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Kingdom of Saudi Arabia



وزارة التعليم

Ministry of Education

KSA Edition **Traveller 4**

English Language

Secondary Stage

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Compulsory Program

Level Four

نظام المقررات

البرنامج المشترك

المستوى الرابع

Semester System

Specialized Pathways

English Language 4

اللغة الإنجليزية

المرحلة الثانوية

النظام الفصلي

المسارات التخصصية

اللغة الإنجليزية ٤

كتاب الطالب **Student's Book**

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Reading

- A description of a mysterious island
- A newspaper article about an unusual burglar

Listening

- A tour guide giving information
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Speaking

- Speculating and making a decision (Choosing which landmark to visit)
- Talking about a strange event by expanding on input given

Writing

- A description of a place
- A story

- An advertisement for a guided bicycle tour
- A magazine article about 'beaming', the transport of the future

- People talking in different situations
- Six short conversations
- People talking in different situations

- Comparing means of transport and discussing advantages and disadvantages
- Comparing photographs – Discussing holiday destinations and types of holiday

- A paragraph expressing opinion
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- A magazine article about learning English by using new technology
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- A radio interview about a project called 'One Laptop Per Child'
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- Discussing different aspects of modern life
- Speculating and making a decision (Choosing which devices to take on a trip)

- A letter (to the editor) expressing opinion
- A semi-formal letter / email based on prompts

- Three short texts about embarrassing moments
- A magazine article about telepathy between twins

- A telephone conversation between a boy and his uncle
- People talking about different types of personality
- People talking in different situations

- Discussing problems - Asking for and giving advice
- Speculating and making a decision (Choosing which books to read)

- A letter giving advice
- A book review



On the move

2



Human nature

4



That's incredible!

1



Up-to-date

3



1

That's incredible!



Discuss:

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

Flick through the module and find...

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

In this module you will...

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



1a reading

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

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

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

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

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

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

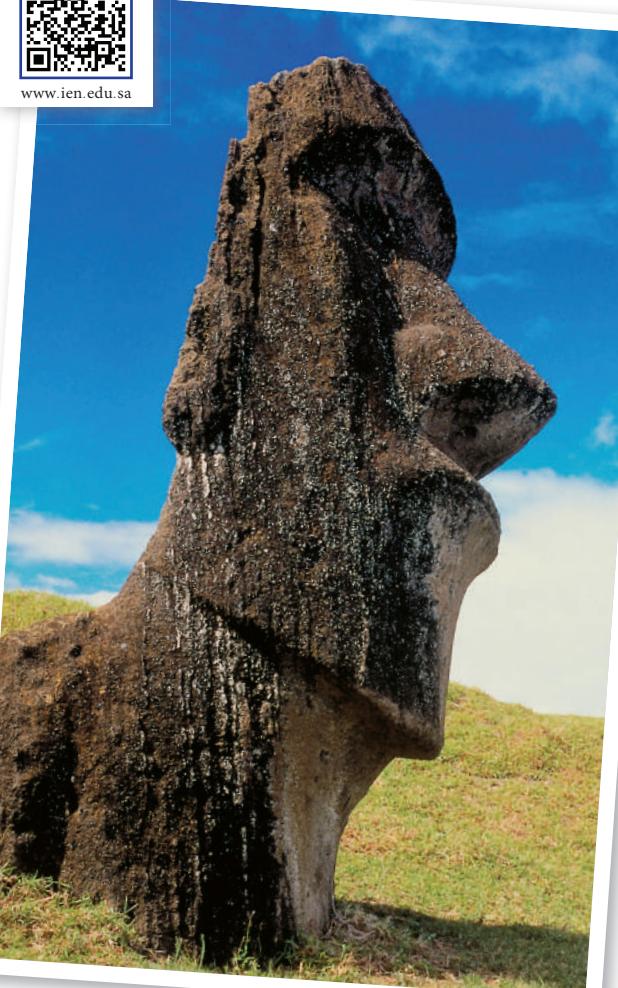
There are so many unanswered questions about Rapa Nui, its history and its inhabitants. This is probably what makes it a **truly** fascinating place.

A. Discuss.

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



Lesson Link



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

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

vocabulary & grammar

Lesson Link



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

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

E. Discuss.

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

GRAMMAR

PAST PERFECT SIMPLE – PAST PERFECT PROGRESSIVE

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

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

B. Read about the uses of the past perfect simple and the past perfect progressive and make your own examples.

The Past Perfect Simple (had + past participle)

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

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

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

Grammar Reference p. 77

VOCABULARY

REPORTING VERBS

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

Explain yourself, I beg you!

- a. ask eagerly b. promise c. order

'Who is Eric?' he wondered aloud.

- a. answered b. thought c. cried

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

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

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

PRACTICE

Complete the text with the past simple, the past perfect simple or the past perfect progressive of the verbs in brackets.

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



1a listening & reading

Lesson Link



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A. Discuss.

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

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



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

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



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

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

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

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

E. Discuss.

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

VOCABULARY

PHRASAL VERBS WITH 'UP'

A. Look at the following extracts from the dialogue. What do the phrases in bold mean?

Fortunately, the police **turned up** and arrested him. Apparently, he had **held up** the bank...

B. Match the phrasal verbs in bold with their meanings a-h.

1. I'm thinking of **taking up** painting; I've heard it's very relaxing.
2. Would you be able to **put me up** for the night? I have nowhere to stay.
3. I can't believe Trevor **turned up** at the meeting with his hair dyed green.
4. The robbers **held up** the bank and escaped with £300,000.
5. Many people believe that he **made up** the story, but he claims it is the truth.
6. Ed was **brought up** by his grandmother.
7. My father said that the price of electricity will **go up** by 25% next year.
8. The story is about a young girl **growing up** in South Africa in the 1960s.

- | | |
|-------------|------------------------------|
| a. rob | e. offer accommodation |
| b. invent | f. appear |
| c. increase | g. gradually become an adult |
| d. start | h. raise a child |

vocabulary & grammar

Lesson Link



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GRAMMAR

REPORTED SPEECH (STATEMENTS)

A. Read the following extracts from the dialogue and complete the speech bubbles with the speakers' exact words.

I told them I hadn't seen anyone like that...

I _____ seen anyone like that.

They said I should stay put and that they would be there shortly.

_____ should _____. We _____ be there shortly.

The police said he had tried to make up a story about me being part of the robbery...

He _____ to make up a story about _____ being part of the robbery.

B. Study the examples above and circle the correct words to complete the rules below.

We use reported speech when we report what someone said without using their exact words. We usually use the verbs *say* and *tell* to introduce reported statements. We use *say / tell* when there is an indirect object (e.g. *me, him, etc.*), but we use *say / tell* when there is no indirect object.

When we change from direct to reported speech:

• Pronouns and possessive adjectives change according to the meaning of the sentence.

• Tenses and modal verbs change as follows:

Present Simple → Past Simple / Past Perfect Simple

Present Progressive → Past Progressive

Past Simple → Present Perfect Simple / Past Perfect Simple

Present Perfect Simple → Past Perfect Simple

Present Perfect Progressive → Past Perfect Progressive

can → could

will → should / would

may → might

NOTE

The past perfect and the modal verbs *should, could* and *might* do not change.

Grammar Reference pp. 77-78

PRACTICE

Rewrite the following sentences using reported speech.

1. 'I am thinking of taking a foreign language course,' Brad said to Tom.
Brad told _____
2. 'I don't know what time Jack will arrive,' Adam told me.
Adam told me that _____
3. 'I'm going to buy a holiday home in Spain,' Philip said to me.
Philip told _____
4. 'It may rain at the weekend,' Paul said.
Paul said _____
5. 'I have bought a new car for the race,' Peter said to me.
Peter told _____



1a listening & speaking

Lesson Link



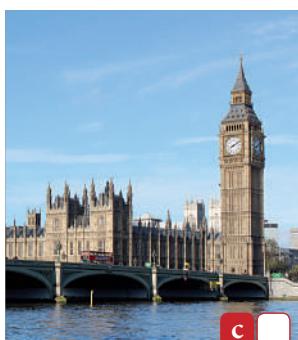
LISTENING



A. Discuss.

- Have you ever been on a guided city tour? If yes, did you like it? If not, would you like to go on one?

B. You will hear a tour guide taking tourists on a tour of London. Listen and tick the places he mentions.



C. Listen to the tour guide again and decide if the statements below are True or False. Write T or F in the boxes.

- Big Ben is the name of the clock tower at the Houses of Parliament.
- There are different opinions about where the name Big Ben comes from.
- Each 'flight' on the London Eye lasts 30 minutes.
- The tourists aren't going on the London Eye because the weather isn't appropriate.
- The White Tower is the most famous building of the Tower of London.
- Beefeaters aren't allowed to speak to tourists.

SPEAKING

Talk in pairs. Imagine that you and your partner are in Jeddah and have enough time to visit only one of the two places, King Fahd's Fountain or the Jeddah Regional Museum of Archaeology and Ethnography. Decide which one to visit using the information you have and some of the words and expressions given below.

King Fahd's Fountain



- tallest water fountain in the world
- open 7 days a week
- visit at night for a spectacular sight
- visible from almost everywhere in Jeddah

Jeddah Regional Museum of Archaeology and Ethnography



- located in the Khuzam Palace in the Al-Nuzlah al-Yamaniyah quarter, in the south of Jeddah
- you can see artefacts of the stone age, several pre-Islamic cultures and items illustrating the rise of Islam
- collection of ethnographic items of recent times

huge spectacular/magnificent/breathtaking
exciting impressive attractive historic
long queues crowded traditional

I think we should go to... because...
I disagree. I think we would enjoy going to... more...
because...
If we go to... we can see/enjoy...

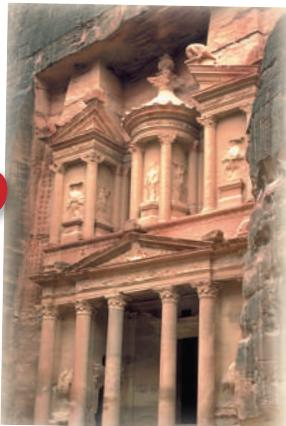
WRITING A DESCRIPTION OF A PLACE / BUILDING

A. Discuss.

- What places or landmarks attract visitors in your country? What is special about them?
- If you had the opportunity to visit a famous landmark, which would you choose? Why?

B. Read the description of Petra below. Is it a place you would like to visit? Why / Why not?

PETRA: THE ROSE-RED CITY



If you travel deep into the mountains of Arabah in the heart of Jordan, you will find the legendary Petra. This breathtaking ancient city is carved in the red sandstone cliffs of the Al Siq gorge.

Petra, which was built by the Nabataeans more than 2,000 years ago, was an important trade centre and all caravans passed through there. It linked Asia and the Middle East with the Mediterranean. There are hundreds of carved tombs, ruins, huge obelisks and even a Roman-style amphitheatre. However, Petra's most spectacular sight is the Al-Khazneh or the 'treasury' at the end of the gorge. The beautifully carved entrance of this building shows you why Petra was chosen as one of the New Seven Wonders of the World in 2007.

A guided tour by donkey or camel is very popular with tourists who want to admire the outstanding architecture of this glorious city. In addition to the numerous treasures this place has to offer, there are two fantastic museums; The Petra Archaeological and The Petra Nabataean where visitors can see finds from the area on display and get a feel of what life was like for the inhabitants of Petra.

Petra offers visitors a glimpse into Jordanian history. A trip to this ancient city is definitely worth the time and effort. It is a destination that no traveller should miss for the world.

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

In this paragraph the writer:

- a. says why the place is worth visiting and makes a general comment about it.
- b. describes the place and its special features.
- c. mentions what else you can see and do there.
- d. says where the place is and gives general information about it.

D. Find words/phrases in the text which mean:

- a. having many stories told about it (para 1)
- b. the activity of buying and selling (para 2)
- c. existing in large numbers (para 3)
- d. to be put somewhere where people can look at it (para 3)
- e. a short experience of something that helps you understand it (para 4)
- f. a place where someone is going (para 4)

E. When you are writing a description of a place, follow the outline below.

OPENING PARAGRAPH

- Give some general information about the place.

MAIN PART (2 paragraphs)

- Describe the place, the atmosphere and its special features.
- Say what there is to see and do there.

CONCLUSION

- Summarise your points.
- Make a general comment or say how you feel about the place.

Lesson Link



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WRITING TASK

Write a description of a famous landmark or building in your country using the outline above (100-150 words). Go to the Workbook, p. 10.



When you are writing a description of a place:

- write about a place you are familiar with, for example one you have been to.
- use the present simple to describe the place and the past simple to talk about its history.
- write about the most important and interesting features of the place.
- don't include unimportant details in your description.
- use a variety of adjectives to make your description more vivid.



1b reading

Lesson Link



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A. Discuss.

- Have you ever read or heard about any strange crimes?
- What would you do if you realised there was a burglar in your house?

B. Read the text quickly and answer the following question.

Where does the text probably come from?

- a. a book with short stories
- b. a daily newspaper
- c. a weekly magazine
- d. a police report



HUNGRY BURGLAR CAUGHT RED-HANDED

Last night, the police finally caught the well-known ‘hungry’ burglar in action in the house of Tony Green, a Montville, New Jersey native. The burglar was known in the area for breaking into houses when the owners were either gone or asleep, and simply eating or taking whatever food he could find. Many victims simply woke up or returned home to find their cupboards and fridges completely empty.

That was not the case for Tony, however. He was asleep when he heard strange noises coming from the kitchen. He quietly went downstairs and, to his astonishment, saw a chubby man, of about 40, eating his chicken leftovers. He immediately called the police and asked them to come to his house as quickly as possible. The police told him not to panic and said that they would be there **in no time**. They also told him to stay in his room for safety reasons.

‘I had heard stories of the hungry thief from friends and some neighbours who had been victims of his food raiding, so I was prepared,’ Tony says. ‘**Thankfully**, the police arrived before the thief had time to finish my roast chicken. They also found about ten bags of food he was ready to take with him before he left.’

People like Tim and Miranda Jones were not so lucky. They returned home once to find one of their front windows broken and their kitchen a mess. They said that it looked like a hurricane had passed through their house. There were scraps of food everywhere and pots and pans **scattered** on the floor. ‘It was very **bizarre**,’ says Miranda. ‘The police asked us if anything else was missing. We checked to see if our money and jewellery were gone. Fortunately, everything was in its place. It was just the food he was after. We asked our neighbours if they had heard or seen anything but nobody had. I had never **encountered** anything like this. We simply didn’t know how to react.’

The police confirmed the identification of the man by matching his fingerprints with some that had been left on food containers from his previous burglaries. After the burglar **confessed**, the police asked him why he had committed those crimes. He said that he was a homeless man who was simply hungry and preferred eating home-cooked meals to stealing from supermarkets. He also said that he never stole anything **apart from** food. He was charged with burglary and can face up to two years in prison.

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

1. The burglar is a New Jersey native.
2. Tony Green caught the thief himself and held him in his house until the police came.
3. The burglar was preparing to take food from Tony’s house.
4. The burglar’s favourite food was chicken.
5. The burglar entered Tim and Miranda’s house by breaking their front window.
6. No jewellery or money was taken from the Jones’ house.
7. The police arrived at Tim and Miranda’s house in no time.
8. The police matched the burglar’s fingerprints with those left on food containers.
9. The burglar never admitted his crimes.
10. The burglar will go to prison for at least two years.

- D. Match the words/phrases highlighted in the text with their meanings a-g.**

1. in no time
2. thankfully
3. scattered
4. bizarre
5. encountered
6. confessed
7. apart from



- a. very strange
- b. experienced
- c. except for
- d. very quickly
- e. thrown and spread around
- f. luckily
- g. admitted doing something wrong

E. Discuss.

- What makes the hungry thief different from other criminals who break into houses?

VOCABULARY

1. WORDS RELATED TO CRIME

A. Complete the table with the missing words.

ACTION (VERB)	CRIME	CRIMINAL
steal	theft	
	robbery	
	murder	murderer
break in/into		burglar
	kidnapping	kidnapper

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

1. There was a _____ at the bank yesterday.
2. Someone _____ the museum last night and _____ an ancient vase.
3. The _____ asked for one million pounds in cash to release the child.
4. The police arrested a man for the _____ of three computers from our company's offices.

vocabulary & grammar

2. EXPRESSIONS WITH THE WORD 'TIME'

Read the sentences 1-6 and match the expressions in bold with their meanings a-f.

1. They told us that the meeting would start **on time**.
2. Make sure you arrive at the port **in time** to catch the last ferry back to the city.
3. **From time to time**, I go to a spa and have a facial treatment.
4. The children are quiet, **for the time being**.
5. **Once upon a time**, there was a brave man who lived in a faraway land.
6. **By the time** I can afford to buy that house, the price will have gone up.

- a. occasionally
- b. at the correct time
- c. just for now
- d. a very long time ago
- e. before
- f. not late

3. 'BE' + PREPOSITIONS

A. Look at the following extract from the text. What does the phrase in bold mean?

It was just the food he was after.

- a. ate b. cooked c. tried to get

B. Read the sentences 1-7 and match the phrases in bold with their meanings a-g.

1. Hashim is usually **up** at seven o'clock in the morning.
2. I **was about** to leave home when I heard a strange noise.
3. Are you **for** your brother's decision to spend so much money on a new car?
4. We must **be off** now. We have to catch the 8:30 train.
5. I **am** definitely **against** the idea of express diets.
6. I hope this long lecture will **be over** soon.
7. What **is** that boy **up to**? Is he trying to hide something?

- a. to leave
- b. to support
- c. to end
- d. to be ready to
- e. to be awake and out of bed
- f. to do (usually something wrong)
- g. to not support



1b vocabulary & grammar

Lesson Link



GRAMMAR

REPORTED QUESTIONS, COMMANDS AND REQUESTS

- A. Read the following extracts from the text on page 12 and complete the speech bubbles with the speakers' exact words.

He asked them to come to his house as quickly as possible.

Please, _____ house as quickly as possible.

The police told him not to panic...

_____, sir!

We asked our neighbours if they had heard or seen anything...

_____ hear or see anything?

...the police asked him why he had committed those crimes.

_____ committed these crimes?

- B. Study the examples above and complete the rules below by circling the correct words.

Reported commands and requests

- Commands are usually introduced with the verb **tell** and requests with the verb **ask**.
- The imperative changes to:
to + base form
and the negative imperative changes to:
don't / not + to + base form.

Reported questions

- They are usually introduced with the verbs **ask / tell**, **wonder** and **want to know**.
- If a direct question begins with a question word (e.g. **who, what, why**), the reported question begins with the same question word.
- If a direct question does not begin with a question word, the reported question begins with **if / that** or **whether**.
- The verb in a reported question is in the **question / affirmative** form.
- When we change questions from direct to reported speech, pronouns, tenses, etc. change in the same way as when we report statements.

Grammar Reference p. 78

PRACTICE

Rewrite the following sentences using reported speech.

- 'Are you going to the beach on Thursday?' Andy asked Tony.
Andy wanted to know _____.
- 'Could you bring me some ketchup, please?' Peter said to the waiter.
Peter asked the waiter _____.
- 'Will the weather be nice this weekend?' Becky thought.
Becky wondered _____.
- 'Why are you taking part in that competition?' my father asked me.
My father wanted _____.
- 'Put your bag in the container,' the airport security guard said to me.
The airport security guard told me _____.
- 'Where did I leave my credit card?' Ameer asked himself.
Ameer wondered _____.
- 'Please, don't make noise!' Julie said to her sister.
Julie asked _____.

ENGLISH IN USE

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



NAZCA LINES

In September 1926, Professor Julio C. Tello and his team of (1) _____ were digging in the (2) _____ of the Nazca Valley in Peru. One day, two of the team members went for a walk. They wandered (3) _____ in the direction of a hill. When they reached the top, they looked down and noticed something truly (4) _____. The desert below was full of huge drawings of various geometric shapes. Apart (5) _____ those, there were also drawings of animals, birds and insects. Some were about two hundred metres long. Scientific testing (6) _____ that the drawings were more than two thousand years old. Scientists have many (7) _____ about why the ancient Nazca people made these lines. However, (8) _____ the time being, there is no definite answer. Some believe that the Nazca people knew how to fly and could see the drawings from the sky. Others believe they were a special calendar for the stars. Nowadays, the Nazca lines are one of Peru's most famous (9) _____ and if you want to experience them for yourself, you can go on a guided (10) _____.

- | | | |
|-------------------|-------------------|----------------|
| 1. a. victims | b. archaeologists | c. specialists |
| 2. a. heart | b. landscape | c. discovery |
| 3. a. for | b. off | c. up |
| 4. a. traditional | b. spectacular | c. legendary |
| 5. a. from | b. for | c. to |
| 6. a. reckoned | b. confessed | c. confirmed |
| 7. a. theories | b. mysteries | c. accounts |
| 8. a. from | b. in | c. for |
| 9. a. landmarks | b. wonders | c. artefacts |
| 10. a. trip | b. voyage | c. tour |



listening & speaking

LI**S**TENING



A. You will hear part of a radio programme called *Unbelievable but True*, which features strange short stories in a dramatised form. Listen and answer the question below.

- Who was responsible for the mess in Andy's house?

B. Listen again and complete the sentences below.

1. When Andy saw his house, the first thing he thought was that there had been a _____.
2. When Andy came home, the door was _____.
3. Only Andy's _____ have a key to his house.
4. Andy's _____ is on the same alarm system as the windows.
5. The detective thought that the thief was still _____.
6. Andy forgot to give the detective some very important _____.

SP*E***A***K***I****N****G**

Talk in pairs. Imagine that you both witnessed the strange event described in the news report below. Ask each other questions to find out more information and answer using your imagination and some of the vocabulary given.

Strange Lights in the Sky!

The citizens of Springfield were treated to a very bizarre light show on Sunday night. Witnesses say that at around nine o'clock last night, a red light suddenly appeared in the sky forming different shapes and lighting up the entire night sky. It was then quickly followed by an orange, a yellow and a green light and all this happened several times. Some witnesses said that they also heard strange sounds. So far scientists have no explanation as to what those lights could have been.



spectacular impressive frightened stunned curious weird

Where exactly / you / be / what / you / do?

How / you / describe / sight?

What / you / think / when / first see / lights?

What kind / shapes / lights / form?

What kind / sounds / you / hear?

How / you / feel?

Where / you / think / lights / come from?



1b writing

Lesson Link



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WRITING A STORY

A. Discuss.

- Have you ever had a dream that was so real that you thought it had actually happened? If yes, tell the others about it.

B. Read the rubric and the story that follows. Has the writer ended the story appropriately? How does he explain what happened that night?

An international magazine has organised a short story competition and you have decided to enter. The competition rules say that the story must end with the following words:

So, Peter realised it was a dream after all.



Late **last Friday night**, Peter was watching TV **when** the phone rang. It was his cousin Kevin and he asked Peter to meet him at the stadium. **Before** Peter had time to say anything, Kevin said, 'Don't ask me why, just get here quickly. It's urgent!'

Peter grabbed his jacket and ran to the stadium. Someone had left a door open so Peter walked in. It was dark in the stadium and he could hardly see. **While** Peter was trying to find his cousin, he tripped and fell on the grass. Suddenly, all the flood lights turned on. Peter looked around and saw Kevin standing on the pitch, dressed in black. There were some other people standing there too, but he couldn't make out who they were.

Kevin spoke to Peter in a deep voice. He said, 'Come with us.' **Then**, the lights went out and Peter felt a cold wind blowing. He could hear Kevin's voice fading away, telling him to follow them. The next thing he knew, he was back home in front of the TV again.

Peter thought he had been dreaming. But he looked at his jeans and they had grass stains on them. It was all very mysterious. Then he remembered playing football earlier that day. So, Peter realised it was a dream after all.

C. Read the story again and answer the questions.

1. What tenses does the writer use to set the scene of the story in the first paragraph?
2. What tenses does the writer use throughout the story?
3. Look at the words/phrases highlighted in the story.
 - a. Which two link two past actions and indicate that one action 'interrupted' the other?
 - b. Which two link past actions that happened one after the other?
 - c. Which one indicates the specific time something happened?

D. Look at the table below. Then read the story that follows and circle the correct words/phrases.

Time words/phrases
linking two past actions one of which happened earlier than the other
after, when, before, until, as soon as, by the time
linking two past actions that were happening at the same time or linking two past actions one of which ‘interrupted’ the other
while, when, as
indicating when something happened
yesterday, then, after that, ago, next, last week, etc.

It was a cold winter's night and Ameer had just left work. (1) **While / As soon as** he was walking home, he saw a tall man who reminded him a lot of his father. (2) **Until / By the time** Ameer turned around to look at him again, the man had left. (3) **Then / When** Ameer moved to the suburbs, his father was left alone, but Ameer visited him every weekend. He also talked to him on the phone every day (4) **until / after** he could see him again. Ameer forgot about the incident, but (5) **before / after** half an hour he started feeling that something was wrong. (6) **As soon as /** As he got home, he tried to call his father, but there was no answer, so he decided to get the bus to his house. (7) **As / When** he arrived, he found his father on the floor; he had fallen down the stairs and broken his leg. Immediately, Ameer called the Saudi Red Crescent Authority and shortly after an ambulance took them to the hospital. Although Ameer didn't know who that man was, he was thankful he had seen him.



