



KSA - Edition **Traveller 3**

English Language

Secondary Stage

Credits System

البرنامـج المشترـك

Level Three

نظام المقررات

المستوى الثالث

Semester System

Specialized Pathways

English Language 3

المرحلة الثانوية

النظام الفصلي

المسارات التخصصية

اللغة الإنجليزية ٣

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كتاب الطالب Student's Book





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كتاب الطالب **Student's Book**

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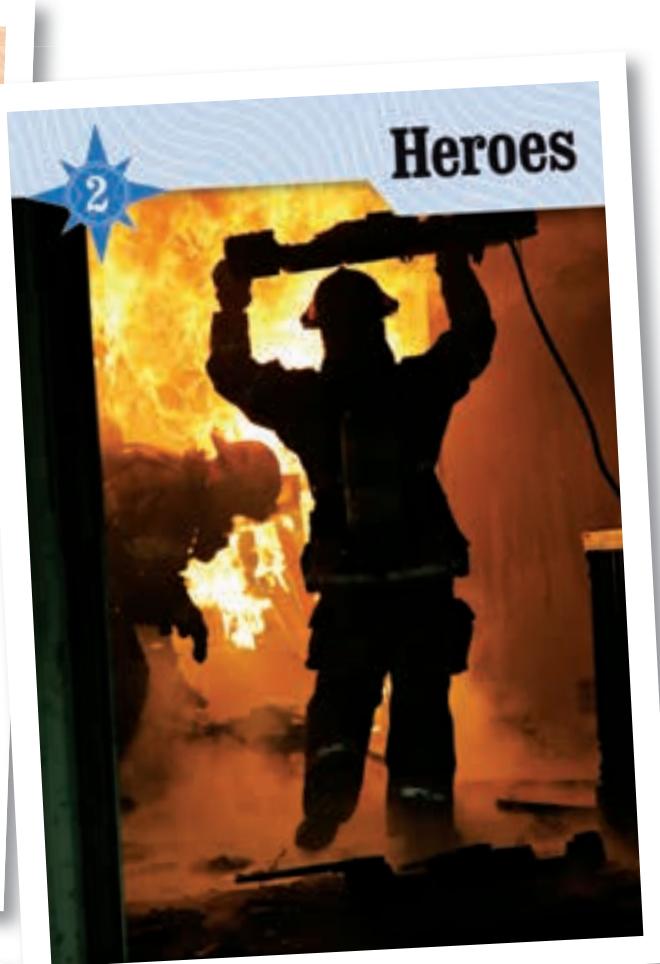
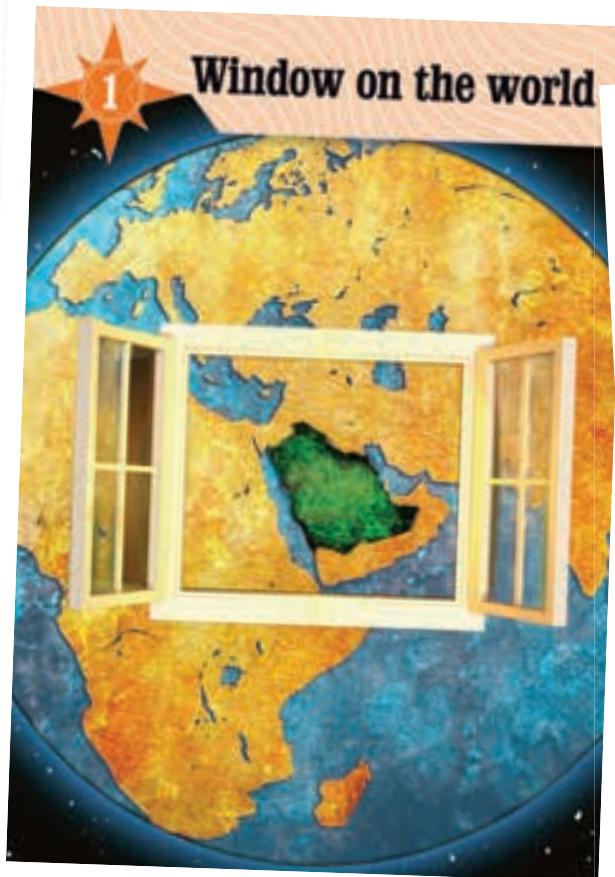
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1

Window on the world

Discuss:

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

Flick through the module and find...

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

In this module you will...

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

1a reading

A. Discuss.

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

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

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

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

What is the purpose of the article?

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

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

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

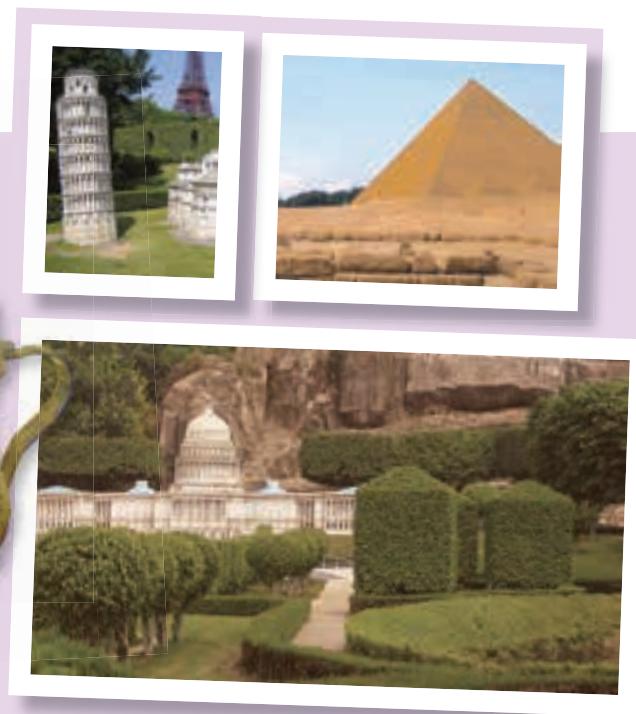
It's a Small World!

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

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

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

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



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

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

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

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

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

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

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

E. Discuss.

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

VOCABULARY

WORDS EASILY CONFUSED

Circle the word that best completes each sentence.

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

vocabulary & grammar

GRAMMAR

PRESENT SIMPLE – PRESENT PROGRESSIVE

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

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

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

The Present Simple is used for:

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

The Present Progressive is used for:

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

STATIVE VERBS

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

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

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

Grammar Reference p. 79

PRACTICE

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

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

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

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

Omar: So, what brings you to the library?

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

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

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

Omar: No, I'll be OK.

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

1a listening & reading

A. Discuss.

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

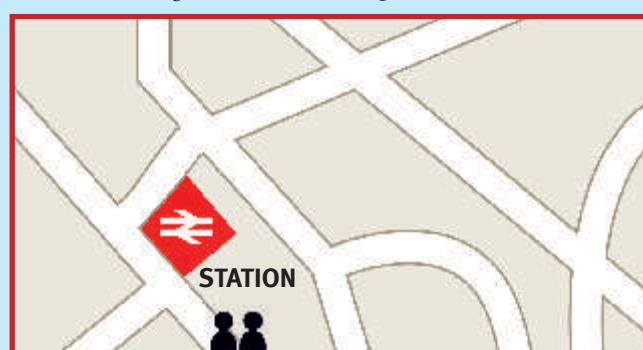
B. Look at the picture and guess what the dialogue is about. Then, listen and check your answers.



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

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

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



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

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

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

VOCABULARY

BRITISH AND AMERICAN ENGLISH

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

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

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

vocabulary & grammar

GRAMMAR

QUESTIONS AND QUESTION WORDS

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

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

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

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

INDIRECT QUESTIONS

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

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

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

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

Grammar Reference pp. 79, 80

PRACTICE

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

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

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

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

SPEAKING

Talk in pairs. Go to page 77.

1a listening & speaking

LISTENING



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

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

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

C. Discuss.

- What purposes do you use English for?

SPEAKING

A. Discuss.

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

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

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

TIP

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



C. Discuss.

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

writing

WRITING (DEVELOPING A PARAGRAPH)

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

QUESTIONNAIRE SECTION A

How long have you been learning English?

How old are you? _____

What is your mother tongue?

Have you learnt any other languages before?

Which one(s)? How long for?

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

What do you find difficult in English?

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

SECTION B

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

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

travel job/business
study abroad hobby exams
 Internet

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

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

I am learning English for job purposes.

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

WRITING TASK

Write a paragraph explaining why you want to learn English to complete Section B in the questionnaire in A. **Go to the Workbook, p. 9.**

TIP

When you write a paragraph:

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

1b reading

A. Discuss.

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

happiness success health death danger



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

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

b Colours: choosing the right ones for success

c The meaning of colours in the past

TIP

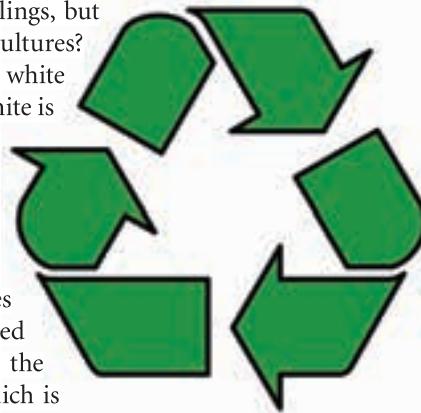
When answering questions which refer to the whole text, make sure you choose the option that describes the text as a whole, not only part of it.



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

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

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



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

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

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

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

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

TIP

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

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

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

1. influence
 2. associate
 3. represent
 4. achieve
 5. view
- a. connect
 - b. succeed in doing something
 - c. consider
 - d. have an effect on
 - e. mean

E. Discuss.

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

vocabulary & grammar

VOCABULARY

1. VERBS + PREPOSITIONS

NOTE

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

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

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

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

verb + from	verb + with	verb + to

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

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

2. NEGATIVE PREFIXES AND SUFFIXES

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

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

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

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

NOTE

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

1b vocabulary & grammar

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

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

HARM
FORMAL

COMFORTABLE

EXPENSIVE
ABLE

GRAMMAR

PAST SIMPLE

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

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

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

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

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

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

USED TO – BE/GET USED TO

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

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

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

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

NOTE

used to + base form

be / get used to + -ing form

PRACTICE

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

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

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

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

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

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

ENGLISH IN USE

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

Japanese TEA CEREMONY

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

listening & speaking

LISTENING



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



- ▶ Read the questions and options carefully before you hear each extract.
- ▶ Listen to the extracts carefully. Don't try to understand every single word or phrase, but focus on the whole message.
- ▶ Choose the option which best answers the question. Don't choose an option just because words or phrases included in the extract appear in it.



1. You overhear two people talking.

What is true about the man who went on holiday?

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

2. You overhear a conversation.

Where does it take place?

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

3. You overhear a conversation.

Who or what did Sherman Street get its name from?

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

4. You overhear two friends talking.

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

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

SPEAKING

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

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



A



B



C



D

opportunities
facilities
socialise
isolated
monotonous
exhausting
lonely
alone
crowded
trendy

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

I believe/think/suppose...

In my opinion...

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

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

I'd like to be able to...

1b writing

WRITING AN E-MAIL BASED ON PROMPTS

A. Discuss.

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

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

Hi Ali,

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

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

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

Hope to hear from you soon.

Take care,
John

Easy to reach

Let's meet at...



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

- give directions
- suggest a place
- express enthusiasm

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

Hi John,

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

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

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

Can't wait to see you!

Bye for now,
Ali

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

Expressing enthusiasm

Wow! That's great/wonderful!
I was really happy/glad to hear...
I couldn't believe it when I read...
Make suggestions
Why don't you/we...?
How about...?
I think it would be a good idea to...
There is a nice... where we/you can...

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

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

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

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

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

WRITING TASK

A friend of yours will be visiting your city/town and has sent you the same e-mail. Read the e-mail and the notes again. Then, look at the map below and write an e-mail answering your friend using all the notes. You can use Ali's e-mail as a model, but you must use your own ideas and other expressions/phrases (100-150 words). [Go to the Workbook, p. 14.](#)



TIP

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

- Remember to read the prompts carefully and include all the points in the notes in your answer.
- Don't just copy the notes. You should try to rephrase them and add any comments and/or information that is relevant.
- Use standard grammar and spelling conventions. Avoid forms such as *wanna*, *cu l8r*, etc.
- Use appropriate expressions/phrases to express enthusiasm, make suggestions and give directions.

For the layout of e-mails and set phrases you can use, see [Appendix I](#).

1 round-up

VOCABULARY & GRAMMAR

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

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

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

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

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

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

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

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

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

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

1 round-up

LISTENING



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

1. You overhear a conversation. What is true about their visit to the museum?
 - a. They found it very small.
 - b. They only saw the Mona Lisa.
 - c. There were many things they weren't able to see.

2. You overhear a conversation. Where did the men go last year?
 - a. Florence
 - b. Rome
 - c. Venice

3. You overhear a conversation. Why is the man pleased?
 - a. because he's moving to Japan
 - b. because he's taking Japanese lessons
 - c. because he found a job

4. You overhear a conversation. What is true of the two men?
 - a. They want to become members of the International Society.
 - b. They are going to buy tickets for the Oxford trip.
 - c. They like deep-fried Mars bars.

5. You overhear a conversation. Where will the man be doing conservation work?
 - a. Thailand
 - b. Australia
 - c. India

6. You overhear a conversation. Why did the man go to Papua New Guinea?
 - a. for a holiday
 - b. to work
 - c. to study a tribe

SELF-ASSESSMENT

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

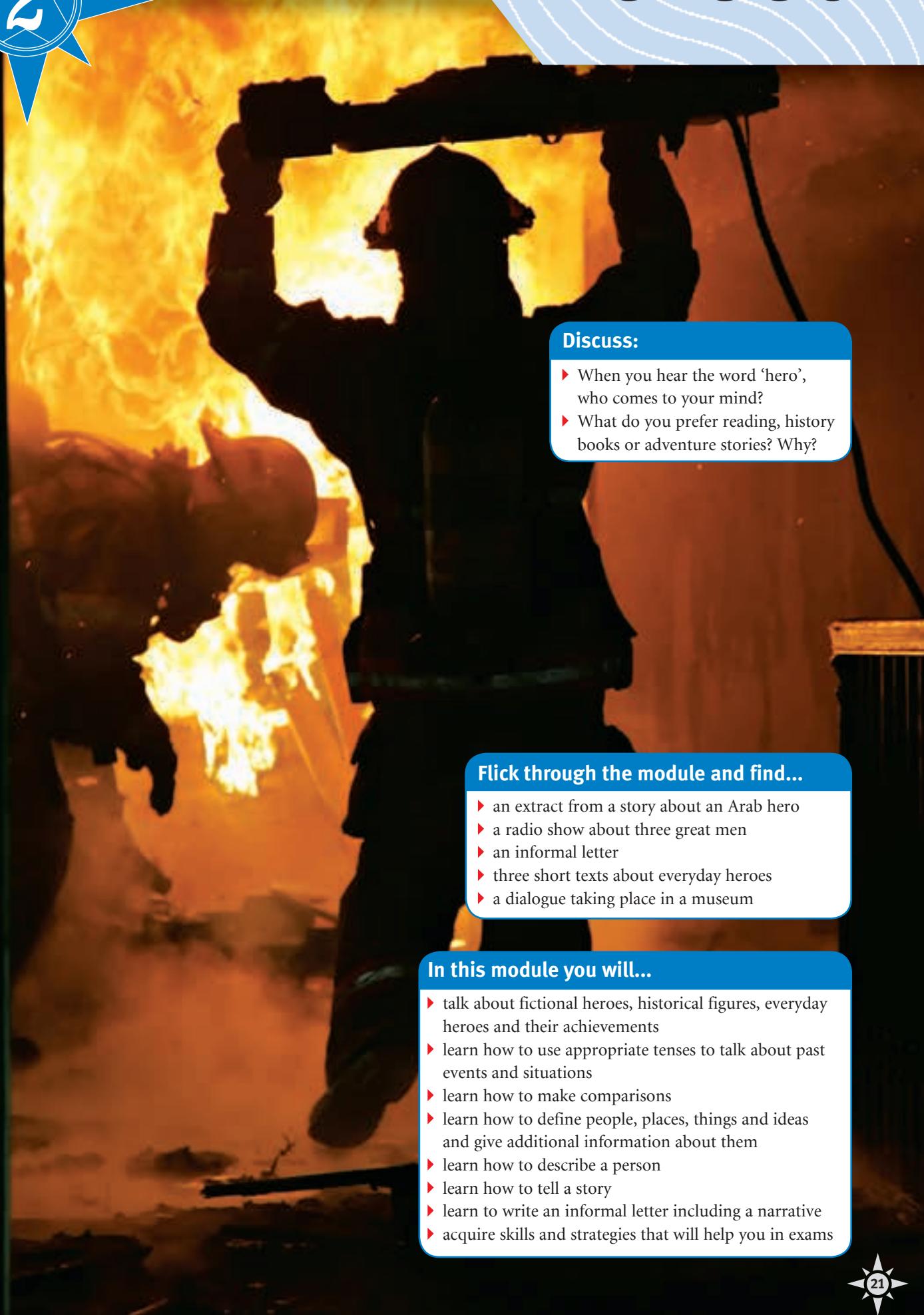
Now I can...

