



- قَسَمًا بِمَنْ رَفَعَ السَّمَاءُ • قَسَمًا بِمَنْ نَشَرَ الضِّيَاءُ
 قَطْرٌ سَبَقَ حُرَّةً • تَسْمُو بِرُوحِ الأَوْفِيَاءِ
 سِيرُوا عَلَي نَهْجِ الأَلَى • وَعَلَى ضِيَاءِ الأَنْبِيَاءِ
 قَطْرُ بَقَلْبِي سِيرَةٌ عِزٌّ • وَأَمَّ جَادُ الإِبَاءِ
 قَطْرُ الرَّجَالِ الأَوَّلِينَ • حَمَاتْنَا يَوْمَ النُّدَاءِ
 وَحَمَائِمُ يَوْمِ السَّلَامِ • جَوَارِحُ يَوْمِ الفِدَاءِ

لون علم دولة قطر العنابي والأبيض ، وتفصل بين اللونين تسعة رؤوس.

الأبيض : هو رمز السلام الذي يسعى له حكام قطر وأبناؤها.

العنابي : يرمز إلى الدماء المتخثرة، وهي دماء الشهداء من أبناء قطر الذين خاضوا معارك كثيرة في سبيل وحدة دولة قطر وخاصة في النصف الأخير من القرن التاسع عشر.



علم دولة قطر

الرؤوس التسعة : ترمز إلى أن دولة قطر هي العضو التاسع في الإمارات المتصالحة من دول الخليج العربية.



رؤية قطر الوطنية 2030

تهدف رؤية قطر الوطنية 2030 التي تمت المصادقة عليها بموجب القرار الأميري رقم 44 لسنة 2008 إلى تحويل قطر بحلول عام 2030 إلى دولة متقدمة قادرة على تحقيق التنمية المستدامة وعلى تأمين استمرار العيش الكريم لشعبها جيلا بعد جيل. حيث تحدد الرؤية الوطنية لدولة قطر النتائج التي يسعى البلد لتحقيقها على المدى الطويل كما أنها توفر إطارا عاما لتطوير إستراتيجيات وطنية شاملة وخطط تنفيذها. وتستشرّف الرؤية الوطنية الآفاق التنموية من خلال الركائز الأربع المترابطة التالية :

التنمية البشرية	التنمية الاجتماعية	التنمية الاقتصادية	التنمية البيئية
-----------------	--------------------	--------------------	-----------------

الركيزة الأولى - التنمية البشرية الغايات المستهدفة:

سكان متعلمون :

- نظام تعليمي يرقى إلى مستوى الأنظمة التعليمية العالمية المتميزة ويزود المواطنين بما يفي بحاجاتهم وحاجات المجتمع القطري، ويتضمن:
 - مناهج تعليم وبرامج تدريب تستجيب لحاجات سوق العمل الحالية والمستقبلية.
 - فرصا تعليمية وتدريبية عالية الجودة تتناسب مع طموحات وقدرات كل فرد.
 - برامج تعليم مستمر مدى الحياة مناحة للجميع.
- شبكة وطنية للتعليم النظامي وغير النظامي تجهز الأطقم والشباب القطريين بالمهارات اللازمة والدافعية العالية للمساهمة في بناء مجتمعهم وتقديمه، تعمل على:
 - ترسيخ قيم وتقاليد المجتمع القطري والمحافظة على تراثه.
 - تشجيع النساء على الإبداع والابتكار وتنمية القدرات.
 - غرس روح الانتماء والمواطنة.
 - المشاركة في مجموعة واسعة من النشاطات الثقافية والرياضية
- مؤسسات تعليمية متطورة ومستقلة تدار بكفاءة وبشكل ذاتي ووفق إرشادات مركزية وتخضع لنظام المساءلة.
- نظام فعال لتمويل البحث العلمي يقوم على مبدأ الشراكة بين القطاعين العام والخاص بالتعاون مع الهيئات الدولية المختصة ومراكز البحوث العالمية المرموقة.
- دور فاعل دوليا في مجالات النشاط الثقافي والفكري والبحث العلمي.
- استقطاب التوليفة المرغوبة من العمالة الوافدة ورعاية حقوقها وتأمين سلامتها، والحفاظ على أصحاب المهارات المتميزة منها.

http://www.gsdp.gov.qa/portal/page/portal/GSDP_AR

الأمانة العامة للتخطيط التنموي

Upstream

Grade 12 Advanced

WORKBOOK

Virginia Evans - Jenny Dooley



Express Publishing

Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom
Tel.: (0044) 1635 817 363
Fax: (0044) 1635 817 463
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk

© Virginia Evans – Jenny Dooley 2016

Design and Illustration © Express Publishing, 2016

First published in this edition 2016

Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying, or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

ISBN 978-1-4715-3071-5

Acknowledgements

Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks are due in particular to: Megan Lawton (Editor in Chief), Stephanie Smith and Michael Sadler (senior editors); Andrew Wright (editorial assistant), Brian O'Neil (senior production controller) and the Express Publishing design team; Warehouse (recording producer) and Emily Newton, Kevin Harris, Daniel Parker, Erica Thompson and Timothy Forster for their support and patience. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

Every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

Contents

MODULE A

UNIT 1 Something to Shout About p. 8

UNIT 2 Escape Artists p. 16

MODULE B

UNIT 3 Our Changing World p. 24

UNIT 4 Learn for Life p. 38

MODULE C

UNIT 5 People Power p. 46

UNIT 6 Growing Concerns p. 54

MODULE D

UNIT 7 A Job Well Done p. 62

UNIT 8 Fit for Life p. 70

Use of English p. 78

Audioscripts p. 83

Pronunciation p. 90

Irregular Verbs p. 91

MODULE A

Standards Tracker

Unit 1	Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
	6.4.5	Ex. 1 p.8	1.6	Ex. 1a p. 10	7.1.2	Ex. 1a p. 12	9.2	Ex. 6 p. 14
	1.1	Ex. 2 p. 8	3.1	Ex. 1b p. 10	9.2.9	Ex. 1b p. 12	8.4	Writing Evaluation p. 15
	1.9	Ex. 4 p. 8	3.1.1	Ex. 2a p. 10	7.1.1	Ex. 2 p. 12	9.2	Writing Evaluation p. 15
	3.5.1	Ex. 5 p. 8	5.2	Ex. 2b p. 10	9.2.6	Ex. 3 p. 12		
	3.5.2	Ex. 5 p. 8	4.4.1	Ex. 1 p. 11	7.2.2	Ex. 4 p. 12		
	1.2	Ex. 2 p. 9	4.4	Ex. 2 p. 11	8.1.3	Ex. 5 p. 13		

Unit 2	Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
	1.1	Ex. 1 p. 16	1.1	Ex. 7 p. 16	4.4.3	Ex. 1 p. 19	8.1.3	Ex. 5 p. 21
	1.1	Ex. 2 p. 16	1.2	Ex. 4 p. 17	4.4	Ex. 2 p. 19	9.2	Ex. 6 p. 22
	1.2	Ex. 3 p. 16	3.1.1	Ex. 1 p. 18	7.1	Ex. 1a p. 20	8.4	Writing Evaluation p. 23
	6.4.6	Ex. 4 p. 16	3.1.2	Ex. 2 p. 18	9.2	Ex. 1b p. 20	9.2	Writing Evaluation p. 23
	1.9	Ex. 5 p. 16	3.1.2	Ex. 3 p. 18	1.1	Ex. 3 p. 20		
	1.1	Ex. 6 p. 16	5.2	Ex. 3 p. 18	9.2	Ex. 4 p. 20		

MODULE B

Standards Tracker

Unit 3	Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
	1.1	Ex. 1 p. 24	3.3.2	Ex. 2 p. 26	9.6.7	Ex. 6 p. 30	9.6.1	Exs 2a-3b p. 34
	1.1	Ex. 2 p. 24	4.3.6	Ex. 1 p. 27	7.4.1	Ex. 1 p. 31	7.4.1	Ex. 4 p. 35
	1.1	Ex. 3 p. 24	7.9	Ex. 1 p. 28	9.6.3	Exs 2-4 p. 31	8.1	Ex. 4 p. 35
	1.1	Ex. 4 p. 24	9.6	Ex. 2a p. 28	7.4.1	Ex. 5 p. 32	9.6.1	Ex. 5 p. 36
	1.1	Ex. 5 p. 24	9.6	Ex. 3 p. 28	8.1	Ex. 5 p. 32	8.4	Writing Evaluation p. 37
	1.1	Ex. 4 p. 25	9.6	Ex. 4 p. 28	9.6.3	Ex. 6 p. 33	9.6	Writing Evaluation p. 37
	4.3	Ex. 1a p. 26	7.4.1	Ex. 5 p. 29	7.4.1	Ex. 1 p. 34		
3.3	Ex. 1b p. 26	8.1	Ex. 5 p. 29	7.9	Ex. 2a p. 34			

Unit 4	Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
	1.1	Ex. 1 p. 38	3.2.6	Ex. 1 p. 40	8.4	Ex. 4 p. 42	8.4	Writing Evaluation p. 45
	1.1	Ex. 2 p. 38	3.2.6	Ex. 2 p. 40	9.5.1	Ex. 4 p. 42	9.5	Writing Evaluation p. 45
	1.1	Ex. 3 p. 38	4.4.7	Ex. 2 p. 41	9.3	Ex. 5 p. 43		
	1.1	Ex. 4 p. 38	7.4.1	Ex. 1 p. 42	9.4	Ex. 5 p. 43		
	1.2	Ex. 3 p. 39	6.3.2	Ex. 3 p. 42	9.4	Ex. 6 p. 44		

MODULE C

Standards Tracker

Unit 5	Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
	1.2	Ex. 1 p. 46	5.1	Ex. 1 p. 47	4.3.2	Ex. 1 p. 49	7.7.1	Ex. 4a p. 50
	1.2	Ex. 2 p. 46	5.1	Ex. 2 p. 47	5.4	Ex. 2 p. 49	9.4.1	Ex. 4b p. 50
	1.2	Ex. 3 p. 46	5.1	Ex. 3 p. 47	5.5	Ex. 2 p. 49	8.1.3	Ex. 5 p. 51
	1.2	Ex. 4 p. 46	5.1	Ex. 4 p. 47	7.5.2	Ex. 1 p. 50	9.5	Ex. 6 p. 52
	1.1	Ex. 5 p. 46	3.2.6	Ex. 1b p. 48	7.7.2	Ex. 2b p. 50	8.4	Writing Evaluation p. 53
1.9	Ex. 6 p. 46	3.2.6	Ex. 2a p. 48	6.4.2	Ex. 3 p. 50	9.5	Writing Evaluation p. 53	

Unit 6	Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
	1.1	Ex. 1 p. 54	1.2	Ex. 2 p. 55	5.5	Ex. 2 p. 57	7.6	Ex. 4 p. 58
	1.1	Ex. 2a p. 54	4.2	Ex. 1a p. 56	7.5	Ex. 1a p. 58	8.1.3	Ex. 5 p. 59
	1.1	Ex. 3 p. 54	3.2	Ex. 1b p. 56	7.5.2	Ex. 1b p. 58	9.4	Ex. 6 p. 60
	1.8	Ex. 4 p. 54	4.2	Ex. 1c p. 56	7.5	Ex. 2 p. 58	8.4	Writing Evaluation p. 61
	1.9	Ex. 5 p. 54	4.1	Ex. 2b p. 56	6.4.2	Ex. 3 p. 58	9.4	Writing Evaluation p. 61

MODULE D

Standards Tracker

Unit 7	Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
	1.1	Ex. 1 p. 62	1.2	Ex. 4 p. 63	9.6.7	Ex. 2c p. 64	8.1.3	Planning p. 67
	6.4.6	Ex. 2a p. 62	3.4	Ex. 1a p. 64	4.3.13	Ex. 1c p. 65	9.6.2	Ex. 5 p. 68
	1.1	Ex. 2b p. 62	3.4.4	Ex. 1a.4 p. 64	5.9	Ex. 2 p. 65	8.4	Writing Evaluation p. 69
	1.1	Ex. 3 p. 62	3.4.1	Ex. 1b p. 64	7.9	Ex. 1a p. 66	9.6	Writing Evaluation p. 69
	1.1	Ex. 4 p. 62	3.4.3	Ex. 1c p. 64	1.1	Ex. 2a p. 66		
	6.3.2	Ex. 1a p. 63	5.8	Ex. 2a p. 64	7.9	Ex. 2a p. 66		
	6.3.2	Ex. 1b p. 63	5.8	Ex. 2b p. 64	7.4.1	Ex. 4 p. 67		

Unit 8	Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
	1.1	Ex. 1 p. 70	1.9	Ex. 6 p. 70	4.2	Ex. 1a p. 74	8.1.3	Ex. 4b p. 75
	1.1	Ex. 2 p. 70	1.2	Ex. 3 p. 71	7.9	Ex. 2a p. 74	9.3	Ex. 5 p. 76
	1.1	Ex. 3 p. 70	4.2.1	Ex. 1a p. 72	7.9	Ex. 2b p. 74	8.4	Writing Evaluation p. 77
	1.1	Ex. 4 p. 70	4.1.3	Ex. 1 p. 73	7.4	Ex. 3 p. 74	9.3	Writing Evaluation p. 77
	1.2	Ex. 5 p. 70	4.3.7	Ex. 2 p. 73	7.4.1	Ex. 4a p. 75		

1 Module A

Something to Shout About

Vocabulary

1 **6.4.5** Choose the correct word.

- 1 He **earns/wins** his living as an accountant.
- 2 He was the first Briton to **earn/win** the title in 77 years.
- 3 You will have to try much harder if you want to **gain/win** his respect.
- 4 What do you have to do to **get/gain** a promotion in this company?
- 5 I have **earned/gained** the right to be treated with total respect.

2 **1.1** Circle the correct answer.

- 1 We have two - we can take a taxi or go by bus.
A companions C movements
B options D chances
- 2 Nassir is one of the most people I know; he's not afraid of anything.
A terrified C courageous
B scruffy D anxious
- 3 On the way home, Tom couldn't stop because he was so tired.
A yawning B peering C beating D snoring
- 4 The old library hasn't been used in years and is apart.
A shuddering C digging
B trembling D falling

3 Choose the correct particle.

- 1 The manager has a lot of tasks he wants you to carry **off/out** today.
- 2 You should invest your money **in/to** that new company.
- 3 He is so kind he can easily wear **down/out** anyone's defences.
- 4 John was dissatisfied **of/with** Mike's performance.
- 5 You must pay close attention **to/from** the boss's instructions.
- 6 Despite the interruption, the lecturer carried **through/on** speaking.
- 7 He took advantage **for/of** the sale and bought a new phone.
- 8 Once the anaesthetic wears **out/off**, you may feel some pain.
- 9 The airline gives priority **to/with** first-class passengers.
- 10 As the evening wore **off/on**, Fahad realized just how hungry he was.