WRITING TASK

Read the rubric below and the outline for the story.

An international magazine has organised a short story competition and you have decided to enter. The competition rules say that the story must begin with the following words:

It was a day Mark would never forget.

INTRODUCTION

- How must you begin your story?
- Where was Mark?
- What time was it? / What was the weather like?
- Was anyone with Mark? Who?
- What was Mark's relationship to the others?

MAIN PART

- What happened on that day?
- What did Mark (and the other people involved) do?
- How did Mark (and the others) feel?
- What were they expecting to happen?

CONCLUSION

- What happened in the end?
- How did Mark feel afterwards?
- Did this experience change his life in any way?

Write your story in 100-150 words. Go to the Workbook, p. 15.

TIP

When you are writing a story:

- do not change the prompt sentence given to begin or end your story.
- use past tenses (past simple, past progressive, past perfect).
- use direct speech to make a situation seem real.
- use questions or exclamations to make the story more exciting.
- use linking words / phrases to indicate the sequence of events, chronological order, etc.
- use expressions / phrases like:

It was too good to be true!

(Un)fortunately...

I couldn't believe my eyes!

I was in / out of luck...

All of a sudden / Suddenly...

It was a real shock.

To my surprise...

The next thing I knew...



1 round-up

Lesson Link



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VOCABULARY & GRAMMAR

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

1. Tony _____ his brother that he would take him to the park the following day.
a. confirmed b. promised c. admitted d. ordered
2. Lisa _____ up at Nuha's house about an hour late.
a. turned b. took c. put d. went
3. The two men were _____ with theft.
a. committed b. confessed c. encountered d. charged
4. _____, dinosaurs inhabited the Earth.
a. From time to time b. For the time being c. On time d. Once upon a time
5. His behaviour is very _____. Perhaps he's a criminal.
a. unbelievable b. suspicious c. spectacular d. curious
6. A: What are you two _____ to? You look very suspicious.
B: Oh, nothing, sir.
a. about b. for c. on d. up
7. _____, I like to go for long walks in the countryside.
a. For the time being b. By the time c. On time d. From time to time
8. The view from Burj Khalifa is _____. I can't wait to go again.
a. tragic b. traditional c. real-life d. breathtaking
9. The man handed me the envelope and then he _____ into the fog.
a. vanished b. pursued c. scattered d. released
10. When the _____ realised he was surrounded by the police, he agreed to give the child back to his parents.
a. kidnapper b. murderer c. robber d. thief

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

1. By the time I got there, Peter _____.
a. had already left b. had already been leaving c. was leaving already d. already left
2. After I _____ in my exam paper, I realised that I had forgotten to put my name on it.
a. had been giving b. given c. had given d. was giving
3. My friends were upset when I _____ because they had been waiting for me for over an hour.
a. had arrived b. had been arriving c. arrived d. was arriving
4. Tom was tired because he _____ on the project for twelve hours non-stop.
a. worked b. working c. had been working d. works
5. Afaf _____ that she would cook dinner the next day.
a. told b. said c. asked d. wondered
6. The police officer _____ follow him.
a. said me b. told to c. said me to d. asked me to
7. Bob wanted to know _____ the book belonged to me.
a. had b. did c. if d. was
8. I asked my mum _____.
a. where my T-shirt was b. where was my T-shirt c. whether was my T-shirt d. where is my T-shirt
9. The teacher _____ that a guest speaker would be coming to our class on Monday.
a. told us b. asked us c. said us d. told
10. I told my friend _____ during the presentation.
a. to not talk b. not talking c. not to talk d. to not talking

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

Bigfoot

Yesterday, something very interesting as well as (1) _____ happened in our town. To everyone's (2) _____, Mr and Mrs Bob Sharp found some huge footprints outside their cabin in the woods and contacted the police. They told the police that they (3) _____ such big footprints before and that they were terrified because they believed that the footprints (4) _____ to Bigfoot.

It is believed that Bigfoot is an (5) _____ creature that looks like an ape and lives in the forests of northwestern USA and Canada. However, (6) _____ the reports of local inhabitants, the authorities say that there isn't enough evidence to confirm that he is real. Many people claim that they have (7) _____ Bigfoot, but nobody can really prove it. In any case, the police assured everybody that the footprints belong to a big bear that was (8) _____ in the area.



- | | |
|----------------------|-------------------|
| 1. a. legendary | 5. a. elegant |
| b. remote | b. enormous |
| c. bizarre | c. extinct |
| 2. a. theft | 6. a. so far |
| b. astonishment | b. apart from |
| c. identification | c. throughout |
| 3. a. had never seen | 7. a. encountered |
| b. never saw | b. confessed |
| c. have never seen | c. searched |
| 4. a. remained | 8. a. wondering |
| b. pursued | b. wandering |
| c. belonged | c. fading |

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

In the wrong place at the wrong time

Michael is an ordinary man, and nothing (1) _____ has ever happened to him. But one day, as he was reading his newspaper, he saw a job (2) _____ that looked interesting. He already had a job, but just out of (3) _____, Michael called and arranged an interview. To his surprise, the taxi left him outside an enormous building he had never seen before. A man took his coat and then vanished. He was waiting for the (4) _____ of the company to come and interview him when a man walked in wearing a mask and told everyone present to give him their money. Poor Michael was in the wrong place at the wrong time. However, Michael was able to recognise the man. It was Steve Sanders, from school. He wasn't a (5) _____, but he was very disappointed because after he had lost his job, he was left (6) _____. As soon as he realised who Michael was, he started crying and (7) _____ to everyone for the incident. Everyone was (8) _____ for Michael's help, even his old classmate Steve.

BELIEVE
ADVERTISE
CURIOS

OWN
CRIME
HOME
APOLOGY
THANK

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

1. 'Do you have any plans for the summer holidays?' Saif asked me.
Saif _____ any plans for the summer holidays. wondered
2. 'Don't leave the building,' the police officer told us.
The police officer told us _____ building. not
3. They sent the invitations and then they cancelled the art exhibition.
After they _____, they cancelled the art exhibition. had
4. 'I have never seen a koala before,' said Mike.
Mike said _____ a koala before. had
5. 'Where did Bob buy that nice suit?' Tom asked.
Tom _____ that nice suit. wondered
6. We walked for five hours and finally we decided to stop for a while.
We _____ five hours when we finally decided to stop for a while. been
7. 'I am sorry I took your mobile without asking,' said Fred.
Fred _____ my mobile without asking. for
8. 'I did not take any money from your wallet,' said John.
John _____ my wallet. taking



1 round-up

LISTENING



You will hear a radio interview about the Bermuda Triangle. For questions 1–6, choose the correct answer **a**, **b** or **c**.

1. Where is the Bermuda Triangle?
 - a. near Birmingham
 - b. in the northeastern Atlantic Ocean
 - c. between Miami, Bermuda and Puerto Rico
2. What strange incident did Christopher Columbus witness in the Bermuda Triangle?
 - a. he saw a ship disappearing
 - b. he saw natives setting fire to an island
 - c. he saw lights on the horizon
3. How many planes vanished in the famous navy training incident?
 - a. 19
 - b. 14
 - c. 5
4. What final explanation did the US navy give for the disappearance of Flight 19?
 - a. pilot error
 - b. reasons unknown
 - c. giant squid
5. Why would it be difficult to find a sunken ship in the Bermuda Triangle?
 - a. because the region has hurricanes
 - b. because there are deep trenches in the area
 - c. because it causes strange compass readings
6. What does Dr Brown say the Gulf Stream is similar to?
 - a. a high wave
 - b. a storm
 - c. a river

SELF-ASSESSMENT

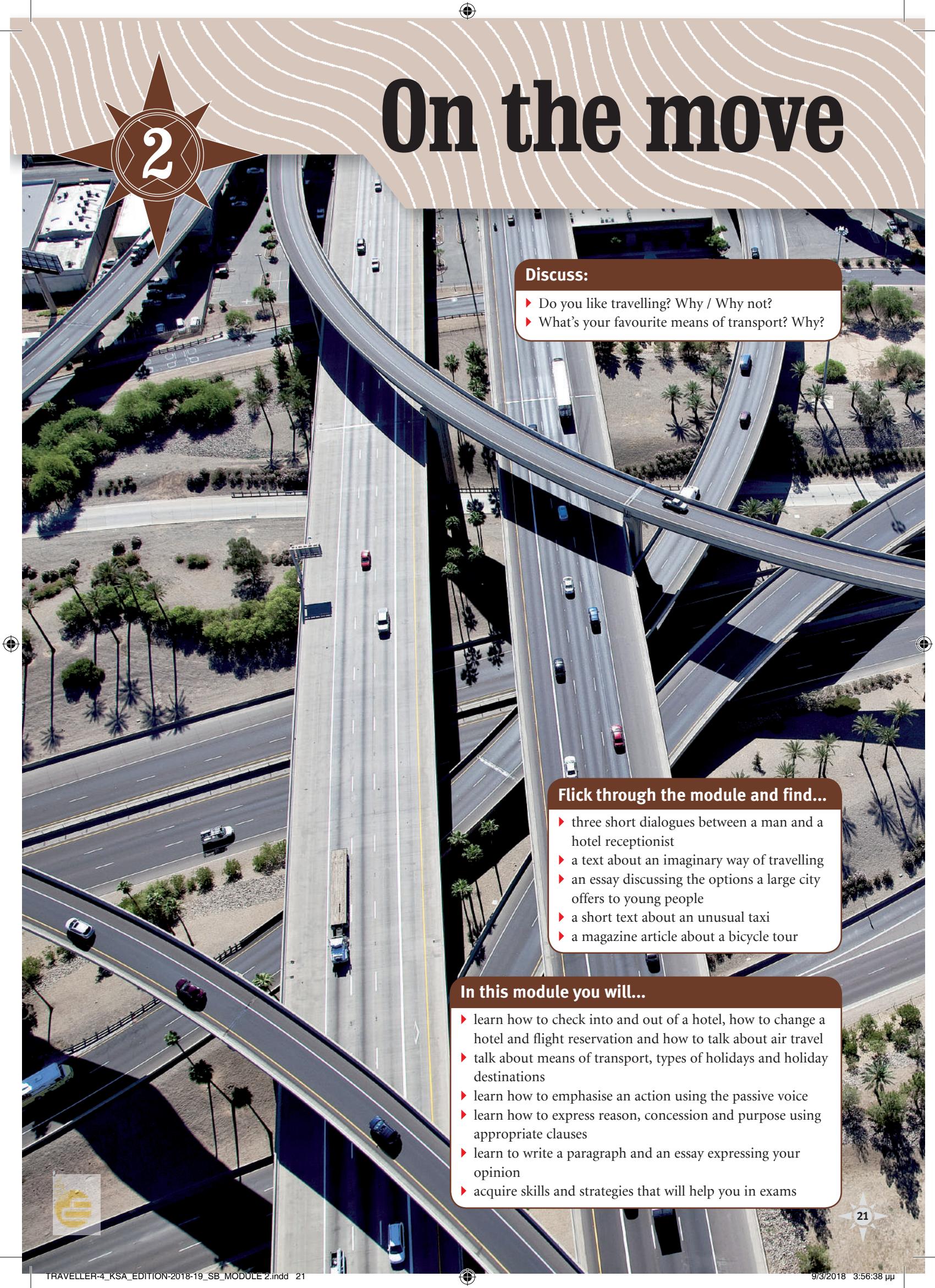
Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...	
VOCABULARY	› use a variety of reporting verbs <input type="checkbox"/>
	› use lexical sets related to the topic of crime <input type="checkbox"/>
	› use phrasal verbs with 'up' <input type="checkbox"/>
	› use expressions with the word 'time' <input type="checkbox"/>
	› use the verb 'be' + prepositions <input type="checkbox"/>
GRAMMAR	› use the past perfect simple and the past perfect progressive appropriately <input type="checkbox"/>
	› report statements, questions, commands and requests <input type="checkbox"/>
READING	› skim a text to understand the gist and identify its origin <input type="checkbox"/>
	› understand details in a text <input type="checkbox"/>
LISTENING	› understand specific information in a monologue <input type="checkbox"/>
	› understand specific information in a radio programme and complete gapped sentences <input type="checkbox"/>
SPEAKING	› talk about mysterious and unusual events / incidents <input type="checkbox"/>
	› speculate about which landmark to visit and make a decision <input type="checkbox"/>
WRITING	› write a description of a place / building <input type="checkbox"/>
	› write a story <input type="checkbox"/>

Go to the Workbook (p. 62)
for IELTS Practice.

Task 1 p. 69





On the move

Discuss:

- Do you like travelling? Why / Why not?
- What's your favourite means of transport? Why?

Flick through the module and find...

- three short dialogues between a man and a hotel receptionist
- a text about an imaginary way of travelling
- an essay discussing the options a large city offers to young people
- a short text about an unusual taxi
- a magazine article about a bicycle tour

In this module you will...

- learn how to check into and out of a hotel, how to change a hotel and flight reservation and how to talk about air travel
- talk about means of transport, types of holidays and holiday destinations
- learn how to emphasise an action using the passive voice
- learn how to express reason, concession and purpose using appropriate clauses
- learn to write a paragraph and an essay expressing your opinion
- acquire skills and strategies that will help you in exams



2a reading

Lesson Link



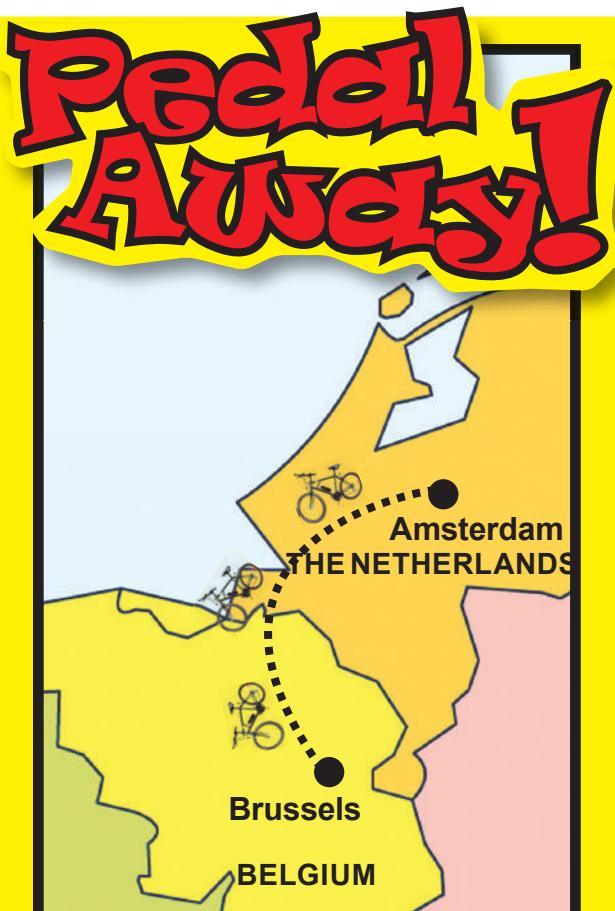
A. Discuss.

- Do you like cycling? Why / Why not?
- Do you think you would enjoy a long-distance cycling tour? In your opinion, what are the pros and cons of it?

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

What is the writer's purpose?

- a. to discuss the advantages and disadvantages of the bicycle tour
- b. to give some information about the bicycle tour and persuade the readers to go on it
- c. to give information about the most important sights in the Netherlands and Belgium



Does the idea of combining exploration with the challenge of physical exercise appeal to you? If yes, then the guided bicycle tour from Amsterdam to Brussels is the perfect choice for you. The route is cycled, under the supervision of a guide, over the span of eight days. 1 Riders cycle about 24 miles per day on average and they also travel by train, barge and ferry.

2 Then, cyclists are taken by a ferry to the city of Breukelen, where the route continues for about 23 miles to the next city. Along the way, cyclists pass by many well-known sites, such as the impressive Castle de Haar. This castle was originally constructed in the 15th century but, because it was attacked repeatedly, it had to be restored several times. 3

Cyclists continue, after resting, to the old town of Hertogenbosch where they can go sightseeing. Next, there are a few more ferry trips and a lot more cycling until the Belgian border is finally crossed. Cyclists get the chance to explore the Flemish port town of Antwerp as well as the beautiful Flemish countryside. Next, the cyclists board a train which finally takes them to Brussels. 4 A final dinner of typical Belgian specialities such as mussels, chips and waffles is offered to the cyclists.

The cost of the guided cycling tour, including meals, accommodation, train and ferry fares, is around 635 euros. 5 The bike tour is only available from the months of May to September, when the weather is guaranteed to provide a safe and enjoyable journey.

C. Five sentences have been removed from the text.

Choose from the sentences A-F the one which best fits each gap 1-5. There is one extra sentence which you do not need to use.

- A. Major work was done to the castle from 1892 until 1912.
- B. However, the route is easy, and there are frequent stops at local attractions.
- C. The route begins in Amsterdam, where cyclists have the opportunity to explore the city by riding around its famous canals.
- D. Only experienced cyclists can appreciate it.
- E. Cheap flights to Amsterdam can be found if you book in advance.
- F. Here, cyclists have an entire day to explore the city with their guide.

D. Match the words highlighted in the text with their meanings. There are two extra meanings which you do not need to use.

- 1. route
- 2. span
- 3. constructed
- 4. restored
- 5. specialities
- 6. fares

- a. brought back to a good condition
- b. local foods
- c. souvenirs
- d. a way between places
- e. money paid for a ticket
- f. discovered
- g. a period of time
- h. built

E. Discuss.

- Do you think you need to be a skilled cyclist to go on this bike tour?

VOCABULARY

WORDS EASILY CONFUSED

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

tour trip journey

- The package holiday included flight tickets, accommodation and a _____ of the island.
- After a fifteen-hour _____, the men were exhausted.
- Bob works for a multinational company and he is sent on business _____ regularly.

fare ticket

- We have to wait for the bus, because we can't afford the taxi _____.
- How much did you pay for your _____ to Barcelona?

site area location

- A lot of robberies have recently taken place in the _____ where we live.
- The exact _____ of the president's house is kept secret for safety reasons.
- This archaeological _____ is visited by hundreds of visitors every day.

arrive get reach

- When are your guests expected to _____ at the train station?
- Call me the moment you _____ to the airport.

- As soon as you _____ the border, the police will ask you for identification.

take bring carry

- Tom _____ the children to the zoo last Saturday.
- My assistant will _____ you a cup of coffee in a minute.
- Can someone help me _____ this bookcase downstairs?

PRACTICE

Read the text below and circle the correct verb form.



vocabulary & grammar

Lesson Link



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GRAMMAR

PASSIVE VOICE I

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

The route is cycled, under the supervision of a guide... Then, cyclists are taken by a ferry to the city of Breukelen...

- Why has the writer used the passive voice?
 - to emphasise the person who does the action
 - to emphasise the action itself
- How is the passive voice formed?
 - subject + verb *be* + past participle
 - subject + *is* or *are* + past simple

- B. Read the table below and find more examples of the passive voice in the text on page 22.

Active Voice	Passive Voice
Present Simple	
They take pictures of the castle.	Pictures of the castle are taken .
Past Simple	
They took pictures of the castle.	Pictures of the castle were taken .
Present Perfect Simple	
They have taken pictures of the castle.	Pictures of the castle have been taken .
Past Perfect Simple	
They had taken pictures of the castle.	Pictures of the castle had been taken .
Future will	
They will take pictures of the castle.	Pictures of the castle will be taken .
Modal verbs	
They may take pictures of the castle.	Pictures of the castle may be taken .

NOTE

When we want to mention who or what is responsible for the action, we use the agent (*by* + noun or pronoun).

*Pictures of the castle are taken **by** many tourists.*

We do not use the agent when we don't know or when it is easy to understand who the agent is.

Grammar Reference p. 78

When in Havana, Cuba, a fun way to get around is by Coco taxi. Coco taxis (1) **are considered / consider** a trademark of Cuba and (2) **have been used / have used** for years. They (3) **call / are called** 'coco' (Spanish for coconut) because of their shape. They are bright yellow and (4) **can see / can be seen** all around the city. As the locals will tell you, you (5) **will find / will be found** no faster or more enjoyable means of transport in the world! Because they are three-wheeled and can only (6) **carry / be carried** three passengers, they can go very fast, plus you can breathe some fresh Cuban air. Ask the driver and you will (7) **show / be shown** all the sights of Havana.

2a listening & reading

Lesson Link



A. Discuss.

- Have you ever stayed in a hotel? What was it like?
- In your opinion, which of the following hotel facilities and services are the most important?

swimming pool beauty salon room service spa sauna conference rooms
business centre Wi-Fi connection air conditioning

B. Listen to three dialogues and decide which order they took place in.



<p>1</p> <p>Receptionist Welcome to the Jeddah Luxury Hotel. How may I help you? Salman I would like to check in, please. My name is Nasser. Salman Nasser. Receptionist OK. Can I have your ID or your passport please? Salman Sure. Here you are. Receptionist Let's see... Mr Nasser... Ah yes, I have you down for two nights. Is that right? Salman Yes, it is. Receptionist Can I have your credit card, please? Salman Although I have a credit card, I'd prefer to pay in cash. Is that a problem? Receptionist No problem at all. But if you choose to pay in cash, you will also have to leave a SAR1,000 deposit. Salman Do you accept traveller's cheques? Receptionist No, I'm sorry, we don't. Salman In that case, charge the room to my credit card. Receptionist OK. Here is your key. Please enjoy your stay with us.</p>	<p>2</p> <p>Salman Good morning. I'd like to check out, please. Receptionist What is your room number, sir? Salman 203. Receptionist Just a minute please... OK... so you ordered room service. Salman Yes, that's right. Receptionist Here is your receipt. Please sign at the bottom. Salman I'd like two copies please so that I can give one to my accountant and keep one for my own records, too. Receptionist Of course. Here you are and thank you for staying with us.</p>	<p>3</p> <p>Receptionist Jeddah Luxury Hotel, how can I help you? Salman My name is Salman Nasser and I'd like to change my reservation at your hotel. Receptionist When was your original reservation for? Salman It was supposed to be for this weekend, but because of a small problem that has come up, I'd like to make it for the following weekend, the 30th and 31st. Receptionist Hmm, I'm sorry, Mr Nasser but there are no rooms available for that weekend. Salman Oh no! How terrible! But didn't you recently expand the hotel in order to accommodate more guests? Receptionist Well, despite adding an extra wing with 50 more rooms, we have none available. You see, it's a long weekend next weekend and many people have decided to take advantage of our 20% special discount offer. Oh... hold on a minute, Mr Nasser. This is your lucky day! There's a double room available as a reservation has just been cancelled. Salman That's wonderful! Please book the room for me. Receptionist OK, Mr Nasser. We look forward to seeing you.</p>
---	--	---



C. Read the dialogues and answer the questions below.

1. What is the hotel offering guests staying for the weekend of the 30th and 31st?
2. When did Salman originally plan to stay at the hotel?
3. What will Salman have to do if he decides to pay in cash?
4. How does Salman finally pay for his room?
5. What does Salman ask for at the checkout counter when he pays his bill?

vocabulary & grammar

Lesson Link



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GRAMMAR

CLAUSES OF REASON

Look at the extracts from the dialogues and answer the question that follows.

...because of a small problem that has come up, I'd like to make it for the following weekend...

There's a double room available as a reservation has just been cancelled.

- Are the phrases in bold used to explain why something happens or to express result?

Use **because**, **as**, **since**, **because of** and **due to** to express the reason why something happens.

- because / as + subject + verb
- because of / due to + noun or -ing form

CLAUSES OF CONCESSION

Look at the extracts from the dialogues and answer the question that follows.

Although I have a credit card, I'd prefer to pay in cash.

...despite adding an extra wing with 50 more rooms, we have none available.

- Do the phrases in bold express an idea which is in agreement or in contrast with the rest of the sentence?

Use **although**, **even though**, **in spite of** and **despite** to express an idea which is in contrast with the idea expressed in the main clause.

- although / even though + subject + verb
- in spite of / despite + noun or -ing form

CLAUSES OF PURPOSE

Look at the extracts from the dialogues and underline the phrases which are used to express purpose.

I'd like two copies please so that I can give one to my accountant and keep one for my own records, too.

But didn't you recently expand the hotel in order to accommodate more guests?

To express purpose, use:

- to / in order (not) to / so as (not) to + base form
- so that + subject + can/could/will/would/may/might + base form

Grammar Reference p. 79

PRACTICE

Read the text below and circle the correct answer.