- | | |
|------------|---|
| VOCABULARY | <ul style="list-style-type: none">➢ distinguish the difference in meaning of words easily confused <input type="checkbox"/>➢ differentiate between British English and American English words <input type="checkbox"/>➢ use verbs + prepositions <input type="checkbox"/>➢ form opposites by using negative prefixes and suffixes <input type="checkbox"/> |
| GRAMMAR | <ul style="list-style-type: none">➢ use the Present Simple and the Present Progressive appropriately <input type="checkbox"/>➢ differentiate between stative and non-stative verbs <input type="checkbox"/>➢ use question words and form direct and indirect questions <input type="checkbox"/>➢ use the Past Simple appropriately <input type="checkbox"/>➢ use <i>used to</i>, <i>be used to</i> and <i>get used to</i> to refer to habits <input type="checkbox"/> |
| READING | <ul style="list-style-type: none">➢ skim a text to understand the gist and identify its purpose <input type="checkbox"/>➢ understand details in a text <input type="checkbox"/> |
| LISTENING | <ul style="list-style-type: none">➢ understand the necessary information in a short spoken text <input type="checkbox"/>➢ understand specific information in a radio interview <input type="checkbox"/> |
| SPEAKING | <ul style="list-style-type: none">➢ give directions <input type="checkbox"/>➢ talk about language learning <input type="checkbox"/>➢ talk about different lifestyles <input type="checkbox"/> |
| WRITING | <ul style="list-style-type: none">➢ write a paragraph to explain something <input type="checkbox"/>➢ write an e-mail to respond to a friend and expand on notes <input type="checkbox"/> |

Task 1 p. 69

2

Heroes



Discuss:

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

Flick through the module and find...

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

In this module you will...

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

2a reading

A. Discuss.

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

brave confident honest
intelligent sensible strong

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

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

SALAH AL-DIN A TRUE HERO



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

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

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

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

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

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

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

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

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

vocabulary & grammar

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

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

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

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

E. Discuss.

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

VOCABULARY

PHRASAL VERBS WITH 'ON' AND 'OFF'

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

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

GRAMMAR

PAST PROGRESSIVE / PAST SIMPLE VS PAST PROGRESSIVE

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

The Past Progressive is used:

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

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

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

Grammar Reference p. 80

PRACTICE

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

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

2a listening & reading

A. Discuss.

- What do you know about Alexander the Great?

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



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

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

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

Andrew Hmm...

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

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

Tony Maybe Diogenes asks Alexander for something.

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

Luke A new tub!

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

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

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

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

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



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

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

E. Discuss.

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

VOCABULARY

COLLOCATIONS WITH 'SAY' AND 'TELL'

A. Look at the following extract from the dialogue.

What does the phrase in bold mean?

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

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

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

1. When someone does you a favour it is only polite to _____.
2. Layla is teaching her kindergarten class how to _____.
3. We were in the neighbourhood and just decided to pop in and _____.
4. Most people find it really hard to _____ between the twins.
5. To _____, I think that Harry was lying to us.
6. You can trust your friends; they would never _____ that they promised to keep.
7. If you don't like rice, just _____ and I'll make you something else to eat.
8. Tom had just started _____ about a famous writer when we heard a knock at the door.
9. I knew that Ian was _____ because he didn't look me in the eyes.
10. 'I apologise' is a formal way of _____.

GRAMMAR

RELATIVE CLAUSES

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

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

NOTE

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

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

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

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

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

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

Defining relative clauses:

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

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

Non-defining relative clauses:

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

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

Grammar Reference pp. 80, 81

PRACTICE

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

1. Coffee is a drink. Many people like to drink it in the morning.

2. Saeed Diab is giving a talk at our college. He writes poetry books.

3. My brother is moving to another city. He will work as a doctor there.

4. Mrs Huda is my next door neighbour. Her son speaks English very well.

5. Emad is a friend of mine. He is captain of the football team.

6. Maths is a school subject. Many people find it difficult.

SPEAKING

Talk in pairs. Go to page 78, look at the prompts and discuss using **who**, **which**, **where** or **whose**.

2a listening & speaking

LISTENING



A. Discuss.

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

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

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

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



SPEAKING

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

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

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



WRITING A DESCRIPTION OF A PERSON

writing

A. Discuss.

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

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

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

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

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

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

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

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

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

In this paragraph the writer:

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

E. Find words in the text which mean:

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

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

CORRECTION CODE

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

Sp

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

You would never expect him to do anything extraordinary. However, past month Bob got a special award for bravery and courage. You are probably wondering what he did to get this award.

Well, one morning while he was walking to work, he was hearing a loud explosion and a house near him suddenly burst into flames. He heard the man shouting for help from inside the house. Without thinking about his own safety, he ran at the house where he found the man trapped under a haevy bookcase. He managed to lift the bookcase and help him out of the house just in time, because minutes later another explosion destroy the house completely.

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

INTRODUCTION

- Give some general information about the person.

MAIN PART (2 paragraphs)

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

CONCLUSION

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

WRITING TASK

Write a description of the person you admire most. Say why you admire this person and how he/she has influenced you (100-150 words). Go to the Workbook, p. 23.

2b reading

A. Discuss.

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

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

a

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

b

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

c

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

SUPER DAD SAVES CHILD

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



LONE MAN SURVIVES CRASH UNHARMED



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

CLIMBERS SURVIVE THE WORST

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



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

Which person...

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

VOCABULARY

1. WORD BUILDING

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

NOUN	ADJECTIVE
luck	
	strong
calmness	
	powerful
	courageous
	intelligent
hero	
myth	

NOTE

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

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

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

1. The story was about dragons and other _____ creatures.

MYTH

2. Afaf is a hard-working and _____ student.

INTELLIGENCE

3. Saudi Arabia is a big and _____ country.

POWER

4. This is an exercise that will build up the _____ of your muscles.

STRONG

5. Jabir is a _____ ten-year-old boy who saved his best friend from a burning building.

COURAGE

vocabulary & grammar

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

1. crawled
2. unharmed
3. bruised
4. numb
5. entire

- a. whole
- b. moved on hands and knees
- c. not hurt
- d. got marks on the skin as a result of injury
- e. not feeling anything

E. Discuss.

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

2. SIMILES

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

NOTE

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

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

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

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

3. WORDS RELATED TO NATURAL DISASTERS

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

AVALANCHE EARTHQUAKE HURRICANE VOLCANO

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

2b vocabulary & grammar

GRAMMAR

ADJECTIVES - ADVERBS OF MANNER

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

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

COMPARISONS

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

A.

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

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

That was the most frightening moment of my entire life.

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

B.

His father was as astonished as everyone else.

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

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

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

What does *more and more violently* indicate?

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

Grammar Reference p. 81

PRACTICE

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

a young HERO

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

ENGLISH IN USE

Choose the word or phrase that best completes each sentence.

- When the _____ erupted, a nearby village was buried in lava.
 - a. earthquake
 - b. volcano
 - c. avalanche
 - d. hurricane
- The students _____ a test when they heard the noise.
 - a. took
 - b. are taking
 - c. were taking
 - d. were taken
- The firefighters _____ three people from the burning building.
 - a. survived
 - b. searched
 - c. rescued
 - d. recalled
- Nuha is in her room and she's been as quiet as a _____ all evening. I don't know what she's doing.
 - a. mouse
 - b. bee
 - c. feather
 - d. sheet

- During the earthquake, the people in the library panicked and ran _____ towards the exit.
 - a. as quickly
 - b. quickly
 - c. quick
 - d. quicker

- Those were _____ years of his life.
 - a. the most difficult
 - b. as difficult
 - c. the more difficult
 - d. more difficult

- Ikram's new camera is his most valuable _____.
 - a. response
 - b. possession
 - c. desire
 - d. power

- We worked _____ to finish our project on time.
 - a. hardly
 - b. as hard
 - c. hard
 - d. hardest

listening & speaking

LISTENING



1. PRE-LISTENING

Discuss.

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

2. LISTENING

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

Saad tells Faisal about

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



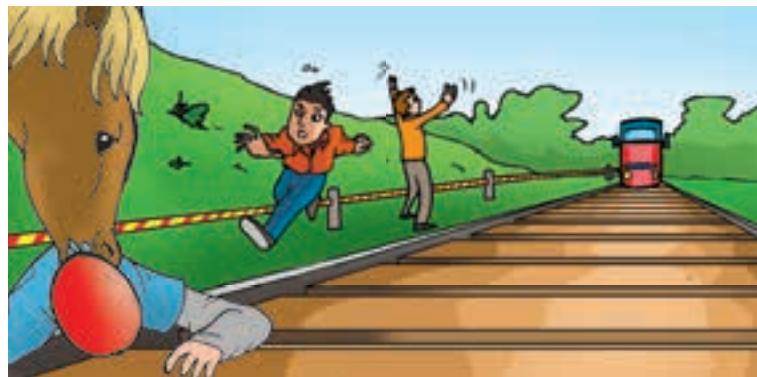
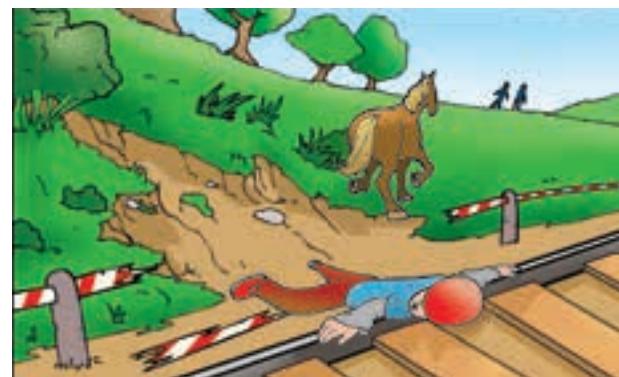
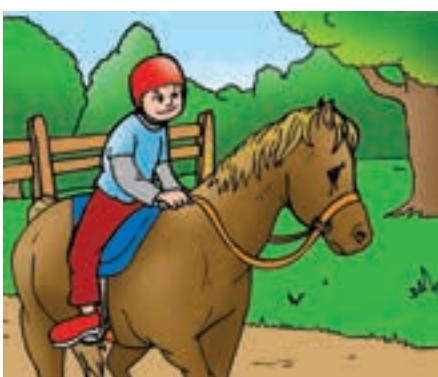
- When answering questions that refer to gist, don't focus on details.
- Try to understand the general meaning of what is being said.

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

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

SPEAKING

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



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

2b writing

WRITING AN INFORMAL LETTER INCLUDING A NARRATIVE

A. Discuss.

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

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

Why is Adam writing to Ameer?

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

Dear Ameer,

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

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

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

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

Take care,
Adam

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

The writer uses:

- a. informal language

- b. short forms

- c. past tenses to narrate events

- d. time linkers to indicate the sequence of events

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

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

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

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

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

NOTE

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

*As soon as I got home, I made myself a cup of tea.
When Adam saw the house, he knew he wanted to buy it.*

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

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

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

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

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

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

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

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

GREETING

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

OPENING PARAGRAPH

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

MAIN PART (1-2 paragraphs)

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

CLOSING PARAGRAPH

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

SIGNING OFF

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



When you are writing an informal letter narrating something:

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

WRITING TASK

Think of an incident in which you or someone you know did something that was particularly kind, brave or courageous.

Write a letter to a friend who lives in another town telling him/her about it (100-150 words). **Go to the Workbook, p. 28.**

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

2 round-up

VOCABULARY & GRAMMAR

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

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

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

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

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

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

POSSESS
SELFISH
CONSCIOUS
COURAGE
INTELLIGENCE
POWER
STRONG
CALM

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

A beloved King

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

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



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

An unusual school day

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



2 round-up

LISTENING



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

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



SELF-ASSESSMENT

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

Now I can...

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

Task 2 p. 70

CULTURE PAGES

Inspiring heroes → Go to page 75.



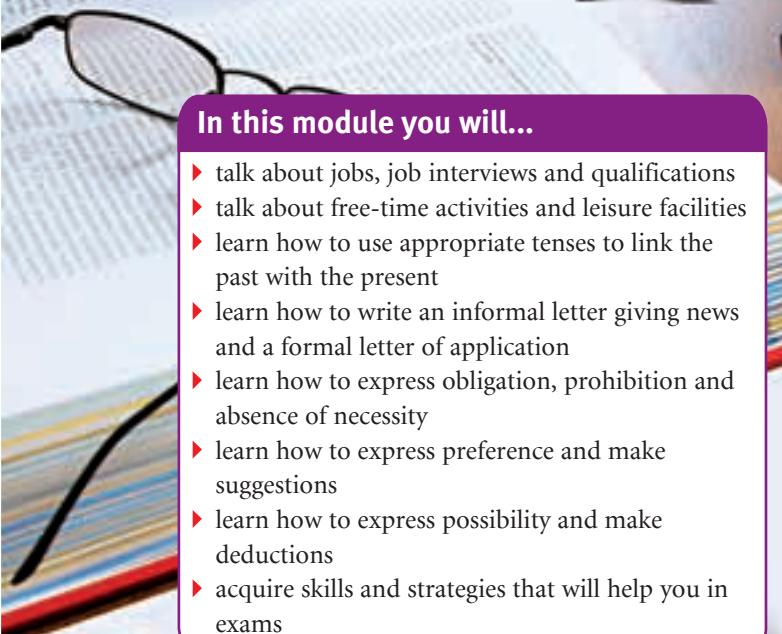
3

Work & Leisure



In this module you will...

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

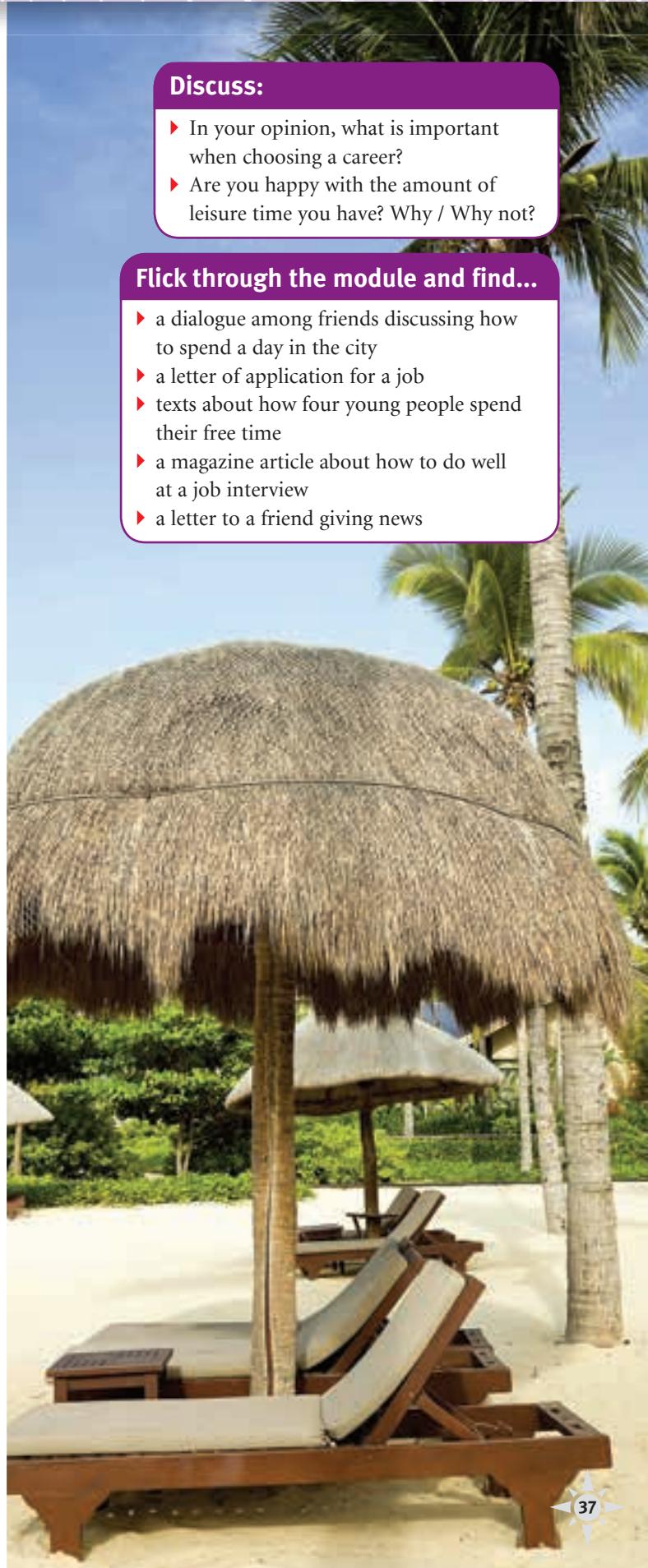


Discuss:

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

Flick through the module and find...