4 **1.9** Choose A or B, according to the meaning of the stem sentence, then explain the underlined phrases in your own words.

- 1 Getting that promotion is a real feather in his cap.
A It's a notable achievement.
B It's not actually that important.
- 2 There can be no doubt now that she has the world at her feet.
A She is close to making a success of her career.
B She has won an Oscar two years in a row.
- 3 Why do they always have to keep up with the Joneses?
A They're wasting their time running around like that.
B That's the second new car they've bought this year.
- 4 It's a sad fact that he has his head in the clouds.
A All he dreams about is being a famous poet.
B He behaves in a very arrogant manner.
- 5 I've had to work my fingers to the bone in this company.
A I could have put in more of an effort but I'm lazy.
B I have been instrumental in making it so successful.

5 **3.5.1** **3.5.2** Fill in the sentences with words from the box in their correct form.

• raise • wrinkle • hold • shake • lick • shrug

- 1 The way she her nose at food offered to her is really quite rude.
- 2 He his head in disbelief when he was told he'd been fired.
- 3 Karen just her shoulders and walked off when I told her she would have to work on Saturday.
- 4 The children their lips in anticipation of the huge chocolate cake.
- 5 I wouldn't your breath about getting that pay rise this year.
- 6 Tony's behaviour at the meeting quite a few eyebrows.

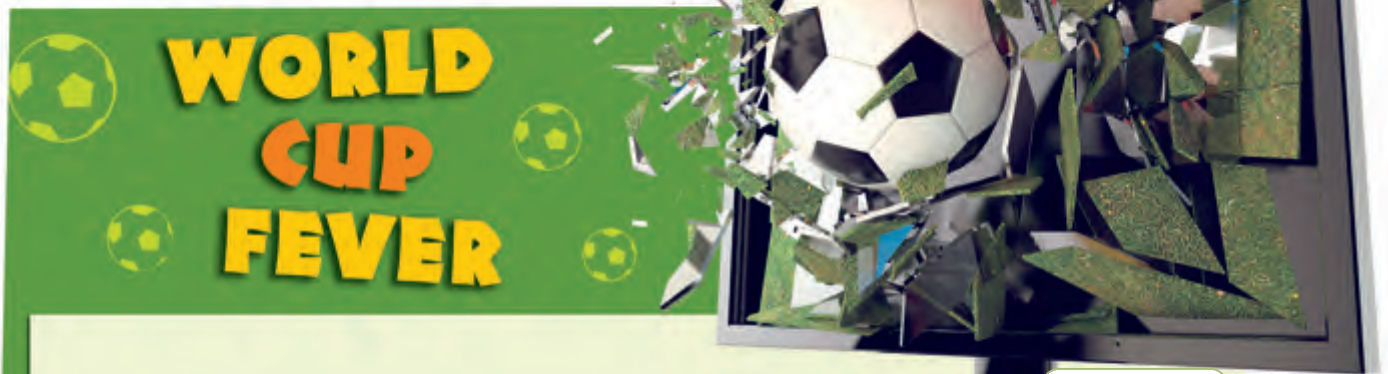
Module A 1

Grammar

1 Fill the gaps using a *gerund* or *infinitive form*. Add your own words where necessary.

- 1 I normally enjoy *going to the beach*, but today I just want *to relax at home*.
- 2 "I tried, but there was no answer."
"He might have unplugged the phone. He doesn't like when he's working."
- 3 I don't feel like tonight. Besides, there's a film on TV I fancy
- 4 We agreed on, but then Keith changed his mind and now he wants Spain for our holidays.
- 5 It's not easy for me and work at the same time. I'm thinking about the job, otherwise I'm going to fall behind with my studies.
- 6 I clearly remember Ben about the problem with the money; however, I don't remember the keys to the safe.
- 7 She didn't fancy, so I suggested from the pizza place.
- 8 Much as I worry about around Europe, I realise that it's important that he takes the opportunity other cultures.

2 **1.2** For gaps 1-10, use the words in the box next to the text to form words that fit in the numbered spaces in the text.



Running out of work, I could feel the **0**) *blazing* heat of the sun on the back of my neck. I'd been working all day, but it was the World Cup final and it was **1**) that I get back home before it started. I had been looking forward to the match for ages and had even bought the most **2**) TV on the market.

I ran down the street, sweat pouring like a waterfall from my brow. As I turned the corner, I slipped and crashed **3**) onto the pavement, but I picked myself up and carried on, limping down the street.

After fifteen **4**) minutes, I arrived at my tiny apartment, exhausted and in **5**) pain. I dived for the TV and switched it on. But nothing happened! **6**), I started to panic. Was the TV broken? How could this happen to me now? Was I the **7**) man in the world?

I got on my hands and knees and crawled with **8**) around the back of the TV. The plug for the TV wasn't in the socket! I plugged it in and collapsed **9**) on the sofa as the teams kicked off. It was probably an **10**) match, but I'll never know as I fell fast asleep during the first half! At least I have the next World Cup to look forward to – in four years!

- BLAZE
- ESSENCE
- EXPENSE
- HEAVY
- DREAD
- CONSIDER
- IMMEDIATE
- UNLUCKY
- DIFFICULT
- JOYFUL
- IMPRESS

1 Module A

➔ Listening

1 a. **1.6** You are going to listen to someone narrating a personal experience. Before you listen, check these words in your dictionary. Write simple definitions in English. What part of speech is each word?

- apply for:
- office administrator:
- opening:
- relieved:
- construction company:
- muddy:
- apprehensive:
- construction site:
- overcome:
- metal beam:
- hostility:
- unscathed:
- indispensable:
- grateful:
- spill:

b. **3.1** Listen to someone narrating the story. For questions 1-6 choose the best answer (A, B or C).

- 1 The narrator took the job at his father's firm because
 - A he'd been turned down for lots of jobs.
 - B he wanted some experience before starting college.
 - C he welcomed having an income.
- 2 At the start of his first day the narrator felt
 - A the other staff were very impolite.
 - B his presence was an imposition on others.
 - C he was too nervous to understand what was going on.
- 3 The narrator wanted to
 - A ensure that all staff became friends together.
 - B prevent feelings of resentment from developing.
 - C get the other workers to learn to be more helpful.
- 4 The narrator's idea to make tea and coffee for his co-workers
 - A helped to break the ice with them.
 - B was made difficult by their hostility.
 - C caused more problems than it solved.
- 5 Mr Filbert suggested showing the narrator around the site because
 - A there was nothing to do in the office.
 - B the other workers had asked him to.
 - C he wanted to defuse the situation.
- 6 The narrator felt that his first day at work had been
 - A uneventful. B horrifying. C bizarre.

2 a. **3.1.1** Listen again and make notes.

When	
Where	
Main character	
Events leading to climax event	
Climax event	
Events after the climax event	
Conclusion	
Feelings	

b. **5.2** Use your notes to evaluate the story. Use the questions below.

- 1 Did the speaker clearly set the time and place the story took place?
- 2 Were the characters well developed?
- 3 Were the events set in chronological order?
- 4 Was the conclusion satisfactory?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Module A 1

Speaking

- 1 **4.4.1** Look at these pictures which show situations that make people happy. Talk to each other about the reasons why each of the situations makes people happy. Then, decide which photograph best portrays happiness.



**Why do you think each of these situations makes the people happy?
Which photograph best portrays happiness?**

- 2 **4.4** What has been the happiest moment of your life?/What do you think will be the happiest moment of your life? Tell your friend.

Speaking Evaluation

	Excellent	Very Good	Good	Fair	Weak
Theme	ideas are very closely related to the topic	ideas closely related to the topic	ideas fairly well related to the topic	ideas a little disorganised; a little difficult to follow	ideas unrelated to the topic
Vocabulary and Grammar	rich vocabulary and very good control of and use of a wide range of grammar structures and idiomatic expressions	fairly rich vocabulary and good control of a wide range of grammar structures	good command of vocabulary and use of simple and complex grammar structures	appropriate vocabulary and control of simple grammar structures while attempting to use some complex ones	vocabulary not rich; good use of simple grammar structures
Discourse Management	relevant contributions to the topic, coherent and varied; wide range of discourse markers; extended stretches of language with ease	relevant contribution to the topic with little hesitation; clear organisation of ideas; range of discourse markers	relevant contribution to the topic with some hesitation; clear organisation of ideas; range of discourse markers	stays on topic with some repetition and hesitation; not very clear organisation of ideas; limited use of discourse markers	contributions occasionally irrelevant to topic; repetitive and hesitant; unclear organisation of ideas at times, very limited use of discourse markers
Fluency	fluent speech with a few pauses	fluent speech with few pauses	fluent speech with some hesitation	responses contain short phrases & some repetition	responses contain short phrases & are very repetitive
Pronunciation	effective intonation, clearly understood	clearly articulated sounds, appropriate intonation	most times is clearly understood	understood at times; occasional wrong stress	not very easy to understand; poor intonation

1 Module A

→ Writing

- 1 a. **7.1.2** Read the story and number the events in the order they happened.

THE WRONG SUITCASE

by Mike Smith

As soon as my suitcase appeared, I grabbed it and raced towards the exit of the airport. My plane had landed on time. I had disembarked, quickly made my way through customs, then headed straight for the luggage carousel. It had been over a year since I had seen my cousin, Tom, and I was extremely excited. And now there he was, standing in front of me.

It wasn't until later that day, when I came to unpack, that I realised I had someone else's bag. Immediately, I called the airport only to be informed that no one had reported a mix-up and that I was simply to return the suitcase the next day.

Just as thoughts of how my trip was now ruined before it had even started began flooding into my mind, there was a knock on Tom's door. Tom opened it and I saw a young man standing there with my suitcase in his hands. "Bill!" cried Tom. "What on Earth are you doing here?"

It turned out that Bill was a friend of Tom's who had been on my flight. Like me, he had mistaken our two suitcases, but recognising Tom's address on my luggage tag, he had decided to come and exchange them without filling a report.

I was so happy and relieved. I made a new friend too. Things couldn't have turned out better.



- Mike was relieved.
- Mike got his suitcase back.
- Mike got off the plane.
- Mike was worried.
- Mike picked up Bill's suitcase.
- Mike and Bill became friends.
- Mike realised it wasn't his suitcase.
- Bill knocked on the door.
- Tom met Mike at the airport.

- b. **9.2.9** Give the story a different ending.

.....

- 2 **7.1.1** Replace the words in bold in the text below with suitable ones from the list.

- muggy • lastly • famous • perfect • median • friendly • modern
- scorching

Singapore has much to offer the traveller. Singaporean food is **1) legendary**; its infrastructure is **2) state-of-the-art**; and its people are warm and **3) welcoming**. Singapore's climate is typical of the tropics with **4) hot**, **5) humid** weather all year round. With an **6) average** temperature of between 24°C and 32°C, Singapore is the **7) ideal** place for relaxing on the beach. **8) Finally**, who can forget the shopping? Singapore is every shopaholic's dream. So don't forget your credit card!

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

- 3 **9.2.6** Fill in: *quick-thinking, well-built, strong, medium-length, almond-shaped, tall*.

I've never forgotten that day and I'll always remember the man who saved me. He was **1)** and **2)** As he held out his hand to help me up, I noticed he had **3)** hands that looked like he was used to manual work. Getting to my feet, I could see that his dark, **4)** eyes twinkled happily. He smoothed back his **5)** , blond hair. If this **6)** stranger hadn't pulled me out of the way of the car, I wouldn't be alive today.

- 4 **7.2.2** Fill in the gaps with the adjectives: *delighted, terrified, miserable, furious, frustrated*.

- 1 She was to discover that they had eaten the entire cake after she had told them not to.
- 2 Watching the car slowly disappear into the distance, he felt terribly He would probably never see his friend again.
- 3 He felt extremely with himself because he could not stick to the diet.
- 4 I was all my family could make it to my graduation day.
- 5 I was I would fail my exams, but it turned out my fears were misplaced. I passed with flying colours!

5 **8.1.3** Read the prompt. Use the diagram to plan your story.

- Your teacher has asked you to write a story entitled 'A day to remember'.
- Write your story (200-250 words).

PLANNING

Setting

Place

↓

Time

↓

Characters

Events in order
(sequence of events)

Climax Event

Rising action

Resolution/Feelings

Exposition

Moral

1 Module A

6 9.2 Use your notes in Ex. 5 to write your story. Follow the plan.



Introduction

(Para 1) • *set the scene*

Main Body

(Paras 2-3) • *events leading to climax event*

Conclusion

(Para 4) • *end the story, feelings*

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Module A 1

Writing Evaluation

8.4 9.2 Writing a narrative

	Excellent	Very Good	Good	Fair	Weak
Planning	the plan presents a very clear outline of the story and there is a clear correlation between the plan and the narrative writing	the plan presents a clear outline of the story and most of the ideas are presented in the narrative writing	the plan presents a fairly clear outline of the story and some ideas are presented in the narrative writing	the plan does not present a clear outline of the story and not many ideas are presented in the narrative writing	the plan is minimal and there is no correlation between the plan and the narrative writing
Content and Target Reader	relevant to the task; target reader's interest captured	relevant to the task; theme interesting to the reader	minor irrelevancy; reader is informed	irrelevancies and partial misinterpretation of the task; target reader partly informed	irrelevant to the topic; prompt misinterpreted; target reader's interest is not engaged
Organisation	story excellently organised; advanced organisational features are used (e.g. flashback narration); passage of time is clearly shown	story very well organised; events easily followed as they happen	story well organised; events presented in order most of the time	story not well organised; not all the events are presented in chronological order	story poorly organised; events presented in non-chronological order
Grammar	a variety of simple and complex sentence forms to create interest	a variety of simple and complex sentence forms	a variety of simple and some complex sentence forms	some use of complex but mostly simple sentence forms	simple sentence forms used
Language	rich use of vocabulary to portray characters; uses less common lexis effectively and precisely	variety of vocabulary including successful usage of less common lexis	variety of vocabulary including appropriate usage of less common lexis	everyday vocabulary including some less common words	everyday vocabulary including some less common lexis inappropriately used
Narrative Techniques	employs effective narrative techniques	employs relevant narrative techniques	employs some narrative techniques	employs few narrative techniques	does not have any narrative techniques

Total: _____

2 Module A

Escape Artists

Vocabulary

1 **1.1** Fill in: *trilogy, celebrity, author, myths, rural, gifts, firsthand, academic.*

- As a child, I lived in England and I've loved the countryside ever since.
- The books are a and were published over three years.
- A lot of fantasy books are based on legends and that have been told and retold for ages.
- Rashed has a splendid career at Qatar University.
- Tolkien was a soldier and had experience of the horrors of war.
- John's success as a novelist has made him a and he's often on TV.
- J.R.R. Tolkien is an whose books have sold millions of copies.
- Nassir is a great writer and should use his to get ahead in life.