- (1) **Although** / **As** I have travelled to many different places, the place that made the strongest impression on me is Siwa in Egypt. This is (2) **because** / **despite** it is a beautiful oasis which makes you feel relaxed and full of energy. (3) **Despite** / **Even though** there is a road which connects Siwa to the outside world, it is a difficult place to reach – by car it can take up to ten hours and by bus it can take even longer. As you drive, you will feel a little sleepy (4) **due to** / **in spite of** the endless miles of straight road that you have to cover (5) **in order to** / **so that** get there. When you arrive, you will see the isolated town of Siwa which is surrounded by the desert. The town is beside Lake Siwa, which is an enormous salt lake. (6) **In order to** / **Due to** fully appreciate the beauty of this place, it is necessary to take a trip into the desert (7) **although** / **as** this will reveal the magic of the Sahara to you. Remember to pack some warm clothes; (8) **despite** / **although** the intense heat, once the sun goes down, the desert becomes incredibly cold. (9) **Because** / **Even though** the journey to Siwa is a tiring one, the reward at the end of your trip makes up for it.



2a listening & speaking

Lesson Link



LISTENING



A. Discuss.

- If you were going to travel somewhere by plane, would you rather have a **window seat** or an **aisle seat**? Why?
- What are the following places at an airport?



check-in desk

terminal

gate

- Which of the following documents might you need if you want to travel by plane to another country?

visa driving licence passport ID card

- If you want to change a flight reservation, which of the following do you think you need?

passport number
flight reservation number
seat number flight number

- What information does a **boarding pass** include?
- What do you think a **frequent flyer programme** is? What kind of person would have a **frequent flyer card**?



SPEAKING

Talk in groups. Look at the pictures of the different means of transport and discuss the following questions.

You can use some of the words/phrases in the boxes.

- What are the advantages and/or disadvantages of each of these means of transport?
- Which means of transport, the car or the bicycle, would you prefer to use for short distances in a city?
- Which means of transport, the car or the aeroplane, would you prefer to use for travelling long distances between cities/countries?
- Is there any other means of transport you would prefer to the ones in the pictures? Why?

convenient safe comfortable tiring expensive fuel parking problem exhaust fumes
keep fit exposed to heat/rain/snow traffic jams air/noise pollution environmentally friendly

An advantage/disadvantage of... is...

Another advantage/disadvantage is...

One of the best/worst things about travelling by... is that...

In my opinion, ... is much better/worse than...

I would much rather travel by...
I definitely prefer... to...





writing

WRITING A PARAGRAPH EXPRESSING AN OPINION

A. Discuss.

- Have you ever been on a camping holiday? If yes, did you enjoy it? If not, would you like to go on one? Why / Why not?
- In your opinion, what are some of the advantages and disadvantages of camping?

B. Read the statement and question below. Then read two different opinions expressed in the paragraphs that follow. Which opinion do you agree with?

Camping is the best way to enjoy yourself and relax while on holiday. Do you agree?

Camping is a fun and relaxing way to spend a holiday. In my opinion, the experience of being so close to nature is unbeatable. Firstly, being out in the open helps you to relax and forget your anxieties. Whether you choose to camp in the mountains or on a beach by the sea, waking up to the sounds of the forest or the sea is the perfect way to start the day. Next, you are able to have fun doing all sorts of activities. If you are the energetic type, you can go swimming, hiking, cycling or even climbing. Those of you who want to relax can lie in a hammock and read a book. Finally, at night, there is no better way to end the day than sitting around the campfire with your friends or family telling stories and jokes or simply lying on the beach looking up at the stars.

Many people claim that camping holidays can be a lot of fun and especially relaxing. However, in my experience, this is not the case. In the first place, having to sleep in a tent exposed to the heat, cold or rain and sleep on the ground in an uncomfortable sleeping bag is not in any way enjoyable. Pitching a tent and cooking over a fire is exhausting work and certainly not relaxing. What's more, if you are not the outdoor type, there is absolutely nothing for you to do for the rest of the day, so, instead of having fun, you feel bored and restless. Last but not least, when you go camping, there is limited space, which is very inconvenient.

C. Read the two paragraphs again and answer the questions that follow.

1. In what part of the paragraph do the writers clearly state their opinion of camping? What phrases do they use?
2. Which words/phrases do the writers use to list/add points? Underline them.

D. Think about the advantages and disadvantages of travelling by car and list them below. You can use ideas from the Speaking section and add more. Do you think the advantages outweigh the disadvantages?

ADVANTAGES	DISADVANTAGES

WRITING TASK

Read the statement and question below and write a paragraph expressing your opinion (70-100 words). Go to the Workbook, p. 25.

Travelling by car is no longer a luxury but a necessity. Do you agree?

TIP

When you are writing a paragraph expressing your opinion:

- begin with a sentence introducing the topic.
- express your opinion clearly and give reasons.
- use linking words/phrases to list/add points.



2b reading



Lesson Link



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Beam me up...

A. Discuss.

- Read the title of the text. What do you think it means?
- What do you like/dislike about science fiction?

B. Read the text quickly and match the headings 1-6 with the paragraphs A-F of the text.

- | | |
|-------------------------------|--------------------------|
| 1. Ahead of its time | <input type="checkbox"/> |
| 2. It really happened! | <input type="checkbox"/> |
| 3. What does the future hold? | <input type="checkbox"/> |
| 4. Not yet possible | <input type="checkbox"/> |
| 5. An all-time classic | <input type="checkbox"/> |
| 6. A unique way of travelling | <input type="checkbox"/> |

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

1. According to the text, science fiction is a combination of science and
 - a. everyday objects.
 - b. commonplace technology.
 - c. fictional characters.
 - d. great imagination.
2. Which of the following was not used in the *Star Trek* series?
 - a. mobile phones
 - b. portable computers
 - c. speech recognition technology
 - d. prophetic technology
3. According to the text, what do some scientists believe?
 - a. One day we will be able to travel at the speed of light.
 - b. Some technology in *Star Trek* will not become a reality.
 - c. Spaceships will never be able to go faster than they do now.
 - d. Warp speed can't be explained by physics.
4. What could the 'transporter' in the *Star Trek* series do?
 - a. transport the image of a person anywhere
 - b. transport a person from one place to another
 - c. transport spaceships to strange planets
 - d. transport spaceships out of danger
5. The writer suggests that
 - a. 'beaming' will never be used in the future.
 - b. 'beaming' will not require us to work.
 - c. 'beaming' could replace the need for transportation.
 - d. 'beaming' in the future will not be different from the *Star Trek* version.

A

Star Trek, by the American science fiction writer Gene Roddenberry, is generally considered to be the most popular and successful science-fiction story of all time. Its popularity grew and grew and today it boasts millions of fans from all around the world.

B

All science fiction is based on the mix of science and fantasy and no other series of books has really done it better than *Star Trek*. Long before the technology became commonplace, mobile and hand-held phones were being used in *Star Trek*. Small portable computers, rather like our laptops today, were being carried around by the characters and speech recognition technology was being used. In many respects, the technology of *Star Trek* was 'prophetic', and many things which were thought to be impossible then are now objects we use every day.

C

Some of the technology, however, has still not become reality. Spaceships are still not being sent into space at warp speed (a fictional speed enabling spaceships to travel at around the speed of light). It is argued by some scientists that this will never be possible as it goes against the laws of physics.

D

Perhaps the most famous technological idea put forward in *Star Trek* was that of 'beaming' people to different places. 'Beaming' was done in the 'transporter', a fictional machine which could transport people and things to wherever they wanted to go immediately. In the case of *Star Trek*, people were usually being beamed to a strange planet or back to the spaceship and out of danger. In fact, the 'beaming' of people to different places has become one of the most famous aspects of the *Star Trek* technology and the phrase 'Beam me up, Scotty' became a catch-phrase for a whole generation of *Star Trek* fans.

E

Whether we will ever really be able to 'beam' people from one place to another is now a question for discussion. A television news station has recently successfully 'beamed' the image of one of its reporters into the studio via computer and interviewed him as though he were actually present. He was, in reality, thousands of miles away.

F

Of course, this was slightly different from the *Star Trek* version of 'beaming'. It could, however, still have consequences for transportation in the future. It may mean we will no longer be present at work or in the classroom, but our hologram image will be beamed to wherever we want or have to be. Could 'beaming' solve our transportation problems in the future?

Scotty

Lesson Link



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VOCABULARY

1. NOUNS DESCRIBING OCCUPATIONS

A. The nouns *writer* and *scientist* appear in the text on page 28. Which words do they come from?

NOTE

Many nouns used to describe occupations end in suffixes such as *-ist*, *-er* and *-ian*.

B. What are the occupations corresponding to the words below? Write them in the correct column in the table.

science	report	electricity	engine
reception	manage	politics	clean
mathematics	art		technology

-er	-ist	-ian
reporter	scientist	electrician

C. Use some of the words from the table above to complete the sentences.

- Ian thinks that some _____ often don't care about the community and only think about their ambitions.
- Some _____ believe that there is life on other planets.
- The _____ at the Martin Hotel gave us a lot of information about the city.
- Mark had always been interested in painting and grew up to be a famous _____.
- We couldn't figure out why the lights didn't work, so we called the _____.
- Our _____, James Reese, will give us the latest news on this issue.

vocabulary & grammar

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

- commonplace
- portable
- fictional
- aspects
- via
- slightly
- consequences

- something that can be easily carried or moved
- through
- a little
- effects
- features
- usual, ordinary
- imaginary

E. Discuss.

Imagine you are living 200 years from now. As quickly as possible, make a list of things which you think you would be able to do then, which are not possible now. Then, compare lists with other people in your class. Have any others had the same or similar ideas? Which are the most popular ideas?

2. PREPOSITIONAL PHRASES WITH 'AT' AND 'IN'

A. Find prepositional phrases with *at* and *in* in the text on page 28. Can you think of any other common ones?

B. Complete the sentences 1-8 with prepositional phrases from the list below.

at first	at last	at least	at once
at the age of	at the latest	at the moment	
in a hurry	in a good/bad mood	in a mess	
in detail	in general	in other words	
		in particular	

- _____ , Ahmed and Ayman didn't get along, but later, they became best friends.
- I wouldn't ask them for a favour if I were you. They are _____ today.
- My father had an accident _____ eight, and has had a fear of cars ever since.
- I would like you to write a report and have it ready by Monday _____. There is no time to waste.
- John was asked to leave the office and never come back. _____ , he was fired.
- Can't you do something about your office? It's always _____ !
- Before Gary decided to change careers, he discussed it with his parents _____.
- If you can't go to your cousins' house for dinner, _____ call them to let them know.



2b vocabulary & grammar

Lesson Link



3. ADJECTIVE SUFFIXES

- A. The adjectives *different* and *fictional* appear in the text on page 28. Which words do they derive from? What suffixes are used?

NOTE

Many adjectives are formed by adding the suffixes *-ent*, *-al* and *-ly* to a noun or verb.

- B. Look at the adjectives in the table below. Decide which words they come from and what they mean.

-ent	confident, dependent, existent, etc.
-al	educational, additional, natural, national, logical, personal, traditional, etc.
-ly	costly, daily, weekly, monthly, yearly, etc.

GRAMMAR

PASSIVE VOICE II

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

Long before the technology became commonplace, mobile and hand-held phones **were being used** in Star Trek.

Spaceships **are still not being sent** into space at warp speed...

1. How would the above extracts be written in the active voice?

Long before the technology became commonplace, people were **using** mobile and hand-held phones in Star Trek.

We are **sending** spaceships into space at warp speed...

2. How do we form the present progressive and past progressive in the passive voice?

In many respects, the technology of Star Trek was '*prophetic*' and **many things which were thought to be impossible then are now objects we use every day**.

3. What does the phrase in bold mean?

- People were thinking about many impossible things then.
- People thought that many things were impossible then.

- B. Read the table below and give one more example for each case.

Active Voice	Passive Voice
Present Progressive	
They are taking pictures of the castle.	Pictures of the castle are being taken .
Past Progressive	
They were taking pictures of the castle.	Pictures of the castle were being taken .
Verbs say, think, know, etc.	
They say he is very rich.	It is said that he is very rich. He is said to be very rich.

Grammar Reference pp. 78-79

PRACTICE

Rewrite the following sentences in the passive voice starting with the words given.

- The reporter is interviewing the politician at the moment.
The politician _____.
- They say that Tim's last book is a huge success.
Tim's last book _____.
- The students were using two laptops for this project.
Two laptops _____.
- People believe that Niles is a millionaire.
Niles _____.
- I am sending the emails as we speak.
The emails _____.
- Everyone thinks that the house on the hill belongs to a rich businessman.
It _____.

ENGLISH IN USE

Complete the text with the correct form of the words in capitals.

GLOBE TREKKER

'Globe Trekker,' one of the most

(1) _____ TV programmes of recent years, is a TV series featuring

SUCCESS

(2) _____ documentaries about travelling around the world. A team of TV hosts called (3) ' _____', go to exotic places and provide viewers with a taste of life in that part of the world.

EXCITE

The hosts interact with locals and take part in their (4) _____ lives, visit the sights, find out about the history and culture of the place and taste (5) _____ cuisine.

TRAVEL

The show is addressed to tourists of all budgets. However, Ian Wright, one of the most popular hosts, says that you don't have to stay in (6) _____ hotels to enjoy a trip to a foreign country.

DAY

Staying with local families is a great way to get (7) _____ information about the country you are visiting, not to mention much cheaper than staying in a hotel. 'Globe Trekker' has enjoyed (8) _____ for more than fifteen years, and its hosts are likely to continue trekking the globe for many years.

TRADITION

COST

ADDITION

POPULAR



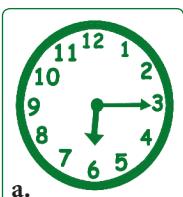
listening & speaking

LISTENING



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

1. Which train are they going to take?



a.



b.



c.

2. Where are they going to go this summer?



a.



b.



c.

3. How is the man going to travel?



a.

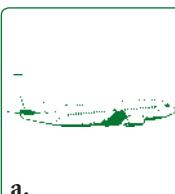


b.



c.

4. Where did the man last see his passport?



a.



b.



c.

5. What did the man not do?



a.



b.



c.

SPEAKING

A. Look at photographs A1 and A2 showing holiday destinations. Compare the photographs and discuss the following questions.

- What are the benefits and drawbacks of going to either place?
- Which holiday destination would you prefer?

relaxing challenging exciting rewarding
fresh air winter/water sports refreshing
energising

B. Look at photographs B1 and B2 showing types of holidays. Compare the photographs and discuss the following questions.

- What are the differences between a package tour and independent travelling?
- Which type of holiday is more appealing to you?

organised free time group alone guide
lost freedom safe expensive save money
shared experience



A1



A2



B1



B2

I think that... is... because...
... is better/worse than... because...

I think/don't think... is practical because...
... would be more/less fun for tourists because...



2b writing

Lesson Link



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WRITING AN ESSAY EXPRESSING AN OPINION

A. Discuss.

- Are you happy where you live? Why / Why not?
- For what reasons would you consider moving to another place?

B. Read the rubric, underline the key words and answer the question that follows.

Your teacher has asked you to write an essay on the following topic:

Many young people prefer to leave small towns and move to larger cities because they feel there are more options available. What is your opinion?

What are you asked to do?

- a. describe life in a big city
- b. present your ideas and arguments and give your opinion
- c. express your opinion and give advice

C. Now read the essay and answer the questions that follow.

It is a fact that many young people today would like to live in a large city. The obvious reason for this is that a big city has more things to offer a young person who is starting out in life.

Firstly, there are better study and employment opportunities in cities compared to small towns. The universities and other educational institutions in cities offer courses that might not be available to students in smaller towns. Students also have the chance to meet people with similar interests during their studies. In addition, cities support a large number of businesses and organisations which are all a source of employment.

Another reason why cities are so attractive is because they offer a wide range of entertainment. For instance, you can find museums, galleries and libraries. There are also different kinds of restaurants and cafés where young people can meet. Furthermore, with the giant shopping centres and big department stores, shopping is also more exciting.

In my opinion, living in a city can be a beneficial experience for a young person. A city offers a wealth of opportunities and entertainment choices and also broadens your mind by giving you the chance to meet new people.



1. What is the function of the sentences underlined in the essay?
 - a. to summarise what the writer has said in the previous paragraph
 - b. to introduce the main idea of the paragraph
2. What does the writer do in paragraph 2?
 - a. gives examples of many universities and job opportunities
 - b. explains what he/she means in the first sentence.
3. What does the writer do in paragraph 3?
 - a. gives examples of what he/she mentions in the first sentence
 - b. explains the reasons why people like entertainment

D. Look at the words highlighted in the essay and use them to complete the table below.

You can use the following linking words/phrases to:

List points	_____, to begin with, in the first place, finally
Add points	_____, _____, _____, _____, moreover, what is more
Give examples	_____, such as, for example, especially
Give your opinion	_____, I believe, from my point of view

NOTE

Topic sentences introduce the central idea of the paragraph. The other sentences in the paragraph develop the idea expressed in the topic sentence by expanding on it, giving examples or explaining it.

E. Read the essay below and choose the best topic sentence a-d for each paragraph. Then, circle the correct linking words/phrases.

- Without a doubt, booking a holiday can be a very stressful task.
- For all these reasons, going on a package holiday can be more enjoyable than being an independent traveller.
- Furthermore, a tour operator will have a better knowledge of the country you want to visit.
- Package holidays are a far better way for people to visit a country than travelling independently.

1 There are a number of reasons why this type of holiday is the most convenient way to travel.

2 For instance / I believe, if you travel independently, you have to book flights and accommodation plus organise other things such as / also car rental and travel insurance. What's more / Finally, you have to spend time searching for the most economical options. With a package holiday, all of these things are taken care of, so you can sit back and look forward to your holiday.

3 For example / Such as, tour operators know where the safest and best places to stay and eat are. However, if you are an independent traveller you may not know all these things.

4 In my opinion / Especially, package holidays offer tourists a relatively stress-free way to see a foreign country and are the best way to travel.

F. When you are writing an essay giving your opinion follow the outline below.

INTRODUCTION

- Briefly introduce the topic you are going to discuss.
- Say how you feel about it.

MAIN PART (2 paragraphs)

- Choose two main aspects of the issue and write one paragraph on each.
- Explain your ideas/points and give examples if possible.

CONCLUSION

- Sum up by stating your overall opinion.

G. Read the rubric below. Then, make an outline for the essay following the guidelines in F and using ideas from the Speaking section on page 31.

Your teacher has asked you to write an essay on the following topic:

The ideal summer holiday destination is a small, peaceful town. Do you agree?

**WRITING TASK**

Write your essay (100-150 words). **Go to the Workbook, p. 30.**

TIP

When you are writing an essay expressing an opinion:

- select a few ideas/points/arguments (the ones you have the most to say about). Don't try to deal with too many points.
- use topic sentences to express the central idea of each paragraph.
- develop the paragraphs by expanding on the idea in the topic sentence. Justify your ideas and, when possible, use examples to illustrate them.
- use a variety of linking words/phrases to list points, add more points, give examples and express your opinion.

2 round-up

Lesson Link



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VOCABULARY & GRAMMAR

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

1. The old castle is the town's main tourist _____.
a. site b. location c. attraction d. area
2. The climbers wanted to _____ the top of the mountain before it got dark.
a. get b. reach c. arrive d. come
3. The teacher wants us to hand in our assignments by Wednesday _____. Anything after that won't be accepted.
a. at least b. at last c. at once d. at the latest
4. Do his paintings _____ to you?
a. impress b. appreciate c. appeal d. attack
5. John _____ visits his grandparents as they always have sweets for him.
a. frequently b. originally c. especially d. repeatedly
6. Mike is bored with his job and wants to find something more _____.
a. relaxing b. stressful c. challenging d. refreshing
7. With no public transport in that small town, getting around was hard and _____.
a. isolated b. inconvenient c. confident d. enjoyable
8. He's a very imaginative writer, who likes to create _____ worlds for his characters to inhabit.
a. traditional b. portable c. fictional d. additional
9. The city council has decided to _____ the old Town Hall rather than tear it down.
a. restore b. guarantee c. construct d. broaden
10. Saud has lots of experience so he's the _____ person for the job.
a. logical b. ideal c. enthusiastic d. beneficial

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

1. The politician admitted that mistakes _____ in the past.
a. had been made b. had made c. were making d. made
2. He _____ the richest man in the world.
a. is said to be b. is said that c. is said that he is d. is said
3. 'Why did you wake up so early today?'
'_____ catch the first train into town.'
a. Because b. In order to c. So that d. So as
4. _____ he is rich and good-looking, he's still single.
a. Despite b. Even c. Because d. Although
5. Sami ran home because he thought he _____ by a strange man.
a. was following b. followed c. was being followed d. had followed
6. _____ the bad weather, Steven went sailing.
a. Although b. Due to c. Despite d. Because
7. 'Why are you drinking coffee so late at night?'
'_____ I can stay awake and finish reading my book.'
a. Despite b. Though c. So that d. In order
8. It is believed _____ somewhere in Dubai.
a. that Adam lives b. Adam to live c. to live Adam d. Adam that he lives
9. The climbers felt exhausted _____ the heat.
a. because b. as c. due to d. despite
10. Nothing this big _____ before.
a. has ever built b. has ever been built c. has ever been building d. has ever had built

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

A Traveller's Story

Last year I spent 6 months travelling around India with my brother. We started out in Mumbai. Travelling with heavy suitcases is not easy, but I tried to think how fit I would be at the end of the trip from (1) _____ all that weight. Mumbai is a fascinating city; the food, the people, the weather, it was all so overwhelming. Next, we took a train to Goa; after the hectic atmosphere of Mumbai, the slower pace of Goa was more (2) _____. We saw impressive buildings and old colonial-style houses. There were beautiful sandy beaches and scenic (3) _____ to explore. From Goa, we travelled on to Kerala and then to Bangalore. This section was the toughest for me because I came down with a stomach flu when we got to Bangalore. When I finally recovered, I was ready to continue on our (4) _____ so we travelled north to the Golden Triangle, the three most popular holiday (5) _____ in India: Delhi, Agra and Jaipur. A (6) _____ attraction is the Taj Mahal in Agra; it (7) _____ to be one of the most spectacular sights in India. (8) _____ being exhausting and at times very demanding, the trip was an amazing experience for me.

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

A vision for a great museum

Saudi Arabia is a country with a long cultural heritage which plays an important role in history. Millions (1) _____ visitors travel to Saudi Arabia every year to visit the holy cities of Makkah and Madinah, and the Saudi people consider it a great honour to welcome them. In an effort (2) _____ attract even more visitors from all parts of the world, as part of Vision 2030, the Deputy Crown Prince Mohammed bin Salman has announced plans to build (3) _____ largest ever Islamic museum. Visitors to this museum will be taken (4) _____ a glorious journey through history which will help them develop an understanding and respect (5) _____ Islamic culture.

The museum will be built to meet the highest international standards and will include the latest technology. The (6) _____ advanced methods of presenting information will be used, allowing visitors to enjoy interactive exhibits and also take (7) _____ in cultural events. The museum will also include a world-class library and research centre, making it an international centre for knowledge and learning that will attract scholars from around the world. This great museum will (8) _____ only display the many different aspects of Islamic civilization, but it will also be a symbol of progress and show how the country is moving forward.



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

1. The football game was cancelled because it was raining.
The football game was cancelled _____ rain.
2. I left early because I didn't want to miss the bus.
I left early _____ miss the bus.
3. People believe that someone forced Mike to quit his job.
It _____ forced to quit his job.
4. The government is providing earthquake victims with food and water.
Earthquake victims _____ food and water by the government.
5. The police caught the burglar while he was still in the house.
The burglar _____ while he was still in the house.
6. Despite feeling very ill, Maria went to school.
Maria went to school _____ very ill.



2 round-up

LISTENING



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

1. You overhear two people talking.

Where was the Frida Kahlo exhibition?

- a.* in Mexico
- b.* in Leamington
- c.* in London

2. You will hear part of a telephone conversation.

When is the man checking out?

- a.* 27th
- b.* 28th
- c.* 29th

3. You hear a conversation between a tour guide and a man on a tour.

What is the group going to do now?

- a.* go shopping
- b.* visit the medieval castle
- c.* go to the National Gardens

4. You overhear two friends talking.

What is the weather going to be like in Barcelona?

- a.* warm and sunny
- b.* cold and rainy
- c.* we don't know

5. You hear two people discussing holiday plans.

Why doesn't the man want to go to Costa Rica?

- a.* He doesn't like flying to faraway places.
- b.* He would rather go to a tropical island.
- c.* He thinks it might be too expensive.

6. You overhear two people talking about their plans for the weekend.

Why is the man going to go to Dover?

- a.* to go shopping
- b.* to escape from the rainy weather
- c.* to do something different

SELF-ASSESSMENT

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

Now I can...