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



3a reading

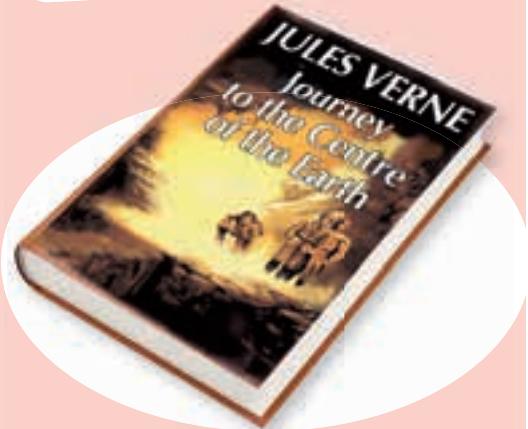
A. Discuss.

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

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

A

Saad (16 years old)



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

James (17 years old)

B

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

A

Faisal (18 years old)

C

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

Bob (19 years old)

D

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

C. Read the texts A-D again and answer the questions 1-9 below. Write A, B, C or D in the boxes.

Which teenager/s mention/s

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

1 **2** **3** **4** **5** **6** **7** **8** **9** **TIP**

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

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

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

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

E. Discuss.

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

vocabulary & grammar

VOCABULARY

LEXICAL SET

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

basketball	water polo	windsurfing	snowboarding
boxing	tennis	football	

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

GRAMMAR

PRESENT PERFECT SIMPLE – PRESENT PERFECT PROGRESSIVE

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

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

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

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

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

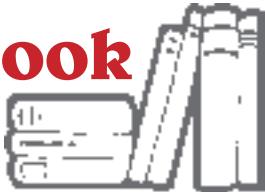
NOTE

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

PRACTICE

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

Every Book and Cranny



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

3a listening & reading

A. Discuss.

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

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

Hashim It's so exciting to be in London!

Saad I know.

Hashim It's a beautiful city.

Saad So, where are we off to first?

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

Saad Edgware Road? Where is that?

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

Saad Oh, there it is.

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

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

Hashim OK then, what do you want to do?

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

Hashim Of course.

Saad Any ideas?

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

Saad I'm in! That place sounds fantastic.

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

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

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

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

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

Saad What about you?

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

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

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

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



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

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

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

E. Discuss.

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

VOCABULARY

STRONG ADJECTIVES

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

very big very interesting

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

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

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

angry scared pleased
tasty surprised tired

1. Ahmed was **delighted** to win the Teacher of the Year Award.

2. Jim is **terrified** of spiders; whenever he sees one, he calls for help.

3. I was **amazed** when I saw a skyscraper for the first time.

4. After working for nearly 14 hours, Sami was **exhausted** when he returned home.

5. Betty made a **delicious** strawberry cheesecake for dessert.

6. Alex was **furious** with Tom because he damaged his new car.

vocabulary & grammar

GRAMMAR

MUST – HAVE TO – NEED

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

- a. It's necessary. b. It's not necessary. c. It's wrong to do it.
*No, we **needn't** go sightseeing right away.* }
*But we **don't have to** go now.* }

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

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

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

SHOULD / OUGHT TO

Read the examples below and answer the questions that follow.

*You **ought to** call the police if he threatens you again.*

*You **should** see a doctor if the pain continues.*

- Is there any difference in meaning between the two verbs in bold?
- What is the speaker doing in each sentence?

HAD BETTER – WOULD RATHER

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

You'd better sleep then.

... I'd rather do some sightseeing.

NOTE

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

Grammar Reference p. 82

PRACTICE

Read the sentences below and circle the correct answer.

1. I **need** / **have** to help my father fix the car.
2. You **should** / **shouldn't** try to get at least 6-8 hours of sleep each night.
3. I'd **rather** / 'd **better** go hiking than stay at home at the weekend.
4. I don't **have to** / **need to** buy a new pair of boots because my old ones aren't any good.
5. Michael **should** / **shouldn't** play football until a doctor examines his knee.
6. You **had better** / **mustn't** forget to bring me my book. I have to study for the test.
7. I **had to** / **should** ask John to give me a lift to work tomorrow.
8. We **would rather** / **had better** stop at a fast-food restaurant to get some food.
9. You **don't need to** / **mustn't** worry about your test results. I'm sure you've passed!
10. You **ought not to** / **must** speak to Fred like that. He broke the vase by mistake!

3a listening & speaking

LISTENING

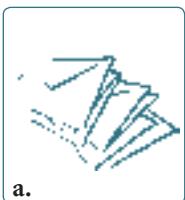


You will hear five short conversations. For questions 1-5, choose the picture which answers the question correctly.

TIP

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

1. What have they got plenty of?



a.

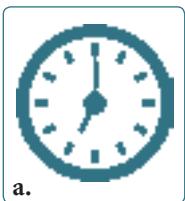


b.

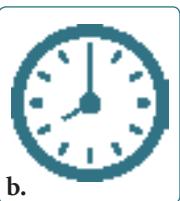


c.

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



a.



b.

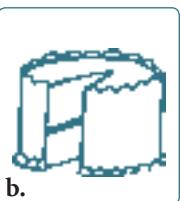


c.

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



a.

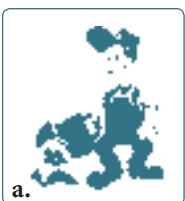


b.



c.

4. What is the man's hobby?



a.

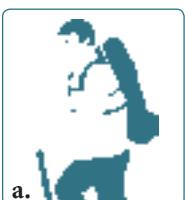


b.



c.

5. What activity do both people like?



a.



b.



c.

SPEAKING

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

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



climbing wall



art class



Internet access



table tennis



table football

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

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

Some young people may find this difficult because...

This would be useful for...

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

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

WRITING AN INFORMAL LETTER GIVING NEWS

A. Discuss.

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

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

Why is Ali writing to Jabir?

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

Dear Jabir,

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

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

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

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

Take care,
Ali

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

In which paragraph does Ali:

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

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

GREETING

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

OPENING PARAGRAPH

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

MAIN PART (1 or 2 paragraphs)

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

CLOSING PARAGRAPH

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

SIGNING OFF

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

WRITING TASK

A friend of yours has recently moved away to another city. Write a letter to him/her with all your news (100-150 words). **Go to the Workbook, p. 37.**

TIP

When you are writing an informal letter, use:

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

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

3b reading

A. Discuss.

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

CV knowledge appearance
behaviour body language



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

a Tips for a successful interview

b How to dress for success

c What to say at a job interview

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

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

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

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

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

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

TIP

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

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

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

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

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

E. Discuss.

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

vocabulary & grammar

VOCABULARY

1. EXPRESSIONS WITH MAKE AND DO

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

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

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

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

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

2. WORDS EASILY CONFUSED

Circle the word that best completes each sentence.

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

3. NOUNS DERIVING FROM VERBS

A. Which verbs do the nouns below come from?

preparation improvement location

NOTE

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

3b vocabulary & grammar

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

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

ADVERTISE

DEVELOP

DISCUSS

EDUCATE

ORGANISE

ARRANGE

INVITE

DIRECT

PRACTICE

Read the text below and circle the correct words.

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

GRAMMAR

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

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

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

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

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

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

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

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

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

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

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

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

+ base form

something will possibly happen

+ base form

we are almost sure that something is true

+ base form

we believe that something is impossible

ENGLISH IN USE

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

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

listening & speaking

LISTENING



A. Discuss.

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

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

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

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

SPEAKING

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

CLERK WANTED FOR TRAVEL AGENCY

Applicants must:

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

Ability to travel is an advantage

Name: Salman Al Saad

Age: 32

Marital status:

married

Qualifications:

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

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

Interests: Travel, reading and socialising with friends



Name: David White

Age: 27

Marital status:

single



Qualifications:

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

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

Interests: Football, swimming, travel

Name: Saad Al Malki

Age: 40

Marital status:

married; 3 children

Qualifications:

- Completed secondary school
- Has computer skills
- Speaks English

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

Interests: Enjoys travelling and learning foreign languages



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

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

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

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

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

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

3b writing

WRITING A LETTER OF APPLICATION

A. Discuss.

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

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

PART-TIME WAITER REQUIRED FOR RESTAURANT



Applicants must:

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

We offer:

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

Apply in writing to:

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

David Ainsley
26 Barbara Street
Torquay TQ2 6PQ

22 April 2011

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

Dear Sir/Madam,

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

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

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

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

Yours faithfully,

David Ainsley

David Ainsley

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

The writer:

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

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

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

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

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

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

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

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

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

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

5. Write back soon.
-
-

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

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

GREETING

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

OPENING PARAGRAPH

Use set phrases to:

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

MAIN PART (2-3 PARAGRAPHS)

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

CLOSING PARAGRAPH

Use set phrases to:

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

SIGNING OFF

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



When you are writing a letter of application:

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

WRITING TASK

You have seen the following advertisement and have decided to apply for the job. Write your letter of application (100-150 words). **Go to the Workbook, p. 43.**

PART-TIME HAIRDRESSER REQUIRED

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

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

For the layout of formal letters see Appendix I.

3 round-up

VOCABULARY & GRAMMAR

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

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

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

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

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

Learning a Language

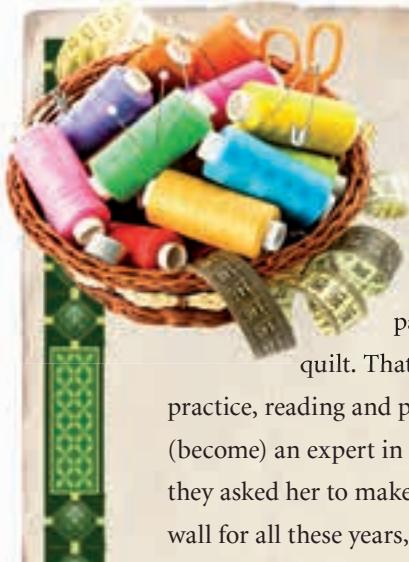
The number of people spending their free time learning a foreign language (1) _____ in the last decade. This (2) _____ be because, as the world has developed and air travel has become cheaper, more and more people are able to visit different countries. Also, more companies work on an international level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

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

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

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

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



Grandma's quilt

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

3 round-up

LISTENING



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

1. You overhear a conversation.

What time will the interview take place?

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

2. You overhear a conversation.

What do the men agree to do?

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

3. You overhear a conversation.

When is the marathon?

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

4. You overhear a conversation.

What does the woman say about teaching?

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

5. You overhear a conversation.

Where does the man work?

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

6. You overhear a conversation.

What time are they going to see the documentary?

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

SELF-ASSESSMENT

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

Now I can...

VOCABULARY	› use words related to sports appropriately › use 'strong' adjectives to describe nouns › use expressions with <i>do</i> and <i>make</i> › distinguish the difference in meaning of words easily confused › form derivatives using suffixes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
GRAMMAR	› use the Present Perfect Simple and the Present Perfect Progressive appropriately › use <i>must</i> , <i>have to</i> and <i>need</i> to express obligation, prohibition and absence of necessity › use <i>should</i> and <i>ought to</i> to ask for and give advice, express an opinion and make suggestions › use <i>would rather</i> to make suggestions and <i>had better</i> to express preference › use <i>may</i> , <i>might</i> , <i>could</i> , <i>must</i> and <i>can't</i> to express possibility and make deductions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
READING	› skim a text to understand the gist › scan a text to locate specific information › understand text organisation and reconstruct a gapped text	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
LISTENING	› understand specific information in a short conversation and identify the picture that corresponds to the information › understand specific information in a job interview and answer questions	<input type="checkbox"/> <input type="checkbox"/>
SPEAKING	› talk about issues related to leisure facilities › speculate on a topic and make a decision	<input type="checkbox"/> <input type="checkbox"/>
WRITING	› write an informal letter giving news › write a letter of application	<input type="checkbox"/> <input type="checkbox"/>



4

Planet Earth

Discuss:

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

Flick through the module and find...

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

In this module you will...

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

4a reading

A. Discuss.

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

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

Why not consider volunteering to save Planet Earth?

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

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

A

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

B

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

C

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

D



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

Which advertisement mentions...

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

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

1. species
2. logging
3. ecosystem
4. images
5. flood
6. community

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

E. Discuss.

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

VOCABULARY

LEXICAL SET (GEOGRAPHICAL FEATURES)

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



pond



ocean



desert



oasis



canyon



polar ice cap

vocabulary & grammar

GRAMMAR

FUTURE TENSES

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

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

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

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

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

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

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

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

- When will that happen?
 - a. before 2020
 - b. after 2020

- What is emphasised?
 - a. a point of time in the future
 - b. the duration of a future action

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

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

NOTE

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

Grammar Reference pp. 82, 83

PRACTICE

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

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

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

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

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

A: Yeah, it sounds like fun.

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

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

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

A: Where are you going?

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

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

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

4a listening & reading

A. Discuss.

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

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



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

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

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

Ben What advantages?

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

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

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

Ben Yes but...

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

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

C. Read the dialogue and answer the questions below.

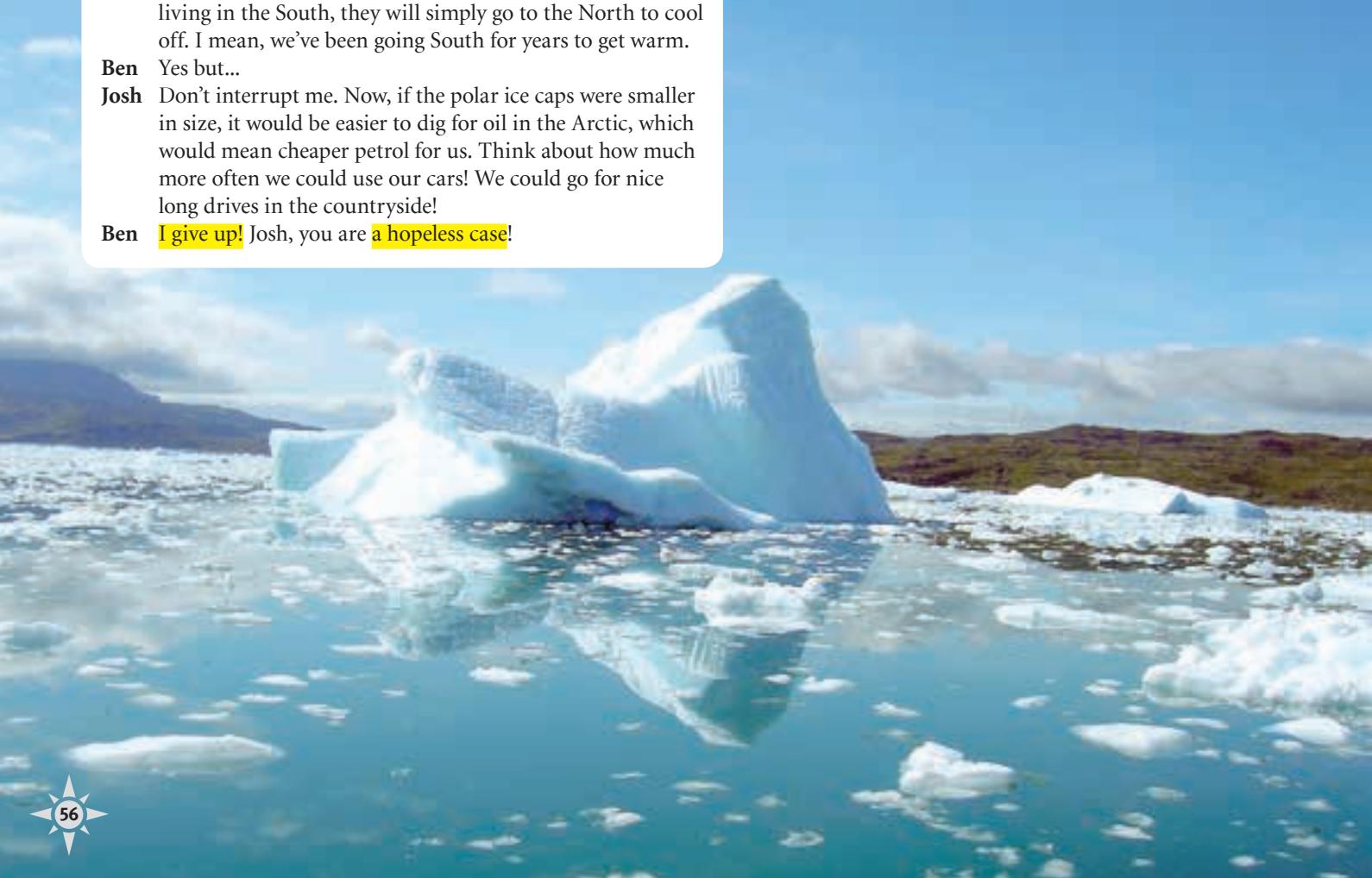
1. What does Ben mean when he tells Josh that he will be able to swim in his back garden?
2. How does Ben see things according to Josh?
3. How would Josh save money if the Earth's temperature rose?
4. How will people living in southern regions deal with extreme heat according to Josh?
5. What does Josh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

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

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

E. Discuss.

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



VOCABULARY

WORDS EASILY CONFUSED

Circle the word/phrase that best completes each sentence.

