ a crime.
 a. serve b. plead c. break **d. commit**
9. He took it for _____ that I would help him with his project.
a. granted b. advice c. care d. responsibility
10. Although I live in a big city where there are lots of people, I often find myself feeling _____.
 a. only b. single c. unique **d. lonely**

Module 2 round-up

Units (3-4)

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

Climbing Mount Kilimanjaro

For a long time, I had a strong (1) _____ to climb Mt Kilimanjaro, so last year I (2) _____ to climb the mountain to raise money for a charity. (3) _____, I started out on my adventure by flying to Tanzania in Africa, where the mountain lies amongst gently rolling hills. There were eight other people in my group and two guides who were (4) _____ for leading us safely up the mountain. On the first day, I was full of enthusiasm. We were (5) _____ by brilliantly-coloured flowers and butterflies, and we stopped and watched in amazement as a line of army ants (6) _____ across our path. At one point, one of the guides pointed at something and told me to keep still; I looked and was (7) _____ to see a family of blue monkeys. After this, the climb got very steep and the high altitude made everything more difficult. (8) _____, I had an awful headache, every part of my body ached and the weather became freezing cold and windy. Finally, after an (9) _____ seven-day trek, we reached the top of Mount Kilimanjaro. I was so (10) _____ that I could barely stand up. The view from there was so breathtaking that I was (11) _____ with emotions. Although it was the hardest thing I've ever done, climbing the mountain was a true test of my (12) _____. I don't regret it and I look back on that experience with a feeling of pride.

1. a. desire
b. respect
c. glow
d. target
2. a. inspected
b. volunteered
c. approached
d. investigated
3. a. Meanwhile
b. Initially
c. Afterwards
d. Gradually
4. a. possible
b. efficient
c. responsible
d. successful
5. a. displayed
b. rushed
c. overflowed
d. surrounded
6. a. marched
b. grabbed
c. approached
d. attacked
7. a. adjusted
b. breathtaking
c. delighted
d. willing
8. a. Therefore
b. Moreover
c. In conclusion
d. For instance
9. a. incredible
b. enormous
c. inexplicable
d. unusual
10. a. exhausted
b. terrified
c. desperate
d. concerned
11. a. overturned
b. overcome
c. overdone
d. overtaken
12. a. endurance
b. quest
c. emotion
d. intention

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

a mysterious hijacking

On 24 November, 1971, a man named D.B. Cooper hijacked a (1) *plane*, collected a 200,000-dollar ransom, parachuted into the stormy night and was (2) *never* heard of again. He enjoys mysterious fame in (3) *the* history of U.S. crime, as his act is the only unsolved U.S. aircraft hijacking. No one knows (4) *what* really happened after he jumped from the plane on that night so long (5) *ago*. In the years before the hijacking, he (6) *had* served in the army and afterwards had worked for the U.S. Postal Service in the Seattle area. We can only guess

about the reasons that led him to do what he (7) *did* that night. In any case, he had worked out every detail of his plan. What is known for sure is that the (8) *most* important thing for him was that (9) *nobody* got hurt, so he allowed the passengers to leave the plane when his demands were met. Once he got the parachute and the money, the plane (10) *took* off again and he told the pilots to fly towards Mexico and to keep the plane under 10,000 feet and at a speed of under 200 miles (11) *per/an* hour. At some point, he jumped, but (12) *did* he survive? Nobody knows for sure.

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. Our holiday was less expensive than I had expected. not
Our holiday _____ *was not as expensive as* _____ I had expected.
2. I have never read a better book. the
This is _____ *the best book I have* _____ ever read.
3. I took some more medicine as my fever kept getting worse. and
My fever was _____ *getting worse and worse* _____, so I took some more medicine.
4. How long has Rami been driving a Ferrari? did
When _____ *did Rami start/begin driving* _____ a Ferrari?
5. It's a long time since I played tennis. for
I _____ *haven't played tennis for* _____ a long time.
6. There was less traffic than usual this morning. as
There wasn't _____ *as much traffic as usual* _____ this morning.
7. After he had listened carefully to all of us, my father spoke. until
My father _____ *didn't speak until* _____ he had listened carefully to all of us.
8. I would ride my bike for hours in the park when I was a boy. to
When I was a boy, _____ *I used to ride* _____ my bike for hours in the park.

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

THE ADVENTURES OF TROY SPECTOR



ZetaGames's new computer game is a great thriller that will keep you on the edge of your seat for hours. You take on the role of the main character Troy Spector, a scientist, archaeologist and (1) *experienced* FBI agent, and you investigate a kidnapping. Your (2) *investigation(s)* will take you all over the world as you are challenged by (3) *dangerous* and exciting adventures. Throughout your journeys, you come across many interesting items and many characters that will assist you in your quest. In this capturing tale, you search for clues to solve the kidnapping of Professor Eisenbart, a highly respected professor of history and (4) *civilisation*. The clues direct you to (5) *fascinating* cities in Mexico and you uncover ancient civilisations as you encounter (6) *unexpected* twists in the plot. For the computer game fan, this game is a great addition to any (7) *collection*. It is fun and really (8) *interactive*, as it keeps the player interested and entertained with (9) *countless* puzzles and clues. It brings a lot of excitement together with some wild and (10) *imaginative* scenes.

EXPERIENCE

INVESTIGATE

DANGER

CIVILISE

FASCINATE

EXPECT

COLLECT

INTERACT

COUNT

IMAGINE

Module 2 round-up

Units (3-4)

LISTENING

A. You will hear five different people talking about an event or experience they have had. Choose from the list a-f the statement that best describes each speaker's experience. Use the letters only once. There is one extra letter which you do not need to use.

- a. I couldn't figure out its origin or possible use.
- b. I am glad they managed to get away to a safe place.
- c. It was like travelling back in time.
- d. I think they should find who was responsible for such a terrible crime.
- e. I don't know if this is an indication that something terrible is going to happen next.
- f. I had a very lucky escape.

Speaker 1

f

Speaker 2

a

Speaker 3

d

Speaker 4

c

Speaker 5

e

B. You will hear a radio interview with a Chief Inspector talking about a funny crime story. For questions 1-10 complete the sentences.

1. The police received a phone call from Mr Holder on the morning of 28th March.
2. Mr Holder reported that 5 luxury cars had been stolen from his showroom.
3. The detectives who went to the showroom found that the door was unlocked.
4. The police officers got to an abandoned warehouse by following a trail of chewing gum wrappers.
5. The detectives found a security guard in the warehouse.
6. The Chief Inspector says that day was (a) lucky (day) for the police.
7. The five thieves had hidden in the boot(s) of the cars.
8. The thieves opened the showroom door with the keys the manager had left on his desk.
9. The man had been chewing gum because he was trying to give up smoking.
10. A cargo ship was going to take the cars to Barcelona.

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...

- › distinguish the difference in meaning of words easily confused
- › use lexical sets and collocations related to the topic of crime and punishment
- › form derivatives by using prefixes and suffixes
- › use expressions with *take*
- › use strong adjectives

- › use the Past Tenses (Past Simple, Past Progressive, Past Perfect Simple and Past Perfect Progressive) appropriately
- › make different forms of comparison
- › ask questions and use question words appropriately

- › skim a text to understand the gist and the writer's purpose
- › scan a text to locate specific information
- › understand text organisation and reconstruct a gapped text

- › understand specific information in an interview and answer multiple choice questions
- › understand specific information mentioned by different speakers on a radio programme

- › talk about crime and punishment, and adventure
- › compare and discuss situations shown in photographs
- › make up and tell a story
- › speculate on a topic and make a decision

- › write a letter (to the editor) expressing my opinion
- › write a story

VOCABULARY

GRAMMAR

READING

LISTENING

SPEAKING

WRITING



3

What the future holds

unit 5 Lifestyle unit 6 The environment

Discuss:

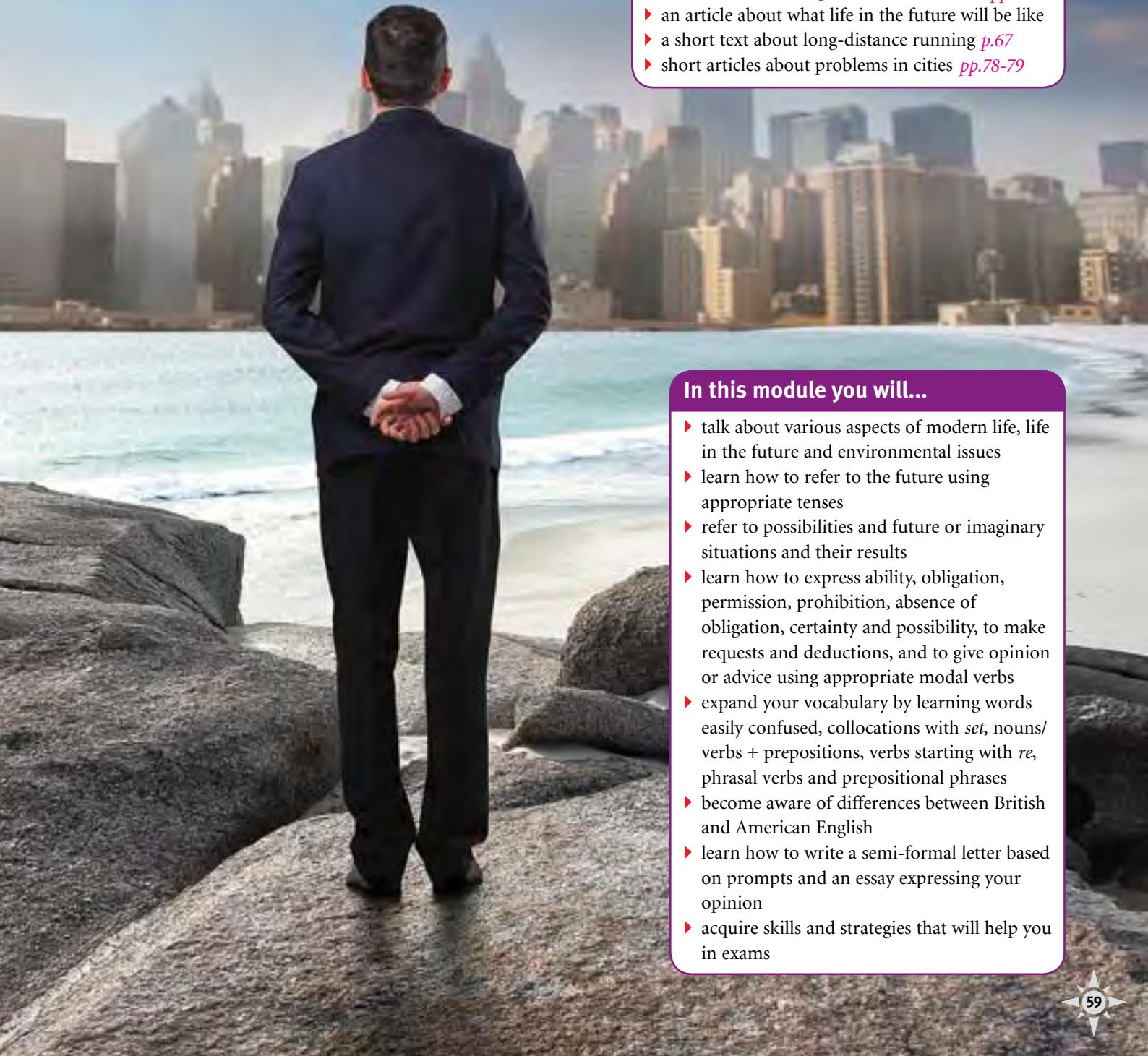
- ▶ What do you think life in the future will be like fifty years from now? How will houses, transport and food be different from the way they are now?
- ▶ Do you think environmental problems will be worse by the end of the 21st century? Why/Why not?

Flick through the module and find...

- ▶ a brochure about an interesting exhibition *p.71*
- ▶ a semi-formal letter *p.68 pp.60-61*
- ▶ an article about what life in the future will be like
- ▶ a short text about long-distance running *p.67*
- ▶ short articles about problems in cities *pp.78-79*

In this module you will...

- ▶ talk about various aspects of modern life, life in the future and environmental issues
- ▶ learn how to refer to the future using appropriate tenses
- ▶ refer to possibilities and future or imaginary situations and their results
- ▶ learn how to express ability, obligation, permission, prohibition, absence of obligation, certainty and possibility, to make requests and deductions, and to give opinion or advice using appropriate modal verbs
- ▶ expand your vocabulary by learning words easily confused, collocations with *set*, nouns/verbs + prepositions, verbs starting with *re*, phrasal verbs and prepositional phrases
- ▶ become aware of differences between British and American English
- ▶ learn how to write a semi-formal letter based on prompts and an essay expressing your opinion
- ▶ acquire skills and strategies that will help you in exams



Unit 5 reading

1. PRE-READING

Discuss.

- What do you think cities will be like in the future?
- What are the advantages and disadvantages of working or studying at home?

2. READING FOR GIST

The magazine article on the right is about predictions made by a group of scientists about what life will be like in the future. Read the article quickly without paying attention to the missing sentences and compare the information in it with your answers to the questions in the previous activity.

3. RECONSTRUCTING A GAPPED TEXT

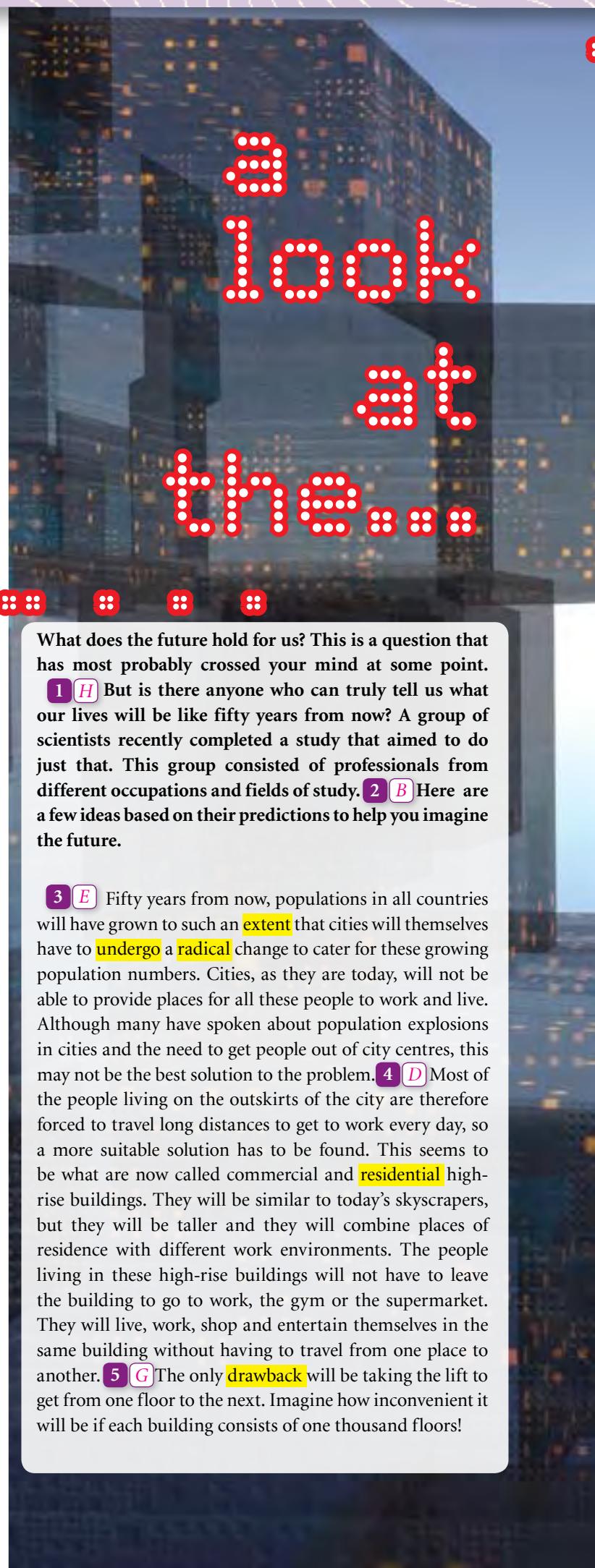
Seven sentences have been removed from the article. Choose from the sentences A-H the one which best fits each gap (1-7). There is one extra sentence which you do not need to use.

- A. Think of all the possible benefits of working or studying from home!
- B. Together they set out to discover and predict the future.
- C. There are also several disadvantages that one needs to keep in mind.
- D. Most public services and big businesses are located in or somewhere near the city centre.
- E. One aspect of the future that they focused on was what future cities will look like.
- F. So, you will be able to send one to take notes at your lecture and one to find information for an assignment you need to do while you stay at home to cook dinner.
- G. Think of how much time we could save if we didn't have to move around!
- H. The reason for this is that most of what we do today is aimed at some kind of benefit or outcome in the future.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the article with the meanings a-h. There are two extra meanings which you do not need to use.

- | | | |
|----------------|--|--------------------------|
| 1. extent | g | a. travel regularly |
| 2. undergo | h | b. extreme |
| 3. radical | b | c. disadvantage |
| 4. residential | e | d. progress |
| 5. drawback | c | e. having private houses |
| 6. commute | a | f. stop |
| | | g. size |
| | | h. go through |



a look at the...

What does the future hold for us? This is a question that has most probably crossed your mind at some point. **1 [H]** But is there anyone who can truly tell us what our lives will be like fifty years from now? A group of scientists recently completed a study that aimed to do just that. This group consisted of professionals from different occupations and fields of study. **2 [B]** Here are a few ideas based on their predictions to help you imagine the future.

3 [E] Fifty years from now, populations in all countries will have grown to such an **extent** that cities will themselves have to **undergo** a **radical** change to cater for these growing population numbers. Cities, as they are today, will not be able to provide places for all these people to work and live. Although many have spoken about population explosions in cities and the need to get people out of city centres, this may not be the best solution to the problem. **4 [D]** Most of the people living on the outskirts of the city are therefore forced to travel long distances to get to work every day, so a more suitable solution has to be found. This seems to be what are now called commercial and **residential** high-rise buildings. They will be similar to today's skyscrapers, but they will be taller and they will combine places of residence with different work environments. The people living in these high-rise buildings will not have to leave the building to go to work, the gym or the supermarket. They will live, work, shop and entertain themselves in the same building without having to travel from one place to another. **5 [G]** The only **drawback** will be taking the lift to get from one floor to the next. Imagine how inconvenient it will be if each building consists of one thousand floors!



FUTURE



Those who do decide to live on the outskirts of the city will have an alternative work or study arrangement. They will work or study from home. Technology that exists today has already made this possible, but, by that time, it will be done by a large majority of individuals. **6 A** For one, you will not have to **commute** to work or to school every day. Furthermore, you will be able to choose a work or study schedule that suits your own personal needs. Needless to say, you will have to be very responsible and pace yourself to meet the deadlines that are set by the company you work for, or the university you are attending. Video conferencing,

which is already a reality, will ensure that contact with colleagues or teachers and fellow students is maintained. Some have spoken about virtual reality images of ourselves which we will send off to different locations to get things done for us. **7 F** How convenient does that sound?

One thing is for sure. The future holds many surprises for us. We can make as many predictions as we like, but no one really knows what lies ahead. What we need to keep in mind is that what we do today affects the future, so we need to take great care to do it well.

5. POST-READING

Discuss.

- Would you like to live in a residential high-rise building like the ones described in the text? Why / Why not?
- How does the idea of having several virtual reality images of yourself sound to you?

Unit 5 vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

Use the correct form of the words in the boxes to complete the sentences.

forecast expectation prediction

- His prediction of who would win the football game was accurate.
- The weather forecast calls for a lot of rain tomorrow.
- The Smiths have high expectations of their children.

neighbourhood outskirts suburbs zone

- I prefer living in the city centre, because there isn't anything to do in the suburbs.
- My parents live on the outskirts of town.
- This isn't a very good neighbourhood to live in, as there is a lot of pollution.
- The mayor has promised to turn this area into a pedestrian zone.

habitat home house residence

- Abdul has bought a house in the countryside.
- I want to stop and get some dinner before we go home.
- Where is the location of your residence, sir?
- I believe wild animals should live in their natural habitat, not in zoos.

block of flats office block skyscraper

- The Sears Tower is one of the tallest skyscrapers in the world.
- We used to live in a house but we recently moved to a new block of flats across the street.
- I work in an ugly five-storey office block in the centre of the city.

2. COLLOCATIONS WITH SET

A. Look at the following extract from the text on pages 60-61. Can you think of any other words that collocate with the verb **set**?

...you will have to be very responsible and pace yourself to meet the **deadlines** that are **set** by the company you work for...

B. Complete the sentences with the words in the box.

clock goal task date trap
price standards example

- Have you set a date for your wedding, yet?
- He hasn't set a price for his car, has he?
- It's important to set a goal for yourself, so you have something to work towards.
- I forgot to set the clock when the time changed, so now it is an hour behind.
- I don't think you set a good example for your little brother, you know.
- I set a trap for the mouse last night, but it isn't in there yet.
- The teacher set a tough task for the students.
- We set high standards and expect a lot from our employees.

3. NOUNS + PREPOSITIONS

A. Complete the sentences below with the missing prepositions. Then, look back at the text on pages 60-61 to check your answers.

The reason for this is that most of what we do today is aimed at some kind of benefit or outcome in the future.
...this may not be the best solution to the problem.

B. Complete the sentences with the nouns in the box.

description need threat increase
result advantage opinion hope
comparison exception

- What's the main advantage of studying abroad?
- There is no way to make a(n) comparison between the two boys, because they are very different.
- His description of the hotel room wasn't very accurate.
- Most of the members of this family have red hair, but Brad is the exception to the rule.
- The doctor said that there is still hope for a speedy recovery.
- This year saw a(n) increase in investments by 10%.
- Because of the high crime rate, there is a(n) need for more police officers on the streets.
- What's your opinion of our new teacher?
- As a(n) result of overspending, the company has gone bankrupt.
- The destruction of the rainforest is a(n) threat to the wildlife of the area.

GRAMMAR

1. FUTURE FORMS

A. Match the rules about the uses of the Future **will** with the examples 1-5.

1. They **will be** similar to today's skyscrapers, but they **will be** taller and they **will combine** places of residence with different work environments.
2. Stop making noise or else you **will be** in trouble.
3. I give you my word that I **will never forget** to ask for permission again.
4. 'It's Joan's graduation tomorrow.' 'Really? I'll definitely go.'
5. 'Will you **help** me with the housework?' 'Sure! I'll **clean** the windows.'

The Future **will** is used for:

- spontaneous decisions 4
- predictions about the future 1
- promises 3
- offers and requests 5
- threats and warnings 2

B. Look at the extract below taken from the text on pages 60-61 and match the phrases in bold with their meanings 1-3.

For one, **you will not have to commute to** 2 work or to school every day. Furthermore, **you will be able to choose** a work or study 3 schedule that suits your own personal needs. Needless to say, **you will have to be** 1 very responsible...

1. It will be necessary.
2. It won't be necessary.
3. It will be possible.

Grammar Reference p. 116.

C. Match the rules about the uses of the future forms with the examples 1-7.

1. The plane is **about to land**. Please fasten your seatbelts.
2. I'm **going to buy** Khalid a video game. Do you think he will like it?
3. I'm **visiting** my cousin in Bristol next weekend.
4. By the end of this century, life in the city **will have changed** radically.
5. This time tomorrow we **will be driving** to Riyadh.
6. The basketball final **starts** at 7.30pm.
7. By next June, I **will have been living** in this house for 20 years.

The Future **Progressive** is used:

for actions that will be in progress at a specific time in the future 5

The Future **Perfect Simple** is used:

for actions that will be completed before a specific time or another action in the future 4

The Future **Perfect Progressive** is used:

to show the duration of an action up to a certain point of time in the future 7

The Future **going to** is used:

for plans or decisions that have already been made or predictions based on evidence 2

The expression **be (just) about to + base form** is used:

for actions that will happen very soon 1

The Present **Progressive** is used:

for personal plans and arrangements 3

The Present **Simple** is used:

for official programmes and timetables 6

2. TIME CLAUSES

Look at the example below. Which tense is used in the main clause and which in the time clause?

You **will be able to send** a virtual reality image of yourself to take notes at your lecture while you **stay at home** to cook dinner.

NOTE

After the words **when**, **while**, **before**, **after**, **until**, **till**, **as soon as** and **by the time**, use the Present Simple when referring to the future, **not will**.

main clause: Future **will**

time clause: Present **Simple**

3. PRACTICE

Read the dialogues and circle the correct words.

1. A: Where **are you going** / do you **go** on holiday next summer?
B: I **will probably go** / 'm **about to go** to Cyprus.
2. A: **Will you move** / Do you **move** house soon?
B: Yes, I **move** / **will move** as soon as they **finish** / **will finish** painting the house.
3. A: By one o'clock I **will drive** / **will have been driving** for four hours.
B: You should have a break. Let's stop at a restaurant and have some lunch.
4. A: This time tomorrow we **will have flown** / **will be flying** to Paris.
B: Yes, I know. It's so exciting!

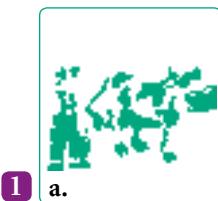
5. A: Will you **have travelled** / **Will you be travelling** around Europe next month?
B: No, I'm **not leaving** / I **won't have been leaving** until the end of June.
6. A: In another hour or so it **will have been raining** / **will rain** non-stop for four hours.
B: Yes I know, I hope it **will have stopped** / **will stop** soon.
7. A: I **am going to run** / **will have run** in the New York City Marathon next month.
B: That's great.
8. A: I think **I'll buy** / **I'll be buying** the red T-shirt, not the blue one.
B: Whatever, just make up your mind soon. Our plane **is about to** / **won't take off**.

Unit 5 listening

You will hear short conversations. After you hear each conversation, you will be asked a question about what you heard. Choose the picture which answers the question correctly.



- ▶ 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.



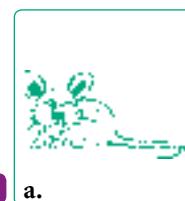
1 a.



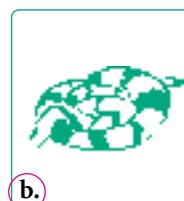
b.



c.



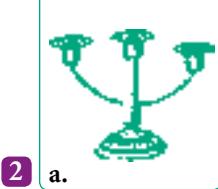
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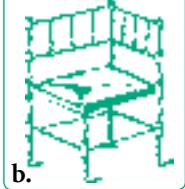
b.



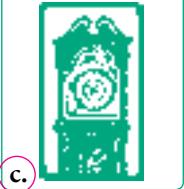
c.



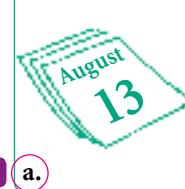
2 a.



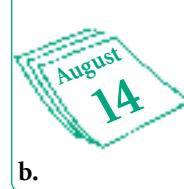
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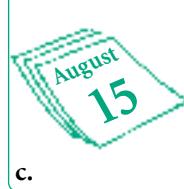
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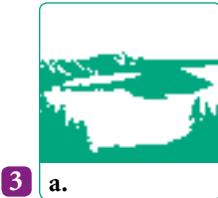
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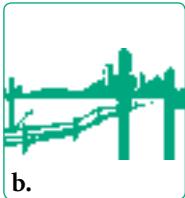
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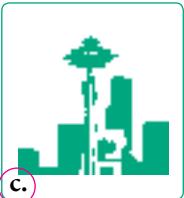
c.



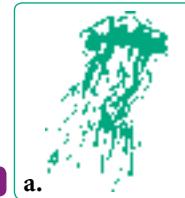
3 a.



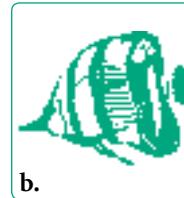
b.



c.



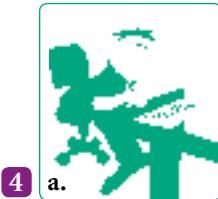
7 a.



b.



c.



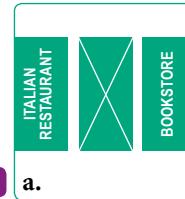
4 a.



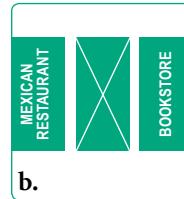
b.



c.



8 a.



b.



c.

vocabulary & grammar

VOCABULARY

BRITISH AND AMERICAN ENGLISH

Read the texts below and underline the words/phrases in American English. What are their British English equivalents?

A.

I work a lot during the week. That's why I love the weekends so much. On the weekend, I try to do as little as possible. Sometimes I go

city centre downtown and hang out with my friends.

cafeteria/ restaurant at the local diner. I prefer to stay at home favourite and watch my favorite TV programs.

flat Actually, I avoid leaving my apartment, if I can!



B.

Last week I did the stupidest thing... I lost my cell phone! It was a nice day, so I decided to walk home from work, rather than take the underground subway. I was almost realised home, when I realized that my phone was gone. I went to a gas station to use the pay phone, and I called my cell phone to see if someone would answer. A man picked up the phone! He said he had found my pavement phone on the sidewalk in front of the local pharmacy/ drugstore. Lucky for me, I guess. Anyway, chemist's I'm going to be more careful from now on!



petrol station

C.

Tom Fry is your typical secondary school high school student with a very busy in a team schedule. He's on his football school's soccer team, and he loves going out with his friends. They usually go to the mall or play a game of soccer together. He gets good grades in his classes, especially History and English, but Maths he hates math! He also works part-time in the evenings when he doesn't have soccer university practice. He's going to start college in the fall, and he wants to major in Art History. autumn study



For differences between British and American English in spelling, words/phrases and grammar and usage, see Appendix II.

GRAMMAR

MODAL VERBS I

A. Read the examples below and complete the boxes with the missing modal verbs.

- Will you help me with the washing-up?
- I'm sorry sir, but you can't smoke here.
- I think you ought to apologise to your sister for your behaviour.
- I could swim when I was four years old.
- I really have to study hard for my Maths exam.
- You don't have to shout, I'm not deaf.
- Excuse me, may I use your pen?

Ability	
Present	Past
can	<u>could</u>

Obligation / Necessity	
Present	Past
must / <u>have to</u> / need to	had to

Permission
can / could / <u>may</u> / might

Requests
may / can / could / <u>will</u> / would

Advice / Opinion
should / <u>ought to</u> / had better

Prohibition
mustn't / <u>can't</u>

Absence of Obligation
needn't / <u>don't have to</u> / don't need to

NOTE

- Could expresses general ability in the past. Was/Were able to express ability in a particular situation in the past.
- Might, may and could are more formal than can when used for asking for permission.
- Would and could are more formal than will and can when used for making requests.
- Had better is stronger than should and ought to.
- Must expresses obligation coming from how the speaker feels, while have to expresses obligation coming from external factors.

Grammar Reference p. 117.

B. Read the sentences and circle the correct answer.

- 'Must / May I interrupt you?'
'Sure.'
- They should / might make their reservations soon; otherwise the hotel will be full.
- 'I've got really bad toothache.'
'You should / need go to the dentist.'
- You mustn't / don't have to wear a suit and tie; the dinner party is not formal.
- I can't see the floor anymore; you really ought to / might clean this room.
- Could / Should you please turn down the volume? I am trying to concentrate on my homework.
- You mustn't / needn't use your mobile phone during the examinations; it's against the rules.
- I ought to / had to go to the bank yesterday to cash a cheque.
- I was sitting so far away from the speaker that I wouldn't / couldn't hear him very well.
- You had better not / don't have to wake up late again or you will lose your job.

Unit 5 speaking

1. WARM-UP

- What types of public transportation exist where you live? How often do you use them?

2. HELP SOLVE A PROBLEM

Work in pairs. Student A, read the situation, look at the pictures and ask the questions. Student B, go to page 111, read the information and answer Student A's questions.

Situation:

I am your friend and I have a problem. Find out what my problem is and offer me some good advice.

First:

You should look at the pictures below and ask:

- Who is this person?
- What is the problem?
- What are the options?

Then:

When you have all the information you need, you should offer some advice to help solve the problem. You can choose one of the options or create your own solution to the problem. Remember to use information you learn from asking questions to explain your final choice.

Finally:

After you have shared your decision, you will be asked more questions about the topic.

I think he should...

I don't think he should...

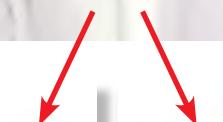
If I were him, I would...

Buying a ... might not be a very good idea because...

It would be a good idea to...

The best solution would be ...

accommodate passenger
convenient/inconvenient
weather conditions commute
harmful to the environment
cost of gas dangerous traffic



3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- Why do you think many people prefer to drive to school/work rather than use public transportation?
- In your opinion, what can be done to encourage people to use public transportation?
- What do you think vehicles will be like in the future?
- Is it possible to have a form of transportation that is not harmful to the environment?

comfort time-consuming
improve frequent
computerised complicated
necessity obligation

examination practice

A. 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. As the meeting is tomorrow, this ought to be finished before I go home. better
As the meeting is tomorrow, I _____ *had better finish this before* _____ I go home.
2. This time tomorrow we'll be on the plane to Argentina. flying
We _____ *will be flying to Argentina* _____ this time tomorrow.
3. Mustafa knows fully well that he should report the problem to the manager. ought
Mustafa is fully aware that _____ *he ought to report the* _____ problem to the manager.
4. Do you think Joe will have to stay in hospital for long? likely
Is _____ *Joe likely to stay* _____ in hospital for long?
5. The lights must be fixed by the time the exhibition opens. to
The lights _____ *have to be fixed* _____ by the time the exhibition opens.
6. Are you inviting Nabil to your wedding? going
Are _____ *you going to invite Nabil* _____ to your wedding?
7. A language test is compulsory before you can join the course. must
You _____ *must take a language test* _____ before joining the course.
8. Reporters must have a special pass to enter the stadium before the game. not
Reporters without a special pass _____ *must not enter the stadium* _____ before the game.

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

RUN for a better life!

Doctors insist that we had (1) *better* become more effective in dealing with stress as soon as (2) *possible*, otherwise more and more of us (3) *will* develop stress-related health problems, such as high blood pressure, sleeplessness or heart disease. One particularly effective way (4) *to* fight stress is to take up long-distance running. Lifestyle analysts believe that before long this type of running will achieve a cult status as one of (5) *the* best ways of both dealing with stress and of providing the opportunity to be alone and to let whatever thoughts appear to simply go (6) *in* and out of the head. The point of long-distance running should (7) *not* be about how fast you can run or whether you might break a record, but ought to (8) *be* about personal growth. Enthusiasts claim (9) *that* once you start long distance running, you will soon see (10) *the* benefits. It is recommended that the running should be divided into two stages: in the first stage the point (11) *is* to keep moving until the stress that builds up (12) *every/each* day disappears, while the second stage aims at achieving an inner calm or peacefulness.



Unit 5 writing

WRITING A SEMI-FORMAL LETTER BASED ON PROMPTS

1. DISCUSS

- Do you think that your lifestyle is as healthy as it should be? Why / Why not?
- What things would you change in your life if you wanted to have a healthier lifestyle?

2. FOCUS ON CONTENT

Read the announcement and the response a student has written. Underline the sections in David's letter that correspond to the points circled in the announcement. Has David included all the necessary information in his response? Yes

Attention All Students

We are extending a challenge to all students to come up with a healthy lifestyle change for our school. Write a letter to Mr Garland giving your suggestions. Please describe in detail your suggestions and explain why you think it would be a good idea for our school. The Ministry of Education has recommended that we remove all vending machines with soft drinks and snacks from the school grounds; please include whether you agree or disagree with this recommendation and why. Finally, we are looking for volunteers to help promote the healthy lifestyle change to students in the school. Please state if you would be willing to volunteer your time.

Dear Mr Garland,

I am writing in reply to the announcement posted in the school cafeteria. I have a few suggestions concerning the healthy lifestyle change.

In my opinion, the best idea would be a healthier menu in the cafeteria. By offering students a healthy alternative that also tastes good, we could change our eating habits and live healthier lifestyles.

I would also like to say that I think that the Ministry's decision to remove all vending machines that sell soft drinks and snacks is great. In combination with replacing the menu in the cafeteria, it would make our school more health conscious.

With regards to promoting the healthy lifestyle change, I have spoken to some of the other students in my class and we would like to volunteer to help. state if willing to volunteer

I hope that you agree with my proposal and I look forward to hearing what changes will be made.

Yours sincerely,
David Huntington

suggestions

explain why

agree and say why

3. FOCUS ON STYLE AND REGISTER

A. What aspects of the letter indicate that it is semi-formal? Think about the following:
See circled phrases in letter.

greeting

language

closing

B. How would these aspects have been different if this were an informal letter to a friend or relative?

Dear + first name, use of informal language, informal signature ending + first name.

4. FOCUS ON COMMUNICATION FUNCTIONS

Read the phrases in the table and the prompts 1-6. Respond to each prompt using some of the phrases given and your own ideas. Don't forget to give reasons to justify your opinion.

MAKING SUGGESTIONS

- One thing you should / could / ought to do is...
- It would be a good idea to...
- In my opinion, the best idea would be to...
- Why don't you...?
- How/What about...?
- Why not consider...?
- The way I see it, you can/could...
- I would definitely recommend...

AGREEING

- I think it is a great idea to...
- I entirely agree with/about...
- You are absolutely right about...

DISAGREEING

- You have a point about... but...
- I'm afraid I don't agree with/about...
- I don't think it's a good idea to...

1 Do you think spring is a good time to organise a day trip to the waterfalls?

2 I was thinking about spending our next summer holiday on a small island. What do you think?

3 What kind of present should I buy for Yvonne's wedding?

4 I'm not sure about which foreign language I should study. Any ideas?

5 We are considering banning mobile phones in all areas on the university campus.

6 How can we persuade the members of our club to recycle more?

5. WRITING TASK

A. Read the rubric and the letter with the notes below. What must you include in your reply to Mr Fisher?

You recently received a letter from Ian Fisher, the father of your English-speaking friend, Ben. Read Mr Fisher's letter and the notes you have made. Then write a letter to Ian Fisher using all your notes.

suggest two dishes, give your opinion about arts and crafts area and make suggestions, give your opinion about photos and justify

My brother and I are opening up a restaurant with international dishes and we have decided to include a couple of specialities from your country. Which ones would you recommend? They could be starters, main courses or desserts and they shouldn't be too difficult to make.

suggest 2

Apart from that, we also want to have a children's area. This way parents can enjoy their meal without worrying about their children getting bored. Do you think an arts and crafts area is a good idea? The topic could be associated with a different country every week. What else do you suggest?

give
opinion

say

Finally, we want to decorate the walls with some of the photos we took when we were on holiday in your home town. They're a mixture of sights and landscapes. Do you think they're typical of your country?

Your opinion will be of great help to us. Please, write back soon.

say and explain

Yours sincerely,
Ian Fisher

B. Copy and complete the outline below for your letter.

Opening paragraph:

Main part [paragraph 1:
paragraph 2:
paragraph 3:]

Closing paragraph:

C. Write your letter to Mr Fisher based on the outline you have made (120-150 words).

TIP

When you are writing a letter based on prompts, remember:

- to write in an appropriate style.
- to include all the information in your notes.
- to write between 120 and 150 words.
- to check your spelling and grammar.

For greetings and signature endings that you can use, see Appendix I.

Unit 6 reading

1. PRE-READING

Discuss.

- In your opinion, what are the most serious environmental problems we are facing? Why?

global warming acid rain air pollution
destruction of rainforests water pollution
extinction of animal and plant species

- What sources of power do you think will be used in the future?

nuclear power fossil fuels
hydroelectric power solar energy

2. READING FOR GIST

Read the text on page 71 quickly. Why was the text written?

- a. to persuade people to use alternative sources of energy
- b. to give information about an exhibition and attract visitors
- c. to inform people about future technology
- d. to show that protecting the environment can also be fun

3. SCANNING FOR SPECIFIC INFORMATION

Read the text again and answer the questions 1-12.

Choose a, b, c or d.