2 **1.1** Fill in: *climax, resolution, plot, genre, box office, director.*

- His latest film was a smash and might win an Oscar, too.
- Orson Welles was a revered Hollywood as well as an actor.
- The of the film was quite a surprise as I wasn't expecting it to end that way.
- It's a very complicated that takes many twists and turns throughout the film.
- There's a lot of action and drama at the of the film.
- I think if I had to pick my favourite film, it would be comedy.

3 **1.2** Choose the correct word.

- Tennis is played on a **net/court**.
- The reins used to control a horse while riding are attached to the **bridle/stirrup** in the horse's mouth.
- That was an interesting **documentary/chat show** on the history of the Tudors last night, wasn't it?
- Drain the pasta in a **whisk/colander** before adding it to the sauce.
- If you look through the **lens/tripod**, you can see what will be the focus of the photograph.

4 **6.4.6** Complete the sentences with words from the box.

• blackened • heavy • fanciful
• pristine • sparkling

- I was delayed by an hour due to the traffic.
- The coastline has been earmarked for tourist development by the government.
- After the fire all that remained of the forest was the branches of the trees.
- The water of the stream was crystal clear and refreshingly cool.
- The film was a very interpretation of Shakespeare's famous play *Macbeth*.

5 **1.9** Fill in: *on (x2), face, off, read.*

- If you between the lines it actually sounds like he's very unhappy.
- You will have to go to the head and the music about your bad behaviour in class.
- It's a lovely place to visit even though it is a little the beaten track.
- We're going to have to manage a shoestring for a few months, I'm afraid.
- The film was so exciting it had me the edge of my seat for the whole two hours.

6 **1.1** Choose the correct particle.

- Due to extra work commitments I've had to put **up/off** the trip until next week.
- I really wouldn't put **up/down** with nonsense like that, if I were you!
- My new gaming equipment is great, but it set me **in/back** over two hundred pounds.
- He should have arrived by now as he set **off/down** over an hour ago.
- It's really difficult to put **aside/through** any money each month when you're on a low wage.

7 **1.1** Replace the words in bold with a word from the list showing the opposite meaning.

- deafening • freezing • harrowing • gruelling
- I had an **agreeable** experience working in that company.
 - The weather was **mild** for the time of the year.
 - Digging the ditch was an **undemanding** task.
 - The music was **audible** at the festival.

Module A 2

Grammar

1 Underline the correct *past form*.

The day 1) **had been/was being** long and hot and the batsman 2) **was sweating/had sweated** under the fierce rays of the sun. He 3) **had been/was** very nervous. The bowler he 4) **was facing/had faced** now had a fearsome reputation. He 5) **was holding/held** his breath, 6) **waited/had waited** for the delivery and then 7) **was hooking/hooked** the ball high into the air for six.

2 Put the verbs in brackets into the correct *past tense*.

As a youngster, I 1) (**always/be**) the funniest kid in the class. Everyone 2) (**laugh**) at all my jokes so I 3) (**decide**) that I 4) (**want**) to be a comedian when I 5) (**grow up**). Last year while I 6) (**work**) as a manager at a resort hotel, I 7) (**think**) it would be fun to enter a talent competition. I 8) (**already/prepare**) a comedy routine and I 9) (**look forward**) to trying it out on an audience. The big night 10) (**arrive**). I 11) (**not/be**) nervous because I 12) (**practise**) the routine right up until the last minute. The compere 13) (**call**) my name and I 14) (**go**) out onto the stage. As soon as I 15) (**start**) my routine, I 16) (**know**) it was a failure. The audience 17) (**not/react**) at all. You could have heard a pin drop! All the way through the routine I 18) (**hope**) a big hole would swallow me up. I 19) (**never/be**) so embarrassed in my life!

3 Complete the following sentences using the words in bold along with your own words.

- It might take you some time (**get used**)
- five miles to school every morning and then back home again in the afternoon. (**would**)
- I was simply too exhausted to cook dinner. (**by the time**)
-, but these days I prefer to stay home in the evenings. (**used to**)
- When Julie began cookery lessons, Isla (**already/been**)
- It took me a while, but now (**be used to**)

4 1.2 For questions 1-10, use the words in bold to form words that fit in the numbered spaces in the text.




There has, in recent years, been much 0) **discussion** amongst academics about what other 1) influenced the 2) world of Ancient Greece. While there can be no doubt about how 3) Ancient Greece was, just how much did they borrow from the surrounding 4) of Africa and what is now known as the Middle East? Many think of Ancient Greece as the foundation of modern European 5) and that this theory is somehow completely 6) 7), some scholars think that Ancient Greeks owe their very origins to ancient Babylonia, Persia and Egypt. So was Ancient Greece multicultural? The answer is a little 8), but it seems fair to say that it wasn't or, at least, not in the way we understand the term today. However much Greece 'borrowed' ideas from others, it still had its own 9) that separated it from others. Nonetheless, just how 10) Africa and the Middle East were on Ancient Greece should not be ignored.


- DISCUSS
- CIVILISE
- CLASS
- EXCEPT
- CULT
- SOCIAL
- TOUCH
- CONTROVERSY
- ELUDE
- UNIQUE
- INFLUENCE

2 Module A

→ Listening

1  **3.1.1** Listen to a critical analysis of a book and answer the questions.

- 1 Who are the main characters?
.....
.....
- 2 Where does the story take place?
.....
.....
- 3 What kind of book is it?
.....
.....
- 4 What recommendation does the speaker make about the book?
.....
.....

2  **3.1.2** Listen again and complete the chart.

Title	
Author	
Genre	
Characters	
Plot	
Setting	
Language	

3 **3.1.2** Use the headings in Ex. 2 to make notes about your favourite book.

Notes

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- 5.2** Present the book to the class. Talk about:
- name of book / genre
 - plot summary
 - general comments
 - your opinion / recommendation

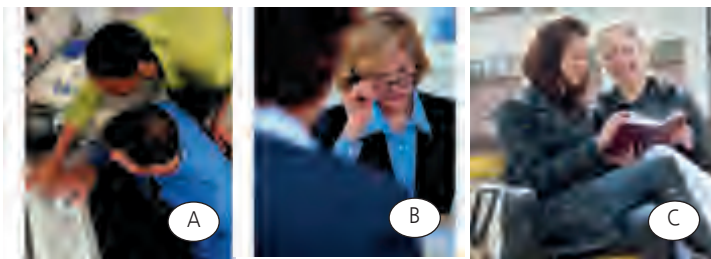
Module A 2

Speaking

1 **4.4.3** Work in pairs. Look at the dialogue and replace at least three phrases with items from the useful language box. Then act out the modified dialogue.

Tariq: So, hang on, are you saying that the sale won't go through?
 Amina: It will go through as long as we take all the necessary steps.
 Tariq: Care to explain?
 Amina: Look, all I'm saying is that if our offer is good, we'll get the order. I have a few reservations, that's all.
 Tariq: What do you base those reservations on?
 Amina: My point is, Tariq, I know that Mirna was in charge of making an offer and I think she may have overpriced it.
 Tariq: Hmm ... I see what you're getting at.

2 **4.4** Look at the pictures. What do you think might be happening? With a partner, develop and act out dialogues using the useful language.



Useful language:

Asking for clarification

- I don't quite follow you. Do you mean ...
- I'm not quite with you. Are you saying ...
- What do you mean by that exactly?
- I don't get it. Can you run me through it once again?
- You've lost me. Can we go back a little?
- So, hang on, are you saying that ...?
- Care to explain?
- What are you driving at?
- Would you like to elaborate?

Offering clarification/ justification

- OK, here's the thinking behind it: ...
- What I'm actually saying is ...
- Here's what I mean: ...
- My point is ...
- The reason I say this is ...
- If you ..., you will see that ...
- Well, just look at the facts ...
- Look, all I'm saying is ...

Asking for justification

- What do you base that on?
- What makes you say that?
- Where do you get that from?
- How can you say that?

Acknowledging clarification

- I see (what you mean).
- Ah. Right.
- Fair enough.
- I see what you're getting at.
- I see where you're coming from.

Speaking Evaluation

	Excellent	Very Good	Good	Fair	Weak
Theme	ideas are very closely related to the topic	ideas closely related to the topic	ideas fairly well related to the topic	ideas a little disorganised; a little difficult to follow	ideas unrelated to the topic
Vocabulary and Grammar	rich vocabulary and very good control of and use of a wide range of grammar structures	fairly rich vocabulary and good control of a wide range of grammar structures	good command of vocabulary and use of simple and complex grammar structures	appropriate vocabulary and control of simple grammar structures while attempting to use some complex ones	vocabulary not rich; good use of simple grammar structures
Discourse Management	relevant contributions to the topic, coherent and varied; wide range of discourse markers; extended stretches of language with ease	relevant contribution to the topic with little hesitation; clear organisation of ideas; range of discourse markers	relevant contribution to the topic with some hesitation; clear organisation of ideas; range of discourse markers	stays on topic with some repetition and hesitation; not very clear organisation of ideas; limited use of discourse markers	contributions occasionally irrelevant to topic; repetitive and hesitant; unclear organisation of ideas at times, very limited use of discourse markers
Fluency	fluent speech with a few pauses	fluent speech with few pauses	fluent speech with some hesitation	responses contain short phrases & some repetition	responses contain short phrases & are very repetitive
Pronunciation	effective intonation, clearly understood	clearly articulated sounds, appropriate intonation	most times is clearly understood	understood at times; occasional wrong stress	not very easy to understand; poor intonation

2 Module A

➔ Writing

- 1 a. **7.1** Match the beginnings (1-3) to the endings (A-C). Which of the following techniques have been used in each?
- describing reactions/feelings • using direct speech • asking a rhetorical question
 - addressing the reader directly • creating atmosphere by describing the weather, people etc

Beginnings

1 "Have you ever had the feeling you're being watched?" I asked John anxiously. "You mean like now?" he answered with a quiver in his voice. Suddenly, there was a loud noise from behind us. I shrieked in fear.

2 Paul felt petrified as the boat rocked this way and that. He looked at the other frightened passengers who were clinging to each other desperately. Just then, there was a crash, the lights went out, and a loud alarm sounded.

3 The dark clouds loomed overhead as we walked along the trail path. What had been a gentle breeze just minutes ago, was now a strong wind. I pulled my waterproof jacket on and reached into my bag for the map to see how far it was to the nearest village. But it wasn't there. I looked again. Nothing.

Endings

A Soon, we were safe and sound, sipping delicious mugs of hot chocolate in the cottage. Thank goodness the farmer had found us or we would have spent a very cold, wet night out in the open. Who knows if we would have survived?

B Everyone was exhausted and desperate for food and water. Then, we heard a wonderful sound and looked up into the sky. "It's the coast guard! We're saved!" someone shouted. A wave of relief swept over us all.

C We were both right to be nervous. Being a little paranoid had saved our lives. Who would have guessed that an escaped criminal would be hiding in our garage? That sort of thing only happens in films, doesn't it?

- b. **9.2** Rewrite the first pair using another technique.

2 Read the descriptions. Which of the five senses have been used?

- 1 Dip your feet into the cool clear water and let it wash away the tiredness as the warm sun makes your skin glow.
- 2 Sit in the clearing and close your eyes and listen to the gentle breeze blowing through the trees and the sound of birds chirping and insects buzzing and feel how close to nature you are.

3 **1.1** Put the adjectives in the correct order.

- 1 Ryan couldn't wait to ride his (red, shiny, brand new) bicycle.
- 2 On his travels, David bought a (Maltese, glass, green, small) vase for his mum.
- 3 Last week, Ian and I went to see a (classic, black and white) film.
- 4 Have you seen my bag? It's a (black, leather, large) one with a zip.
- 5 Paula bought a (turquoise, cotton, beautiful) jacket for her holidays yesterday.

4 **9.2** Look at the pictures. Use the ideas to set the scene. Write in your notebook.

A Jim – walk alone – park – last Friday afternoon – heavy snowstorm



B chilly autumn afternoon – Bill – café – wait for friend



5 8.1.3 Read the prompt. Use the diagram to plan your story.

- Your teacher has asked you to write a story that begins with the sentence 'Little did I know that morning that I was about to have the greatest adventure of my life'.
- Write your **story** (200-250 words).

PLANNING

Setting

Place

↓

Time

↓

Characters

Events in order
(sequence of events)

Climax Event

Rising action

Resolution/Feelings

Exposition

Moral

2 Module A

6 **9.2** Use your notes in Ex. 5 to write your story. Follow the plan.



Introduction

(Para 1) • *set the scene*

Main Body

(Paras 2-3) • *events leading to climax event*

Conclusion

(Para 4) • *end the story, feelings*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Writing Evaluation

8.4 9.2 Writing a narrative

	Excellent	Very Good	Good	Fair	Weak
Planning	the plan presents a very clear outline of the story and there is a clear correlation between the plan and the narrative writing	the plan presents a clear outline of the story and most of the ideas are presented in the narrative writing	the plan presents a fairly clear outline of the story and some ideas are presented in the narrative writing	the plan does not present a clear outline of the story and not many ideas are presented in the narrative writing	the plan is minimal and there is no correlation between the plan and the narrative writing
Content and Target Reader	relevant to the task; target reader's interest captured	relevant to the task; theme interesting to the reader	minor irrelevancy; reader is informed	irrelevancies and partial misinterpretation of the task; target reader partly informed	irrelevant to the topic; prompt misinterpreted; target reader's interest is not engaged
Organisation	story excellently organised; advanced organisational features are used (e.g. flashback narration); passage of time is clearly shown	story very well organised; events easily followed as they happen	story well organised; events presented in order most of the time	story not well organised; not all the events are presented in chronological order	story poorly organised; events presented in non-chronological order
Grammar	a variety of simple and complex sentence forms to create interest	a variety of simple and complex sentence forms	a variety of simple and some complex sentence forms	some use of complex but mostly simple sentence forms	simple sentence forms used
Language	rich use of vocabulary to portray characters; uses less common lexis effectively and precisely	variety of vocabulary including successful usage of less common lexis	variety of vocabulary including appropriate usage of less common lexis	everyday vocabulary including some less common words	everyday vocabulary including some less common lexis inappropriately used
Narrative Techniques	employs effective narrative techniques	employs relevant narrative techniques	employs some narrative techniques	employs few narrative techniques	does not have any narrative techniques

Total: _____

3 Module B

Our Changing World

Vocabulary

1 1.1 Match the columns to form compound nouns.