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

vocabulary & grammar

GRAMMAR

CONDITIONAL SENTENCES (TYPES 1 & 2)

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

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

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

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

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

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

if + Past Simple → _____, could + base form

NOTE

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

Grammar Reference p. 83

PRACTICE

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

Paul Hi, Jack. What are you up to?

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

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

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

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

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

Bob

Michael

Bob

Michael

Bob

Michael

Hi, Michael. I like your new car.

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

That's interesting.

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

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

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

4a listening & speaking

LISTENING



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

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

SPEAKING

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



**RAINFOREST EXPEDITION TO
Costa Rica**

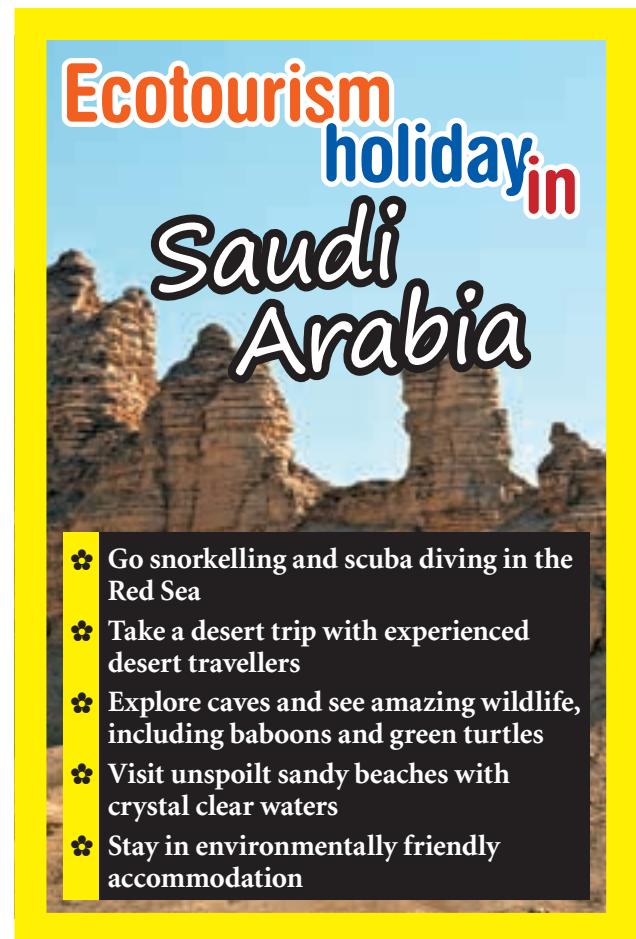
Unique opportunity to explore rainforests of Costa Rica

Take part in various conservation projects, e.g. carry out surveys of endangered turtles on the beach

Learn new skills

Make a difference to the environment

active relaxing educational challenging



**Ecotourism holiday in
Saudi Arabia**

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

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

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

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

B. Discuss.

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

WRITING AN E-MAIL BASED ON PROMPTS

writing

A. Discuss.

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

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

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

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

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

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

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

Take care,
Bob

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

give opinion about plan

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

say whether you will sign

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

suggest

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

D. When you are writing an e-mail based on prompts, follow the outline below:

GREETING

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

OPENING PARAGRAPH

- Use a set phrase to begin your e-mail (I hope you are fine., It was nice to hear from you., etc.) and say why you are writing.

MAIN PART (1-2 paragraphs)

- Organise the points you have to respond to into paragraphs.

CLOSING PARAGRAPH

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

SIGNING OFF

- Use a signature ending (Bye for now, Take care, etc.) and write your first name below that.

WRITING TASK

Write an e-mail to your friend based on the prompts given in exercise B (100-150 words). Use some of the ideas from the brainstorming activity in exercise C. **Go to the Workbook, p. 54.**

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

4b reading

A. Discuss.

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

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

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

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

animal SOS

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

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

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

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

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

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

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



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

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

E. Discuss.

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

vocabulary & grammar

LEXICAL SET (UNITS OF MEASUREMENT)

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

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

VOCABULARY

LEXICAL SET (ANIMALS)

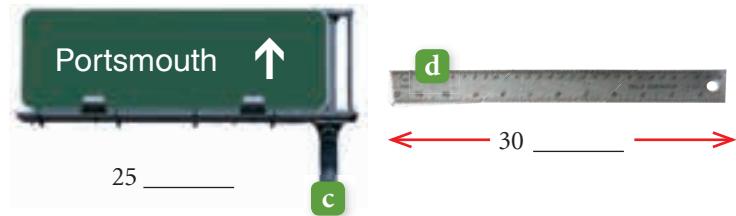
A. Look at the groups of words below. How many words can you add to each group?

mammals				
wolf	deer	monkey	kangaroo	
birds				
eagle	goose	pigeon	peacock	
reptiles				
lizard	crocodile	tortoise	cobra	
insects				
bee	fly	ant	butterfly	

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

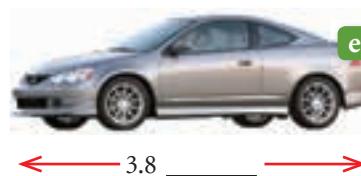


330 _____
1 _____



25 _____

30 _____



3.8 _____



18 _____



500 _____

2 _____

6 _____



3 _____



4b vocabulary & grammar

GRAMMAR

NOUNS – ARTICLES – DETERMINERS

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

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

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

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

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

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

The penguin can't fly.

A penguin can't fly.

Penguins can't fly.

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

1. Birds lay eggs.

2. Some birds cannot fly.

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

a. specific birds

b. birds in general

c. a number of birds not specified

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

1. There aren't **any** bears left in the mountains, but in contrast, there are **some** wolves and **a lot of** mountain cats still living there.

2. A: How **much** time can you give to the conservation project?

B: I can volunteer for **a few** hours every week.

3. If more people gave just **a little** money, we could save **many** endangered species.

4. There were **lots of** monkeys in the rainforest, but what I found strange was that there were **no** birds.

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

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

Grammar Reference pp. 83, 84

PRACTICE

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

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

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

B. Read the dialogue and circle the correct answer.

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

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

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

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

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

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

A: Great!

ENGLISH IN USE

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

TSUNAMIS

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

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

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

ERUPT

DESTROY

DIE

PREPARE

POSSIBLE
SCIENCE

LOCATE

listening & speaking

LISTENING



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

- Speaker 1
Speaker 2
Speaker 3
Speaker 4

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

SPEAKING

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

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



A1



A2

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

TIP

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

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

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

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

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



B1



B2

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

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

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

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

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

4b writing

WRITING AN ARTICLE

A. Discuss.

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

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

WRITE AN ARTICLE!

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

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

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

Earth Matters

WAITING FOR A RAINDROP IN THE DROUGHT



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

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

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

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

1. In which paragraph does the writer:
- describe the problem and its effects on the environment?
 - introduce the topic and make a comment?
 - give examples of the problem's effects on humans?
 - sum up the essay and give an opinion?
2. Read the following statements and decide which of them apply to the article. Find examples in the article.
- The writer:
- asks questions to attract the reader's attention.
 - uses exclamations to make his/her article more vivid.
 - uses formal language.
 - uses short forms (haven't, won't, etc.).
 - uses linking words and phrases to make his/her writing flow.

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

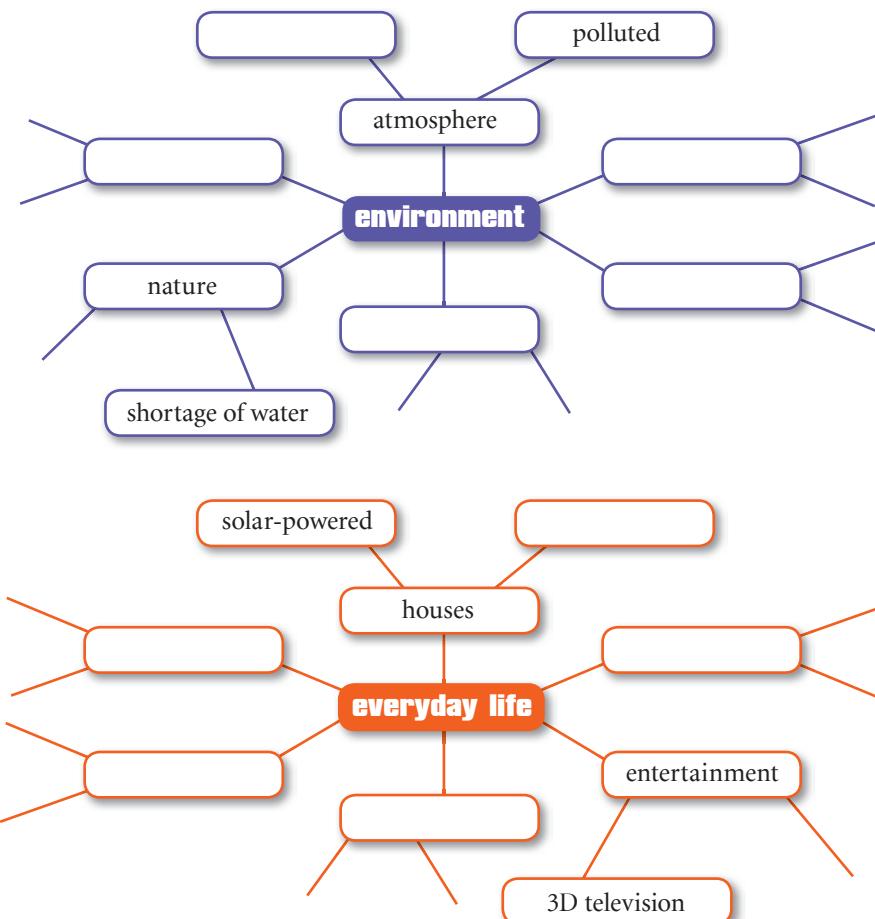
life on Earth 100 years from now

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

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

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

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



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

TITLE

- Think of an interesting title.

INTRODUCTION

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

MAIN PART (1-2 paragraphs)

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

CONCLUSION

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



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

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

WRITING TASK

Read the rubric in activity D again and write your article (100-150 words). Use the ideas and vocabulary in the word webs to help you. Go to the Workbook, p. 60.

4 round-up

VOCABULARY & GRAMMAR

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

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

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

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

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

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

SUNNY SOLUTIONS

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

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

ENGLISH IN USE

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

A vision to save the environment

In recent years, people have begun to recognise that one of the greatest threats (1) _____ our planet is the rate at which our environment is (2) _____ destroyed. The current rate of environmental destruction is believed to be the fastest seen in the past 10,000 years; (3) _____ a result, many countries are becoming aware that they have a responsibility to protect and preserve what is left.

Saudi Arabia is one of these countries. The Kingdom's Vision for 2030 is an impressive list of ambitions, in terms (4) _____ the expansion and development of the country's strengths. The vision covers many aspects of society but, importantly, it also takes (5) _____ consideration several key environmental issues. Furthermore, it recognises that the need (6) _____ care for the natural world is not just relevant to the present time, but is part of a moral duty to preserve the planet for future generations.



This aspect of the vision focuses on the protection of nature and the preservation of resources. To achieve these goals, plans (7) _____ being made to promote recycling, reduce pollution and, in particular, cut down on the amount of water that is used and wasted. In connection (8) _____ this, action will be taken to increase the use of treated water and promote renewable water supplies. There will also be a greater effort to conserve and restore natural areas, such as the Kingdom's many islands and beaches.

Finding a solution (9) _____ the problems facing our environment has become one of the key challenges of the modern age. It (10) _____ believed that the changes proposed by the Kingdom's leadership will form an important step on the road to saving our planet.

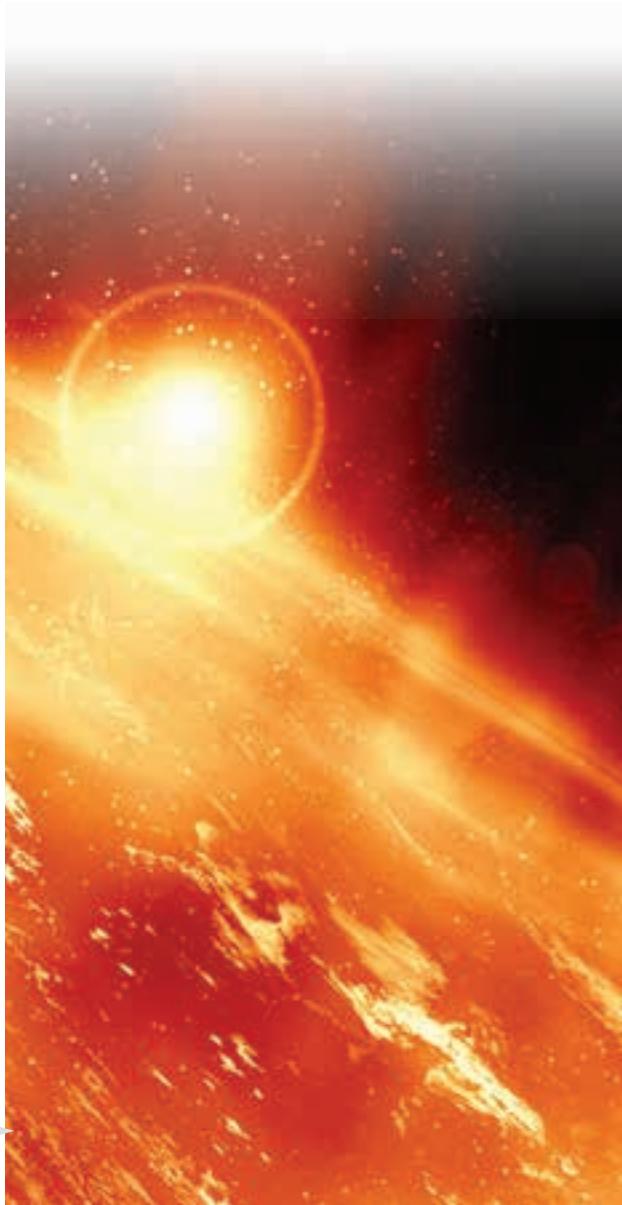
4 round-up

LISTENING



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

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



SELF-ASSESSMENT

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

Now I can...

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

Task 4 p. 74

CULTURE PAGES

Giant's Causeway → Go to page 76.

Task 1

- A. Listen to an extract from a game show and complete the notes with the missing information.



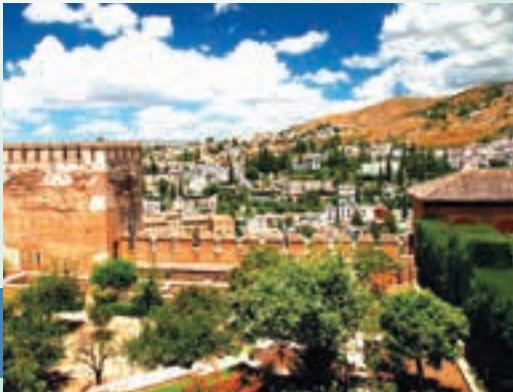
Granada

The language spoken is (1) _____ .

A 'tortilla' is made with (2) _____ and potatoes.

The Mediterranean Sea is (3) _____ away.

The famous Al Hambra palace was built in the
(4) _____ century.



Toronto

Height of the CN tower: (5) _____

Popular sports: ice hockey, (6) _____ and football

Weather in winter: (7) _____

Places to eat: lots of (8) _____



- B. Talk in groups. Think of three different places in the world and take notes. Then pair up with students from a different group. Take turns to be the quizmasters and contestants. The quizmasters should describe the place they are in and what they are looking at, what food they are eating, what language the people speak, what the weather is like, etc. They should not mention the name of the country or city. The contestants should try to guess what place it is.

language	weather	landmarks	cuisine	customs

- C. Think about your country and its culture, cuisine, customs, ceremonies, language and landmarks. Take notes and then write a paragraph describing your country.