- What does the brochure say about the appearance of the homes in the exhibition?
a. They are unlike normal ones.
b. They are copies of space stations.
c. They are confusing or misleading.
d. They look like posters.
- How much would a group of four friends have to pay for a guided tour?
a. \$5
b. \$20
c. \$25
d. \$50
- According to the brochure, which of the following are you not able to do online?
a. book a room at the Palm Olive Resort Hotel
b. watch a documentary
c. buy a ticket for the exhibition
d. reserve a table at the coffee shop
- On which day can you visit the pavilions until 8pm?
a. Tuesday
b. Wednesday
c. Thursday
d. Saturday
- How much does a college student and his sixteen-year-old brother have to pay for an afternoon at the exhibition?
a. \$60
b. \$45
c. \$35
d. \$30

- Which of the following informs you about documentary screenings?

- a. 937-555-1590
- b.** 937-555-3015
- c. 937-555-0813
- d. 937-555-1549

- How long does it take to complete a tour of the exhibition?

- a. 15 minutes
- b. half an hour
- c. one hour
- d.** an hour and a half

- Which place is not recommended for people with disabilities?

- a.** the Sea Residence Pavilion
- b. the Palm Olive Resort Hotel
- c. the Urban Space Station Pavilion
- d. the Sky Coffee Shop

- Where is an environmentally friendly form of energy currently used?

- a. the Homes Pavilion
- b. the Urban Space Station Pavilion
- c. the Sea Residence Pavilion
- d.** the Palm Olive Resort Hotel

- Where should you go for information on plants in the future?

- a. the Urban Space Station Pavilion
- b. the Palm Olive Resort Hotel
- c.** the Homes Pavilion
- d. the Sea Residence Pavilion

- What can you not do after 4 pm?

- a.** go on a guided tour
- b. have a cup of coffee
- c. catch the shuttle bus
- d. make your own poster

- Where can you see walls made of natural building materials?

- a. the Palm Olive Resort Hotel
- b.** the Homes Pavilion
- c. the Sea Residence Pavilion
- d. the Urban Space Station Pavilion

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the words 1-6 with their meanings a-h. There are two extra meanings which you do not need to use.

- | | | |
|-----------------|----------|-----------------------------|
| 1. cutting-edge | c | a. home |
| 2. ramps | f | b. promotes |
| 3. generates | h | c. advanced |
| 4. dwelling | a | d. traditional |
| 5. renewable | g | e. powers |
| 6. boosts | b | f. artificial slopes |
| | | g. natural and never-ending |
| | | h. produces |

BUILDING THE FUTURE

the 7th International Exhibition

This exciting exhibition is centred on cutting-edge developments in the field of ecological architecture and technology. The main idea is that buildings should be grown and not built. How is that done? Visit the exhibition and find out! Computer-generated images of planned environmentally friendly cities of the future give you a realistic picture of what cities will look like. Stop by the working model of a sea solar power station and discover how alternative sources of energy will be put to use. All in all, 45 countries are taking part in what is an eye-opening experience.

For general information call 937-555-1590 or e-mail us.

There are also 15-minute documentaries on the theme of life in the cities of the future showing continuously. Call 937-555-3015 or e-mail us for further information and ticket reservation.

All areas have ramps and are accessible for wheelchairs (for more specific advice for wheelchair users visit our website).

HOURS AND ADMISSION FEES

Fri to Sun 9am-8pm 4d

Mon to Thurs 10am-6pm

	Adults (18 years and up)	College students (with ID)	Under 17
Day Pass	\$ 25	\$ 20	\$ 15 5c
Weekend Pass	\$ 40	\$ 30	\$ 20

- Prices are in U.S. dollars and are subject to change.
- Methods of payment: Cash at the door or pay online with American Express, Visa, MasterCard or any major credit card.
- Guided Tour: \$5 per person with a maximum of 10 in a group - there is a minimum charge of \$25.

The tour takes 90 minutes and there is one every sixty minutes between 11am and 4pm. 7d 11a

Included in the price

- Entrance to all the pavilions (full-day access)
- Admission to all lectures and powerpoint presentations
- Entrance to the rooftop Sky coffee shop (open 11am - 5:30pm. Sorry, no reservations in advance.) 3d
- Building The Future Souvenir Poster

Not included

- Guided Tour
- Documentary screenings

THE HOMES PAVILION

From the outside they look like normal houses, but if you take a closer look, you discover that these homes of the future are like nothing you have ever seen before. Take the opportunity to walk inside a house with walls built with bags of earth mixed with straw and volcanic rock. Follow the arrows and you will find out how it will soon be possible to have a green house which generates all the energy a family needs from the sun, sea and biofuels. 1a 12b

There is a separate section on gardens and plants in the future. If the temperature continues to increase globally, it will become easy to grow exotic trees and plants, such as banana trees and flowering desert cactus plants, even in Canada! 10c

THE URBAN SPACE STATION PAVILION

This is futuristic technology for the environment. The city space station will be built on top of existing high-rise buildings and will make use of solar power. In the soon-to-be future, it will provide homes and offices for thousands of residents. Of course, there will also be places of entertainment, such as bowling alleys and ice-skating rinks.

Travel into the future through the computer-generated models available inside the space station. Create your own bedroom, living room or rec room using our programs and then print it out and turn it into your own take-home souvenir poster.

THE SEA RESIDENCE PAVILION

How would you feel if you lived on a giant platform on the sea or inside a giant plastic bubble under the ocean? Of course this is not going to happen in the very near future, but when it does, this kind of dwelling will run on ocean thermal power. This power will be generated from the solar energy stored in the warm water of the tropical oceans. Here, you can get an idea of how this will be done and what cities on and under the ocean will look like.

Please note that as there may be water on the floor, which can make the floor very slippery, this area is not suitable for wheelchairs. 8a

THE PALM OLIVE RESORT HOTEL

This is a hotel which is more than aware of the environment. Everything here operates on renewable energy from a local geothermal source, and all the hotel towels and linen are made from organic cotton. The Palm Olive also boosts social awareness by donating any unwanted furniture to a local charity to be reused or recycled. 9d

There is a 10% discount for all guests during the week of the Building The Future Exhibition.

Please visit our website for our facilities and to check the availability of rooms. Online reservations available.

The hotel will be providing a three-way shuttle bus service between the airport, the hotel and the exhibition every half hour during the day. The first bus leaves at 6:30am and the last returns at 6:30pm.

People with disabilities are particularly welcome. For international guidelines on disabled travel, call 937-555-0813.

For further information call 937-555-1549 or e-mail us.

5. POST-READING

Discuss.

- Would you like to visit the Building The Future 7th International Exhibition? Why/Why not?
- Which section of the exhibition do you find most interesting/unrealistic? Why?

Unit 6 vocabulary & grammar

VOCABULARY

1. VERBS + PREPOSITIONS

- A. Look at the following extracts from the text on page 71. Can you think of any other verbs followed by the preposition **on**? *focus, concentrate, elaborate*

This exciting exhibition is **centred on** cutting-edge developments in the field of ecological architecture and technology.

Everything here **operates on** renewable energy from a local geothermal source.

- B. Complete the chart with the verbs in the box.

<u>amount</u>	<u>depend</u>	<u>result</u>	<u>supply</u>	refer
comment	spend	mix	concentrate	
succeed	replace	specialise	relate	
contribute	combine	insist	invest	involve
verb + on	verb + in			
<i>depend</i>	<i>result</i>			
<i>comment</i>	<i>succeed</i>			
<i>spend</i>	<i>specialise</i>			
<i>concentrate</i>	<i>invest</i>			
<i>insist</i>	<i>involve</i>			
verb + to	verb + with			
<i>amount</i>	<i>supply</i>			
<i>refer</i>	<i>mix</i>			
<i>relate</i>	<i>replace</i>			
<i>contribute</i>	<i>combine</i>			

- C. Complete the sentences below using the correct form of the verbs from the exercise above.

- I'm afraid I must insist on everyone wearing their life jackets.
- He hasn't done anything to contribute to class discussion all year long.
- If you have some extra money, you should invest in the stock market.
- His yearly income amounts to \$100,000.
- I like this author because he successfully combines history with humour in his stories.
- We don't relate to each other very well, because we don't have anything in common.
- They will supply all schools with new books before 1st September.
- If you don't have any sour cream, you can mix it with yoghurt.
- You are wasting your money when you spend it on mobile phones.
- The spokesperson refused to comment on the results of the meeting.
- It's really hard to concentrate on my homework with all this noise!
- He has a degree in American History, but he specialised in Colonial Architecture.

2. VERBS STARTING WITH RE-

- A. Look at the extract from the text on page 71 and answer the questions that follow.

The Palm Olive also boosts social awareness by donating any unwanted furniture to a local charity to be **reused** or **recycled**.

- Does **reuse** mean **use again**? Yes
- Does **recycle** mean **cycle again**? No

NOTE

The prefix **re-** is used before verbs and nouns deriving from verbs, and often - but not always - means **again** (e.g. **retell** means **tell again**, but **repair** doesn't mean **pair again**).

- B. Read the following sentences. In which of the words in bold does **re-** mean **again**? Match the rest of the words with their meanings in the box.

narrate try to find information
bring back to a previous condition decrease
find a solution suggest change

- They are going to **rebuild** the bridge that collapsed in the earthquake. (*re=again*)
- If everyone would **reduce** the amount of driving they do, the amount of pollution would lessen. (*decrease*)
- He has **recounted** the story of how he got the job at least 100 times! (*narrate*)
- Are there any dishes which you **recommend** I try? (*suggest*)
- I can't read this, can you please **rewrite** it more neatly? (*re=again*)
- They are going to **restore** the 16th century museum in the main square. (*bring back to a previous condition*)
- Why can't you two just talk to each other like adults and **resolve** your differences? (*find a solution*)
- I know you're lying to me, so would you like to **revise** your story? (*change*)
- I spent the whole morning in the library **researching** for my project. (*try to find information*)

3. WORDS WITH MORE THAN ONE MEANING

- A. Look at the extracts from the text on page 71 and answer the questions that follow.

This exciting exhibition is centred on cutting-edge developments in the field of ecological architecture and technology.

What does **field** mean?

- a. grassland b. area of interest

The city space station will be built on top of existing high-rise buildings and will make use of solar power.

What does **power** mean?

- a. energy b. authority

NOTE

There are many words in English which have different meanings although they have the same spelling and sometimes the same pronunciation.

B. Read the sentences below and match the words in bold with their meanings.

1. The **atmosphere** inside the meeting room was very tense because the representatives from each country could not come to an agreement.
2. The satellite broke apart as it re-entered the Earth's **atmosphere**.
3. Calvin **wastes** his money on gadgets when he should be trying to save up to pay for his college education.
4. The factory produces large amounts of toxic **waste** which is released into the nearby river.
5. Shirley used two **poles** and some wire to build a washing line in her garden.
6. Scientists discovered a hole in the ozone layer over the South **Pole**.
7. In spring my husband and I like to go for a walk in the countryside and enjoy the beauty of **nature**.
8. Lucy has a very gentle and loving **nature**.
9. **Spring** is my favourite season; there is more sunlight, the flowers start to bloom and I feel anything is possible.
10. When we were in Iceland, we went for a swim in a hot water **spring**; it was lovely.
11. You shouldn't **exhaust** yourself by worrying about things that are not important.
12. Cyclists wear masks as they go about the city because of the high level of **exhaust** fumes.

- b. gas which is produced by an engine
- c. the feeling or mood of a place
- d. layer of air or gases around a planet
- e. the most southern or northern point of a planet
- f. a long piece of metal used to support things
- g. material which has been used and is no longer wanted
- h. the season between winter and summer
- i. to make somebody tired
- j. character
- k. a place where water comes up through the ground
- l. to use too much of something that is valuable
- a. the plants, animals and other forms of life that are not made by man

GRAMMAR

1. CONDITIONAL SENTENCES

A. Look at the examples below taken from the text on page 71 and answer the questions that follow.

1. If the temperature continues to increase globally, it will become easy to grow exotic trees and plants...
 - Is the temperature likely to continue to increase? Yes
 - Will this certainly happen? No
 - What is the condition and what is the result of the condition? condition: 'if... globally', result: 'it... plants'
2. ...if you take a closer look, you discover that these homes of the future are like nothing you have ever seen before.
 - Does the example above express something likely to happen or a general truth? general truth
 - Which word could be used instead of if with no change in the meaning? when
3. How would you feel if you lived on a giant platform on the sea or inside a giant plastic bubble under the ocean?
 - Does the sentence refer to the past or the present/future? present/future
 - Are you likely to live on a giant platform on the sea or inside a giant plastic bubble under the ocean? No

B. Match the examples 1-3 with the types of Conditionals explained below.

Zero Conditional = a general truth or something that always happens

if or when + Present Simple → Present Simple

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

if + Present Simple ↗ will, can, must, may, might
or should + base form
↘ imperative

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

if + Past Simple → would, could + base form

NOTE

- Unless can be used instead of if... not... in conditional sentences.
- Instead of if, we can use as long as, provided/providing (that), suppose/supposing and on condition (that).
- If I were you is often used to express an opinion or give advice.

Grammar Reference p. 118.

2. PRACTICE

Rewrite the sentences using conditional sentences.

1. Be here in ten minutes or else I will catch the train without you.
Unless you are here in ten minutes, I will catch the train without you _____.
2. I can't help you because I have a lot of work.
If I didn't have a lot of work, I would help you _____.
3. You must study hard, otherwise you won't get into the university you want.
If you don't study hard, you won't get into the university you want _____.
4. The ferry stops running in very poor weather conditions.
If weather conditions are very poor, the ferry stops running _____.
5. I'll lend you my surf board but you must return it after the weekend.
As long as you return it after the weekend, I'll lend you my surfboard _____.

Unit 6 listening

1. PRE-LISTENING

Discuss.

- Which endangered species do you know of? Why are they endangered?
- What can be done to protect endangered species?

2. LISTENING FOR SPECIFIC INFORMATION

You will hear a radio interview with a spokesperson of a company called *Endangered Species Chocolate* (ESC). For questions 1-7, choose the best answer *a, b or c*.

1. What is the purpose of *Endangered Species Chocolate*?
 - to buy fairly traded natural chocolate
 - to take advantage of people who like chocolate for profit
 - to use chocolate to spread positive environmental messages
2. How does ESC reduce its negative effects on the environment?
 - by using appealing packaging
 - by making chocolate
 - by using only natural ingredients
3. Why did ESC decide to use chocolate to give an environmental message?
 - Because it is very popular.
 - Because no one likes broccoli or carrots.
 - Because chocolate is sweeter than carrots.
4. How does ESC protect endangered species?
 - by informing people about the problem
 - by giving money to support them
 - both a and b
5. What is LEED?
 - an environmentally-friendly building
 - an environmental rating system
 - a factory in Indiana
6. Why is Tony a fan of the giraffe chocolate bar?
 - He likes its ingredients.
 - The giraffe is the most endangered species.
 - He loves giraffes.
7. What are the purses made out of?
 - chocolate
 - misprinted wrappers
 - animal skin



vocabulary & grammar

VOCABULARY

1. PHRASAL VERBS (KEEP)

- A. Look at the following extracts from the radio interview in the listening section and match the phrasal verbs in bold with their corresponding meanings **a** or **b**.

In order to **keep up** with the growing demand for premium chocolate, in 2005 we decided to move... **b**

...we have to constantly **keep up** our responsibility. **a**

- a. maintain b. keep pace with

B. Match the phrasal verbs in bold with their meanings.

stick to continue stay away from
not reveal keep under control

1. Hey you, **keep off** the grass! *stay away from*
2. Despite the heavy rain, the boys **kept on** playing football. *continue*
3. **Keep to** the speed limit or else I'll get out of the car. *stick to*
4. It's getting too loud in here, **keep it down!** *keep under control*
5. Why do you always **keep back** all the interesting gossip? *not reveal*

2. PREPOSITIONAL PHRASES WITH 'FOR' AND 'WITHOUT'

- A. Look at the following extracts from the radio interview. Do you know any other prepositional phrases starting with **for** and **without**? *for example, without success*

For instance, there is the sea turtle bar, made with dark chocolate and blueberries...

*Chocolate is one of the most loved and most consumed foods the world over **without exception**.*

B. Read the sentences and choose the correct prepositional phrase.

1. I want everyone here at 9am sharp, **without exception** / **without warning!**
2. **Without doubt** / **Without fail**, this is the best apple pie I have ever had in my life.
3. I think we finally got rid of our ant problem **for instance** / **for good**.
4. Why don't you make dinner **for a change** / **for a while**?
5. Suddenly, the two men started shooting at everyone in the bank **without warning** / **without doubt**.
6. There are many things to do at the spa, **for instance** / **for good**, you can sit in the jacuzzi or go in the sauna.
7. I guarantee that we will finish this, **without fail** / **without exception**.
8. I'm going to watch some TV **for a while** / **for sure** and then I'll do my homework.
9. He didn't have anything at all for dinner. He wasn't hungry **for good** / **for sure**.
10. Get everyone out of the building, **without delay** / **without doubt!**

GRAMMAR

MODAL VERBS II

- A. Read the examples below and complete the boxes with the missing modal verbs.

1. It **might** rain later so take an umbrella just in case.
2. Don't worry, your brother **will** be waiting for you at the station.
3. She **can't** be Tom's mother; she's too young.
4. John **must** be at home now; there's light in his bedroom.

Certainty (we are absolutely sure about something)

will

Possibility (something is possible to happen but we are not sure)

*can / may / **might** / could*

Positive deduction (we are almost sure that something is true)

must

Negative deduction (we are almost sure that something is not true)

can't

NOTE

- **Might** is used to express a slighter possibility for something to happen than **may**.

B. Read the sentences and circle the correct answer.

1. My father **will** / **may** pick you up from the airport but I'm not 100% sure yet.
2. Philip **can't** / **mustn't** be serious about buying a new car; I don't think he can afford it.
3. We **must** / **might** go to France next summer; we just have to wait and see if we will manage to save up enough money.
4. Ikram **must** / **might** be the youngest member of the team; he's only seven and all the other members are teenagers.
5. I give you my word; Martha **will** / **might** look after your cat while you are away.
6. Rana **might** / **must** not be able to come back tomorrow because of the bad weather.
7. I think we **can't** / **might** find olive oil in this shop, let's try.
8. John isn't answering the phone; he **can't** / **may** be in the bathroom.
9. Henry **must** / **might** be here; I'm sure I heard his voice.
10. That **can't** / **won't** be Julia; she's in London at the moment.

Grammar Reference p. 118.

Unit 6 speaking

1. WARM-UP

- What are some things we can do to save energy?
- Do you do any of them? Why/Why not?

2. SPECULATING AND MAKING A DECISION

Talk in pairs. You have been asked to change certain daily routines in order to reduce your impact on the environment. Here are some ideas to consider. First, talk to each other about how helpful these ideas are. Then, decide which two ideas you think would be the most effective. You can use some of the words and expressions in the boxes.

- How helpful are these ideas?
- Which two ideas would be the most effective?



reduce reuse recycle cut down (on)
destroy pollute/harm the environment dump
save dispose (of) protect throw away
convenient recyclable energy-saving devices
environmentally friendly materials find alternatives (to)

In my opinion, ... is more / less...

As far as I am concerned, it would be best to...
...would make less of an impact on the environment...
I think that... is also...

3. FURTHER DISCUSSION

Discuss the following questions.

- Have you or your family taken any measures to reduce your impact on the environment? If so what?
- Which part of your daily routine do you think has the worst impact on the environment? Why?
- Would you volunteer to help or donate money to an environmental organisation? What kind of organisation would interest you?
- In your opinion, what is the best way to reduce the amount of rubbish we produce daily?

economise on
install
compost
ceiling fan
solar water heater
generate pollutants
non-recyclable packaging
renewable energy

examination practice

A. Choose the word or phrase that best completes the sentence.

1. There is a fascinating art _____ in the entrance of the Hilton Hotel.
a. pavilion **b. exhibition** c. spectacle d. parade
2. A wind turbine _____ electricity from the wind.
a. builds b. causes **c. generates** d. raises
3. The forest fire spread into the town and destroyed over fifty nearby _____.
a. inhabitants b. places c. residents **d. dwellings**
4. We were disappointed when we discovered that some of the hotel _____ were not available during our stay; in particular, the outdoor swimming pool and the gym.
a. advantages b. comforts c. appliances **d. facilities**
5. Drivers should be more careful under wet and _____ conditions.
a. cold b. smooth **c. slippery** d. misleading
6. I _____ you try the chocolate fudge brownies with ice cream; they are delicious.
a. think b. promote c. encourage **d. recommend**
7. The author is an expert in the _____ of archaeology.
a. species b. department c. theme **d. field**
8. There was a lively _____ at the family dinner.
a. atmosphere b. climate c. temperature d. character
9. Their cosmetics are all handmade with natural ingredients and they are not tested on animals; this makes them very _____ to customers.
a. magnificent **b. appealing** c. pretty d. accessible
10. Let's walk along the beach _____ and enjoy the sunset and then we can have dinner.
a. for sure b. for good **c. for a while** d. for instance

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

1. Be careful! You _____ your finger with that knife.
a. must cut **b. could cut** c. have cut d. are cutting
2. The weather forecast said we _____ have some rain today.
a. can **b. may** c. must d. won't
3. If I were you, I _____ a jacket on, it's a bit chilly.
a. will put b. can put c. could put **d. would put**
4. If I won \$1,000,000, the first thing I _____ is take my father on a luxury cruise on the Queen Victoria.
a. would do b. will do c. can do d. am doing
5. If we go to Egypt, we _____ the Pyramids.
a. are visiting b. would visit c. visit **d. will visit**
6. If you watch TV for too long, you _____ a headache.
a. would get b. got **c. will get** d. are getting
7. Unless you press this button, the door _____.
a. won't open b. didn't open c. wouldn't open d. isn't opening
8. Naim _____ be at the gym now; he always goes there at this time every evening.
a. can **b. must** c. mustn't d. can't
9. As long as I have enough money, I _____ a house with a big yard and an outdoor swimming pool.
a. will buy b. am buying c. buy d. bought
10. David _____ at the café; I'm sure he's in France till next Tuesday.
a. mustn't be **b. can't be** c. must be d. will be

Unit 6 writing

WRITING AN ESSAY

1. DISCUSS

- Is air pollution a serious problem where you live?
- What causes air pollution?
- In your opinion, what can be done to reduce air pollution?

2. FOCUS ON CONTENT AND ORGANISATION

A. Read the short article and the rubric that follows. Underline the key words in the rubric.

As part of a campaign to reduce the levels of air pollution in the town, Madison City Council has decided to make car-pooling mandatory for all people commuting to and from the city. When the measure is enforced, it will be illegal for people to drive their car in the downtown area if there are not

at least two other passengers in it. Residents have mixed feelings about the measure. When asked for his opinion, Adam Conway, an accountant who commutes to work daily, said, 'I know we have to do something about the air pollution in the city, but car-pooling will be very inconvenient for me'.



Car-pooling is one way to reduce levels of air pollution that is especially effective in crowded cities. In your opinion, what are the advantages and disadvantages of car-pooling? Discuss the issue giving examples.

B. Read the essay written in response to the rubric. The first sentence (topic sentence) of each paragraph is missing. Look at the sentences a-d and match them with the paragraphs of the essay.

(b) As the majority of us use our cars on a daily basis, one of the best solutions to the problem of pollution caused by cars is mandatory car-pooling.

(d) It is an efficient alternative to using public means of transportation. By car-pooling, several people ride in one car and this reduces the number of vehicles on the road. Moreover, it decreases the amount of gas we consume. This way, exhaust fumes that pollute the atmosphere are also reduced.

(a) The lack of autonomy that car-pooling results in is one example. People who share a ride are dependent on one another making it difficult to make individual plans. This creates the sense that one's freedom is somehow restricted.

(c) Car-pooling is a practical way to fight air pollution, a problem which societies ignore for the sake of convenience and luxury. It is time for this to stop.

a. On the other hand, there are certain drawbacks to this measure.

b. Air pollution is a serious problem in most cities today and it is essential to find a way to deal with it.

c. On the whole, it would seem that the benefits of car-pooling outweigh the drawbacks.

d. Mandatory car-pooling provides an effective solution in the attempt to reduce air pollution.

3. FOCUS ON TOPIC SENTENCES

The two paragraphs below are from an essay on the advantages and disadvantages of solar power. The topic sentences are missing. Read the paragraphs and the topic sentences a-d. Then, choose which topic sentence is most suitable for each paragraph.

c As solar energy is clean and renewable, it helps to protect the environment. It does not contribute to global warming or acid rain. In addition, it saves you money because it helps you economise on your electricity bills, it does not require any fuel and has very low maintenance costs.

d The main disadvantage is that installing the solar energy system is costly and quite a large space is required for the solar panels. Furthermore, cloudy weather affects the production of solar energy, and no solar energy is produced during the night either.



- a. The world's sources of fossil fuels are diminishing rapidly and alternative sources of energy must be found.
- b. Alternative sources of energy are not free of disadvantages, unfortunately.
- c. Solar power is an alternative form of energy that is environmentally friendly and inexpensive.
- d. There are, however, several drawbacks that have to be taken into consideration.

4. OUTLINE

When writing an essay presenting arguments for or against an issue, follow the outline below.

INTRODUCTION

- Introduce the subject of the essay.

MAIN PART

- Present arguments in favour of the issue/ statement (1-2 paragraphs).
- Present arguments against the issue/ statement (1-2 paragraphs).

CONCLUSION

- Make a general comment on the issue.
- Give your opinion.

5. WRITING TASK

A. Read the article and the rubric below and underline the key words in the rubric.

The proposal to build a multi-storey parking garage in the place where Lawton Park now stands has caused a lot of controversy in the local council. The parking problem in the city is well-known. However, those opposing the decision claim that the destruction of the park is unnecessary. They also say it shows a total lack of regard for the needs of children especially, who enjoy playing in the park. They insist that another site should be found for the parking garage.



Growing populations in cities lead to the development of more facilities like shopping malls, and parking garages to cater for the needs of the residents. This often happens at the expense of nature such as parks, fields or forests in the area. What are the advantages of destroying a park in order to build a parking garage that would serve the needs of a community? Are there any disadvantages? Discuss the issue giving examples.

B. Write your essay (150-175 words.)



When writing an essay (for or against an issue):

- carefully consider the arguments for and against the issue (advantages/disadvantages).
- select the arguments 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.

For linking words and phrases that you can use, see Appendix I.

Module 3 round-up

Units (5-6)

READING

Read the text and answer the questions 1-8. Choose the best answer a, b, c or d.

MY NATURAL ENVIRONMENT

Living in South Africa, I had always taken the wildlife pretty much for granted. Not to say that we were surrounded by it, but the accessibility of game parks and wildlife sanctuaries always made it seem like a natural part of the environment. For this reason, I suppose that the way my European friends used to talk to me wasn't so strange after all.

1b They would ask me what I thought at the time were really silly questions which got on my nerves. They'd say things like 'Do you have a baboon?' or 'Do you travel to school by elephant?'. 05

2c When John, a friend of mine who was visiting from England, invited me to join him and a group of friends on a wildlife expedition, I was not brimming with enthusiasm. However, from the moment we entered the gates of the Zaluzi game reserve, I knew that this was not going to be anything like I had expected. We had been travelling along the National Road when, suddenly, we swerved onto a dirt track which seemed to be hidden in the middle of nowhere. Miraculously, the scenery changed dramatically. The civilised environment took on a wild, chaotic aspect and continued to do so as we 10 penetrated deeper into the bush.

3b After having a good night's sleep at one of the reserve's bungalows, we were woken at the crack of dawn. After a quick breakfast we piled into a jeep and set off. Our guide assured us that the early start was necessary in order to have the best chance of seeing what was really worthwhile. Armed with just a thermos of coffee, we set out towards the shore of a small lake where it was expected that we could see the animals that used it as their morning watering hole. 15

4a On the way to our destination, we topped a hill and there, silhouetted against the emerging morning light, were a group of animals. It was a stunning sight. As we moved closer, the animals did not appear to be alarmed by our presence. I had never before come within such close range of a pride of lions. It did cross my mind, however, that we might be in a 5d certain amount of danger. When I asked Timothy, our game ranger, if we were actually in any danger, he bluntly replied that one is never entirely safe in the bush, but his knowledge and experience allowed him to anticipate any danger with reasonable accuracy. 20

6a However, the following day there was some cause for alarm. Not having started out so early, we missed the sightings of the day before. We decided to drive around for a while, hoping to come across something of interest. Suddenly our tracker perched up on the back of our vehicle, signalled to the driver to halt and at the same moment I realised that this time we had stumbled right into a pride of lions. The driver promptly turned off the engine and in a low voice warned us to remain seated and not to make any abrupt movements. The lions were picking at what looked like the carcass of 7b a zebra. Timothy later told us how much to our advantage this was. Had their bellies not been full, their reaction to us would surely have been otherwise. As the nearest lion was less than three metres away from the jeep, I considered that we had been very lucky indeed. 25

8a All in all, it was a wonderful trip. Our near miss with the lions was without a doubt the highlight, but what it taught me 30 yet again was how easy it is to be indifferent to our surroundings and not have a full appreciation of the beauty around us.



- How did the writer feel about the questions his European friends asked?
 a. ridiculous
 b. irritated
 c. strange
 d. embarrassed
- When did the writer's attitude change about the expedition?
 a. when he was travelling along the dirt track
 b. when he received his invitation
 c. when he arrived at the game reserve
 d. when his friend arrived from England
- The guide woke everyone up very early, so they
 a. could have breakfast.
 b. wouldn't miss an opportunity.
 c. had plenty of time to visit different places.
 d. wouldn't miss the sunrise.
- What does 'It' in line 17 refer to?
 a. the pride of lions
 b. the destination
 c. the top of the hill
 d. the morning light
- Timothy's experience as a game ranger was valuable because he
 a. could supply a blunt answer to any question.
 b. knew how to frighten the animals.
 c. knew the game reserve well.
 d. could identify trouble in advance.
- Why did the tracker signal to the driver of the jeep to stop?
 a. to avoid disturbing the lions
 b. to get a better look at the lions
 c. to study the lions' movements
 d. to see what the lions were eating
- What does the writer mean by 'we had been very lucky indeed' in line 29?
 a. They had seen the lions up close.
 b. They hadn't been attacked.
 c. They had a good guide with them.
 d. They had gone on a trip.
- What conclusion does the writer of the text come to?
 a. We often do not realise how attractive our environment really is.
 b. It is not clever to unnecessarily put ourselves in dangerous situations.
 c. We don't respect wild animals enough.
 d. We should protect our surroundings.

EXAMINATION PRACTICE

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

the future of water

Many of us often wonder what the future holds; some believe (1) _____ advances in technology will occur which will (2) _____ in improvements to our everyday lives. Scientists have predicted shortages in fossil fuels and changes in the weather patterns of the world. However, one (3) _____ change that will have an alarming impact on all of us is the global water shortage. Analysts have (4) _____ that some of the consequences of this will be mass migration from Africa to Europe and wars between countries over clean water. The main causes of this disturbing water shortage are global warming, climate change and the increasing world population. The supply of fresh water which comes from mountain glaciers and flows into lakes and rivers is diminishing, and this also (5) _____ to the shortage. Water analysts and government leaders need to start making (6) _____ changes to the way water use is managed and they need to find new (7) _____ that will be able to meet the demands of an ever-growing population. In addition, more things need to be done to control global warming as this will help to (8) _____ water shortages. People should be made (9) _____ of the situation and warned not to (10) _____ water. Multinational companies should invest (11) _____ developing better water management systems. In summary, if we start (12) _____ action now, we might be able to prevent a world disaster.

- a. urgent
 b. main
 c. major
 d. central
- a. result
 b. produce
 c. happen
 d. end
- a. necessary
 b. compulsory
 c. significant
 d. required
- a. forecast
 b. risked
 c. known
 d. analysed
- a. amounts
 b. contributes
 c. results
 d. relates
- a. radical
 b. natural
 c. other
 d. alternative
- a. beginnings
 b. sources
 c. origins
 d. roots
- a. shorten
 b. reduce
 c. decline
 d. fade
- a. known
 b. certain
 c. aware
 d. acquainted
- a. spend
 b. use
 c. waste
 d. lose
- a. to
 b. with
 c. on
 d. in
- a. making
 b. doing
 c. bringing
 d. taking

Module 3 round-up

Units (5-6)

B. Choose the word that most appropriately completes the sentence.

1. I am afraid I must _____ on you turning off your cell phones in the classroom.
 a. insist b. depend c. comment d. refer
2. Can you _____ any good Thai restaurants in the area?
 a. advise b. recommend c. tell d. direct
3. Have you and Husam _____ your dispute?
 a. resolved b. fixed c. decided d. answered
4. The new French restaurant has a very nice _____.
 a. nature b. feeling c. environment d. atmosphere
5. When I go to college, I want to attend medical school, but more specifically I want to _____ in pediatrics.
 a. specialise b. focus c. centre d. concentrate
6. ‘How long does it take you to get to work?’
 ‘By train, the _____ takes just over an hour.’
 a. travel b. schedule c. journey d. commuting
7. All of his _____ about the UEFA Champions League came true.
 a. predictions b. guesses c. calculations d. estimates
8. If teachers have low _____ of students, it may lead to low achievement.
 a. expectations b. anticipations c. hopes d. dreams
9. This tropical plant will not survive the _____ cold of the winter.
 a. major b. drastic c. radical d. extreme
10. Charles is facing serious health _____.
 a. problems b. drawbacks c. bothers d. trouble

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

1. This time next week we _____ to Jamaica.
 a. will have flown b. will fly c. will be flying d. will have been flying
2. I’m _____ until the end of next month.
 a. moving b. not moving c. to be moving d. not move
3. _____ going to the *Al-Janadriyah Festival* tomorrow?
 a. Are you about b. Will you have c. Will you d. Are you
4. I’ll call you before I _____.
 a. come b. will come c. am coming d. have come
5. _____ you please change the channel? I want to watch the news.
 a. Might b. Should c. Could d. Must
6. _____ I didn’t have a lot of work, I would help you.
 a. When b. Unless c. If d. As long as
7. I _____ do that if I were you. You’ll get into trouble.
 a. didn’t b. won’t c. wouldn’t d. will
8. I will lend you my laptop _____ you promise to take good care of it.
 a. as long as b. unless c. when d. would
9. My father _____ come to pick us up. He will let me know for sure later.
 a. will b. might c. would d. must
10. This _____ be Carl’s house. That’s his car in the driveway.
 a. can’t b. needn’t c. must d. ought

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



Without a doubt, we are ruining planet Earth day by day. Although most of us are aware (1) of this fact, we still do very little to help. In fact, a lot of people think that this is too big of an issue to solve, and that even if they did something, nothing (2) would change. Thankfully, the members of the *Greener World* association are setting (3) an example. They say that (4) unless we take action immediately, the planet will be destroyed. *Greener World* believes that (5) if each of us tried to reduce our carbon footprint, the difference would be much greater (6) than we can imagine. This year, *Greener World* are organising worldwide campaigns about ways in (7) which everyone can help, like saving energy, buying reusable products, using public transport and (8) so on. So mark it down on your calendar: next month *Greener World* (9) will be visiting our town to present the benefits of owning biodiesel and hybrid cars. They are also (10) going to address the issue of recycling as (11) well as the use of energy-efficient devices. The event will (12) be held outdoors and is expected to attract people from nearby towns, too.

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

Experience the Monkeys in Laos

In recent years, there has been a huge

(1) movement that hopes to reverse the
(2) destruction caused by loggers all over the world. One of these (3) activities is the Gibbon Experience in Laos. The Ministry of Tourism in partnership with the Ministry of Environment started an ecotourism adventure programme, which provides residents with financial (4) assistance in order to encourage them to conserve (5) endangered species. The Gibbon Experience employed local (6) inhabitants to build tree houses and a network of zip lines, which are a system of cables that transports people through the trees of the Bokeo Nature Reserve providing a unique and (7) ecological experience. The Gibbon Experience takes you deep into the heart of the jungle rainforest, and offers you the opportunity to fulfil your childhood dreams by sleeping in a tree house. In the morning, the sounds of the forest act as a (8) natural alarm clock. Your dwelling has all the necessary (9) equipment for your stay, but rest assured, all products are ecologically safe. The most (10) original part of the whole experience is that you really are experiencing nature as it should be experienced... with respect and admiration.

MOVE

DESTROY

ACTIVE

ASSIST

DANGER
INHABIT

ECOLOGY

NATURE
EQUIP

ORIGIN

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

1. I'm sure Alex has access to the information that you need.

Alex must have access to the information that you need. must

2. Don't leave or else I will never speak to you again.

If you leave, I will never speak to you again. you

3. Don't you think you should close the window before it gets cold in here?

You had better close the window before it gets cold in here. better

4. That report has to be finished by 9pm tonight.

By 9pm tonight, that report needs to be finished. needs

5. If they are ripe, I would love some apricots for dessert.

I would love some apricots for dessert as long as they are ripe. long

6. As it is a public holiday, we don't have to go to school tomorrow.

We needn't go to school tomorrow, as it is a public holiday. needn't

7. Speaking more than two languages in this job isn't necessary.

You don't have to speak more than two languages in this job. have

8. If I don't get a pay rise, I won't be able to go on holiday this year.

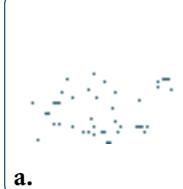
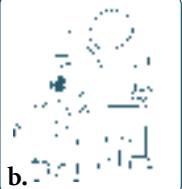
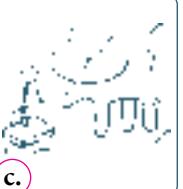
I won't be able to go on holiday this year unless I get a pay rise. unless

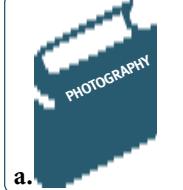
Module 3 round-up

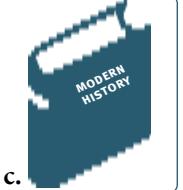
Units (5-6)

LISTENING

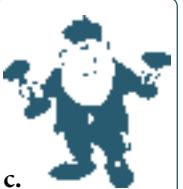
You will hear short conversations. After you hear each conversation, you will be asked a question about what you heard. Choose the picture which answers the question correctly.

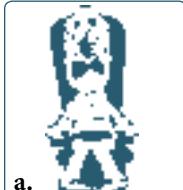
- 
1 a.

b.

c.

- 
2 a.

b.

c.

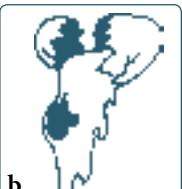
- 
3 a.

b.

c.

- 
4 a.

b.

c.

- 
5 a.

b.

c.

- 
6 a.

b.

c.

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...

› distinguish the difference in meaning of words easily confused

› use collocations with the verb *set*

› use nouns/verbs + prepositions

› use verbs starting with *re*

› use phrasal verbs with *keep*

› use prepositional phrases with *for* and *without*

› differentiate between British and American English

› use future tenses and other future forms appropriately

› use Conditional Sentences Type 0, 1 and 2

› use *must*, *have to* and *need* to express obligation, prohibition and absence of necessity

› use *can* and *could* to express ability/possibility, ask for or give permission and make requests

› use *may* and *might* to express permission and possibility

› use *should*, *ought to* and *had better* to give opinion or advice

› use *must* and *can't* to make deductions

› skim a text to understand the gist and the writer's purpose

› understand text organisation and reconstruct a gapped text

› understand details in a text

› understand specific information in a short conversation and identify the picture that corresponds to the information

› understand specific information in an interview and answer multiple choice questions

› talk about various aspects of modern life, life in the future and environmental issues

› help solve a problem by making suggestions

› speculate on a topic and make a decision

› write a semi-formal letter based on prompts

› write an essay expressing my opinion

VOCABULARY

GRAMMAR

READING

LISTENING

WRITING SPEAKING

4

Culture

unit 7 Visual arts unit 8 The written word

Discuss:

- ▶ What does the word *culture* mean to you?
- ▶ What different forms of art are you familiar with? Which ones do you enjoy most?

Flick through the module and find...

- ▶ advertisements about museums *pp.86-87*
- ▶ a text about a Mexican artist *p.93*
- ▶ an article about dictionaries *pp.96-97*
- ▶ a short text about an international book fair *p.99*
- ▶ a review of a book *p.104*



In this module you will...