A		B	
1 computer	a intelligence	2 party	b fiction
3 human	c scientist	4 artificial	d trick
5 science	e being		

2 1.1 Complete the sentences with the correct form of the verbs in the list.

- achieve • devote • go • predict • regard
- respond • think • work

- The scientists were towards a discovery that would change the world.
- The company to the challenge and built a plane that could go into space.
- Stephen Hawking is widely as one of the greatest living thinkers.
- It's very difficult to accurately the future – who knows what will happen?
- Don't let others make decisions for you – you have to learn to for yourself.
- The doctor has his life to helping the people in the developing world.
- After many years of searching for a cure to the disease, medical researchers success.
- The deadline for handing in your computer project has come and

3 1.1 Match A to B to form collocations, then use them to fill the gaps in the sentences that follow (write two words in each gap).



Computers	
A	B
1 mouse	chip
2 silicon	drive
3 CD	mat

Mobile phones	
A	B
4 caller	charger
5 itemised	recognition
6 battery	bill



Space travel

A	B
7 space	computers
8 on-board	control
9 mission	station



- Your mouse will work on any surface but, ideally, you should use a(n)
- The invention of the meant that computer technology advanced at an unprecedented rate.
- Put the disk in your and save the file onto it; this way you can use it on any other computer.
- All mobile phones have a(n) feature which lets you see who's calling you before you answer.
- A(n) lets you see exactly how much each phone call cost you.
- My mobile has gone dead and I've left my at home; can I borrow yours?
- The astronauts will be transported to the tomorrow and will spend the next two months there.
- The captain made some calculations on the and saw that he had just enough fuel to get back to Earth.
- As soon as they spotted the problem with the trajectory, told the crew of the space shuttle to turn back.

4 1.1 Underline the correct word.

- It doesn't take a rocket **science/scientist** to send a text message.
- Jim wishes he could turn the clock **back/down** and not make that poor business decision.
- That company only has a sale once in a blue **earth/moon**.
- The assembly line in that factory works like a well-oiled **machine/mould**.
- As technology becomes more prevalent in our lives, it's getting harder for the elderly to **move/turn** with the times.

5 1.1 Fill in: **back, up, in, for, on**.

- The next speaker knows a lot about AI; we should try to take everything he says.
- When Mohammad was promoted, he had to take more responsibilities.
- Fahad took golf to help relieve his stress.
- Jerry wasn't satisfied with his new tablet so he sent it to the company.
- The computer scientist sent a chess champion to test his new program.

Grammar

1 Complete each of the following sentences with a short phrase using the most appropriate **future form**.

- Do you know if Terry at the lecture on Saturday?
- I don't know if it's true, but I heard there a general strike next Wednesday.
- Sally said the food was so bad, she to that restaurant ever again.
- Jean and I lunch tomorrow if you want to join us.
- Sarah can't make it until around 9; she late tonight at the office.
- This time next week, I on a beach in the Bahamas.
- I'm tired, I think to bed.
- By June, I enough money to go on holiday.

2 Put the verbs in brackets into the correct **future tense**.

- The documentary about the Swamp People **starts (start)** at 8:00.
- By 3:15 the cake **(bake)** for an hour, so it should be ready then.
- Jason **(join)** a kite surfing club when his exams are over.
- The inventor estimates that he **(complete)** his device by the end of the year.
- We **(attend)** a jousting tournament next weekend.
- This time next week, we **(explore)** the Giant Crystal Cave in Mexico.
- I hope you **(change)** your mind and play ice hockey with us.
- Lucy **(turn)** 17 in November.
- I'm sure George **(not/agree)** to have dinner at the insect restaurant.
- I promise I **(make)** you scrambled eggs for breakfast tomorrow.

3 Put the verbs in brackets into the correct **future tense**.

- A: The chicken is cold.
B: OK. I'll **warm (warm)** it up in the microwave for two minutes.
- A: There's a pie eating contest at Gino's restaurant. Do you want to go?
B: It's across town. By the time we get there, it **(finish)**.
- A: That was a good hockey game!
B: Sure, but push me that hard again and I **(push)** back!
- A: He's an amazing snooker player!
B: Yes, by June he **(play)** professionally for 12 years.
- A: Have you made any plans for the summer holidays?
B: Yes, I **(take)** some scuba diving lessons.
- A: Shall I pick you up from your house at 6:00?
B: No, I **(still/work)** on my project. Make it 7:00.

4 **1.1** For questions 1-15, think of the word which best fits each gap. Use only **one** word in each gap.

Re-inventing the Wheel?



You don't 0) **have** to have a key to get into the new Audi 2004 A8. Simply wave your hand in front 1) a tiny sensor that scans your fingerprints, and the doors open. But they 2) do so only if you're the owner of this £60,000 luxury automobile with 3) 12-speaker spatial sound system. 4) it will sit there, locked against the world in smug perfection. However, the Audi A8's sensor is 5) just a security device. 6) identified your fingerprints, the car's computer tunes the radio to your favourite stations and the mirrors swivel 7) to your established preferences.

While it would be churlish not to admire these innovations, one can't 8) wondering, 'Is this 9) our most creative engineers are doing with their lives? They 10) be doing something more significant than this, shouldn't they?' We 11) to invent things not to satisfy idle whims, but to change the world. The wheel, the aeroplane, the telephone – these were important developments 12) which one could get excited. A remote control-operated sliding door for your car, on the 13) hand, is not.

As technology progresses, we become hungrier for diversion and 14) easily fooled into buying things that will, in fact, do 15) if anything to improve our lives.

3 Module B

→ Listening

1 a. **4.3** You will listen to a talk about energy conservation. Before you listen, discuss the following:

- 1 Why is it important not to waste energy? Think about a) cost, b) the environment.
- 2 What ways are there to conserve energy at home?
- 3 Look at the questions in Ex. 1b. What kind of information is missing from each gap?

b. **3.3** Now listen to the recording. For questions 1-8, complete the sentences.

Lighting constitutes **1** of electricity bills.

If you replace your 100-watt bulbs with 75-watt bulbs, you will **2** .

Employ a **3** to maintain your heating system.

To increase the efficiency of your heating system, you should check that the air filters are not dirty or **4** .


Installing a low-flow shower head in your bathroom reduces water usage by **5** .

In the kitchen choose to use **6** as larger ones take longer to heat up.

It's a good idea to **7** food items in your fridge and always to keep them in the same place.

Keep your freezer **8** of food as it works more efficiently this way.

c. Apart from conserving energy, what other things can we do every day to help the environment?

2  **3.3.2** Listen again and make notes. Organise them into headings and subheadings.

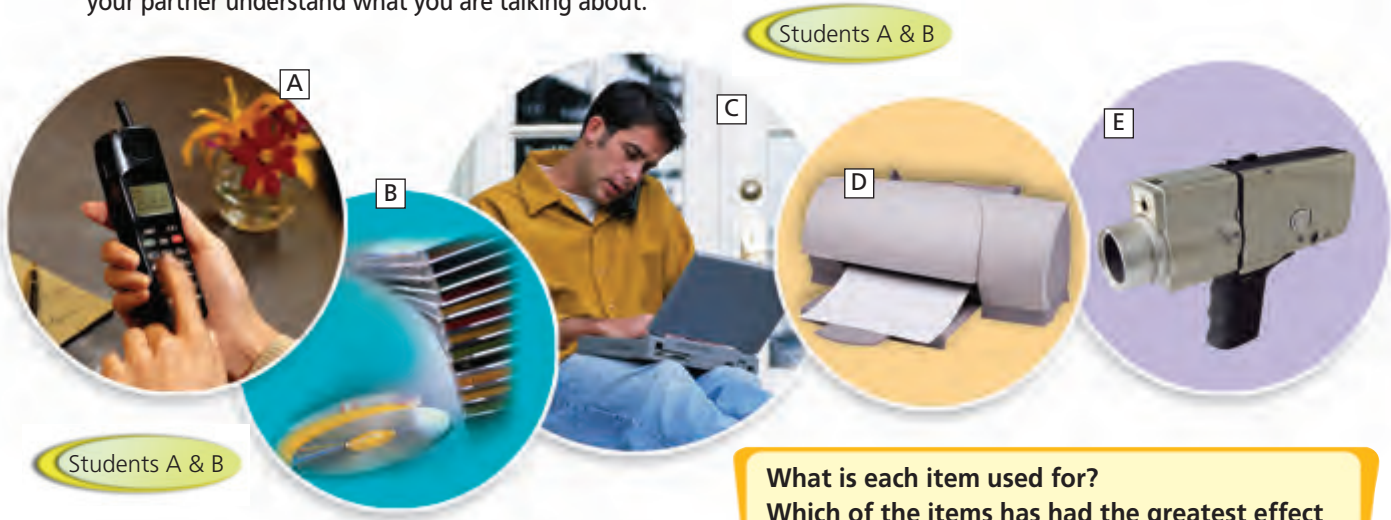


Notes

Module B 3

Speaking

1 **4.3.6** Look at these pictures showing examples of technology. Talk to each other about what each of the items is used for. Then, say which of the items has had the greatest effect on our lives. While speaking use gestures to help your partner understand what you are talking about.



**What is each item used for?
Which of the items has had the greatest effect on our lives?**

2 Discuss the following questions together.

- 1 Do you believe that technology is improving our lives?
- 2 How do you think technology will advance over the next fifty years?
- 3 What do you think of computers in schools?
- 4 Do you feel that mobile phones are necessary?

Speaking Evaluation

	Excellent	Very Good	Good	Fair	Weak
Topic/Ideas/Style/Interactivity	ideas are very closely related to the topic	ideas closely related to the topic	ideas fairly well related to the topic	ideas a little disorganised; a little difficult to follow	ideas unrelated to the topic
Language	rich vocabulary and very good control of use of a wide range of grammar structures	fairly rich vocabulary and good control of a wide range of grammar structures	good command of vocabulary and use of simple and complex grammar structures	appropriate vocabulary and control of simple grammar structures while attempting to use some complex ones	vocabulary not rich; good use of simple grammar structures
Discourse Management	relevant contributions to the topic, coherent and varied; wide range of discourse markers; extended stretches of language with ease	relevant contribution to the topic with little hesitation; clear organisation of ideas; range of discourse markers	relevant contribution to the topic with some hesitation; clear organisation of ideas; range of discourse markers	stays on topic with some repetition and hesitation; not very clear organisation of ideas; limited use of discourse markers	contributions occasionally irrelevant to topic; repetitive and hesitant; unclear organisation of ideas at times; very limited use of discourse markers
Interactivity	interacts easily; takes longer turns – links contributions to those of other speakers; negotiates successfully; expresses more complex ideas	interacts appropriately; maintains and develops interaction; expresses complex ideas; negotiates successfully	interacts satisfactorily; develops interaction; expresses some complex ideas; negotiates to an outcome	interacts appropriately; develops interaction partly; expresses a few complex ideas; talks with some hesitation	interacts appropriately most of the time; develops interaction with pauses and hesitation; expresses few complex ideas
Pronunciation	effective intonation, clearly understood	clearly articulated sounds, appropriate intonation	most times is clearly understood	understood at times; occasional wrong stress	not very easy to understand; poor intonation

3 Module B

➔ Writing (1)

1 **7.9** Read the beginnings and endings of the two plans below and fill in the gaps with the section headings given.

- Neighbourhood Watch Scheme • Recycling Schemes
- Reduction of Emissions • Alerting Parents of Offenders
- Energy Saving • Paint-resistant Surfaces

To: Mr P. Brown, Chairman,
Community Action Group
From: James Lee,
Community Leader
Subject: Vandalism
Date: 24th June, 20..

Purpose

The aim of this proposal is to present our suggestions regarding ways of dealing with the increased number of acts of vandalism in the area.

- 1
- 2
- 3

Conclusion

To sum up, should the group agree with the suggestions in this proposal, I feel confident that the problem will be dramatically reduced, if not eradicated altogether.

To: Ms K. Lawler,
General Manager
From: Oliver Welsh
Subject: Environmental Issues
Meeting
Date: 30th August, 20..

Introduction

This is a report on the meeting which took place on 23rd August to discuss environmental issues and their relevance to our company.

- 4
- 5
- 6

Conclusion

Many of the matters discussed at the meeting could be incorporated into our company policy, and I strongly recommend that the management considers this possibility.

2 a. **9.6** Read the following paragraphs, paying particular attention to the explanations and examples. Then write an appropriate topic sentence for each one.

A Advertising

Full-page advertisements have been taken out in all of the local newspapers and a series of advertisements are currently playing on local radio. ^[Examples] It is hoped that this will generate a considerable amount of public interest, leading to an increase in new members. ^[Explanation]

B Suitability for the Position

His personal qualities and experience in the department make him very well equipped to take on this role. ^[Explanation]
Moreover, in the various projects that he has headed, for instance, the recent 'Millennium Plus' scheme, he has demonstrated great leadership qualities. ^[Example]

b. What kind of report or proposal the sections above could have been taken from? What other sections would be relevant?

3 **9.6** Read the following headings and topic sentences. Then, using the prompts given, write two supporting sentences to complete each paragraph.

a Sales

Sales have risen dramatically over the last six months.

- TV advertising • young people
- substantial profit

.....
.....
.....

b Animals

A lot could be done to help the plight of animals in this country.

- collect money • stray cats
- end suffering

.....
.....
.....

4 **9.6** Match the two halves to make complete sentences. Then use the structures to write sentences of your own.

- 1 If we were to
- 2 Imposing a small fine would
- 3 Should you approve these changes,
- 4 Only by keeping costs to a minimum
- 5 Assuming we can get backing from sponsors, we should
- 6 Unless something can be done to reverse this trend,

- a there would be great benefits for all concerned.
- b we may be forced to close the London office.
- c reduce the price of admission, more people would visit the gallery.
- d be able to keep within our budget for the year.
- e can we expect the scheme to make a profit.
- f almost certainly deter people from keeping the books longer than necessary.

5 **7.4.1** **8.1** Read the prompt below and make notes in the diagram.

- An international magazine is preparing an article on charities and has asked its readers to contact them with information about their own area. Write a report in which you give details about two or three of the main charities that can be found where you live. Your report should include such details as how they raise money and how this money is spent.
- Write your **report** in 220-250 words.

PLANNING

Ideas	Headings

Organise ideas under headings

3 Module B

6 9.6.7 Use your notes in the plan in Ex. 5 to write your report.

To:

From:

Subject:

Date:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Writing (2)

1 **7.4.1** Read the prompt and answer the questions below.

You work for a publishing company which sells e-books on its website. Your manager has asked you to write a set of instructions telling customers how to download an e-book onto their e-reader. Write your **instructional text** (180-220 words).