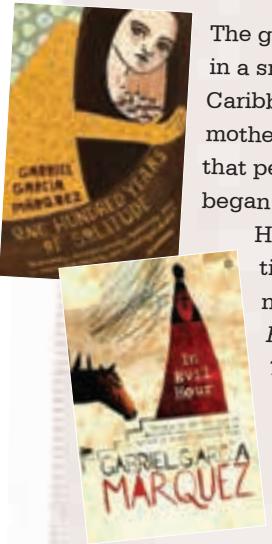
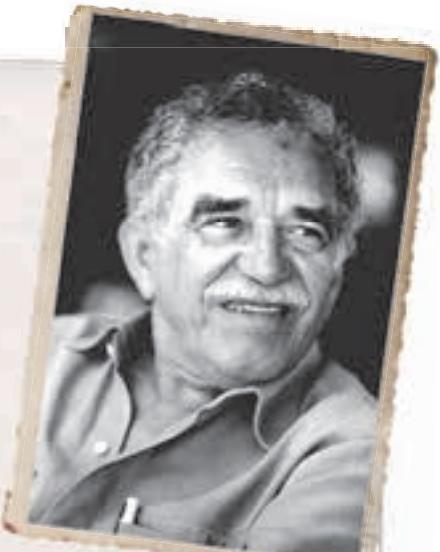
Task 2

A. Read the texts below and decide if the following statements are True, False or Not Mentioned. Write T, F or NM in the boxes.

Gabriel García Márquez

The great 20th century writer, Gabriel García Márquez was born in 1928 in a small Colombian town situated between the mountains and the Caribbean Sea. He spent his childhood there and was brought up by his mother's parents. He later said that his love for story-telling came from that period with his grandparents. When he returned to his family, he began to study literature after winning a scholarship to *Colegio Nacional*.

He then entered Law School and wrote for newspapers in his free time. In 1950, he gave up his studies to write full time. Over the next ten years, he wrote his first two novels *Leaf Storm* and *In Evil Hour*, travelled to Europe and published several short stories. In 1965, after a period of not writing at all, he wrote his most famous novel *One Hundred Years of Solitude*. It became a great success worldwide and helped put Latin American writing at the top of the world of literature. His other great success, *Love in the time of Cholera* (1985), confirmed his position as one of Colombia's finest writers.



Sir Isaac Newton

Sir Isaac Newton was born in 1643 in Lincolnshire, England. As a young boy, he was more interested in making mechanical devices than studying and made many things such as a windmill and a water-clock. When he was at university, he was not a lot better than other students, nor did he win any awards. However, his real talents became clear in 1665, when his university closed and he returned to Lincolnshire to continue his studies alone. One day, he was drinking tea in his garden

when an apple fell from a tree. He started thinking about why it fell and suddenly he understood that the same force that made the apple fall made the planets move around the sun. For the first time in history, someone explained the mysterious force of gravity. Newton also made progress in mathematics, philosophy and astronomy, which makes him one of the most important thinkers the world has ever known.

1. Gabriel García Márquez grew up in the mountains in Colombia.
2. His mother's parents inspired his love of story-telling.
3. Márquez was not a good student at Law School.
4. Márquez did not become internationally successful until the 1980s.
5. Sir Isaac Newton was the best student at his university.
6. Newton studied alone because his university closed.
7. Newton looked at his tea and understood the force of gravity.
8. Newton's remarkable discoveries were recognised only after his death.



Task 2

B. Talk in pairs. Discuss the two short biographies of Gabriel García Márquez and Sir Isaac Newton and say what you find most interesting, surprising, etc. If you had the opportunity to meet and interview one of the two men, who would it be and why? What questions would you like to ask him?

It is interesting that...

I didn't expect...

The fact that he... is even more surprising.

If it were possible, I would like to meet and interview...

I would ask him how/why/if...

C. Think of an important figure in your country. Take notes keeping the points below in mind and write a short biography of that person including as much information as possible.

- when/where that person was born

- family background

- childhood/early years in that person's life

- studies/career

- major achievements

- character and personality

- why you admire that person

Task 3

- A. Listen to the extract from a job interview at Henderson's Summer Camp and complete the blanks in the applicant's CV below.



John Hopkins

jhopkins@mail.com

Work Experience:

Junior Accountant for (1) [REDACTED] years until present at

Financial Matters

Responsibilities: Management of five accounts, (2) [REDACTED]

with clients

Education:

2003- 2006: BA in (3) [REDACTED] at University College London.

2007-2008: (4) [REDACTED] in Accounting

International Tennis Coach certificate Levels (5) [REDACTED]

Other skills: fluent (6) [REDACTED], clean driving licence

Hobbies: keeping fit (tennis) and (7) [REDACTED]

Personal qualities: hard-working, (8) [REDACTED] and a good team player

Task 3

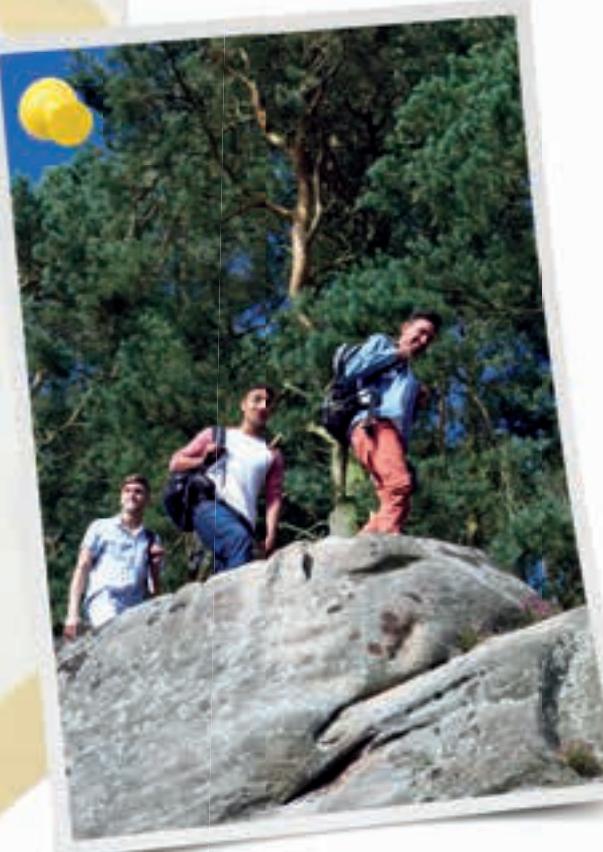
B. Look at the announcement below. Think of the different types of jobs available at the summer camp and of a position that you would like to apply for and make notes about your skills, qualities and experience. Also, think about what questions the interviewer at Henderson's Summer Camp might ask in a job interview and make notes.

HENDERSON'S SUMMER CAMP NEEDS STAFF



We offer creative activities, outdoor and indoor sports, language classes, environmental and community projects and lots more fun and learning for teenagers. We need staff in all areas so why not join our fun and lively team? We are also looking for management and security staff, cleaners and people to work in our busy kitchen.

Please contact us now for an interview!



skills	qualities	experience	questions

C. In pairs, carry out interviews for a position at the summer camp. Each student should take turns to be interviewer and then applicant.

*How long have you worked...?
How much experience do you have in...?
Why are you applying for this job?*

*I am very confident with...
I have excellent skills in...*

Task 4

A. Read the post below about an environmental problem and an event that is being organised and answer the following questions.

Hi everyone!

I live in northeastern Australia where we are lucky enough to have communities of sea turtles living in the surrounding ocean. They are beautiful animals and have existed on earth for much longer than human beings. Unfortunately, though, our existence is starting to put them in danger. Many turtles are dying because they swallow plastic bags that end up in the oceans all over the world. Moreover, litter left on beaches is disturbing the turtles which come onto land to lay their eggs. Experts predict that many species will disappear within 50 years if action is not taken to protect them. So, if we do not do something soon to clean up our oceans and beaches, it will be too late to save these beautiful creatures! I have decided to organise 'clean the beach' days in my area. I have put up posters in all the local schools, and I spoke on the radio last week to raise people's awareness of the problem. On the last Sunday of every month, members of the community will get together and clear the local beaches of litter. I really think we can make a difference. Why don't you do the same in your area?

1. Which species is older, human beings or sea turtles?
2. What dangerous material have turtles been swallowing in the oceans?
3. Why do the turtles go onto the beaches?
4. What do experts predict will happen within 50 years if action is not taken?
5. What has the blogger decided to organise?
6. How has the blogger advertised the events?
7. When will the events take place?

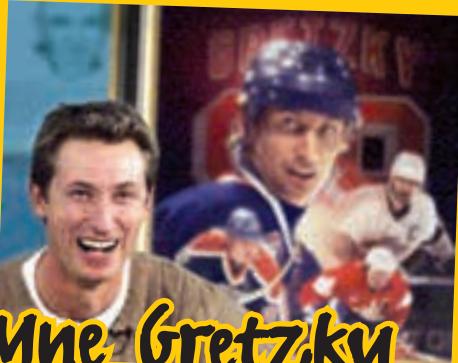
B. Talk in pairs. Discuss the environmental problems in your area (such as air or water pollution, litter, water shortages, etc.) and try to come up with ideas about what can be done to help solve the problems.

*How serious is the problem?
What can you do?
Who can be involved?*

*I think that... is a serious problem because...
If we don't..., then it will...
If we..., we could...
In my opinion, we should...
We can raise awareness by...*

C. Write a post on the Planet Earth forum telling members about the problem in your area and what needs to be done. Describe the reasons why it is so important to take action and the ways you think people can help.

Inspiring heroes



Wayne Gretzky, 'The Great One'

Many people consider Wayne Gretzky to be the greatest player in the history of ice hockey; he is the Canadian sports hero who won the hearts of ice hockey fans all over the world. From a young age it was clear that Gretzky had a lot of talent on the ice. His family encouraged him to play ice hockey and it was during his teenage years that he first wore the number 99 jersey. This number would remain with Gretzky for the rest of his career. When he retired, the National Hockey League decided that no other player would ever again wear the number 99. Gretzky joined the Edmonton Oilers in 1979 at the age of 18. When Gretzky played for the Oilers, his fans recognised that he was not just a good player, but a great one. Throughout the eighties and nineties Gretzky continued to break records and astonish his fans with his extraordinary skills on the ice. By the end of his professional ice hockey career, he had become an international sports legend.



Edmund Hillary

Sir Edmund Hillary was a mountaineer, explorer and philanthropist from New Zealand. On 29 May 1953 at the age of 33, he and Sherpa mountaineer Tenzing Norgay became the first climbers to reach the summit of Mount Everest, the highest mountain in the world. Hillary became interested in mountain climbing while at school and made his first major climb in 1939, reaching the summit of Mount Ollivier in New Zealand. In 1952, a Swiss expedition to Everest, in which Tenzing took part, turned back just 800 feet from the summit due to bad weather. The 1953 expedition was actually led by mountaineer John Hunt and totalled 400 people. Hillary and Tenzing were the only two climbers to make the final climb to the top. They reached the summit at 11:30am and spent fifteen minutes there. Hillary took photos of Tenzing, but there are no photos of Hillary as Tenzing had no experience with a camera. In the following years Hillary climbed ten other mountains in the Himalayas. He also reached the South Pole in 1958 and later travelled to the North Pole. He spent most of the rest of his life helping the Sherpa people of Nepal and through his efforts many schools and hospitals were built. He died in 2008, but he will be forever known as the first man who reached the top of the world.

Read the text and write T for True or F for False.

1. Gretzky's talent was not obvious from the beginning.
2. In the National Hockey League, the number 99 jersey is no longer worn.
3. Gretzky does not play ice hockey professionally any more.
4. Edmund Hillary climbed to the top of Everest alone.
5. Edmund Hillary took part in the unsuccessful expedition to Everest in 1952.
6. Edmund Hillary wasn't the leader of the 1953 expedition to Everest.
7. There is no photographic evidence that Hillary reached the summit of Everest.
8. Edmund Hillary gave up mountain climbing after he reached the summit of Everest.

Culture Page 2

Giant's Causeway a natural wonder



The Giant's Causeway, on the North Antrim Coast of Northern Ireland, is an area of breathtaking scenery which has fascinated visitors for centuries. The Causeway lies at the foot of coastal* cliffs, and it consists of columns of rock which formed over 60 million years ago as a result of a volcanic eruption. There are approximately 40,000 columns and the tops of the columns form stepping stones which lead from the cliff and continue out towards the sea, where they disappear. The coastal area next to the causeway has hidden bays* and there are isolated ruins and fields which show how the past generations of farmers and fishermen used to live. Tourists can drive along the coastal road to see incredible natural landscapes and visit local towns and villages. The area is also home to various rare plants and animals.

There is a legend that the Causeway was built by a giant called Fionn mac Cumhaill. He built it in order to cross the sea to Scotland where he would fight the much larger Scottish giant Benandonner. In one story the giant Fionn fell asleep before he reached Scotland and Benandonner came looking for him. Fionn was covered with a blanket and when Benandonner saw him he thought he was Fionn's baby. The 'baby' was huge, so Benandonner feared that the father would surely be enormous, so he went back to Scotland destroying the Causeway in case Fionn followed him. There is a Fionn mac Cumhaill trail which visitors can follow to find various interesting geological features related to the giant such as the Granny, the Giant's Chimney, the Giant's boot, the Wishing Chair and the Giant's Gate.

The Giant's Causeway is listed as a World Heritage site, and many consider it to be the eighth wonder of the world because of its unique features. Unfortunately, however, recent reports have suggested that rising water levels and coastal erosion* are threatening the Giant's Causeway. Scientists have predicted that by 2050 many of the stepping stones will be under water. This will also have a negative effect on the plants and animals in the area.

*coastal = on the land near a coast

bay = a part of the coast where the land curves inwards in a 'U' shape and the sea is surrounded by land on three sides

erosion = when rocks and soil in an area are slowly destroyed by rivers, the sea or the weather

Read the text and answer the questions.

- How was the Giant's Causeway formed?
- How many columns make up the Giant's Causeway?
- According to the legend, why did the giant Fionn mac Cumhaill build the causeway?
- Why did Benandonner return to Scotland?
- Why is the Giant's Causeway considered to be the eighth wonder of the world?
- According to scientists, what is a threat to the Giant's Causeway?



Speaking activities

1a

Talk in pairs.

STUDENT A: Look at the map and choose a place, but don't tell your partner. Give him/her directions to this place. Use the prompts in the box.

STUDENT B: Look at the map and follow Student A's directions to find the place he/she is thinking of. Then, swap roles.

Go down/up...

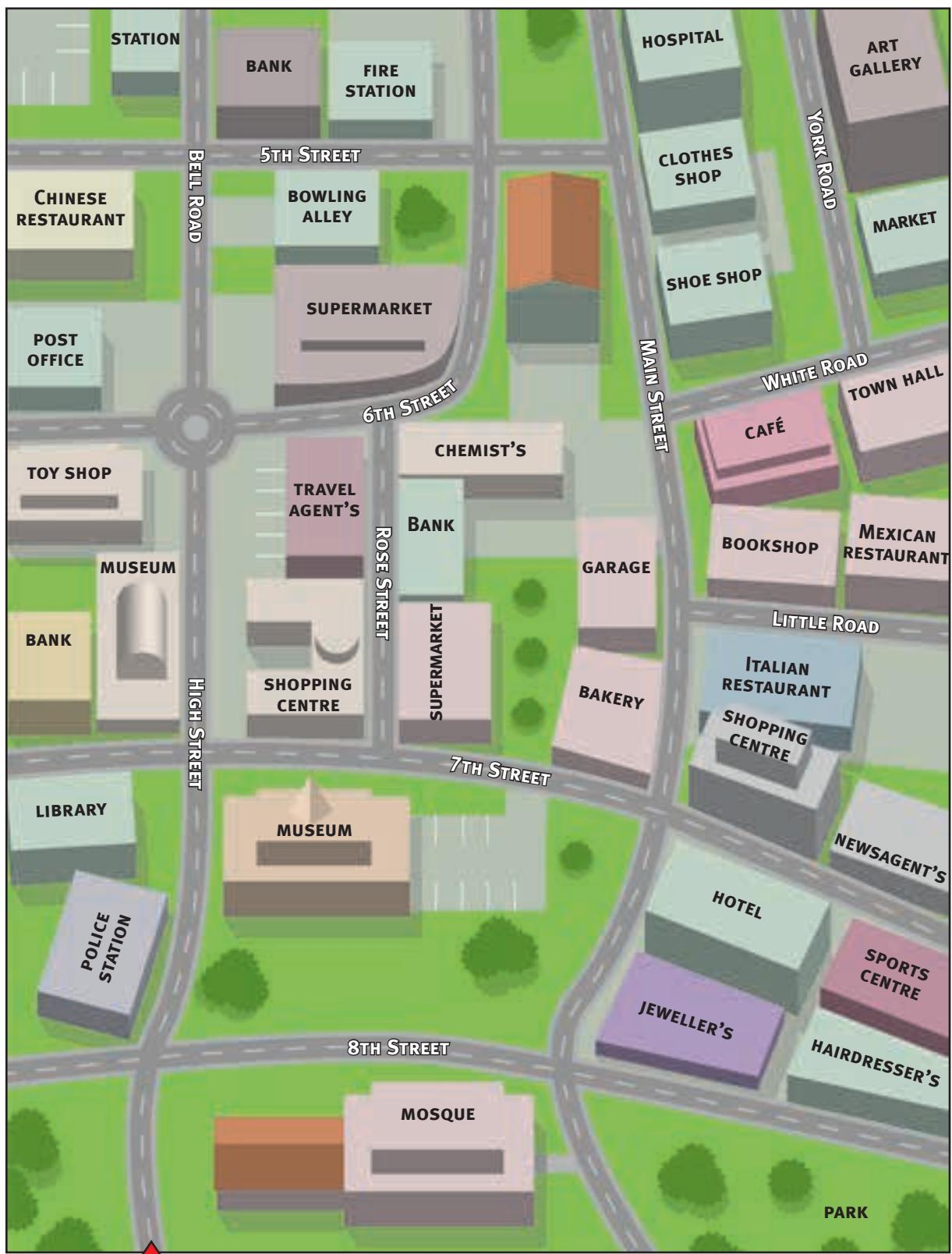
Walk towards...