- ▶ talk about art and literature
- ▶ learn how to define people, places, things and ideas and give additional information about them
- ▶ learn how to use infinitives and -ing forms
- ▶ learn how to express criticism, absence of necessity, possibility and make deductions in the past using appropriate modal verbs
- ▶ expand your vocabulary by learning words easily confused, adjectives deriving from verbs and nouns, prepositional phrases with *in* and *out of* and noun suffixes
- ▶ learn how to write an informal letter based on prompts and a book review
- ▶ acquire skills and strategies that will help you in exams

Unit 7 reading

1. PRE-READING

Discuss.

- Do you like visiting museums? Why/Why not?
- What kind of exhibits can you see in the following types of museums?

Natural History Museum

Archaeological Museum

Technology Museum

2. READING FOR GIST

Read the advertisements 1-5 for five different museums. Which of them would you like to visit most?

1.



Home to the Strange, the Bizarre and the Unexplained! Discover the man Robert Ripley and the unusual artefacts which he gathered while travelling around the globe. Ripley, also known as 'the modern Marco Polo', dedicated his whole life to exploring the world. He visited 198 countries, travelled around the earth 19 times, collected strange objects and documented the most unusual stories.

Fun for all ages

1a Open all year round

6780 Hollywood Boulevard
Hollywood, California 90028

3.



Ellis Island
Immigration Museum

where history comes alive!

The museum tells the story of 12 million immigrants who came to America in search of a better life.

Visit the Great Hall, where millions of immigrants once waited for medical and legal processing.

Watch the award-winning documentary 'Island of Hope, Island of Tears' and learn about the past.

Look at the collection of historical artefacts donated to the museum by descendants of the immigrants.

The collection includes priceless family heirlooms, family photos and beautiful clothing and jewellery which the immigrants brought with them.

Have dinner on the outside terrace under the New York skyline.

The Ellis Island Museum is fully accessible to people with disabilities.

Open daily except on certain holidays

Winter hours: 9:30 A.M. – 5:00 P.M.

Summer hours: 9:30 A.M. – 5:30 P.M.

Access to the island is by the Circle Line-Statue of Liberty ferry, which leaves from the Battery in Lower Manhattan and from Liberty State Park in New Jersey.

Note: because parking is limited, it is best to take public transportation.

2.



Digital art defines the contemporary. This impressive gallery is dedicated to all forms of digital art, digital video art, net art, digital sculpture and interactive multimedia. It is committed to supporting local, international, emerging and established artists.

Visitors get to experience new digital images through video displays and interactive technology.

NO TAPING, RECORDING, OR PHOTOGRAPHING IS ALLOWED

10b

Gallery hours
Wednesday - Saturday 12-5
Holidays closed

107 West Fifth Street
Los Angeles, CA 90013

9b



7d

6b

3b

4b

4. American Museum of Natural History



The natural history of our planet and its species is revealed in more than forty exhibition halls. Find out about dinosaurs, gems and minerals, life in the sea and cultures of the seven continents.

7d Watch an IMAX documentary exploring how human activity has raised the number of endangered species.

Buy souvenirs and gifts at our shops or relax at one of our three restaurants.

All public areas in the museum are accessible to wheelchairs.

Photography for personal use is allowed – except where noted.

Hours

Sunday through Thursday 10:00 a.m. to 5:45 p.m.;

Friday and Saturday to 8:45 p.m.

Outside parking available for a fee

Central Park West at 79th Street, New York City

5.



The Metropolitan Museum of Art

New York's number one tourist attraction

2d See world-famous art collections.

10b Explore the golden civilisation of ancient Egypt.

Step through the Moon Gate into the peace and quiet of a Chinese garden.

2d Discover the art, architecture and gardens of medieval Europe.

Wheelchairs available. Wheelchair accessible.

5d Museum parking garage (hourly rate)

Restaurants / Bookshop / Gift shops



Museum hours

Friday - Saturday 9:30 a.m. - 9:00 p.m.

Sunday 9:30 a.m. - 5:30 p.m.

Monday closed, except select

Holiday Mondays

Tuesday - Thursday 9:30 a.m. - 9:00 p.m.

Fifth Avenue at 82nd Street
New York, NY 10028-0198

3. SCANNING FOR SPECIFIC INFORMATION

You will be visiting California and New York. Look at the advertisements for five museums you might want to visit and then answer the questions below.

1. Which museum never closes on holidays?
a. 1 b. 2 c. 3 d. 5
2. If you were interested in fine arts, which museum would you visit?
a. 1 b. 2 c. 4 d. 5
3. If you got hungry, where could you dine outdoors?
a. 2 b. 3 c. 4 d. 5
4. Which museum shouldn't you visit by car?
a. 1 b. 3 c. 4 d. 5
5. Which museums charge for parking?
a. 1 and 2 b. 3 and 4 c. 3 and 5 d. 4 and 5
6. In which museum can you see people's personal belongings?
a. 2 b. 3 c. 4 d. 5
7. If you visited these museums, you would be able to see a documentary.
a. 1 and 3 b. 3 and 5 c. 2 and 5 d. 3 and 4
8. If you want to take pictures, where shouldn't you go to?
a. 1 b. 2 c. 3 d. 4
9. Which museum uses a variety of technology to increase public awareness?
a. 1 b. 2 c. 4 d. 5
10. Where can you see works of art from around the world?
a. 1 and 2 b. 2 and 5 c. 3 and 5 d. 1 and 5

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the words highlighted in the advertisements with the meanings a-h. There are two extra meanings which you do not need to use.

1. artefacts
2. documented
3. established
4. donated
5. disabilities
6. gems

- a. made a record of
- b. handicaps
- c. presented
- d. well-known and recognised
- e. precious stones
- f. objects made by humans
- g. artists
- h. given as a gift

5. POST-READING

Discuss.

- How do you think a visit to these museums would benefit you?
- Is there any museum that you wouldn't consider visiting? Why?

Unit 7 vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

rise raise arise lift

1. The sun usually rises at around six this time of the year.
2. If you have any questions, please raise your hand.
3. The school is having a second-hand book sale to raise money for the new school gym.
4. No one understands how hard it is to raise children until they have done it themselves.
5. Ever since the price of petrol has risen, many people cannot afford to drive their cars.
6. Can you help me lift these boxes? They are really heavy.
7. You shouldn't get disappointed when a problem arises.

favourite famous notorious popular

8. This bakery is famous for their strawberry cheesecake.
9. Jack is one of the most popular students in the school. Everyone likes him.
10. Banana is my favourite flavour of ice cream.
11. He is notorious for being a liar and a cheat.

sight view scene image

12. Our new manager is trying to improve the company's public image.
13. The view from our balcony is fantastic.
14. I can't stand the sight of spiders!
15. The police got to the scene of the accident in no time.

gaze glance stare watch

16. My brother always falls asleep while watching the news on TV.
17. Don't do that! Don't you know that it's impolite to stare?
18. I quickly glanced at the paper, but I didn't read it carefully.
19. He would sit for hours in the garden at night gazing at the stars.

2. ADJECTIVES DERIVING FROM VERBS AND NOUNS

A. Write the adjectives which derive from the verbs/nouns given. Then look back at the advertisements on pages 86-87 and check your answers.

VERB/NOUN	ADJECTIVE
fame	<i>famous</i>
history	<i>historical</i>
hour	<i>hourly</i>
impress	<i>impressive</i>
access	<i>accessible</i>
nature	<i>natural</i>

NOTE

A lot of adjectives are formed by adding a suffix to a verb or noun. The most common adjective suffixes are -y, -ly, -al, -ical, -able, -ible, -ous, -ent, -ant, -ary, -ive and -ative.

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

1. I think it would be more economical if we bought the smaller car. **ECONOMY**
2. These roses have a very pleasant smell. **PLEASE**
3. She has a very confident attitude all the time. **CONFIDE**
4. His speech was both informative and interesting. **INFORM**
5. The thought of going to Hawaii for the summer is an attractive idea. **ATTRACT**
6. If you need any additional information, please don't hesitate to call me. **ADDITION**
7. We stayed at a luxurious hotel when we went to Dubai. **LUXURY**
8. Going to the airport half an hour before your flight is too risky. **RISK**
9. We get our daily paper delivered by five o'clock every morning. **DAY**
10. There was a complimentary basket of fruit in our hotel room. **COMPLIMENT**

GRAMMAR

1. RELATIVE CLAUSES

- A. Complete the sentences below with **who**, **which** or **where**. Then look back at the advertisements on pages 86-87 and check your answers.

In which of the sentences could **that** be used? 1, 2, 4, 5

In which of the sentences can the relative pronoun or adverb be omitted? 1, 4

1. Discover the man Robert Ripley and the unusual artefacts which he gathered while travelling around the globe. D
2. The museum tells the story of 12 million immigrants who came to America in search of a better life. D
3. Visit the Great Hall, where millions of immigrants once waited for medical and legal processing. ND
4. The collection includes priceless family heirlooms, family photos and beautiful clothing and jewellery which the immigrants brought with them. D
5. Access to the island is by the Circle Line-Statue of Liberty ferry, which leaves from the Battery in Lower Manhattan and from Liberty State Park in New Jersey. ND

- B. Read the rules below and decide which of the relative clauses in sentences 1-5 are defining (D) and which are non-defining (ND).

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**.

NOTE

- Prepositions usually appear at the end of defining relative clauses. When this happens, the relative pronoun (**who**, **which**, **that**) can be omitted.

The man (who/that) I was talking to five minutes ago is my uncle.

- In non-defining clauses and sometimes in defining clauses, prepositions appear at the beginning of the relative clause. In this case, only **whom** or **which** can be used after the preposition.

That tall man, to whom I was talking five minutes ago, is my uncle.

2. PRACTICE

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

1. Rugby is a sport. Many people in Britain play it.

Rugby is a sport which/that many people in Britain play.

2. John Walters is visiting our town. He won a gold medal for cycling.

John Walters, who won a gold medal for cycling, is visiting our town.

3. I want to introduce you to Andrew Jones. I am going to work with him on the science project.

I want to introduce you to Andrew Jones, who I am going to work with on the science project.

4. Here's my laptop and flat-screen TV. Both of them need to be fixed.

Here's my laptop and flat-screen TV, both of which need to be fixed.

5. This is the tallest building in the city. Jim has an office on the second floor.

This is the tallest building in the city, where Jim has an office on the second floor.

6. Acupuncture is a form of alternative medicine. It is becoming more and more popular.

Acupuncture, which is becoming more and more popular, is a form of alternative medicine.

7. John is my friend. It is his car that was stolen.

John, whose car was stolen, is my friend.

8. A man and woman drowned in the river last night.

They were my neighbours.

The man and woman who/that drowned in the river last night were my neighbours.

9. There were a lot of people on the bus. One of them reminded me of my uncle Omar.

There were a lot of people on the bus, one of whom reminded me of my uncle Omar.

10. My brother is going to Seattle. He will go to college there.

My brother is going to Seattle, where he will go to college.

Unit 7 listening

You will hear people talking in eight different situations. For questions 1–8, choose the best answer **a**, **b** or **c**.

1. Listen to this man. What is he trying to do?
 - a. He's trying to sell a painting.
 - b. He's giving a lecture about a famous painter.
 - c. He's explaining the techniques artists use in their paintings.
2. You hear a man talking to a gallery curator. Why does the curator get upset?
 - a. The man does not know much about art.
 - b. The man is asking for too much information.
 - c. The man is boring.
3. You hear two people talking. What does Gary do for a living?
 - a. He is an art critic.
 - b. He is a photographer.
 - c. He is a painter.
4. You hear a brother and sister talking about an exhibition. What is the girl's opinion about the exhibition?
 - a. The exhibition wasn't what she expected.
 - b. Some exhibits were not that bad.
 - c. The exhibition wasn't worth it at all.
5. You overhear a conversation. Where are the people?
 - a. At an artist's studio.
 - b. At a gallery.
 - c. At a bookshop.
6. You hear two men talking in a gallery. Why is the man thinking twice about buying the painting?
 - a. It's too expensive.
 - b. It doesn't match his furniture.
 - c. He doesn't like the subject.
7. You hear two friends talking. How does Ivan feel about modern art?
 - a. It's ugly.
 - b. It's exciting.
 - c. It's pointless.
8. You overhear a conversation between two friends. What is the sculpture made of?
 - a. metal
 - b. wood
 - c. plastic



vocabulary & grammar

VOCABULARY

WORDS EASILY CONFUSED

Use the correct form of the words in the boxes to complete the sentences.

announcement advertisement commercial

- There is a(n) advertisement in the paper about the weekend sale; everything will be half-price!
- The pilot made a(n) announcement over the loudspeakers that there would be some turbulence.
- The Prime Minister's wedding has attracted wide publicity.
- I don't like watching TV because there are too many commercials!

income donation salary payment reward

- The company offered John a yearly salary of over \$75,000.
- His income comes from his job and property he inherited from his father.
- I have only one more payment on my loan, and then I will own the flat!
- There is a £1000 reward for any information about the criminal.
- Mr Hamilton made a very generous donation to the hospital research programme.

earn invest gain win

- He has worked hard all his life and earned enough money to enjoy his retirement.
- David is sure that he will win the short story competition.
- There is really nothing to gain by being so mean to people.
- You should invest your money in the stock market.

audience viewers onlookers spectators

- The audience loved the presentation so much that they gave a warm applause.
- The spectators were yelling because they didn't agree with the referee's decision.
- Over twenty million viewers watched last night's football match.
- The police told the onlookers at the scene of the accident to keep a distance.

GRAMMAR

PARTICIPLE CLAUSES

A. Look at the extracts below taken from the advertisements on pages 86-87 and answer the questions that follow.

- Watch an IMAX documentary *exploring* how human activity has raised the number of endangered species.
 - Ripley, also *known* as 'the modern Marco Polo', dedicated his whole life to exploring the world.
- Which of the following clauses can be used to replace *exploring*?
 - because it explores
 - which explores
 - Which of the following clauses can be used to replace *known*?
 - who has known
 - who is known

NOTE

The present participle (base form + -ing) can be used to replace a relative clause in the active voice, while the past participle can be used to replace a relative clause in the passive voice.

Grammar Reference p. 119.

B. Complete the sentences using the present or past participle of the verbs in brackets.

- The olive oil produced (produce) in this region is of very good quality.
- There are several hotels in the area offering (offer) luxurious accommodation.
- The boy talking (talk) to our teacher is my cousin Omar.
- Soups made (make) with fresh ingredients are very tasty.
- Students not passing (not pass) the test will have to take it again.
- I would like to see the photos taken (take) during our holiday.
- All the letters written (write) by the new secretary need rewriting.
- All the artists taking (take) part in this exhibition are from Saudi Arabia.
- There were lots of people in the manager's office complaining (complain) about the poor service.
- You will also get a cap and backpack included (include) in the price of the holiday.

Unit 7 speaking

1. WARM-UP

- Do you consider yourself creative? Why/Why not?
- Do you know of any famous artists in your country? What have they done?

2. FOCUS ON PICTURES

Talk in pairs. Look at the photographs and answer the questions below. You can use some of the words and expressions in the box.

A

Student A: Photographs A1 and A2 show two different ways that people can express themselves through images. Compare the photographs and say what the similarities and differences between photography and painting are.

Student B: What kind of visual art do you prefer and why?

What are the similarities and differences between photography and painting?

A1



A2



B

Student B: Photographs B1 and B2 show two different types of museums. Compare the photographs and say what each museum offers its visitors.

Student A: Which type of museum do you prefer and why?

What does each museum offer its visitors?

B1



B2



Both pictures are...

...is more/less... than...

On the other hand...

Neither of these...

modern depict reality
light abstract artistic
colours imagination
display

artefacts from the past
installation art technology
multimedia materials
traditions customs beliefs
lifestyle

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- Why do you believe visiting art galleries and museums is important?
- What is the most impressive work of art you have ever seen?
- If you were an artist, what would you like to create? Why?

broaden one's mind stimulation
understand one's culture
appreciation of the arts
acquire knowledge creative pastime

examination practice

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

Frida Kahlo

The artist Frida Kahlo was born in Mexico in 1907. She was internationally known during her lifetime and more than fifty years after her death her paintings are still popular around the (1) _____. Frida had a dynamic style of painting which was influenced by the native people of Mexico. As a young girl, Frida had an accident which left her with serious injuries. Although she eventually recovered, she was badly affected both physically and emotionally. After her accident, Frida was unable to move, but she didn't give up; she would (2) _____ herself up in bed and paint self-portraits; this offered her some relief from her misery. In 1929, Frida Kahlo married the (3) _____ Mexican artist Diego Rivera; the couple were often referred to as the elephant and the dove because Rivera was enormous compared to the petite Frida. Frida died on July 13, 1954 and after her death Diego was very upset because she had had a huge (4) _____ on his life. Frida's former home, The Blue House, is a museum today where you can see people from all around the world (5) _____ at her paintings. In the 1980s, Frida's work became more well-known as writers started bringing her remarkable story to a wider (6) _____. An increased interest in Mexican art (7) _____ to her fame and she attracted a lot of (8) _____. As a result, she (9) _____ many adoring fans. In 2007, on the 100th anniversary of her birth, Frida was honoured in Mexico with a huge (10) _____ of her work. It seems that Frida's legendary paintings will continue to capture our imagination for a long time.



- | | | | |
|-------------------|------------------|-----------------|---------------|
| 1. a. earth | b. globe | c. continent | d. gallery |
| 2. a. raise | b. rise | c. arise | d. get |
| 3. a. favourite | b. extravagant | c. famous | d. elaborate |
| 4. a. access | b. sight | c. influence | d. donation |
| 5. a. seeing | b. gazing | c. watching | d. glancing |
| 6. a. view | b. scene | c. audience | d. display |
| 7. a. donated | b. contributed | c. produced | d. provided |
| 8. a. commercial | b. advertisement | c. announcement | d. publicity |
| 9. a. entertained | b. gained | c. boasted | d. captured |
| 10. a. gallery | b. artefact | c. exhibition | d. collection |

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

the Alhambra



The Alhambra is a (1) *historical* palace and fortress complex constructed during the mid 14th century by the Moorish rulers of the Emirate of Granada in present day Andalusia. This (2) *impressive* building is one of Spain's major tourist attractions, exhibiting the country's most (3) *significant* and well-known Islamic architecture. It was a perfect place for Moorish rulers to enjoy their (4) *luxurious* lifestyles. The literal translation of Alhambra is 'red fortress' and refers to the (5) *natural* colour of the red clay of the surroundings of which the fort is made. The Alhambra is made up of gardens, fountains, streams, a palace and a mosque, all within an imposing fortress wall with 13 (6) *monumental* towers. The (7) *attractive* designs are a reflection of the culture of the last centuries of the Moorish rule. Moorish poets used jewels as

a (8) *reference* to describe the Alhambra, saying it was 'a pearl set in emeralds' due to its colour and the woods that surround it. There is also a park with a multitude of nightingales which create a (9) *delightful* atmosphere as you walk along. The elaborate designs of the Alhambra have influenced artists such as M. C. Escher, and the building has also featured in many (10) *famous* novels such as Paulo Coelho's *The Alchemist*.

HISTORY

IMPRESS
SIGNIFY

LUXURY

NATURE

MONUMENT
ATTRACT

REFER

DELIGHT
FAME

Unit 7 writing

WRITING AN INFORMAL LETTER BASED ON PROMPTS

1. DISCUSS

- How often do you write letters? Who to? What about?
- How would you communicate with a friend who lives in another city or country?

2. FOCUS ON USING PROMPTS

Edward has received a letter from his friend, Jack. Read the letter with the notes Edward has made and his response. Underline the parts of Edward's response that correspond to his notes.

Dear Edward,

I will be in England in June and I'll be staying with friends in Leeds. I'd love to come and see you in Sheffield and was wondering if we could arrange to go to an art exhibition and then have some dinner or something? Do you know if there will be anything interesting in June?

Since I will be on a rather tight budget, it will have to be something with reasonably priced tickets.

There's one more thing. Do you know if I will be able to get a train back to Leeds afterwards?

Well, I've got to go now. I look forward to hearing from you.

Take care,
Jack

tell about art exhibitions/
ask which he prefers

my house

give information about ticket prices

Dear Jack,

I was really excited to hear that you will be in England in June. It will be great to see you again.

There are a few art exhibitions taking place in Sheffield. In particular, until 16th June there is one called Code: Craft, where we can see how artists produce stunning visual art using the latest technologies. Also, until 3rd July there is another one called Writers of Influence, where we can see portraits of some of Britain's greatest artists.

Anyway, let me know where you would like to go and when is best for you.

Don't worry about the ticket prices, because admission is free for both exhibitions. Also, I think we should have dinner at my house. My mum will make your favourite: fish and chips.

I suggest you come and stay over at my house because the last train back to Leeds leaves early. We could also do some shopping in Sheffield the next day if you have time.

I hope to hear from you soon.

Take care,
Edward

3. FOCUS ON COMMUNICATION FUNCTIONS

Imagine that a friend has written a letter similar to the one on page 94 to you because he/she will be visiting friends near you. Use the notes below to write sentences you could use in your response. *Suggested answers:*

1. express enthusiasm about visit

I am so excited you are visiting England once again!

2. no interesting art exhibitions in June, suggest doing something else

Unfortunately, there are no interesting art exhibitions in June. How about going to Kelham Island Museum?

3. give information about alternative activities

We could always visit the Ancient Worlds Exhibition at the new Leeds City Museum.

4. ask your friend to respond as soon as possible

Well, make sure you write back as soon as possible so that I have enough time to organise everything.

4. BRAINSTORMING

A. You have received the following letter from an English-speaking friend of yours. Read the letter and the notes you have made.

How are you? You are probably surprised to hear from me after all this time. Anyway, I'm writing to tell you that I'm working on a project about artists around the world and I thought you might be able to help me.

agree and express enthusiasm

say who and why

Which two artists from your country would you suggest that I include in the project and what are the reasons you would choose them? Do you know where I might be able to get information about them? I have a deadline for this, so I would appreciate it if you could answer as soon as possible.

ask about deadline and offer to send magazine articles

Thanks,

explain where to find information

B. Focus on each of the points in your friend's letter that you have to respond to and try to come up with ideas.

EXPRESS ENTHUSIASM

- What phrases/expressions can you use?

SAY WHO AND WHY

- What kind of artists do you admire (painters, sculptors, photographers, digital artists, etc.)?
- Which two do you think your friend should include in his/her project?
- What are they famous for?
- What do you admire about them (personality, talent, success, etc.)?

EXPLAIN WHERE TO FIND INFORMATION

- Where is it possible to find information about these artists (magazines, encyclopedias, websites, books, etc.)?

ASK ABOUT DEADLINE AND OFFER TO SEND MAGAZINE ARTICLES

- How would you ask about the deadline?
- What phrases/expressions can you use to make your offer?

5. OUTLINE

Copy and complete the outline below for your letter.

Greeting:

Opening paragraph:

paragraph 1:

Main part

paragraph 2:

Closing paragraph:

Signing off:

6. WRITING TASK

Write a letter to your friend, based on the outline you have made and using some of the ideas from the brainstorming activity in exercise 4B (120-150 words).

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

Unit 8 reading

1. PRE-READING

Discuss.

- How often do you use a dictionary?
- Do you think that compiling a dictionary is a demanding task? Why/Why not?

2. READING FOR GIST

Read the text without paying attention to the missing sentences and answer the question below.

What is the purpose of the text?

- a. to emphasise the importance of dictionaries
- b. to briefly tell the history of dictionaries
- c. to recommend some of the best dictionaries

3. RECONSTRUCTING A GAPPED TEXT

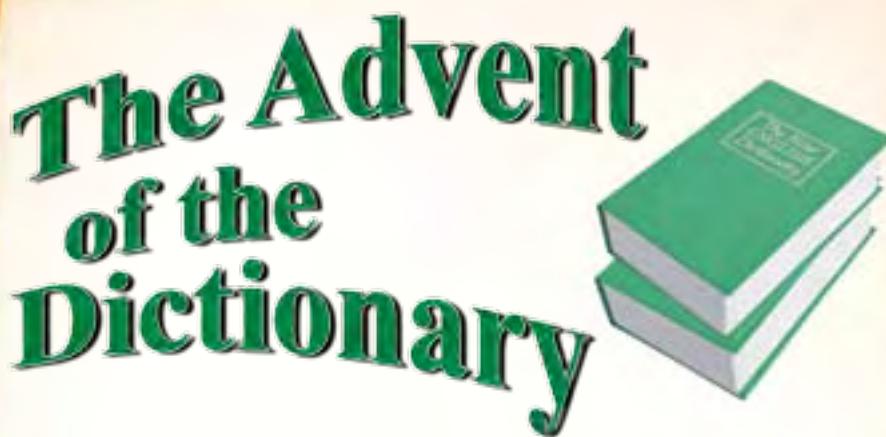
Read the text again. Complete the gaps 1-7 in the text with the sentences A-H. There is one extra sentence which you do not need to use.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the text with the meanings a-h. There are two extra meanings which you do not need to use.

- | | |
|------------------|---|
| 1. acquiring | c |
| 2. compilation | g |
| 3. cornerstone | d |
| 4. concise | a |
| 5. comprehensive | h |
| 6. advancement | f |

- a. brief
- b. using
- c. getting
- d. most important part
- e. support
- f. improvement
- g. collecting and putting together
- h. complete



A very basic requirement for anybody who wants to study the English language is without doubt a copy of a good dictionary. Nowadays, **acquiring** a dictionary is not a very difficult task. All it involves is a trip to one's nearest bookshop where a healthy selection is bound to be available. However, people don't appreciate that a few hundred years ago this would have been out of the question.

It is less than six hundred years since the first attempt at compiling a dictionary of the English language was made. However, the advent of the first dictionary goes even further back in time than that. **1 F** The actual dictionary consisted of clay tablets engraved with cuneiform writing, a primitive form of written language.

The Greeks and the Romans also produced lexical lists such as Appolonius' glossary of words and phrases used by Homer. The first alphabetically ordered glossary was put together by Verrius Flaccus in Rome around 2000 years ago. **2 B**

From the collapse of Imperial Rome until the end of the Middle Ages very little development was going on in Europe in all areas of human culture, in particular in written language. **3 H** Therefore, it is not surprising that the first attempt at compiling a complete single language dictionary was carried out by the Arab Khalil Ibn Ahmad. The study of Arabic also encouraged the **compilation** of other dictionaries.

'The Storehouse for Children or Clerics', which was written by the English monk Galfridus Grammaticus and was printed in 1449, could be regarded as the first English dictionary. **4 A**

In actual fact, a dictionary of English like the ones we are familiar with today did not appear until 1604. It was the work of Robert Cawdry and it was the first dictionary to contain English vocabulary and their definitions in simpler language. However, it was not yet referred to as a dictionary, but 'A Table Alphabetical'. Henry Cockeram was the first to use the word 'dictionary' to describe this type of reference book. **5 D**

A variety of dictionaries followed Cockeram's work but without much success. **6 C** This work proved to be so popular that it became the **cornerstone** of all literary endeavours well into Victorian times. Because of the advancement in the standards of education, by the middle of the nineteenth century, there was a much greater need for the use of reference books like dictionaries. **7 G** The full set is made up of twenty volumes, hardly a requirement for a high school student. It is, however, published in **concise** form as well, along with other publications of reputable status.

- A** However, this is not entirely true, as that book actually included only a list of 10,000 Latin synonyms of English words.
- B** Nevertheless, neither of these glossaries was a complete dictionary of either language.
- C** Dr Samuel Johnson attempted to change all that in 1755 with the publication of his two-volume lexicon 'A Dictionary of the English Language'.
- D** His publication was entitled 'The English Dictionarie' and appeared in 1623.
- E** Apart from definitions, some dictionaries included etymology and pronunciation.
- F** This is thought to have taken place during the reign of King Ashurbanipal of Assyria more than 2500 years ago.
- G** Therefore, many new ones were published and the Oxford English Dictionary became the most **comprehensive** dictionary ever produced.
- H** The Middle East, on the contrary, was going through a period of **advancement**.

5. POST-READING

Discuss.

- Which of the dictionaries mentioned in the text do you think was the most pioneering or influential?
- Which of them would you like to see and possibly use?

Unit 8 vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

basic simple primary

- Ian's knowledge of Spanish was pretty basic, but he managed to understand the taxi driver.
- Our primary concern must be the children's safety.
- Don't worry, this machine is actually quite simple to use.

consist involve contain include

- Does the hotel include a vegetarian menu in its restaurant?
- How many countries does the European Union consist of?
- Those books contain useful information on gardening.
- Before I accept the job, I would like to know if it involves a lot of travelling.

refer mention report

- I forgot to mention that I was the one who used up all the milk in the fridge.
- Did the newspaper article refer to the victims by name?
- The accident happened seconds after the pilot reported engine trouble.

normal typical regular common

- Emma is a very common name in England; many parents give their daughters this name.
- The concerned parents asked the doctor if their baby would be normal.
- If you use a computer, it's important to make regular backups of your work.
- John is not a typical teenager; he prefers reading to watching TV.

estimate respect appreciate

- I really appreciate all the help you've given me with my project.
- The police estimate that the number of burglaries in the town has dropped by about 40%.
- Children should not only love but also respect their parents.

publish print edit

- This is only the first version of the text, so it will have to be edited.
- He used to be a famous author but he hasn't published anything for years.
- Only 5000 copies of this book were printed.

2. PREPOSITIONAL PHRASES WITH 'IN' AND 'OUT OF'

- A. Look at the following extracts from the text on pages 96-97. What do you think the phrases in bold mean? Can you think of any other phrases starting with **in** and **out of**?

However, people don't appreciate that a few hundred years ago this would have been **out of the question**.

...very little development was going on **in Europe** in all areas of human culture, **in particular** in written language.

- B. Complete with **in** and **out of** to form prepositional phrases. Some words/phrases can be used with both **in** and **out of**.

- | | |
|-----------------------------|---------------------------------|
| 1. <u>in</u> advance | 8. <u>in</u> a hurry |
| 2. <u>in</u> brief | 9. <u>in / out of</u> fashion |
| 3. <u>in</u> charge | 10. <u>in / out of</u> shape |
| 4. <u>in</u> time | 11. <u>in</u> vain |
| 5. <u>in / out of</u> order | 12. <u>out of</u> work |
| 6. <u>out of</u> breath | 13. <u>in / out of</u> practice |
| 7. <u>out of</u> date | 14. <u>in</u> the meantime |

- C. Complete the sentences with words/phrases from the previous activities.

- Give me a few more days and my tennis will be back to its best. I'm just out of practice.
- Why are you in a hurry to leave?
- Don't wear those trousers! They're out of fashion.
- Rob has been out of work since the factory closed.
- Do I have to pay one or two month's rent in advance to get the house?
- Dinner will be ready in about 15 minutes; in the meantime would you like a glass of orange juice?
- Just a moment, please. I am out of breath after climbing all those stairs.
- Could you tell me in brief what happened at the meeting I missed?
- I'm sorry, but interrupting the manager while he is in the middle of an important meeting is definitely out of the question.
- I have a complaint and I want to see the person in charge of the shop.
- I am sorry, but the lift is out of order.
- Joe studied hard, but it was all in vain because he still failed the exam.
- If you are serious about getting in shape, you must exercise more.
- The technology used in cassette recorders is out of date.
- The flowers in your garden, in particular the roses, look lovely this year.
- Let's leave a bit earlier. I want to get there in time to get good seats.

GRAMMAR

1. INFINITIVES AND -ING FORMS

A. Match the examples 1-10 with the patterns a-j.

1. Dr Samuel Johnson **attempted to change all that in 1755.** b
2. Henry Cockeram used the word **dictionary to describe** this type of reference book. a
3. Have you **considered using** a monolingual dictionary? g
4. It is less than six hundred years since the first attempt **at compiling** a dictionary of the English language was made. i
5. It **is more practical to use** a dictionary in electronic form. d
6. Nowadays **acquiring** a dictionary is not a very difficult task. j
7. I'm not sure **which dictionary to buy.** e
8. **It's no use spending** a fortune on a dictionary. h
9. It was **the first dictionary to contain** English vocabulary and their definitions in simpler language. f
10. Our teacher doesn't **allow us to use** bilingual dictionaries.
 - a. infinitive expressing purpose
 - b. verb + infinitive
 - c. verb + object + infinitive
 - d. verb be + adjective + infinitive
 - e. question word + infinitive
 - f. the first/second/last/best + infinitive
 - g. verb + -ing form
 - h. expression + -ing form
 - i. preposition + -ing form
 - j. -ing form used as subject

B. Read the following pairs of sentences and match them with the statements a or b which are the closest in meaning.

1. I will go on reading books as long as I live. a
2. I will go on to present our next guest.
 - a. I will continue the same activity.
 - b. I will continue with something else.
3. We stopped buying National Geographic ages ago. b
4. We stopped to buy the latest issue of National Geographic. a
 - a. We bought National Geographic after we stopped doing something else.
 - b. We used to buy National Geographic but we stopped doing it.
5. I regret not telling you the truth. b
6. I regret to tell you that the lecture has already started.
 - a. I'm sorry to say something.
 - b. I have second thoughts about a past event.
7. He tried to lift the box but he couldn't. a
8. He tried drinking some camomile to help him sleep.
 - a. He made an effort.
 - b. He did something to see what effect it would have.
9. You must remember to get me an autograph. b
10. Do you remember getting an autograph from that famous writer?
 - a. You remember a past event.
 - b. You remember something you are supposed to do.

NOTE

Some verbs (try, stop, remember, forget, regret, go on) can be followed either by an -ing form or a full infinitive but with a difference in meaning.

Grammar Reference p. 119.

2. PRACTICE

Complete the text below with the full infinitive, the bare infinitive or the -ing form of the verbs in brackets.

Riyadh International Book Fair

If you want (1) to learn (learn) what's happening in the publishing world, there really is only one event you should (2) attend (attend). It's the Riyadh International Book Fair, which is considered the most important book fair in the Arab world. The fair is an important event for (3) presenting (present) new books, but also for representatives from book publishing companies who come (4) to discuss (discuss) publishing deals. Also, visitors have the opportunity (5) to obtain (obtain) information about the publishing market and do business.

The fair is popular with Saudi people, who are highly interested in (6) exploring (explore) new titles, as reading is an important part of their lives. This year's fair was a big success and even catered for young children, who could (7) spend (spend) their time constructively in the kids' section. The book fair offers both Arabic and English books. 'We managed (8) to find (find) some compelling books on the history and culture of Saudi Arabia', said Tim Stuart,



one of many visitors who flock to the book fair from different parts of the world. Nowadays the Book Fair is held once a year. Taking place at the Riyadh International Convention and Exhibition Centre (RICEC), the event lasts for over ten days with 700 Saudi and international publishing houses, distributors and bookstores. The book fair attracts more than one million visitors and gives them the chance (9) to attend (attend) exciting seminars and talks by renowned writers. So, if you're in the publishing business, this is definitely an event worth (10) taking (take) part in.

Unit 8 listening

1. PRE-LISTENING

Discuss.

- Did you like fairy tales when you were a child?
- What do you know about the Brothers Grimm?

2. LISTENING FOR SPECIFIC INFORMATION

You are going to hear a radio programme called 'Fable and Fiction' in which you will hear an expert talking about the Brothers Grimm. You will hear the programme in several parts. After each part you will hear some questions. For each question choose the correct answer. First, listen to the introduction and note the example question below.

Example

Where were the Brothers Grimm born?

- a. Steinau
- b. Frankfurt
- c. Hanau

The correct answer is c.

1. a. Because she went to live with her sister.
b. Because she returned to her hometown.
c. Because the government asked her to.
2. **a.** Because they didn't come from a wealthy background.
b. Because they spent all their time studying.
c. Because they stayed in their room all the time.
3. **a.** Because he was in poor health.
b. Because he was not as clever as his brother.
c. Because he had trouble with the law.
4. **a.** stories from times gone by
b. books on German law
c. fairy tales
5. a. He was easygoing.
b. He loved being outdoors.
c. He wasn't very sociable.
6. a. She was older than him.
b. She wrote beautiful stories.
c. She was an old friend of his.
7. **a.** Jacob
b. Wilhelm
c. both of them equally
8. a. The brothers started working.
b. Jacob had an accident.
c. The Grimms' mother died.
9. a. He couldn't find a job.
b. He was sick all the time.
c. He was too busy caring for the family.
10. a. Jacob's
b. Jacob's colleagues' at the library
c. a friend's
11. a. Their friend failed to publish the stories.
b. They couldn't find enough stories to publish.
c. They didn't have enough money to eat.
12. a. a traveller from Frankfurt
b. Charlotte Grimm
c. Dorothea Viehmann
13. a. her mother
b. her nannies
c. Charles Perrault
14. a. that their stories were German
b. that their stories were multi-cultural
c. that their stories were collected during extensive travelling
15. a. when they had nothing else to do
b. in winter
c. whenever they got together
16. a. how they used to live
b. how children were brought up
c. how society was organised in the past
17. **a.** make gold
b. marry the king's son
c. support her family
18. a. that they should only publish recent stories
b. that mostly children would read the stories
c. that all their stories should be illustrated
19. a. He taught at a university.
b. He worked on the fairy tales.
c. He studied German grammar.
20. **a.** recognition
b. wealth
c. increased sales

VOCABULARY

1. NOUNS ENDING IN -ER, -OR, -IST AND -IAN

NOTE

Many nouns ending in -er, -or, -ist and -ian are commonly used to describe occupations.

- A. Use the words in the box to form nouns describing occupations and put them in the correct column in the table.**

mathematics direct report produce instruct
plumb politics science art type electricity operate

-er	-or	-ist	-ian
reporter	director	scientist	mathematician
producer	instructor	artist	politician
plumber	operator	typist	electrician

- B. Use some of the words from the table above to complete the sentences.**

- He won the Scientist of the Year Award for his research in biogenetics.
- I need to call the electrician because the air conditioner has stopped working.
- Karen is a great typist; she can do over 60 words per minute.
- Mr Crawford is the managing director of a large multi-national company.
- I tried to talk to the hotel manager on the phone several times, but the operator didn't put me through.

2. NOUN SUFFIXES (-TH, -NESS, -URE, -ITY, -AL, -HOOD, -DOM, -ENCE)

- A. What nouns derive from the following words?**

popularity	growth	independence	arrival
popular	grow	independent	arrive
free	expose	neighbour	great
freedom	exposure	neighbourhood	greatness

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

- His lack of creativity is why CREATIVE the magazine decided to fire him.
- This day is going so slowly, I think I'll die of boredom!
- Jason has a lot of confidence in his own abilities.
- I have many fond memories of my childhood.
- His greatest weakness is that he tends to let people walk all over him.
- Unfortunately, the experiment was a total failure.
- I always keep a Swiss Army Knife and a flare gun in my survival kit.
- The width of the hallway isn't big enough for the bed to fit through.

vocabulary & grammar

GRAMMAR

MODAL VERBS + HAVE + PAST PARTICIPLE

- A. Read the sentences below. Do they refer to the present, past or future? *Past***
- You **needn't have bought** me such an expensive present.
 - You **should have told** him the truth when he asked you. Now it's too late.
 - It was fortunate he was wearing a helmet. He **could have hurt** his head.
 - Jack **must have been** in this room earlier. I can see he has left his mobile phone.
 - You **can't have seen** Tom in the street yesterday. He's been in Rome since Monday.
 - Trevor **might have read** this book before but I'm not 100% sure.

- B. Read the sentences again and complete the gaps with the missing modal verbs.**

Regret or criticism about an action or somebody's behaviour in the past

should or ought (not) to + have + past participle

Absence of necessity in the past (something wasn't necessary but it was done)

needn't + have + past participle

Possibility in the past (perhaps something happened but we are not sure)

may or might + have + past participle

Unfulfilled possibility in the past (it was possible for something to happen)

could + have + past participle

Positive deduction in the past (we are almost sure that something happened)

must + have + past participle

Negative deduction in the past (we are almost sure that something didn't happen)

can't or couldn't + have + past participle

Grammar Reference p. 120.

- C. Read the sentences and complete the blanks with the appropriate modal verb + have and the past participle of the verbs in brackets.**

- That was very kind of you but you needn't have tried (try) to fix it, as we are buying a new one on Saturday.
- It is Leo's own fault that he cut his hand. I warned him that he should/ought to have worn (wear) gloves.
- My mum must have tidied (tidy) my room while I was out. No one else would have done it.
- The man you saw at the supermarket can't/couldn't have been (be) Jack. He's been living in Peru for two years now.
- I'm sorry but all our tables are occupied. You should/ought to have called (call) to reserve a table yesterday.
- You may/might have heard (hear) of him. He has written a collection of short stories for children.
- Carlos must have failed (fail) his exam. He looks so sad.
- You were driving so carelessly last night; you could have had (have) an accident, you know.