- 1 What do you have to write?
- 2 Who are your readers?
- 3 What style of language will you use?
 - A non-personal and direct
 - B formal and difficult
 - C informal and chatty



2 **9.6.3** Complete the model with the sequencing connectives below.

• once • after • first • while • next • finally • if • as • now • and

How to download an e-book onto your e-reader

- 1) , click on the e-book which you are interested in.
- You 2) have the chance to read a few pages from the e-book and look at other readers' reviews. If you decide to buy it, click the 'Buy now' button.
- 3) , you will be asked to log in to your account. If you do not already have an account, please click 'Create an account' and follow the instructions.
- 4) that, you will be asked to enter your payment details. 5) this is complete, click 'Next'.
- Your new e-book will now be registered to your account
- 6) you can click the 'Download e-book button' and choose a file name.
- 7) the e-book is downloading, connect your e-reader to your PC with a cable.
- Your e-reader file should appear on your screen. 8) it doesn't, go to 'My computer' and open it.
- 9) soon as your e-book has finished downloading, copy the file into your e-reader file.
- 10) , disconnect your e-reader by clicking the 'Safely Remove Hardware' icon in the bottom right of your screen.
- Now you can start reading your new e-book. Enjoy!

3 **9.6.3** Find all the imperatives in the model and underline them. Why are imperatives appropriate for instructional texts?

.....

.....

.....

.....

.....

4 **9.6.3** Rewrite the following instructions using imperatives.

- 1 First, you should plug the drive into your computer using a cable.
.....
.....
.....
- 2 After that, you have to open 'My computer' and locate the folder for your external hard drive.
.....
.....
.....
- 3 All the files and folders which you wish to back up should be copied and pasted into the external hard drive.
.....
.....
.....
- 4 As well as your documents, photos, videos and audio files, I would suggest that you consider backing up your email as well.
.....
.....
.....
- 5 Alternatively, if you have enough space on your external drive, the best thing to do is to back up the whole of your computer's hard drive.
.....
.....
.....
- 6 To do this, you must go to 'Control Panel' and click on 'System and Maintenance'.
.....
.....
.....
- 7 Then you'll need to click on 'Backup and Restore Centre', and finally you should click on 'Back Up Files'.
.....
.....
.....
- 8 Finally, you are advised to repeat this process regularly to ensure that your files are always backed up.
.....
.....
.....

3 Module B

5 **7.4.1** **8.1** Read the prompt and then fill in the notes. You may use the Internet for research.

- You work for a company which provides Internet access. Your manager has asked you to write a set of instructions telling customers how to set up a wi-fi connection in their homes and how to connect their devices to it. Write your **instructional text** (180-220 words).

Title:	
--------	--

Step	Instructions
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

6 9.6.3 Use your notes from Ex. 5 to write your instructional text. Follow the plan.



Title
(clearly state the purpose of the instructions)

Main Body
(a series of steps separated by numbers or bullet points giving the instructions in a clear and direct way with imperatives and appropriate sequencing connectives)

A series of horizontal dotted lines for writing the instructional text.

3 Module B

➔ Writing (3)

1 **7.4.1** Read the prompt and answer the questions below.

- You have seen an advert for an IT course at a local college and you are thinking of applying.
- Write an **email** to the college asking for information about the teaching, the qualifications needed and the cost (180-220 words).

- 1 Who are you writing to?
- 2 Is it a formal or an informal email?
- 3 What questions do you need to ask?
- 4 How will you begin and end your email?

2 a. **7.9** **9.6.1** Read the model and put the paragraphs in the correct order (1-5).

To: Doha College of Technology
 From: Nassir Muftah
 Cc:
 Date: 8th February 20..
 Subject: Enquiry about IT course



Dear Sir/Madam,

A Firstly, could you please let me know how many hours of teaching there will be per week and how long the course will last? Additionally, would you be able to tell me how many students there are in each class or lecture?

B Finally, could you kindly advise me about the cost of the course? I am particularly interested in knowing if there are any discounts or bursaries available.

C I look forward to hearing from you. Thank you in advance for your assistance.

D Secondly, I am currently in my final year at school and would like to know what results I would need to get in my exams. Are any other qualifications necessary and how much previous IT experience would I need to have?

E I am writing to enquire about the IT course at the Doha College of Technology. I am interested in applying for this course and would be very grateful if you could provide me with further information.

Yours faithfully,
Nassir Muftah
 Nassir Muftah

b. **9.6.1** Answer the questions.

- 1 If Nassir knows the name of the person he is writing to at the college, the greeting/ending is
 - Hi , - Best wishes,
 - Dear Sir/Madam, – Yours faithfully,
 - Dear Mr/Mrs/Miss, – Yours sincerely,
- 2 The email has
 - a series of paragraphs with sets of related questions.
 - a list of questions with bullet points.
 - a list of numbered questions.
- 3 Nassir uses
 - direct questions.
 - indirect questions.
 - both direct and indirect questions.

3 a. **9.6.1** Read the questions below and decide whether they are **(D)** direct or **(I)** indirect.

- 1 What time will the presentation finish?
- 2 Have you got a map of the campus?
- 3 I would be grateful if you could let me know how much everything will cost.
- 4 Could you kindly provide me with a price list for your products?
- 5 Is it possible for you to advise us on the costs of upgrading our network?
- 6 How long will it take for my order to arrive?

b. **9.6.1** Rewrite the direct questions as indirect questions. How does this affect their tone?

.....

.....

.....

.....

.....

4 7.4.1 8.1 Read the prompt and the notes, and then complete the plan.

- You work in the IT department of a business which is considering replacing its old PCs with newer models. Your manager has asked you to send an email to a computer supplier asking for information about buying the new PCs.
- Ask about cost, assistance in case of problems and delivery. Write your **email** (180-220 words).

Cost?
 Any discount for a large order?
 Any extra software included?
 Any assistance in case of problems?
 Delivery? How soon?

PLANNING

To:
 From:
 Cc:
 Date:
 Subject:

Dear ,

Opening paragraph:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Closing paragraph:

Yours ,

3 Module B

5 **9.6.1** Use your notes from Ex. 4 to write your essay. Follow the plan.



To: *name of computer supplier*
From: *your name, position and company*
Cc:
Date: *day, month, year*
Subject: *topic of email*

Dear Sir/Madam,

Opening paragraph

(Para 1) • *state who you are/work for and reason for writing*

Main body

(Para 2) • *first set of indirect questions*
(Para 3) • *second set of indirect questions*
(Para 4) • *last set of indirect questions*

Closing paragraph

(Para 5) • *thank the person you are writing to*

Yours faithfully,
(*Your full name*)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Writing Evaluation

8.4 9.6 Writing reports, instructional texts and emails requesting information

	Excellent	Very Good	Good	Fair	Weak
Planning	the plan presents a very clear outline and there is a clear correlation between the plan and the text	the plan presents a clear outline and there is a clear correlation between the plan and the text	the plan presents a fairly clear outline and some ideas are presented in the text	the plan does not present a clear outline and most important ideas are not presented in the text	the plan is minimal and there is no correlation between the plan and the text
Content and Target Reader	relevant to the task; target reader is fully informed	relevant to the task; target reader is informed	minor irrelevancy; target reader is partially informed	irrelevancies and partial misinterpretation of the task; target reader partially informed	mostly irrelevant to the topic; prompt misinterpreted; target reader is not informed
Organisation	text excellently organised; it follows the accepted layout of this type of writing; it contains all the key points; the points lead logically from one to another; information is specific and clear and sentences flow smoothly throughout the text	text quite well organised; it follows the accepted layout for this type of writing; it has most of the key points all related to one another and the overall topic; sentences flow smoothly throughout the text	text missing some elements of the accepted layout for this type of writing; a few points are not important enough to be present in the text; at times sentences do not flow smoothly	text not organised; it is missing many elements of the accepted layout for this type of writing; it has few key points and the rest are irrelevant to the topic	text lacks most elements of the accepted layout for this type of writing; it has almost none of the key points and information is irrelevant to the topic
Grammar	errors, if present, do not detract from the meaning of the writing	errors seldom detract from the meaning of the writing	errors begin to detract from the meaning of the writing and a fluent reading of the text	errors detract from the meaning of the writing and a fluent reading of the text	errors make it very difficult to follow the writing; the response provides too little text for evaluation
Language	rich use of vocabulary; non-personal, direct, effective language; appropriate use of connectives; uses less common lexis effectively and precisely	variety of vocabulary including successful usage of less common lexis; non-personal, direct language; appropriate use of connectives with some minor mistakes	use of everyday vocabulary including inappropriate usage of less common lexis; language often departs from the expected norm	everyday vocabulary including some less common lexis inappropriately used; language frequently departs from the expected norm	everyday vocabulary inappropriate for or irrelevant to the task

Total: _____

4 Module B

Learn for Life

Vocabulary

1 1.1 Underline the correct word(s).

- 1 In order to complete his Master's degree, Khalid had to write a 50 page **dissertation/thesis statement**.
- 2 You can find useful information in the **tertiary/footnotes** at the bottom of the page.
- 3 Eric uses a lot of **citations/proofread** in his research reports.
- 4 John spent a long time making sure his **notes/works** cited section was in MLA style.
- 5 If you look at the **editing/index**, you will see what page number it is on.

2 1.1 Underline the correct word(s) to complete the phrasal verb.



- 1 Sometimes the lectures seem to fly by, but other times they seem to drag **on/in** forever.
- 2 If the group had kept **to/on** their original plan, they would have been done with their project by now.
- 3 The Dean of the college was able to drag it **out of/down** the students who was responsible for the mess in the student union.
- 4 As long as you work hard and keep **up with/to** your classes, you won't have a hard time passing your exams.
- 5 After he published his fifteenth book, the professor only worked one semester a year, but the university was delighted to be able to keep him **back/on**.

3 1.1 Fill in: **marks, exam, finals, expelled, suspended, mid-term break, project, extracurricular**.

- 1 Abdullah is sitting for his biology right now.
- 2 Next week we will have a(n) and some students will spend it studying, while others will go on holiday.
- 3 Mark got from school for 10 days because of his bad behaviour.
- 4 Mohammad studies hard and always gets the best in the class.
- 5 Ahmed does a lot of activities like soccer and debate team.
- 6 After William got from state school, he tried to enrol in a private school.
- 7 Next week we will sit for so everyone is a little nervous as you can imagine.
- 8 Our biology professor informed us today that we're going to do a(n) about the Amazon rainforest.

4 1.1 Fill in: **hand, heart, colours, grade, mind, easy, school**.

- 1 Rashid passed all of his classes with flying
- 2 Professor Jones is old, his teaching method hasn't changed since he started teaching 30 years ago.
- 3 Nassir learned the periodic table for his chemistry class by
- 4 As Matt has a tendency to misbehave, his father warned him to his p's and q's during the tour of the museum.
- 5 The university has implemented a stricter graduation policy, so students will have to work harder to make the
- 6 David explored the campus until he knew it like the back of his
- 7 While Sean struggles in history class, Steve finds it as as one, two, three.

Module B 4

Grammar

1 In each of the following sentences, some words can be omitted. Cross them out.

- 1 All students ~~who are~~ taking Philosophy P319 are hereby notified that Thursday's seminar is cancelled.
- 2 Prof. Milton knows everything that there is to know about orchids.
- 3 The lecturer who you were talking to about physics is a biologist.
- 4 Haven't you finished the book which I lent you three weeks ago yet?
- 5 Anyone who is caught bullying another student risks being expelled.
- 6 That's the most stimulating lecture that I've been to this semester.
- 7 The last time that I went to the college canteen, they'd run out of food.
- 8 I've never met anyone who is as knowledgeable as Jones when it comes to minor 18th century women poets.
- 9 The college bookshop will do everything that is possible to ensure that the books you ordered arrive next week.
- 10 These are the best marks that I've ever had for a school project!

2 Look at the photographs and, using *relative clauses*, say what each person is doing.



In the first picture, the man who is sitting down is working on a laptop.

.....

3 **1.2** For questions 1-10, use the words in the box next to the text to form words that fit in the same numbered spaces in the text.

The Great Library of Alexandria

The Great Library of Alexandria in Egypt was the largest and most famous library in classical **0**) *antiquity*. Founded in the third century BC by the **1**) of Alexander the Great, Ptolemy I Soter, it housed over 500,000 scrolls and manuscripts. The library formed part of the Museum of Alexandria, one of the ancient world's most advanced centres of learning and **2**) research. Discoveries made at the museum changed human **3**) forever. It was here that the **4**) of the Earth was measured for the first time, constellations were mapped and the brain was recognised as the source of human intelligence. It was **5**) that any scholar who studied in the library leave a copy of his **6**) there. Euclid, Archimedes and Eratosthenes are among the many **7**) thinkers who travelled to the museum to study, write, experiment and **8**) ideas about science and the nature of the world. The library flourished until the Roman **9**) of Egypt, after which it began to gradually decline. Sometime before the 3rd century AD (the date is **10**)), the library was destroyed, possibly by fire. Tragically, many sources from the ancient world were lost forever.

ANTIQUE
SUCCEED

SCHOOL
KNOW
CIRCLE


OBLIGE
WRITE
NOTE

CHANGE
CONQUER

CERTAIN

4 Module B

→ Listening

- 1**  **3.2.6** You will hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear part of a radio programme about truancy in schools.

- 1** What did the study into truancy reveal about today's students?
- A that their socio-economic background plays a role in influencing them to skip school
 - B that they have been given too much freedom
 - C that they are heavily influenced by consumer culture
- 2** How can this problem be dealt with?
- A by involving students themselves in decision-making
 - B by allowing students total freedom of expression
 - C by teaching students life skills

Extract Two

You hear two people discussing a woman's hobby.


- 3** Mimi's new hobby
- A increased her confidence.
 - B helped her make new friends.
 - C bored her at first.
- 4** Her father's death
- A caused her to abandon her running career.
 - B wasn't announced to her until after the end of a race.
 - C made her even more determined to win a race.

Extract Three

You hear part of a discussion about chocolate.

- 5** The chemical substances in chocolate
- A are not in the least addictive.
 - B are not present in large enough quantities to be addictive.
 - C are not responsible for people's 'addiction' to chocolate.
- 6** Addiction to chocolate
- A is more common in those who eat dark chocolate.
 - B cannot be explained psychologically.
 - C may actually be an addiction to one of its ingredients.



- 2**  **3.2.6** You will hear part of a radio interview with a sociologist, Miriam Hale, about students working while studying. For questions 1-6 choose the answer (A, B, C or D) which best fits according to what you hear.