- | | |
|-------------------|--|
| <p>VOCABULARY</p> | <ul style="list-style-type: none">➢ distinguish the difference in meaning of words easily confused <input type="checkbox"/>➢ use compound nouns <input type="checkbox"/>➢ use words and phrases related to air travel <input type="checkbox"/>➢ form nouns describing occupations <input type="checkbox"/>➢ use prepositional phrases with <i>at</i> and <i>in</i> <input type="checkbox"/>➢ form adjectives by using suffixes <input type="checkbox"/> |
| <p>GRAMMAR</p> | <ul style="list-style-type: none">➢ use the passive voice appropriately <input type="checkbox"/>➢ use clauses of reason, concession and purpose <input type="checkbox"/> |
| <p>READING</p> | <ul style="list-style-type: none">➢ skim a text to understand the gist and identify its purpose <input type="checkbox"/>➢ understand details in a text <input type="checkbox"/>➢ understand text organisation and reconstruct a gapped text <input type="checkbox"/> |
| <p>LISTENING</p> | <ul style="list-style-type: none">➢ understand the necessary information in short conversations <input type="checkbox"/>➢ understand specific information in short conversations and identify the picture that corresponds to the information <input type="checkbox"/> |
| <p>SPEAKING</p> | <ul style="list-style-type: none">➢ talk about means of transport, types of holidays and holiday destinations <input type="checkbox"/>➢ compare pictures and express opinion and preference <input type="checkbox"/> |
| <p>WRITING</p> | <ul style="list-style-type: none">➢ write a paragraph expressing my opinion <input type="checkbox"/>➢ write an essay expressing my opinion <input type="checkbox"/> |

Go to the Workbook (p. 65)
for IELTS Practice.

Task 2 p. 71

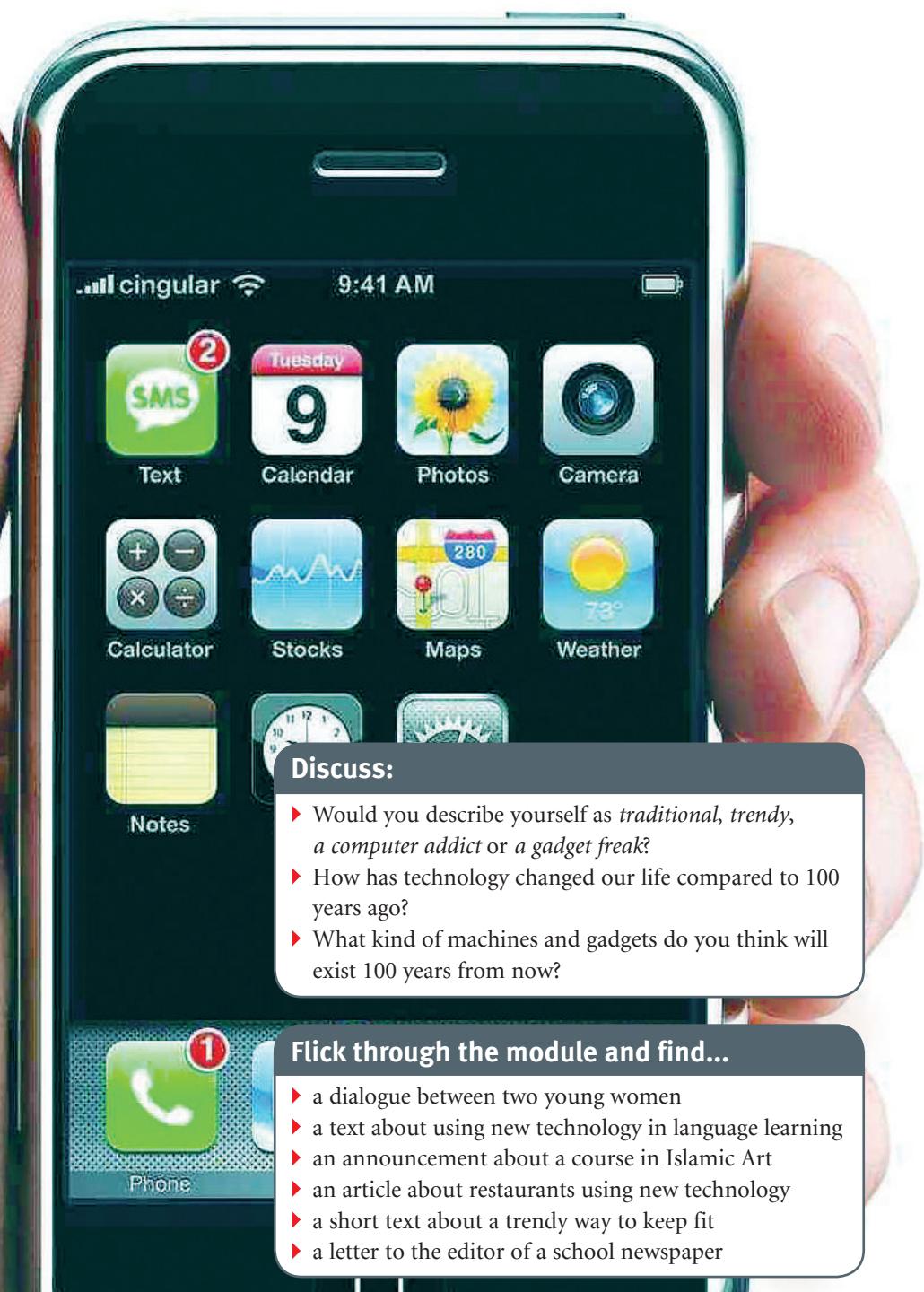
CULTURE PAGES

The Voyage of the Brendan → Go to page 75.



Up-to-date

3



In this module you will...

- ▶ learn how to express criticism, possibility and certainty in the past
- ▶ talk about various aspects of modern life including technology and devices
- ▶ learn how to express your opinion and justify it
- ▶ learn how to write a letter expressing your opinion and a letter/email asking for information
- ▶ acquire skills and strategies that will help you in exams



3a reading

Lesson Link



A. Discuss.

- Do you ever use the Internet to help you with your language learning? If so what do you use it for?

B. Read the text quickly and choose which title a, b or c is the most appropriate for the text.

a English is all around us!

b No more pencils, no more books, no more teachers!

c Learning English with new technology!



Today, many computer experts claim that traditional language learning methods used in classrooms will gradually be replaced by newer methods. Some of these new methods include e-learning, attending virtual classrooms, using tandem email and using interactive CDs.

E-learning is short for electronic learning and, as the name suggests, it means any kind of learning environment which is electronic. On the Internet there are countless sites dedicated to language learning. These include worksheets, interactive games, puzzles, quizzes and so on.

It is also claimed that a day may come when we will no longer have to go to class. Instead, we will sit in front of the computer, log on from home, and 'meet' our teacher and other learners in a 'virtual' classroom. Although this type of learning environment is quite similar to the traditional classroom, it makes the learner far more independent and flexible. The teacher, or moderator, encourages the language learner to analyse what and how he or she wants to learn and then helps him or her to achieve those ends. Virtual classrooms can use all the online resources available and usually use a type of chat room to practise oral communication.

Another new method of language learning is tandem email. Tandem learning means learning with a partner who is a native speaker of the language you are learning, but who is also learning your native language. In tandem email, you and your partner exchange emails written half in the one language and half in the other. In this way, both you and your partner are reading and writing in the 'foreign' language. Tandem email exchanges provide a very fast, immediate way of communicating. It is 'real' communication with a partner who is about the same age and may have the same interests.

Finally, there are interactive language learning CDs which offer a range of benefits. Learners can work at their own speed and can repeat vocabulary and phrases as often as they wish. Conversations are spoken by native speakers, which helps with pronunciation. CDs use a range of media; short clips of typical scenes and situations, interactive quizzes and much more.

So are the days of the traditional classroom numbered? Will the teacher be unnecessary? It is unlikely. However, the new media will play an increasingly important part in all learning and will complement traditional English teaching rather than replace it entirely.

C. Read the text again and decide if the following statements are True, False or Not Mentioned.

Write T, F or NM in the boxes.

- At the moment, there are not many sites on the Internet for language learning.
- A teacher will still be needed in virtual classrooms.
- In the virtual classroom, the students decide which areas of language learning they want to focus on.
- In tandem email, both students are learning the same language.
- Of all the methods mentioned in the text, interactive CDs are the most effective way of learning.
- The writer believes that teachers will not be necessary in the future.

D. Match the words highlighted in the text with their meanings. There is one extra meaning which you do not need to use.

- | | | |
|---------------|--------------------------|----------------------------------|
| 1. countless | <input type="checkbox"/> | a. go well with |
| 2. flexible | <input type="checkbox"/> | b. use instead of something else |
| 3. range | <input type="checkbox"/> | c. able to change easily |
| 4. complement | <input type="checkbox"/> | d. a lot of |
| 5. replace | <input type="checkbox"/> | e. device |
| | | f. variety |

E. Discuss.

- Which of the language learning methods mentioned in the text do you find the most interesting and effective?
- What do you think the advantages and disadvantages of each of them are?

VOCABULARY

ADJECTIVES + PREPOSITIONS

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

aware full similar curious
jealous famous suitable
serious harmful responsible
relevant nervous

to	about
for	of

B. Complete the sentences below using adjectives + prepositions from the exercise above.

1. Even though I studied a lot last night, I'm _____ my History test today.
2. I don't understand how your question is _____ our class discussion.
3. People should always be held _____ their own mistakes and not blame others.
4. This sauce is very _____ a sauce I had in China.
5. I don't think people are _____ the extent of the damage that has been done.



vocabulary & grammar

GRAMMAR

INFINITIVES AND -ING FORMS

A. Look at the following examples and match them with the uses of the full infinitive.

1. The teacher, or moderator, encourages the language learner **to analyse** what and how he or she wants **to learn**.
2. Virtual classrooms usually use a type of chat room **to practise** oral communication.
3. It is interesting **to learn** a language through tandem email.
4. I don't know **how to search** for a worksheet.
5. Have you got enough money **to buy** this laptop?

The full infinitive (**to + base form**) is used:

- a. to express purpose
- b. after certain verbs (*want, would like, hope, decide, learn, etc.*)
- c. after *too* and *enough*
- d. after *it + be + adjective*
- e. after question words (*who, what, how, etc.*)



Use the bare infinitive (base form without *to*) after most modal verbs (*can, could, must, may, should, etc.*), *would rather* and *had better*. Also, after the verbs *let* and *make* in the active voice.

B. Look at the following examples and match them with the uses of the -ing form.

1. What about **installing** a multimedia program?
2. Tandem email exchanges provide a very fast, immediate way of **communicating**.
3. **Learning** is generally more individual and self-directed.
4. Ian is considering **attending** a virtual classroom.

The -ing form is used:

- a. as a subject
- b. after certain verbs (*enjoy, finish, avoid, imagine, etc.*)
- c. after certain expressions (*how about, it's no use, it's worth, etc.*)
- d. after prepositions (*for, of, in, etc.*)

C. Look at the sentences below and decide what each of them means. Choose **a** or **b**.

1. You must remember / not forget to turn off the computer before you leave.
2. I will always remember / never forget flying over the jungle.
- a. remember / not forget something that has already happened
- b. remember / not forget something that you are supposed to do

Grammar Reference p. 79

PRACTICE

Complete the text below with the full infinitive, the bare infinitive or the -ing form of the verbs in brackets.

It's amazing (1) _____ (see) how easily a modern mobile phone can (2) _____ (affect) our everyday lives. Picture this. A man goes to the city centre (3) _____ (do) some shopping. He enjoys (4) _____ (walk) around looking at window displays. He realises he might (5) _____ (not have) enough money to buy everything he wants, so he uses his mobile phone (6) _____ (get) online and transfer money from his account to his credit card. Suddenly, he sees a gadget he likes. He wants (7) _____ (buy) it but needs a second opinion. So, he sends a Whatsapp message to his best friend with a photo of the gadget and a question: 'Is it worth (8) _____ (pay) €200?' Don't you just love technology?



3a listening & reading

Lesson Link



A. Discuss.

- When you go shopping, do you follow the latest fashion trends or do you have your own individual style?

B. Listen to the dialogue and answer the following questions.



- What is a makeover?
- How is this shopping centre different from others?

Lisa Hello Sally! What are you up to?
Sally Hi, Lisa! I just came back from the new shopping centre in the city centre. It's amazing!
Lisa So I heard! Is it as big as they say?
Sally It's huge and there is so much to do there!
Lisa Like what?
Sally Well, for starters, it's got over 350 shops so you can spend hours trying shoes and clothes on. But that's not the best part.
Lisa What do you mean?
Sally This is so much more than a shopping centre. For example, before you start shopping, you can ask one of the shop assistants for an opinion - for free! Their job is to tell you what looks good on you. Actually, one of them helped me pick out these clothes and this necklace.
Lisa It's very pretty and it matches your blouse!
Sally Thanks. She also gave my mum some advice. You see, my mum always wore awful cardigans and didn't take care of her face. So, first of all, she told my mum to get a facial. Then she had her hairstyle changed and her make-up done. The shop assistant also helped my mum choose some new clothes and accessories. When I saw my mum afterwards, I didn't recognise her!
Lisa Wow! So they do makeovers, too?
Sally Yes, of course. We saw this other woman who had a complete makeover done, and she looked absolutely gorgeous! She had her hair cut and dyed, and she bought new jewellery and elegant clothes. Seeing her persuaded my mum to give it a try!
Lisa This sounds like the perfect shopping centre for women!
Sally Yes, I agree! You know, they also cooperate with a number of doctors, so for instance, they recommended a dietician to me. She looked at my eating habits and gave me advice on what to change in order to keep in shape. She also suggested a fitness programme offered at the gym inside the shopping centre!
Lisa Very impressive!



C. Decide whether the following refer to Sally, her mum or both. Write S, M or B in the boxes.

- | | | | |
|----------------|--------------------------|----------------------|--------------------------|
| 1. new clothes | <input type="checkbox"/> | 5. a facial | <input type="checkbox"/> |
| 2. jewellery | <input type="checkbox"/> | 6. hairdo | <input type="checkbox"/> |
| 3. make-up | <input type="checkbox"/> | 7. fitness programme | <input type="checkbox"/> |
| 4. accessories | <input type="checkbox"/> | 8. new diet | <input type="checkbox"/> |





vocabulary & grammar

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

- | | | |
|----------------------------------|----------------------|---------------------|
| 1. pick out
a. make | b. choose | c. lend |
| 2. matches
a. looks nice with | b. is different from | c. is cheaper than |
| 3. facial
a. operation | b. exercise | c. beauty treatment |
| 4. gorgeous
a. beautiful | b. young | c. happy |
| 5. in shape
a. busy | b. fit | c. in fashion |

E. Discuss.

- Do you think having a makeover can improve a person's life? How?
- What do you think makes a person 'beautiful'? Their appearance or their personality?

VOCABULARY

LEXICAL SET (APPEARANCE)

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

clothes



anorak



abaya



jumper



thobe

footwear



sandals



slippers



high heels



wellington boots

jewellery



earrings



bracelet



chain

GRAMMAR

CAUSATIVE FORM

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

*...she had her hairstyle changed and her make-up done.
She had her hair cut and dyed and she bought new jewellery and elegant clothes.*

1. Did Sally's mum do her hair and make-up herself? If not, who did it for her?
2. Did the woman in the second example buy new jewellery and clothes herself or did someone else do it for her?
3. Which verb in one of the two examples above is used to indicate that someone else does something for you?

B. Study the rule below. Then, find more examples of the causative form in the dialogue.

We use the Causative form

(subject + have/get + object + past participle) when we do not do something ourselves, but we arrange for someone else to do it for us.

e.g. *I usually have my hair cut once a month.
Look! Mark has had his car painted purple!*

NOTE

The question and negative forms of the present simple and the past simple of the causative form are formed with *do/does* and *did* respectively.

Grammar Reference p. 79

PRACTICE

Read the situations below and complete the sentences using the causative form.

1. Andy will not buy a suit. He will ask a tailor to make it.
Andy _____.
2. Mrs Adams is at the hair salon. They are dyeing her hair.
Mrs Adams _____.
3. Linda asked a catering company to prepare all the food.
Linda _____.
4. Didn't the mechanic service your car yesterday?
Didn't you _____?
5. Mr Wilson told his secretary to type and send all the letters.
Mr Wilson _____.
6. I am going to ask the cleaning lady to clean the house.
I _____.

3a listening & speaking

LISTENING



A. Discuss.

- How dependent on computers are you in your everyday life?
- Do you think that being computer literate is necessary today?

B. You are going to hear a radio interview with an IT specialist about a project called 'One Laptop Per Child'. Listen and answer the question below.

What is the aim of this project?

- a. to make sure that students in all schools receive computer training
- b. to provide computers for children in developing countries
- c. to produce cheap laptops for the world market

C. Listen to the interview again and complete the sentences below.

1. Nicholas Negroponte is _____ as well as a computer scientist.
2. In countries like Somalia and Rwanda, international aid mainly aims at providing _____ for people and helping them cope with a war situation.
3. The OLPC project will create _____ opportunities for children in developing countries.
4. The final price of the laptop was _____.
5. The laptop also has a _____ which is environmentally friendly.

D. Discuss.

- What is your opinion of the 'One Laptop Per Child' project?

SPEAKING

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

- What aspect of modern life do these pictures show?
- How popular are they with people of your age?
- How do you feel about them?
- What are the positive and negative aspects of each of them?

junk food
convenient
health problems
computer/online games
addicted to
combine shopping and entertainment
choice of shops
compete
keep in touch

... is very / isn't so popular with...

Among people of my age... is a favourite pastime because...

Personally, I feel...

I think/believe that...

The way I see it...

One of the greatest advantages/ disadvantages of... is...

Another drawback is...



Lesson Link



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writing

WRITING A LETTER (TO THE EDITOR) EXPRESSING AN OPINION

A. Discuss.

- Why do you think people write letters to the editors of newspapers and magazines? Have you ever read any of these letters?
- Have you ever written to the editor of your school newspaper? What about?

B. Read the letter to the editor of a newspaper below. What issue does Tom Evans discuss in his letter? Do you agree with him or not?

Dear Sir/Madam,

I am a concerned parent writing to complain about the unhealthy dinners which are offered to our children in some schools. I feel that there is too much junk food and not enough fruit and vegetables on the menu. I think school staff and parents should do something about this situation.

A recent survey of school dinners has shown that the menus consist of pizza, chips and chicken nuggets. To make matters worse, vending machines in school canteens are stocked with soft drinks, crisps, chocolates and sweets. This kind of food leads to health problems such as heart disease, high cholesterol and obesity. In fact, it has been found that the number of overweight children in the country has increased dramatically in the last few years.

Although a trend in healthy eating has recently swept through the country, it does not seem to have caught on in our schools. Radical changes must be made to the existing junk food culture. We can do this by showing schools how to provide fresh nutritious meals that children will like.

In conclusion, I recommend that school staff and parents should take action on this issue. We all need to work together to come up with a solution before it is too late for our children.

Yours faithfully,

Tom Evans

Tom Evans

C. Read the statements below and tick the ones that apply to the letter above.

The writer:

- a. uses a formal greeting and signature ending
- b. explains why he is writing in the first paragraph
- c. complains in a rude manner
- d. uses a variety of phrases to express his opinion
- e. uses short forms
- f. justifies his opinion
- g. makes suggestions
- h. uses the passive voice

D. Find examples of formal language in the letter that correspond to the more informal words/phrases below.

- a. worried (para 1) _____
- b. fatness (para 2) _____
- c. serve (para 3) _____
- d. healthy (para 3) _____
- e. suggest (para 4) _____
- f. do something about this problem (para 4) _____

E. When you are writing a letter (to the editor of a school newspaper, etc.) expressing your opinion, follow the outline below.

GREETING

- Use a formal greeting.

OPENING PARAGRAPH

- Say why you are writing the letter.
- If you are writing in response to an article, refer to the topic/title of it.

MAIN PART

- Focus on one or two aspects of the issue/problem.
- Give your opinion and provide justification and/or examples.

CLOSING PARAGRAPH

- Summarise your points and end your letter politely.

SIGNING OFF

- Use an appropriate signature ending.
Sign underneath and write your full name below your signature.

WRITING TASK

The aim of international aid to developing countries is often to prevent hunger and poverty. However, many people believe that providing education and access to modern technology would be a better way to help developing countries. An example of this is the OLPC project mentioned in the listening activity, which aims to offer cheap laptops to children in these countries. In your opinion, what is more important, food or laptops? Write a letter to the editor of your school newspaper expressing your views on this issue (100-150 words). **Go to the Workbook, p. 39.**



When you are writing a letter expressing your opinion:

- write in an appropriate style.
- group related ideas together in paragraphs.
- list ideas in order of importance.
- state your opinion clearly.
- do not be aggressive or use offensive language.
- use linking words and phrases.

For the layout of formal letters, see Appendix I.

3b reading

Lesson Link



A. Discuss.

- Have you ever heard of high-tech dining? What do you think it is?
- In what ways do you think technology could change the way we dine out in the future?

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

What is the purpose of this article?

- a. to encourage readers to visit some of London's famous sights
- b. to inform readers about various high-tech restaurants in London
- c. to inform readers about the quality of the food served in high-tech restaurants
- d. to discourage readers from visiting high-tech restaurants

The high-tech adventures of a travelling food writer



by Bob Briscoe

On a recent trip to London, I decided to visit some exciting new restaurants that are using technology to change the way people dine out. My first stop was at an Italian restaurant in the city centre. **1** The manager must have noticed my confusion because he came up to me and explained that I could swipe my card at any of the food and drink stations in the restaurant, and that the card would record my order. No waiters necessary! I made my selection and then handed my card to the cashier. **2** My pasta was absolutely delicious, but, I must admit, I didn't enjoy having to carry my food up two flights of stairs!

3 When we arrived, I was surprised to discover that there were no paper menus; instead, the menus were beamed on to the touch screen surface of the table with projectors. All we had to do was tap on our choices with our fingers and wait for the waiters to bring us our meal. **4** We had so much fun playing games that we hardly touched our food when it arrived – we really should have told the waiter to give us takeaways instead!

Another restaurant that I visited in London was an Indian restaurant. This restaurant also had touch screen tabletops, as well as another very interesting feature: a webcam which allowed me to see the cooks preparing the food in the kitchen! **5** I really enjoyed the evening, but I shouldn't have ordered the extra-spicy curry – it was a little too hot for me!



On my last day in London, I decided to get some tapas from a Spanish takeaway near my hotel. I had heard that the owners had installed a webcam at the restaurant to allow their customers to view the long lunchtime queue online. **6** While I packed my baggage, I kept an eye on the queue and then raced to the restaurant when the lunchtime rush was over. Without that wonderful webcam, I could have missed my plane!

I really can't wait for my next trip to London – high-tech dining is such fun!

C. Six sentences have been removed from the text. Choose from the sentences A-G the one which best fits each gap (1-6). There is one extra sentence which you do not need to use.

- A. The touch screen tabletop also allowed us to change virtual tablecloths and even play games!
- B. Once I'd paid for my meal, I collected it and made my way to the dining area on the second floor.
- C. On the next night, a friend of mine suggested that we visit his favourite high-tech restaurant.
- D. When I walked into the restaurant, I was given a tray and a chip card, but I had no idea what to do next!
- E. I was already used to high-tech dining so I was not impressed.
- F. After my meal, I used the touch screen to surf the Internet and to order a taxi to take me back to my hotel.
- G. This came in very handy for me.

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

1. selection
2. handed
3. tap
4. view
5. queue
6. baggage
7. raced

- a. strike lightly
- b. line of people
- c. gave
- d. choice
- e. watch
- f. went quickly
- g. bags and suitcases

Lesson Link



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E. Discuss.

- Which of the high-tech restaurants mentioned in the text would you like to go to?
- In your opinion, does high-tech dining spoil or improve one's dining experience?

VOCABULARY

1. COLLOCATIONS/EXPRESSIONS WITH 'KEEP' AND 'HOLD'

A. Look at the following extract from the text. What does the phrase in bold mean?

While I packed my baggage, I kept an eye on the queue and then raced to the restaurant when the lunchtime rush was over.

B. Complete the sentences below with the correct form of *keep* or *hold*.

1. The little boy and his father _____ hands as they went for a walk through the park.
2. John, can't you _____ a secret? I told you not to tell anyone.
3. A: Can I speak to Mr Smith?
B: Yes of course, _____ the line please.
4. Afaf is a reliable person; she always _____ her promises.
5. I'm going to _____ these two people in mind for the new position; they gave an excellent interview and got a high score in the test.
6. We are _____ a meeting today to discuss some problems that have come up.
7. I'll stay and _____ you company if you like; I don't want you to be alone.
8. How long can you _____ your breath for?

2. COLLOCATIONS WITH 'LOSE' AND 'MISS'

A. Look at the following extract from the text. Do you know any other words that collocate with the verb *miss*? What words collocate with the verb *lose*?