Unit 8 speaking

1. WARM-UP

- Do/Did you often use your school library? Why/Why not?
- What type of books do you like to read?

2. SPECULATING AND MAKING A DECISION

Your school has decided to enrich its library by adding a new collection of books. You have been asked by the board of directors to suggest what type of collection should be purchased.

- What are the advantages and disadvantages of each of these options?
- Which two do you think would be most useful for the students?

ENCYCLOPEDIAS



ART BOOKS



DICTIONARIES



MAGAZINES, PERIODICALS, COMICS



NOVELS (CLASSICS)



ATLASSES



motivating out of the ordinary (un)popular
costly up-to-date downside reference
language development subscription beneficial
(im)practical creativity

On the one hand, I think...
On the other hand... sounds like a good idea.
In my opinion... is more/less...
I realise that... is more... but... is more useful/interesting.
As far as I'm concerned,... is the best option because...

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- In your opinion, what are the features that make a book important?
- Is it important for schools to have a library with a variety of books?
- Why do you believe people read books?

convenient books in easy reach for students
enjoyable informative/educational
a part of our culture entertainment
pass the time expand knowledge
learn about past/present

examination practice

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

1. Can you inform me what this job _____?
a. includes **b. involves** c. contains d. consists
2. I don't have much time, so tell me in _____ what has happened.
a. brief b. advance c. shape d. vain
3. Please, _____ the environment and do not leave any litter behind.
a. regard b. estimate c. appreciate **d. respect**
4. Gadi is a _____ customer at our restaurant.
a. regular b. typical c. common d. normal
5. Too much _____ to the sun can be harmful.
a. endeavour b. independence c. freedom **d. exposure**
6. Our telephone is out of _____ again.
a. order b. work c. practice d. date
7. There's something wrong with our oven. Let's call a(n) _____.
a. plumber b. operator **c. electrician** d. instructor
8. Afaf has _____ a good knowledge of English.
a. acquired b. involved c. appreciated d. compiled
9. You're going to have to forgive my _____. I haven't spoken French for years.
a. definition b. etymology **c. pronunciation** d. publication
10. The _____ of computers has changed our lifestyles.
a. status **b. advent** c. reign d. attempt

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

1. It wasn't necessary for you to wake up so early today.
You _____ **needn't have woken up** so early today. have
2. It seems that Mike doesn't care about his job very much.
Mike _____ **doesn't appear to care** about his job very much. appear
3. It wasn't easy for them to find a place to stay on the island.
They _____ **had difficulty (in) finding** a place to stay on the island. difficulty
4. Sue will make an effort to get there on time.
Sue _____ **will try to get there** on time. try
5. I'm sure Ted didn't write this essay because it's not his handwriting.
Ted _____ **can't have written** this essay because it's not his handwriting. have
6. It was wrong of you to cheat in the exam.
You _____ **ought not to have cheated** in the exam. ought
7. He never played professional football again after his serious injury.
He _____ **stopped playing professional football** after his serious injury. stopped
8. Julie didn't lock the door when she left the house.
Julie _____ **left the house without locking** the door. without

Unit 8 writing

WRITING A BOOK REVIEW

1. DISCUSS

- Do you read reviews of books in newspapers or in magazines? Why / Why not?
- Do reviews influence your decision to read a book?

2. FOCUS ON CONTENT AND ORGANISATION

A. Read the rubric and the review of a classic book below. Do books like this appeal to you?

An international magazine is asking for reviews with the following title: 'Classic Books'. You decide to write a review for the magazine. Describe the book and say what you think about it. Would you recommend the book to other people?

OLIVER TWIST

Oliver Twist, which is one of Charles Dickens' best-known works, was first published in 1838. In this novel the author describes the life of an orphan.

The story is set in England in the 1830s, and begins with the birth of Oliver Twist, who is the main character. He is orphaned and raised in a workhouse where he is mistreated. Eventually, he runs away and goes to London, where he meets some criminals who use him for their own gain. Nevertheless, there are also people who show Oliver kindness. Oliver strives to overcome various obstacles which his acquaintances create. In the end, he even manages to discover his true identity.

Although the characters in *Oliver Twist* are fictional, the plot portrays some existing problems of the time, such as poverty, hypocrisy and greed. There are a variety of themes throughout the novel. Yet, the most powerful theme seems to be the foolishness of individualism which became very intense during the Industrial Revolution. It becomes evident that the characters in the novel who look out for their own interests are the ones who end up being punished by life.

There is no question why *Oliver Twist* is considered a classic. If you have not read it, make sure you get a copy. It is definitely a novel worth reading.



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

In this paragraph, the writer:

- gives an overall opinion and makes a recommendation.
- gives general information about the book.
- gives a brief summary of the story.
- comments on what he/she believes makes this book special.

4

1

2

3

3. FOCUS ON LANGUAGE

A. Match the words highlighted in the review with meanings 1-6.

1. the series of events that make up the story of a novel plot
2. the person who wrote a specific book author
3. to place the action of a novel in a specific place or time set
4. imaginary fictional
5. a person in a book character
6. subject, main idea in a piece of writing theme

B. Complete with the words in the boxes. Make any necessary changes.

plot theme

1. The main theme of the novel is the importance of family.
2. The plot revolves around Oliver Twist's adventures.

author character

3. He is the author of the *Shadow of the Wind*.
4. The book contains vivid descriptions of the characters.

fictional imaginative

5. Habib is a very imaginative person. You should read his stories.
6. All the characters and places in the book are fictional. They aren't real.

set situated

7. The family house is situated in the middle of a forest.
8. This book is set in the early nineteenth century.

C. Match the book genres 1-5 with the definitions a-e.

1. biography d
2. science fiction b
3. historical fiction e
4. mystery c
5. autobiography a

- a. the story of a person's life, written by that person
- b. a type of book that is based on imagined scientific discoveries about the future and often deals with space travel and life on other planets
- c. a story in which crimes or strange events are explained in the end
- d. the story about a person's life, written by another person
- e. a story in which imaginary characters may tell the story of that period of time

4. OUTLINE

When writing a review of a book follow the outline below.

INTRODUCTION

- Give some general information about it (title, author, type of book, what it is about, etc.).

MAIN PART (2 paragraphs)

- Give a brief summary of the plot.
- Comment on significant aspects of the book (purpose, style of writing, themes, symbolism, etc.).

CONCLUSION

- State your opinion.
- Say whether you recommend it or not.

TIP

When writing a review of a book:

- write in an appropriate style; formal or informal depending on the reader.
- write in paragraphs.
- avoid including very many details and don't include irrelevant information.
- use the Present Simple when describing the plot.
- use vivid language to describe the plot, characters, etc.
- give reasons to justify your opinion.
- remember to say whether you would recommend it or not.

5. WRITING TASK

Read the rubric below and write the review (120-180 words).

An international magazine has asked readers to submit reviews of their favourite books. Describe your favourite book and say what you like about it.

For expressions/phrases that you can use, see Appendix I.

Module 4 round-up

Units (7-8)

READING

You are going to read a magazine article about a painter's experiences. Seven sentences have been removed from the article. Choose from the sentences A-H the one which best fits each gap. There is one extra sentence which you do not need to use.

VISUAL MISCONCEPTIONS

I have been a professional artist now for nearly forty years. I can't remember a time when I wasn't scribbling something or other. However, I only do this job because I have learnt the technical skills involved. For me, it is wrong to believe that a painter has the power to express his emotions or character through art.

Oddly enough, I first discovered this weakness in the position of the artist when I went to university. **1** **F** But within weeks I had to rethink everything. I had a lot of trouble accepting the theories put forward by my lecturers, but their arguments were too strong. I started to realise that university can broaden your mind only if you're prepared to reconsider your childhood ideals. **2** **B** Luckily I had my tutor to help me. He told me that if I wanted to return to being the narrow-minded brat I was when I first entered university, I was welcome to do so. We kept in touch for years after I had graduated. **3** **D** I never really liked his work, which I found too depressing, but I could tell he valued my opinion.

Having run a local art group for the last few years, I have come to realise how other people's views on a work of art can change one's attitude. **4** **A** Although her vocabulary is limited to a few words, she knows what she likes and when she thinks something is rubbish, she has no hesitation in telling me so. **5** **H** She always praises everything I do and calls everything 'lovely' even when she's looking at a cover for a horror story I've just made. I always try to explain to her that an image doesn't have to have meaning within it. The meaning is given by whoever observes. 'But it's a cat!' she exclaims, and I say, 'To you it's a cat. Someone else may see it as their own cat, someone else may even see it as a tiger. It depends on who the viewer is.' This has been my philosophy for most of my career. Ever since university, I've tried to keep in mind that everyone has their own individual way of looking at things. **6** **E**

You could say that, because I'm the artist, the meaning I give is the authentic one. **7** **G** This may sound a bit abstract, but it's the only way it can be. For this reason, I always try to keep my work open so that viewers are free to give their own interpretations. Any description they give will only add to the variety of meanings available. This is why I never name any of my paintings. I like the viewer to be involved, and a title only restricts interpretation.

- A** In fact, my most objective critic is my three-year-old granddaughter.
- B** It is not easy to turn your back on the ideas that were guiding your life until then.
- C** That's why my first exhibition wasn't a great success.
- D** He was also an active artist and would always invite me to the openings of any exhibitions he gave.
- E** Therefore, whoever looks at one of my paintings will see it differently.
- F** I entered as an innocent, enthusiastic young painter looking forward to studying the rich history and many wonders of art.
- G** But I believe that the interpretation of the viewer is as authentic as mine.
- H** My daughter is the complete opposite.



EXAMINATION PRACTICE

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

1. Scientists from all over the globe use this lab because it has _____ technology.
a. up-to-date b. out of the ordinary c. convenient d. additional
2. This competition is for _____ artists rather than well-known ones.
a. notorious b. established c. comprehensive d. emerging
3. You can't use this machine. I'm afraid it's out of _____.
a. fashion b. order c. shape d. practice
4. If you have some extra money set aside, you should _____ in the stock market.
a. earn b. invest c. gain d. win
5. They are offering a(n) _____ of \$50,000 for information on the bank robbers.
a. income b. salary c. payment d. reward
6. I always use a dictionary to look up the _____ of unknown words.
a. artefact b. etymology c. knowledge d. creativity
7. I was relieved when the doctor told me that my blood pressure was _____.
a. common b. natural c. typical d. normal
8. I really liked that book because the main _____ had a similar personality to me.
a. character b. artist c. author d. reporter
9. The _____ of the novel was very confusing and hard to follow.
a. theme b. set c. plot d. history
10. It was easy to see that Oliver had a very _____ knowledge of international affairs.
a. limited b. medieval c. primary d. priceless

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

1. Tony was talking to his boss, _____ had just returned from a trip abroad.
a. who b. whom c. whose d. who's
2. You _____ Kate before she found out. Now it's too late.
a. should tell b. shouldn't tell c. should have told d. shouldn't have told
3. Stop pretending to be confused; you're smart enough _____ what I'm talking about.
a. understand b. understanding c. having understood d. to understand
4. Emily couldn't help _____ that the long walk had exhausted her grandmother.
a. notice b. noticing c. noticed d. to notice
5. You _____ change out of your wet clothes, otherwise you'll catch a cold.
a. need b. had better c. should better d. needn't
6. The hotel _____ I stayed in was very comfortable.
a. where b. whom c. which d. when
7. The book, _____ by Al Ma'arri, is definitely worth reading.
a. being written b. writing c. having written d. written
8. Ibrahim claims _____ Rafael Nadal's best friend. Obviously, no one believes him.
a. to be b. being c. be d. have been
9. After a serious argument last year, they stopped _____ to each other.
a. talking b. having talked c. to talk d. to have talked
10. You _____ Colin driving a red Porsche; he doesn't know how to drive.
a. can't see b. must have seen c. must see d. can't have seen

Module 4 round-up

Units (7-8)

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

Helen Keller

Helen Keller was an American author and lecturer and the first deafblind person to (1) _____ a Bachelor of Arts degree. Keller was born in 1880 but she did not have her (2) _____ from birth. At 19 months she became ill. Her illness did not last long but when she recovered, she had lost her (3) _____ and hearing. By the age of six, she was communicating with home signs and had a (4) _____ vocabulary of about 60 words. In 1886 Keller's family got in touch with the Perkins Institute for the Blind in Boston and they asked 20-year-old former student Anne Sullivan to be her (5) _____. It was the beginning of a relationship which would (6) _____ last for 49 years. In a(n) (7) _____ to teach Keller new words, Sullivan developed an ingenious teaching technique. This (8) _____ spelling words into the palm of one hand while making her touch objects with the other. Keller exhausted Sullivan by demanding the names of all the other familiar objects in her world and her vocabulary (9) _____ rapidly. Later, Keller went to school and continued her studies right through to college. She wrote a total of 12 books in her lifetime. A milestone in her career as an author was the (10) _____ of her famous (11) _____, *The Story of My Life*, at the age of 22. She is (12) _____ as an inspiration to deafblind people all over the world.

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

There are very few people (1) *who/that* know the real inspiration of cubism, an art movement (2) *which/that* began in the 20th century. Everyone seems (3) *to* believe that cubism was created by Pablo Picasso and Georges Braque, (4) *who* were painters. You may (5) *have* heard this as well. Yet, (6) *in* actual fact, this is far from the truth. In the late 19th century another French painter, Paul Cézanne, painted a lot of landscapes, most of (7) *which* greatly influenced Braque and Picasso. Neither of these two painters ever tried to hide this. Nevertheless, apart (8) *from* a few books, almost every book about cubism tends to concentrate only (9) *on* Picasso's and Braque's achievements, making little reference to Cézanne's influence. Over the years many authors have attempted (10) *to* correct this inaccuracy, but usually (11) *in* vain; most people know very little about Cézanne himself, let alone his work. Nowadays, however nobody (12) *can* dispute Cézanne's influence on early cubism or the importance of this art movement.

1. a. win
b. invest
c. earn
d. gain
7. a. advancement
b. attempt
c. advent
d. selection
2. a. creativity
b. disability
c. appreciation
d. respect
8. a. accessed
b. raised
c. involved
d. acquired
3. a. view
b. sight
c. gaze
d. stare
9. a. rose
b. expanded
c. reigned
d. lifted
4. a. primary
b. primitive
c. basic
d. favourite
10. **a. publication**
b. commercial
c. donation
d. exhibition
5. a. artist
b. spectator
c. onlooker
d. instructor
11. a. biography
b. mystery
c. autobiography
d. volume
6. **a. eventually**
b. reality
c. definitely
d. hourly
12. a. revealed
b. printed
c. included
d. regarded



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

1. She can't wait for her holiday to begin in four weeks' time. forward
She is looking forward to her holiday (beginning) in four weeks' time.
2. We couldn't go camping last weekend because it was very wet. prevented
The wet weather prevented us from going camping last weekend.
3. The wedding dress was supposed to be ready yesterday. ought
The wedding dress ought to have been ready yesterday.
4. My father works in that office block. where
That's the office block where my father works.
5. The famous architect, Frank Lloyd Wright designed this house and it is magnificent. by
This house, (which was) designed by the famous architect Frank Lloyd Wright, is magnificent.
6. The accused man said that he had not stolen the car. denied
The accused man denied stealing / having stolen the car.
7. Mr Howard is a lawyer and his son works in a bank. whose
Mr Howard, whose son works in a bank, is a lawyer.
8. Only people who have a special pass will be allowed to enter. having
People not having a special pass will not be allowed to enter.

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

INSTALLATION ART

Installation art describes a type of art using three-dimensional space. The only (1) requirement is that the artwork transforms the space it is presented in. It is a genre that has changed the (2) definition of what we usually consider art.

Exhibits can be permanent or temporary and they can appear in galleries but sometimes also in public spaces.

Installation art doesn't involve only visual (3) stimulation. The (4) viewer often has to use different senses at once, not only sight, but hearing, smell and touch, making the whole experience more (5) interactive. Some installation art uses video and sound and can be very (6) informative, whereas other works can be quite (7) enjoyable.

Among many cities in the world that pioneer in installation art, Jeddah stands out as a fascinating open-air museum which features countless (8) creations by installation artists all over the city. Among the biggest names in installation art, we must mention the renowned Saudi artist Abdul-Nasser Gharem, who created a magnificent installation called "Message/Messenger", which was sold for almost \$850,000. Another significant artist is the Belgian Carston Höller, who created five large metal slides that people could slide down for free at the Tate Modern. Equally significant is the Danish artist Olafur Eliasson, who installed a glowing sun in the huge Turbine Hall with a mirror covering the ceiling, where (9) visitors could see their tiny black shadows against the yellow light. The room was also filled with a mist, a (10) combination of sugar and water, and those visiting responded to the work by lying on the floor and looking up at themselves.

REQUIRE

DEFINE

STIMULATE

VIEW

INTERACT

INFORM

ENJOY

CREATE

VISIT

COMBINE



Module 4 round-up

Units (7-8)

LISTENING

You will hear a radio interview about the nature of art, featuring a representative of an organisation called *The Truth in Art Society* and an artist, Ripley. For questions 1-6, choose the best answer *a*, *b* or *c*.

1. What does Farnsworth think of Ripley's art?
a. It shouldn't be considered art.
b. He prefers more modern art.
c. He thinks he could produce better works of art.
2. What can you see at Ripley's exhibition?
a. Cave paintings.
b. Drawings and paintings.
c. Sculptures and pottery.
3. Why does Ripley consider himself to be an artist?
a. Because he likes making traditional paintings.
b. Because he uses many different mediums.
c. Because he reveals his view of the world through art.
4. Who is Rudolph Monk?
a. A philosopher.
b. A painter.
c. A sculptor.
5. What does Farnsworth think about the Waterman Gallery's choice to exhibit Ripley's art?
a. He thought it was typical of the gallery.
b. He didn't expect it.
c. He was sad to see Ripley's work next to great masterpieces.
6. What does Ripley think about Farnsworth's opinion?
a. Farnsworth has no right to judge his art.
b. Farnsworth should follow the rules.
c. Farnsworth should exhibit some of his own art.

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"/>
	› form adjectives deriving from verbs and nouns <input type="checkbox"/>
	› use prepositional phrases with <i>in</i> and <i>out of</i> <input type="checkbox"/>
	› form nouns describing occupations using suffixes such as -er, -or, -ist and -ian <input type="checkbox"/>
	› form nouns using suffixes such as -ness, -ure, -ity, etc. <input type="checkbox"/>
GRAMMAR	› use defining and non-defining relative clauses <input type="checkbox"/>
	› use participle clauses <input type="checkbox"/>
	› use infinitives and -ing forms appropriately <input type="checkbox"/>
	› use <i>needn't + have + past participle</i> to express absence of necessity in the past <input type="checkbox"/>
	› use <i>may / might / could + have + past participle</i> to express possibility in the past <input type="checkbox"/>
	› use <i>should / ought to + have + past participle</i> to express criticism <input type="checkbox"/>
	› use <i>must / can't / couldn't + have + past participle</i> to make deductions about the past <input type="checkbox"/>
READING	› skim a text to understand the gist and the writer's purpose <input type="checkbox"/>
	› understand text organisation and reconstruct a gapped text <input type="checkbox"/>
	› scan a text to locate specific information <input type="checkbox"/>
LISTENING	› understand the necessary information in a short spoken text <input type="checkbox"/>
	› understand specific information mentioned by different speakers on a radio programme and answer multiple choice questions <input type="checkbox"/>
SPEAKING	› talk about art and literature <input type="checkbox"/>
	› compare and discuss situations shown in photographs <input type="checkbox"/>
	› speculate on a topic and make a decision <input type="checkbox"/>
WRITING	› write an informal letter based on prompts <input type="checkbox"/>
	› write a book review <input type="checkbox"/>

5 Student B

2. HELP SOLVE A PROBLEM

Situation:

I am your friend and I have a problem. Find out what my problem is and offer me some good advice.

Who the person is:

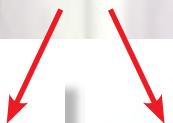
A friend, relative, colleague

What the problem is:

The person's old car broke down, and he must get a new means of transportation. He cannot decide what to get.

The options:

1. Get a car: Cars can accommodate several passengers and are convenient for carrying things. Also, you are not affected by weather conditions. However, they are harmful to the environment and require a lot of gas.
2. Get a motorcycle: Motorcycles are cheaper than cars and are convenient in traffic. Also, you don't have parking problems. However, you can take only one passenger, and it is difficult to carry a lot of things. They are inconvenient in bad weather.



Grammar Reference

Module 1 - Unit 1

★ Present Simple

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.
Tina 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.
- to talk about future actions related to timetables and programmes.
Our plane leaves at 10:00 tomorrow.
- to refer to the plot of a book, etc.
The wolf lives deep in the forest.
- in sport commentaries.
Jefferson shoots and he scores!
- in exclamatory sentences with *Here...* and *There...*
Here comes Uncle Harry!

TIME EXPRESSIONS

- Adverbs of frequency: always / usually / often / sometimes / occasionally / rarely / seldom / hardly ever / never/ constantly.
They are usually positioned:
 - before the main verb.
Richard never comes to work late.
 - after the verb *be*.
He is often away at the weekends.
- 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

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.
Robert is talking to his boss right now.
- to describe temporary situations.
I'm staying with my aunt at the moment.
- to talk about annoying actions which happen repeatedly (with the adverbs of frequency *always, constantly, continually*).
You're always interrupting me!
- 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:** feel, hear, smell, taste, notice, see, etc.
Tina lives in London.
- **Verbs of emotions:** like, love, hate, dislike, want, need, prefer, fear, wish, admire, mind, etc.
He wakes up at 7:30 every morning.
- **Verbs of perception and opinion:** know, agree, think (= believe), believe, understand, remember, forget, hope, expect, mean, imagine, etc.
Water boils at 100°C.
- **Verbs of ownership:** have, possess, belong, own, etc.
Our plane leaves at 10:00 tomorrow.
- **other verbs which describe permanent states:** be, cost, seem, appear, weigh, consist, etc.
The wolf lives deep in the forest.

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.
- see (= meet, visit)
She's seeing her sister tonight.
- have (= drink, eat, take)
Glenn is having lunch at the cafeteria at the moment.
- taste (= try food)
I'm just tasting the food to see if it's ready.
- feel (= touch)
John is feeling the packet in order to find out what's inside.

★ 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.

The following nouns are always in the plural.

people, clothes, goods, police

His clothes are always clean.

Nouns that consist of two parts: **glasses, trousers, jeans, sunglasses, scissors**, etc. We use the expression **a pair of** to express quantity with these words.

Angie wears glasses.

George has bought two new pairs of jeans.

Words such as **family, team, group, audience, class, government, crew** are **collective nouns** and may take either a singular or a plural verb.

Tina's family is rich. Tina's family are on holiday.

Uncountable nouns

Uncountable nouns are used only with a singular verb form 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	love, 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.

With uncountable nouns which state **food** or **liquid**, we can use the following expressions to show quantity: **bottle**, **cup**, **glass**, **can**, **slice**, **piece**, **loaf**, **carton**, **box**, **packet**, **kilo**, **litre**, **bar**, **bowl**, etc. + of
a loaf of bread four cartons of milk

Certain words like **hair**, **light**, **glass**, **wood**, **experience**, **time**, **chicken**, **iron** can also be used as countable nouns with a difference in meaning.

Steve's hair is dark.	There are cat hairs on the sofa.
My room doesn't get much light .	The lights are on, but there's nobody home.
This isn't a diamond, it's just glass .	Have you seen my glasses anywhere?
This table is made of wood .	Would you like to go for a walk in the woods ?
Have you got any previous job experience ?	We had some fascinating experiences when we visited China.
Hurry! We haven't got much time .	Lucy has been to the library three times this week.
There's some chicken on your plate. Are you going to eat it?	My mum bought a chicken from the supermarket. It was 30% off.
The gate is made of iron .	We need a new iron . This one doesn't work.

★ Quantifiers

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.

many/much/a lot (of)/lots (of)/plenty (of)

• **many + plural countable nouns**

is used mainly in questions and in negative sentences.

How many people were at the meeting yesterday?

I didn't see many people from work there.

• **much + uncountable nouns**

is used mainly in questions and in negative sentences.

How much sugar do you need?

I didn't manage to learn much information from him.

• **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 lecture.

- uncountable nouns and a singular verb.

Have some more food. There's lots left.

Have you got enough money? Yes, plenty.

NOTE

- **Many** and **much** are used in affirmative sentences with **too**, **so**, **how**, **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.

She 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.

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** (= not many but enough) 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** (= not much but enough) is used with uncountable nouns and a singular verb.

There's still a little cake left in the fridge.

- **few** (= not many and not enough) is used with plural nouns and a plural verb.

Very few people disagreed with him.

- **little** (= not much and not enough) is used with uncountable nouns and a singular verb.

There was little evidence to support his claim.

hardly any

- **hardly any** is used with plural countable nouns and uncountable nouns and means **very few** and **very little** respectively.

There's hardly any coffee left.

• 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.

NOTE

Module 1 - Unit 2

★ Present Perfect Simple

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:

- for actions which happened in the past, but the exact time is not mentioned.

I've already done that.

- for actions which started in the past and continue up to the present (emphasis on the action).
Tony has had his car since September.
- for actions that happened in the past and finished, but the results are obvious in the present.
Tim has washed his car. (it's clean)
- for recently completed actions.
We have just finished dinner.
- with adjectives in the superlative form and expressions like *the only/ first/ second...etc.*
It's the first time I've received an e-mail from Jake.

TIME EXPRESSIONS

just, yet, already, ever, never, before, always, how long, for, since, recently, lately, once, twice, so far, etc.

NOTE

- 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 point in time
I've had this car since 2004.
Present Perfect Simple + since + Past Simple
Ted has changed jobs three times since he came to Luton.
- **have been to** = have visited and come back
have gone to = have not returned yet
I've been to the supermarket twice this week.
John isn't here; he's gone to the supermarket.

★ Present Perfect Progressive

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.
- for actions 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.
- to show annoyance resulting from a recent action.
Who has been wearing my jacket?

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.

★ Articles

The **indefinite article** *a/an* is used before singular countable nouns.

a/an is used:

- before nouns when we refer to them in their general sense.
A pilot flies an aeroplane.
- when we mention something for the first time.
I got a letter yesterday.
- when talking about someone's job.
My wife is a nurse.

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 dress. The dress is white.
- 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.
Joan is the best student 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.**
Maggie 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, Monopoly, white, Maths, Spanish
- 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, church, home, hospital, prison, school, university, work** when they are used for the purpose for which they exist.
Thomas went to university to study Engineering.
- **But:** *Peter went to the university to visit his professor.*
- before names of **airlines or companies**.
Air France, BMW

Module 2 - Unit 3

★ Past Simple

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 mobile phone 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.
- to describe permanent situations in the past.
Jake lived with his grandparents when he was young.
- to describe an action in the past that interrupted a 'longer' action in progress.
I was sleeping when the phone rang.

TIME EXPRESSIONS

ago, yesterday, in 1998, last week/month/night, etc.

★ Past Progressive

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 10 o'clock last night?'
'I was having a shower.'*
- to describe actions that were happening at the same time in the past (usually with *while* or *as*).
While Susan was cooking, her daughter 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 sleeping and a few were walking up and down.
- to describe temporary past states or actions.
My grandfather was writing a book in those days.
- to describe repetitive or annoying actions (with the adverbs of frequency *always*, *continually*, etc.)
My brother was always taking my toys when we were young.
- to describe an action in progress in the past that was interrupted by another action.
While I was driving, I saw a cat in the street.

Time Clauses (when, while, as, as soon as)

- 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 having a bath when the lights went out.*

NOTE

- We commonly use **as soon as** with the **Past Simple**.
As soon as we arrived on the island, we ran to the beach.
- **used to + base form** expresses permanent states, past habits or repeated actions in the past.
*My grandfather used to be a librarian.
He used to smoke heavily when he was younger.*
- **would + base form** expresses past habits or describes someone's typical behaviour in the past.
Every evening he would do his homework, watch TV and go to bed quite early.

★ Comparisons

The comparative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in *-y* is formed by adding *-er*. (In adjectives ending in *-y*, the *-y* changes 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*. (In adjectives ending in *-y*, the *-y* changes 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 ridiculous 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*, *rather*, *a lot*, *a little*, *a bit*, *slightly*.
*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 was less interesting than the one I read last month.
- **the + comparative, the + comparative** (to describe two actions or situations, the second of which comes as a result of the first)
The more you study, the better you'll do in the test.
- **comparative + and + comparative** (to indicate continual increase or decrease)
The car was going faster and faster.

Module 2 - Unit 4

★ Past Perfect Simple

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 lecture had already started when we got to the university.

TIME EXPRESSIONS

already, ever, never, just, when, by the time, after, by, before, etc.

★ Past Perfect Progressive

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 was in progress before another action or a specific point of time 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.
They 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.

★ Would - was/were going to...

- **would + base form** is used when referring to the past for things that we expected to happen at a later time.
I knew he would pass the examination.
- **was/were going to + base form** is used to talk about actions somebody intended to do in the past (but probably didn't).
I was going to visit my cousins over the weekend, but they came to visit me instead.

★ Questions and question words

Subject Questions - Object Questions

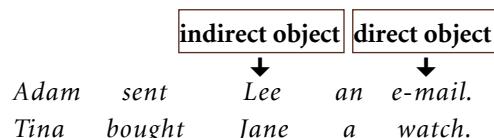
- **Subject Questions:** When we use the question words **who**, **which** and **what** to ask about the subject of the verb, we form the question without auxiliary verbs (**who / which / what + verb in the affirmative form**).
Who saw the accident? Tom (saw the accident).
What happened outside? An accident (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 Gadi.
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 Tina buy a watch for?

Module 3 - Unit 5

★ Future forms

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** 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 work	He's going to leave
Are you going to work?	Is she going to leave?
They aren't going to work	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 Simple** for future actions related to official timetables and programmes.
The plane arrives at seven.
- We use the **Present Progressive** for planned future actions related to personal arrangements.
I'm travelling to London tomorrow.
- We use the expression **be (just) about to + base form** for actions that will happen very soon.
The ship is about to set sail. Wave goodbye!

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.

Future Perfect Simple

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 Simple** is used:

- to talk about actions that will be completed before a specific time or another action in the future. The action which follows the first one is in the **Present Simple**.
She'll have returned by the time you leave.

Future Perfect Progressive

I'll have been working	He'll have been sleeping
Will you have been working?	Will she have been sleeping?
They won't have been working	It won't have been sleeping

The Future Perfect **Progressive** is used:

- to show the duration of an action up to a certain point of time in the future. The action may continue further.
By midnight we will have been flying for seven hours.

TIME EXPRESSIONS

by + a point in time, by the time, by then, before, etc.

★ Time Clauses

Time clauses are introduced with **as soon as**, **when**, **after**, **before**, **until**, **by the time**, **as** and **while**. We never use future forms in time clauses.

When I see George, I'll tell him that you've been looking for him.

★ Modal Verbs I

Ability		
Modal Verbs	Use	Examples
can	Ability in the present or future	<i>Can you swim? Mike will be able to play tennis after he has had some lessons.</i>
be able to		
could	Could expresses general ability in the past. Was/were able to express ability in a particular situation in the past.	<i>George could swim, so he was able to save the boy from drowning.</i>
was/ were able to		

Permission

Modal Verbs	Use	Examples
Can I (possibly)...?	Informal	<i>Mum, can I go out with my friends?</i>
Could I...?	↓ Formal	<i>Could I borrow your car tonight?</i>
May I...?		<i>May I sit here?</i>
Might I...?		<i>Might I use your phone?</i>

Requests

Modal Verbs	Use	Examples
can will	Informal	<i>Can you help me with the ironing? Will you please put out your cigarette?</i>
could may would	Polite/ Formal	<i>Could/May I have some coffee, please? Would you pass me the salt, please?</i>

Advice / Opinion

Modal Verbs	Use	Examples
should ought to	to ask for and give advice. to say what is generally right or wrong	<i>I think you ought to see a doctor. You shouldn't be watching TV now; you should be studying.</i>
had better	To give strong advice; it often expresses a threat or warning and is stronger than <i>should/ought to</i> .	<i>You'd better not argue with him. He'd better study harder if he wants to pass the exam.</i>

Obligation/ Necessity		
Modal verbs	Use	Examples
must	Internal obligation: the speaker feels that he or someone else is obliged to do something.	<i>I must repair the roof before winter comes.</i> <i>You must get up early tomorrow.</i>
have to	External obligation: it comes from external factors, not from the speaker's opinion or feelings.	<i>Policemen have to wear a uniform. (regulation)</i> <i>I have to see my dentist tomorrow. (I have an appointment.)</i>
need	Necessity	<i>She needs a new pair of gloves.</i> <i>This room needs painting.</i> <i>Do I need to take an umbrella?</i> <i>Need I take an umbrella?</i>
had to	Obligation in the past	<i>When I was at school, I had to wake up at 7 o'clock every morning.</i>

Prohibition		
Modal verbs	Use	Examples
mustn't can't	Prohibition	<i>You mustn't enter this room.</i> <i>We can't use this equipment.</i>

Absence of obligation		
Modal verbs	Use	Examples
needn't	It is not necessary to do something.	<i>You needn't take your jacket.</i> <i>It isn't cold.</i>
don't have to		<i>I don't have/need to cook dinner tonight; we are going to a restaurant.</i>
don't need to		

Module 3 - Unit 6

★ Conditional Sentences

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 possible to happen in the present or future.

if-clause	Main clause
	Future will
If + Present Simple	Modal Verbs (can, may, might, must, should) + base form
	Imperative

If I see James, I'll give him his book back.
If you want a parrot, you must promise to take care of 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 unlikely to happen in the present or the 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 all conditional sentences.
I won't buy this car unless you agree (= if you don't agree).
- Instead of **if**, we can use **as long as, provided/providing (that), suppose/supposing and on condition (that)**.
You can borrow my camera as long as you promise to handle it with care.

★ Modal Verbs II

Certainty		
Modal verbs	Use	Examples
will	when we are absolutely sure about something	<i>Call him at home. He will be there.</i>

Possibility		
Modal verbs	Use	Examples
can	Possibility in the present or future	<i>Tina may/could/might (not) be at home now.</i>
could		
may	• Can is used when something is only sometimes possible.	<i>George could be working late tonight.</i>
might	• Might is used to express slighter possibility than may .	<i>My brother can be very rude sometimes.</i>

Deduction		
Modal verbs	Use	Examples
must	Positive deduction about the present or future (We are fairly sure that something is true.)	<i>John must be at the dentist's; he was complaining about a toothache.</i>
can't	Negative deduction about the present or future (We are almost certain that something is not true.)	<i>The 6:30 train to Liverpool can't be leaving yet; it's only 6:10.</i>

Module 4 - Unit 7

★ Relative Clauses

Relative clauses are introduced by relative pronouns (**who, whom, which, that, whose**) and relative adverbs (**where, when**).

Pronouns	
PEOPLE	who/ whom/that
THINGS / ANIMALS / IDEAS	which/that
POSSESSION	whose

Adverbs	
PLACE	where
TIME	when

Relative Pronouns/ Adverbs	Use	Examples
who / that	When they refer to the subject of the verb, they cannot be omitted.	<i>She's the girl who/that lives next door.</i>
which / that		<i>He has written a book which/that is about the history of education.</i>
who / whom / that	When they refer to the object of the verb, they can be omitted.	<i>I'd like to talk to the professor (who/whom/that) I met at the university last week.</i>
which / that	Whom is used in formal speech or after prepositions.	<i>The book (which/that) you bought is on the desk.</i>
whose	It cannot be omitted.	<i>I have an uncle whose name is Archibald.</i>
where	It cannot be omitted.	<i>The village where I grew up is very small.</i>

Defining and non-defining relative clauses

- Defining relative clauses provide information which is essential to the meaning of the sentence. No commas are used.
Students who cheat should be punished.
- Non-defining relative clauses provide additional information (not essential to the meaning of the sentence). They are put between commas. The relative pronouns cannot be omitted; neither can we use *that* in their place.
Dr Miller, who is the Head of the Department, will attend the reception.

- Prepositions usually appear at the end of defining relative clauses. When this happens, the relative pronoun (*who*, *which*, *that*) can be omitted.
The man (who/that) I was talking to five minutes ago is my uncle.
- In non-defining clauses and sometimes in defining clauses, prepositions appear at the beginning of the relative clause. In this case, only *whom* or *which* can be used after the preposition.
That tall man, to whom I was talking five minutes ago, is my uncle.
- Which** may also refer to a whole sentence and cannot be omitted.
He offered to give me a lift, which was very kind of him.

NOTE

- to replace a clause of reason (because, as, since + subject + verb).

Feeling extremely tired, I decided to rest under a tree. (= Because I felt...)

- to replace a relative clause in the Active Voice.
The boy talking to Jim is my brother. (=...who is talking...)

The past participle is used:

- instead of a subject + verb in the Passive Voice.
Shocked by the tragedy, they didn't know what to say. (= They were shocked by the tragedy and didn't know...)
- to replace a relative clause in the Passive Voice.
Clothes made in France and Italy are very elegant. (= Clothes which are made...)
- to replace a conditional sentence containing Passive Voice.
Stored in the fridge, the pudding will keep for up to one week. (= If it is stored in the fridge...)

- NOTE**
- To form the negative of participles, we add **not** before the participles.
Not wanting to miss the bus, they ran to the bus stop.
Not scared by the storm, we continued walking up the mountain.
 - If a participle is at the beginning of a sentence, its subject is the same as that of the main verb.
Crossing the road, I was nearly knocked down by a car.
 - But:** *Pushing the button, the lift moved up to the third floor.* (This would mean that the lift pushed the button.)
 - If the subject of the participle is different from the subject of the verb, it goes at the beginning of the sentence.
Weather permitting, we may drive to the beach.

Module 4 - Unit 8

★ 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 the first/second/last/best, etc.
Neil Armstrong was the first man to walk on the moon.
- after certain adjectives: *afraid, surprised, free, happy, ready, sorry, etc.*
At last he was free to do what he wanted.
- after *too* and *enough*.
Ahmed 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.
- after certain nouns (pleasure, shock, chance, etc.).
It was a great pleasure to meet you.

★ Participle Clauses

The present participle (base form + -ing) is used:

- to replace a time clause (when, while, after, etc. + subject + verb).

Looking through the things in my drawer, I came across some old photographs. (= While I was looking...)

- after *some*, *any*, *no* and their compounds.

I'll make you something to eat.

He doesn't have anywhere to stay.

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 go bowling tonight.

You'd better tell me everything you know about this.

NOTE

Help + object pronoun can take either a full or bare infinitive.

Can you help me (to) pack?

★ -ing forms

The **-ing form** is used:

- as a noun (subject or object 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 a Lebanese restaurant on Friday.

- 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 Ethan 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.

try + -ing form = do something to see what effect it will have

If you have a sore throat, try drinking some hot tea.

try + full infinitive = make an effort

I'll try to come tonight, but I can't promise anything.

remember + -ing form = remember something that has already happened

Do you remember meeting Brian at the Bookers' last week?

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 the White House.

forget + full infinitive = forget something you are supposed to do

Tony forgot to tell you that he was going away for the weekend.

regret + -ing form = regret something that has already happened

Chelsea regretted talking to her sister like that.

regret + full infinitive = be sorry to do something

We regret to inform you that there are no more tickets for tonight's match.

stop + -ing form = terminate an action and no longer do it after that time

Stop making excuses all the time.

stop + full infinitive = pause temporarily in order to do something else

I was writing a letter but I stopped to answer the phone.

go on + -ing form = continue an activity without stopping
He was so fascinated by the book that he went on reading it for hours.

go on + full infinitive = do something after completing something else

When he finished school, he went on to study Medicine.