- 1** The primary cause of the rise in students who work is
- A the amount of debt students have accrued.
 - B the rise in mature students.
 - C the increase in the cost of university courses.
 - D the fact that students have more responsibilities nowadays.
- 2** The best way to cope with study loads while working is to
- A ensure you adhere to a study plan.
 - B be a little haphazard.
 - C accept you will probably fall behind.
 - D find someone to help discipline you.
- 3** How can working students attend lessons?
- A By asking other students to make use of their notes.
 - B By working hours that don't conflict with their timetable.
 - C By coming into lessons at the weekends.
 - D By asking tutors to change their schedules.
- 4** What does Miriam think is the main benefit for students from working while studying?
- A They will become more independent.
 - B They will have a career before they graduate.
 - C They will be more determined than other students.
 - D They will have better career prospects on graduation.
- 5** Working students who fall behind with college work
- A never get good degrees.
 - B show their lack of dedication.
 - C may find they get lower marks.
 - D need more life training.
- 6** Miriam implies that
- A getting a student loan is a bad idea.
 - B wealthy students have an unfair advantage.
 - C all students in the US work while studying.
 - D it's impossible to pay off student debts.

Module B 4

Speaking

- 1** Work in pairs. You will both look at the same sets of pictures, but in a different order.

You will look at some pictures showing children learning various subjects. Student A, look at picture set 1A; Student B, look at picture set 1B.

PICTURE SET 1 A



- a. *Student A:* Describe two of the pictures and say what the children are doing and what subject they are being taught.
- b. *Student B:* Say which picture was *not* described.

PICTURE SET 1 B



- 2** **4.4.7** Why should everyone be educated? How does education help us improve our character? Discuss in pairs.

Speaking Evaluation

	Excellent	Very Good	Good	Fair	Weak
Theme	ideas are very closely related to the topic	ideas closely related to the topic	ideas fairly well related to the topic	ideas a little disorganised; a little difficult to follow	ideas unrelated to the topic
Vocabulary and Grammar	rich vocabulary and very good control of use of a wide range of grammar structures	fairly rich vocabulary and good control of a wide range of grammar structures	good command of vocabulary and use of simple and complex grammar structures	appropriate vocabulary and control of simple grammar structures while attempting to use some complex ones	vocabulary not rich; good use of simple grammar structures
Discourse Management	relevant contributions to the topic, coherent and varied; wide range of discourse markers; extended stretches of language with ease	relevant contribution to the topic with little hesitation; clear organisation of ideas; range of discourse markers	relevant contribution to the topic with some hesitation; clear organisation of ideas; range of discourse markers	stays on topic with some repetition and hesitation; not very clear organisation of ideas; limited use of discourse markers	contributions occasionally irrelevant to topic; repetitive and hesitant; unclear organisation of ideas at times, very limited use of discourse markers
Interactivity	interacts easily; takes longer turns – links contributions to those of other speakers; negotiates successfully; expresses more complex ideas	interacts appropriately; maintains and develops interaction; expresses complex ideas; negotiates successfully	interacts satisfactorily; develops interaction; expresses some complex ideas; negotiates to an outcome	interacts appropriately; develops interaction partly; expresses a few complex ideas; talks with some hesitation	interacts appropriately most of the time; develops interaction with pauses and hesitation; expresses few complex ideas
Pronunciation	effective intonation, clearly understood	clearly articulated sounds, appropriate intonation	most times is clearly understood	understood at times; occasional wrong stress	not very easy to understand; poor intonation

4 Module B

Writing

1. 7.4.1 Read the prompt and answer the questions.

You have been asked to write a research report about a famous person who has made a major contribution to the world in the last one hundred years. Write your **research report**.

- 1 Where will you look for information?
- 2 How will you acknowledge your sources?
- 3 What style will you write in?
- 4 How will you organise your research report?
- 5 Where will you put your thesis statement?

2 Read the extract from a research report. How does the writer begin and end his/her research report?

Martin Luther King: A Twentieth Century Hero

A Dr Martin Luther King was one of the most important leaders of the American civil rights movement, and became one of the most widely admired figures of the twentieth century. In the 1950s and 60s, the black population of the United States suffered greatly from racism. The civil rights movement aimed to end this racism. I believe that Martin Luther King should be considered one of the greatest personalities of the twentieth century because of his ability as a speaker, his impact on society and the recognition he achieved.

B **Firstly**, Martin Luther King was an outstanding speaker who was able to get support for the civil rights movement. King gave his most famous speech in August 1963 when hundreds of thousands of people from all over the United States came to Washington to call for an end to racism. This speech, in which King spoke about his dream of a non-racist future for his children, was a turning point for civil rights. According to a newspaper report of the time, King ‘touched all the themes of the day, only better than anyone else’ and ‘he sent the crowd away feeling that the long journey had been worthwhile’ (Renton).

.....

C **To sum up**, Martin Luther King was one of the most significant personalities of the twentieth century and his message has inspired thousands of people around the world. This is because King was an outstanding speaker, who helped gain support for the civil rights laws of 1964, and received worldwide public recognition for his work, winning the Nobel Peace Prize in 1964. Martin Luther King was a hero who spoke out against racism, and he continues to inspire people who still experience racism.

D

Works Cited

Haberman, Frederick, ed. *Nobel Lectures, Peace 1951-1970*. Singapore: World Scientific Publishing Co. 1999. Print.

“Martin Luther King Jr.” *Nobelprize.org*. 2013. Web. 18 Jun 2014.

<http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-facts.html>

Renton, James. “I have a Dream..., Peroration by Dr. King Sums Up A Day the Capital Will Remember.” *New York Times* 29 August 1963: 1 & 17. Print.

Sunnemark, Fredrik. *Ring Out Freedom! The Voice of Martin Luther King, Jr. and the Making of the Civil Rights Movement*. Bloomington, Ind.: Indiana University P., 2003. Print.

3 6.3.2 Choose the correct words, then replace the linkers in bold in the text with alternatives.

- 1 **As a result/To begin with**, there are many advantages to using the Internet in the classroom. **Furthermore/For example**, it has a lot more information than the average school library.
- 2 **Some people feel that/One argument against** students should be allowed to study subjects that interest them **therefore/because** they would learn more effectively.
- 3 **All in all/In contrast**, some people argue that online learning facilitates learning. **Moreover/For instance**, students must be well-organised to be able to keep up with the pace of the course.

4 8.4 9.5.1 Rewrite the bibliographical entries in correct MLA citation. Do not forget to use correct punctuation.

- 1 2014, Print, Cambridge: MIT Press, MOOCs, Jonathan Haber.
- 2 The New Yorker, Nathan Heller, 19 June 2014, Web, 20 May 2013, Laptop U: Has the Future of College Moved Online? http://www.newyorker.com/reporting/2013/05/20/130520fa_fact_heller
- 3 Web, 16 June 2014, The Year of the MOOC, The New York Times, Laura Pappano, 2 Nov 2012. <http://www.nytimes.com/2012/11/04/education/edlife/massive-open-online-courses-are-multiplying-at-a-rapid-pace.html>
- 4 28 Feb 2014, McGill University, Web, A Brief History of MOOCs, <http://www.mcgill.ca/maut/current-issues/moocs/history>, 16 June 2014.

5 9.3 9.4 Read the prompt, then make notes in the diagram.

- You have had a class discussion about how effective online learning is. Your teacher has asked you to write a research report on Massive Open Online Courses (MOOCs).
- Write your research report.

PLANNING

MAIN TOPIC: Massive Open Online Courses (MOOCs)

INTRODUCTION

.....

.....

.....

.....

1 What a MOOC is

A

B

C

D

2 The impact on students and how MOOCs benefit them

A

B

C

D

3 Public perception of MOOCs and their value

A

B

C

D

CONCLUSION:

.....

.....

.....

WORKS CITED:

.....

.....

.....

4 Module B

6 9.4 Use the sources from Ex. 4 and your notes in Ex. 5 to help you write your research report.



Introduction

(Para 1) • *state topic and end with a thesis statement*

Main Body (can contain more than three paragraphs)

- (Para 2) • *answer the first question regarding the subject*
- (Para 3) • *answer the second question regarding the subject*
- (Para 4) • *answer the third question regarding the subject*
- (Para 5) • *answer the fourth, etc question regarding the subject*

Conclusion

(Last Para) • *summarise the main points, draw a conclusion and/or make a recommendation*

Bibliography/Works Cited

- *give information about sources using MLA citation*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Writing Evaluation

8.4 9.5 Writing a research report

	Excellent	Very Good	Good	Fair	Weak
Planning	the plan presents a very clear outline of the essay and there is a clear correlation between the plan and the research report	the plan presents a clear outline of the essay and there is a clear correlation between the plan and the research report	the plan presents a fairly clear outline of the text and some ideas are presented in the research report	the plan does not present a clear outline of the essay and not many ideas are presented in the research report	the plan is minimal and there is no correlation between the plan and the research report
Content and Target Reader	relevant to the task; target reader is fully informed	relevant to the task; target reader is informed	minor irrelevancy; target reader is informed	irrelevancies and partial misinterpretation of the task; target reader partly informed	mostly irrelevant to the topic; prompt misinterpreted; target reader is not informed
Organisation	research report excellently organised; it has an engaging introduction and the points lead logically from one to another to a balanced conclusion; details are specific and clear and sentences flow smoothly throughout the text	research report well organised; it has a clear beginning, middle and end all related to one another and the overall topic; details are generally specific & clear and most sentences flow smoothly	research report clearly organised; it has elements of beginning, middle and end; details vary from specific & clear to general & vague or they may be missing	research report not well organised; it has some elements of beginning, middle and end; details are general and vague or missing altogether	research report poorly organised; it has no elements of beginning, middle and end; details are missing altogether
Grammar	a variety of simple and complex sentence forms to create interest; errors, if present, do not detract from the meaning of the writing	a variety of simple and complex sentence forms; errors seldom detract from the meaning of the writing	a variety of simple and few complex sentence forms; errors begin to detract from the meaning of the writing and a fluent reading of the text	simple sentence forms mostly used; complex sentences, if any, wrongly structured; errors detract from the meaning of the writing and a fluent reading of the text	simple sentence forms used; errors make it very difficult to follow the writing; the response provides too little text for evaluation
Language	rich use of vocabulary; uses less common lexis effectively and precisely	variety of vocabulary including successful usage of less common lexis	variety of vocabulary including inappropriate usage of less common lexis	everyday vocabulary including some less common lexis inappropriately used	everyday vocabulary inappropriate for or irrelevant to the task
Manuscript conventions	footnotes, bibliography, assigned font, and word count is accurate	footnotes, bibliography, assigned font, and word count is accurate	footnotes & bibliography incorrect in places, assigned font has been used, answer has exceeded/has fewer words than the word count	wrong reference of footnotes & bibliography, assigned font has been used, word count not followed	no reference of footnotes & bibliography, assigned font has been ignored, word count has been ignored

Total: _____

5 Module C

People Power

Vocabulary

1 1.2 Fill in: *escalate, gauge, instigate, miserable, disputes, thrive, abuse, rowing*.

- I couldn't sleep last night because my neighbours were
- Tom finds it difficult to the emotions of his siblings.
- For some people, verbal is worse than physical.
- After arguing with his sister, Ali felt all day.
- Whenever possible, John avoids at work and at home.
- Never allow a little teasing to into a terrible argument.
- A determined attitude helps some people in their career.
- We need to some rules about how to treat each other.

2 1.2 Choose the correct word.

- In Britain people tend to have a(n) **nuclear/extended** family of just parents and children living together.
- There are very **social/strong** bonds between parents and their children.
- As soon as I came through the door, he gave me a(n) **beaming/unkenpt** smile.
- After years of athletics training he had developed a very **serious/powerful** physique.

3 1.2 Choose the correct word.

- Tom must improve his **performance/satisfaction** at work if he wants a promotion.
- Shaikha can arrange the contract as she has excellent **indicator/negotiation** skills.
- Being able to **quantify/resolve** conflicts effectively is a highly useful skill in life.
- We shouldn't allow ourselves to be **engaged/limited** to a single career in life.
- Experts say that sharing our emotions is **fundamental/pro-active** to our mental health.

4 1.2 Fill in: *devotion, intellect, values, background, taste, security, maturity, humour*.

- I've got some savings in the bank for financial
- Could you tell me about your educational and whether you have a university degree?
- My parents instilled strong moral in me.
- Nassir has a great sense of and makes me laugh all the time.
- You need to act like an adult.
- I always ask Rashid what to read as he has the best in books.
- His to his family is unquestionable.
- He is the smartest lecturer so students seek out his

5 1.1 Choose the correct item.

- I left my jacket at your house, so could you bring it **over/about** when you come this evening.
- He stood **in/out** at the party as he was wearing such scruffy clothes and everyone else was dressed up.
- She has a heart **of/with** gold and would do anything for anybody.
- I will be standing in **for/by** Mr Jones in the office this week.

6 1.9 Choose the correct meaning.



- Ali always looks on the bright side of life whatever happens.
A He has a positive outlook.
B He finds it difficult to make decisions.
- I cried my heart out when my team lost the cup match last week.
A I kept my tears to myself.
B I shed a lot of tears as I was upset.
- Keiran has been a bit down in the dumps lately, hasn't he?
A He's been very angry with everyone.
B He's been a bit depressed and miserable.
- He's so full of beans first thing in the morning.
A He's got a lot of energy.
B He's in a bad mood.

Module C 5

Grammar

1 5.1 Rewrite the following sentences in **reported speech**.

- 1 "I want to study medicine after I finish school," Patrick told his parents. *Patrick told his parents (that) he wanted to study medicine after he finished school.*
- 2 "I'm reading an interesting article about the Global Soap Project," Stan said.
- 3 "John was working on his invention all day yesterday," Sarah told me.
- 4 "The lecture on nanotechnology will take place next week," Professor Simpson said.
- 5 "The young inventor gave an interview on TV last night," she said.

2 5.1 Rewrite the following sentences in **reported speech**.

- 1 "Where was this photo taken?" she asked me. *She asked me where that photo had been taken.*
- 2 "Do you know what time the planetarium closes?" Josie wanted to know.
- 3 "Can you help me with my science project, please?" my sister asked me.
- 4 "What does this gadget do?" I wondered.
- 5 "How long have you been a deep-sea diver?" the reporter asked Julian.
- 6 "When is your job interview, Donna?" Linda asked.

3 5.1 Report the following sentences using the verbs in brackets.

- 1 "Lower your weapons," the colonel told the soldiers. (**commanded**)
The colonel commanded the soldiers to lower their weapons.
- 2 "You should not go on the trip to the Science Museum if you aren't feeling well," Mary said to Thomas. (**advised**)
.....
- 3 "Why don't we go to the Young Inventors Exhibition next week?" Lucy said. (**suggested**)
.....
- 4 "Don't touch the exhibits, please," the museum guide told us. (**asked**)
.....
- 5 "Leave the room now!" the teacher told the unruly student. (**ordered**)
.....
- 6 "Please, please let me stay up late to watch the film, Mum," Mia said. (**begged**)
.....