Without that wonderful webcam, I could have missed my plane!

vocabulary & grammar

B. Complete the sentences below with the correct form of *lose* or *miss*.

1. Tom threw the bottle towards the bin but he _____.
2. I _____ the last few classes and now I'm finding it difficult to understand what's going on.
3. I _____ contact with Adam when he moved to Yemen.
4. I was disappointed that my team _____ the match.
5. You _____ your turn; please take another ticket and wait for your number to be called.
6. I really need to _____ weight; I can't fit into my jeans any more.
7. I _____ my mum a lot since I moved away from home.
8. Ali doesn't _____ his temper very easily; he is certainly not an irritable person.
9. Jack hesitated and _____ his chance to score a goal.
10. Louise _____ her patience with her children because they kept on talking when she told them to be quiet.

3. EXPRESSIONS WITH THE WORD 'WAY'

A. Look at sentence B in exercise C on page 44. What does the phrase in bold mean?

Once I'd paid for my meal, I collected it and made my way to the dining area on the second floor.

B. Match the phrases in bold in sentences 1-7 with their meanings a-g.

1. The man was standing **in the way** of the robber and he managed to stop him.
2. The police officer asked the man to move his car **out of the way** so the ambulance could get through.
3. I met an old acquaintance **on the way to** work today.
4. **By the way**, Peter said he wouldn't be able to make it to the meeting.
5. **There's no way** that we'll finish this project by Tuesday.
6. He won't listen to our advice so he's going to have to **learn the hard way**.
7. A: Are you going **our way**?
B: I'm going to the city centre.
A: Get in, we'll give you a lift.

- a. something will definitely not happen
- b. said when you want to add something to what you have already said
- c. the direction we are travelling in
- d. preventing somebody from moving or seeing
- e. make mistakes or face difficulties before you improve
- f. while someone was going somewhere
- g. so that its presence would not make it difficult for something to happen



3b vocabulary & grammar

Lesson Link



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GRAMMAR

MODAL VERBS + HAVE + PAST PARTICIPLE

- A. Look at the extracts from the text on page 44 and decide what they mean. Choose *a* or *b*.

1. *The manager must have noticed my confusion...*
a. The manager had to notice my confusion.
b. I'm sure the manager noticed my confusion.
2. ...we really should have told the waiter to give us takeaways instead!
a. We didn't tell the waiter to give us takeaways.
b. We had to tell the waiter to give us takeaways.
3. ...I shouldn't have ordered the extra-spicy curry – it was a little too hot for me!
a. I was not allowed to order the extra-spicy curry.
b. I ordered the extra-spicy curry and that was a mistake.
4. Without that wonderful webcam, I could have missed my plane!
a. I was able to miss my plane.
b. There was a possibility I would miss my plane but I didn't.

- B. Do the extracts above refer to the present or the past? Which verb form is used after the modal verbs?

- C. Look at the extracts again and complete the rules below with the missing modal verbs, *must*, *could* and *should*.

Use **+ have + past participle**

to criticise or express regret about something that didn't happen in the past.

Use **shouldn't + have + past participle**

to criticise or express regret about something that happened in the past.

Use **+ have + past participle**

to express certainty that something happened in the past.

Use **can't/couldn't + have + past participle**

to express certainty that something didn't happen in the past.

Use **may/might/ + have + past participle**

to express possibility in the past.

Grammar Reference p. 80

PRACTICE

Read the dialogues below and circle the correct answer.

Khalid Hi, Saad. What's wrong?
Saad My mobile phone isn't working. I lent it to my brother.

He (1) **must have broken / should have broken** it.

Khalid Let me have a look. Why is it wet? Oh, no! He (2) **must have used / should have used** it in the rain.

He (3) **shouldn't have done / can't have done** that.

Saad I am so annoyed. That's the last time I'll lend him anything. It's a state-of-the-art mobile phone. It cost a lot of money. He's going to have to buy me a new one.

Khalid Wait a minute. Look, it's working. We just needed to dry off the battery. If you want my opinion, you (4) **couldn't have lent / shouldn't have lent** it to him in the first place. This always happens when he borrows your things. Remember what happened to your laptop?

Saad Yeah, I remember I had to call a technician. He (5) **should have destroyed / could have destroyed** it completely, you know.

Salman I like your new shoes. They look expensive. You (6) **could have paid / must have paid** loads for them.

Faisal Actually, I bought them in a discount shop for SAR20.

Salman Really? I might go and get a pair.

Faisal Unfortunately, these were the last pair. You (7) **should have gone / might have gone** yesterday.

ENGLISH IN USE

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

keep (Wii) Fit!

In this day and age, everyone wants to stay (1) _____ shape. Most people lead very busy lives and don't have time to go to the gym every day. Now, there is a quick and fun way (2) _____ work out at home, right in front of your TV with the *Wii Fit* video game. *Wii Fit* (3) _____ played on the Wii game console, and the controller is a balance board, specially made for the game. The Wii Balance Board is shaped just like a scale, and it has similar sensors in it to measure your weight as you work (4) _____. You enter your height, and the game (5) _____ your 'fitness age' calculated while you are playing. The sensors also check your balance and there are many games (6) _____ specifically test your balance skills. There are around 40 exercises that are programmed into the game including jogging, playing football, and even hula hooping! Plus, there are several other activities (7) _____ all ages and levels. *Wii Fit* must be played with the Wii gaming system, and it's becoming increasingly popular for families to play together. In fact, it's (8) _____ popular that the games are flying off the shelves.



listening & speaking

LISTENING



A. Discuss.

- Do you enjoy reading?
- Have you ever read an e-book or accessed an e-library? What is your opinion about them?

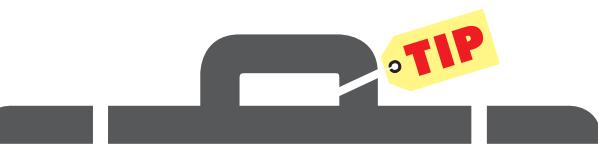
B. Listen to a conversation between two friends about e-resources and write T for True or F for False.

1. One of the boys was studying in the library.
2. One of the boys is not familiar with e-books.
3. According to Will, using printed books is more convenient than using e-books.
4. The boys' school library owns over 30,000 printed books.
5. Craig thinks that e-books help the environment.
6. Craig decides to use only e-books in the future.

SPEAKING

Imagine that you are going on a trip for a couple of weeks with some friends, and you can only take two of the devices shown below. First talk to each other about how useful each of these devices would be to you. Then decide which two you would take with you on your trip and why.

- How useful would each of the devices be to you?
- Which two would you take with you on a trip?



- There are no right or wrong answers but you must make sure to justify your answer.
- This is not a monologue, so take turns to speak.
- Listen to your partner's opinion and respond by either agreeing or disagreeing with it.
- Focus on the written prompts above the visuals to keep the task in mind.
- Don't forget that there are two parts to the task. One part is expressed in the instructions as 'First, talk...' and the second part as 'Then decide...'. So towards the end of the task, you must reach a decision that you have negotiated with your partner.

handy practical convenient
entertainment keep in touch
remember the moments
amusement relaxation

I think that if I take a(n)... with me I can...
I would definitely take a(n)... with me because...
I don't think I'd need a(n)...
I can't live without a(n)...
A(n).... would be useful because...



3b writing

Lesson Link



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WRITING A SEMI-FORMAL LETTER/EMAIL BASED ON PROMPTS

A. Discuss.

- Would you be interested in contributing articles to a local magazine? Why / Why not?

B. Read the announcement posted on a university noticeboard about a magazine and the notes a student of that university has made. What does he want to know more about?

WRITERS WANTED

whereabouts, our new university magazine, is looking for writers

- Are you interested in what's going on on campus?
- Do you like expressing your ideas in black and white?
- Can you hold the readers' attention?
- Have you got some free time?

Then you are perfect for the job!

For more information contact the English club president Mr Nizar

great!

what topics?

not a lot

published how often?

C. Now read the email the student wrote in response to the announcement and underline the parts of the email that correspond to his notes above.

Dear Mr Nizar,

I was very excited to see the announcement about the university magazine. I think the English club needs a magazine where students can express themselves and find out about what's going on. I have always been fond of writing and I would be delighted to take part in this project!

However, I would like to have some more information regarding the magazine. For example, you say that writers should have free time. I have some free time, but it is limited. So I would like to know how often the magazine will be published.

Another question I have is about the subject matter. The announcement mentions what's going on on campus. Does that include other things besides academic events? Please let me know.

Looking forward to your reply.

Best wishes,
Faisal Al Saad

D. Look at the email above and answer the questions below.

1. How does the writer address the person he is writing to?
2. What kind of questions does the writer use to ask for information? Are they direct, indirect or a combination of both?
3. What style does the writer write in?
 a. quite formal b. friendly and informal c. something between the two
4. How does the writer sign off?

E. Look at the examples of indirect and direct questions in the email on page 48 and rewrite the questions below using the words/phrases given.

1. Could you tell me what time the museum opens?
I was wondering _____.
2. How much work will the project involve?
I would like to know _____.
3. How much does the course cost?
I would be grateful if you could tell me _____.

4. How can I get to 5th Street?
Could you tell me _____.
5. When does registration start?
I would like to know _____.
6. Does the university offer accommodation?
I'm interested in finding out _____.

F. Read the rubric and the announcement with the notes. Underline the key words in the rubric. What do you have to include in your letter?

You have seen the following announcement about an Islamic art course offered by an art teacher who is an old friend of your family. Read the announcement and the notes you have made. Then, write a letter to the teacher using all your notes.

always been keen on art

Islamic art COURSE

- Do you like pottery and ceramics?
- Would you like to express your feelings through art but don't know how?
- Do you want to meet local artists and see their work?



Join our new course
at the art department
now and explore your
creative side!

cost?
lasts how long?

what days?



For details, send us a letter to:
Olaya Street, Riyadh 11594 Saudi Arabia

WRITING TASK

Write your letter (100-150 words). Go to the Workbook, p. 44.

TIP

When you are writing a semi-formal letter/email asking for information based on prompts:

- write in an appropriate style.
- include all the information in your notes.
- organise the information in paragraphs.
- use a combination of direct and indirect questions.
- use a variety of phrases to ask indirect questions, e.g.
I would like to know...
Could you tell me...?
I would be grateful if you could tell me...
I was wondering...
I'm interested in finding out...
- use standard grammar and spelling conventions.
- use appropriate phrases to express enthusiasm.
I am very interested in...
I have always been keen on...
I was excited to see/hear, etc....
I would be delighted...

See Appendix I.



3 round-up

Lesson Link



VOCABULARY & GRAMMAR

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

1. Bob said he wouldn't be able to _____ the seminar because he was very busy.
a. install b. attend c. encourage d. achieve
2. The *Plums and Noodles* shop offers a wide _____ of Asian products and utensils.
a. range b. method c. trend d. feature
3. Omar was _____ to work when the accident happened.
a. in the way b. out of the way c. on the way d. by the way
4. We started the engine and drove slowly but _____ picked up speed when we reached the motorway.
a. entirely b. absolutely c. mainly d. gradually
5. I like Indian food because it's _____.
a. spicy b. handy c. unlikely d. radical
6. In the beginning, sushi restaurants weren't at all successful, but they eventually _____.
a. picked out b. caught on c. logged on d. tapped on
7. Are you aware _____ the consequences of your actions, Jim?
a. for b. about c. of d. to
8. Nothing of what the president said was _____ to the situation; it seemed he wanted to change the subject.
a. harmful b. similar c. relevant d. suitable
9. The doctor _____ drinking a lot of water and avoiding junk food.
a. analysed b. recommended c. complemented d. recorded
10. Whatever he tells you, try to stay calm and not _____.
a. lose b. hold c. miss d. keep

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

1. I failed my Maths test; I probably _____ have studied harder.
a. must b. should c. may d. might
2. Maria _____ have seen the robbery; she was at school when it took place.
a. mustn't b. can't c. should d. must
3. Peter _____ have lied to his brother; he hurt his feelings.
a. mustn't b. couldn't c. shouldn't d. can't
4. Please be more careful! You _____ have been injured.
a. should b. can't c. could d. can
5. I can't afford _____ too much money on a holiday this year, so I think I'll go camping.
a. to spend b. spend c. spending d. I spend
6. Hamza has decided _____ engineering at the university.
a. to study b. studying c. studied d. in studying
7. Did you remember _____ your friend on Eid Al-Adha or did you forget about it?
a. calling b. call c. called d. to call
8. Can you imagine _____ in Riyadh for a year?
a. live b. living c. to live d. to living
9. I _____ my plants unwatered for a week; now it's too late.
a. should leave b. should have left c. shouldn't leave d. shouldn't have left
10. Sally had a dress _____ for her graduation.
a. made b. make c. making d. to make

C. Complete the text with the full infinitive, the bare infinitive or the -ing form of the verbs in brackets.

TEEN hangouts

What's the best place for modern teenagers (1) _____ (hang out)? Teenagers used to gather in large shopping centres, parks or even on street corners. But now new research has shown that teenagers prefer (2) _____ (spend) their time in or around modern buildings. For example, in London, teens like (3) _____ (meet) at the skate park or the café in the Oxford Circus Topshop; this has a large space for (4) _____ (display) trendy new fashions. In Manchester, the place (5) _____ (be) is the space outside Urbis which is a trendy modern gallery devoted to cities and their street life. Teenagers want (6) _____ (go) to places that are cool and entertaining. Modern teenagers are constantly using some form of communication (7) _____ (talk) with friends. But they also like art. A British gallery has already designed a space specifically for teens. The Wolverhampton Art Gallery has an area decorated with brightly coloured art prints. Public libraries in America have also designed some very cool teen spaces. For example, it's worth (8) _____ (check out) the teen section of the Jacksonville library in Florida where there are various activities available for teens (9) _____ (take) part in. The space is designed with bright modern furniture, and there are collages on the walls. It is interesting (10) _____ (note) that London's Tate Modern is also planning (11) _____ (design) a teen space within its gallery.

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



Modern Life

Some decades ago it seemed very (1) _____ that technology would be able to affect our lives to the extent that it does today. There are (2) _____ gadgets that make our lives easier, and we actually feel (3) _____ on them. However, scientists say that future homes will be filled with gadgets that will do everything for people. Some (4) _____ individuals fear that these machines will (5) _____ replace humans. For this reason, many of these machines will be (6) _____, so that they allow humans to get involved. But is this enough? As we become (7) _____ aware of our need to save time and achieve our technological goals, we are perhaps forgetting that we are also a part of nature. Are we becoming too (8) _____ to technology?

LIKELY

COUNT

DEPEND

CONCERN

GRADUAL

INTERACT

INCREASE

ADDICT

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

- The mechanic repaired my car last week.
I _____ last week. had
- They will paint my flat next week.
I _____ next week. have
- John doesn't go to the gym any more.
John _____ the gym. stopped
- Little Timmy is too short to reach the light switch.
Little Timmy is _____ reach the light switch. enough
- The King Abdul Aziz Museum is definitely worth a visit.
It's _____ the King Abdul Aziz Museum. visiting
- I'm sure Ian had a wonderful holiday.
Ian _____ wonderful holiday. have
- It's possible I left my wallet at home.
I _____ my wallet at home. have
- I don't think it was a good idea for me to buy a laptop.
I _____ a laptop. bought



3 round-up

LISTENING



You will hear a conversation about Robonauts.
For questions 1-5, choose the best answer *a*, *b* or *c*.

1. What makes Robonaut different from other space robots?
 - a. It doesn't look like a human.
 - b. It can perform more demanding tasks.
 - c. It is cheaper to make than other robots.
2. What is the main purpose of Robonauts?
 - a. to replace human astronauts
 - b. to help humans with tasks
 - c. both of the above
3. Why can't Robonaut perform tasks outside the spaceship?
 - a. It's too cold.
 - b. It might get hit by meteors.
 - c. Humans won't be able to control them.
4. What will happen with project M?
 - a. A Robonaut will be sent to the moon.
 - b. A Robonaut will travel to the moon with humans.
 - c. A Robonaut will travel to a space station.
5. How will the new Robonaut robots move around?
 - a. on four wheels
 - b. on foot
 - c. on two wheels



SELF-ASSESSMENT

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

Now I can...	
VOCABULARY	› use adjectives + prepositions <input type="checkbox"/>
	› use words related to appearance <input type="checkbox"/>
	› use collocations and expressions with <i>keep</i> , <i>hold</i> , <i>lose</i> and <i>miss</i> <input type="checkbox"/>
	› use expressions with the word <i>way</i> <input type="checkbox"/>
GRAMMAR	› use infinitives and -ing forms appropriately <input type="checkbox"/>
	› use the causative form <input type="checkbox"/>
	› use the appropriate modal verbs + have + past participle to express criticism, possibility and certainty in the past <input type="checkbox"/>
READING	› skim a text to understand the gist and identify its purpose <input type="checkbox"/>
	› understand details in a text <input type="checkbox"/>
	› understand text organisation and reconstruct a gapped text <input type="checkbox"/>
LISTENING	› understand the gist and specific information in a radio interview <input type="checkbox"/>
	› understand specific information in a conversation between friends <input type="checkbox"/>
SPEAKING	› discuss various aspects of modern life <input type="checkbox"/>
	› speculate and make a decision about what devices I can't do without <input type="checkbox"/>
WRITING	› write an email asking for information <input type="checkbox"/>
	› write a letter (to the editor) expressing my opinion <input type="checkbox"/>

Go to the Workbook (p. 67)
for IELTS Practice.

Task 3 p. 72



Human nature

Discuss:

- ▶ What do you think are some common characteristics among humans?
- ▶ What kind of problems do young people face today? How do they cope with them?



Flick through the module and find...

- ▶ letters from a magazine problem page
- ▶ three texts about embarrassing moments
- ▶ blurbs from several novels
- ▶ a conversation between two friends
- ▶ a book review
- ▶ a magazine article about telepathy between twins

In this module you will...

- ▶ learn how to refer to hypothetical situations in the past
- ▶ learn how to express wishes and regret about something in the past
- ▶ talk about various aspects of human nature
- ▶ learn how to ask for and give advice
- ▶ learn how to write a letter giving advice and a book review
- ▶ acquire skills and strategies that will help you in exams



4a reading

Lesson Link



A. Look at the pictures. What do you think happened to these people? Read and check your answers.

Share your most embarrassing moments!



Shades of Shame

I don't know why embarrassing things keep happening to me! Just the other day, I was walking down the street with my friends from college when I ran into my History professor. I decided to say hello so I looked at him with a big grin on my face and walked towards him. He didn't seem to recognise me so as he was walking past me I called his name. The professor finally turned around, but had an alarmed look as if something was about to go terribly wrong. Then suddenly I felt like someone had hit me in the face with a brick. I was shocked for a moment, and then I realised I had walked into a lamp post. The professor tried not to laugh but my friends burst out laughing. If I had known things would turn out this way, I would have stayed at home! I had totally made a fool of myself! 

(Beetroot red) Robbie

I thought it would be a normal school day, just like all the rest. But it sure wasn't. I was late so I ran all the way to school. As I sat down, I noticed a very unpleasant smell. Soon enough, the other students went hysterical asking each other where it was coming from. The teacher was getting annoyed because he hates interruptions, and the smell seemed to be getting worse. It seemed to be coming from under my desk, where my bag was. So I opened the bag and, to my horror, I realised what it was. You see, about a week before, my mum had made me a cheese sandwich, which I had forgotten all about. The only solution was to get rid of it, fast. So, as my teacher turned his back to write something on the board, I slowly took the sandwich out of my bag, making an effort not to be noticed. However, one of the boys saw me and ruined everything, as he couldn't help telling everyone: 'Daryl's the one! He's got a smelly sandwich!' Everyone looked at me, of course and started laughing. They made fun of me for weeks afterwards, which drove me up the wall! 

(Bag over your head and hide under the table) Daryl

I was over at a friend's house and we were having a great time. Then some of the boys started telling scary stories. As one of my friends stood in the middle of the room with the lights off telling his story, I thought it was time for me to play one of my jokes on them. I found a torch in the kitchen and I went outside using the back door so that nobody would see me. My plan was to get in through the living room window holding the torch and pretending to be a burglar. That, I thought, would definitely scare everybody. Unfortunately, as I was climbing in through the window, I fell down and landed on a cactus! David, one of my friends, turned on the lights and everyone went outside to see what was going on. There was a moment of silence and then everybody started laughing. At first, I just wanted the ground to open and swallow me up, but then I started laughing too. 

(Blushing Rose) James



B. Read the texts again and write R for Robbie, J for James or D for Daryl for the statements below.

1. It took me a while to realise what had happened.
2. I was trying to get someone's attention.
3. I enjoyed what happened as much as the others.
4. I wanted to throw something away.
5. I was annoyed by the way the others reacted.
6. I was trying to do something funny when the accident happened.

C. Match the highlighted words/phrases in the text with their meanings a-h. There are two extra meanings which you do not need to use.

1. run into
2. pretend
3. go hysterical
4. make an effort
5. can't help
6. drive sb up the wall

- a. behave as if
- b. go crazy
- c. try
- d. attend
- e. not able to control your behaviour
- f. meet by chance
- g. annoy sb
- h. believe in

D. Discuss.

- Has anything embarrassing ever happened to you?

VOCABULARY

PHRASES/EXPRESSIONS WITH 'MOST' AND 'LEAST'

Read the sentences below and match the phrases/expressions in bold with their meanings a-h.

1. I thought the book would be nice but it wasn't **in the least** interesting.
2. Children should drink **at least** two glasses of milk per day.
3. I want to thank my friends Ali, Saif, Ameer and **last but not least** Hamza for all their support.
4. Nobody believed his story, **least of all** the police.
5. It's an awful restaurant; the food is tasteless **to say the least**.
6. I plan to **make the most of** my holiday and spend my time relaxing.
7. We will stay in Dubai for ten days **at most**.
8. The thing I liked **most of all** about the book was the second chapter.

- a. at all
- b. more than anything else
- c. especially not
- d. not less than
- e. not more than
- f. as important as the rest
- g. not to say everything that you could say
- h. get the maximum advantage from

vocabulary & grammar

GRAMMAR

CONDITIONAL SENTENCES TYPE 3

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

If I had known things would turn out this way, I would have stayed at home.

1. Did the writer know what would happen?
2. Did he stay at home?
3. How does he feel about it?

B. Read and complete the rule below.

Conditional Sentences Type 3

They are used for unreal situations in the past or to express regret about something that happened or didn't happen.

If + Past Perfect → would/could/might + + past participle

Grammar Reference p. 80



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PRACTICE

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

1. A: How did Tony do in the interview?
B: Not too well. If his CV _____ (be) more professional, he _____ (get) the job.
A: Maybe next time.
2. A: It's a shame we missed the documentary. If we _____ (know) what time it was on, we _____ (watch) it.
B: Yes, you're right.
3. A: What do you mean he disappeared into thin air?
B: I know that it sounds incredible, but if you _____ (see) it, you _____ (believe) it.
4. A: It was a bad idea to wait for the bus.
B: Yes, I know. We _____ (arrive) earlier if we _____ (walk) home.
5. A: Did you buy a laptop?
B: Well, I went back to the shop and they had none left! I was so disappointed. If I _____ (know) they were so popular, I _____ (buy) it when I first saw it.



4a listening & reading

Lesson Link



A. Discuss.

- Is being overweight a serious problem? Why / Why not?
- Do you think there are both healthy and unhealthy ways of losing weight? Can you give a few examples of each?

Lisa Hey, Mary. What's wrong? You look a bit down in the dumps.
Mary That's because I am. I went to the doctor yesterday, and she weighed me as part of my routine check-up. I've gained 15 pounds since my last visit six months ago!
Lisa I'm sorry to hear that. But it doesn't show, if that makes you feel any better.
Mary Thanks. If only I had been more careful with my eating habits! Anyway, there's no point in sitting around and moping. I have to focus on shedding these extra pounds.
Lisa Don't worry; it will be a piece of cake. Once, when I wanted to lose ten pounds, I ate only one meal a day and I exercised a lot. I lost ten pounds in less than a month.
Mary Well, I don't want to starve myself. My doctor told me I should eat four small meals a day and avoid sugar. Unfortunately, she also told me to exercise three or four days a week. I hate exercising! I wish I could lose weight without doing anything.

B. Listen to the dialogue and answer the questions below.

1. What is Mary's problem?
2. What is she going to do about it?

Lisa Perhaps you can take some weight-loss supplements to speed up your metabolism. My cousin Julie took them and lost eight pounds in two weeks!
Mary Yeah, I know these slim quick diet pills are all the rage, but my doctor strongly advised me against using weight-loss supplements. She said some of them could be extremely dangerous. Plus, when you stop taking them, you just gain back all of the weight you lost.
Lisa Yeah, I guess you're right. My cousin did gain back all of the weight she lost when she stopped taking the pills.
Mary If only losing weight was as quick and easy as you say, but it looks like it's a process that needs to be done right.
Lisa To tell you the truth, the ten pounds I lost did not stay off long after I stopped exercising and started eating normally again. I guess I should try losing weight the healthy way. We can do it together!