Go straight/past...

Turn left/right at the... / into... street

Take the first/second/etc. turning on the right/left.

Go straight on and it's on your right/left.



Speaking activities

2a

Work in pairs, look at the prompts and discuss using *who*, *which*, *whose* or *where* as in the example.

How much do you know about HISTORY?

*I think the Tower of London is the place where the Crown Jewels are kept.
No, I think the Tower of London is the place where...*

Ibn Saud was his father

the Crown Jewels are kept

it is a symbol of the modern Kingdom of Saudi Arabia

gladiators fought each other in ancient Rome

is famous for his contribution to physics



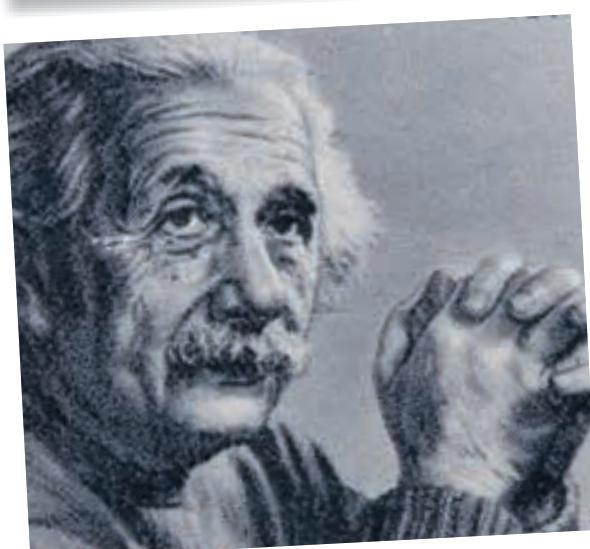
Masmak Fort



King Faisal (king of Saudi Arabia)



The Tower of London



Albert Einstein



The Colosseum

Grammar Reference

Module 1

★ Present Simple

I work	He sleeps
Do you work?	Does she sleep?
They don't work	It doesn't sleep

The **Present Simple** is used:

- to describe permanent situations.
Barry lives in London.
- to describe repeated/habitual actions.
He wakes up at 7:30 every morning.
- to talk about general truths.
Water boils at 100°C.

TIME EXPRESSIONS

always, often, usually, never, etc.
every day / week, etc.
in the morning / spring, etc.
at the weekend
once / twice / three times, etc. a week / day, etc.
on Mondays / Monday morning, etc.

★ Present Progressive

I'm working	He's sleeping
Are you working?	Is she sleeping?
They aren't working	It isn't sleeping

The **Present Progressive** is used:

- to describe actions happening now.
Rob is talking to his boss right now.
- to describe temporary situations.
I'm staying with my aunt at the moment.
- to describe situations which are changing or developing around the present time.
Air pollution is increasing in our city.
- to talk about future arrangements.
I'm visiting some friends at the weekend.

TIME EXPRESSIONS

now, at present, at the moment, today, these days
this week / year, etc.
next week / year, etc.
tonight, tomorrow, etc.

★ Stative verbs

The following verbs are not normally used in progressive tenses:

- **Verbs of the senses:** see, feel, hear, smell, taste, notice, seem, look (= seem), etc.
- **Verbs of emotions:** love, hate, dislike, want, need, prefer, mind, etc.
- **Verbs of perception and opinion:** know, agree, think (= believe), believe, understand, remember, forget, hope, mean, imagine, etc.
- **Other verbs:** be, have (= possess), own, belong, cost, etc.

NOTE The verbs *see, hear, smell, taste* and *feel* are commonly used with *can* to indicate an action happening now.
I can hear a strange noise coming from the kitchen.

NOTE

Certain stative verbs can be used in progressive tenses when they express actions rather than states but with a difference in meaning:

- think (= consider)
I'm thinking of buying a car.
- have (= drink, eat, taste)
Glenn is having lunch at the cafeteria at the moment.

★ Questions and Question Words

Subject Questions - Object Questions

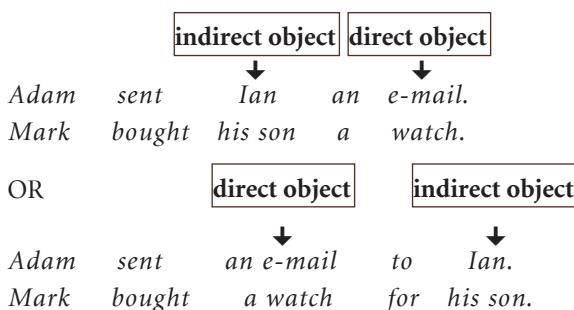
- **Subject Questions:** When we use the question words **who**, **which** and **what** to ask about the subject of the verb, we form the question without auxiliary verbs (**who / which / what + verb** in the **affirmative form**).
Who saw the accident? Tom (saw the accident).
What happened outside? An accident (happened).
- **Object Questions:** When we use the question words **who**, **which** and **what** to ask about the object of the verb, we form the question with auxiliary verbs (**who / which / what + verb** in the **question form**).
Who did you see at the restaurant? (I saw) Tom and Joe.
What are you eating? (I'm eating) Chinese food.

Who - Which - What...?

Question word	We ask about	Examples
Who	people (subject or object)	<i>Who is your best friend?</i> <i>Who are you talking to?</i>
Which	people or things (limited choice)	<i>Which students will participate in the survey?</i> <i>Which of these sweaters do you like best?</i>
What	things (unlimited choice), actions and activities, general descriptions, specific information	<i>What did you buy?</i> <i>What happened?</i> <i>What is your brother like?</i> <i>What sort of cars do you like driving?</i>

Verbs with two objects

Certain verbs (**give, offer, send, show, buy**, etc.) take two objects. The direct object usually indicates a thing and the indirect object usually indicates a person (who we do the action to or for).



When asking about the indirect object, we must put *to* or *for* at the end of the question.

Who did Adam send an e-mail to?

Who did Mark buy a watch for?

★ Indirect questions

- Indirect questions are introduced by phrases like **Can/Could you tell me...?**, **Do you know...?**, **I'd like to know... etc.**
- In indirect questions the verb is in the affirmative form.
- Where is the post office? (Direct Question)
- Do you know where the post office is? (Indirect Question)

★ Past Simple

I worked	He slept
Did you work?	Did she sleep?
They didn't work	It didn't sleep

The **Past Simple** is used:

- to describe a completed action in the past (the time is usually mentioned or implied).
I bought a laptop yesterday.
- to describe completed actions that happened one after the other in the past.
I walked up to the till, paid and then left the shop.
- to describe past habits or repeated actions in the past (often used with adverbs of frequency).
When I was younger, I often went jogging in the park.

TIME EXPRESSIONS

ago, yesterday, in 1998, last week/month/night, etc.

NOTE Irregular verbs on page 85

★ used to + base form

I used to work	He used to sleep
Did you use to work?	Did she use to sleep?
They didn't use to work	It didn't use to sleep

used to + base form is used:

- to describe permanent past states.
I used to be overweight when I was younger.
- to describe past habits.
My father used to drive to work, but now he walks.
- to describe repeated actions in the past.
We used to play football every day, but we don't any more.

★ be/get used to + -ing form

I am used to working	He's used to sleeping
Are you used to working?	Is she used to sleeping?
They aren't used to working	It isn't used to sleeping

- be used to + -ing form** = be accustomed to doing something
I'm not used to staying up late on weekdays.
- get used to + -ing form** = become accustomed to something
I can't get used to getting up at 7 o'clock in the morning.

Module 2

★ Past Progressive

I was working	He was sleeping
Were you working?	Was she sleeping?
They weren't working	It wasn't sleeping

The **Past Progressive** is used:

- to describe an action in progress at a certain time in the past.
*'What were you doing at 9 o'clock last night?'
'I was having dinner.'*
- to describe actions that were happening at the same time in the past (usually with **while** or **as**).
While John was cooking, Leo was sleeping.
- to describe background scenes to a story.
There were a lot of people at the station. Some were talking on their mobiles, others were reading a paper and a few were walking up and down.
- to describe temporary past states or actions.
My grandfather was writing a book in those days.

★ Past Simple - Past Progressive

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action.
In this case we usually use **while**, **when** or **as**.
*As/While/When they were walking in the forest, they saw a bear.
I was reading a book when the lights went out.*

NOTE

We commonly use **as soon as** with the **Past Simple**.
As soon as we arrived on the island, it started raining.

★ Relative Clauses

Relative clauses are introduced by relative pronouns (**who**, **which**, **that**, **whose**) and relative adverbs (**where**, **when**).

Pronouns	
PEOPLE	who/that
THINGS / ANIMALS / IDEAS	which/ that
POSSESSION	whose

Adverbs	
PLACE	where
TIME	when

Defining relative clauses give information which is needed to understand the meaning of the sentence. They are not separated from the main clause by commas.

He's the boy who/that lives next door.

The book (which/that) you bought is on the desk.

NOTE

- Who, which and that** can be omitted if they refer to the object of the sentence. **Whose** and **where** cannot be omitted.
- In **formal language** prepositions appear at the beginning of the relative clause.
In **informal language** they appear at the end of the relative clause.
*The chair on which I am sitting isn't very comfortable. (formal)
The chair (which/that) I'm sitting on isn't very comfortable. (informal)*

Non-defining relative clauses give extra information about the person, thing or idea they refer to. They are always separated from the main clause by commas.

*Mr Brown, who is our Geography teacher, is quite old.
Our car, which cost us a lot, keeps breaking down.*

NOTE

- Relative pronouns/adverbs cannot be omitted in non-defining relative clauses; nor can we use **that** instead of them.
- Prepositions usually appear at the beginning of non-defining relative clauses.
This cupboard, in which I keep my old toys, hasn't been cleaned for ages.
- Which** may also refer to a whole sentence.
He offered to give me a lift, which was very kind of him.

★ Adjectives / Adverbs of manner

- Adjectives describe nouns.
- Adverbs of manner describe how something happens.

We form most adverbs of manner by adding <i>-ly</i> to the adjective.	<i>quiet</i> → <i>quietly</i> <i>careful</i> → <i>carefully</i>
Adjectives ending in a consonant + <i>-y</i> , drop the <i>-y</i> and take <i>-ily</i> .	<i>easy</i> → <i>easily</i>
Adjectives ending in <i>-le</i> , drop the <i>-e</i> and take <i>-y</i> .	<i>terrible</i> → <i>terribly</i>
Irregular adverbs	<i>good</i> → <i>well</i> <i>fast</i> → <i>fast</i> <i>hard</i> → <i>hard</i> <i>late</i> → <i>late</i> <i>early</i> → <i>early</i>

★ Comparisons

The comparative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in *-y* is formed by adding *-er*. (Adjectives ending in *-y* change the *-y* to *-i*, while those ending in *-e* take only *-r*).
tall-taller, near-nearer, happy-happier, late-later
- of most adjectives and adverbs with two or more syllables is formed with *more*.
beautiful - more beautiful, slowly - more slowly
- of adjectives or adverbs is followed by *than* when we compare two people, animals, things, ideas or situations.
Peter is taller than James.
Living with your family can be easier than living on your own.

The superlative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in *-y* is formed by adding *-est*. (Adjectives ending in *-y* change the *-y* to *-i*, while those ending in *-e* take only *-st*).
tall-tallest *near-nearest*
happy-happiest *late-latest*
- of most adjectives and adverbs with two or more syllables is formed with *most*.
beautiful - most beautiful
slowly - most slowly
- of adjectives or adverbs is used with *the... (of/in)* when we compare one person, animal, thing, idea or situation with several of the same kind.
That's the most wonderful idea I've ever heard.
Peter is the tallest boy in his class.

Irregular forms		
Positive	Comparative	Superlative
good/well	better	best
bad/badly	worse	worst
much/many	more	most
little	less	least
far	farther/further	farthest/furthest

NOTE

- Some two-syllable adjectives form comparative and superlative forms in both ways.
clever - cleverer / more clever - cleverest / most clever
common - commoner / more common commonest / most common
narrow - narrower / more narrow - narrowest / most narrow
simple - simpler / more simple - simplest / most simple
- Comparatives can be graded by using the words *far, much, a lot, a little, a bit, slightly, etc.*
This car is much more expensive than the one I bought.
The house we live in now is slightly bigger than the one we lived in before.

★ Other forms of comparison

- as + adjective/adverb + as** (to show similarity)
She's as tall as her sister.
- not so/as + adjective/adverb + as** (to show difference)
It isn't so/as far as we thought.
- less/least** (to show inferiority)
The book I read yesterday was less interesting than the one I read last week.
- comparative + and + comparative** (to indicate continual increase or decrease)
The car was going faster and faster.

Module 3

★ Present Perfect Simple

I have worked	He has slept
Have you worked?	Has she slept?
They haven't worked	It hasn't slept

The **Present Perfect Simple** is used:

- to talk about an action which happened in the past, but the exact time is not mentioned.
I've already done that.
- to talk about a state which started in the past and continues up to the present.
Mike has had his car since September.
- to talk about an action that happened in the past and finished, but the results are obvious in the present.
I've finished my project and I have more free time now.
Tim has washed his car. (Now it's clean.)

TIME EXPRESSIONS

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

NOTE

Irregular verbs on page 85

- We use the **Past Simple** for actions that were completed in the past and the exact time is mentioned.
Present Perfect Simple: *I have tasted Mexican food.*
Past Simple: *I tasted Mexican food last night.*
- We use **for** and **since** for actions that started in the past and continue up to the present.
for + a period of time
I've had this car for 5 years.
since + a specific point in time
I've had this car since 2004.
- Present Perfect Simple + since + Past Simple**
James has changed jobs three times since he came to London.
- have been to** = have visited and come back
have gone to = have not returned yet
I've been to the shopping mall twice this week.
John isn't here; he's gone to the shopping mall.

★ Present Perfect Progressive

I have been working	He has been sleeping
Have you been working?	Has she been sleeping?
They haven't been working	It hasn't been sleeping

The **Present Perfect Progressive** is used:

- to emphasise the duration of a state or action which started in the past and continues up to the present.
I've been learning English for 6 years.
- to talk about an action which happened over a period of time in the past and may have finished, but the results are obvious in the present.
We've been walking around all day. That's why we're so tired.

TIME EXPRESSIONS

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

NOTE

- We use the **Present Perfect Simple** to emphasise the result of an action. We use the **Present Perfect Progressive** to emphasise the duration of an action.
I've called him three times this morning.
I've been calling him since 9 o'clock.

★ must - have to - need

EXPRESSING OBLIGATION AND PROHIBITION

- **must + base form** expresses personal obligation in the present or future.
I must finish this by tonight. (= I say so)
- **have to + base form** expresses external obligation in the present or future.
You have to drive on the left when you're in England. (= It's the law)
- **mustn't + base form** expresses prohibition in the present or future.
You mustn't park here. (= You aren't allowed to)
- **had to + base form** expresses obligation in the past.
When I was at school, I had to wake up at 7 o'clock every morning.

EXPRESSING NECESSITY AND ABSENCE OF NECESSITY

- **need to + base form** expresses necessity in the present or future.
I need to know how many people will be at the graduation.
- **don't have to / don't need to / needn't + base form** express absence of necessity in the present or future.
*You don't have to call us again. (= It isn't necessary)
He doesn't need to send his CV again.
You needn't worry. Everything is under control.*
- **needed to + base form** expresses necessity in the past.
We needed to buy some more bread, so we went to the supermarket.
- **didn't have to / didn't need to + base form** express absence of necessity in the past (something wasn't necessary and may or may not have been done).
I didn't have to / didn't need to pick up the kids from school.