4 5.1 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words.

- 1 "You are not allowed to leave the examination room before 11:00 am," Professor Betts told us.
FORBADE Professor Betts *forbade us to leave* the examination room before 11:00 am.
- 2 "Would you like to come scuba diving with us?" Ben and Tyler said to us.
INVITED Ben and Tyler scuba diving with them.
- 3 "This is how my invention works," he told us.
EXPLAINED He way his invention worked.
- 4 "Monica lost my earrings," Sandra said.
ACCUSED Sandra earrings.
- 5 "I've invented a device that will solve the world's energy problem," Stephen said.
CLAIMED Stephen a device that would solve the world's energy problem.
- 6 "Should I accept their offer?" Nathan asked himself.
WONDERED Nathan their offer.
- 7 "Why don't we take my car to go to the concert hall?" Natasha said.
SUGGESTED Natasha to go to the concert hall.
- 8 "You must agree to do the interview," James said to Lilly.
INSISTED James to do the interview.
- 9 "I'm sorry I missed your graduation party, Meredith," Will said.
APOLOGISED Will her graduation party.
- 10 "Do thirty press-ups," his personal trainer told him.
INSTRUCTED His personal trainer thirty press-ups.

5 Module C

➔ Listening

1 a. You will hear an interview with a writer who has just had a book about business published. Before you listen, discuss the following.

How are the following phrases related to business? Discuss in pairs.

- interpersonal skills • global marketplace
- willingness to compromise
- delegate according to ability
- thrives on pressure • maximum productivity

b. **3.2.6** Now listen to the recording. For questions 1-6, choose the answer (A, B, C or D) which fits best according to what you hear.

- 1** Paul thinks his book has been well received because
- A it is for both employers and employees.
 - B of the number of copies that have been sold.
 - C it analyses previous business models.
 - D of the current interest in business practices.
- 2** According to Paul, what makes a good business?
- A happy staff
 - B profit
 - C leadership
 - D public profile
- 3** What does Paul suggest is more important to a team leader?
- A a good degree
 - B new ideas
 - C proven ability
 - D honesty
- 4** Paul says that employers prefer someone who
- A is reliable.
 - B is ambitious.
 - C admits to their mistakes.
 - D provides solutions.
- 5** What does Paul say about deadlines?
- A Employees usually rise to the challenge.
 - B The pressure leads to the best work.
 - C Some employees like them.
 - D They are not effective.
- 6** Paul suggests that a successful team
- A needs lots of talented people.
 - B must be qualified and experienced.
 - C focuses on a common goal.
 - D cannot work with different personalities.

2 **a.** **3.2.6** Listen again and make notes under the headings.

a The subject of the book

.....

.....

.....

b Why interpersonal skills are important.

.....

.....

.....

c How to build interpersonal skills

.....

.....

.....

d The importance of commonality and cooperation

.....

.....

.....

b. Write a few sentences summarising what Paul said.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Module C 5

Speaking

1 Look at these pictures showing various homes. Talk to each other about what kind of people might live in these homes. Then decide which two homes would be best for a family.

4.3.2 Rehearse and organise utterances before speaking.



2 **5.4** **5.5** Collect information and prepare a presentation on resolving family conflicts. Take the points in Ex. 4, p. 91 of the Student's Book into consideration.

Speaking Evaluation

	Excellent	Very Good	Good	Fair	Weak
Topic/Ideas/Style	ideas are very closely related to the topic; engages audience through a variety of means	ideas closely related to the topic; engages audience interest at most times	ideas fairly well related to the topic; sometimes engages audience interest through 1 or 2 means	ideas a little disorganised; difficult to follow; audience partly neglected	ideas unrelated to the topic; shows limited awareness of audience
Use of Persuasive Strategies	uses strong, positive language; utterances are short for emphasis; manner is friendly	uses quite strong, positive language; utterances are usually short for emphasis; manner is generally friendly	sometimes uses strong, positive language; utterances are fairly short; manner is quite friendly	rarely uses strong, positive language; utterances are too long; manner is rarely friendly	uses weak language; utterances are rambling; manner is unfriendly at times
Language	language appropriate for topic and audience; extended stretches of language with ease	language quite appropriate to topic and audience	language is mainly appropriate to topic and audience but with some lapses	some attempt to structure the presentation but with lapses which affect audience understanding	no structure in the presentation which negatively affects audience understanding
Discourse Management	relevant contributions to the topic, coherent and varied	relevant contribution to the topic with very little hesitation	relevant contribution to the topic with some hesitation	stays on topic with some repetition and hesitation; not very clear organisation of ideas	contributions irrelevant to topic; repetitive and hesitant; unclear organisation of ideas
Time	10-15 minutes	8-10 minutes	6-8 minutes	5-6 minutes	less than 5 minutes
Pronunciation	effective intonation, clearly understood	clearly articulated sounds, appropriate intonation	most times is clearly understood	understood at times; occasional wrong stress	not very easy to understand; poor intonation
Feedback	handles anticipated and unanticipated questions posed by the audience successfully; engages in further dialogue as appropriate	handles anticipated and unanticipated questions posed by the audience quite well; engages in further dialogue	attempts to handle anticipated and unanticipated questions posed by the audience successfully; attempts to engage in further dialogue	handles questions posed by the audience with support; poor engagement in further dialogue	unable to handle questions posed by the audience at most times even with support; attempts to engage in further dialogue inappropriately

5 Module C

Writing

1 **7.5.2** Read the following beginnings and endings and say:

- 1 which are beginnings and which are endings.
- 2 which type of essay each is from.
- 3 which techniques have been used in each:

1 All in all, while there are several disadvantages to city life, I personally believe that there are far more advantages. At the end of the day, though, it is a matter of personal choice whether we prefer to live in a city or not.

2 In recent years, children have been eating a lot more junk food in place of healthier, home-cooked meals. As far as I am concerned, one of the ways in which we can help to change this situation is to totally ban junk food adverts on TV.

3 Our towns and cities have seen a steady increase in the number of petty crimes being committed, such as shoplifting and vandalism. Is there something that can be done about this?

4 You get on and off a crowded bus, push through the noisy people in the street and breathe in lots of horrible car fumes. This is the most unpleasant side of city life, but many people say that the benefits of living in a city far outweigh the drawbacks.

5 In summary, there are several measures that can be taken to lower the rate of petty crime in our towns and cities. After all, a lower crime rate would benefit all of us, so why shouldn't we all play our part in achieving it?

6 All things considered, while I agree that there is little wrong with eating junk food occasionally, I strongly believe that banning junk food ads would help make our children adopt healthier eating habits. As Norman Douglas once said, "You can tell the ideals of a nation by its advertisements."

2 a. Read the model and put the paragraphs in the correct order.

b. **7.7.2** Complete the table with the points the writer makes for/against the topic.

For	Against

3 **6.4.2** Replace the linking words in bold with those in the list below.

- Additionally • For instance • In conclusion • Moreover
- Also • To begin with • However • First of all

The Pros and Cons of Everyone Using Public Transport Instead of Cars

A There would certainly be plenty of advantages to totally replacing cars with public transport. **Firstly**, our health would improve as much of the air pollution in towns and cities is caused by emissions from vehicle exhausts. **Secondly**, our towns and cities would generally become a lot more pleasant. Not only would there be no traffic jams, which would make our journeys much faster, but there would be hardly any noise pollution, either. **Finally**, there would be a dramatic reduction in traffic accidents. This, of course, would save many lives.

B **All in all**, although there may be some difficulties as a result of everyone using public transport instead of cars, in my opinion, the advantages would far outweigh the disadvantages. After all, haven't we let cars take over our lives for far too long already?

C Can you imagine what would happen if no one used their cars but took public transport everywhere instead? Without a doubt, there are both benefits and drawbacks to such a situation.

D **On the other hand**, totally replacing car travel with public transport is not without its disadvantages. **In the first place**, public transport may become unpleasant to travel on. **For example**, it would be extremely crowded and possibly dirty and petty crime such as pickpocketing may increase. **In addition**, despite the lack of traffic, people may begin finding it more difficult to travel around, as they will be limited by public transport timetables and routes.

4 a. **7.7.1** Find the topic sentences in the main body paragraphs and replace them with other appropriate ones.

.....

b. **9.4.1** Write supporting sentences to match the topic sentences below. Use appropriate linking words.

1 On the one hand, there are several advantages to camping holidays.

2 However, there are some disadvantages to not having a TV at all.

5 8.1.3 Read the prompt. Complete the plan.

● Your school magazine has asked for students to write an essay about the advantages and disadvantages of having lots of brothers and sisters.

● Write your **discussion text** (220-260 words).

PLANNING

INTRODUCE TOPIC

Argument 1 for

Justifications/Examples

Argument 2 for

Justifications/Examples

Argument 1 against

Justifications/Examples

Argument 2 against

Justifications/Examples

SUMMARY OF POINTS

Writing Evaluation

8.4 9.5 Writing discussion texts

	Excellent	Very Good	Good	Fair	Weak
Planning	the plan presents a very clear outline of the essay and there is a clear correlation between the plan and the discussion text	the plan presents a clear outline of the essay and there is a clear correlation between the plan and the discussion text	the plan presents a fairly clear outline of the text and some ideas are presented in the discussion text	the plan does not present a clear outline of the essay and not many ideas are presented in the discussion text	the plan is minimal and there is no correlation between the plan and the discussion text
Content and Target Reader	relevant to the task; target reader is fully informed	relevant to the task; target reader is informed	minor irrelevancy; target reader is informed	irrelevancies and partial misinterpretation of the task; target reader partly informed	mostly irrelevant to the topic; prompt misinterpreted; target reader is not informed
Organisation	essay excellently organised; it has an engaging introduction, and the points lead logically from one to another to a balanced conclusion; details are specific and clear and sentences flow smoothly throughout the text; there is a balance between arguments for and the arguments against supported by appropriate justifications	essay well organised; it has a clear beginning, middle, and end all related to one another and the overall topic; details are generally specific and clear and most sentences flow smoothly; there is a balance between arguments for and against; most of the points are supported by justifications	essay clearly organised; it has elements of beginning, middle, and end; details vary from specific and clear to general and vague or they may be missing; arguments for and against are presented; some points are supported by justifications	essay not well organised; it has some elements of beginning, middle and end; details are general and vague or missing altogether; points for & against are present but not organised and only occasionally supported by justifications	essay poorly organised; it has no elements of beginning, middle and end; details are missing altogether; points for & against are randomly mentioned if at all; no justification is provided
Grammar	a variety of simple and complex sentence forms to create interest; errors, if present, do not detract from the meaning of the writing	a variety of simple and complex sentence forms; errors seldom detract from the meaning of the writing	a variety of simple with a few complex sentence forms; errors occasionally detract from the meaning of the writing and a fluent reading of the text	simple sentence forms mostly used; complex sentences, if any, wrongly structured; errors detract from the meaning of the writing and a fluent reading of the text	simple sentence forms used; errors make it very difficult to follow the writing; the response provides too little text for evaluation
Language	rich use of vocabulary; uses less common lexis effectively and precisely	variety of vocabulary including successful usage of less common lexis	variety of vocabulary including inappropriate usage of less common lexis	everyday vocabulary including some less common lexis inappropriately used	everyday vocabulary inappropriate for or irrelevant to the task

Total: _____

6 Module C

Growing Concerns

Vocabulary

1 **1.1** Fill in: *retirement, call, service, home, security, scheme, misunderstandings, bonds, benefits, wheels.*

- 1 Doctors who listen build stronger with their patients.
- 2 Older people gain a sense of from close family relationships.
- 3 If you stop smoking now, it will have long-term for your health.
- 4 Programmes like meals on can help the elderly live independently.
- 5 Health screenings are a preventative that should be available to everyone.
- 6 Sally refused to send her elderly mother to live in a nursing
- 7 Doctors have a tiring job because they must be on at all hours.
- 8 My father may be over 65, but he has many hobbies he wants to pursue during his
- 9 It is a good idea to start investing in a personal pension as soon as you get a job.
- 10 Good communication skills can prevent

2 a. **1.1** Are the following words/phrases criminals (C), crimes (CS) or policing equipment (P)? Mark them accordingly.

- | | | |
|----|------------------------|-------|
| 1 | embezzlement | ..... |
| 2 | crook | ..... |
| 3 | handcuffs | ..... |
| 4 | felony | ..... |
| 5 | surveillance system | ..... |
| 6 | gang | ..... |
| 7 | inmate | ..... |
| 8 | homicide | ..... |
| 9 | intruder | ..... |
| 10 | perpetrator | ..... |
| 11 | riot | ..... |
| 12 | tear gas | ..... |
| 13 | thermal imaging device | ..... |
| 14 | truncheon | ..... |
| 15 | misdemeanor | ..... |

b. Now explain the words/phrases in your own words or by using them in a sentence.

He has been charged with the embezzlement of over £300,000 of public funds.

3 **1.1** Fill in: *community service, fine, suitable location, keep out of sight, fire a shot, capital punishment.*

- 1 The newspaper was given a \$100,000 for printing lies about the actor.
- 2 The police were able to capture the criminals without having to
- 3 Judge Ernst ordered the man to complete 100 hours of for vandalizing the park.
- 4 The solicitor tried to find a to open his new office.
- 5 Some countries still use for crimes such as murder, while others put the criminal in prison for life.
- 6 The criminals tried to from the police.

4 **1.8** Using a dictionary if necessary, explain the difference between the words/phrases in each group.

1 judge magistrate prosecutor	2 manslaughter assassination murder	3 supreme court magistrates' court tribunal
4 acquittal release liberation	5 armed robbery burglary theft mugging	6 perjury contempt of court subpoena a witness

1 *Serious cases such as murder are heard by a judge, whereas magistrates deal with less serious offences, e.g. motoring offences. A prosecutor, on the other hand, ...*

5 **1.9** Fill in: *bridge, killing, bill, rob, charity, fringes, law, jungle, mercy, stone.*

- 1 It's wrong to think you can take the into your own hands.
- 2 I don't mind footing the for the meal this evening.
- 3 Most criminals live on the of society.
- 4 Charles made a on the stock market and is now very rich.
- 5 We can't allow urban areas to succumb to the law of the
- 6 My money stays in my family because I believe that begins at home.
- 7 He's hoping to throw himself on the of the court and be treated leniently.
- 8 I think it's often very difficult to the generation gap between old and young people.
- 9 We could kill two birds with one by going for a day out in the city and taking the children to the new museum.
- 10 You can only Peter to pay Paul for so long and then your debts will catch up with you.