C. Read the dialogue and decide whether the following statements are true, false or not mentioned. Write T, F or NM in the boxes.

1. Mary wasn't very careful about what she ate.
2. Lisa thinks that Mary will lose weight easily.
3. Mary doesn't mind exercising.
4. Mary's doctor suggests that she should try taking weight-loss supplements.
5. Mary realises that there is no quick and easy way to lose weight.
6. Mary will probably gain back all the weight she will lose.

<input type="text"/>

D. Match the words/phrases highlighted in the dialogue with their meanings a-h. There are two extra meanings which you do not need to use.

1. check-up
2. mopping
3. shedding
4. starve
5. speed up
6. process

Lesson Link



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- a. a series of actions
- b. make something go faster
- c. eating too much
- d. feeling miserable
- e. a medical examination to see if everything is all right
- f. exercise
- g. eat very little
- h. losing

E. Discuss.

- Have you or has anyone you know tried losing weight in any of the ways mentioned in the text?
- Do you think people's eating habits are getting better or worse? Why?

VOCABULARY

IDIOMS

A. Look at the following extracts from the dialogue. What do you think the phrases in bold mean?

You look a bit down in the dumps.

Don't worry; it will be a piece of cake.

I know these slim quick diet pills are all the rage...

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

1. I know chocolate is bad for me but I can't stop eating it. I guess I **have a sweet tooth**.
2. The teacher told the students to **learn the poem by heart**.
3. When I found out that I had passed all my exams, I **was on cloud nine**.
4. If I **were in your shoes**, I would inform the police.
5. 'Who told you the secret?' 'John **spilled the beans**.'
6. Stop **beating about the bush** and tell me what you want.

- a. to tell a secret
- b. to be very happy
- c. to be in someone's place
- d. to memorise
- e. to not speak directly about something
- f. to like food with a lot of sugar in it

vocabulary & grammar

GRAMMAR

WISHES AND UNREAL PAST

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

I wish I could lose weight without doing anything.

If only losing weight was as quick and easy as you say...

1. Can Mary lose weight without doing anything?
2. Is losing weight as quick and easy as Lisa says?
3. Do the sentences refer to the present or the past?
4. Would Mary like these situations to be different?

If only I had been more careful with my eating habits!

1. Was Mary careful with her eating habits?
2. Does the sentence refer to the present or the past?

B. Read the rules below and match the extracts above with the uses of *wish / if only*.

We use *wish / if only + Past Simple*:

to make a wish about a present or future situation which we would like to be different.

We use *wish / if only + Past Perfect*:

to express regret about something that happened or didn't happen in the past.

Grammar Reference p. 80

PRACTICE

Read the following situations and write sentences starting with the words given.

1. You speak very loudly and I don't like that.

I wish _____.

2. I lied to my sister and that was a mistake.

If only _____.

3. I should have visited my aunt when she was in hospital.

I wish _____.

4. Afaf doesn't sleep well at night and she's worried about it.

Afaf wishes _____.

5. Brad feels bad because he ate a huge chocolate ice cream.

Brad wishes _____.

6. I would like to go to the gym three times a week but I just can't.

If only _____.

7. I woke up at 9 and went to school an hour late.

If only _____.



4a listening & speaking

Lesson Link



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LISTENING



A. Discuss.

- Which problems or issues do you usually discuss with your family or friends?
- How do you solve problems which arise?

B. You will hear a telephone conversation between a teenage boy, Andy and his uncle, David.

What is Andy's main problem?

- a. He doesn't like London and wants to move to Miami.
- b. He can't find ways to make friends.
- c. He is having difficulty adapting to a new situation.
- d. His parents don't let him go out.

C. Listen to the conversation again and decide if the statements below are True or False.

1. David invites Andy to visit him in Miami.
2. Andy argues with his friends at school.
3. David suggests that Andy should join a jogging club.
4. Andy would like to join a book club.
5. Andy and his parents disagree about many things.
6. David advises Andy to show his parents that he respects their opinion.

SPEAKING

Talk in pairs and take turns to be Student A and Student B.
Ask for and give advice using the words/phrases in the boxes.

Student A

Look at the pictures and imagine you have one of the problems shown. Explain the problem to Student B and ask for advice.

Student B

Listen to Student B's problem and give him/her advice.

household chores share responsibility
take turns duty alone lonely
isolated make friends

I've got a problem with... and I'd like your advice.
I need your advice because...
I don't know what to do about...
What do you think of the problem/situation?
What can/should I do about... ?

I think you should / had better...
If I were you, I would...
Why don't you... ?
It would be a good idea to...
If I were in your shoes, I would...



WRITING A LETTER GIVING ADVICE

A. Discuss.

- Why do you think some people would write to a magazine problem page?

- B. Read the letter below, which a boy wrote to a magazine problem page. What advice would you give him?

write to Stephen



Dear Stephen,

I am feeling really upset because I had a fight with my best friend. We have been friends since primary school and we are rarely apart. I would say we are more like brothers. We both want to do the same course at university, and because we want to stay together, we applied to the same university in London. However, I was accepted for the course there, and he has been rejected. I really want to do the course but I feel really guilty about it. Ever since he received his rejection letter, he has been really depressed. He is constantly picking fights with me over little things, and now he says he feels betrayed because I've accepted the offer. Please, can you help me?

Guilty in Guilford

- C. Now read the advice given to the boy and compare it to the advice you would give him. Do you think Stephen's advice is helpful? Why / Why not?

Dear Guilty in Guilford,

I'm sorry to hear that you are having so much trouble with your friend. It sounds like he's very disappointed and has lost confidence in himself because he was rejected by the university. I think it is also possible that he feels jealous of your success.

First of all, decisions concerning your future career can't be based on your friends; this is one of the most important decisions of your life. You have to do what is best for you. If you want to do the course in London, then that is your right and you shouldn't feel guilty about it.

Since your friend probably feels a bit jealous of you, you will have to talk to him about it if you want to save your friendship. You must explain to him how you feel. Next, you need to support him and try to boost his confidence by telling him there are other universities he can apply to. You should assure him that you will always be friends no matter how far away from each other you are.

I hope I've been able to give you some ideas on how to solve this problem.

Good luck!
Stephen

Lesson Link



writing

- D. When you are writing a letter giving advice, follow the outline below.

GREETING

- Use the person's first name.

OPENING PARAGRAPH

- Refer to the problem and say why you are writing.

MAIN PART (1-2 paragraphs)

- Give your advice and make suggestions.

CLOSING PARAGRAPH

- Make a final comment.

SIGNING OFF

- Use a signature ending and your first name below that.

WRITING TASK

Read the letter below and write back to Victor giving him advice (100-150 words). Go to the Workbook, p. 53.

Dear Ray,

I have a problem and I want your advice. I'm having trouble with my cousin. We are studying at the same university and we share a flat. The problem is that he keeps on inviting loads of his friends over to the flat and they make a lot of noise.

I've been trying to study for my exams and it's almost impossible for me to concentrate. I've been going to the library to get some peace and quiet. But when I get back, his friends are still there.

Last week, the landlord came round to complain. I had to open the door because my cousin and his friends were making so much noise they couldn't hear the doorbell. The landlord told me that the neighbours were very annoyed and he said that if the noise continued, he would have to inform our parents about the problem. Of course, I told my cousin about this, but the next day everything was the same.

What do you think I should do? I'd be really grateful for your advice.

Best wishes,
Victor



When you are writing an informal letter giving advice:

- address the person you are writing to in a friendly way and use informal language.
- make various suggestions to help solve the problem.
- use appropriate expressions to give advice and make suggestions.

For set phrases you can use in a letter giving advice, see Appendix I.



4b reading

Lesson Link



TwinMinds think alike

Telepathy is the ability to communicate with someone else by using your mind. The communication could include anything from transferring thoughts, feelings or other kinds of information. There are three groups that are thought to have telepathic abilities: some animals and their owners, a mother and her newborn baby and identical twins. Of these groups, twins have the strongest telepathic connection. Scientists believe that this is true because identical twins share the same brain waves, which allows both of them to experience and feel things at the same time, even when they are not in the same place.

Many studies have been done regarding the phenomena of the twin psychic connection, but a 2003 study that took place in a London TV studio puts to rest many doubts people may have of the existence of twin telepathy. Eight-year-old Damien and Richard Powles sat in separate soundproof rooms in the studio. Richard was told to roll up his sleeve and put his arm into a bucket of ice water. He gasped from the shock of the cold. Meanwhile, Damien, who was in his room and unaware of what was happening to his brother, also gasped at the same time. Damien was attached to a polygraph machine, which monitored his breathing, stomach muscles, pulse and the amount of sweat on the palms of his hands. Professional polygrapher Jeremy Barrett was recording the results and analysing them. Neither Damien nor Barrett knew what was going on in the other room at any time during the experiment. In the next experiment, Richard was asked to open a cardboard box placed in front of him. Instead of something pleasant like chocolate in the box, a plastic snake jumped out at him, frightening him. Barrett said that at that exact moment, Damien showed signs of distress through his heart rate and pulse line.

There are many other stories of instances like this between twins. Two young girls, one at a friend's house and one at home, are a good example. The young girl that was at home burnt her hand. At the same moment, the other girl developed the same kind of blister in the exact same spot on her hand as her sister. Another example is a man who collapsed in a chair, clutching his chest in pain at the exact moment his twin brother had an accident more than 30 miles away. There may never be definitive proof that all identical twins have telepathic powers, but there is enough evidence to suggest that this kind of psychic connection is possible.

A. Discuss.

- What is telepathy?
- Have you heard or read about people who can communicate with someone else by using their mind?

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

Who did the writer write the text for?

- a. professionals in the field of psychology
- b. twin brothers and sisters
- c. the general public
- d. people with telepathic abilities



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

1. According to the writer, telepathy
 - a. is the ability to use your mind.
 - b. has to do with how people feel in stressful situations.
 - c. is a form of communication of thoughts and feelings.
 - d. is the strongest psychic connection between twins.
2. Why do scientists believe that twins have the strongest telepathic connection?
 - a. because they have the same experiences
 - b. because they're usually in the same places
 - c. because their brains control their feelings
 - d. because their brains work in a similar way
3. What happened when Richard opened the cardboard box?
 - a. He was pleased.
 - b. He was disappointed.
 - c. He was scared.
 - d. He remained calm.
4. Damien and Richard
 - a. had similar reactions.
 - b. knew what each other was doing.
 - c. were attached to polygraph machines.
 - d. did not believe they were telepathic.
5. Why does the writer mention the twin sisters and the twin brothers in the last paragraph?
 - a. to prove that all identical twins have telepathic powers
 - b. to show that twins can feel each other's pain
 - c. to show that both male and female twins are telepathic
 - d. to scientifically explain telepathy between twins

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

- | | | |
|---------------|--------------------------|--------------------|
| 1. regarding | <input type="checkbox"/> | a. checked |
| 2. unaware | <input type="checkbox"/> | b. connected |
| 3. attached | <input type="checkbox"/> | c. worried |
| 4. monitored | <input type="checkbox"/> | d. concerning |
| 5. clutching | <input type="checkbox"/> | e. including |
| 6. definitive | <input type="checkbox"/> | f. not informed |
| | | g. holding tightly |
| | | h. final |

E. Discuss.

- Would you like to have telepathic abilities? Why / Why not?
- Do you think that the human mind has powers that are not fully used?

vocabulary & grammar

2. WORDS EASILY CONFUSED

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

harm hurt injure

- I'm sorry, I didn't mean to _____ your feelings.
- Fortunately, no one was seriously _____ in the accident.
- Scientists believe that chemical fertilisers can _____ our health.

injury bruise pain

- My mother was in terrible _____ after her operation.
- The football player was not able to play in the World Cup because he had a serious knee _____.
- The day after the rugby match, I had a big _____ on my left cheek.

rash scratch blister

- I have a _____ on my foot; could you get me a plaster?
- When I eat strawberries, I get a _____ all over my body; I'm allergic to them.
- It was a miracle that the man escaped from the burning building with only a few _____.

faint choke gasp

- When I finally reached the surface of the water, I _____ for air.
- Ali suddenly felt dizzy and then he _____.
- Brian nearly _____ on a piece of meat.

3. PHRASAL VERBS

Match the phrasal verbs in bold in the sentences below with their meanings.

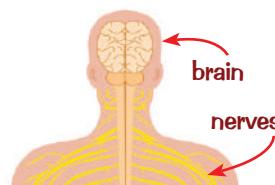
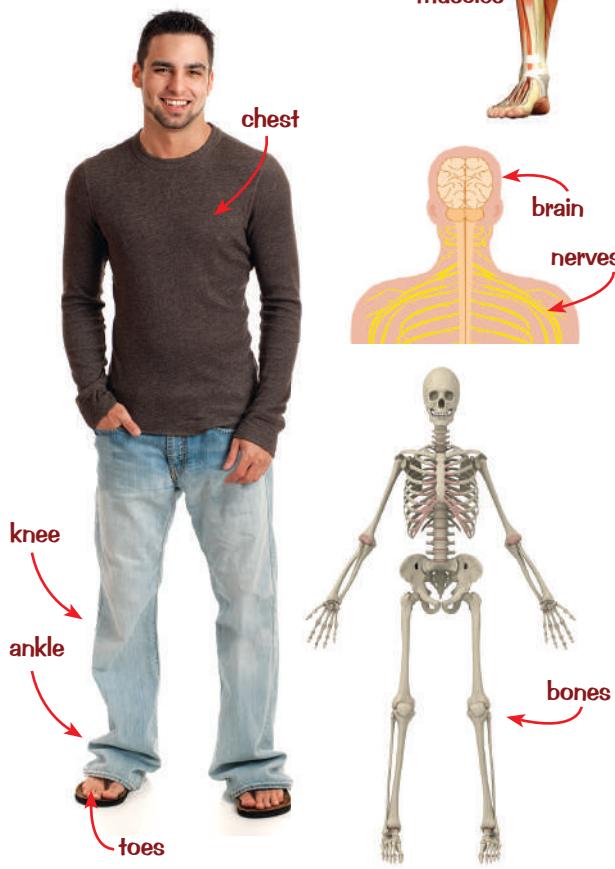
- It took me nearly two weeks to **get over** the flu.
- The poet was not able to visit your school because he **came down with** a cold.
- When I **came round**, I was lying in a hospital bed.
- When the doctor **brought me round**, I didn't know what had happened to me.
- The painkiller started to **wear off** after about an hour and my leg started really hurting me.
- The doctor told Anne she was **worn out** from looking after her five children and that she needed to get some rest.

- a. exhausted
- b. make someone conscious again
- c. slowly have no effect
- d. catch an illness
- e. recover consciousness
- f. recover from

VOCABULARY

1. LEXICAL SET (PARTS OF THE BODY)

Look at the words below. What other words do you know describing parts of the body?



4b vocabulary & grammar

Lesson Link



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GRAMMAR

ALL - BOTH - NEITHER - NONE

Read the examples below and complete the rules.

Both twins experienced the same feeling although **neither** of them knew what was happening to his brother.

All the students attended the psychology lecture but **none** of them understood it because it was very difficult.

both and

are used for two people, things, ideas, etc.

and none

are used for more than two people, things, ideas, etc.

and neither

are used in affirmative sentences and give them a negative meaning.

BOTH... AND... / NEITHER... NOR... / EITHER... OR...

Read the examples below and match them with their meanings.

You can have **both** coffee **and** orange juice; they're free anyway.

You can have **either** coffee **or** orange juice; choose which you prefer.

PRACTICE

A. Complete the dialogues with **all**, **both**, **and**, **neither**, **nor**, **none** or **either**.

1. A: Does Amy speak Italian?
B: Actually, she is fluent in _____ Italian
_____ Spanish.
2. A: Would you like some coffee or tea?
B: Actually, I drink _____ coffee
_____ tea. Do you have any orange juice?
3. A: Where do you feel like going for dinner tonight?
B: We can _____ go to the Mexican
restaurant or to the Thai one.
4. A: Does your family live here?
B: No, _____ my relatives live in Riyadh and
_____ of them have ever travelled abroad.
5. A: I don't think the guests liked the food.
B: What do you mean? _____ my friends
like my cooking.

B. Write an appropriate question tag at the end of each statement.

1. The book wasn't very good, _____?
2. It's too hot today, _____?
3. You're the new teacher, _____?
4. Mary made this cake, _____?
5. You will remember to buy some bread on your way home, _____?
6. Let's go to a restaurant tonight, _____?
7. You go to the gym every day, _____?
8. Remember to buy a newspaper, _____?

You can have **neither** coffee **nor** orange juice;
they aren't good for your stomach.

- a. You can't have a drink.
- b. You can have one of the two drinks.
- c. You can have two drinks.

QUESTION TAGS

Read the examples below and circle the correct words to complete the rules about question tags.

You know what I mean, **don't you**?

You don't have so much spare time, **do you**?

- Question tags are short questions placed at the **beginning** / **end** of a statement. We use them when we are not sure of something or when we ask for confirmation.
- Question tags are formed with the **auxiliary** / **main** verb and a personal pronoun.
- If the statement is positive, the question tag is **positive** / **negative**.
- If the statement is negative, the question tag is **positive** / **negative**.

Grammar Reference p. 80

ENGLISH IN USE

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

1. Ken regrets not flying to Egypt to see his family. **wishes**
Ken _____ to Egypt to see his family.
2. Mark and Alex hate art, so I don't think they will go to the museum. **nor**
Neither _____ art, so I don't think they will go to the museum.
3. Derek woke up very late so he missed the interview. **woken**
If Derek _____ he wouldn't have missed the interview.
4. I can't buy that car because it is very expensive. **only**
If _____ so expensive.
5. Bill didn't receive an invitation, so he didn't go to the wedding. **have**
Bill _____ the wedding if he had received an invitation.
6. I live in the suburbs but I prefer the city centre. **lived**
If _____ city centre instead of the suburbs.



listening & speaking

LISTENING



A. Discuss.

- What are your friends and family like?

B. You will hear five different people talking about different types of people. Choose from the list a-f what each speaker might say. There is one extra letter that you do not need to use.

Speaker 1
 Speaker 2
 Speaker 3
 Speaker 4
 Speaker 5

- a. These people don't work well in a group.
- b. These people like to spend time alone.
- c. These people combine opposite characteristics.
- d. These people are often stubborn.
- e. These people like dangerous jobs.
- f. These people are more sensitive than they like to appear.

TIP

When doing a multiple matching listening task, remember to:

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

SPEAKING

Read the blurbs from five different novels and talk about what you would and wouldn't like about each of them. Then decide which two books you would definitely be interested in reading and why.

- What would/wouldn't you like about each of the following books?
- Which two books would you definitely be interested in reading?



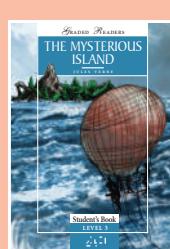
The Jungle Book – Rudyard Kipling (Adventure)

In this book, the author takes us on a journey through a collection of stories. The reader follows Mowgli, the hero, who was raised in the jungle, through his adventures. As the book progresses, Mowgli grows up and learns how to survive in the world.



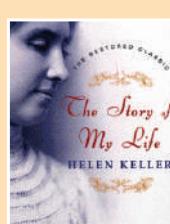
The Shadow of the Wind – Carlos Ruiz Zafón (Mystery/Thriller)

Set in Barcelona, this is the story of a young boy called Daniel Sempere, who is taken to the Cemetery of Forgotten Books and allowed to choose a book to keep. Daniel starts a search to find out more about the mysterious writer of the novel he has chosen and why his books were destroyed over the years. As Daniel grows older, his interest in the author leads to him gaining enemies and he soon realises that in trying to save the author's work, Daniel is saving himself.



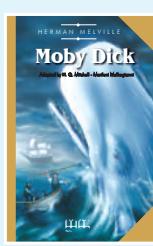
The Mysterious Island – Jules Verne (Adventure)

A four-year adventure begins when five men escape the American Civil War in a balloon. They find themselves on an unmapped island somewhere in the Pacific Ocean and start a new life there. Numerous dangers are at hand: the wild nature of the island, extreme weather conditions, and even pirates and an active volcano! Will the men survive this challenge? Can anyone help them get home again? Read this classic story of courage, companionship and hope and join the heroes on their adventures.



The Story of my Life – Helen Keller (Autobiography)

The book tells the story of a little girl who lost both her hearing and sight at a very young age. With the help of her teacher, Anne Sullivan, she learnt to communicate with the outside world.



Moby Dick - Herman Melville (Adventure)

When Captain Ahab loses his leg to a white whale named Moby Dick, he devises a plan to destroy the animal – at any cost; but Ahab's quest for justice ends in tragedy.

fascinating exciting page turner
(un)original gripping dull

I would prefer to read... because...

I don't think I'd like... as I'm not really into...

I think... would be fascinating to read because...

I would definitely read... because...



4b writing

Lesson Link



WRITING A BOOK REVIEW

A. Discuss.

- How do you choose books to read or give as gifts?
- Do you ever read book reviews in newspapers or magazines? Why / Why not?

B. Read the review of the novel *20,000 Leagues Under the Sea*. Is this a book you would be interested in reading? Why / Why not?

Jules Verne's timeless novel, *20,000 Leagues Under The Sea* was first published in 1870. It is a great adventure tale which focuses on man's battle against the forces of nature and his desire to overcome them.

The story takes place in 1866, when a mysterious sea creature appears, causing trouble in Europe and America. The well-known scientist Dr Pierre Aronnax along with his servant Conseil and the adventurous Ned Land set off on an expedition to find the monster. Their quest is successful, but the creature attacks the ship and the three men fall overboard. After hours of swimming, they manage to climb onto a hard surface, which only proves to be the creature itself. A little later it turns out that the 'monster' is actually a great submarine, run by the mysterious Captain Nemo.

20,000 Leagues Under The Sea is a classic of science fiction, and Verne is considered one of its founders. The author manages to involve science and technology in an adventure story. However, as much as the author believed in technological progress, he realised that it also had its dangers for mankind. This is obvious in the novel, which is written as a warning of how man can use it wrongly. Nemo, for example, has impressive knowledge and has made great achievements. Nevertheless, because of his thirst for revenge, he seems to be nothing but a dangerous man.

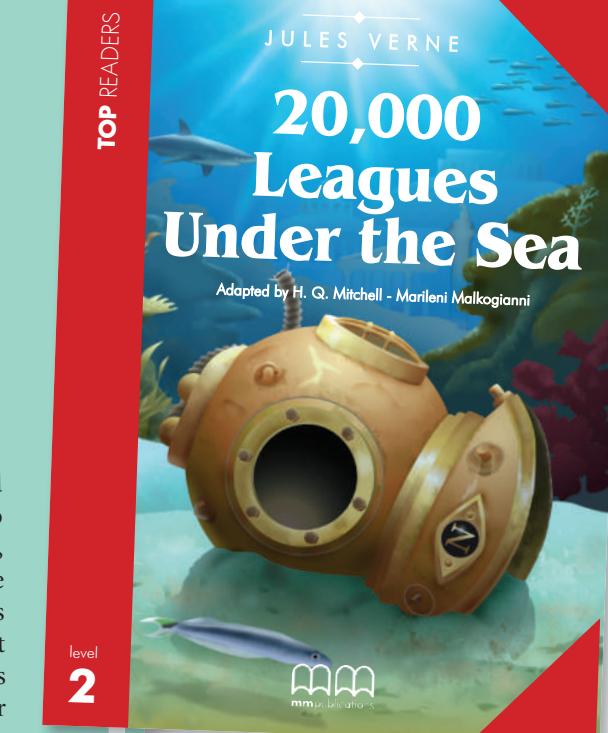
Verne's fantastic tale of ocean exploration takes the reader from the beautiful corals of the Red Sea to famous shipwrecks, at the same time discussing matters such as courage, friendship and moral goodness. There is no question why this novel became so popular that it has never gone out of print since the year it was published.

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

In which paragraph does the writer:

- tell us where the story takes place?
- give an overall impression of the novel?
- tell us who the author of the novel is?
- refer to a certain character's flaws?
- refer to important themes in the book?
- comment on what makes the novel so popular?

TOP READERS
level 2



D. Read the review again and find words/phrases which mean the following:

- not affected by the passing of time (para. 1) _____
- a search for something (para. 2) _____
- over a ship's side and into the water (para.2) _____
- the human race (para. 3) _____
- a desire for sth (para. 3) _____
- the remains of a destroyed ship (para. 4) _____

E. Read the table below with phrases/expressions you can use in a book review and then complete the book review on *Joe's Investigations* with words from the box.