NOTE

Need can be a main or a modal verb. When it is a main verb, it is followed by **to + base form**. As a modal verb, it is commonly used in the interrogative and negative form.

I need to go out.

- Do you need to go out? Need you go out?
He doesn't need to go out. He needn't go out.
I needed to go out.
Did you need to go out? Need you have gone out?
You didn't need to go out. You needn't have gone out.

★ should/shouldn't

We use **should/shouldn't + base form**:

- to ask for and give advice.
Should I ask Linda to help me with this?
- to express an opinion.
He should be more careful when he drives.
- to make a suggestion.
You should really go to that new restaurant. It's fantastic!
- to express mild obligation.
Students should hand in their homework on time.

NOTE

- The verb **ought to** can be used instead of **should** in all the above cases.
e.g. *You ought to have let me know you weren't coming.*

★ had better

Had better + base form is used to give strong advice. It often expresses **threat** or **warning** and it's stronger than **should/ought to**. It refers to the present or future, not the past. Its negative form is **had better not**. In spoken English the short form is commonly used (I'd better, you'd better, etc.).
You'd better ask a doctor about it.

★ would rather

Would rather + base form is used to express **preference** about the present or future. It is usually followed by **than**. Its negative form is **would rather not**. In spoken English the short form is commonly used (I'd rather, you'd rather, etc.).
I'd rather stay at home than go to the park.

★ Expressing possibility (may - might - could)

- **could / may / might + base form** express possibility in the present or future.
He could / may / might be at home now.
- **may not / might not + base form** express the possibility that something will not happen in the present or future.
We may not / might not go to the bank today.

★ Making Deductions (must - can't)

- **must + base form** expresses certainty that something is true.
My parents must be at work now.
- **can't + base form** expresses belief that something is impossible.
You can't be serious.

Module 4

★ Future will

I'll work
Will you work?
They won't work

He'll sleep
Will she sleep?
It won't sleep

The **Future will** is used:

- to make predictions about the future, usually with **perhaps** and **probably** or after the verbs **believe, think, hope, expect, be sure**, etc.
She'll probably be here tomorrow.
- to talk about spontaneous decisions.
We've run out of milk; I'll go and buy some.

- for promises.
I'll be on time, don't worry!
- for offers and requests.
I'll do the washing-up after dinner.
Will you help me clean my room?
- for threats and warnings.
I won't speak to you again!

★ Future going to

I'm going to stay	He's going to leave
Are you going to stay?	Is she going to leave?
They aren't going to stay	It isn't going to leave

The Future **going to** is used:

- to talk about future plans.
My brother is going to study Biology.
- to make predictions based on evidence.
Look out! You're going to trip over that chair.

TIME EXPRESSIONS

tomorrow, tonight, next month/year/week/Tuesday, etc.
this month/year/week/Tuesday, etc.
in an hour/year, etc.
soon

NOTE

- We use the **Present Progressive** for planned future actions related to personal arrangements.
I'm travelling to London tomorrow.

★ Future Progressive

I'll be working	He'll be sleeping
Will you be working?	Will she be sleeping?
They won't be working	It won't be sleeping

The Future **Progressive** is used:

- to talk about actions that will be in progress at a specific time in the future.
At 9 o'clock tomorrow, he'll be flying to Egypt.
- to emphasise the duration of an action.
I'll be reading magazines all day tomorrow.

★ Future Perfect

I'll have worked	He'll have slept
Will you have worked?	Will she have slept?
They won't have worked	It won't have slept

The Future **Perfect** is used:

- to talk about actions that will be completed before a specific time or another action in the future. The verb describing the second action is in the **Present Simple**.
He'll have returned by the time you leave.

TIME EXPRESSIONS

by + a point in time (e.g. Sunday), by the time, by then, before, etc.

★ Zero Conditional

if-clause	Main clause
If/When + Present Simple	Present Simple

The **Zero Conditional** is used to talk about general truths.
If/When you press the button, the machine starts.

★ Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is probable in the present or future.

if-clause	Main clause
	Future <i>will</i>
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 to use my mobile, you must promise to be careful with it.

If you go to the supermarket, buy some milk.

★ Conditional Sentences Type 2

We use **Conditional Sentences Type 2** for unreal or imaginary situations which are not probable in the present or future.

if-clause	Main clause
If + Past Simple	would/could + base form

If I had money, I would buy a farm in the country.
You could lose some weight if you went on a diet.

NOTE	<ul style="list-style-type: none"> • In Conditional Sentences Type 2 were is often used instead of was in the if-clause. <i>If I were rich, I would live in a luxurious house.</i> • We use If I were you to express an opinion or to give advice. <i>If I were you, I wouldn't buy it.</i> • Unless can be used instead of if... not... in conditional sentences. <i>I won't buy this car unless you agree (= if you don't agree).</i>
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★ Nouns

Countable nouns

Countable nouns can be counted and have singular and plural forms. We can use **a/an**, **one** in the singular and **some**, **any**, **(a) few**, etc. in the plural.

Uncountable nouns

Uncountable nouns are only used with a singular form verb and we can't use **a/an** or **numbers** with them. To express quantity we use **some**, **any**, **much**, **little**, **a lot of**, etc.

• Uncountable nouns:

food	meat, sugar, cheese, butter, chicken, chocolate, etc.
liquids	milk, water, coffee, etc.
materials	wool, gold, paper, glass, iron, leather, etc.
abstract nouns	help, freedom, time, information, news, advice, health, communication, work, experience, traffic, business, etc.
natural phenomena	weather, light, rain, snow, etc.
some concrete nouns	baggage, furniture, money, luggage, etc.

★ Articles (a/an/the)

- The indefinite article **a** is used before singular nouns when we mention them for the first time or when we don't refer to a specific item. We use **a** when the next word begins with a consonant sound and **an** when the next word begins with a vowel sound.
There is a lamp in the room. There isn't an armchair in the room.
- The definite article **the** is used before countable and uncountable nouns.

the is used:

- before something specific or already mentioned.
I have to go to the dentist.
I bought two T-shirts and a tie. The tie is blue.
- for things that are unique.
The sun heats the Earth.
- for things that are defined.
The house which is next to ours is 300 years old.
- with the superlative of adjectives/adverbs.
John is the tallest of all.
- before names of **seas, oceans, rivers, deserts, groups of islands, mountain ranges and countries in the plural**.
the Black Sea, the Indian Ocean, the Thames, the Kalahari Desert, the Azores, the Alps, the USA
- before nationalities when we refer to the whole nation.
The Chinese invented paper thousands of years ago.
- before people's surnames when we refer to the whole family.
The Simpsons came to see us last night.
- with: **hotels, restaurants, museums**.
the Hilton, the Pasta House, the British Museum
- with **newspapers, services and organisations**.
the Guardian, the police, the United Nations
- with adjectives referring to classes of people.
the old, the blind, the poor

the is not used:

- before countable and uncountable nouns which refer to something general or not mentioned before.
He loves chocolate.
Whales are mammals.
- before names of **people, streets, cities, countries, continents, islands and mountains**.
Alex Smith, Oxford Street, Rome, Italy, Europe, Corsica, Mount Everest
- before the **days of the week and months**.
on Monday, in June
- before names of **squares, parks and lakes**.
Trafalgar Square, Central Park, Lake Winnipeg
- before the names of **magazines, sports, games, colours, school subjects and languages** (when they are not followed by the word *language*).
Newsweek, tennis, darts, white, Maths, Arabic
- with meals (**breakfast, lunch, dinner**).
What did you have for breakfast?
- But:** When we talk about a specific meal, we use **the**:
I didn't enjoy the dinner on the plane.
- before the words **bed, court, home, hospital, prison, school, university, work** when they are used for the purpose for which they exist.
Thomas went to university to study engineering.
- But:** Peter went to the university to visit his professor.
- before names of **airlines or companies**.
Air France, BMW

★ some/any/no

- some + uncountable / plural countable nouns** is used in affirmative sentences and in questions when we offer something or ask for something politely.
There is some orange juice in the fridge.
Would you like some chips?
Could I have some coffee?
- any + uncountable / plural countable nouns** is used in questions and negative sentences.
Is there any orange juice in the fridge?
There aren't any chips on the table.
- no (= not any) + uncountable / plural countable nouns** is used in affirmative sentences to give a negative meaning.
There is no cheese in the fridge. = There isn't any cheese in the fridge.
- a lot / lots / plenty** are always used with **of** when they are followed by a noun.
They are used with:
 - plural nouns and a plural verb.
There were a lot of people at the graduation.
 - uncountable nouns and a singular verb.
Have some more food. There's lots left.
 - Is there enough coffee for everyone? Yes, there's plenty.*

- NOTE**
- Many and much** are used in affirmative sentences with **too, so, how and as**.
There's too much sugar in my coffee.
 - Much** is used with **very** as an adverb (or on its own in negative sentences).
I miss my family very much.
He didn't like the food (very) much.
 - A lot (of)/Lots (of)/Plenty (of)** are quite informal, so in formal writing it is better to use **many** or **a number of** with countable nouns and **much** or **a great deal of** with uncountable nouns.
Many/A number of people believe that recent technological developments have improved our lives.
Much/A great deal of stress is often experienced by people who work in offices.
 - A lot (of)/Lots (of)/Plenty (of)** are not used with measurements of time or distance.
I was ill for many weeks.

★ a few / a little / few / little

- a few (=a small number, some)** is used with plural nouns and a plural verb.
I need a few more things from the supermarket.
There are a few coins on the table.
- a little (=a small amount, some)** is used with uncountable nouns and a singular verb.
There's still a little cake left in the fridge.
- few (=not many)** is used with plural nouns and a plural verb.
Very few people disagreed with him.
- little (=not much)** is used with uncountable nouns and a singular verb.
There was little evidence to support his claim.

- NOTE**
- For emphasis we can use:
 - **very, so, too + little / few**
There's very little milk in my coffee.
 - **only + a little / a few**
He's got only a few friends.
 - Some, any, much, many, a little, a few, a lot, lots, plenty** can also be used without nouns, as pronouns.
Have you got any money? No, I haven't got any.
We didn't buy any bread. We've got plenty.

Irregular verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was/were	been	lie	lay	lain
bear	bore	born(e)	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bend	bent	bent	meet	met	met
bind	bound	bound	pay	paid	paid
bite	bit	bitten	put	put	put
blow	blew	blown	read	read	read
break	broke	broken	ride	rode	ridden
bring	brought	brought	ring	rang	rung
build	built	built	rise	rose	risen
burn	burnt/burned	burnt/burned	run	ran	run
buy	bought	bought	say	said	said
burst	burst	burst	see	saw	seen
catch	caught	caught	seek	sought	sought
choose	chose	chosen	sell	sold	sold
come	came	come	send	sent	sent
cost	cost	cost	set	set	set
creep	crept	crept	sew	sewed	sewn/sewed
cut	cut	cut	shake	shook	shaken
deal	dealt	dealt	shine	shone	shone
dig	dug	dug	shoot	shot	shot
do	did	done	show	showed	shown
draw	drew	drawn	shut	shut	shut
dream	dreamt/dreamed	dreamt/dreamed	sink	sank	sunk
drink	drank	drunk	sit	sat	sat
drive	drove	driven	sleep	slept	slept
eat	ate	eaten	smell	smelt/smelled	smelt/smelled
fall	fell	fallen	speak	spoke	spoken
feed	fed	fed	speed	sped	sped
feel	felt	felt	spell	spelt/spelled	spelt/spelled
fight	fought	fought	spend	spent	spent
find	found	found	spill	spilt/spilled	spilt/spilled
fly	flew	flown	split	split	split
forget	forgot	forgotten	spoil	spoilt/spoiled	spoilt/spoiled
forgive	forgave	forgiven	spread	spread	spread
freeze	froze	frozen	stand	stood	stood
get	got	got	steal	stole	stolen
give	gave	given	stick	stuck	stuck
go	went	gone	sting	stung	stung
grow	grew	grown	strike	struck	struck
hang	hung	hung	sweep	swept	swept
have	had	had	swear	swore	sworn
hear	heard	heard	swim	swam	swum
hide	hid	hidden	take	took	taken
hit	hit	hit	teach	taught	taught
hold	held	held	tear	tore	torn
hurt	hurt	hurt	tell	told	told
keep	kept	kept	think	thought	thought
kneel	knelt	knelt	throw	threw	thrown
knit	knit/knitted	knit/knitted	understand	understood	understood
know	knew	known	wake	woke	woken
lay	laid	laid	wear	wore	worn
lead	led	led	weave	wove	woven
lean	leant/leaned	leant/leaned	weep	wept	wept
learn	learnt/learned	learnt/learned	win	won	won
leave	left	left	withdraw	withdrew	withdrawn
lend	lent	lent	write	wrote	written
let	let	let			

Appendix I

1b AN INFORMAL E-MAIL

An informal e-mail is usually sent to a friend, a relative or an acquaintance. Note the layout below:

Subject: a brief phrase that indicates what the content of the e-mail is.

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.

To... tom@mymail.com
From... jake3@mymail.com
Subject: Graduation

Send

Dear Tom,

Hope to see you.
Jake

Greetings	Set phrases for opening paragraph	Set phrases for closing paragraph	Signature endings
Dear Tom	How are you (keeping)?	Well, that's all for now.	Yours
Dear Mum	It was nice to hear from you.	Well, I'd better finish off here.	All the best
Dear Aunt Sue	Thank you / Thanks for your e-mail.	I must go now.	Take care
Hi Bob!	It's taken me ages to reply, but ...	See you soon.	Bye for now
Hello Bill!	I've been meaning to get back to you, but ...	Keep in touch.	
NOT: Dear brother Dear friend Dear cousin	Just thought I'd drop you a line.		

2b AN INFORMAL LETTER

An informal letter is a personal letter usually written to a friend, a relative or an acquaintance. Note the layout below:

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. Best wishes). Don't forget the comma followed by your first name written underneath.

Dear Adam,

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.

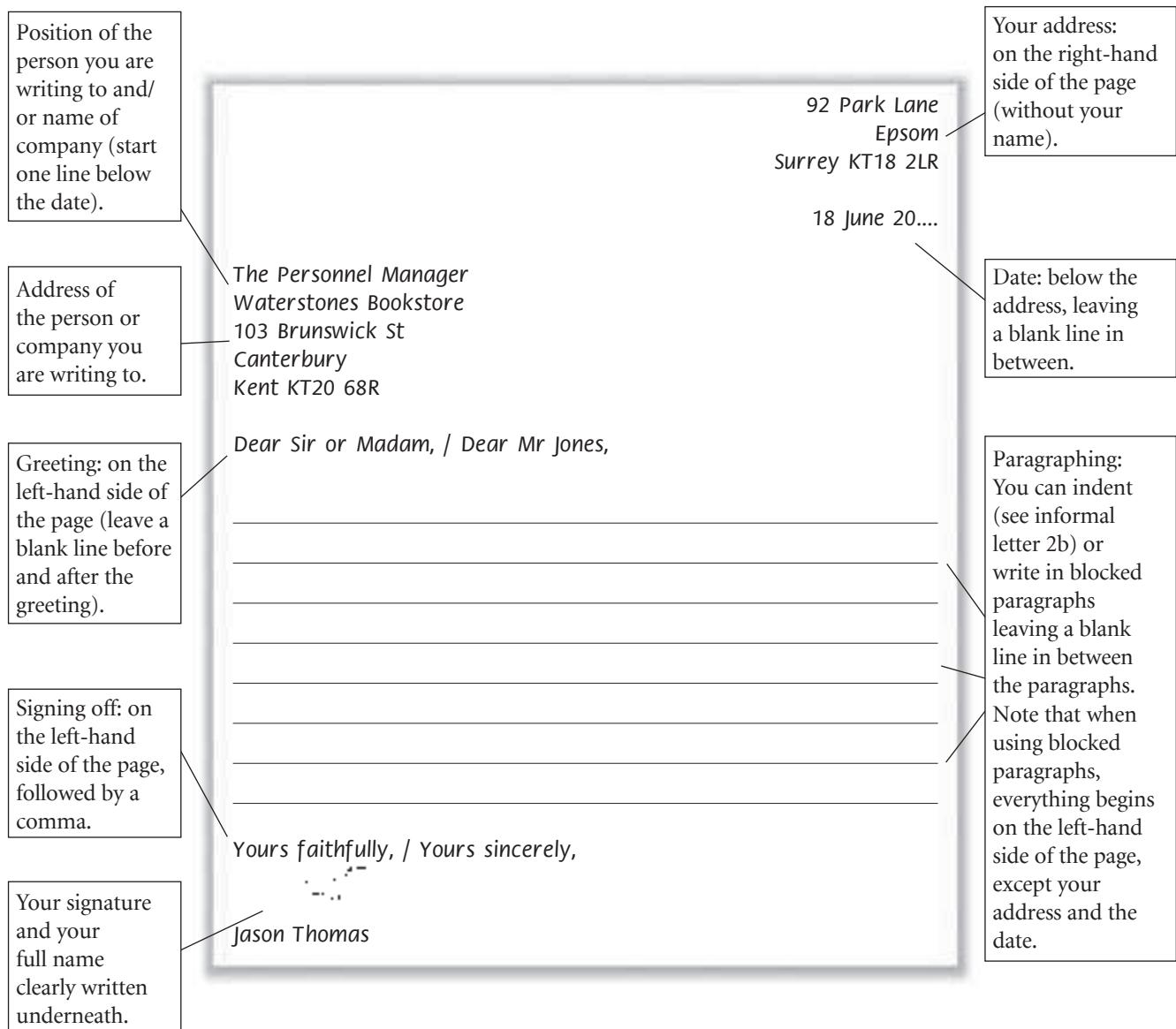
Take care,
Tony

For greetings, signature endings and set phrases you can use in the opening and closing paragraph, see 1b above.