★ Modal Verbs + have + Past Participle

Possibility in the past		
Modal verbs	Use	Examples
may might] + have + past participle	Perhaps something happened but we are not sure.	<i>Mary can't find her umbrella. She may have left it in the classroom. I'm surprised to hear that Jim was not at the meeting. He might not have known about it.</i>
could + have + past participle	To express unfulfilled possibility (it was possible for something to happen, but it eventually didn't).	<i>Be careful! You could have crashed into that tree!</i>

Deduction		
Modal verbs	Use	Examples
must + have + past participle	Positive deduction about the past. (We are almost sure that something happened.)	<i>I can't find my glasses; I must have left them at the office.</i>
can't couldn't] + have + past participle	Negative deduction about the past. (We are almost sure that something didn't happen.)	<i>He can't/ couldn't have been working yesterday; it was Friday.</i>

Regret and Criticism		
Modal verbs	Use	Examples
should ought to] + have + past participle	To express regret or criticism about an action or somebody's behaviour in the past.	<i>You shouldn't have lied to your parents. They ought to have informed us earlier.</i>

Absence of necessity in the past		
Modal verbs	Use	Examples
needn't + have + past participle	Something was not necessary but it was done.	<i>You needn't have bought any magazines; I've got plenty.</i>

Irregular verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was/were	been	let	let	let
bear	bore	born(e)	lie	lay	lain
beat	beat	beaten	light	lit	lit
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bend	bent	bent	mean	meant	meant
bind	bound	bound	meet	met	met
bite	bit	bitten	pay	paid	paid
blow	blew	blown	put	put	put
break	broke	broken	read	read	read
bring	brought	brought	ride	rode	ridden
build	built	built	ring	rang	rung
burn	burnt/burned	burnt/burned	rise	rose	risen
buy	bought	bought	run	ran	run
burst	burst	burst	say	said	said
catch	caught	caught	see	saw	seen
choose	chose	chosen	seek	sought	sought
come	came	come	sell	sold	sold
cost	cost	cost	send	sent	sent
creep	crept	crept	set	set	set
cut	cut	cut	sew	sewed	sewn/sewed
deal	dealt	dealt	shake	shook	shaken
dig	dug	dug	shine	shone	shone
do	did	done	shoot	shot	shot
draw	drew	drawn	show	Showed	shown
dream	dreamt/dreamed	dreamt/dreamed	shut	shut	shut
drink	drank	drunk	sink	sank	sunk
drive	drove	driven	sit	sat	sat
eat	ate	eaten	sleep	slept	slept
fall	fell	fallen	smell	smelt/smelled	smelt/smelled
feed	fed	fed	speak	spoke	spoken
feel	felt	felt	speed	sped	sped
fight	fought	fought	spell	spelt/spelled	spelt/spelled
find	found	found	spend	spent	spent
fly	flew	flown	spill	spilt/spilled	spilt/spilled
forget	forgot	forgotten	split	split	split
forgive	forgave	forgiven	spoil	spoilt/spoiled	spoilt/spoiled
freeze	froze	frozen	spread	spread	spread
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	stick	stuck	stuck
grow	grew	grown	sting	stung	stung
hang	hung	hung	strike	struck	struck
have	had	had	sweep	swept	swept
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

Appendix I

1

AN E-MAIL BASED ON PROMPTS

The image shows a computer screen displaying an e-mail window. The window has a blue header bar with a close button (X) on the right. The main body of the e-mail starts with "Dear Eric," followed by several blank lines for writing. Below this, there is another set of blank lines for writing. At the bottom, it says "Hope to see you." followed by "Kevin". To the left of the e-mail window, there are three callout boxes with arrows pointing to specific parts of the e-mail:

- Greeting:** on the left-hand side of the page. Put a comma after the name.
- 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 or full name as appropriate.

You can use the following linking words/ phrases to:

invite	I'd like to invite you to ... Would you like to come to ... ? It would be great if you could come to ... How about ... ? I'm writing to invite you to ...
---------------	---

accept an invitation	That would be great! I just love the idea of ... Thanks for inviting me ... I'd love to come to ... How could I say no?
-----------------------------	---

decline an invitation	I'm afraid I can't come because ... I'm sorry, but ... Unfortunately, I won't be able to make it. It was nice of you to invite me, but ... We would have had a great time, but ...
------------------------------	--

apologise	I'm sorry that... I'm sorry about... I want to apologise for... My apologies for...
------------------	--

express enthusiasm	It's fantastic that... It will be great to... I'm so excited that... ... is a wonderful idea!
---------------------------	--

thank	I'd like to thank you... Thanks for... Many thanks for... I want to thank you....
--------------	--

express preference	I'd rather... I would prefer... I think... would be best... I don't care whether we... or...
---------------------------	---

3

A FORMAL LETTER

A formal letter is a letter written to someone you don't know personally and it is usually of a business nature. Note the layout below:

<p>Position of the person you are writing to and/or name of company (start one line below the date).</p>	<p>92 Park Lane Epsom Surrey KT18 2LR</p>	<p>Your address: on the right-hand side of the page (without your name).</p>
<p>Address of the person or company you are writing to.</p>	<p>The Personnel Manager Waterstones Bookstore 103 Brunswick St Canterbury Kent KT20 68R</p>	<p>Date: below the address, leaving a blank line in between.</p>
<p>Greeting: on the left-hand side of the page (leave a blank line before and after the greeting).</p>	<p>Dear Sir or Madam, / Dear Mr Jones,</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Paragraphing: You can indent (see informal letter unit 7) 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.</p>
<p>Signing off: on the left-hand side of the page, followed by a comma.</p>	<p>Yours faithfully, / Yours sincerely,</p> <p style="text-align: center;">- - -</p> <p>Jake Thomas</p>	
<p>Your signature and your full name clearly written underneath.</p>		

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.

In the FCE and ECCE Examinations students are told not to write any addresses.

Greetings / set phrases / signature endings commonly used in a letter to the editor

Greetings	Dear Sir, Dear Madam, Dear Sir/Madam, Dear Editor,
Set phrases for opening paragraph	<ul style="list-style-type: none"> • I am writing with regard / in response to the article in your newspaper / magazine about... • I felt I should write to you to express my opinion. • I am writing to express my opinion about an article that I read in your newspaper/ magazine about...
Signature endings	Yours faithfully, Yours truly, Yours sincerely,

4

A STORY

Linking words/phrases:

Time	before, before long, when, as soon as, just as, the moment that, while, as, during, in the meantime, immediately, after, afterwards, after that, later, some time later, soon, then, next, in the beginning, at first, in the end, finally, eventually, at last, until, by the time
Concession - Contrast	although, even though, in spite of, despite, however, no matter how/what, whatever, but, while, whereas, nevertheless, regardless of
Result - Consequence	so... that, such... that, therefore, so, otherwise, for this reason, under the circumstances, consequently, as a consequence, as a result
Cause - Reason	because (of), as, since, due to, owing to
Emphasis	in fact, as a matter of fact, actually, to tell you the truth, strangely enough

Expressions/phrases commonly used in story writing

It was too good to be true. It was a sight for sore eyes. I couldn't believe my eyes/luck. As luck would have it ... I was in/out of luck. (Un)luckily ... I breathed a sigh of relief. I was out of breath.	My heart was beating furiously. It made me jump. I burst out laughing / into tears. It was a real shock. It was getting on my nerves. It was the best / worst ever. I was in a good / bad mood. I was left speechless.	All of a sudden / suddenly ... The next thing I knew ... I was taken by surprise ... To my surprise ... (Un)fortunately ... Without a doubt ... Beyond any doubt ... Without thinking ...
---	---	--

5

A SEMI-FORMAL LETTER BASED ON PROMPTS

- 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 + first name or full name** depending on the degree of familiarity.

6

AN ESSAY

You can use the following linking words/phrases to:

List points	firstly, to begin/start with, in the first place, finally, last but not least
Add more points	in addition to this, furthermore, moreover, what is more, also, apart from this, besides, another point worth mentioning is
Give an example	for example, such as, particularly, especially, take for instance
Emphasise	in fact, as a matter of fact
Express contrast	although, in spite of, despite, however, but
Express cause/reason	because (of), as, since, due to, owing to
Express result/consequence	therefore, in this case, for this reason, consequently, as a result
Sum up	in conclusion, to sum up, all in all, on the whole, taking everything into account
Give your opinion	in my opinion/view, personally, I believe, the way I see it, from my point of view, I am in favour of, my belief is that

AN INFORMAL LETTER BASED ON PROMPTS

An informal letter is a personal letter usually written to a friend, a relative or an acquaintance. Note the layout below:

The diagram shows a template for an informal letter. On the left, three boxes provide instructions: the top one about the greeting, the middle one about indenting paragraphs, and the bottom one about signing off. The main area contains the letter's content. At the top right is the address: "92 Park Lane Epsom Surrey KT18 2LR 18 June 20....". Below the address is the date: "18 June 20....". To the right of the address is a box stating "Your address: on the right-hand side of the page (not always necessary)". Below the date is another box stating "Date: below the address". The letter begins with "Dear Betty," followed by four blank lines for the body of the letter. It ends with "Take care, Jill". A large box at the bottom states: "In the FCE and ECCE Examinations students are told not to write any addresses."

Greeting: on the left-hand side of the page (e.g. Dear Bill, Dear Mum). Put a comma after the name.

Indent paragraphs: start the first line of each paragraph under the comma.

Signing off: towards the middle of the page (e.g. Yours, Best wishes). Don't forget the comma followed by your first name written underneath.

92 Park Lane
Epsom
Surrey KT18 2LR
18 June 20....

Your address: on the right-hand side of the page (not always necessary).

Date: below the address.

Dear Betty,

Take care,
Jill

In the FCE and ECCE Examinations students are told not to write any addresses.

Greetings/ phrases/ signature endings commonly used in informal letters

Greetings	Set phrases for opening paragraph	Set phrases for closing paragraph	Signature endings
Dear Tom	How are you (keeping)?	Well, I think that's about it.	Yours
Dearest Jane	I hope you're fine.	Well, that's all for now.	Best wishes
Dear Mum	What have you been up to?	Well, I'd better finish off here.	All the best
Dear Aunt Sue	I haven't heard from you for ages.	I must go now.	Take care
Hi, Karen!	It was nice to hear from you.	Write soon.	Bye for now
Hello, Bill!	Thank you / Thanks for your letter.	Waiting for your letter.	
NOT:	Sorry I haven't written for so long.	I'm looking forward to hearing from you.	
Dear brother	It's taken me ages to reply, but ...	See you soon.	
Dear friend	I've been meaning to write back, but ...	Keep in touch.	
Dear cousin	Just thought I'd drop you a line.	Give my regards to everyone.	

You can use the following words/ phrases to:

ask for information	I'd like to know... I was wondering about... I want to find out... Could you tell me...	express agreement	I agree that... You are right about...
give information	I want to tell you... About the information you asked for... You should know... I have to say that...	offer to do something	I could... I'd be more than glad to... If you don't mind, I'll...

8

A BOOK REVIEW

Expressions/phrases used in a review of a book

Introduction	Main Part	Conclusion
This book is a best seller. The book is/was written by... It is a novel / a classic / a mystery, etc. It came out in... It was published in/by...	The book tells the story of... The story is set in... The book is about... The story begins... The plot portrays / revolves around / is based on... The plot becomes interesting/complicated when... At some point in the story... The hero/heroine of the story... The main character is... This book is badly/well written. The opening chapters are so appealing that you want to keep on reading. The book contains detailed/vivid descriptions of the characters. The book is very descriptive and informative. The plot is weak/confusing/slow in development. It is full of suspense. You'll be impressed by... It's long/boring/interesting/tiring/moving/original/scary, etc. Certain parts are funny/amusing. The ending is (un)predictable/disappointing. It has a surprising ending. The most powerful theme is...	It's popular with... I was highly disappointed by... It's great for... fans. All in all / Overall, I found it... I definitely recommend it. It's (not) worth reading. It was better than I expected. It's suitable for both children and adults. You will find it hard to put down. If you haven't read it, make sure you get a copy. There is no question why this book is considered a classic/masterpiece/ best seller, etc. It is a big let-down from start/ beginning to finish/end. It's worthwhile. I found the book boring/exciting. It's a masterpiece of its kind. It appeals to all ages. It's (un)suitable for children.

Appendix II

British and American English

words and phrases

British English	American English
autumn	fall
bill (at a restaurant)	check
biscuit	cookie
block of flats	apartment building
boot (of a car)	trunk (of a car)
candyfloss	cotton candy
car park	parking lot
caravan	camper, RV
cashpoint	ATM
chemist's	pharmacy
chips	French fries
city centre	downtown
cooker	stove / oven
crisps	potato chips
curriculum vitae (CV)	résumé
do the washing-up	wash the dishes
flat	apartment
flatmate	roommate
football	soccer
football boots	cleats
fridge	refrigerator
garden	yard
go to university	go to college
ground floor	first floor
handbag	purse
headmaster	principal
holiday	vacation
ill	sick
jumper	sweater
leisure centre	sports / recreation center
lift	elevator
lorry	truck
mark	grade
match	game
Maths	math
Ministry (of Education)	Department (of Education)
mobile phone	cell phone
motorbike	motorcycle
motorway	highway
mum / mummy	mom / mommy
office block	office building
pavement	sidewalk
pay rise	pay raise
petrol	gas
petrol station	gas station
(take a) photo	(take a) picture
queue	line
rubbish	garbage / trash
rucksack	backpack
secondary school	high school
second hand	used
shop	store
shop assistant	salesperson
surname	last name
sweets	candy
term	quarter / semester
tick ()	check ()
till (n)	(cash) register
timetable	schedule
toilet, loo	restroom
torch	flashlight
train (v)	practice (v)
trainers	sneakers
transport	transportation
trendy	stylish
trousers	pants
underground (railway)/tube	subway
washing line	clothes line

spelling

British English	American English
aeroplane	airplane
centimetre	centimeter
centre	center
colour	color
dialogue	dialog
favour	favor
favourite	favorite
grey	gray
humour	humor
kilometre	kilometer
litre	liter
metre	meter
millilitre	milliliter
millimetre	millimeter
neighbour	neighbor
organise	organize
practise	practice
programme	program
travelled	traveled
travelling	traveling
tyre	tire

grammar and usage

British English	American English
28 February	February 28
28th February	February 28th
at the weekend	on the weekend
in examinations	on examinations
in a team	on a team
cater to	cater for
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
burnt	burned
learnt	learned
smelt	smelled
spoilt	spoiled
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 examination	take an examination
have a shower	take a shower

Traveller 5**Student's Book**

H. Q. Mitchell - Marileni Malkogianni

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KSA - Edition **Traveller 5**

English Language

Secondary Stage

Credits System

Specialized Program

Level Five

نظام المقررات

البرنامـج التخصصـي

المـستـوى الخامسـي

Semester System

Specialized Pathways

English Language 5

المرحلة الثانوية

النظام الفصلي

المسارات التخصصية

اللغة الإنجليزية ٥

كتاب المعلم **Teacher's Manual**

H. Q. Mitchell - Marilena Malkogianni

Published by



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Edition 2016/2017

Introduction

OUTLINE OF THE COURSE

Objectives

Traveller is an exciting and easy-to-use course in English, which smoothly takes learners from Beginners to Advanced level. The main concern of the writers of this course has been to explicitly demonstrate how English is used in real-life situations, thus enabling learners to use it in meaningful contexts. *Traveller* has been meticulously designed to build the learners' ability to communicate their ideas fluently, accurately and confidently.

Goals

Traveller follows the requirements of the Common European Framework of Reference for Languages (CEF). It aims at achieving the following goals:

- **Communicative** - to help students establish relations, exchange information, express ideas, attitudes and feelings.
- **Socio-cultural** - to help students grasp an understanding of everyday life patterns of their age group. This covers topics such as home, leisure, etc. in the target language.
- **Learning how to learn** - to help students plan their work over a time span and set themselves realistic objectives.
- **Language and cultural awareness** - to help students acquire an understanding of the language and culture.
- **Effective preparation for all exams** (Cambridge FCE, Michigan ECCE, etc.).
- **Intercultural awareness**
- **Learner autonomy** - to help students set objectives and assess themselves through self-evaluation sections.

Syllabus

Traveller follows the modular approach, which enables students to deal with topics in depth and over a longer period of time. Moreover, the course uses an integrated approach to all four language skills (reading, listening, speaking and writing) in a carefully graded and well-organised, user-friendly syllabus combining functions, structures, vocabulary, pronunciation and communication skills. A building-block strategy has been employed through which every lexical and grammatical item is carefully presented and systematically revised enabling students to acquire the language naturally and use it in meaningful contexts. Communicative

language teaching is viewed as a practical activity rather than a theoretical notion.

Organisation and length of the course

Traveller 5 is designed for upper-intermediate level students (CEF B2). It is the ideal course to prepare them for the Cambridge FCE and Michigan ECCE examinations, as well as other exams at B2 level. However, the primary and most significant focus of the *Traveller* series is for learners to acquire the English language and use it in real-life situations.

The book is organised in four modules, each of which is divided into two units. The modules are well-organised within a steady framework. Throughout the module, students are presented with different aspects of the same topic. The modular approach promotes progress in all dimensions and by the end of the course, students will have systematically covered the vocabulary and grammatical structures outlined in the contents. Additionally, they will have been given the opportunity to develop all four skills, having been provided with adequate practice throughout the book. The precise time needed to complete the course will vary according to factors such as school organisation, class size, learner ability and motivation.

Key features

Certain key features of the book add to the challenging and motivating material of the course:

- **Motivating and contemporary topics** related to the interests of teenagers and young adults
- An integrated approach to all **four skills**
- Emphasis on **vocabulary building**
- **Grammar** presented and practised in **context**
- Systematic development of **reading and listening skills and subskills**
- A variety of communicative **exam-oriented tasks**
- A **step-by-step approach to writing**
- Gradual familiarisation with **examination type tasks**
- **Practical tips** leading to the development of exam skills and strategies
- A **round-up section** in each module providing regular revision and consolidation
- A **grammar reference** section
- **Cross-curricular and cultural information**
- **Personalisation activities**
- Opportunities for promoting **learner autonomy** with learning tips, self-assessment (*Now I can*)

sections, and learning objectives on the cover pages.

- An inductive approach to present grammar and vocabulary is employed, new information is related to prior knowledge with warm-up activities, Ss are asked open-ended questions and provided with problem-solving activities.

The language used in *Traveller 5* is mainly British English. However, it has been taken into consideration that English is spoken as a first, second or foreign language throughout the world and that students prepare for various examinations administered by British and American examination bodies. Therefore, in certain sections, American English is used in written and spoken texts. These sections are clearly highlighted with the use of the symbol ★ in the contents pages of the Teacher's Manual. To avoid confusion, British English spelling conventions are used throughout the book.

COURSE COMPONENTS

- Student's Book
- Student's CD
- Workbook
- Teacher's Manual
- Test CD/CD-ROM
- Class CDs

Student's Book

The Student's Book contains:

- A **table of contents** presenting the topics, grammar, vocabulary, reading, listening, speaking and writing activities practised in each module.
- **Four modules**, each 26 pages long, divided into two units and including a round-up section.
- A **speaking section** including pairwork activities.
- A **grammar reference** section with useful tables, examples and explanations of the structures dealt with in each module and a list of irregular verbs.
- An appendix containing **tips and guidance for the writing tasks**, information about the layout and set phrases students can use.
- An appendix with **differences between British and American English**.

Student's CD

The Student's CD is meant to give students extra practice at home. It includes the recordings from the listening activities in the Round-up Section of each module in the Student's Book.

Workbook

The Workbook is divided into modules corresponding to the Student's Book (14-16 pages

per module). It provides further practice of all the linguistic items and skills dealt with in the Student's Book and includes vocabulary, grammar, communication, reading and writing tasks.

Students are thus able to reinforce and consolidate what they have learnt and also gain a sense of achievement. There are also exam-oriented tasks to provide students with further practice and familiarise them with the examinations. The reading texts and tasks appearing at the end of each module are thematically linked to the topic of the module and offer further reading comprehension practice. It is recommended that some of the exercises in the Workbook should be done in class, but most of them should be assigned as homework.

Teacher's Manual

The Teacher's Manual contains:

- A **table of contents** as it appears in the Student's Book.
- The **Student's Book** with the key to all exercises overprinted.
- An **introduction**.
- **Instructions** to teachers about how to approach teaching a module in *Traveller 5*.
- **Teacher's Notes** including suggested answers to the pre and post reading activities, pre-listening activities, speaking activities and the warm-up section in writing.
- The **transcripts** for all listening sections and the corresponding tracks in the class CDs.
- **Pacing Charts**

Class CDs

The Class CDs include all the recorded material for the listening activities in the Student's Book.

Test CD/CD-ROM

The Test CD/CD-ROM contains:

- 4 tests corresponding to the modules of the book
 - a final test
 - keys and transcripts
 - the recordings of the listening tasks of the tests
- The tests can be printed in their original form. However, the teacher also has the ability to add, omit or change the order of the items and/or exercises according to the needs of their classes.

THE STRUCTURE OF THE MODULES/UNITS

Modules 1-4 (an overview)

Each module is divided into two units. In both units, the target language (vocabulary, grammar, functions) is presented and practised extensively, while at the same time the four basic skills (reading, listening, speaking, writing) and micro-skills are developed. Lastly, the round-up pages at the end of each module thoroughly revise the

grammar and vocabulary that have been taught in the module, provide additional practice with examination type tasks and offer a unique opportunity for self-evaluation.

Cover page

The cover page is the first page of the module. Students are introduced to the topic of the module through a discussion. They also learn about what topics they will deal with in the module. The purpose of doing so is to activate students' background knowledge, motivate them and create a sense of anticipation. The third section of the cover page is a set of learning objectives. Students read about what they will learn in the module, which motivates them and helps them become autonomous learners.

Units 1-8 (an overview)

The structure of each unit is as follows:

- reading (2pp.)
- vocabulary and grammar (2pp.)
- listening (1p.)
- vocabulary and grammar (1p.)
- speaking (1p.)
- examination practice (1p.)
- writing (2pp.)

Reading

There is one reading section in each unit. Throughout the book, students are exposed to a variety of reading material commonly found in examinations: newspaper and magazine articles, brochures, advertisements, extracts from literature, etc. The texts cover a broad range of motivating and contemporary topics and provide students with interesting, multi-cultural, cross-curricular information about the real world. The texts have been carefully selected not only for their language content, but also for their interest and appropriateness to the level and age of students this course is intended for. The texts aim at the development of reading micro-skills with emphasis on skimming or reading for gist, scanning for specific information, understanding details and awareness of text cohesion. The reading section is divided into five subsections:

1. PRE-READING

Before students are asked to deal with the reading material, they engage in warm-up activities, which introduce the topic and present the key words they will need. These pre-reading questions are usually general in nature, which students can relate to and express their opinion about or answer based on personal experience.

2. READING FOR GIST

This task requires students to read the text quickly and understand the main idea(s), the topic(s) discussed, the writer's purpose or attitude, etc. It is advisable that students be given sufficient, but not excessive time to carry out the task and that teachers point out to students that unknown words should not worry them at this stage.

3. READING FOR DETAIL

Students are required to read the text again, this time in detail, and do various types of activities, such as multiple matching, answering multiple-choice questions or reconstructing a gapped text, all of which familiarise them with examination-type tasks. It is important that teachers set a time limit and stick to it. Unknown words in the text, apart from a few key ones, should not be explained, but teachers should make sure that students do not have any unknown words in the questions and options as this could render the reading task impossible to complete. Teachers should vary the approach adopted and have students work individually at times and in groups at other times. Students should be encouraged to underline the parts in the text which led them to their answer choice and compare their answers in pairs or small groups before they are discussed in class. Teachers should always ask students to justify their answers and say why they have eliminated the other options.

Students are further helped to develop their reading skills and cope with examination tasks with the inclusion of useful advice given throughout the book in the form of tips.

4. GUESSING THE MEANING OF UNKNOWN WORDS

This section requires students to guess the meaning of certain unknown words appearing in the text by looking for clues in the context. It is worth mentioning that some of the words appearing in this section may be beyond the level of the students. However, the aim of the activity is to have students guess the meaning of advanced lexis, which they are likely to encounter in examinations as well as in real life when reading authentic texts. It is important that this activity be done in class and it is strongly recommended that students work in pairs or small groups and compare their answers.

5. POST-READING

The reading section ends with post-reading questions, which give students the opportunity to give a personal response to or expand on the topic

of the reading text using topic-related vocabulary. It is recommended that this activity be done systematically to round up the reading section.

Vocabulary and Grammar

There are two vocabulary and grammar sections in each unit, one after the reading section and a shorter one after the listening section.

The lexical material presented is relevant to the topic of the module and is semantically grouped. Vocabulary is presented and practised in situational and linguistic context, which facilitates understanding. Particular attention has been paid to the selection of useful, high-frequency lexis appropriate for the students' level, while it is borne in mind that vocabulary is not just words but also phrases or chunks of language, which have the same function that single words do. There are 2-3 subsections in each vocabulary section covering different lexical areas such as phrasal verbs, collocations, words easily confused, word building, lexical sets, words with prepositions, prepositional phrases, idioms, etc. It is worth mentioning that the text in the reading section always serves as a springboard for the vocabulary section. Students are asked to observe the lexical items as used in the text, infer their meaning or use and come up with more examples of their use.

This section also deals with essential grammar and focuses on the main grammatical points and structures, examples of which appear in the preceding reading or listening texts. Their use and usage is illustrated in context through example sentences, and students are actively involved in the understanding of grammar through various language awareness activities. For example, they are required to make inferences about the functions and formation of grammatical structures and to complete tables and/or sentences. In this way, students develop strategies which help them identify language patterns, develop a greater awareness of language and become more independent learners. A more detailed presentation of the grammar focus in each unit is included in the Grammar Reference at the back of the book, which students may refer to whenever necessary.

The activities in the practice section offer further practice of grammar, often in real-life contexts which enable students to use the new material meaningfully and realistically. **Practice** is an important part of the grammar section and it consists of one or more activities which allow students to use the structure they have learnt

in context, while teachers are able to check their students' comprehension of the particular structure. These activities can be completed in class, either in pairs or individually.

Listening

The listening section, the topic of which is always related to the general topic of the unit, consists of one or two parts. A variety of spoken text types and task formats have been employed, through which important listening micro-skills are developed. In most cases, there is a pre-listening activity which smoothly introduces the topic of the listening activity, activating students' background knowledge and preparing them for the task at hand. Quite often there is also a listening for gist activity requiring students to listen to the text once and check their predictions or understand the main idea(s), the topic(s) discussed, etc. The main listening task focuses on listening for gist and/or specific information. There are different task types, all of which are to be found in Cambridge FCE, Michigan ECCE and other exams (multiple-choice questions, multiple matching and gap filling).

It is a good idea to have students read through the questions/sentences or go through the pictures which they are required to use in order to complete the task first, and make predictions about what they will hear. It is also important to stress that students do not need to understand every word that they hear. After making sure that students have understood the instructions and the language included in the activity, play the CD. Elicit answers from students and ask them to justify their answers. Then, if necessary, play the CD again and clarify any points that have not been understood.

Students are further helped to develop their listening skills and cope with examination tasks with the inclusion of useful advice given throughout the book in the form of tips.

Speaking

In the speaking section, various tasks provide students with further practice of the vocabulary, structures and functions presented in the preceding sections. Students are engaged in meaningful communication and emphasis is placed on communicating for a particular purpose. Students usually work in pairs and perform a variety of real-life tasks which follow the FCE or ECCE format. They discuss or exchange information, make suggestions, make decisions or express personal opinion in order to achieve a communicative goal. By working in pairs, the amount of time students speak is increased significantly and cooperation among

students is encouraged. In addition, pairwork helps to lessen students' communicative stress. Verbal and/or visual prompts are always provided to facilitate the students' task. For most speaking activities, support is provided through boxes including words, phrases and expressions related to the topic of the speaking activity in order to help students carry out the task successfully. In pairwork involving information exchange, each of the two students is provided with a different set of information found in a special section at the back of the book.

To achieve optimum results, it is advisable to set a time limit for the activity and stick to it. During the activity, the teacher should go round the classroom, listen to the discussions taking place and make sure that students speak only in English. Whenever necessary, help and support should be provided. As the aim of the activity is to enhance students' fluency, it is recommended that teachers should not interrupt them in order to correct their errors. It is preferable that the teacher keep a record of common or basic mistakes and comment on them at the end of the activity. There is ample opportunity to focus on accuracy and correct errors while doing other types of activities.

Students are further helped to develop their speaking skills and cope with examination tasks with the inclusion of useful advice given throughout the book in the form of tips.

Examination Practice

This section gives students further practice in structural accuracy through tasks that simulate examination-type tasks (open cloze, sentence transformation, multiple-choice questions, etc.).

Writing

Writing is perhaps one of the most difficult skills for students to master. The writer must take many things into consideration: purpose, audience, syntax, paragraphing, punctuation, spelling and handwriting. For this reason, the course has paid particular attention to this skill. Students build up their writing skills in an integrated manner as the writing activities are thematically linked to the unit. By the time students reach the writing section, which is the final section of each unit, they will have dealt with the necessary grammatical structures and vocabulary they need in order to complete the writing task. Most importantly, before they are required to do the writing task, students are provided with a model essay/article/e-mail, etc. so they are exposed to a sample of what they have to produce later. In addition, the course trains students to develop vital writing skills based

on the analysis of texts and the systematic planning of their written work. There is a range of activities, focusing on planning, layout, brainstorming, style, register and text organisation, linking words/phrases, and cohesion/coherence. Students are instructed to refer to Appendix I, which is a guide to writing including instructions concerning layout as well as set phrases and expressions that students can use depending on the writing task they are required to complete.

The writing tasks are particularly suitable for homework, as they give students the opportunity to revise the language introduced in the unit and expand on the topic. Instructions should be explained carefully in class, as it is important to ensure that students have fully understood what they are expected to do. Students' written work should always be corrected (not during class time) and returned to students in due course. Moreover, students should be familiarised with a correction code, like the one suggested below, which will help them identify and correct their own mistakes.

WW: wrong word
S: spelling
P: punctuation
T: tense

A: article
WO: word order
^: something missing
Pr: preposition

Another way to deal with writing is as a cooperative activity. Writing in pairs or groups can be highly motivating for students and incorporates research, discussion and peer evaluation.

Students are further helped to develop their writing skills and cope with examination tasks with the inclusion of useful advice given throughout the book in the form of tips.

Round-up

The round-up section consists of five pages including a reading comprehension task, exercises revising the vocabulary and grammar dealt with in the module and a listening comprehension task. Most of the tasks simulate examination-type tasks (open cloze, sentence transformation, multiple-choice questions, etc.).

There is also a self-evaluation chart at the end of each round-up section, where students can check their progress. This chart gives students the opportunity to take responsibility for their learning, see what they can do with the language they have learnt and evaluate their own strengths and weaknesses. However, in order to evaluate students' performance, we must ask ourselves about the purpose of evaluation. What do we hope

our students will learn? Since our purpose is to improve students' ability and not simply to judge it, we must try and provide them with feedback about their strengths and weaknesses. Here are some practical ideas on how we can go about doing this:

- Monitor and describe students' performance, on paper and verbally, so that they can overcome any difficulties. Try to get them to articulate what they can do.
- Determine whether students have understood the task.
- Judge a task not only for the end result, but also reflect upon the stages and process students went through.
- In the final stage, it is a good idea to help students determine what has been achieved.

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned as homework, make sure that students fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate through examples what the task requires them to do, by doing the first item.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging students to focus on gist only. When necessary, however, certain key words that block understanding could be explained.
- Regarding the grammar section, students will feel more confident if unknown words are explained before they do the grammar activities.
- In the listening tasks, make sure that students have no unknown words before they do the tasks.
- In speaking activities, it is important to remind students that there are no right or wrong answers; the aim is to get them talking about the topic and ideally use some new vocabulary.
- When explaining new lexical items, a variety of techniques could be employed such as example sentences, mimicry, definitions, antonyms, synonyms and/or translation.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where students are asked to do guesswork, no answers should be revealed before students proceed to the actual task and check their predictions.

Instructions

HOW TO APPROACH A MODULE IN *TRAVELLER 5:* SUGGESTIONS AND TIPS

Cover page

- Ask Ss first to look at the picture and title of the module. Have a short discussion based on them.
- Briefly discuss the questions in the Discuss box. The purpose of this activity is to familiarise Ss with the topics dealt with in the module and create a sense of anticipation so it is not necessary that all Ss respond to the questions. Teachers should aim to spend approximately five minutes on this activity.
- Ask Ss to flick through the module and find the texts/topics mentioned in the second box. After a couple of minutes elicit answers.
- Refer Ss to the third box (In this module you will...) which mentions the learning objectives. Make sure Ss understand what the objectives are and, if necessary, explain some words in Ss' native language.
- Keep in mind that it is advisable to use the Ss' L1 when necessary (e.g. to initiate a discussion on a topic in order to activate Ss' background knowledge, to explain grammar rules, etc.)

Reading

- Teaching a reading section should always start with activating Ss' background knowledge of a topic in order to facilitate understanding. So, before Ss are asked to deal with the reading material, they should be engaged in warm-up activities. This is the purpose of the pre-reading questions in all reading sections.
- Briefly discuss the pre-reading questions after explaining any unknown words in this section. No more than three to five minutes should be spent on this activity even though Ss may want to spend more time discussing the questions.
- Explain the reading for gist task and any

unknown words in the rubric, question or options.

- Have Ss read the text silently and point out that they should do it quickly focusing on understanding the main ideas and not paying attention to details. Set a time limit (no more than 3-5 minutes) and stick to it. Once time is up, elicit answers and ask Ss to justify them by referring to the text.
- Read and explain the reading tip if provided. Make sure Ss have understood it.
- Explain the third task in the reading section (scanning for specific information, reading for details, or reconstructing a gapped text) and any unknown words in the rubric, questions or options.
- Have Ss do the task. Set a time limit (10-15 minutes) and stick to it. If you have 'early finishers', tell them to proceed to the fourth task (guessing the meaning of unknown words).
- Point out to Ss that it is not necessary for them to understand the meaning of all the words in a text in order to successfully complete the task. Tell Ss that you will explain any new vocabulary after they have tried to do the task. Explain that often the context a word is in will help them understand its meaning and that in other cases the fact that they do not understand the exact meaning does not obstruct comprehension of the meaning the writer wants to convey.
- Once time is up, elicit answers and ask Ss to justify them by referring to the text. Encourage Ss to underline the parts in the text which provide justification for the correct answers.
- Explain any unknown words Ss might have in the text (by providing definitions, giving examples, miming, showing pictures,

translating, etc.), and ask them to read the text at home again. Explain to Ss that by reading the text at home again, they are able to practise pronunciation and intonation.

- Ask Ss the post-reading questions and encourage them to expand on the topic. Alternatively, you can ask Ss to prepare answers to the post-reading questions orally at home and discuss them in the next lesson.

Vocabulary

- Read and explain the tip if provided. Make sure Ss have understood it.
- Have Ss do the exercises providing them with help when necessary.
- Assign the corresponding exercises in the Workbook for homework.

Grammar

- Encourage Ss to observe the examples given and use their background knowledge and logic in order to come up with the answers to the questions asked. Provide them with help and more examples of the specific grammatical items when necessary.
- Refer Ss to the grammar reference section at the back of the book. Give any explanations necessary.
- Have Ss do the exercise in the practice section. Elicit answers and ask Ss to justify them.
- Assign the corresponding exercises in the Workbook for homework.

Listening

- Briefly discuss the pre-listening questions in order to familiarise Ss with the general topic of what they will hear.
- Read and explain the listening tip if provided. Make sure Ss have understood it.
- Explain the listening task and any unknown words in the rubric, questions or options. In many sections there are two tasks, one that focuses on gist and another that focuses on listening for specific information.
- Before proceeding to the task, it is always a good idea to engage students in a conversation in order to acquaint Ss with the context of the situation and the type of discourse they will hear, for example monologue, dialogue, interview, etc.
- Going through the questions/sentences included in the task as well as looking at the pictures and making predictions about what Ss will hear will also facilitate comprehension.
- Point out to Ss that it is not necessary for them to understand every single word in the recording in order to successfully complete the task.
- Play the CD and have Ss do the task.
- Elicit answers and ask Ss to justify them by referring to the spoken text.
- If necessary, play the CD again and pause at appropriate points to draw Ss' attention to key words/phrases indicating the correct answer.

Speaking

- Briefly discuss the warm-up questions.
- Read and explain the speaking tip if provided. Make sure Ss have understood it.
- Pair work and group work can be difficult to manage in large classes. Consequently, it is advisable to spend some time explaining to Ss the benefits of these tasks and training them to work in pairs and groups. For instance,

stress that speaking activities are often the only opportunity Ss have to practise speaking the language and that these activities greatly increase the Ss' speaking time as compared to whole class discussions as everybody in the class has an equal opportunity to speak.

- Pair Ss up, and ensure that Ss are not always working in the same pairs.
- In the first units, it may be helpful to demonstrate with another student how the speaking activity should be carried out.
- Explain the second task (focus on pictures, help solve a problem, etc.) and any unknown words/phrases in the boxes.
- Set a time limit and make sure Ss stick to it.
- Have Ss do the task and go round the classroom, listening to the discussions taking place and providing help and support if necessary.
- Refrain from interrupting Ss to correct any mistakes they are making. The focus of these activities is on the communication of meaning, and interrupting Ss can be frustrating for them and defeat the purpose of the activity.
- Have a few pairs do the tasks in front of the whole class.
- Elicit feedback from Ss and give your own feedback.
- Discuss the questions in the further discussion section after explaining any unknown words/phrases in the boxes.

Examination practice

- Read and explain the tip if provided. Make sure Ss have understood it.
- Explain the tasks, set a time limit and have Ss do them.
- Elicit answers and ask Ss to justify them.
- If time is not enough, assign the tasks for homework.

Writing

- Briefly discuss the warm-up questions.
- Do each of the writing sections in turn (focus on using prompts, focus on content and organisation, focus on language and style, etc.) after explaining the tasks to Ss and any unknown words/phrases.
- Read and explain the writing tip. Make sure Ss have understood it.
- Refer Ss to Appendix I, which is a guide to writing including instructions concerning layout, set phrases and expressions.
- Point out to Ss that the unit provides them with a model text, a general outline and writing tips for the specific type of writing (i.e. letter, essay, article, etc.) that the writing section focuses on. Ss should use these as well as Appendix I for reference purposes when they are doing the writing task.
- Explain and assign the writing task for homework. If time permits, have Ss do the brainstorming and outline in class.
- Stress the importance of planning in the writing process and tell Ss that you expect them to submit their outline along with their final draft of the writing task.
- Correct Ss' work using a correction code (see Introduction). Make a general comment on what the student has done well and also comment on what specific aspect of writing the student needs to work on.

UNIT 1

p.11

2. STATIC AND NON-STATIC VERBS

A.

- What does your friend want to do? When? Why is the Present Simple used here?

Your friend wants to go on a trip now.

The Present Simple is used because *want* is a stative verb, and therefore is not used in progressive tenses.

- What is the difference between *you are thinking* and *you think*?

The meaning of the verb *think* is different in each case: *you are thinking* means that you are considering something, whereas *you think* means you believe it.

p.13

VOCABULARY

- Geographical features: coast, jungle, valley, lake, swamp, peninsula, etc.
- Facilities in a hotel: reception, exercise room, restaurant, gym, etc.
- Sights: museum, bridge, fort, etc.
- Tourism-related jobs: hotel manager, airline pilot, cruise director, etc.

- Which of them would you definitely not be interested in? Why?

I would definitely not be interested in the Extreme Sports and Stunt Vacation and the Zero-gravity Flight Experience. I think that both of these activities are too extreme for my tastes.

SPEAKING

p. 14

1. WARM-UP

- Where do you usually go on holiday? How do you get there?

I usually go to a seaside resort on my holidays because it's a nice place to be during a hot summer. My family and I usually travel by ship or by car depending on where we are going to.

- Would you prefer a relaxing holiday or an active one?

I think an active holiday is best because I have more fun when I participate in different activities. If I want to relax, I can stay at home.

- What do you like doing on holiday?

Of course that depends on where I am, but generally speaking I like doing sports, going sightseeing and eating the local food.

2. FOCUS ON PICTURES

A.

SA: Both destinations provide the opportunity for relaxing in different ways. In picture A1, you have the chance to go swimming and enjoy a variety of water sports, such as scuba diving and windsurfing. On the other hand, a holiday in the mountains (picture A2) gives you the chance to breathe fresh air, enjoy nature and go hiking.

SB: If I had to choose between the two, I would probably opt for the beach, because I love to spend time in the sea and do water sports.