Introduction/PLOT	This book is a bestseller / timeless novel. The book is written by ... The book is set / takes place ... It is a novel / a classic / an adventure story / a mystery, etc. It came out in ... It was published in/by ... The book tells the story of ... The main character is ...
Comments	This book is badly/well-written. The opening chapters are so appealing that you want to keep on reading. The book contains detailed/vivid descriptions of the characters. The book is very descriptive and informative. The book is well-known for ...
Conclusion	You will find it hard to put down. It is (not) worth reading. If you haven't read it, make sure you get a copy. There is no question why ...

adventures descriptions characters
bestselling hard to put down published
 novel detective story informative
appeals to all ages written by hero
 well-written

Joe's Investigations

is the (1) _____ book (2) _____
the author Steve Adams. The book was first
(3) _____ in 2008 and it still remains hugely
popular with readers around the world.

It tells of the (4) _____ of Joe McAllister,
a top-notch detective living in Ohio. Joe is the
(5) _____ of the (6) _____ who
goes about solving all kinds of problems. With the
help of his eager secretary and loyal friend Billy Ray,
he helps bring justice to those that do wrong to others.

Joe's Investigations is not a conventional
(7) _____; it is a lighthearted glimpse into
life in Ohio. The book is (8) _____ and
(9) _____ as well. It is full of vivid
(10) _____ of both the (11) _____
in the book and the people in Ohio.

This is a book that (12) _____ and is so
enjoyable that you will find it (13) _____.

F. When you are writing a book review follow the outline below.

INTRODUCTION

- Give some general information about the book (title, author, what type of book it is, what it is about).

MAIN PART (2-3 paragraphs)

- Give a brief summary of the plot.
- Comment on significant aspects of the book (style of writing, symbolism, etc).

CONCLUSION

- State your opinion.
- Make a recommendation.

WRITING TASK

Your English teacher has asked you to write a review of a book you have read recently for the English Club magazine. Write the review describing the book and saying whether you would recommend it or not (100-150 words). **Go to the Workbook, p. 58.**

TIP

When you are writing a book review:

- mention the main events in the book in one paragraph; give a general idea of the plot and don't include too many details about it.
- do not give away the ending of the story.
- include comments on other aspects of the book in another paragraph.
- justify your opinion by referring to specific aspects of the book.
- pay attention to tenses. Use the present simple to describe the plot.



4 round-up

Lesson Link



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VOCABULARY & GRAMMAR

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

1. If you aren't going to the wedding, _____ call them to let them know. They are expecting you.
a. in the least b. least of all c. at least d. to say the least
2. How did you find out? Did Fatima _____ again?
a. learn it by heart b. sit on cloud nine c. have a sweet tooth d. spill the beans
3. Salma couldn't wear her high heels because she had sprained her _____.
a. wrist b. knee c. ankle d. thumb
4. How did this _____ develop? Did you eat or drink anything you might be allergic to?
a. scratch b. bruise c. rash d. blister
5. You don't look very well. Are you coming _____ with something?
a. down b. round c. over d. up
6. After two days of no food and little water, the young boy _____ outside the post office.
a. gasped b. choked c. fainted d. exhausted
7. You might not like being in a foreign country, Ali, but while you are there, you should _____ the most of it.
a. do b. make c. have d. be
8. If you stick to this exercise plan, you will manage to _____ some extra weight.
a. mope b. review c. shed d. starve
9. All employees are _____ by Mr Mohammad, the supervisor.
a. monitored b. clutched c. attached d. stranded
10. Abdulaziz came out of the accident with only a _____ on his arm.
a. hurt b. pain c. bruise d. harm

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

1. Your cousin wouldn't have bought you flowers if he _____ you were allergic to them.
a. knew b. had known c. has known d. knows
2. If only my parents _____ me from becoming a teacher so many years ago.
a. would stop b. didn't stop c. hadn't stopped d. could stop
3. You broke mum's vase, _____?
a. did you b. do you c. didn't you d. don't you
4. If Saud hadn't seen that car coming towards us, we _____ killed!
a. were b. might have been c. should have been d. might be
5. Dr Salman sometimes wishes he _____ medicine.
a. will not study b. didn't study c. hadn't studied d. studies
6. Yesterday I went to the supermarket to do some shopping with my two sisters, but when we reached the checkout, we realised that _____ of us had enough money to pay for the shopping.
a. either b. neither c. none d. nor
7. I hate this rainy weather! If _____ on a tropical island right now.
a. I wish I were b. only I were c. only I had been d. I wish I had been
8. I have neither seen _____ heard from Khalid in days. Do you think he is OK?
a. either b. or c. nor d. and
9. Alex is working in a bank now, _____?
a. doesn't he b. isn't he c. is he d. does he
10. _____ Saad and Abdullah were at the festival yesterday.
a. None b. All c. Both d. Either

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

Wedding preparations

Everything seemed perfect before the wedding but I was still feeling nervous as the time was approaching. My friends had taken care of every single detail (1) _____ the wedding and they didn't let me do anything at all. However, I couldn't (2) _____ feeling that something would go wrong! The big day had come at last but there was a slight problem. My friends had forgotten to order the wedding cake! (3) _____ of my friends had thought of it! 'If only we (4) _____ do something to change the situation!' said my sister. Luckily, my cousin, who is a baker, offered to make the cake. 'If I (5) _____, I wouldn't be so unhappy! I will make you the best cake you've ever seen!' my cousin said. I was no longer down in the (6) _____. At the wedding, my cousin was (7) _____, but the cake was indeed perfect! (8) _____ the wedding guests were pleased with everything and above all the cake!

- | | |
|------------------|--------------------------|
| 1. a. supporting | 5. a. were on cloud nine |
| b. regarding | b. had a sweet tooth |
| c. adapting | c. were in your shoes |
| 2. a. help | 6. a. bush |
| b. monitor | b. dumps |
| c. mope | c. process |
| 3. a. None | 7. a. brought round |
| b. Neither | b. rolled up |
| c. Nor | c. worn out |
| 4. a. would | 8. a. All |
| b. should | b. Both |
| c. could | c. Either |

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

find a hobby!

When I was young, I used (1) _____ enjoy painting and drawing; however, as I grew older and took on more responsibilities, I found that I had very little time left for the hobby that gave me so (2) _____ joy as a child. I sometimes think that if I (3) _____ made more time for my hobby over the years, maybe I would have enjoyed life more. Scientists and psychologists believe that a hobby is an excellent way to combat stress and live a happier life. Everyone should have at (4) _____ one hobby and there are many to choose (5) _____. Some people want to do physical exercise, so they take (6) _____ swimming or tennis. They both provide you with a good workout. If you want to exercise your mind, (7) _____ reading and learning a new language, which stimulate your brain. If you don't have a hobby yet, instead of blaming it on your lack of time, and wishing 'if (8) _____ I had more time', just make the time and do it!



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

1. I was really disappointed that all the shoes I tried on were uncomfortable. **none**
I was really disappointed that _____ I tried on were comfortable.
2. Mr Jones thought that both candidates were unsuitable for the job. **neither**
Mr Jones thought that _____ for the job.
3. The journalist reported that every single house was destroyed by the hurricane. **all**
The journalist reported that _____ by the hurricane.
4. I didn't know you just graduated, that's why I didn't get you a present. **would**
If I had known you just graduated, _____ you a present.
5. You didn't get the job because you didn't have the necessary qualifications. **had**
If _____ the necessary qualifications, you would have got the job.
6. Emma didn't take her camera with her on the trip and now she regrets it. **wishes**
Emma _____ her camera with her on the trip.
7. It would have been better if you had called a plumber when you saw that the sink was leaking. **only**
If _____ a plumber when you saw the sink was leaking.
8. When Tom regained consciousness, the doctor told him that he had fainted. **came**
When Tom _____ the doctor told him that he had fainted.



4 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. Why was the man late to work?
 - a. There was traffic.
 - b. His car didn't work.
 - c. There were animals in the way.

2. You overhear a man talking about an exhibition.
What was the biggest problem?
 - a. the artists
 - b. the museum
 - c. the paintings

3. You overhear a man talking about losing weight.
What does he suggest people should do?
 - a. go on a strict diet
 - b. avoid certain foods and be more active
 - c. talk to health experts

4. You overhear two people talking. Why is the man's brother worried?
 - a. It will take long for the economy to improve.
 - b. He may find himself without a job.
 - c. He has no university degree.

5. Why doesn't the man want to go bowling?
 - a. He went last weekend.
 - b. He thinks it will be crowded.
 - c. He wants to watch a documentary.

6. Where are the married couple going to eat?
 - a. at a restaurant
 - b. at their house
 - c. at a relative's house

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 phrases and expressions with <i>most</i> and <i>least</i> <input type="checkbox"/>
GRAMMAR	› use certain idioms appropriately <input type="checkbox"/> › identify parts of the body <input type="checkbox"/> › distinguish the difference in meaning of words easily confused <input type="checkbox"/> › use phrasal verbs related to the topic of health and illness <input type="checkbox"/>
READING	› use conditional sentences type 3 <input type="checkbox"/> › use the unreal past to express wishes and regret <input type="checkbox"/> › use <i>all</i> , <i>both</i> , <i>neither</i> and <i>none</i> appropriately <input type="checkbox"/> › use <i>both... and...</i> , <i>neither... nor...</i> and <i>either... or...</i> appropriately <input type="checkbox"/> › use question tags to ask for confirmation <input type="checkbox"/>
LISTENING	› skim a text to understand the gist and identify its purpose <input type="checkbox"/> › scan a text to locate specific information <input type="checkbox"/> › understand details in a text <input type="checkbox"/>
SPEAKING	› understand gist and specific information in a telephone conversation <input type="checkbox"/> › listen to short monologues and understand the main idea expressed by each speaker <input type="checkbox"/>
WRITING	› discuss problems, ask for and give advice <input type="checkbox"/> › discuss novels and express my opinion <input type="checkbox"/> › write a letter giving advice <input type="checkbox"/> › write a book review <input type="checkbox"/>

Go to the Workbook (p. 70)
for IELTS Practice.

Task 4 p. 73

CULTURE PAGES

Aboriginal Australians

Go to page 76.

Task 1

A. Read the three advertisements below for home technology of the future and decide if the sentences 1-7 are True or False. Write T for True or F for False.

Make your home beautiful with the latest interactive wallpaper!

Interact with the 'Techno-wall' by simply touching it with your finger! You can connect it to all your home devices and control them from anywhere in the house!

You can turn on the light or send a message to a friend. The wallpaper is flat, made from paper and paint and lies on top of the sensors that connect to the Internet and other devices through wireless technology.

Who says walls are boring?

Only £60/ft²

Order online and receive a 10% discount!

orders@technohome4u.com



No more housework for you!!

Try robo-clean (RC)! The vacuum cleaning robot that does all the work for you! Simply choose from one of the 5 settings and let RC go around your home cleaning up all the mess. RC is not connected to any cables so it can roam around the house freely. It can even get into small spaces and under tables and chairs.

If you try it once, you won't want to let it go!

Just £135 including free delivery

Call 0344 800 3020 or email us at info@robocleanyourhouse.com

If you're not satisfied we'll give you your money back!

The bottom section of the advertisement features a robotic vacuum cleaner (RC) on the right side. To its left is a horizontal collage of various household items, including a television, a laptop, a smartphone, and other electronic devices. The background of this section is a light yellow color with some decorative patterns.

Task 1

Smartfridge

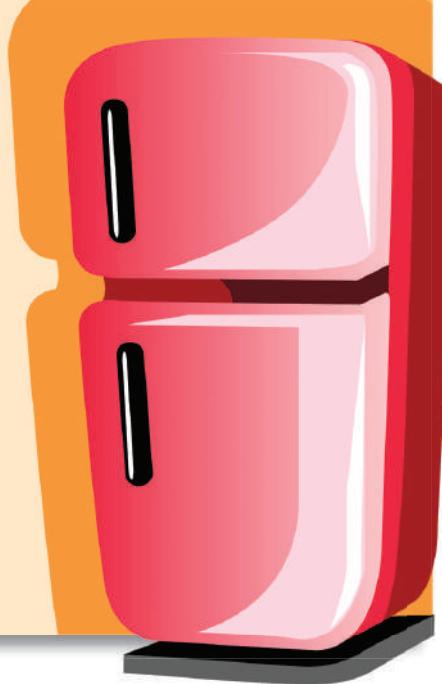
The Intelligent fridge that knows what shopping you need to do and does it for you!

When you put items in this intelligent fridge, it registers what it is and keeps a record of it. You can program Smartfridge to check that you always have certain items, and if it sees you are running low, it uses wireless technology to connect to the Internet and order the items online. This fridge will learn your favourites and make sure they are always in your kitchen. It can even remind you when it's time to throw old items away, keeping your fridge forever fresh!

From only £1,590

Available in 10 different colours and sizes.

Get yours now by calling 0474 232 4754



1. Users interact with Techno-wall by talking to it.
2. Techno-wall connects to the Internet using sensors.
3. It is cheaper to order techno-wall online.
4. RC can clean your tables and chairs.
5. It is possible to get a refund if you don't like RC.
6. Smartfridge is connected to the Internet to communicate with you about when items are running out in the fridge.
7. Smartfridge can clean itself and stay fresh.

B. In pairs discuss the items advertised above and decide which ones you would like in your home.

I like... because...
This one is definitely the best because...
I think... is useless because...
I don't like the idea of... because...

C. With your partner, think about what other inventions for the home will be available in the year 2050 and design a perfect techno-house of the future. Make notes about what the house will look like, how it will feel, what jobs the modern devices will do, how they will be used, etc. Think about what the different areas of the house will be like e.g. the kitchen, bathroom and garden. Then, present your ideas to the class.

When you enter the house... there will...
To turn on the lights you won't have to...
If you want to close the door you will...
If you forget to..., the... will
There will be...
The house will have...

Task 2

A. Read the post from a travel forum below and answer the questions that follow.

@john2803 said:

I had never been on an organised tour before, but last month, because of an incredible special offer, I decided to book a trip to Costa Rica with Sueños Tours. I can honestly say that the company was excellent and with their help every step of the way, our trip was a great success. We were met at the airport by Carlos, their friendly and professional driver, who took us immediately to his clean and very comfortable bus. Then, as we were being driven west to the seaside city of Puntaneras, we were given an excellent introduction to Costa Rican history and culture. Throughout the trip Carlos recommended fantastic restaurants and we were served some of the best seafood I have ever tasted! We were taken to many spectacular locations and we saw monkeys, crocodiles, a volcano, dense tropical forests, beautiful marine life and many small villages in the countryside. It was wonderful travelling by bus as we could enjoy the view from the window and we could ask Carlos to stop whenever we wanted. We did not have to worry about anything as the schedule was very well organised and someone was always with us to recommend where to eat or what to see. We were shown places where tourists don't normally go, so we felt like we were given an authentic taste of life in Costa Rica. I have travelled many times independently and without a doubt I can say that travelling as part of an organised tour is much more relaxing and informative. If you are considering going to Costa Rica, I really recommend booking a Sueños tour with your travel agency.



1. Why did the blogger decide to go on an organised tour?
2. What did the group learn about on the way to Puntaneras?
3. What kind of food was the blogger particularly impressed by?
4. Why did the blogger like travelling by bus?
5. Why didn't the group have to worry about anything?
6. How does the blogger think an organised tour is different from travelling independently?

B. In pairs discuss the different ways to see your country. What are the possible ways to travel around? What are the most important places to visit? What means of transport are available to get there? How are they different? Give your opinion about which way you think is the best.

C. Write your own entry for the travel forum stating your opinion about the best way to see the sights of your country.



Task 3

A. Listen to a radio interview with the host of Home Makeovers, Leo Spencer, who has just renovated the Wright family's house and decide if the statements 1-5 are True or False.



1. Jimmy's father was involved in an accident.
2. Leo turned Jimmy's room into a playroom.
3. There was one thing in the kitchen which Leo didn't change.
4. After the makeover, Leo used some of the old furniture in the garden.
5. Mrs Wright was frustrated when she saw the new kitchen.

B. Talk in pairs. You and your partner are in charge of renovating a very old house. Look at the pictures and decide what you need to do. Use the vocabulary in the table.



What needs to be done

floor → retile/fix, new
kitchen cabinets → build/repair
stairs → recarpet/remove carpet altogether and wax floor
bathroom sink → clean/replace
living room floors → wax/replace
lawn → mow/remove and plant flowers and trees
bedroom windows → fix/replace

I think we need to have these stairs recarpeted.

Maybe we also have to have the floor retiled. It's in really bad condition.

Yes, I agree. I don't think they can be fixed. / No, I disagree. How about having it fixed instead? It will be less expensive.

What about....?

C. Present the makeover you have undertaken to the class, explaining why you made the specific decisions.

We decided it was necessary to have the bedroom windows replaced. It was hard to have them fixed, and it would cost about the same as replacing them. We also....

Task 4

A. Listen to a telephone conversation between two friends and decide if the statements 1-5 are True or False.



1. Bill is applying to a college next week.
2. Jim and Tom aren't satisfied with their career choices.
3. One of Bill's brothers thought he would be a street juggler.
4. Neither of Bill's brothers agrees with his choice.
5. One of Bill's parents supports his decision.



Task 4

B. Talk in pairs. Discuss Bill's situation and offer some advice. Make some notes in the space provided. Then present your advice to the class.

If I were in his shoes, / If I were Bill, I would _____

I think it's a good idea to _____

Why doesn't he _____

Also, I would _____

C. Decide which of the following are common problems people your age face and add some more to the list. Then talk in pairs. Take turns asking for and giving advice for each of these problems.

• Disagreements with friends /

family

• Low performance at school /
university

• Problems at work

• Appearance / fitness

•

•

•

I am having trouble with...

Lately I feel that ...

I have a problem and I want your advice...

I'm a little down in the dumps because...



I'm sorry to hear that...

If I were you, I would...

In your position, I would probably...

I hope everything goes well.

The Voyage of the Brendan

Every student learns that Christopher Columbus discovered America in 1492. But nine hundred years earlier, an Irishman called Brendan described a voyage in a tiny boat. After a difficult trip, he came to a strange land that is now believed to be America. Many people think the story is a fairy tale. However, the sailor Tim Severin believed it might be true. How would he prove it? By repeating Brendan's voyage himself.

First, he needed a boat like Brendan's. According to the story, it was made of animal skins. Severin talked to people in Ireland who knew how to make leather boats. The research took four years, and building the boat took four months. Not surprisingly, he called the boat *the Brendan*. It was only 11 metres long. The first time Severin sailed in the Brendan, he was pretty scared. He wondered if they would really be able to cross the Atlantic.

In May 1976, Severin and four crew members sailed from Ireland. For two weeks, Severin felt seasick. In addition, the leather smelled terrible, and they were always wet. Sometimes, they had to sail in the opposite direction because the wind was blowing the wrong way. Still, they went on through the Scottish islands. Like Brendan the sailor, they saw many whales. The whales showed interest in the little skin boat, and often came to look at it.

Next they arrived in Iceland. In his story, Brendan describes an island where unfriendly people threw burning rocks at him. Perhaps this was Iceland, where volcanoes throw fire and hot rocks into the sea. Leaving Iceland, the Brendan faced a terrible storm. Severin was afraid the boat would overturn. The waves were huge and it felt like they were in a car crash every fifteen seconds. They got wet and were scared, but they survived.

Like Brendan the sailor, they ran into fog as they passed Greenland. When the fog lifted, Severin saw icebergs. This meant they were close to Newfoundland, Canada. Their journey was almost over! However, the worst was yet to come. One day, the Brendan hit ice and water began to flood the boat. They struggled to keep the boat above the surface. Luckily, they were able to fix the hole with a piece of leather. The tiny ship made of skins survived what had sunk the Titanic!

At 8pm, on June 26, 1977, the Brendan reached Canada. They had made it! So did this mean an Irishman had reached the New World 1500 years ago? Perhaps. But without a doubt, Tim Severin had made one of the greatest sailing trips of the 20th century.

Read the text and write T for True or F for False.

1. Brendan was a sailor from Ireland.
2. Tim Severin's boat was made of leather.
3. Severin found it easy to sail the boat.
4. Some people threw rocks at Severin in Iceland.
5. The Brendan almost sank off the coast of Canada.



Culture Page 2

Aboriginal Australians

The first people who inhabited Australia were the Aboriginal people and the Torres Straight Islanders. They are believed to have migrated* there over 40,000 years ago from Asia. Today, there are many different groups of Aboriginal people with different local languages. However, all these groups are linked by common beliefs which tie them to the land. The Aboriginal people were traditionally hunters and gatherers; the women collected fruit, herbs and vegetables, whereas the men hunted animals and birds. A large number of the population still follow this way of life and live in remote* areas of the country.

Aboriginal Australians have a deep respect for the land. They believe that their land includes the environment, the seasons, the people and their stories. The tradition of storytelling is an important part of their life. The Stories of the Dreamtime are stories about the history and culture of the people since the Dreamtime, which is the beginning of time. These stories are handed down from one generation* to another, and through them younger generations learn about the world around them and how they should behave.

Ceremonies, or corroborees, also play an important role in the cultural life of the Aboriginal Australians. They are impressive events in which members of the tribe participate. There are also other ceremonies that are attended only by young men; they are coming of age ceremonies that aim to introduce the young men to their adult life.

*migrate = to move to another place to live
remote = far from a city and difficult to reach
generation = people of the same age in a country

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

1. What do the different groups of Aboriginal people have in common?
 - a. their language
 - b. their beliefs about the land
 - c. their lifestyle
2. What is true of the Aboriginal people today?
 - a. Men and women have different roles.
 - b. They don't live in remote areas.
 - c. Many of them follow the traditional way of life.
3. What is the Dreamtime?
 - a. a period of time in the past
 - b. the time when stories are told
 - c. a time when history and culture are taught
4. Why is storytelling important in Aboriginal Australian culture?
 - a. to educate younger generations
 - b. to remember their history and culture
 - c. for both of the above reasons

Module 1

Grammar Reference

★ Past Perfect Simple

I had worked	He had slept
Had you worked?	Had she slept?
They hadn't worked	It hadn't slept

The **past perfect simple** is used:

- to describe an action which was completed before a specific point of time in the past.
My mum had done the washing-up by midnight.
- to describe an action that was completed before another action in the past. The second action is in the past simple.
The train had already left when we got to the station.

TIME EXPRESSIONS

already, ever, never, just, when, by the time, after, by, before, etc.

NOTE

Irregular verbs on page 81.

★ Past Perfect Progressive

I had been working	He had been sleeping
Had you been working?	Had she been sleeping?
They hadn't been working	It hadn't been sleeping

The **past perfect progressive** is used:

- to emphasise the duration of an action that took place before another action in the past.
He had been living in London for 15 years when he moved to Glasgow.
- to refer to an action whose duration caused visible results at a later point of time in the past.
The women were tired because they had been cleaning the house all day.

TIME EXPRESSIONS

already, by the time, for, since, after, before, when, how long, etc.

★ Reported Speech (Statements)

In **direct speech**, we give the exact words that someone said. The words of the speaker are put in quotation marks.
Thomas said, 'Bob is on the phone.'

In **reported speech**, we give the meaning of what someone said, but with some changes and without quotation marks. We use a reporting verb, usually **say** or **tell**, followed by **that** (which can be omitted) and the reported statement.
Thomas said that Bob was on the phone.

NOTE

- We use **say** when there is no indirect object.
'I can't fix the car,' he said.
He said that he couldn't fix the car.
- We use **tell** when there is an indirect object.
'I'll be late, Tom,' he said.
He told Tom he would be late.

- When we change a sentence from direct to reported speech, pronouns and possessive adjectives change according to the meaning of the sentence.
'I like your new bike,' said Ian.
Ian said that he liked my new bike.

- When a sentence changes from direct to reported speech, tenses, modals and time expressions change as follows:

Present Simple → Past Simple

Ken said, 'I want to buy a new car.'

Ken said (that) he wanted to buy a new car.

Present Progressive → Past Progressive

Alan said, 'I'm having lunch.'

Alan said he was having lunch.

Past Simple → Past Perfect Simple

Lars said, 'I saw a bear behind the tree.'

Lars said he had seen a bear behind the tree.

Present Perfect Simple → Past Perfect Simple

Tim said, 'I've seen the documentary.'

Tim said he had seen the documentary.

Present Perfect Progressive → Past Perfect Progressive

Andy said, 'I've been waiting for an hour.'

Andy said he had been waiting for an hour.

will → would

Dan said, 'I'll call you later.'

Dan said he would call me later.

can → could

Mike said, 'I can show you the way.'

Mike said he could show me the way.

Conditional Sentences Type 1 → Conditional Sentences Type 2

Bob said, 'If we take a taxi, we'll get there more quickly.'

Bob said if they took a taxi, they would get there more quickly.

may → might

Paul said, 'I may go to Brazil.'

Paul said he might go to Brazil.

must → had to

Jim said, 'You must work hard.'

Jim said I had to work hard.

now → then

Dad said, 'I'll talk to him now.'

Dad said he would talk to him then.

today, tonight → that day, that night

Tom said, 'We're meeting Tim today.'