3b

A FORMAL LETTER

A formal letter is written to someone you don't know personally and it is usually of a business nature.
Note the layout below:



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.

Appendix II

British and American English

spelling

British English	American English
aeroplane	airplane
centimetre	centimeter
centre	center
cheque (n)	check (n)
colour	color
dialogue	dialog
favour	favor
favourite	favorite
grey	gray
humour	humor
kilometre	kilometer
jewellery	jewelry
litre	liter
metre	meter
neighbour	neighbor
organise	organize
practise (v)	practice (v)
programme	program
travelled	traveled
travelling	traveling
tyre	tire

words and phrases

British English	American English
anorak	parka
autumn	fall
bill (at a restaurant)	check
bookshop	bookstore
brackets	parentheses
car park	parking lot
cashpoint	ATM
chemist's	pharmacy
chips	(French) fries
city centre	downtown
cooker	stove / oven
crisps	potato chips
curriculum vitae (CV)	résumé
driving licence	driver's license
do the washing-up	do/wash the dishes
flat	apartment
flatmate	roommate
football	soccer
footballer	soccer player
fridge	refrigerator
garden	yard
ground floor	first floor
handbag	purse
head teacher	principal
holiday	vacation
ill	sick
jumper	sweater
leisure centre	sports / recreation center
lift (n)	elevator
lorry	truck
mark	grade
match	game
maths	math
Ministry of Education	Department of Education
mobile phone	cell phone
motorway	highway
mum / mummy	mom / mommy
opposite	across from
pavement	sidewalk
petrol	gas
petrol station	gas station
phone (v)	call (v)
plaster	Band-Aid
public telephone	pay phone
queue	line
railway station	train station
rubbish	garbage / trash
secondary school	high school
shop	store
shop assistant	salesperson
shopping centre	shopping mall
speciality	specialty
surname	last name
sweets	candy
table tennis	ping pong
takeaway	takeout
tick (✓)	check (✓)
train (v)	practice (v)
trainers	sneakers
trousers	pants
TV / radio programme	TV / radio show
underground (railway)	subway

grammar and usage

British English	American English
28 February	February 28
28th February	February 28th
at the weekend	on the weekend
in exams	on exams
quarter past two	a quarter after two
Have you got? I've got / I have got I haven't got	Do you have? I have I don't have
learnt	learned
smelt	smelled
be in hospital	be in the hospital
go to hospital	go to the hospital
book a room/table	make a reservation
lay the table	set the table
sit for an exam	take an exam
have a shower	take a shower
go to university	go to college

word list

1a → pp.6-7

actual
actually
admire
aim (n)
benefit (n)
certainly
combine
comment (v)
contain
cultural
culture
custom
educate
encourage
entertain
enthusiastic
exhibit
exhibition
experience (v)
focus (v)
foreigner
graduation
habit
hold
in person
increase
inform
landmark
marvel (v)
organiser
original
purpose
region
replica
resort
site
squeezed
stranger
take part
take place
theme park
tradition
try on
try out

1a → pp.8-9

accent
apartment
awesome
cause (v)
cell phone
check (n)

chips
confuse
directions
elevator
fall (n)
figure out
garbage
gas
I don't get it.
mall
mention
misunderstanding
pants
pedestrian
relationship
sneakers
soccer
turning
vacation
zebra crossing

1a → pp.10-11

abroad
advantage
at one's own speed
atmosphere
blog
client
common
company
contact (n)
content (n)
convenient
disadvantage
export (n)
feedback
immediate
import (n)
interaction
international
learning environment
lively
major (adj)
mother tongue
non-native speaker
peaceful
personal assistant
presence
pronunciation
questionnaire
reason
specific
spelling

suggest
vocabulary

1b → pp.12-14

achieve
argue
associate
awareness
battle
bride
cooperate
courage
curiosity
death
defeat (n)
ecological
envelope
fight (v)
funeral
goal
goodness
influence (v)
joy
link (v)
mood
occasion
on the other hand
positive
power
recover
refer
relate
represent
satisfy
stuff
suffer
symbolise
various
view (v)
warning sign
weakness

1b → pp.15-17

a couple of
access
alone
apply
block (n)
crowded
exhausting
expenses
express
fabulous
facilities
feel like
get together
hear from
hectic
incredibly
ingredients
isolated
keep in touch
keep up with
lack (n)
lead
lifestyle
lonely
monotonous
on the corner
on your left/right
pick up
quite
relaxing
routine
schedule
similar
socialise
trendy
walk past
within walking distance

2a → pp.22-23

announce
approach (v)
brave
cheer
confident
crowd
cruel
defeat (v)
gather
greet
ground
helmet
hidden
honest
injury
intelligent
keep off
keep on
lift (v)
meaning
nod
pain
plan (n)
protect

word list

push
put off
put on
raise
remove
sensible
shiver
soldier
supporter
take off
take on
turn off
turn on
unknown
upset
victory
wounded

2a → pp.24-25

ancient
block (v)
claim (v)
curious
eccentric
favour
fear (v)
human being
lie (n)
luxury
possession
powerful
probably
recognise
response
secret
tell from
trust
wealthy

2a → pp.26-27

antibiotic
appreciate
as for
award
be in one's shoes
burst
career
comment (n)
consider
courageous
danger
deal with
destroy
effect
enthusiasm

explosion	scale	football pitch
extraordinary	search (v)	for ages
flame	shake	gloves
loud	sheet	goggles
main	situation	hang out
motivate	storm	intention
nearly	strength	join
patient	surface	lead (v)
pressure	survive	match (n)
rescue	survivor	member
responsible	thick	net
reward (v)	unconscious	on top of that
rewarding	unharmed	out and about
risk	violently	out of the ordinary
sense of humour	volcano	outdoors
stress	wolf	poetry
strict		practise
trap		racket
unselfish		recently

2b → pp.28-30

a bit
act
astonished
avalanche
bee
blow (v)
breathe
bury
characteristic
climber
collapse
crash (n)
desire
determination
dig
dragon
earthquake
entire
erupt
feather
free (v)
frightening
heroic
hurricane
impressive
incredible
keep calm
lava
lightning
mythical
natural disaster
ordinary
pull
reach
relieved
safe and sound

3a → pp.38-39

admit
although
athletic
be into
be willing
besides
board (n)
bookworm
come across
complain
constantly
court
entertaining
every once in a while
exchange

3a → pp.40-41

afterwards
amazed
be off to
chill out
delicious
delighted
exhausted
fascinating
furious
get bored out of my mind
grab a bite
hold on
huge
I'm in.
loads of
peckish
terrified
though
trail
What's up with you?

3a → pp.42-43

active
art class
challenging

climbing wall
competitive
correct (v)
creative
essay
helpful
Internet access
keep fit
provide
research (n)
settle into
socialising
staff
stimulating
table football
table tennis

3b → pp.44-46

allow
anxiety
appearance
appropriate
behaviour
body language
calm
care about
CV (curriculum vitae)
duty
especially
eye-contact
facial expression
furthermore
genuine
gesture
image
improvement
in advance
include
income
interview (n)
knowledge
location
nervous
organisation
position
possibly
preparation
qualifications
responsibility
salary
search (n)
select
self-confidence
spill (v)
take into consideration
tip
typical
up-to-date

3b → pp.47-49

ability
adequate
advertise
ambitious
applicant
at one's convenience
available
be familiar with
cashier
certificate
clerk
complete (v)
computer-literate
currently
customer
enclose
essential
experience (n)
experienced
fluent
foreign exchange
full time
hire
interest (n)
look forward to
manner
marital status
minimum
part-time
personality
pleasant
polite
previous
punctual
qualified
reliable
report
require
suitable
task
training
travel agency
uniform
with regard to
working conditions

4a → pp.54-55

affect
agency
amount
beauty
canyon
chain of islands
challenge (n)
coast
coastal
community

cover (v)

create
description
desert
destruction
development
ecosystem
environment
eventually
fit (v)
flood (n)
generation
global
hardworking
harmful
housing
individual (n)
jungle
length
miss out
oasis
ocean
paradise
plant (n)
polar ice cap
pond
protection
rainforest
reduce
sandy
species
stretch
train (v)
treasure
tropical
unique
volunteer (v)
youth

4a → pp.58-59

argument
at all costs
attract
aware
change one's mind
conservation project
crystal clear
damage (v)
diving
editor
educational
effective
endangered
environmental awareness
environmentally friendly
flash of lightning
in favour of
issue
leaflet
litter
make a difference
plan (v)
pollution
public transport
recycling
resident
sign (v)
skill
snorkelling
survey
take action
threat
town council
traffic congestion
turtle
unspoilt
wildlife

4a → pp.56-57

according to
alternative
big deal
climate
cool off
countryside
disturb
energy
experiment
extreme
flooding
for all I care
for starters
fossil fuels
fuss
give in
give up
global warming

heat
hopeless case
interrupt
level
melt
obvious
oil
petrol
raise
rise
simply
So what!
temperature

4b → pp.60-62

ant
antelope
at present
authorities

word list

be aware
breed
butterfly
cause (n)
centimetre
cobra
conditions
creature
crocodile
deer
die out
eagle
existence
exotic
feature (v)
fly
foot
gallon
goose
gram
habitat
horn
hunt (n)
hunting
illegal
in search of
inability
inch
insect
kangaroo
kilogram
kilometre
likely
litre
mammal
measure (v)
metre
mile
millilitre
monkey
nest
nut
ounce
parrot
peacock
peninsula
pigeon
pint
pound
predator
prey
quart
rat
remaining
reptile

researcher
seed
shiny
skin
stone
survive
tonne
tortoise
underground
up to
weigh
weight
yard

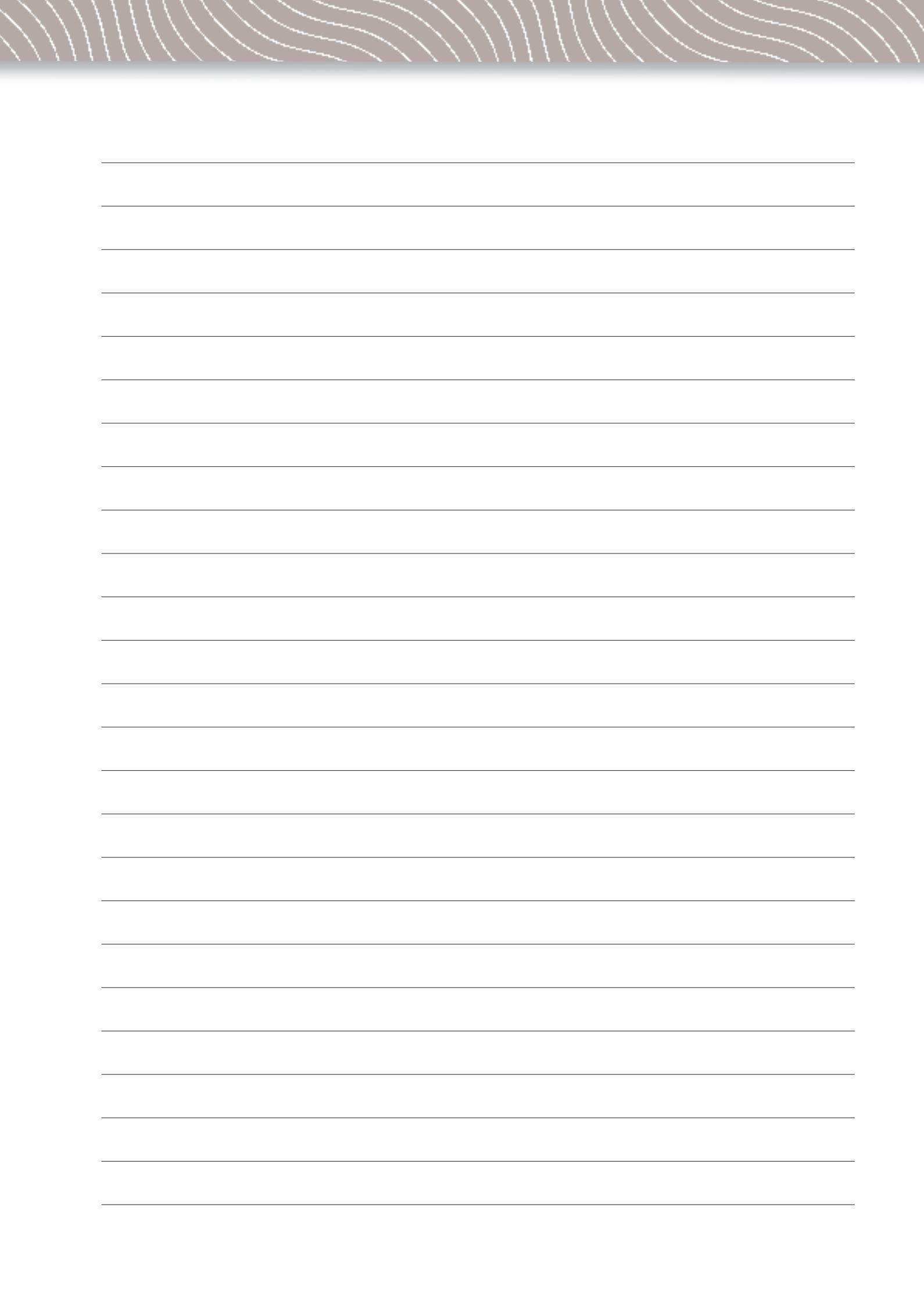
4b → pp.63-65

acid rain
conventional
crop
dependent
dispose of
drought
exhaust fumes
face (v)
hazard
improve
landfill site
limited
practical
predicament
rainfall
retirement
rubbish
ruin (v)
shortage
solar-powered
source
survival
waste (n)
weather conditions
wind power

STUDENT'S AUDIO CD TRACK LIST

Track	Module/lesson	Exercise
Track 1	Titles	
Track 2	1a	Listening & reading
Track 3	Module 1	Workbook Listening activity
Track 4	2a	Listening and reading
Tracks 5-12	Module 2	Workbook Listening activity
Track 13	3a	Listening and reading
Track 14	Module 3	Workbook Listening activity
Track 15	4a	Listening and reading
Track 16	Module 4	Workbook Listening activity
Track 17	Culture page 1	Inspiring Heroes
Track 18	Culture page 2	Giant's Causeway

Notes



Traveller 3

Student's Book

H. Q. Mitchell - Marilena Malkogianni

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Traveller

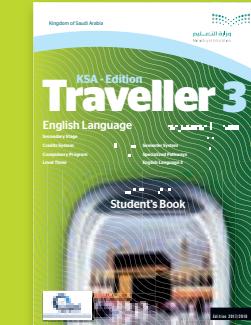
is an exciting course that follows the modular approach and is organised into topic-based modules.

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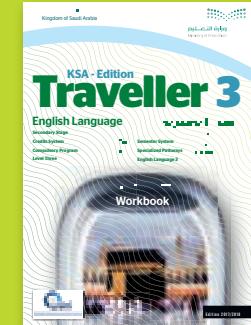
- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting real spoken English
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic 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
- Competence-based tasks
- Culture pages

Name of student

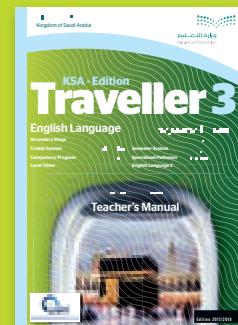
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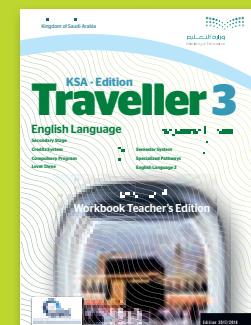
Student's Book



Workbook



Teacher's Manual



Workbook Teacher's Edition

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