B.

SB : Both means of transport are very popular. Travelling by car is particularly convenient for shorter trips. If you have to make a longer trip, it also gives you the chance to admire the countryside. However, flying is better for long distances because it is much faster. Nevertheless, the higher cost of flying and the time it takes to get to an airport are disadvantages.

SA: Although I recognise that flying is faster, I prefer to use a car as I feel more relaxed. For example, I can have a break whenever I want one.

SUGGESTED ANSWERS

MODULE 1

UNIT 1

READING

pp. 8-9

1. PRE-READING

- Which of the following activities do you find most appealing? Why?

Personally, I find White-Water Rafting the most appealing of all the activities. I like it because it's exciting, it's good exercise and because you get to see beautiful rivers and countryside.

- If you were interested in taking part in one or more of the activities above, what information would you like to know?

I would like to know where I can do the activity and when I can do it, for example which season, at weekends, etc. Of course, I would also like to know if I have to have any special skills and how much it would cost.

POST-READING

- Which of the trips or vacations would you prefer and why?

I would prefer the White-Water Rafting Trips and the Diving Trips because I enjoy being close to nature.

3. FURTHER DISCUSSION

- If you had to choose between an extreme holiday and a relaxing spa getaway, which would you prefer and why?
 - Extreme holidays are a challenge, but not for everybody.
 - Aspa is a relaxing option, away from the noise of the big city and the hectic lifestyle.
- Imagine that you could go on a two-week paid holiday anywhere in the world. Where would you go and how would you get there?
 - I would choose to go to Bali and stay in a bungalow on the sea shore. I would go swimming, try the local delicacies and enjoy the sun. I would get there by plane, because Bali is far away from where I live.
- If you were planning a holiday and had to choose between a place you have never been to before and somewhere you have been to many times, which would you choose and why?
 - I love surprises, so I would definitely go for a place I have never visited. I like the thrill of discovering a new country / meeting new people / tasting local food.
- What do you think the secret to having a good holiday is?
 - For some people it means visiting an exotic country or staying at luxurious hotels, but I think the most important thing is to travel with good company, to share your travelling experience.

WRITING

p. 16

DISCUSS

- If you had the opportunity to visit an English-speaking country, which one would you choose?
I'd choose England because I've read so much about that country.
- Which places in that country would you like to visit and what activities would you like to do?
I'd definitely visit London and I would see all the sights there. I'd visit the British Museum and I would also eat fish and chips.

UNIT 2

READING

pp. 18-19

1. PRE-READING

- When you hear the phrase ‘amazing places’, what kind of places come to mind? Which ones would you like to visit?

The places that come to my mind are places of historical and cultural interest. Places of amazing natural beauty like national parks also come to mind. I'd very much like to visit the Sanqingshan National Park in China which I've seen pictures of and the historical city of Damascus in Syria.

- Which of the following are important for you when you visit a place?

Since I love nature, geographical features attract me, but I'm also interested in culture and traditions. Of course, it always helps if the weather is good when you visit a place.

• What do you know about Iceland?

I know that it is an island country in the North Atlantic Ocean, but other than that, I know very little about it.
(Information about Iceland follows in the text.)

POST-READING

- Would you like to visit Iceland? Why/Why not?

I wouldn't say that I don't want to visit Iceland, but in fact there are many other places in the world that I would rather visit.

- How is the place you come from different from Iceland?

I come from a country in the Middle East. The geographical features of my country are very different from the ones in Iceland and the weather is very different too.

LISTENING

p. 22

1. PRE-LISTENING

- Do you like visiting museums? Why / Why not?

Actually, I like visiting museums a lot. Of course it depends on what kind of a museum it is, but generally speaking in museums we can see interesting exhibits that are unique in some way, or learn about different topics.

- Which of the following museums would you be most interested in visiting?

Because I'm interested in the life and mission of the Prophet Mohammad, I'd visit the National Museum of Saudi Arabia.

SPEAKING

p. 24

1. WARM-UP

- Where do you live? What do you like or dislike about the area?

I live in a flat in a big city that is the capital of my country. I like living here because big cities have more to offer than rural places. For example, my flat has all the comforts and there are many shopping malls and restaurants nearby.

2. CHOOSING BETWEEN OPTIONS

OPTION 1	
What are the neighbourhoods like?	- located downtown - five-minute walk from subway station and within walking distance from supermarket, various cafés, restaurants
What are the drawbacks of each?	- more expensive - small, one bedroom - a lot of street noise
What sort of condition is each building in?	- modern apartment, well furnished, airy, with a view of the city
How much is the rent for each place?	- 450 dollars in total per month
OPTION 2	
What are the neighbourhoods like?	- on the outskirts of the city - 30-minute bus ride from downtown - quiet area - pleasant surrounding area, open spaces
What are the drawbacks of each?	- you have to share the kitchen, living room, bathroom with others - poor bus service and lack of facilities such as shopping malls, hospitals, libraries, etc.
What sort of condition is each building in?	- old house with a large garden, trees and a wooden fence
How much is the rent for each place?	- 300 dollars per person

The option I would choose is the first one. I think it is important to be near supermarkets and restaurants and also have access to reliable and frequent means of transportation.

3. FURTHER DISCUSSION

- What are the advantages or disadvantages of living in a large city?

Advantages:

- access to supermarkets, restaurants, etc.
- access to public transportation

Disadvantages:

- hectic pace of life
- large cities are often overcrowded and polluted

- What are the advantages or disadvantages of living with roommates?

Advantages:

- company
- more economical (split rent, electricity bills, etc.)
- split housework

Disadvantages:

- limited personal space (probably only your bedroom)
- lack of privacy

- housework can cause stress and arguments
- If you could build a house anywhere you wanted, where would you choose, and why?
- I would choose to build my house on top of a hill overlooking a bay, preferably on a Mediterranean island, because I love being close to the sea and I also enjoy waking up in the morning to a beautiful sea view.

WRITING

p. 26

DISCUSS

- What kind of magazines do you enjoy reading? What particular kinds of articles attract your attention?

I like reading in general, so I like reading magazines too. I particularly like reading literary magazines with articles about poetry and poets. / I'm a sports fan so I like reading sports magazines with articles about different sports.

- Do you enjoy reading magazines about travel and different places in the world? Why / Why not?

Yes, I do because it is unlikely that I will be able to travel to many places in the world, so by reading articles about these places, I get to know about them.

MODULE 2

UNIT 3 READING

pp. 34-35

1. PRE-READING

- Look at the following crimes, discuss how common they are and rank them in order of seriousness.

I think theft is quite common, with murder and kidnapping being considerably less common. In my opinion, murder and kidnapping are much worse than the other crimes listed.

5. POST-READING

- Make up your own funny crime story using one of the following openers.

A thief attempted to break into what he thought was a deserted car, however, what he didn't know was that the owner of the car was just taking a nap in the back seat. The thief got into the car, managed to start it and was driving to his house to hide the car, when he decided he wanted to do some shopping. He parked the car outside a supermarket and went in to do his shopping. Meanwhile, the owner of the car, who had been fast asleep in the back seat, woke up to find himself far from where he had originally parked. After a few minutes, he put two and two together and guessed what had happened. He took out his mobile phone, notified the police who came immediately, and when the thief came out of the supermarket with his groceries, he was arrested.

LISTENING

p. 38

1. PRE-LISTENING

- Why do laws exist?**

Laws exist to protect people from being harmed by others and to discourage people from harming others.

- Can you think of any laws that are too extreme, strange or ridiculous to be enforced?**

I read somewhere that in Britain it is against the law to die in the House of Parliament. I think that is a very funny law. If somebody had a heart attack and died in the House of Parliament, how would the authorities be able to enforce the law?

SPEAKING

p. 40

1. WARM-UP

- What kinds of crimes are common where you live?**

Traffic violations are quite common, and in crowded places thefts are also common.

- For certain minor crimes, people can be sentenced to do community service rather than serve time in a prison. What do you think community service is?**

(Students guess what community service is. Community service is unpaid work that criminals sometimes do as a punishment instead of being sent to prison.)

2. FOCUS ON PICTURES

A.

SA: Picture A1 shows a burglar breaking into a house, whereas picture A2 shows a pickpocket stealing a wallet. In my opinion, it is easier to prevent a burglary. Always lock the door before you leave and make sure that all the windows are closed. Putting in a burglar alarm would give you added security, too.

On the other hand, preventing a pickpocket is not easy, as it can happen to anyone; yet there are some dos and don'ts that can help. Firstly, always be careful when you are in a crowded place. Secondly, don't have your wallet in a place where it can be seen by other people.

SB: I think a burglary would be worse, because it might involve violence. I would be terrified if a stranger broke into my house especially because I would be in danger. Usually people are not aware of pickpockets until it's too late. However, it is still upsetting because something valuable is stolen.

B.

SB: In picture B1 we see a person doing community service because he has violated a law, probably a minor one such as driving through a red light. In picture B2 we see a prison cell, which is the conventional form of punishment, especially for serious crimes. In my opinion, community service is right for first-time offenders because it gives them the opportunity to reform. However, I strongly believe that violent criminals who are a danger to society should be sent to prison.

SA: In my opinion, the most difficult punishment to endure is imprisonment, as you have to live in a

confined place, away from your family and friends. Also, former prisoners face difficulty finding a job.

3. FURTHER DISCUSSION

- What do you think leads people to commit crimes like shoplifting or pickpocketing?**

- People who commit these crimes might believe that they are easy to get away with. They irresponsibly overlook the moral issues of right and wrong and don't think of the consequences if they get caught.

- Is it better to punish or try to reform a criminal?**

- There needs to be a balance between the two.

Punishment shows the criminal that he will suffer and sets an example for others. Counselling offers better chances of long-term benefit for the community.

- It depends on the crime and the age of the offender.

- In your opinion, what are the advantages of having somebody who committed a crime do community service?**

- The community benefits from it (e.g. painting a hospital or doing the shopping for an old person as a form of punishment).

- By violating the law, a criminal is aiming at personal gain. Community service means reversing the process: they have to offer something to others without benefit.

WRITING

p. 42

DISCUSS

- What examples of vandalism can you think of?**

One act of vandalism that I have heard about is when diving platforms in Jeddah were destroyed. I've also heard of football fans in many countries who commit acts of vandalism during games; they destroy stadiums and surrounding shops.

- What do you think causes vandalism?**

People who commit acts of vandalism have a lack of respect for public property and for other citizens in general. This might be due to the fact that their families, their schools and the communities where they live have not done enough to give them the right values of good citizenship and to instil a sense of responsibility in them.

UNIT 4

READING

pp. 44-45

1. PRE-READING

- What's your favourite adventure story?**

My favourite adventure story is the *Epic of Gilgamesh*. It's the story of the mythological Sumerian hero-king Gilgamesh and his friend Enkidu; together they have many exciting and dangerous adventures.

- What qualities do you think an adventurer should possess? In your opinion, is courage more important than physical strength?**

I think an adventurer should be curious, brave and have the quality of perseverance. I do think that courage

is more important than physical strength because no matter how strong you are, if you are not courageous, you probably wouldn't embark on an adventure.

5. POST-READING

• What do you think will happen next in the story?

(Answers will depend on students' predictions.)
I think that Quatermain, Sir Henry Curtis and Gagool will be trapped in the chamber and will start trying to find a way out. They will manage to find one, but it will be very dangerous and maybe on the way out, someone will die.

• If you were to undertake a journey through the African wilderness, what sort of difficulties do you think you would encounter?

I suppose I would encounter many difficulties such as wild animals, poisonous insects, difficulties travelling through the jungle, unfriendly tribes, maybe lack of food and shelter, etc.

• Why do you think the search for hidden treasure is a popular theme in many books?

Because a hidden treasure always excites our imagination and the search is usually adventurous and a lot of suspense is involved.

LISTENING

p. 48

1. PRE-LISTENING

• Do you like motorcycles? Why / Why not?

- I love motorcycles because riding them gives you a sense of freedom that you don't have in a car. Also they are more convenient in traffic and easier to park than cars.
- I don't particularly like motorcycles because when you ride them you are exposed to the elements, rain, heat, cold, etc. Moreover, riding a motorcycle can be dangerous and if you are involved in an accident, you could be seriously injured.
- What kind of events do you think take place at a motorcycle rally?
- It's hard to guess, but I would imagine that races take place, maybe organised excursions, or exhibitions of motorcycles.

SPEAKING

p. 50

1. WARM-UP

• Are you an adventurous person? What makes you think so?

- Well, I'd say that I am an adventurous person because I love stories of adventure; whenever I have the opportunity to do something I haven't done before, or go some place I have never been before, I never turn it down. Also, I'm not afraid of the unexpected.
- I don't think I am very adventurous. I like to have a sense of security and a certain degree of predictability in my life. In addition, I don't enjoy having to do without comforts.
- How would you feel if you had to spend two months on a desert island by yourself?

Well, it would depend on the circumstances, for example whether I had supplies with me or not. However, I'd probably feel lonely and initially frightened, but motivated to face the challenge.

2. SPECULATING AND MAKING A DECISION

SA: First of all, I don't think that a sleeping bag or a tent would be very useful. They would make it more comfortable on the island, sure, but they wouldn't exactly help us survive, would they? Besides, we can make a shelter out of branches and leaves, or maybe stay in a cave if we find one.

SB: Good idea. I don't think matches and a compass would be very handy, either. If we're on an island, do we really need a compass? How lost could we get? It's not like there are many directions to go in. I definitely don't think we need matches, because all we have to do is strike two rocks against each other, or rub some dry sticks together, and we can start a fire that way.

SA: That's great. Now, I can't decide between the axe and the water purification tablets. If we find fresh water on the island, we wouldn't need the tablets, but if the water isn't clean, we're going to need them. I think the tablets are very important for our survival.

SB: You're right. Besides, we don't really need an axe; we can work together and pull things apart with our hands. I don't think we need a fishing pole either, because we can create a spear from a long stick, and make one end of it sharp with a rock. We can catch fish with that. It's essential that we have a first-aid kit, though. You never know what kind of infections we can get!

3. FURTHER DISCUSSION

• Which items that you use every day would you find difficult to live without?

- I definitely wouldn't be able to survive without my computer! It's how I find information / download e-books / communicate with friends and family all over the country; it's more convenient than using a phone.

• What qualities should you possess to survive on a desert island?

- In order to be able to survive on a desert island, you need to possess a great deal of patience and the ability to think logically and rationally in stressful situations. I also think it's important to have physical and mental strength. You have to remain calm and stay optimistic and make the best of what you have and try to survive.

• Why do you think more and more people are in search of adventure nowadays?

- Humans by nature like new experiences. They like to test themselves in terms of strength and endurance and see how they will react in these extreme situations. Also, there is a wide choice of 'extreme' activities and sports to do. TV programmes promote a positive attitude towards adventurous activities.

WRITING

p. 52

DISCUSS

- **Do you play tricks on your friends? Why / Why not?**
 - Actually I do play a lot of tricks on my friends because we all have a great sense of humour and laugh a lot with the tricks we play on each other.
 - No, I don't because it's not nice to put your friends in a difficult situation and make them feel uncomfortable or embarrassed.
- **What's the best trick you've ever played on someone or someone has ever played on you?**

(Answers will vary depending on Ss' individual experiences.)

My brother played a good trick on me. He was away studying at university and the whole family was expecting him to come home for a few days because we were celebrating a special occasion. While we were waiting for him at the airport, he phoned me to tell me that he had missed his flight and would not be able to come after all. We were all very disappointed, especially my mother. We drove back home in silence and as we were entering the house, we saw my brother there. He said, 'Surprise, I'm here after all!' He had taken an earlier flight, just to play a trick on us and was waiting for us at home with gifts for everyone!

MODULE 3

UNIT 5 READING

pp. 60-61

1. PRE-READING

- **What do you think cities will be like in the future?**

I think cities will be quite different. There will be many modern skyscrapers. I also think that there will be new advanced means of transport that will solve the traffic problems most large cities have.

- **What are the advantages and disadvantages of working or studying at home?**

Well, obviously one advantage of working or studying at home is that you don't have to commute to work / school. Also, you can work or study any hours you like. A disadvantage is that you don't have colleagues or fellow-students to discuss any problems with or even just to socialise with.

5. POST-READING

- **Would you like to live in a residential high-rise building like the ones described in the text? Why / Why not?**

Yes, I would because I think living in a place like that would be very convenient. I would be able to do many things like shopping and working out at the gym without having to waste time getting there and back.

- **How does the idea of having several virtual reality images of yourself sound to you?**

To me it sounds totally bizarre. It's very hard for me to even imagine what it would be like. I'm not sure I'd really like it.

SPEAKING

p. 66

1. WARM-UP

- **What types of public transportation exist where you live? How often do you use them?**

(Answers will vary depending on where Ss live.)

Well, where I live we have a public bus service that is quite efficient. Unfortunately, we don't have an underground or sky train yet. I don't use the buses very often because my family usually goes places by car.

2. HELP SOLVE A PROBLEM

Solution 1: car

If I were him, I would definitely buy the car, because he can use it to commute to work and go on vacation with his family (you wouldn't be able to do this with the motorcycle). Also, buying a car is a good idea because unpredictable weather conditions, such as rain or extreme heat, will not affect his journey. It is also safer and more comfortable, especially when you want to cover long distances.

Solution 2: motorcycle

The best solution would be to buy a motorcycle, because it's much cheaper both to buy and use. A motorcycle consumes less gas than a car and is less harmful to the environment. In addition, it's faster, even during rush hour.

3. FURTHER DISCUSSION

- **Why do you think many people prefer to drive to school/work rather than use public transportation?**

- Driving to work/school is far more comfortable than standing in a crowded bus or train.
- Driving is less time-consuming and far more convenient because there is no need to wait at bus stops or subway stations.
- Public transportation can be unreliable, dirty or in need of repair work.
- A car gives you the freedom to go anywhere you want.

- **In your opinion, what can be done to encourage people to use public transportation?**

Measures

- improving facilities for the elderly and people with disabilities
- reliable and safe night service that would appeal to young people
- reducing the travel time
- new routes within and on the outskirts of the city
- new daily, weekly and monthly cards with special prices for the young, the unemployed and the elderly

- **What do you think vehicles will be like in the future?**

- They will probably run on alternative sources of energy (e.g. vegetable oil / hydrogen / methanol).

- **Is it possible to have a form of transportation that is not harmful to the environment?**

- Apart from bicycles, almost all forms of public transportation are harmful to the environment, as they release CO₂ in the atmosphere.
- Some experimental cars are already using alternative sources of energy.

WRITING

p. 68

1. DISCUSS

- **Do you think that your lifestyle is as healthy as it should be? Why / Why not?**
 - I think I have a fairly healthy lifestyle. For example, I don't eat a lot of junk food, I keep fit and I always get enough sleep.
 - Unfortunately, my lifestyle is not as healthy as it should be. I don't eat regularly, I tend to skip meals and eat a lot of fast food. I don't have time to exercise and I don't always get enough sleep.
- **What things would you change in your life if you wanted to have a healthier lifestyle?**

I would try to eat more healthy food, I would try to exercise more in order to keep fit and I would try to make sure I get eight hours of sleep every night.

UNIT 6 READING

pp. 70-71

1. PRE-READING

- **In your opinion, what are the most serious environmental problems we are facing? Why?**

I would say that global warming is a very serious environmental problem that affects people all over the world. The destruction of rainforests is also a serious problem because they produce 40% of the Earth's oxygen.
- **What sources of power do you think will be used in the future?**

I think that the use of nuclear power and solar energy will become more common because reserves of fossil fuels are running out.

5. POST-READING

- **Would you like to visit the *Building the Future 7th International Exhibition*? Why / Why not?**
 - I would definitely like to visit this Exhibition because I'm very interested in both architecture and technology.
 - Not really, because even though I know that ecological architecture and technological advances are important issues, I'm not very interested in things like that.
- **Which section of the exhibition do you find most interesting/unrealistic? Why?**

In my opinion, the Homes Pavilion is the most interesting because it is also the most realistic, as it shows us things that will soon be possible.
I would say the most unrealistic section is the Sea Residence Pavilion because living in a giant plastic bubble under the ocean doesn't sound very probable to me.

LISTENING

p. 74

1. PRE-LISTENING

- **Which endangered species do you know of? Why are they endangered?**

I know that the Loggerhead Sea Turtle (Caretta

Caretta) is endangered because many beaches which are their natural nesting places have become popular with tourists so they no longer have anywhere to lay their eggs. Many of these turtles are threatened by fishing practices, for example they suffocate because they become trapped in fishing trawls. They are also threatened by sea pollution; for example they suffocate by getting caught up in plastic bags that have been dumped into the sea.

The Giant Panda is a species that is endangered because of habitat loss and a very low birth rate.

• What can be done to protect endangered species?

Several things can be done, such as protecting the natural habitats of these species and banning the hunting of them.

SPEAKING

p. 76

1. WARM-UP

• What are some things we can do to save energy?

We can try to adopt alternative sources of energy that are renewable, like solar power for example. At home we can avoid using devices that consume a lot of energy whenever possible.

• Do you do any of them? Why?/Why not?

Personally, I avoid using the air conditioner when it is not absolutely necessary and I try to use fans instead. I also remember to switch off electrical devices like the lights, the TV and my computer, when I am not using them. I try to do these things because I believe that we all have the responsibility to be ecologically aware and try to protect the planet we are living on.

2. SPECULATING AND MAKING A DECISION

• How helpful are these ideas?

SA: Using paper bags is generally considered more environmentally friendly, as plastic bags take hundreds of years to decompose. They also pose dangers to wildlife, especially marine animals, which can choke to death because of plastic bags in seas and lakes.

SB: And although one might say that paper bags come from trees that are cut down, they are still better than plastic bags because they are much more easily recycled.

SA: We should also think about replacing conventional light bulbs with energy-saving ones because they use much less energy and last eight times longer. This means you help the environment and economise on your electricity bills.

SB: I agree. In terms of rubbish disposal, I think if we could reduce the amount of waste that ends up in landfills by recycling, it would make a big difference to the environment. We would reduce the need to consume natural resources and help conserve important raw materials, while protecting natural habitats at the same time.

SA: Also, using your car less would definitely have a positive impact on the environment. Using public transport is one alternative, but riding your bike to work is even better. You stay healthy, too.

SB: What about water? As far as I am concerned, the shortage of water is the next big challenge that the Earth is about to face. We need to take measures to protect future generations. Avoiding baths and taking showers instead is one way to implement this, or simply installing energy efficient shower heads.

SA: Air-conditioning is another issue. It pollutes the environment, consumes a lot of energy and increases the demand for electricity, leading to power cuts during heatwaves. Installing ceiling fans is a good idea, or double-glazed windows that keep the heat outside the house.

SB: All in all, I think saving water and proper rubbish disposal are the two most effective ways of protecting the environment.

3. FURTHER DISCUSSION

- **Have you or your family taken any measures to reduce your impact on the environment? If so what?**
 - Yes, we use energy saving light bulbs. We also have ceiling fans which we use when air-conditioning isn't necessary.
 - **Which part of your daily routine do you think has the worst impact on the environment? Why?**
 - frequent showering, use of non-recyclable packaging
 - **Would you volunteer to help or donate money to an environmental organisation? What kind of organisation would interest you?**
 - Yes, both, because it is essential to help find possible solutions. Organisations protecting the rainforests or endangered species, or animals.
 - I wouldn't volunteer because I have no free time, but I would donate money instead.
 - **In your opinion, what is the best way to reduce the amount of rubbish we produce daily?**
 - avoid using paper/plastic bags when shopping; use reusable bags made of cloth
 - try to buy products with less packaging

WRITING

p. 78

1. DISCUSS

- **Is air pollution a serious problem where you live?**
Actually, it is. I live in a big city and air pollution, particularly in the city centre, is a serious problem.
- **What causes air pollution?**

Well, air pollution can be caused, for example, by factories, exhaust fumes from cars and air traffic near airports.

- **In your opinion, what can be done to reduce air pollution?**

Well, I think that factories should be obliged to have filters installed in order to limit the amount of pollution they cause. People should try to use hybrid cars rather than cars that use older technology and generally people should avoid driving their own car and prefer using public transport as much as possible.

MODULE 4

UNIT 7 READING

p. 86-87

- **Do you like visiting museums? Why / Why not?**

I really enjoy visiting any kind of museum, museums of natural history, art museums, historical museums, archaeological museums, you name it. I find the exhibits fascinating because they tell us so much about the world we live in.

- **What kind of exhibits can you see in the following types of museums?**

In a **natural history museum**, you can see exhibits of plant and animal life as well as geological exhibits.

In an **archaeological museum**, you can see artefacts from ancient times that tell us a lot about those civilisations.

In a **technology museum**, you can see how technology has developed through the ages.

5. POST-READING

- **How do you think a visit to these museums would benefit you?**

A visit to **Ripley's museum** would be beneficial because I think most people are naturally curious and would like to see a lot of strange objects that have been collected from around the world, something which helps to broaden one's horizons.

A visit to the **Lacda gallery** would benefit people by informing them about the applications of digital art and the latest advances in this field.

A visit to the **Ellis Island Immigration Museum** would be informative and at the same time humbling, because it would show people the circumstances that led millions of immigrants to leave their homes in search of a better life and the conditions they faced during their journey and upon arrival.

The **American Museum of Natural History** is a museum that would be quite educational; it would inform people about the history of our planet and make them more aware of the different forms of life on our planet.

The **Metropolitan Museum of Art** is a museum that offers a unique cultural experience. By visiting it people can see examples of art throughout the ages and become familiar with different cultures.

- **Is there any museum that you wouldn't consider visiting? Why?**

I'm not sure if I would choose to visit the **Lacda gallery**.

I'm not so interested in digital art and I would probably find doing something else more enjoyable.

SPEAKING

p. 92

1. WARM-UP

- **Do you consider yourself creative? Why/Why not?**

Yes, I do. I like making things like model planes and I'm very good at drawing and painting.

- **Do you know any famous artists in your country? What have they done?**

(Students' individual answers will vary.)

2. FOCUS ON PICTURES

A.

SA: Both pictures are examples of works of art displayed in an art gallery. Picture A1 shows a photograph of a train going through a desert whereas Picture A2 shows an abstract painting and it is abstract art. I believe that both photography and painting require certain artistic talent and imagination. Also, they are both forms of art that allow the artist to fully express him/herself. The main difference, which I believe exists between them, is that in A1 the image depicts reality as it can be seen through the lens of a camera, whereas in picture A2 the artist uses colours to create a non-existing image which expresses his/her thoughts or feelings. Also, in photography the artist must know how to work with light whereas in painting the artist must know how to work with colours.

SB: I prefer painting because it requires more imagination. Also, in abstract art each person who looks at a specific painting may have a different impression.

B.

SB: Picture B1 shows the inside of a museum with historical/cultural exhibits, whereas picture B2 shows the inside of a museum with modern exhibits. Both museums have a lot to offer their visitors. In the first museum visitors can see artefacts from the past and acquire a better understanding of the customs, beliefs and traditions of specific people. In the second museum, technology and multimedia are used to create new and exciting forms of art, such as installation art which allows visitors to interact with the art. This type of museum also represents our modern lifestyle.

SA: I believe that historical museums are more interesting because they allow us to learn about the past and see artefacts that no longer exist or are of historical significance.

3. FURTHER DISCUSSION

- Why do you believe visiting art galleries and museums is important?
 - Visiting art galleries and museums is important because it broadens one's mind and it provides intellectual stimulation, as well as a greater appreciation of the arts. It's a creative pastime which helps visitors understand various cultures and acquire knowledge.
- What is the most impressive work of art you have ever seen?
 - The most impressive work of art I have ever seen is *Water Lilies* by Claude Monet. The image and the colours used to create it are beautiful.
- If you were an artist, what would you like to create? Why?
 - If I were an artist, I would probably create a painting of the sea. This way I could use various shades of blue which is my favourite colour.

WRITING

p. 94

1. DISCUSS

- How often do you write letters? Who to? What about? I don't really write letters very often because I find

e-mail more convenient. However, if I didn't have e-mail, I would write letters to friends and relatives who live in other places. I would write to tell them my news and to keep up with their news or just to keep in touch with them.

- How would you communicate with a friend who lives in another city or country?

As I already mentioned, I find e-mail quite convenient, but I could also communicate by phone, or by instant messaging services like MSN.

UNIT 8

READING

pp. 96-97

1. PRE-READING

- How often do you use a dictionary?

I use a dictionary quite often because I'm learning two foreign languages and I find it necessary to look up the meaning of words, check their pronunciation and also find examples of how these words are used.

- Do you think that compiling a dictionary is a demanding task? Why? / Why not?

I'm sure that compiling a dictionary is an extremely demanding task. Just the idea of having to include all the words in a particular language, define them accurately and give other kinds of information about them is mind-boggling.

5. POST-READING

- Which of the dictionaries mentioned in the text do you think was the most pioneering or influential?

I think that the dictionary compiled by Khalil Ibn Ahmad was probably the most pioneering because it was the first complete single language dictionary and also the most influential because it encouraged the compilation of other dictionaries.

- Which of them would you like to see and possibly use?

I'd really like to see Khalil Ibn Ahmad's dictionary and I'd like to be able to see and use the Oxford English Dictionary.

LISTENING

p. 100

1. PRE-LISTENING

- Did you like fairy tales when you were a child?

Yes, I did and I think most children like having fairy tales told to them.

- What do you know about the Brothers Grimm?

(Answers will depend on individual Ss' knowledge.)

Background information

Jacob and Wilhelm Grimm were two German brothers who lived during the second half of the 18th century and the first half of the 19th century. They are famous for the folk tales and fairy tales they published. These stories were and still are very popular throughout Europe. A few of their most well-known stories are *Cinderella*, *Hansel and Gretel*, *Rumpelstiltskin* and *The Frog Prince*.

SPEAKING

p. 102

1. WARM-UP

• Do/Did you often use your school library? Why / Why not?

Yes, I use it very often. It has a large variety of books and I can borrow them free of charge. Sometimes I borrow books that I need for my projects and other times I borrow books that I like to read for fun.

• What type of books do you like to read?

I like reading science fiction books because reading stories about events that take place in the future always excites me. I know that these stories aren't realistic, but I like them because they make me use my imagination.

2. SPECULATING AND MAKING A DECISION

• What are the advantages and disadvantages of each of these options?

- Encyclopedias are very useful and reliable reference books, but they are quite costly.
- Art books help students learn about various forms of art and develop their creativity. On the other hand, they are not as beneficial for them as certain other types of books.
- Dictionaries are practical and they also help students' language development, but they may not be used very often by many students.
- Magazines, periodicals and comics are motivating for most students. They may read about topics which are up-to-date or out of the ordinary. The downside of purchasing these is that the school will have to pay a monthly or yearly subscription.
- Classical novels are also very important to have in a school library not only because they help language development, but because they allow students to read books which have been recognised as masterpieces. On the other hand, they may not be popular with certain students who may find them boring.
- Atlases may be very interesting for certain students and they may also help them in classes like geography. Nevertheless, for other students they may not be as useful or interesting as something else.

• Which two do you think would be most useful for the students?

I believe that the two most useful collections for the students would be the encyclopedias because they are reliable reference books which are necessary in every library and the novels (classics) because this way the students can be introduced to literary masterpieces which have been admired throughout the years.

3. FURTHER DISCUSSION

• In your opinion, what are the features that make a book important?

I believe that one of the main features that make a book important is whether it is able to positively influence the reader. This may be by allowing him/her to understand more about a culture, people or life in general.

• Is it important for schools to have a library with a variety of books?

I think it's very important. If a school has a library, books will be in easy reach for its students.

This is very convenient for the students because they won't have to go out of their way to find a book they need. Also because access will be so easy, many students may start using the library more often and therefore read more books.

• Why do you believe people read books?

There are many reasons why people read books. First of all, reading books is an enjoyable way to spend one's time. Secondly, some books are educational and help us expand our knowledge by learning about the past or present.

WRITING

p. 104

1. DISCUSS

• Do you read reviews of books in newspapers or in magazines? Why / Why not?

- Yes, I like to read reviews because they help me choose books that I want to read.
 - No, I don't find them very helpful. I prefer to read books that my teachers or friends have recommended to me.
- #### **• Do reviews influence your decision to read a book?**
- Yes, the information about the plot, characters and style of writing help me to decide if I would like to read a particular book or not.
 - No, I find reviews boring and not very reliable as the opinions expressed are always very subjective.

Listening Transcripts

UNIT 1

1.

Man 1: So, I heard that you went to Belize a few months ago. How was it?

Man 2: It was absolutely wonderful! I went in February, which is the high tourist season, so there were a lot of people. But I did so many things! I went scuba diving in the coral reefs, I went sightseeing in the area, and I even slept in the National Zoo on a special over-night tour!

Man 1: Wow! It sounds amazing. I will definitely plan on going, but not in February like you, when all the tourists go. Do you know when would be a good time?

Man 2: Well, November to May is the high tourist season, so avoid going then.

2.

Lake Plastira, in Thessaly, Greece, is an artificial lake that was created in 1960. It is 14 km long and 65 metres deep. It is ideal for exciting getaways and especially attractive to those who appreciate the great outdoors. Canoeing, which brings the majority of tourists to the lake, offers visitors the chance to enjoy a different view of the surrounding area. There is no set level of difficulty, since the distance and intensity can be chosen according to each person's physical condition. You can go to the lake's islets, where you can even leave your canoe and explore them on foot.

3.

As of March 2008, British Airways premium passengers enjoy the extreme comfort of six new lounges at Heathrow Airport. The luxury lounge complex can hold up to 2500 people! It is open to all business and first class passengers. The lounges include a boardroom, ensuite bedrooms and even a spa. The lounges also offer complete office facilities with Internet connection and numerous computers and printers. Business travellers will particularly appreciate the News Zone, where all the major British newspapers and magazines can be found. For young travellers, there is even a children's room with two plasma screens and a Playstation.

4.

The Airbus A380 is the newest and most modern aeroplane on the market. This double-deck aeroplane can carry up to 853 passengers. It features ten seats per row in economy class and six seats per row in business class. First class cabins are also available. Offices with computer rooms and Internet access are also located on the upper deck. Most importantly, these new planes are also environmentally friendly, as they produce less carbon dioxide than most planes and consume less fuel. So far, almost 200 Airbus A380s have been ordered by various airlines. Soon, these luxury planes will be taking off and landing at all major airports around the world.

5.

Man 1: Have you heard of Eurail?

Man 2: Of course. It's a system that offers passes for train travel throughout Europe. My cousin and

I bought a one-month ticket last summer and travelled to Portugal and Spain. It was absolutely wonderful! I'm going to do it again next summer.

Man 1: I'm going to buy a three-month ticket, and travel around Europe with my brother. We want to stop in different countries like Spain, France and Italy. I've always liked travelling by train and I can't think of a better way to see Europe.

6.

Man: Geneva is definitely Switzerland's most cosmopolitan city. It is built next to a lake of the same name, where you can see the famous Jet d'Eau fountain. The old city is proud of its unique landmarks. There are many museums such as the Art and History Museum and the Natural History Museum. If you are in a shopping mood, Geneva is known for its watches, its chocolates, and many more. Also, Geneva is known for its famous restaurants. You must not leave without trying the delicious Swiss cheese fondue at the Café du Soleil...

UNIT 2

2.

Man: Hello... er excuse me... My name is Alan Wells and I am writing a report on London's best tourist attractions. I see you've just come out of the London Dungeon. Could I just ask you a few questions about your visit? It won't take long.

Teen boy: Yes, OK. Why not?

Man: Thank you very much. First of all, a few details. How old are you?

Teen boy: 17.

Man: Did you go into the dungeon on your own or did you go in a group?

Teen boy: I went in with my brother and two other friends of mine. We are all here on holiday together.

Man: OK, great. So, had you heard about the London Dungeon before this visit?

Teen boy: Well, my uncle told me about it and said we really should come.

Man: How long did your visit last?

Teen boy: Well, we were probably in there for nearly two hours altogether, but when I was inside, I had no idea really. You get moved on from room to room with your group, but I never felt like I was being rushed through.

Man: How did you enjoy your visit?

Teen boy: Oh, it was fantastic! It was really scary, but very funny at the same time.

Man: Can you describe what you enjoyed most about it?

Teen boy: Well, I didn't really know what to expect. So, when we arrived, we were a bit surprised that there was a huge queue of people waiting to get in. That was one part I didn't like!

Man: How long did you have to wait?

Teen boy: It must have been about 45 minutes. But it wasn't too bad, I suppose. Other people told me

that they had waited much longer. I suppose it depends on the time of year. Well, anyway once we got in, it was just amazing! Inside it is really dark, even before you get to the ticket counter, which makes it really scary.

- Man:** What did you do inside the dungeon?
Teen boy: Well, the whole dungeon was divided up into different rooms and in each place there were guides dressed up in costume... just as they would have been dressed in the past. They told us a lot about the history of London and the way people lived then...
- Man:** Such as?
- Teen boy:** Well, in one room they told us about the Great Plague. It was an illness which spread through London and killed lots of people. It was brought in by rats, and they even had live rats in there! Ugghhrr! (laughs) They told us about the Great Fire of London, which actually killed all the rats which had brought the illness in. So it was educational, too.
- Man:** And what else was there to do?
- Teen boy:** Well, there were rides and people jumping out at you trying to scare you. And they really did scare us! We were screaming like little kids. But it was great fun, too.
- Man:** Would you say it is suitable for young children?
- Teen boy:** No way! They actually say at the entrance that they strongly advise against taking small children in. I think it is perfect for teenagers and adults, as long as you are not too nervous!
- Man:** So would you recommend the London Dungeon to others?
- Teen boy:** Oh, yes absolutely. It was quite expensive to get in, but it was definitely worth it! It was fantastic!
- Man:** Great. Well, thanks very much for your time.
- Teen boy:** My pleasure. Bye!
- Man:** Bye!

4.

Speaker 1:

I'd always wanted to visit Australia, and when my friend, Brad, who lives in Sydney, invited me to his wedding, I accepted the invitation immediately. I arrived in Sydney about a week before the wedding and spent as much time as possible taking in the sights. I really liked the Sydney Aquarium. There's a glass chamber in the aquarium that allows visitors to get a close look at some incredible sea creatures – including sharks! All in all, my holiday was wonderful and I really enjoyed Brad's wedding; my only regret is that I never got to see a kangaroo!

Speaker 2:

When I received a letter informing me that I'd been accepted into the New York Academy of Art, I was absolutely thrilled! Still, as excited as I was, I was also a little nervous about leaving home and moving to a new place all by myself. My first day in New York was overwhelming – it's a fast-paced city and it can be quite a challenge keeping up! It took me a few months to settle in and there were times when I felt quite homesick. Now, I am thoroughly enjoying my studies and I've just had a painting in an exhibition at the College. Who knows, maybe one day you'll see my work in an art gallery; now wouldn't that be something?

Speaker 3:

I'd been working as an archaeologist for about a year when I heard that Professor Harold Jones, a world-famous scientist, was putting together a team of experts to help him search for a lost city in Mexico. It had always been my dream to work with Professor Jones, so I immediately handed in my resignation and booked a ticket to Mexico! My plan was to convince the Professor to let me be part of his team, even though I wasn't very experienced! Luckily, the Professor was quite impressed with my CV and decided to give me a job. I've been in Mexico for six months now – it's been a wonderful learning experience for me and I'm really grateful for the opportunity.

Speaker 4:

I'm a writer and I'd been struggling to come up with a suitable ending for my latest book, so my publisher suggested that I go away for a while. I decided to rent a small cabin near Lake Winston, which is about a two-hour drive from the town where I live. I spent most of my time at the lake swimming, fishing and admiring the glorious sunsets. The scenery was so beautiful that I took as many photos as I could. I must say, the experience definitely stimulated my creativity and, by the time I returned home, I had thought of a brilliant ending for my book. Funnily enough, when my publisher saw the photos that I'd taken, he told me he wanted to include them in a book on outdoor adventures. I had no idea I was such a skilled photographer!

Speaker 5:

I've been working as an accountant for about ten years, and I have to admit that adding and subtracting numbers all day long can get a little boring! Last summer, I decided it was time for an adventure, so I took a month off and went to stay with my cousin at his farm. I've always loved animals and was thrilled when my cousin agreed to let me help him with some of the chores; I was even allowed to milk the cows! Being so close to nature was wonderful, and there were moments during my holiday when I could clearly imagine myself giving up my job in the city and moving to the country. Maybe one day!