Tom said they were meeting Tim that day.

yesterday → the previous day / the day before

Danny said, 'I visited my lawyer yesterday.'

Danny said he had visited his lawyer the previous day.

this morning/year, etc. → that morning/year, etc.

Mark said, 'I haven't eaten anything since this morning.'

Mark said he hadn't eaten anything since that morning.

here → there

Eric said, 'I saw it here.'

Eric said he had seen it there.

tomorrow → the next day / the following day

Andy said, 'I'm flying to Paris tomorrow.'

Andy said he was flying to Paris the following day.

ago → before

Bill said, 'I bought this car two days ago.'

Bill said he had bought that car two days before.



- last week/month, etc. → the previous week/month, etc.
the week/month, etc. before
Dave said, 'I called Derek last week.'
Dave said that he had called Derek the previous week.
- next week / month, etc. → the following week/ month, etc.
Gary said, 'I'll return the book next week.'
Gary said he would return the book the following week.

NOTE

- These changes cannot be made when the sentence expresses a general truth or the reporting verb is in the present, future or present perfect simple.
'I enjoy cooking,' Tom said.
Tom said (that) he enjoys cooking.
'I will move to Dublin next year,' Eric says.
Eric says he will move to Dublin next year.
- The past perfect and the verbs *could*, *might*, *should*, *would* and *used to* do not change in reported speech.
- The past progressive usually doesn't change but when it does, it changes to past perfect progressive.
- Conditional sentences types 2 and 3 do not change in reported speech.

★ Special Introductory Verbs

There are a number of special introductory verbs used in reported speech.

- verb + full infinitive** (agree, claim, demand, offer, promise, refuse, threaten, etc.)
'I'll buy a book for you,' said Pete to his daughter.
Pete offered to buy a book for his daughter.
- verb + object + full infinitive** (advise, allow, ask, beg, encourage, forbid, invite, order, permit, remind, warn, etc.)
'You should take better care of yourself, Ian,' said Gregg.
Gregg advised Ian to take better care of himself.
- verb + -ing form** (accuse sb of, apologise for, admit (to), complain to sb about, deny, insist on, suggest, etc.)
'George lied to me,' said Steve.
Steve accused George of lying to him.
- verb + that clause** (admit, agree, claim, complain, exclaim, explain, inform sb, promise, suggest, etc.)
'You never listen to me,' he said.
He complained that I never listened to him.

★ Reported Speech (Questions)

- We usually introduce reported questions with the reporting verbs *ask*, *wonder* and the expression *want to know*.
- The verbs in reported questions are in the affirmative form.
'Why did you go to the doctor?' he asked.
He asked me why I had gone to the doctor.
- If the direct question begins with a question word, the reported question also begins with the same question word.
'Where are you going?' he asked.
He asked me where I was going.
- If the direct question does not begin with a question word, the reported question begins with *if* or *whether*.
'Did you enjoy the festival?' he asked.
He asked me if/whether I had enjoyed the festival.
- When we change questions from direct to reported speech, pronouns, tenses, adverbs, etc. change in the same way as in reported statements.

★ Reported Speech (Commands and Requests)

- We commonly use *tell*, *command* or *order* when we report commands and *ask* or *beg* when we report requests.

- The imperative changes to: **to + base form** and the negative imperative to:
not + to + base form.
'Sit down, Tony,' said Dan. → Dan told Tony to sit down.
'Don't tell anyone, please,' Larry said. → Larry asked me not to tell anyone.

NOTE

- When the request is in question form, in reported speech it changes to *to + base form*.
'Will you open the door, please?' Victor said.
Victor asked me to open the door.

Module 2

★ Passive Voice I

Use

We use the **passive voice** to emphasise an action rather than who or what is responsible for it.

Formation

The passive voice is formed with the verb **be** + the **past participle** of the **main verb**.

The person who causes or carries out the action is called an **agent** and is preceded by the preposition **by**.

NOTE

We usually omit the agent:

- when the action interests us more than the agent.
- when we don't know the agent.
- when it is easy to figure out who the agent is.
The bank was robbed! (by someone who we do not know)
English is spoken in Australia. (by people)

Present Simple

I am called
Are you called?
They aren't called

Past Simple

I was called
Were you called?
They weren't called

Present Perfect Simple

I've been called
Have you been called?
You haven't been called

Past Perfect Simple

I'd been called
Had you been called?
They hadn't been called

Future Will

I'll be called
Will you be called?
They won't be called

Modal Verbs

I can be called
Should you be called?
They mustn't be called

NOTE

Irregular verbs page 81.

★ Passive Voice II

We form the **progressive tenses** in the passive voice with the appropriate form of the verb **be** + **being** + the **past participle** of the **main verb**.

Present Progressive

I am being called
Are you being called?
They aren't being called

Past Progressive

I was being called
Were you being called?
They weren't being called

- Verbs such as **know**, **believe**, **say**, **think**, etc. are often followed by a *that* clause in the active voice and can be used to make general statements.

People believe that he is very rich.

The passive voice can be formed in two ways:

- It + passive form of verb + that clause**

It is believed that he is very rich.

- subject + passive form of verb + to + base form
He is believed to be very rich.
- When a verb (give, offer, send, etc.) takes two objects in the active voice, there are two ways of forming the passive voice.
Active Voice: *They gave William a present.*
Passive Voice: *William was given a present.*
A present was given to William.

★ Clauses of Reason

- **Clauses of reason** express the reason for something. They are introduced with **because**, **as** and **since**.
I tiptoed into the living room as I didn't want to disturb my grandfather.

NOTE

To express reason we can also use **because of** / **due to** + -ing form or noun or the **fact + that** clause
Due to the fact that sales have been falling this year, we won't be able to take on any more staff.

★ Clauses of Concession

- We use **clauses of concession** to express **contrast** or **opposition** to the main clause.
- **although / even though + subject + verb**
Although/Even though he was starving, he didn't take any of the food they offered him.
- **in spite of / despite + noun / -ing form**
Despite the heavy rain, it was very hot.
In spite of feeling afraid, Jim went on the roller coaster.

★ Clauses of Purpose

Clauses of purpose are introduced with:

- **so that + modal verb (can/may/will/could/might/would) + (not) + base form**
We will call him so that he will be informed about this as well.
- **so as (not) to/in order (not) to + base form**
The burglar wore gloves so as not to leave any fingerprints.

Module 3

★ Infinitives

The **full infinitive** is used:

- to express purpose.
I went to the post office to post some letters.
- after **it + be + adjective** (*it's nice, it was stupid, etc.*)
It was great to see you after such a long time.
- after certain adjectives: *afraid, surprised, free, happy, ready, sorry.*
At last he was free to do what he wanted.
- after **too and enough.**
Larry is too tired to go jogging today.
It isn't warm enough to go to the sea yet.
- after certain verbs (afford, agree, appear, decide, forget, hope, learn, manage, need, offer, plan, promise, refuse, seem, tend, want, would like, etc.).
I hope to see you again soon.
- after the objects of certain verbs (advise, allow, encourage, invite, order, persuade, teach, tell, etc.)
It was Glen who persuaded me to apply for this job.
- after question words (how, what, when, where, etc.)
I don't know what to do.

The **bare infinitive** is used:

- after modal verbs (can, may, must, should, etc.).
You should start thinking about your future.
- after the verbs **let** and **make** in the active voice.
My parents let me stay up later at weekends.
Our teacher made us retake the test.
- after **would rather** and **had better**.
I'd rather stay at home today.
You'd better tell me everything you know about this.

★ -ing forms

The **-ing form** is used:

- as the subject of a verb.
Exercising is a good way of keeping fit.
- after the verb **go**, indicating physical activities.
We often go fishing in the summer.
- after certain verbs (avoid, enjoy, finish, like, love, hate, imagine, keep, risk, spend (time), suggest, consider, etc.).
Martin suggested going to the museum on Tuesday.
- after certain expressions (be interested in, can't stand, don't mind, how about, it's no use, it's no good, it's worth, there's no point (in), be used to, etc.).
It's no use trying to do everything yourself. Ask your dad for help.
- after prepositions (for, about, without, etc.).
I'm so excited about going to university next year.

★ Verbs followed by full infinitive and -ing form

- Some verbs such as **start**, **begin**, **continue**, **intend**, etc. can be followed by either the full infinitive or the -ing form with no difference in meaning.
It started to rain / raining a minute ago.
- Some verbs can be followed by either the full infinitive or the -ing form, but with a difference in meaning
remember + -ing form = remember something that has already happened
I remember visiting Paris in 2004.
remember + full infinitive = remember something before doing it
Did you remember to lock the door before you left?
forget + -ing form = forget something that has already happened
I'll never forget visiting India.
forget + full infinitive = forget something you are supposed to do
Tom forgot to tell you that he was going away for the weekend.

★ Causative Form

The **causative form** is used when we do not do something ourselves, but we arrange for somebody else to do it for us.
We painted the house last month. (We did it ourselves.)
We had/got the house painted last month. (A painter did it.)

The **causative form** is formed as follows:

subject + have/get + object + past participle

Present Simple	<i>I have my car fixed.</i>
Present Progressive	<i>I'm having my car fixed.</i>
Past Simple	<i>I had my car fixed.</i>
Past Progressive	<i>I was having my car fixed.</i>
Future will	<i>I'll have my car fixed.</i>
Present Perfect Simple	<i>I've had my car fixed.</i>
Past Perfect Simple	<i>I had had my car fixed.</i>
Modal Verbs	<i>I must have my car fixed.</i>



NOTE

- The question and negative forms of the present simple and the past simple of the causative form are formed with the auxiliaries **do/does** and **did**.
*How often do you have your hair cut?
Sue didn't have her hair cut yesterday.*
- In informal language we can use **get** instead of **have**.
I must get the TV set repaired.
- If we want to mention who performs the action, we can add **by + agent** at the end of the sentence.
He always has his roof repaired by a handyman.

NOTE

- In the unreal past we usually use **were** instead of **was**.

- We use **wish / if only + could + bare infinitive** to express regret about something we cannot do at present.
*I wish I could speak Italian.
I wish I could come with you on Friday.*
- We use **wish / if only + past perfect simple** to express regret about something that happened or didn't happen in the past.
I wish I had taken a torch with me. I can't see a thing.

★ all/both/neither/none

- All** is used for more than two people or things. It is used in affirmative sentences and takes a plural verb.
Ali, Adam and Mike are going to the festival. They are all very excited. / All of them are very excited.
- Both** is used for two people, things, etc. It is used in affirmative sentences and takes a plural verb.
Bill and Ted are cousins. Both of them are in a team. / They are both in a team.
- Neither** is used for two people, things, etc. It is used in affirmative sentences and gives them a negative meaning. It takes a singular or plural verb.
Bob and Ted want to get a car. Neither of them have/has had one before.
- None** is used for more than two people, things, etc. It is used in affirmative sentences and gives them a negative meaning. It takes a singular or plural verb.
All my friends love chicken. None of them likes/like vegetables.

★ both... and... / either... or... / neither... nor...

Double conjunctions (**both... and...**, **either... or** and **neither... nor...**) link two words or phrases in the same sentence. They are used only in affirmative sentences.

- Both... and...** is used when something is true for two people, things, etc.
Both my cousin and my brother go to secondary school.
- Either... or...** is used when something is true for one of two people, things, etc.
Either he was too busy or he didn't want to come.
- Neither... nor...** is used when something is not true for two people, things, etc.
Neither Jake nor Jim like tennis.

★ Question Tags

Question tags are short questions placed at the end of a statement. They are formed with an auxiliary verb and a personal pronoun. We use them when we are not sure about something or when we are asking for confirmation.

- If the statement is positive, then the question tag is negative.
You spoke to Tom yesterday, didn't you?
- If the statement is negative, then the question tag is positive.
You aren't coming to school tomorrow, are you?

Note the following question tags:

- I am your best friend, aren't I?*
- Let's do something together tonight, shall we?*
- Open the window, will/can/could you?*
- Don't forget to call me, will you?*
- Somebody is at the door, aren't they?*
- Nobody is home, are they?*

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	withdrawn	withdrawn
lend	lent	lent	write	wrote	written
let	let	let			



Appendix I

3a

A LETTER (TO THE EDITOR) EXPRESSING AN OPINION

A formal letter is written to someone you don't know personally and it is usually of a business nature.
Note the layout below:

Position of the person you are writing to and/or name of company (start one line below the date).

Address of the person or company you are writing to.

Greeting: on the left-hand side of the page (leave a blank line before and after the greeting).

Signing off: on the left-hand side of the page, followed by a comma.

Your signature and your full name clearly written underneath.

The Personnel Manager
Waterstones Bookstore
103 Brunswick St
Canterbury
Kent KT20 68R

Dear Sir or Madam, / Dear Mr Jones,

Yours faithfully, / Yours sincerely,


Jason Thomas

92 Park Lane
Epsom
Surrey KT18 2LR

18 June 20....

Your address: on the right-hand side of the page (without your name).

Date: below the address, leaving a blank line in between.

Paragraphing: You can indent or write in blocked paragraphs leaving a blank line in between the paragraphs. Note that when using blocked paragraphs, everything begins on the left-hand side of the page, except your address and the date.

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.

3b

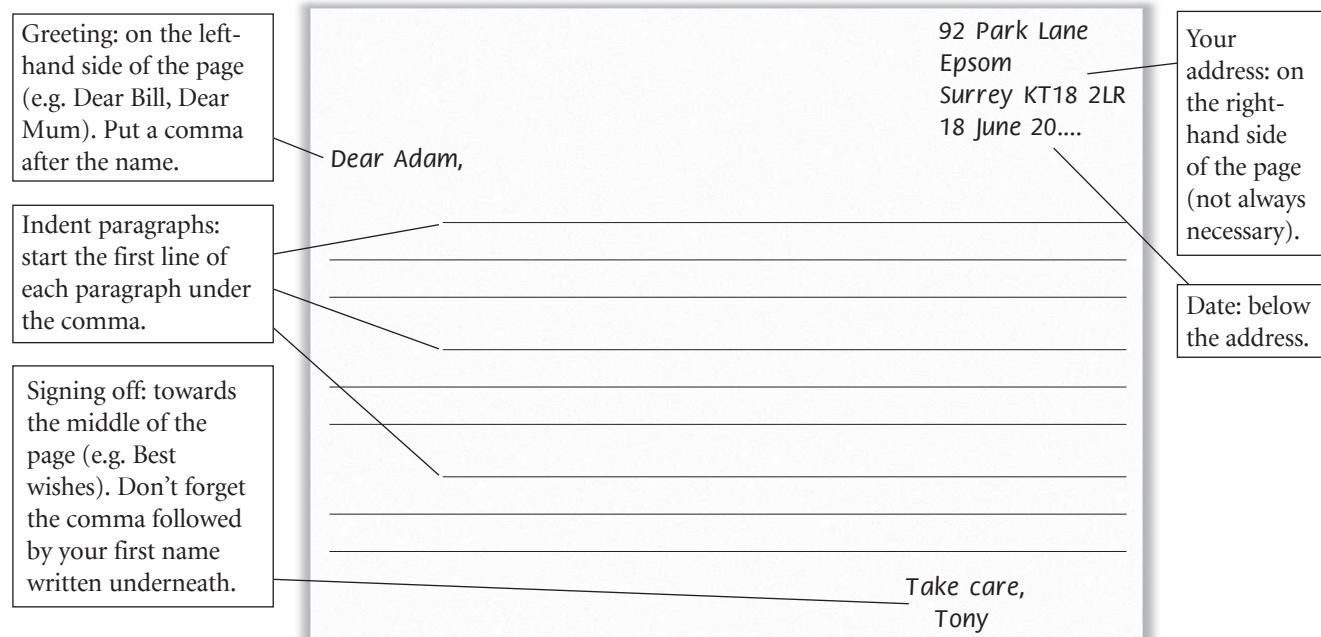
A SEMI-FORMAL LETTER / EMAIL BASED ON PROMPTS

- A semi-formal letter is written to a person you know but he/she is not a friend or relative of yours.
- In a semi-formal letter, begin with **Dear Mr/Miss/Mrs/Ms/Dr + surname** or with **Dear + first name** and end with **Yours sincerely, All the Best, Best wishes or Yours**.

4a

A LETTER GIVING ADVICE

An informal letter is a personal letter usually written to a friend, a relative or an acquaintance. Note the layout below:



Expressions/phrases commonly used in a letter giving advice.

Greetings	Dear Tom Dear Mum Dear Aunt Sue Hi Bob! Hello Bill! NOT: Dear brother Dear friend Dear cousin
Opening paragraph	I was sorry to hear that you've got problems. I hope the following advice will help you. I've thought about your problem quite a lot.
Main Part	I think / Maybe you should(n't)... If I were in your position, / If I were you, I'd... One thing you can do is... How/What about....? Why don't you...?
Closing paragraph	I hope everything goes well. Good luck! Let me know how everything turns out. Everything will be just fine.
Signature endings	Yours All the best Take care Bye for now



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
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

account
apologise
approximately
archaeologist
beg
belong
carve
decrease
deny
discovery
disease
enormous
explorer
extinct
harbour
initially
islander
landscape
legend
mystery
oral
order (v)
origin
promise
refuse
remain
remind
remote
rule (v)
slave
specialist
theory
trace
tragic
tribe
truly
vanish
voyage
war
whoever

pick sb up
pursue
put up
real-life
reckon
rob
robber
robbery
run away
rush (v)
shortly
stay put
suspicious
taekwondo
take up
the other day
thin
turn up
unbelievable
wander off

be after
be against
be for
be over
be up
be up to
bizarre
break into
burglar
burglary
by the time
charge with
chubby
commit
confess
confirm
container
crime
criminal
daily
encounter (v)
face (v)
fair
fingerprints
for the time being
from time to time
homeless
identification
in action
in no time
in time
kidnap
kidnapper
kidnapping
leftovers
match (v)
murder
murderer
on time
once upon a time
owner
pan
pot
punish
release
safety
scatter
scraps
thankfully
theft
thief
to one's astonishment
victim

fade away
flood lights
go out
hardly
immediately
incident
light up
make out
mysterious
shape (n)
so far
stain (n)
suburb
suddenly
thankful
throughout
trip (v)
urgent

1a → pp. 10-11

architecture
artefact
breathtaking
caravan
cliff
definitely
destination
donkey
Don't miss it for the world
effort
entrance
fountain
glimpse
glorious
gorge
guided tour
Houses of Parliament
in the heart of
landmark
last (v)
legendary
magnificent
numerous
on display
outstanding
queue
ruins
spectacular
tomb
tour guide
tower
trade
traditional
wonder (n)
worth

for the time being
from time to time
homeless
identification
in action
in no time
in time
kidnap
kidnapper
kidnapping
leftovers
match (v)
murder
murderer
on time
once upon a time
owner
pan
pot
punish
release
safety
scatter
scraps
thankfully
theft
thief
to one's astonishment
victim

accommodation
afford
appeal (v)
area
arrive
attack (v)
attraction
barge (n)
board (v)
border
canal
choice
construct
cross (v)
enjoyable
exploration
fare
frequent
frequently
guarantee (v)
journey
persuade
physical
pros and cons
repeatedly
rest (v)
restore
rider
route
sight
span (n)
speciality
supervision
ticket
tour
trip

1a → pp. 8-9

apparently
arrest
bring up
bus stop
call up
come by
detective
didn't mean to
do one's best
fortunately
go up
grow up
hold up (bank)
immediately
make up
odd
out of breath
paper= newspaper

numerous
on display
outstanding
queue
ruins
spectacular
tomb
tour guide
tower
trade
traditional
wonder (n)
worth

apart from
be about to

after all
alarm system
ambulance
citizen
dream (n)
elegant



word list

2a → pp. 24-25

accommodate
accountant
air conditioning
be supposed to
beauty salon
book (v)
bottom
business centre
cancel
charge (v)
check in
check out
come up
conference room
copy (n)
counter
credit card
damage (n)
deposit (n)
despite
discount (n)
double room
expand
following
guarantee (n)
in cash
in order to
in that case
invoice
none
order (v)
original
package tour
passport
prove
receipt
record (n)
reduction
reservation
room service
sauna
security
spa
take advantage of
traveller's cheque
Wi-Fi connection
wing

2a → pp. 26-27

aisle seat
at a low cost
basic
be exposed to
boarding card
campsite
cause (v)
check in desk
comfort (n)

driving licence
flexible
flight number
for instance
freedom
frequent flyer card
frequent flyer programme
fuel
gate
luggage
means of transport
organised
passport control
request (v)
restrict
seat number
terminal
timetable
to start with
traffic jam
vegetarian
visa
what's more
wheelchair
window seat

2b → pp. 28-30

additional
argue
artist
aspect
at last
at least
at once
at the age of
at the latest
at the moment
beam (v)
biologist
boast
catch-phrase
chemist
commonplace
consequence
costly
electrician
enable
engineer
existent
fantasy
fictional
hand-held phone
in a good/bad mood
in a hurry
in a mess
in detail
in general
in other words
in particular
logical
mix (n)
monthly

national
natural
object (n)
personal
physics
popularity
portable
put forward
reality
receptionist
reporter
scientist
slightly
technician
transport (v)
transportation
version
via
wherever
yearly

2b → pp. 31-33

appealing
beneficial
broaden
car rental
course
economical
employment
energising
firstly
from my point of view
giant
ideal
in the first place
independent
insurance
moreover
option
range (n)
refreshing
relatively
restriction
sit back
stressful
such as
to begin with
tour operator
variety
what is more
without a doubt

increasingly
individual (adj)
instead
interactive
it's no use
it's worth
jealous
log on
media
method
no longer
partner
rather
relevant
replace
resource
scene
site
unlikely
virtual

3a → pp. 40-41

abaya
absolutely
anorak
blouse
bracelet
cardigan
chain
complete (adj)
dietician
dye (v)
earrings
facial
fitness programme
gorgeous
hairstyle
high heels
in shape
jewellery
jumper
makeover
make-up
necklace
pick out
recommend
sandals
slippers
tailor
thobe
Wellington boots

3a → pp. 38-39

analyse
attend
clip
conversation
dedicated
entirely
exchange
expert
gradually

addicted
aid (n)
canteen
catch on
chicken nugget
come up with
compete
concerned
consist

developing countries
drawback
hunger
in conclusion
junk food
nutritious
overweight
pastime
poverty
radical
stock (v)
to make matters worse
trend
vending machine

3b → pp. 44-46

by the way
come up to
confusion
cook (n)
discourage
feature (n)
flight of stairs
handy
hold a meeting
hold hands
hold one's breath
hold the line
in the way
install
keep a secret
keep an eye on
keep in mind
keep one's promise
keep sb company
lose contact
lose one's temper
make one's way to
miss a turn
on the way
one's way
out of the way
projector
record (v)
rush (n)
scenery
selection
spicy
tablecloth
takeaway
tap on
technician
the hard way
there's no way
touch screen
tray
webcam

3b → pp. 47-49

amusement
announcement
collage

contribute
entertainment
event
in black and white
regarding
relaxation
whereabouts

4a → pp. 54-55

alarmed
annoyed
at most
brick
burst out laughing
by chance
can't help
drive sb up the wall
embarrassing
formal
get rid of
go hysterical
go wrong
grin
in the least
interruption
it's a shame
lamp post
land (v)
last but not least
least of all
make a fool of yourself
make an effort
make the most of
most of all
play a joke
pretend
run into
scare
solution
to say the least
torch
unpleasant
want the ground to open up
and swallow you

4a → pp. 56-57

a piece of cake
advise
be in sb's shoes
be on cloud nine
beat about the bush
check-up
down in the dumps
examination
gain
have a sweet tooth
learn by heart
miserable
mope
plus
process
shed weight

speed up
spill the beans
starve

4a → pp. 58-59

adapt
arise
assure
betrayed
boost
come round
concentrate
concerning
confidence
depressed
doorbell
grateful
household chores
no matter
peace and quiet
rarely
reject
support
take turns

4b → pp. 60-62

ankle
attached
be worn out
blister
bones
brain
bring round
bucket
cardboard
cheek
chest
choke
clutch
come down with
come round
communicate
conscious
definitive
distress
dizzy
evidence
exhaust
faint
field
frighten
gasp (v)
get over
heart rate
identical twins
knee
lie (v)
lips
monitor (v)
neck
nerves

pleasant
proof
psychology
public
pulse
rash
reaction
regarding
roll up
scratch
separate
sign
sleeve
telepathy
thought (n)
thumb
tightly
toes
transfer (v)
twin
unaware
wear off
wrist

4b → pp. 63-65

adventurous
author
autobiography
bestselling
blurb
descriptive
eager
expedition
go about
gripping
hearing
informative
lighthearted
mankind
overboard
overcome
page turner
plot
publish
quest
review
revenge
shipwreck
submarine
tale
thirst
thriller
timeless
vivid
worthwhile



STUDENT'S AUDIO CD TRACK LIST

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Traveller 4 Student's Book

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