MODULE 1 - ROUND-UP

1.

Man: It was in 1998, when I was living in Greece teaching English. It was a cold, wet February afternoon; I was being driven from the town of Volos to a village perched high on the slopes of Mount Pelion. Once past the drab outskirts of the town, the road began to climb steeply. The rain soon turned to sleet and then to snow. From the warmth of the inside of the cab, I peered out into what now was a blinding white, snow-covered landscape. The long and winding road continued onwards and upwards into what seemed to be a blizzard. I could now see no further than an arm's length from the window. The driver had reduced the speed of the car to a mere crawl. He slapped the steering wheel with his hand and shouted out loud...

2.

Gary: Good grief, James! I can't believe it! This is not my backpack!
James: What do you mean it's not yours? Whose is it then?

Gary: It's the same make and colour as mine but it's definitely older, the colour has faded slightly. Look here's the label: 'Karl Rasmussen, Stockholm'. Blast! I must have picked up the wrong one when we all got off the minibus from the bungalows in Koh Lanta to get the boat to Koh Phi Phi!

James: Well, Gary, it seems likely your backpack is on its way to Sweden by now!

Gary: Oh no! What am I going to do! What am I going to wear! All my favourite summer clothes gone: the Paul Smith summer collection; shirts, jeans...

James: Never mind. Open your new backpack, there might be a Swedish collection in there. Bjorn Borg socks!

Gary: This is not a laughing matter you know...

3.

Woman: This is the final call for all passengers of the high speed ferry 'Pegasus' travelling to Cherbourg this evening. All remaining passengers are requested to report immediately to immigration control and customs for embarkation. Normandy Ferries would like to apologise for the late departure of the Pegasus. This is due to the late arrival of the vessel from France. Normandy Ferries are pleased to report that weather conditions have now improved and the normal sailing time to Cherbourg is expected... (fade out).

4.

Alex: Hello.

Bill: Hi, Alex. It's Bill. I'm a fool; a prize fool! You'll never believe what I've gone and done! I've been in London three days and I'm due in Moscow for a very important business meeting tomorrow. My flight leaves at 10 o'clock tonight and I can't find my passport! I phoned immigration at the airport and there's no way they are going to let me on the plane without a passport! It's going to take at least a week to get a replacement! What am I going to do?

Alex: I'm sorry to say this, Bill, but you're so unreliable! Anyway, stay calm and try to think logically. Your passport must be somewhere. Have you checked your suitcases? Well, now retrace your steps over the last three days. Note down all the places you visited, then look up their phone numbers. I'll phone the local police station and bus garage in case it has been handed in and you... (fade out)

5.

Elderly man: What do you mean, young man? Explain yourself! I can't take this bag on the plane as hand luggage? Let me tell you. I have been taking this bag or at least a bag of a similar size on the flight to Edinburgh for over thirty years! Before you were born I should think!

Man: I'm terribly sorry, sir, I would like to help you, but these are the new security regulations that were introduced by the airline last week. The bag is more than twice the permitted size. Here is a leaflet which explains everything. I will be more than happy to check in the bag...

Elderly man: You expect me to hang around at 'baggage reclaim' in Edinburgh for hours and knowing this airline's reputation for losing luggage. No, I just won't accept it. Get me the manager!

Man: Of course, sir, certainly. Now if you would just stand aside, I'll...

6.

Ahmed: Are you asleep yet, Sami?

Sami: Not yet, but I am tired. It's been such an exciting day. Let's try and get some sleep. We have an early start at the language school. The first lesson is at nine and breakfast here is at eight.

Ahmed: I wonder what an English breakfast will be like. Better than an English dinner I hope. All that boiled food: boiled potatoes, boiled cabbage, boiled meat. I found it all really tasteless! Still I didn't see any fast food shops near here. And aren't the houses here so small? And they all look the same. And our bedroom, is tiny. My bedroom at home is four or five times bigger!

Sami: We are in London and this is a typical, traditional, terraced house. I rather like it. It's quaint. And they are a really friendly host family: Mr and Mrs McClean and their son, Trevor. Thank goodness Trevor came to the airport to meet us or we would never have found our way on public transport...

Ahmed: He seems to be a nice guy. I expected him to be colder and more distant, but he's really friendly and so are his parents.

7.

Doctor: Hello, Mr Spencer. How are you?

Man: Much better, thank you.

Doctor: How is your leg?

Man: It's much better and I have started running in the local park.

Doctor: Be careful. You must build up your strength. I know you are a famous climber, but when you slipped down that Austrian glacier and they brought you to our hospital, you were not in a very healthy condition at all!

UNIT 3

Interviewer: My guest today is Alan Stapleton, a legal expert who will tell us about strange laws that exist in many parts of the world. Welcome to the show, Alan.

Alan: Thank you.

Interviewer: Let's begin with some strange laws that exist all over the world which concern cars, drivers, bicycles and roads in general. What can you tell us about them?

Alan: The list is endless. In Australia, for example, it is illegal to leave your car keys in an unattended vehicle.

Interviewer: Why is that?

Alan: Probably the police are concerned about the increasing number of car thefts, or even joy-riders stealing cars and then driving around for fun, causing accidents. Moreover, in Canada it is considered illegal to repair your car in the street. Perhaps the authorities are concerned about noise pollution or the

fact that expensive neighbourhoods might start to resemble mechanical workshops or garages. They may also be concerned about safety issues in case someone gets injured. Talking about safety, in Mexico, bicycle riders may not leave either foot off the pedals as they may lose control and cause an accident. And in Connecticut, USA, you may be stopped for cycling faster than 100 kilometres per hour.

Interviewer: That sounds incredible! Is it possible that a person can cycle faster than 100 kilometres per hour for the law to apply?

Alan: Well, I really doubt it. Anyway, coming to Europe now, in Germany it is illegal for your car to run out of petrol on the famous Autobahn or super fast motorways. I can understand their logic because any stationary cars could cause serious accidents and pile-ups. Similarly, I accept the fact that in the UK lorries transporting cows or sheep may only be driven along the motorways between 10am and 7pm with police permission, as at this time of the day there is less traffic and it is considered to be safer to transport animals then. In Hawaii, California, Nevada and Florida, you may be booked for driving too slowly, as, once again, these drivers may slow down the flow of traffic and cause accidents!

Interviewer: I read somewhere that it is illegal for a driver to be blindfolded while driving or operating a vehicle in the US. But who would drive a car while blindfolded?

Alan: Nobody! Still, remaining in the US, I am puzzled as to why a driver may not drive barefooted, though.

Interviewer: Mmm... sounds strange! What about animal laws? There, must be some strange ones, I guess.

Alan: Certainly, especially in the US. In Louisiana, you may not tie an alligator to a fire hydrant, and if you live in North Carolina, you can't use elephants to plough cotton fields. In Oklahoma, it is illegal to transport a bowl of fish on a public bus, or to transport the hind legs of farm animals in the boot of one's car. Even making funny faces at animals is considered worthy of a fine. It seems that the animal rights lobbyists have fought hard for the protection of animal rights there.

Interviewer: Yes, but maybe that's a bit extreme. Anyway, what about some strange laws concerning food? I think there were some really funny ones in the past, right?

Alan: In the UK during the reign of Edward VI, anyone who was caught breaking a hard-boiled egg at the short end, was sent to the stocks! That sounds extreme, and thankfully, that law doesn't exist anymore. However, in the US even today, you may not have an ice-cream cone in your back pocket during business hours! I think this is obviously due to health and safety

reasons. In Singapore, you may be fined 600 dollars for dropping or deliberately throwing chewing gum onto pavements. That is quite a severe penalty; however, I bet their streets are much cleaner than ours.

Interviewer: I agree. Just imagine how clean our streets and pavements would be if this strange law were to be enforced everywhere!

Interviewer: Well, that's all very interesting, but before we continue, I would just like to ask you... (fade out)

UNIT 4

Larry: Hello everyone, I'm Larry Q and thanks for tuning in to Radio Ride, the ideal programme to listen to while you are on the road. Today, I have the pleasure of being at the 68th Annual Sturgis Motorcycle Rally in Sturgis, South Dakota.

Example:

How often does the Sturgis Motorcycle Rally take place?
The correct answer is *a*, every year.

Larry: It's a hot, sunny day and there are thousands of motorcycle fanatics enjoying the festivities here. I'm here with Dave, a Sturgis native, who has been attending this rally for over 50 years. Dave, tell us a bit about the rally.

Dave: Hey, Larry! Welcome to Sturgis! Well, the Sturgis Motorcycle Rally actually began with a small motorcycle race 68 years ago. Now, it is a huge event that draws over 500,000 people to our small town for an entire week in August. Motorcycle fans from all over the country come for the breathtaking rides through the beautiful Black Hills of South Dakota, but there are also other events like bike shows and races that keep the guests occupied. I bought my first motorcycle at the 1950 Rally and have been coming ever since. And as long as I'm able to ride, I will keep coming, that's for sure.

1. Where is Dave from?
2. Where do people attending the motorcycle rally come from?
3. How long has Dave been coming to the rally?

Larry: Well, it definitely seems like an exciting place to be, especially if you like motorcycles. The Rally lasts an entire week. What kind of events take place during the week? And also, where do all these visitors stay?

Dave: Well, every day there are organised rides around the Sturgis area. Groups of riders head out to the Black Hills, like I mentioned before, and also into the Badlands National Park. These are day rides which usually begin at around 9am and end around 6 or 7pm. Also, there are stunt shows with professional riders, racers, motorcycle exhibits showing the latest and newest models, and customised motorcycle stands. But don't worry, there are plenty of photo exhibitions that even the non-riders can attend. As for where to stay, most riders choose to camp. City Park used to be open to visitors, and that's where most people chose to camp in the early days. However, when they decided to close City Park, campgrounds started springing up in and around Sturgis. Now, there are enough to accommodate

hundreds of thousands of visitors. However, there are also plenty of motels in the area, for those that prefer a more comfortable place.

4. How long does the rally last?
5. How often are rides organised during the rally?
6. What events take place during the rally that may interest non-riders?
7. Where do most riders stay?

Larry: Well, thanks Dave, you really are a rally expert!

Now I'm moving on to what seems to be a pretty popular stand here at the rally, Bob's Custom Bikes. Hello Bob, I'm Larry, and you're live on Radio Ride. Tell us a bit about yourself and your stand here at the Sturgis Rally.

Bob: Hello, Larry. Well, I first attended the Sturgis Rally as a motorcycle rider about 5 years ago. I fell in love with the rides through the Black Hills, and even raced in a couple of races. But my true passion was for customising bikes, beginning with my own. I practically took my first motorcycle apart and added new parts and painted it, turning it into what I consider a work of art. Then, I decided to open up a shop and do what I love doing for other people. Now, I come every year to the Sturgis Rally to show off and sell my work. You'd be amazed at how popular it has become to customise your bike. Adding something special to your bike makes it stand out. It could just be painting a design on the body, or completely making it over by changing the handle bars, the wheels, the seat, etc. These bikes that I have here on display are all bikes I have designed and customised myself. About 10 of them are mine. I don't ride all of them, though. Some I just feel are beautiful to look at. The rest of the bikes, the ones with the red stickers on them, are bikes that I have customised and are for sale.

8. What did Bob do when he first attended the rally?
9. How many races has Bob taken part in?
10. What did Bob do to his first motorcycle?
11. Which bikes at Bob's stand are for sale?

Larry: Wow, you are a true artist, Bob, best of luck to you. Now I would like to hear from some other riders. I see a man on a bike getting ready to start his engine. Hello, you're live on Radio Ride. Can you tell me a bit about yourself and why you come to the Sturgis Rally?

Tom: Well, of course! My name is Tom Jones, and I've been coming to the Sturgis Rally for about 40 years now. I first came with a friend of mine, and completely fell in love with the area and the rally itself. One ride through the Black Hills was all I needed to see why so many riders come to Sturgis. I knew I had to come again, but with my own motorcycle. So, I bought my first motorcycle and came the following year with two of my friends.

12. Who is Tom Jones?
13. When did Tom first attend the rally with his own motorcycle?

Larry: Tom, what attracts you and your friends to the rally?

Tom: Well, there are a lot of people like me who love riding motorcycles and the Sturgis Rally is one of the biggest events. There is so much to do here. I've entered a few races, and even came in 4th place a couple of years ago. I come every year with a group of my friends, who all ride motorcycles. We call ourselves the Joy Riders. We ride every day and return and enjoy the festivities. I don't race anymore, but a couple of guys in our group do, and one of them, Sam Parker, actually performs motorcycle stunts here at the Sturgis Rally every year.

14. Who still takes part in races?
15. What does Sam Parker do at the rally?

Larry: I've heard that most of the people attending the rally stay at campsites. Since you have been coming here for so many years, you should have some good advice about where the best place to stay is.

Tom: Well, yeah... There are so many different kinds of lodging available, hotels, cabins, campsites... you name it. The first couple of times I came, I stayed at one of the motels, which wasn't bad because you have all your comforts, but the truth is that it's much more fun at a campsite. So much is happening around you, and you get to meet so many interesting people from all over the country. The campsite we stay at is only a few minutes from the Sturgis Main Street. There's a mechanic on site, a laundromat where you can wash your clothes and most important of all... lots of shade. You know, South Dakota can get pretty hot and dry in the summer!

16. Where did Tom stay the first time he went to the rally?
17. According to Tom, what is the main reason he likes the place he stays at?

Larry: Thanks for talking to us, Tom, and good luck to all the Joy Riders. Now, I've also heard that here at Sturgis, you can join the Mayor of Sturgis in the Mayor's ride and even leave your own personalised message on a street of bricks on Main Street. Here to tell us a bit more is John Moser, a Sturgis native who works at the information booth here at the rally. Hello, John, can you tell us a bit more about these two events?

John: Hello, Larry. Well, there are a few things that make the Sturgis Rally unique. First of all, what you said is true. You can actually join the Mayor of Sturgis on a ride to Mount Rushmore and Custer State Park, which are both south of the town. This will be the 6th annual Mayor's ride. Participants must first register and pay a fee of 160 dollars, and only 250 riders will be allowed to enter. For five years now, these rides have been full, and there have been complaints about limiting the number of riders, so we are thinking of expanding the number in the future. The good thing is that all the profits from this ride go to the Sturgis Fire Department. Visitors to the rally can also commemorate their visit in stone by purchasing a brick on Main Street. You can simply choose to write your name and the date, or a

simple message, but it's a great way of preserving your participation here at the rally for future generations. Each brick costs 75 dollars. Here, let me give you one. You don't have to pay, it's a gift from me.

Larry: Thank you John and thanks for talking to us, too.

18. How much does it cost to take part in the Mayor's Ride?
19. Where does the money from the Mayor's Ride go?
20. What is true about the commemorative bricks?

MODULE 2 - ROUND-UP

A.

Speaker 1:

People think that science can explain everything. I used to believe that too, but I have changed my opinion after what happened when I was swimming and diving off the coast of Australia. Perhaps that was a mistake, as I knew there were sharks in the area. Suddenly, I hit my leg on a coral reef and there was a lot of blood. I saw two sharks coming but lost consciousness. I could have died, but instead I woke up when something seemed to pull me out of the water and carry me to the beach. If it weren't for the dolphin, I wouldn't be alive today.

Speaker 2:

The thing that really surprised me was the size of the stones or columns. Not only are they very tall and heavy, but they look like they were cut from the same rock or mountain. I mean, they are not stuck together like we do today with bricks. And where do they come from? I couldn't see any mountains near Stonehenge. And what was it? Did people live inside it? I don't think they did, and archaeologists haven't discovered any other homes nearby.

Speaker 3:

Hasn't this building and the whole surrounding area belonged to the British Royal Family for over 700 years? Haven't they always controlled who goes in and out of the Tower of London? So, they must know who took the two young princes. They should let the police investigate the details. The people have a right to know the truth. Nobody can possibly believe that the boys just ran away to escape from their cruel stepmother.

Speaker 4:

There was a lovely sunset that evening and I decided to go for a walk over the hill. Suddenly, I heard a noise and I looked down the valley and saw a stagecoach. When I got a better look, I saw soldiers with flashing guns and native American Indians on horses. It was like being in the 18th century. Look! I know this sounds ridiculous but it was so real! It turned out they were filming a documentary.

Speaker 5:

It's not common for me to have nightmares, and this one was so vivid it sent chills down my spine. It involved a volcano that destroyed most of the town where I live. The thing is, there is a volcano in the area, but it's been dormant for hundreds of years. What's more, we've had some minor earthquakes recently, and they got me thinking... But surely the two can't be connected. And I'm sure if I told the authorities they would laugh at me. But what if something did happen? How would I feel then?

B.

James: Good afternoon everyone. I am James Smith, and welcome once again to our weekly radio programme which brings you strange, but true crime stories from around the world. Today we are here with Chief Inspector Steve Robinson from Scotland Yard. Welcome Chief Inspector Robinson, how are you today?

Chief Inspector: Thank you for having me, James; I am fine, and you?

James: I am great, thank you. I understand you have quite an unusual story to tell us today. I am sure our listeners will really enjoy it.

Chief Inspector: Yes, James, this is quite an interesting story; one that actually made all of us at Scotland Yard laugh out loud.

James: Wow, that sounds really worth hearing! Tell us more about it.

Chief Inspector: Early on the morning of 28th March, we got a frantic call from R.J. Holder, the manager of a Mercedes Benz showroom. He told us that he had gone to the delivery yard located at the rear of the showroom to prepare for a delivery of engine parts. When he returned to the showroom, he was astonished to find that he had been robbed of five luxury cars and that the front door was unlocked.

James: That is a lot of vehicles. It must have been an inside job.

Chief Inspector: Initially, that is what we thought, and we sent a couple of detectives to the showroom. As they began their investigation, they found there was no sign of forced entry. All they found was the unlocked door with the keys on the inside and a trail of chewing gum wrappers leading away from the front entrance.

James: How strange! Where did it lead?

Chief Inspector: The officers followed the trail to an abandoned warehouse about one mile away from the showroom.

James: One mile? That is quite a distance; guess it was lucky that it wasn't windy that morning.

Chief Inspector: Actually, what happened was whoever was chewing the gum used the wrappers to dispose of their already chewed gum and that weighed them down. That's why they didn't get blown away.

James: That is quite lucky! So, what did your detectives find at the warehouse?

Chief Inspector: When the detectives entered the warehouse, they were greeted by a security guard, who was chewing gum. The detectives began questioning the security guard, at which point, he took out a piece of chewing gum, with the exact same wrapper as the ones the detectives had found earlier.

James: It seems the thief fell right into your hands.

Chief Inspector: Yes, it was our lucky day. But the story gets even more interesting. When we took him back to Scotland Yard to get a warrant to search the rest of the warehouse and to question him, he confessed to everything.

James: What did he say?

Chief Inspector: He told us that he and five of his friends had visited the showroom on the afternoon of 27th March, pretending to be customers, and

that they proceeded to hide in the boots of the five vehicles while the sixth member caused a distraction by pretending to have a heart attack.

James: That is fascinating, but how did they get out of the showroom?

Chief Inspector: They waited until the showroom closed then made their way around finding the keys to each vehicle. When Mr Holder opened the showroom the next morning, he left the keys on his desk and went to the delivery yard to prepare for the delivery. The thieves took the keys, opened the front showroom door, put the vehicles into neutral and quietly pushed them out into the street. Then they started the engines and made their way to the warehouse.

James: But what were the chewing gum wrappers all about?

Chief Inspector: That is the funniest part. It seems that the security guard was trying to give up smoking and had taken up chewing gum instead. His anxiety about the robbery caused him to go through ten packets, which led us right to the warehouse.

James: So would they have got away if it hadn't been for the wrappers?

Chief Inspector: Most likely. They had a well-thought-out plan. They had a cargo ship waiting at the port so they could transport the cars to Barcelona in the afternoon. If they had managed to do so, it would have been very difficult for us to catch them.

James: Thank you for that great story, I am sure we all had a laugh.

Chief Inspector: Thank you for having me. I wish you continued success in your programme.

James: I hope everyone enjoyed our programme this week. We will be back on the air next week, same time, with another strange but true crime story. Have a great day!

UNIT 5

1.

Man 1: It must have been fun growing up on a farm.

Man 2: It wasn't all fun and games. There was a lot of work to do.

Man 1: Really? Like using a tractor to plough a field?

Man 2: Actually, my dad always did that. I took care of the animals. I fed the chickens and cows.

What did the man's father do on the farm?

2.

Man 1: I love going antique hunting on the weekends.

Man 2: Me too. I've been collecting antiques for over twenty years.

Man 1: Let me guess... you collect silver candlesticks.

Man 2: No, antique furniture. Although lately, I've had my eye on this beautiful grandfather clock.

What is the man thinking of buying?

3.

Dad: So, have you decided where you're going to move to, Peter?

Peter: Not yet, but I'd like to try the desert.

Dad: Are you crazy? What about somewhere in the mountains, next to a big lake?

Peter: Maybe. I like the sound of that, actually.

Dad: I still don't know why you'd want to leave the city.

Seattle is such a great place to live in.
Where does the boy live now?

4.

Man 1: How's the new job going?

Man 2: Oh, same old thing, different day. If you work at one office, you've worked at them all.

Man 1: I see. So you still spend most of your time in front of the computer, huh?

Man 2: If I'm not there, I'm in meetings all day. At least I don't have to battle fax machines anymore!

What doesn't the man do at work?

5.

Girl: Shoo! Shoo! Get out of here! Mom!

Boy: Why are you shouting, sis? Oh come on, don't tell me you're afraid of a little spider.

Girl: I'm terrified of them! And, you shouldn't make fun of me, you that can't look at snakes.

Boy: That's not the same at all. Snakes are much scarier. Worse than rats, even.

What is the boy most afraid of?

6.

Woman 1: When did Lynn have her baby, the 15th?

Woman 2: No, I'm sure it was August 13th.

Woman 1: Oh that's right, she said her baby was born the day before her own birthday.

Woman 2: Right, and I definitely know that hers is on the 14th.

When was the baby born?

7.

Woman 1: I love coming to this aquarium.

Woman 2: I've never seen so many exotic fish and marine animals before!

Woman 1: Tell me about it. My favourite was the jellyfish exhibit.

Woman 2: Yeah, it's just too bad the shark exhibit was closed.

What didn't they see at the aquarium?

8.

Mike: Wait a minute, Sam. I'm confused. I thought your house is next to a restaurant.

Sam: It is, but it's a Mexican restaurant, not an Italian one.

Mike: Ahh, and there's a bookstore on the other side of your house, right?

Sam: There used to be. Now there's a shoe store.

Where's Sam's house?

UNIT 6

Host: I think it is safe to say that almost everyone loves chocolate, especially really good chocolate. And a flourishing company is taking advantage of that using the worldwide demand for chocolate to spread positive environmental messages.

They have been able to do this by starting a collection of high-quality, all-natural, fairly traded chocolate. Tony Moore is a spokesperson for *Endangered Species Chocolate* who is here today to tell us more about the products and the positive effects they are having on the environment.

Tony: Chocolate is one of the most loved and most

consumed foods the world over without exception. However, like all other products, it can have either positive or negative effects on the environment and the people that eat it. That is why we provide extremely delicious chocolates made with only the finest, 100 percent natural ingredients. Furthermore, all of our products are wrapped in appealing packaging that emphasises the importance of the Earth's creatures and their need for our protection.

Host: How did you come up with the idea of chocolate as a way of informing people about endangered species?

Tony: Like we said before, just about everybody loves chocolate. So what better way to get an important message across than to put it on the one thing everyone loves to eat? It just wouldn't have the same impact with broccoli or carrots, so we took advantage of the consumers' sweet tooth to educate and inspire them.

Host: That is a great way to get the message out there. When did you come up with this great idea?

Tony: *Endangered Species Chocolate* (ESC) was founded in 1993 in an effort to spread awareness and to make a positive impact on the growing number of plant and animal species that are disappearing from the planet. We decided that 10 percent of the company's net profits should be donated to help support endangered species, their habitats and therefore humanity.

Host: And how is the business going?

Tony: Great! In 2005, we decided to move from our original facility in Oregon to a new factory in Indiana. We had to do that in order to keep up with the growing demand for premium chocolate with a cause and to take advantage of a centralised location to reduce shipping costs and time. Our new factory is LEED certified and we are busier than ever.

Host: Could you explain what LEED means for us common folk?

Tony: LEED is a rating system that certifies that the building is environmentally responsible. The certification is strictly monitored and so we have to constantly keep up our responsibility.

Host: That is great, but now on to the good stuff, why don't you tell us about the chocolate?

Tony: We make three ounce bars, named after different endangered animals. For instance, there is the sea turtle bar, made with dark chocolate and blueberries, and the wolf bar, made with dark chocolate, dried cranberries and almonds. We also have amazing milk chocolate like the dolphin bar made with dried cherries and the giraffe bar made with peanut butter. If you're a white chocolate fan, you should buy the polar bear bar made with macadamia nuts. For something different, try the Eco Rounds!

Host: Which one is your favourite?

Tony: I really like the giraffe bar because I am a huge fan of peanut butter, and so is my wife. And she also has the purse to match it.

Host: I am sorry, what?

Tony: Oh, I forgot to mention that we also make purses out of the wrappers that are either damaged

or have misprints on them. We are trying to combine style and social responsibility, and our products spread a message of fashionable ecology. The folded and woven items are handmade by artisans in Mexico and Peru.

Host: That is wonderful, thank you for sharing that story with us.

Tony: Thank you...

MODULE 3 - ROUND-UP

1.

Boy 1: I heard you got a kitten. I bet you love having her around.

Boy 2: Oh yeah, we play together all the time, it's great. She has this little ball that she loves.

Boy 1: Is it the kind that you hold in front of her?

Boy 2: No, it stands on its own, and she hits it. She's crazy about that thing!

What is the cat's favourite toy?

2.

Man 1: What are you doing this weekend? Want to go bowling or something?

Man 2: I'd love to but I can't. I just started a new class.

Man 1: Oh, that's right. You were telling me about that. What is it called? Art History? How do you like it?

Man 2: That class was full, so I decided to take a photography class instead.

What class was the man going to take?

3.

Man 1: How did your first day at the gym go?

Man 2: Awful. The personal trainer was so demanding. First he made me use the exercise bike for an hour, and I swear that my legs were about to fall off.

Man 1: I thought they were supposed to take it slow on the first day.

Man 2: So did I. I thought it couldn't get any worse, but then he took me into the weight room. That is when I thought I wouldn't leave the building alive.

Man 1: Wow! That sounds awful.

Man 2: No, it gets worse. I locked my keys in the car and had to walk 3 kilometres home to get the spare keys and then 3 kilometres back. Every part of my body hurts.

What did the man not do at the gym?

4.

Girl: Dad, did you see how that passenger reacted when we had that terrible turbulence?

Dad: Do you mean the one who got sick?

Girl: I mean the one who remained totally calm and looked like he was sleeping or something.

Dad: Oh, yeah, that guy in front of the old man who was screaming for ten minutes or so.

Which of the passengers is the girl talking about?

5.

Woman 1: What did you do this weekend?

Woman 2: I took a cooking class. It was really neat.

Woman 1: Wow! What did you learn to make?

Woman 2: I made an omelette with mushrooms and cheese. I was going to add some garlic, but they said it wouldn't go well.

Woman 1: That is too bad. I think garlic is great in everything.

What ingredient did the woman not use?

6.

Man 1: Hi, Ted! I heard you entered a photography competition. How did it go?

Man 2: Oh hi, John. It was OK. I won first prize but it was nothing special. I was hoping they wouldn't give me one of those horrible ribbons, but that's exactly what they did.

Man 1: At least you didn't get those medals they give to the runners-up.

Man 2: Yeah, I guess you are right, but I would definitely go for a silver cup.

What did the man win?

UNIT 7

1.

Man: Ladies and gentlemen, the next item is a genuine painting by Van Ross. If you take a closer look, you'll notice he has used vibrant colours to convey mood and emotion. This painting, which represents his own room, is considered an absolute masterpiece. Please observe how he depicts the bed and the pictures he has on the walls. An excellent choice for any collector. Of course, since this painting is an original, the starting bid will be 1.5 million. Yes, do I hear another offer? Yes, 1.7 million. Excellent sir, anyone else? Yes, the man in the back. 1.8 million. Going once... going twice...

2.

Man: Excuse me, do you work here?

Curator: Yes, sir.

Man: Can you tell me where the Picasso painting is?

Curator: Right here, in front of you.

Man: What, this mess?

Curator: Mess! Sir, this is one of Picasso's greatest works and one of the finest examples of cubist painting, an artistic movement which revolutionised European painting and sculpture.

Man: Is that a fact? And this?

Curator: This is a Goya.

Man: Is that what it's called?

Curator: No, sir. It's the *Prison Interior* by Goya!

Man: Oh! Well, it's not a happy subject, but at least I know what's going on.

Curator: Yes, well, if you will excuse me now... I can't believe what I have to put up with every day.

3.

Man 1: So, tell us about this new creation of yours, Gary. It looks so real, just like a photograph. I'm impressed.

Man 2: Thank you. I wish everybody shared your opinion. I've had some pretty negative feedback. Anyway, I was inspired by the fields near my village, the picturesque scenery, the magnificent colours of autumn and the cloudy skies above. I've used short brush strokes and red and orange shades to add to the atmosphere and give it a more lively appearance. The final touch was the sharp contrast between the darkness of the sky and the bright sunlight streaming through the clouds.

4.

Girl: What did you think, Dave?

Boy: Well sis, I think that it was a complete waste of time. Everything! I've never seen anything like it before either! I was expecting a better exhibition.

Girl: Come on Dave, give the guy a break. It's his first exhibition. So, he didn't accurately represent his subjects. Some of his work isn't very realistic. So what?

Boy: Give the guy a break! What about that statue called *Young boy*? It was simply awful.

Girl: Oh, all right! The arms were a bit uneven. But...

Boy: So, you noticed that, too. I knew my eyes weren't playing tricks on me.

Girl: Anyway, as I was saying, the face was very detailed and expressive.

5.

Nora: What do you think of this one?

Kelly: What's it supposed to be?

Nora: Judging by the paints and canvases, it must be the artist's studio.

Kelly: I don't know about these modern paintings. You can't work out what they are.

Nora: You have to admit, the colours are very powerful.

Kelly: I suppose so, but I think I prefer some of his later work.

Nora: How do you know? They're all in the next room.

Kelly: I read a biography on him before we came. I like to be informed before I come to these places.

Nora: So, you're a bit of an expert, then?

Kelly: You could say that.

6.

Man: Have you seen anything you like, sir?

Omar: I'm not sure.

Man: You seem to have taken a liking to this De Moreau. It is one of the artist's most interesting pieces.

Omar: It's lovely yes, but...

Man: Perhaps it's not in your price range. I can show you...

Omar: It's not that. You see, I wanted something for my living room.

Man: Well, many people might not agree that this kind of abstract art is suitable for the living room, but that's up to you.

Omar: I agree. My house is full of abstract art, I even have one in the bathroom. But I have a bright sofa and armchairs and I'm worried this painting might clash with them.

Man: I see.

Omar: The thing is, I was thinking of changing the furniture anyway. But I'm not going to do it just for a painting.

Man: That is a bit much, yes.

7.

Rob: Hey Ivan, fancy going to an art gallery on Thursday?

Ivan: To do what?

Rob: To experience some culture, to learn about the new trends in modern art.

Ivan: Oh come on, they're just taking us for fools. I mean I could get a canvas, splash some paint all over it, and call it art.

Rob: It's not all like that. And anyway, you love bright colours.

Ivan: OK, that's true.
Rob: My cousin went to the exhibition and he said it inspired him to attend an art class.
Ivan: Really? I don't know. I just can't see the point. I mean, I understand why you might want to decorate your house with a nice harmony of colours, but that's not art, is it? I like pictures, that tell a story, or that help you understand what life was like in the past.
Rob: Sometimes modern art makes you think deeper about the world.
Ivan: I'm not sure about that.
Rob: Well, let's go and find out. You've got nothing to lose.
Ivan: OK, then.

8.

Dan: So, is this your studio?
Jafar: Yes, this is where I work usually. But in the summer, I sometimes go out into the garden.
Dan: Oh, this is a lovely sculpture.
Jafar: Thanks, it's one of my favourites.
Dan: Is it supposed to be an orange tree?
Jafar: No, those are lemons.
Dan: Oh, yes I see. Did you copy a real lemon tree, or did you make it up?
Jafar: It's actually one from my garden. You can see it over there, next to the wood shed.
Dan: Oh yes, it's very similar. Are these tin cans?
Jafar: Yes, I used about 500 cans to make the tree.
Dan: All lemonade, I expect.
Jafar: That's right.
Dan: Are these plastic lemons on the tree?
Jafar: No, they're made from cans, too. I just painted them.
Dan: It's a very clever idea. So simple, but it works really well.

UNIT 8

Interviewer: Welcome to this week's 'Fable and Fiction', the programme that gives you information not only about famous pieces of writing, but also about the people who wrote them. With us tonight is Professor Peter Lassen from Harvard University who specialises in the art of fairy tales and he is going to give us information on perhaps the greatest fairy tale tellers in history, the Brothers Grimm. Good evening and welcome, Professor Lassen.

Professor: Thank you.

Interviewer: So, Professor, for those of our listeners who don't know, can you tell us exactly where the Brothers Grimm came from?

Professor: Jacob and Wilhelm Grimm were born in 1785 and 1786 respectively in Hanau in Germany which was a one-day carriage ride from the city of Frankfurt. However, in 1791 their father was given the position of district magistrate in Steinau in the northeast of Germany where they stayed until their father's untimely death in 1796.

Example:

Where were the Brothers Grimm born?
The correct answer is c, Hanau.

Interviewer: They lost their father very young then?
Professor: Yes, they did. Their father Philip Grimm was only 44 years old when he died leaving his six surviving children behind. Three others had already died before him. At the time of his father's death, Jacob, who was the oldest, was only eleven years old. Dorothea Grimm was forced to leave the government residence which was given to the family as part of her husband's job. The next couple of years were very difficult for the family. In 1798, with the help of Dorothea's sister, who was a lady-in-waiting for a Hessian princess, Jacob and Wilhelm were sent to Kassel, their mother's hometown, where they attended the Lyzeum, a high-class secondary school. The boys shared the same room and coped with loneliness and being left out because of their low social position by studying ten hours a day. They proved to be excellent students and both graduated top of their class.

1. Why did Dorothea Grimm leave her house?
2. Why were the boys lonely?

Interviewer: What did they do when they finished school?

Professor: Well, Wilhelm was not as strong as his brother Jacob. The physical effort affected his health and he had a serious asthma attack at school. In fact, for the rest of his life he would have trouble with his lungs. In 1802, Jacob was accepted at the University of Marburg to study law. Wilhelm, despite his ill health, entered the same University the following year. The brothers shared a room in a house on Barfüßer Street and it was while they were living there that they met the man who was to change their lives. He was an aristocratic young Law professor Friedrich Carl von Savigny. He was so impressed with Jacob's appetite for learning that he opened his private library to the older Grimm brother. Jacob spent hours studying Savigny's collection of rare manuscripts containing tales from medieval times. That is when Jacob first developed a taste for researching and collecting German literature and folk tales. Soon, his brother also became enthusiastic about this pastime.

3. Why was it surprising that Wilhelm Grimm entered the university?
4. What did Jacob study in Savigny's library?

Interviewer: Were the brothers very alike?

Professor: No, not at all. Jacob was not a striking figure. He was short and stocky. He was also very shy and only interested in books. His classmates would sometimes ask him to accompany them on walks in the country to which he would answer that he preferred

'to take a walk in literature'. They used to call him 'the old one'. On the other hand, Wilhelm was a lot more outgoing. He got married when he was twenty-nine years old. His wife had been a friend from childhood and was actively involved in helping the brothers in their work. Jacob definitely was the more scholarly of the two and had the original ideas for most of their projects. Yet, the brothers worked very well together and they signed their joint efforts simply 'Brothers Grimm.'

5. What was Jacob Grimm like?
6. What is true about Wilhelm's wife according to the speaker?
7. Which of the two brothers contributed most to their projects?

Interviewer: When did they actually start writing fairy tales?

Professor: Well, it happened almost by accident. In 1808, Dorothea Grimm died leaving Jacob more or less responsible for the care of the whole family. At that time, Wilhelm was too ill with his asthma and a weak heart to do much work. Jacob was working as a librarian. It was then that he was approached by a friend who was planning a collection of German folk literature stories. The brothers agreed to become involved in the project. Within a few years, the Grimms had collected 49 tales, taking a few from old books and the rest from acquaintances in Kassel. Then, when the friend failed to produce the collection, the brothers decided to continue and publish their own. The tales were first published in 1812, a very tough year for the Grimm family. They were surviving on just one meal a day so it's not so surprising that many of the characters in their books suffer from hunger.

8. What happened in 1808?
9. Why didn't Wilhelm work?
10. Whose idea was it to start collecting folk tales?
11. Why was 1812 a difficult year for the Grimm family?

Interviewer: Where exactly did they get all the stories from?

Professor: Altogether about forty people gave the Grimms stories. Many of the storytellers came to the Grimms' house in Kassel. One of their informants was a widow called Dorothea Viehmann. She used to walk into town to sell fruit and vegetables from her garden. Her father had kept an inn and she had grown up listening to stories from travellers on the road to Frankfurt. Amongst the stories she told them was 'Aschenputtel', better known to us as 'Cinderella'. Someone else who provided the Grimms with stories was Marie Hassenpflug, a sister-in-law of Charlotte Grimm, their younger sister. Charlotte married Ludwig Hassenpflug in 1822. The

brothers listened to the stories Marie grew up with. Marie also grew up in the town of Hanau, which at the time had a strong French influence. So, naturally her nannies would have told her French stories, many of which were taken from a book called 'Tales of My Mother Goose', published in France in 1697 and written by Charles Perrault.

12. Who gave the brothers the Cinderella story?

13. From whom did Marie hear a lot of stories?

Interviewer: So, a lot of the Brothers Grimms' stories weren't actually German!

Professor: In the second edition of their own collection, the Grimms acknowledge that many of their tales have deep international roots. Included in the Brothers' notes are references to similar stories from many other cultures including Russian, Japanese, Irish and Slavic. You see, long before the time of the Grimms, storytelling was very much a part of everyday life. Whenever people came together, stories were told. Particularly in the spinning rooms where peasant women worked making thread. There, on long winter evenings, they would entertain themselves with tales of adventure.

14. What did the Brothers point out in their second collection?

15. When did people usually tell each other stories?

Interviewer: It is said that the cruelty in the Grimms' stories wasn't a product of their fantasy. Is that true?

Professor: Yes, it was actually a reflection of medieval times and the law-and-order system that existed then. Take 'Rumpelstiltskin', for example. It's about a poor miller's daughter who is ordered by a king to turn straw into gold. Failure means death while success will bring a royal marriage to the king's son. Then there's 'Hansel and Gretel' which is about abandoned and neglected children, something that happened a lot in those times.

16. What are the Grimms' stories about?

17. What does the girl in 'Rumpelstiltskin' have to do?

Interviewer: Did the Brothers ever make any money from their writing?

Professor: Actually, they hadn't made any money at all up until 1825 when they published the 'Small Edition', a collection of fifty shortened stories illustrated by their younger brother Ludwig. That is when Wilhelm understood that the main audience for the stories was children. You see, in about 1819, Wilhelm had taken over the main responsibility for the fairy tales so that Jacob could dedicate himself to researching and explaining German Grammar. That year they were both given

honorary doctorates by the University of Marburg and in 1829 they were appointed professors at the University of Göttingen. So, as you can see, the Grimms earned more status than money with their writings.

18. What did Wilhelm understand in 1825?
19. What did Wilhelm do after 1819?
20. What did the Brothers mostly gain from their work?

MODULE 4 - ROUND-UP

Interviewer:

Good evening, listeners, it's time for your daily dose of *The Harland Show*.. The show that gets you talking! With us tonight, we have Maurice Farnsworth of *The Truth in Art Society* and the young artist, Ripley. As I'm sure you are all aware, Ripley's latest works are currently being exhibited at the Waterman Gallery and causing quite a stir... In fact, some people are seeing red, isn't that right Mr Farnsworth?

Farnsworth:

Yes, exactly right, Harland. *The Truth in Art Society*, which works to promote art and culture, strongly disapproves of Mr Ripley's art works. If you can call them that...

Interviewer:

Ripley, would you like to describe your exhibition to our listeners? Give them an idea of what all the fuss is about?

Ripley:

I'm not quite sure what all the fuss is about either. My current exhibition is called *The Modern Caveman* and consists of a number of sketches, drawings and paintings that resemble cave paintings. But the theme is life in the modern world, so, for example, one of the cave paintings shows a man talking on his mobile phone.

Farnsworth:

Yes, and it's absolutely ridiculous. You're exhibiting a collection of cartoon strips, in my opinion, Mr Ripley. Nothing more than silly stick figures using a computer. Is that really art?

Interviewer:

Good question. How would you classify your works of art, Ripley? Are you an artist in the traditional sense?

Ripley:

Yes, I am because I offer the public my own perspective on the world. That's what artists are supposed to do. I like using different mediums and I have produced a number of works ranging from paintings and wood carvings to sculptures and pottery in the past. Right now, I'd classify myself as a painter, but I think labels and definitions are so limiting.

Interviewer:

Who would you say are your

Ripley:

influences, Ripley? Hmm... Rudolph Monk, who is famous for his papier-mâché sculptures, is my mentor and probably my greatest influence. Philosophy is also a tremendous inspiration. You know, philosophy really encourages the creative process.

Creative process? My foot! Any fool could come up with the things you do! Picasso, Matisse, Michelangelo, those were great artists! After visiting your exhibition, I was shocked! I've seen more impressive art work at my niece's nursery school! And I'm very surprised that the Waterman Gallery, where more conservative pieces of art are usually exhibited, actually gave your collection the green light. Any comment, Ripley?

The people at the Waterman know good art when they see it. *The Modern Caveman* compares the modern world with the primitive world. You're just jealous of my unique vision, Mr Farnsworth. Yes. Jealous. I'm positively green with envy. That's exactly what it is...

Look, art is a form of self-expression, Farnsworth. There aren't any rules. Do you really think that you and your society can define art, can succeed where great thinkers and philosophers have failed?

You know, Harland, I could talk till I'm blue in the face, but it won't do any good. This man, who is obviously extremely full of himself, will never understand my point of view and...

Have to stop you there, I'm afraid, Mr Farnsworth. It's time for a commercial break... (fade out)

Farnsworth:

Interviewer:
Ripley:

Farnsworth:

Ripley:

Farnsworth:

Interviewer:

Track list

CLASS CDS TRACK LIST

CD 1			CD 2		
Track	Module	Listening Activity	Track	Unit	Listening Activity
1	Titles		1	Titles	
2	Unit 1	Rubrics and Question 1	2	Unit 5	Rubrics and short conversations
3	Unit 1	Situation 1	3	Unit 6	Rubrics
4	Unit 1	Question 2	4	Unit 6	Radio Interview
5	Unit 1	Situation 2	5	Module 3 Round-up	Rubrics and short conversations
6	Unit 1	Question 3	6	Unit 7	Rubrics and Question 1
7	Unit 1	Situation 3	7	Unit 7	Situation 1
8	Unit 1	Question 4	8	Unit 7	Question 2
9	Unit 1	Situation 4	9	Unit 7	Situation 2
10	Unit 1	Question 5	10	Unit 7	Question 3
11	Unit 1	Situation 5	11	Unit 7	Situation 3
12	Unit 1	Question 6	12	Unit 7	Question 4
13	Unit 1	Situation 6	13	Unit 7	Situation 4
14	Unit 2 part 2	Rubrics	14	Unit 7	Question 5
15	Unit 2 part 2	Conversation	15	Unit 7	Situation 5
16	Unit 2 part 4	Rubrics	16	Unit 7	Question 6
17	Unit 2 part 4	5 speakers	17	Unit 7	Situation 6
18	Module 1 Round-up	Rubrics and Question 1	18	Unit 7	Question 7
19	Module 1 Round-up	Situation 1	19	Unit 7	Situation 7
20	Module 1 Round-up	Question 2	20	Unit 7	Question 8
21	Module 1 Round-up	Situation 2	21	Unit 7	Situation 8
22	Module 1 Round-up	Question 3	22	Unit 8	Rubrics and radio interview
23	Module 1 Round-up	Situation 3	23	Module 4 Round-up	Rubrics
24	Module 1 Round-up	Question 4	24	Module 4 Round-up	Radio Interview
25	Module 1 Round-up	Situation 4			
26	Module 1 Round-up	Question 5			
27	Module 1 Round-up	Situation 5			
28	Module 1 Round-up	Question 6			
29	Module 1 Round-up	Situation 6			
30	Module 1 Round-up	Question 7			
31	Module 1 Round-up	Situation 7			
32	Unit 3	Rubrics			
33	Unit 3	Radio interview			
34	Unit 4	Rubrics and radio interview			
35	Module 2 Round-up	Rubrics part A			
36	Module 2 Round-up	5 speakers part A			
37	Module 2 Round-up	Rubrics part B			
38	Module 2 Round-up	Radio interview part B			

Suggested Pacing Charts for Traveller 5

Five sessions per week

The weekly pacing chart on pages 163-169 has been created for a sixteen-week semester, in which the students have five sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be seventy-seven.

So, 16 weeks X 5 sessions per week = 80 sessions
minus 3 sessions for holidays = 77 sessions altogether.

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, the final week (week 16) is shown to have two sessions rather than five.

19 sessions are required for each module to be completed. Specifically, the teaching sessions are as follows:

- 1 session (cover page and test correction)
- 1 session (reading)
- 1 session (vocabulary)
- 1 session (grammar)
- 1 session (listening and vocabulary)
- 1 session (vocabulary and grammar)
- 1 session (speaking and examination practice)
- 1 session (writing)
- 1 session (reading)
- 1 session (vocabulary)
- 1 session (grammar)
- 1 session (listening and vocabulary)
- 1 session (vocabulary and grammar)
- 1 session (speaking and examination practice)
- 1 session (writing)
- 3 sessions (round-up + self-assessment)
- 1 session (test)

One session is left over for revision.

Four sessions per week

The weekly pacing chart on pages 170-176 has been created for a sixteen-week semester, in which the students have four sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be sixty-one.

So, 16 weeks X 4 sessions per week = 64 sessions
minus 3 sessions for holidays = 61 sessions altogether.

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, the final week (week 16) is shown to have one session rather than four.

15 sessions are required for each module to be completed. Specifically, the teaching sessions are as follows:

- 1 session (cover page and reading)
- 1 session (vocabulary)
- 1 session (grammar)
- 1 session (listening and vocabulary & grammar)
- 1 session (speaking and examination practice)
- 1 session (writing)
- 1 session (reading)
- 1 session (vocabulary)
- 1 session (grammar)
- 1 session (listening and vocabulary & grammar)
- 1 session (speaking and examination practice)
- 1 session (writing)
- 2 sessions (round-up + self-assessment)
- 1 session (test)

One session is left over for revision.

Abbreviations used in pacing charts

SB = Student's Book

Ss = Students

p. = page

pp. = pages

Recommended homework:

It is suggested that the Ss are asked to study the active vocabulary of each session.

Five sessions per week

Week 1

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none">Get to know each other. Introduce the books to the Ss. Have them flick through the modules.Module 1 All over the world, cover page p. 7. Discuss cover page.	
Session 2	<ul style="list-style-type: none">Unit 1 On holiday, reading pp. 8-9. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again.	<ul style="list-style-type: none">Unit 1 On holiday p. 4. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none">Unit 1 On holiday, reading p. 9. Check homework and do post-reading.Unit 1 On holiday, vocabulary & grammar, p.10. Do vocabulary in class.	<ul style="list-style-type: none">Unit 1 On holiday p.5. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none">Check homework.Unit 1 On holiday, vocabulary & grammar p.11. Do grammar in class.	<ul style="list-style-type: none">Unit 1 On holiday pp.5-6. Assign exercises C, D, E and F for homework.
Session 5	<ul style="list-style-type: none">Check homework.Unit 1 On holiday, listening p.12 vocabulary & grammar, p.13. Do listening and vocabulary in class.	<ul style="list-style-type: none">Unit 1 On holiday p.7. Assign exercises A and B for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none">Check homework.Unit 1 On holiday, vocabulary & grammar p.13. Do grammar in class.	<ul style="list-style-type: none">Unit 1 On holiday p.7. Assign exercises C, D and E for homework.
Session 2	<ul style="list-style-type: none">Check homework.Unit 1 On holiday, speaking, examination practice pp. 14-15. Do speaking and examination practice in class.	<ul style="list-style-type: none">Unit 1 On holiday p.8. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none">Check homework.Unit 1 On holiday, writing pp. 16-17. Do writing 1-4 in class and assign the writing task for homework.	<ul style="list-style-type: none">Unit 1 On holiday p.9. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none">Check homework.Unit 2 The place to be, reading pp.18-19. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words in class. Ask Ss to read the text at home again.	<ul style="list-style-type: none">Unit 2 The place to be p.10. Assign exercises A, B and C for homework.
Session 5	<ul style="list-style-type: none">Unit 2 The place to be, reading p.19. Check homework and do post-reading.Unit 2 The place to be, vocabulary p.20. Do vocabulary in class.	<ul style="list-style-type: none">Unit 2 The place to be p. 11. Assign exercises A, B and C for homework.

Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 2 The place to be, grammar p.21. Do grammar in class. 	<ul style="list-style-type: none"> Unit 2 The place to be p.12. Assign exercises D, E and F for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 2 The place to be, listening p.22, vocabulary & grammar p. 23. Do the pre-listening, listening for gist, listening for specific information and multiple matching in class. Do vocabulary 1 in class. 	<ul style="list-style-type: none"> Unit 2 The place to be p.13. Assign exercise A for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 2 The place to be, vocabulary & grammar p.23. Do vocabulary 2 and grammar in class. 	<ul style="list-style-type: none"> Unit 2 The place to be p.13 Assign exercises B, C and D for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 2 The place to be, speaking and examination practice pp.24-25. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 2 The place to be p.14. Assign exercises A and B for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 2 The place to be, writing pp.26-27. Do writing 1-4 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 2 The place to be p.15. Assign exercises A and B for homework.

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Module 1, round-up pp.28-29. Do reading and examination practice A in class. 	<ul style="list-style-type: none"> Module 1, round-up pp.16-17. Assign exercise A for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Module 1, round-up pp.30-31. Do examination practice B, C, D, E and F in class. 	<ul style="list-style-type: none"> Module 1, round-up pp.18-19. Assign exercises B and C or D for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Module 1, round-up p.32. Do listening and self-assessment. Tell Ss to revise for the test on Module 1. 	
Session 4	Test on Module 1	
Session 5	<ul style="list-style-type: none"> Test correction. Module 2 Beyond limits, cover page p. 33. Discuss cover page. 	

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Unit 3 Crime and punishment, reading pp.34-35. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words, in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 3 Crime and punishment p.20. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none"> Unit 3 Crime and punishment, reading p. 35. Check homework and do post-reading. Unit 3 Crime and punishment, vocabulary p.36. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 3 Crime and punishment p.21. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 3 Crime and punishment, grammar p.37. Do grammar in class. 	<ul style="list-style-type: none"> Unit 3 Crime and punishment pp.21-22. Assign exercises C, D and E for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 3 Crime and punishment, listening p.38, vocabulary & grammar p.39. Do pre-listening, listening for specific information and vocabulary A in class. 	<ul style="list-style-type: none"> Unit 3 Crime and punishment p.23. Assign exercise A for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 3 Crime and punishment, vocabulary & grammar p.39. Do vocabulary B and grammar in class. 	<ul style="list-style-type: none"> Unit 3 Crime and punishment p.23. Assign exercises B and C for homework.

Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 3 Crime and punishment, speaking and examination practice pp.40-41. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 3 Crime and punishment p.24. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 3 Crime and punishment, writing pp.42-43. Do writing 1-6 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 3 Crime and punishment p.25. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 4 Adventure, reading pp.44-45. Do pre-reading, reading for gist, reconstructing a gapped text, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 4 Adventure p.26. Assign exercises A, B and C for homework.
Session 4	<ul style="list-style-type: none"> Unit 4 Adventure, reading p. 45. Check homework and do post-reading. Unit 4 Adventure, vocabulary p.46. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 4 Adventure p. 27. Assign exercises A and B for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 4 Adventure, grammar p.47. Do grammar in class. 	<ul style="list-style-type: none"> Unit 4 Adventure pp. 27-28. Assign exercises C, D and E for homework.

Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 4 Adventure, listening p.48. Do pre-listening and listening for specific information in class. Tell Ss to look up the meaning of the words easily confused (vocabulary p.49) for the next lesson. 	<ul style="list-style-type: none"> Unit 4 Adventure p.29. Assign exercise A for homework.
Session 2	<ul style="list-style-type: none"> Unit 4 Adventure, vocabulary & grammar p.49. Do vocabulary and grammar in class. 	<ul style="list-style-type: none"> Unit 4 Adventure p.29. Assign exercises B and C for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 4 Adventure, speaking and examination practice pp.50-51. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 4 Adventure p.30. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 4 Adventure, writing pp.52-53. Do writing 1-5 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 4 Adventure p.31. Assign exercises A, B and C for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Module 2 round-up pp.54-55. Do reading and examination practice A and B in class. 	<ul style="list-style-type: none"> Module 2 round-up pp.32-33. Assign exercise A for homework.

Week 8

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Module 2 round-up pp.56-57. Do examination practice C, D, E and F in class. 	<ul style="list-style-type: none"> Module 2 round-up p.33. Assign exercises B and C or D for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Module 2 round-up p.58. Do listening and self-assessment. Tell Ss to revise for the test on Module 2. 	
Session 3	Test on Module 2	
Session 4	<ul style="list-style-type: none"> Test correction. Module 3 What the future holds, cover page p. 59. Discuss cover page. 	
Session 5	<ul style="list-style-type: none"> Unit 5 Lifestyle, reading pp.60-61. Do pre-reading, reading for gist, reconstructing a gapped text, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 5 Lifestyle p.34. Assign exercises A, B and C for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Unit 5 Lifestyle, reading p. 61. Check homework and do post-reading. Unit 5 Lifestyle, vocabulary p.62. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 5 Lifestyle p.35. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 5 Lifestyle, grammar p.63. Do grammar in class. 	<ul style="list-style-type: none"> Unit 5 Lifestyle pp.35-36. Assign exercises C, D and E for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 5 Lifestyle, listening p.64, vocabulary p.65. Do listening and vocabulary in class. 	<ul style="list-style-type: none"> Unit 5 Lifestyle p.37. Assign exercise A for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 5 Lifestyle, grammar p.65. Do grammar in class. 	<ul style="list-style-type: none"> Unit 5 Lifestyle p.37. Assign exercises B and C for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 5 Lifestyle, speaking and examination practice pp.66-67. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 5 Lifestyle p.38. Assign exercises A, B and C for homework.

Week 10

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 5 Lifestyle, writing pp.68-69. Do writing 1-4 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 5 Lifestyle p.39. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 6 The environment, reading pp.70-71. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 6 The environment p.40. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Unit 6 The environment, reading p. 71. Check homework and do post-reading. Unit 6 The environment, vocabulary pp.72-73. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 6 The environment p.41. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 6 The environment, grammar p.73. Do grammar in class. 	<ul style="list-style-type: none"> Unit 6 The environment pp.41-42. Assign exercises C, D and E for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 6 The environment, listening p.74, vocabulary p.75. Do pre-listening, listening for specific information and vocabulary 1 in class. 	<ul style="list-style-type: none"> Unit 6 The environment p.43. Assign exercises A and B for homework.

Week 11

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 6 The environment, vocabulary & grammar p.75. Do vocabulary 2 and grammar in class. 	<ul style="list-style-type: none"> Unit 6 The environment p.43. Assign exercises C, D and E for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 6 The environment, speaking and examination practice pp.76-77. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 6 The environment p.44. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 6 The environment, writing pp.78-79. Do writing 1-4 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 6 The environment p.45. Assign exercises A, B and C for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Module 3, round-up pp. 80-81. Do reading and examination practice A in class. 	<ul style="list-style-type: none"> Module 3 round-up p.46. Assign exercise A for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Module 3, round-up pp.82-83. Do examination practice B, C, D, E and F in class. 	<ul style="list-style-type: none"> Module 3 round-up p.47. Assign exercises B and C or D for homework.

Week 12

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Module 3, round-up p.84. Module 3, round-up p.84. Do listening and self-assessment. Tell Ss to revise for the test on Module 3. 	
Session 2	Test on Module 3	
Session 3	<ul style="list-style-type: none"> Test correction Module 4 Culture, cover page p. 85. Discuss cover page. 	
Session 4	<ul style="list-style-type: none"> Unit 7 Visual Arts, reading pp.86-87. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 7 Visual Arts p.48. Assign exercises A, B and C for homework.
Session 5	<ul style="list-style-type: none"> Unit 7 Visual Arts, reading p.87. Check homework and do post-reading. Unit 7 Visual arts, vocabulary p.88. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 7 Visual Arts p.49. Assign exercises A and B for homework.

Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 7 Visual Arts, grammar p.89. Do grammar in class. 	<ul style="list-style-type: none"> Unit 7 Visual Arts pp.49-50. Assign exercises C, D and E for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 7 Visual Arts, listening p.90, vocabulary p.91. Do listening and vocabulary in class. 	<ul style="list-style-type: none"> Unit 7 Visual Arts p.51. Assign exercise A for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 7 Visual Arts, grammar p.91. Do grammar in class. 	<ul style="list-style-type: none"> Unit 7 Visual Arts p.51. Assign exercises B and C for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 7 Visual Arts, speaking and examination practice pp.92-93. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 7 Visual Arts p.52. Assign exercises A and B for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 7 Visual Arts, writing pp.94-95. Do writing 1-5 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 7 Visual Arts p.53. Assign exercises A and B for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 8 The written word, reading pp.96-97. Do pre-reading, reading for gist, reconstructing a gapped text, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 8 The written word p.54. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none"> Unit 8 The written word, reading p.97. Check homework and do post-reading. Unit 8 The written word, vocabulary p.98. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 8 The written word p.55. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 8 The written word, grammar p.99. Do grammar in class. 	<ul style="list-style-type: none"> Unit 8 The written word pp.55-56. Assign exercises C, D and E for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 8 The written word, listening p.100, vocabulary p.101. Do pre-listening, listening for specific information and vocabulary in class. 	<ul style="list-style-type: none"> Unit 8 The written word p.57. Assign exercise A for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 8 The written word, grammar p.101. Do grammar in class. 	<ul style="list-style-type: none"> Unit 8 The written word p.57. Assign exercises B and C for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework Unit 8 The written word, speaking and examination practice pp.102-103. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 8 The written word p.58. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 8 The written word, writing pp.104-105. Do writing 1-4 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 8 The written word p.59. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Module 4 round-up, pp.106-107. Do reading and examination practice A and B in class. 	<ul style="list-style-type: none"> Module 4 round-up pp. 60-61. Assign exercise A for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Module 4 round-up, pp.108-109. Do examination practice C, D, E and F in class. 	<ul style="list-style-type: none"> Module 4 round-up p.61. Assign exercises B and C for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Module 4 round-up, p.110. Do listening and self-assessment. Tell Ss to revise for the test on Module 4. 	

Week 16*

Sessions	Student's Book	Workbook
Session 1		Test on Module 4
Session 2		Revision

* There are three sessions missing from Week 16 which correspond to the sessions not done due to holidays.

Four sessions per week

Week 1

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none">Module 1 All over the world, cover page p. 7. Discuss cover page.Unit 1 On holiday, reading pp. 8-9. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again.	<ul style="list-style-type: none">Unit 1 On holiday p. 4. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none">Unit 1 On holiday, reading p. 9. Check homework and do post-reading.Unit 1 On holiday, vocabulary & grammar p. 10. Do vocabulary in class.	<ul style="list-style-type: none">Unit 1 On holiday p. 5. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none">Check homework.Unit 1 On holiday, vocabulary & grammar p. 11. Do grammar in class.	<ul style="list-style-type: none">Unit 1 On holiday pp. 5-6. Assign exercises C, D, E and F for homework.
Session 4	<ul style="list-style-type: none">Check homework.Unit 1 On holiday, listening, vocabulary & grammar pp. 12-13. Do listening and vocabulary & grammar in class.	<ul style="list-style-type: none">Unit 1 On holiday p. 7. Assign exercises A-E for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none">Check homework.Unit 1 On holiday speaking, examination practice pp. 14-15. Do speaking and examination practice in class.	<ul style="list-style-type: none">Unit 1 On holiday p. 8. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none">Check homework.Unit 1 On holiday, writing pp. 16-17. Do writing 1-4 in class and assign the writing task for homework.	<ul style="list-style-type: none">Unit 1 On holiday p. 9. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none">Unit 2 The place to be, reading pp. 18-19. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words in class. Ask Ss to read the text at home again.	<ul style="list-style-type: none">Unit 2 The place to be, p. 10. Assign exercises A, B and C for homework.
Session 4	<ul style="list-style-type: none">Unit 2 The place to be, reading p. 19. Check homework and do post-reading.Unit 2 The place to be, vocabulary & grammar p. 20. Do vocabulary in class.	<ul style="list-style-type: none">Unit 2 The place to be p. 11. Assign exercises A, B and C for homework.

Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none">Check homework.Unit 2 The place to be, vocabulary & grammar p. 21. Do grammar in class.	<ul style="list-style-type: none">Unit 2 The place to be p. 12. Assign exercises D, E and F for homework.
Session 2	<ul style="list-style-type: none">Check homework.Unit 2 The place to be, listening, vocabulary & grammar pp. 22-23. Do listening and vocabulary & grammar in class.	<ul style="list-style-type: none">Unit 2 The place to be p. 13. Assign exercises A-D for homework.
Session 3	<ul style="list-style-type: none">Check homework.Unit 2 The place to be, speaking, examination practice pp. 24-25. Do speaking and examination practice in class.	<ul style="list-style-type: none">Unit 2 The place to be p. 14. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none">Check homework.Unit 2 The place to be, writing pp. 26-27. Do writing 1-4 in class. Assign the writing task for homework.	<ul style="list-style-type: none">Unit 2 The place to be p. 15. Assign exercises A and B for homework.

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Module 1 round-up pp. 28-29. Do round-up 1 reading and examination practice A in class. Module 1 round-up pp. 30-31. Assign exercises B, C, D, E and F for homework. 	<ul style="list-style-type: none"> Module 1 round-up p. 18. Assign exercise B for homework. Module 1 round-up pp. 16-17. Ss should be advised to do the reading activity at home as a preparation for the test.
Session 2	<ul style="list-style-type: none"> Check homework. Module 1 round-up p. 32. Do listening and self-assessment in class. Tell Ss to revise for the test on Module 1. 	
Session 3	Test on Module 1	
Session 4	<ul style="list-style-type: none"> Module 2 Beyond limits, cover page p. 33. Discuss cover page. Unit 3 Crime and punishment, reading pp. 34-35. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 3 Crime and punishment p. 20. Assign exercises A, B and C for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Unit 3 Crime and punishment, reading p. 35. Check homework and do post-reading. Unit 3 Crime and punishment, vocabulary & grammar p. 36. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 3 Crime and punishment, p. 21. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 3 Crime and punishment, vocabulary & grammar p. 37. Do grammar in class. 	<ul style="list-style-type: none"> Unit 3 Crime and punishment pp. 21-22. Assign exercises C, D and E for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 3 Crime and punishment, listening, vocabulary & grammar pp. 38-39. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 3 Crime and punishment p.23. Assign exercises A-C for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 3 Crime and punishment, speaking, examination practice pp. 40-41. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 3 Crime and punishment p. 24. Assign exercises A-C for homework.

Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 3 Crime and punishment, writing pp. 42-43. Do writing 1-6 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 3 Crime and punishment p. 25. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 4 Adventure, reading pp. 44-45. Do pre-reading, reading for gist, reconstructing a gapped text, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 4 Adventure p. 26. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Unit 4 Adventure, reading p. 45. Check homework and do post-reading. Unit 4 Adventure, vocabulary & grammar p. 46. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 4 Adventure p. 27. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 4 Adventure, vocabulary & grammar p. 47. Do grammar in class. 	<ul style="list-style-type: none"> Unit 4 Adventure pp. 27-28. Assign exercises C, D and E for homework.

Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 4 Adventure, listening, vocabulary & grammar pp. 48-49. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 4 Adventure p. 29. Assign exercises A-C for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 4 Adventure, speaking, examination practice pp. 50-51. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 4 Adventure p. 30. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 4 Adventure, writing pp. 52-53. Do writing 1-5 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 4 Adventure p. 31. Assign exercises A-C for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Module 2 round-up pp. 54-55. Do round-up 2 reading and examination practice A and B in class. Module 2 round-up pp. 56-57. Assign exercises C, D, E and F for homework. 	<ul style="list-style-type: none"> Module 2 round-up p. 33. Assign exercise B for homework. Module 2 round-up pp. 32-33. Ss should be advised to do the reading activity at home as a preparation for the test.

Week 8

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Module 2 round-up p. 58. Do listening and self-assessment in class. Tell Ss to revise for the test on Module 2. 	
Session 2	Test on Module 2	
Session 3	<ul style="list-style-type: none"> Module 3 What the future holds, cover page p. 59. Discuss cover page. Unit 5 Lifestyle, reading pp. 60-61. Do pre-reading, reading for gist, reconstructing a gapped text, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 5 Lifestyle p. 34. Assign exercises A, B and C for homework.
Session 4	<ul style="list-style-type: none"> Unit 5 Lifestyle, reading p. 61. Check homework and do post-reading. Unit 5 Lifestyle, vocabulary & grammar p. 62. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 5 Lifestyle p. 35. Assign exercises A and B for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 5 Lifestyle, vocabulary & grammar p. 63. Do grammar in class. 	<ul style="list-style-type: none"> Unit 5 Lifestyle pp. 35-36. Assign exercises C, D and E for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 5 Lifestyle, listening, vocabulary & grammar pp. 64-65. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 5 Lifestyle p. 37. Assign exercises A-C for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 5 Lifestyle, speaking, examination practice pp. 66-67. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 5 Lifestyle p. 38. Assign exercises A-C for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 5 Lifestyle, writing pp. 68-69. Do writing 1-4 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 5 Lifestyle p. 39. Assign exercises A and B for homework.

Week 10

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 6 The environment, reading pp. 70-71. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 6 The environment p. 40. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none"> Unit 6 The environment, reading p.71. Check homework and do post-reading. Unit 6 The environment, vocabulary & grammar p. 72. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 6 The environment p. 41. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 6 The environment, vocabulary & grammar p. 73. Do grammar in class. 	<ul style="list-style-type: none"> Unit 6 The environment pp. 41-42. Assign exercises C, D and E for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 6 The environment, listening, vocabulary & grammar pp. 74-75. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 6 The environment p. 43. Assign exercises A-E for homework.

Week 11

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 6 The environment, speaking, examination practice pp. 76-77. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 6 The environment p. 44. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 6 The environment, writing pp. 78-79. Do writing 1-4 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 6 The environment p. 45. Assign exercises A-C for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Module 3 round-up pp. 80-81. Do reading and examination practice A in class. Module 3 round-up pp. 82-83. Assign exercises B, C, D, E and F for homework. 	<ul style="list-style-type: none"> Module 3 round-up pp. 46-47. Assign exercise B for homework. Ss should be advised to do the reading activity at home as a preparation for the test.
Session 4	<ul style="list-style-type: none"> Check homework. Module 3 round-up p. 84. Do listening and self-assessment in class. Tell Ss to revise for the test on Module 3. 	

Week 12

Sessions	Student's Book	Workbook
Session 1	Test on Module 3	
Session 2	<ul style="list-style-type: none"> Module 4 Culture, cover page p. 85. Discuss cover page. Unit 7 Visual arts, reading pp. 86-87. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 7 Visual arts p. 48. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Unit 7 Visual arts, reading, p. 87. Check homework and do post-reading. Unit 7 Visual arts, vocabulary & grammar p. 88. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 7 Visual arts p. 49. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 7 Visual arts, vocabulary & grammar p. 89. Do grammar in class. 	<ul style="list-style-type: none"> Unit 7 Visual arts pp. 49-50. Assign exercises C, D and E for homework.

Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 7 Visual arts, listening, vocabulary & grammar pp. 90-91. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 7 Visual arts p. 51. Assign exercises A-C for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 7 Visual arts, speaking, examination practice pp. 92-93. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 7 Visual arts, p. 52. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 7 Visual arts, writing, pp. 94-95. Do writing 1-5 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 7 Visual arts p. 53. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 8 The written word, reading pp. 96-97. Do pre-reading, reading for gist, reconstructing a gapped text, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 8 The written word p. 54. Assign exercises A, B and C for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Unit 8 The written word, reading p. 97. Check homework and do post-reading. Unit 8 The written word, vocabulary & grammar p. 98. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 8 The written word p. 55. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 8 The written word, vocabulary & grammar p. 99. Do grammar in class. 	<ul style="list-style-type: none"> Unit 8 The written word pp. 55-56. Assign exercises C, D and E for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 8 The written word, listening, vocabulary & grammar pp. 100-101. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 8 The written word p. 57. Assign exercises A-C for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 8 The written word, speaking, examination practice pp. 102-103. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 8 The written word p. 58. Assign exercises A and B for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 8 The written word, writing pp. 104-105. Do writing 1-4 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 8 The written word p. 59. Assign exercises A-C for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Module 4 round-up pp. 106-107. Do round-up 4 reading and examination practice A and B in class. Module 4 round-up pp. 108-109. Assign exercises C, D, E and F for homework. 	<ul style="list-style-type: none"> Module 4 round-up pp. 60-61. Assign exercise B for homework. Ss should be advised to do the reading activity at home as a preparation for the test.
Session 3	<ul style="list-style-type: none"> Check homework. Module 4 round-up p. 110. Do listening and self-assessment in class. Tell Ss to revise for the test on Module 4. 	
Session 4	Test on Module 4	

Week 16*

Sessions	Student's Book	Workbook
Session 1		Revision

*There are three sessions missing from week 16 which correspond to the sessions not done due to holidays.

Suggested Pacing Chart for Traveller 5

(for Holy Qur'an Memorization Schools)

Three sessions per week

The weekly pacing chart on pages 177-182 has been created for a sixteen-week semester, in which the students have three sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be forty-six.

So, 16 weeks x 3 sessions per week = 48 sessions
minus 2 sessions for holidays = 46 sessions
altogether.

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, the final week (week 16) is shown to have one session rather than three.

The number of sessions required for each module varies depending on the material needed to cover the Grade 12 Syllabus.

One session is left over for revision.

Abbreviations used in pacing charts

SB = Student's Book

Ss = Students

p. = page

pp. = pages

Recommended homework:

It is suggested that the Ss are asked to study the active vocabulary of each session.

Three sessions per week

Week 1

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none">Module 1 All over the world, cover page p. 7. Discuss cover page.Unit 1 On holiday, reading pp. 8-9. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again.	<ul style="list-style-type: none">Unit 1 On holiday p. 4. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none">Unit 1 On holiday, reading p. 9. Check homework and do post-reading.Unit 1 On holiday, vocabulary & grammar p. 10. Do vocabulary in class.	<ul style="list-style-type: none">Unit 1 On holiday p. 5. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none">Check homework.Unit 1 On holiday, vocabulary & grammar p. 11. Do grammar in class.	<ul style="list-style-type: none">Unit 1 On holiday pp. 5-6. Assign exercises C, D, E and F for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none">Check homework.Unit 1 On holiday, listening, vocabulary & grammar pp. 12-13. Do listening and vocabulary & grammar in class.	<ul style="list-style-type: none">Unit 1 On holiday p. 7. Assign exercises A-E for homework.
Session 2	<ul style="list-style-type: none">Check homework.Unit 1 On holiday speaking, examination practice pp. 14-15. Do speaking and examination practice in class.	<ul style="list-style-type: none">Unit 1 On holiday p. 8. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none">Check homework.Unit 1 On holiday, writing pp. 16-17. Do writing 1-4 in class and assign the writing task for homework.	<ul style="list-style-type: none">Unit 1 On holiday p. 9. Assign exercises A and B for homework.

Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none">Unit 2 The place to be, reading pp. 18-19. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words in class. Ask Ss to read the text at home again.	<ul style="list-style-type: none">Unit 2 The place to be, p. 10. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none">Unit 2 The place to be, reading p. 19. Check homework and do post-reading.Unit 2 The place to be, vocabulary & grammar p. 20. Do vocabulary in class.	<ul style="list-style-type: none">Unit 2 The place to be p. 11. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none">Check homework.Unit 2 The place to be, vocabulary & grammar p. 21. Do grammar in class.	<ul style="list-style-type: none">Unit 2 The place to be p. 12. Assign exercises D, E and F for homework.

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 2 The place to be, listening, vocabulary & grammar pp. 22-23. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 2 The place to be p. 13. Assign exercises A-D for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 2 The place to be, speaking, examination practice pp. 24-25. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 2 The place to be p. 14. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 2 The place to be, writing pp. 26-27. Do writing 1-4 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 2 The place to be p. 15. Assign exercises A and B for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Module 1 round-up pp. 28-29. Do round-up 1 reading and examination practice A in class. Module 1 round-up pp. 30-31. Assign exercises B, C, D, E and F for homework. 	<ul style="list-style-type: none"> Module 1 round-up p. 18. Assign exercise B for homework. Module 1 round-up pp. 16-17. Ss should be advised to do the reading activity at home as a preparation for the test.
Session 2	<ul style="list-style-type: none"> Check homework. Module 1 round-up p. 32. Do listening and self-assessment in class. Tell Ss to revise for the test on Module 1. 	
Session 3		Test on Module 1

Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Module 2 Beyond limits, cover page p. 33. Discuss cover page. Unit 3 Crime and punishment, reading pp. 34-35. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 3 Crime and punishment p. 20. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none"> Unit 3 Crime and punishment, reading p. 35. Check homework and do post-reading. Unit 3 Crime and punishment, vocabulary & grammar p. 36. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 3 Crime and punishment, p. 21. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 3 Crime and punishment, vocabulary & grammar p. 37. Do grammar in class. 	<ul style="list-style-type: none"> Unit 3 Crime and punishment pp. 21-22. Assign exercises C, D and E for homework.

Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 4 Adventure, reading pp. 44-45. Do pre-reading, reading for gist, reconstructing a gapped text, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 4 Adventure p. 26. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none"> Unit 4 Adventure, reading p. 45. Check homework and do post-reading. Unit 4 Adventure, vocabulary & grammar p. 46. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 4 Adventure p. 27. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 4 Adventure, vocabulary & grammar p. 47. Do grammar in class. 	<ul style="list-style-type: none"> Unit 4 Adventure pp. 27-28. Assign exercises C, D and E for homework.

Week 8

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 4 Adventure, listening, vocabulary & grammar pp. 48-49. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 4 Adventure p. 29. Assign exercises A-C for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 4 Adventure, speaking, examination practice pp. 50-51. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 4 Adventure p. 30. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 4 Adventure, writing pp. 52-53. Do writing 1-5 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 4 Adventure p. 31. Assign exercises A-C for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Module 2 round-up pp. 54-56. Do round-up 2 reading and examination practice B and C in class. Tell Ss to revise for the test on Module 2. 	<ul style="list-style-type: none"> Module 2 round-up pp. 32-33. Ss should be advised to do the reading activity at home as a preparation for the test.
Session 2	Test on Module 2	
Session 3	<ul style="list-style-type: none"> Module 3 What the future holds, cover page p. 59. Discuss cover page. Unit 5 Lifestyle, reading pp. 60-61. Do pre-reading, reading for gist, reconstructing a gapped text, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 5 Lifestyle p. 34. Assign exercises A, B and C for homework.

Week 10

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Unit 5 Lifestyle, reading p. 61. Check homework and do post-reading. Unit 5 Lifestyle, vocabulary & grammar p. 62. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 5 Lifestyle p. 35. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 5 Lifestyle, vocabulary & grammar p. 63. Do grammar in class. 	<ul style="list-style-type: none"> Unit 5 Lifestyle pp. 35-36. Assign exercises C, D and E for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 5 Lifestyle, listening, vocabulary & grammar pp. 64-65. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 5 Lifestyle p. 37. Assign exercises A-C for homework.

Week 11

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 5 Lifestyle, speaking, examination practice pp. 66-67. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 5 Lifestyle p. 38. Assign exercises A-C for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 5 Lifestyle, writing pp. 68-69. Do writing 1-4 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 5 Lifestyle p. 39. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 6 The environment, listening, vocabulary & grammar pp. 74-75. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 6 The environment p. 43. Assign exercises A-E for homework.

Week 12

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 6 The environment, speaking, examination practice pp. 76-77. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 6 The environment p. 44. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 6 The environment, writing pp. 78-79. Do writing 1-4 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 6 The environment p. 45. Assign exercises A-C for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Module 3 round-up pp. 80-83. Do reading and examination practice B and E in class. Tell Ss to revise for the test on Module 3. 	<ul style="list-style-type: none"> Module 3 round-up pp. 46. Ss should be advised to do the reading activity at home as a preparation for the test.

Week 13

Sessions	Student's Book	Workbook
Session 1	Test on Module 3	
Session 2	<ul style="list-style-type: none"> Module 4 Culture, cover page p. 85. Discuss cover page. Unit 8 The written word, reading pp. 96-97. Do pre-reading, reading for gist, reconstructing a gapped text, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 8 The written word p. 54. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Unit 8 The written word, reading p. 97. Check homework and do post-reading. Unit 8 The written word, vocabulary & grammar p. 98. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 8 The written word p. 55. Assign exercises A and B for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 8 The written word, vocabulary & grammar p. 99. Do grammar in class. 	<ul style="list-style-type: none"> Unit 8 The written word pp. 55-56. Assign exercises C, D and E for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 8 The written word, listening, vocabulary & grammar pp. 100-101. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 8 The written word p. 57. Assign exercises A-C for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 8 The written word, speaking, examination practice pp. 102-103. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 8 The written word p. 58. Assign exercises A and B for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 8 The written word, writing pp. 104-105. Do writing 1-4 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 8 The written word p. 59. Assign exercises A-C for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Module 4 round-up pp. 106-108. Do round-up 4 reading and examination practice A and C in class. Tell Ss to revise for the test on Module 4. 	<ul style="list-style-type: none"> Module 4 round-up pp. 60-61. Ss should be advised to do the reading activity at home as a preparation for the test.
Session 3	Test on Module 4	

Week 16*

Sessions	Student's Book	Workbook
Session 1	Revision	

*There are two sessions missing from week 16 which correspond to the sessions not done due to holidays.

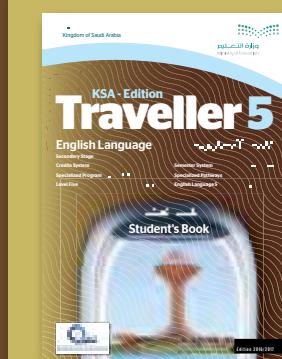
Notes

Traveller

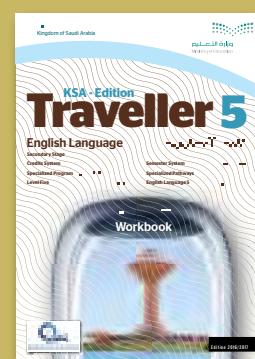
is an exciting course that takes learners from **Beginner** to **Advanced** level. It follows the modular approach and is organised into topic-based modules.

Course Features:

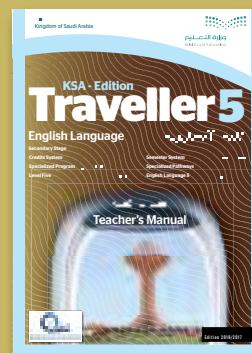
- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting real spoken English
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic 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



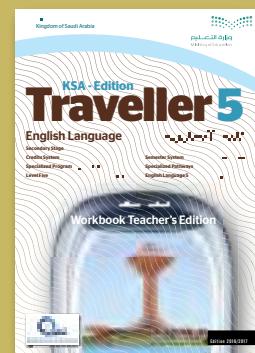
Student's Book



Workbook



Teacher's Manual



Workbook Teacher's Edition

Digital Material:

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CEF

A1



A2

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