Grammar

1 Turn the following sentences from active to **passive**.

- 1 They repaired my car yesterday.
.....
.....
- 2 The Sheikh will open the new museum tomorrow.
.....
.....
- 3 We must hand in the History project by Tuesday.
.....
.....
- 4 They serve breakfast from 5:00 until 10:30.
.....
.....
- 5 The shop assistant is wrapping the present now.
.....
.....
- 6 They expect that the Prime Minister will make a speech.
.....
.....
- 7 A volcanic eruption destroyed the city in 79 CE.
.....
.....
- 8 They are painting their house at the moment.
.....
.....
- 9 They report that the man was driving very fast.
.....
.....
- 10 Joan hasn't sent the invitations yet.
.....
.....
- 11 They haven't opened the new sports centre yet.
.....
.....
- 12 Who broke the kitchen window?
.....
.....

2 1.2 For questions 1-10, use the words in the box to form words that fit in the numbered spaces in the text.



Nothing Funny about Theft

Free 0) *unlimited* cash – the ultimate dream of nearly every greedy individual on the planet. It turned out to be a(n) 1) for the Crosdale family of Coventry when, near their house, they discovered a(n) 2) cash machine that just couldn't say no. After 3) visits to the machine, the four family members had accumulated a grand total of £134,410 in stolen money with which they immediately went on a(n) 4) spending spree. The first 5) of many people to this story is, I suspect, like mine. I laughed. But if you begin to think about it, you start to feel like a(n) 6) child caught with his hand in the cookie jar. Why should theft be funny? These people were 7) Let's be clear – what they did was a(n) 8) offence. If you walk past a shop which has a smashed window, you know it is 9) to take anything. The excuse that the merchandise is readily available is 10) The broken cash machine is just like the shattered window. There's nothing stopping you from taking what you want, but if you do, it's still a crime.

- LIMIT
- REAL
- OBLIGE
- NUMBER
- EXTRAVAGANCE
- REACT
- GUILT
- CRIME
- PUNISH
- LEGAL
- MEANING

6 Module C

Listening

1 a. **4.2** You will hear five short extracts in which various people are talking about charities they subscribe to. Before you listen, discuss the following.

- 1 What is the importance of charities?
- 2 Do you contribute to any charities? If yes, what are they? If not, would you like to contribute to one? What would its focus be?
 - environmental?
 - social? (poverty/the disabled/human rights?)
 - other?

b. **3.2** Now listen to the recording and do the tasks that follow.

Task 1

For questions 1-5, choose from the list A-H the person who is speaking.

A an environmentalist	1
B a foster parent	2
C a teacher	
D a vet	3
E a retired accountant	
F a housing officer	4
G a student	
H a civil servant	5

Task 2

For questions 6-10, choose from the list A-H the topic each speaker is talking about.

A the fight against infant mortality	6
B help for prisoners abroad	
C medical relief for war victims	7
D caring for the disabled	
E a wasted human resource	8
F child traffickers	9
G raising money for charity	
H funding conflict	10

c. **4.2** In groups, discuss these two phrases:

- Charity begins at home.
- It's better to give than to receive.

2 a. Is it important to join charities? Why/Why not? Complete the table with your ideas.

Topic and opinion	
Viewpoint 1	Reasons
Viewpoint 2	Reasons

b. **4.1** Use your notes from Ex. 2a to make a short presentation to the class. Make sure you keep your audience's attention.

c. Listen to your partner. Evaluate their presentation. Think about:

- organisation of the presentation
- points backed up by reasons
- appropriate language
- pronunciation
- style of presentation
- audience attention

Module C 6

Speaking

1 Now look at the photographs below. Compare two of them, and say what the people in the photographs might be feeling and why.



What do you think the people in the photographs might be feeling? Why do you think they are feeling like this?

2 **5.5** You have had a class discussion about the elderly, who have no families and the problems they face. Prepare and present a proposal to the mayor about how the community can help them have a community life. Take the points in Ex. 3a (Presenting a proposal) p. 111 of the Student's Book into consideration.

Speaking Evaluation

	Excellent	Very Good	Good	Fair	Weak
Topic/Ideas/Style	ideas are very closely related to the topic; engages audience through a variety of means; friendly approach to audience; opinion clearly differentiated from evidence	ideas closely related to the topic; engages audience interest at most times; friendly approach to audience; minor conflict between evidence & opinion to support position	ideas fairly well related to the topic; sometimes engages audience interest; rather distant from the audience at times; opinion & evidence unclear	ideas a little disorganised; difficult to follow; audience partly neglected; no evidence is provided	ideas unrelated to the topic; shows limited awareness of audience; too distant from the audience; no evidence or opinion is provided
Use of Persuasive Strategies	uses strong, positive language; utterances are short for emphasis; manner is friendly	uses quite strong, positive language; utterances are usually short for emphasis; manner is generally friendly	sometimes uses strong, positive language; utterances are fairly short; manner is quite friendly	rarely uses strong, positive language; utterances are too long; manner is rarely friendly	uses weak language; utterances are rambling; manner is unfriendly at times
Language	strong, positive language appropriate for topic and audience; extended stretches of language with ease	positive language quite appropriate to topic and audience	language is mainly appropriate to topic and audience but with some lapses	some attempt to structure the proposal but with lapses which affect audience understanding	no structure in the proposal which negatively affects audience understanding
Discourse Management	relevant contributions to the topic, coherent and varied	relevant contribution to the topic with very little hesitation	relevant contribution to the topic with some hesitation	stays on topic with some repetition and hesitation; not very clear organisation of ideas	contributions irrelevant to topic; repetitive and hesitant; unclear organisation of ideas
Appropriate Use of Cohesive Devices to Link & Organise Ideas	interacts easily; takes longer turns – links contributions to those of other speakers; negotiates successfully; expresses more complex ideas	interacts appropriately; maintains and develops interaction; expresses complex ideas; negotiates successfully	interacts satisfactorily; develops interaction; expresses some complex ideas; negotiates to an outcome	interacts appropriately; develops interaction partly; expresses a few complex ideas; talks with some hesitation	interacts appropriately most of the time; develops interaction with pauses and hesitation; expresses few complex ideas
Pronunciation	effective intonation, clearly understood	clearly articulated sounds, appropriate intonation	most times is clearly understood	understood at times; occasional wrong stress	not very easy to understand; poor intonation
Feedback	handles anticipated and unanticipated questions posed by the audience successfully; engages in further dialogue as appropriate	handles anticipated and unanticipated questions posed by the audience quite well; engages in further dialogue	attempts to handle anticipated and unanticipated questions posed by the audience successfully; attempts to engage in further dialogue	handles questions posed by the audience with support; poor engagement in further dialogue	unable to handle questions posed by the audience at most times even with support; attempts to engage in further dialogue inappropriately

6 Module C

Writing

- 1 a. **7.5** Read the prompt. How are the following causes related to it?

The computer revolution is said to have improved the way in which we do business. Companies are now more productive and efficient. What are the key factors that have contributed to this and how has it affected businesses? Discuss.

- | | |
|---------------------------|--------------------------------|
| 1 network computing | 4 software development |
| 2 widespread Internet use | 5 information processing power |
| 3 data storage | |

- b. **7.5.2** Match the causes to the supporting details.

- A This has meant that there is now a greater number of tasks that computers can do in the workplace.
 B This technology allows desktop computers within a company to be connected to each other via a server.
 C The introduction of the Internet has brought people and ideas from across the globe together.

- 2 **7.5** Read the model. Which of the ideas in Ex. 1 has the writer used? What effects has he mentioned? Underline them.

No office personnel or business person today can imagine what life would be like without computer technology. Computers are believed to have enhanced the way we do business and any company lacking this technology seems archaic in the 21st century. **1) Without a doubt**, IT is essential to the prosperity of a company because it improves its information processing methods.

2) One of the two key factors that has made computers so popular in the workplace is network computing. This technology allows all desktop computers within a company to be connected to each other through a server. **3) In particular**, users are able to access or store files on a single hard disk, exchange data between them, and print documents, from a number of stations, through a central printer. **4) In effect**, work is done more efficiently as users can share applications and data quickly and easily.

5) Secondly, computers have become essential to businesses due to the widespread use of the Internet. The introduction of the Internet has brought people and ideas from across the globe together. **6) As a result**, people can achieve instant communication with someone hundreds or even thousands of miles away, just with the click of a mouse. **7) For instance**, emails, webcams, and business networks facilitate the exchange of ideas and information between colleagues and companies. **8) Furthermore**, there are numerous sites on the World Wide Web that provide huge quantities of information and enable users to access vital sources of data whenever they need to. **9) This means that** carrying out an IT task is now less time-consuming, with obvious benefits to a company's productivity.

10) To sum up, computers in the workplace have reduced the amount of time we spend gathering information and completing tasks that would otherwise have taken ages to accomplish. As Bill Gates has said, "Information technology and business are becoming inextricably interwoven. I don't think anybody can talk meaningfully about one without talking about the other."



- 3 **6.4.2** Replace the underlined linkers in the model in Ex. 2 with other appropriate ones.

- 4 **7.6** Read the model and insert the topic sentences (1-4). Two do not match.

1 It is considered the appropriate punishment for a range of crimes, both serious and minor. However, in my opinion community service (making criminals work in the community) is a better punishment for people who have committed minor crimes.

2 In prison, people are cut off from family and friends, and when they return to society they often feel isolated and ashamed. This means they will find it harder to turn their lives around and are more likely to return to past behaviour. Community service, on the other hand, provides an alternative punishment in which offenders do not need to be removed from society.

3 The offender doing community service often feels grateful that he is able to give something back to the community, and society benefits because the offender is doing useful work rather than just sitting in prison. The offender may gain new skills and learn new things which will help him improve his situation in the future.

4 This is because prison can make an offender more likely to reoffend in the future, whereas community service often has a positive effect both on society and on the offender.

- A Secondly, community service provides several active benefits.
 B In today's world, prison is seen as an effective way of punishing offenders.
 C First of all, it is not beneficial to send minor offenders to prison.
 D To sum up, I believe that people who have committed minor crimes should be made to do community service rather than be sent to prison.
 E Firstly, prisons are expensive to run and prisoners usually aren't made to do anything useful.
 F Another reason is that community service is not an easy option for offenders.

5 **8.1.3** Read the prompt. Plan your essay.

Some people are concerned because more and more students are choosing to study for degrees abroad. Write a **persuasive essay** about the causes that contribute to students' decisions to study abroad and the effects of such a decision. Give details and examples.

Write your **essay** (220-250 words).

PLANNING

TOPIC

Cause 1

Supporting details

Effect



Cause 2

Supporting details

Effect



CONCLUSION

6 Module C

- 6** **9.4** Use your notes in Ex. 5 to write your essay. Follow the plan. While you develop your persuasive essay, you might need to research and collect information from various sources. Acknowledge the sources mentioned in the text as footnotes or in a short bibliography.



Introduction

(Para 1) • *presentation of the topic in your own words (e.g. background information)*

Main Body

(Para 2) • *cause 1 & supporting details & example(s)*

• *possible effect(s)*

(Para 3) • *cause 2 & supporting details & example(s)*

• *possible effect(s)*

Conclusion

(Para 4) • *a summary or restatement of the main points in the main body paragraphs*

• *a comment/prediction*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Writing Evaluation

8.4 9.4 Writing persuasive texts

	Excellent	Very Good	Good	Fair	Weak
Planning	the plan presents a very clear outline of the essay and there is a clear correlation between the plan and the persuasive essay	the plan presents a clear outline of the essay and there is a clear correlation between the plan and the persuasive essay	the plan presents a fairly clear outline of the essay and some ideas are presented in the persuasive essay	the plan does not present a clear outline of the essay and not many ideas are presented in the persuasive essay	the plan is minimal and there is no correlation between the plan and the persuasive essay
Content and Target Reader	relevant to the task; target reader is fully informed; the writer's views are clearly mentioned	relevant to the task; target reader is informed; the writer's views are mentioned	minor irrelevancy; target reader is informed; the writer's views are mentioned	irrelevancies and partial misinterpretation of the task; target reader partly informed; the writer's views are not very clear	mostly irrelevant to the topic; prompt misinterpreted; target reader is not informed
Organisation	essay excellently organised; it has an engaging introduction, and the points lead logically from one to another to a balanced conclusion; details are specific and clear and sentences flow smoothly throughout the essay	essay well organised; it has a clear beginning, middle, and end all related to one another and the overall topic; details are generally specific and clear and most sentences flow smoothly	essay clearly organised; it has elements of beginning, middle, and end; details vary from specific and clear to general and vague or they may be missing	essay not well organised; it has some elements of beginning, middle and end; details are general and vague or missing altogether	essay poorly organised; it has no elements of beginning, middle and end; details are missing altogether
Grammar	a variety of simple and complex sentence forms to create interest; errors, if present, do not detract from the meaning of the writing	a variety of simple and complex sentence forms; errors seldom detract from the meaning of the writing	a variety of simple with a few complex sentence forms; errors occasionally detract from the meaning of the writing and a fluent reading of the essay	simple sentence forms mostly used; complex sentences, if any, wrongly structured; errors detract from the meaning of the writing and a fluent reading of the essay	simple sentence forms used; errors make it very difficult to follow the writing; the response provides too little text for evaluation
Language	rich use of vocabulary; uses less common lexis effectively and precisely	variety of vocabulary including successful usage of less common lexis	variety of vocabulary including inappropriate usage of less common lexis	everyday vocabulary including some less common lexis inappropriately used	everyday vocabulary inappropriate for or irrelevant to the task

Total: _____

7 Module D

A Job Well Done

Vocabulary

1 1.1 Underline the correct word.

- 1 The entire building is under video **observance/ surveillance**, so no break-ins are possible.
- 2 I flew into London from Los Angeles this morning, so I'm suffering from **flight/jet** lag.
- 3 Ken's on night **shifts/hours** this week, so he has to sleep during the day.
- 4 You will get one **verbal/spoken** warning, one written warning and then you'll be dismissed.
- 5 It's a vicious **duty/circle** – the more tired I am, the harder it is for me to get a good night's sleep.
- 6 The peak **period/session** for tourism in this country is August, when over 2 million visitors arrive.

2 a. 6.4.6 Match A to B, then use some of the collocations to complete the sentences.

A	B
1 make/miss	a hours
2 desk/steady	b bonus
3 area/general	c a deadline
4 long/irregular	d schedule
5 overtime/severance	e post
6 productivity/performance	f job
7 weekly/packed	g manager
8 managerial/administrative	h pay

- 1 If it hadn't been for the overtime I put in, we would have *missed the deadline*.
- 2 The boss trusted her with a(n) even though her experience was rather limited.
- 3 He used the he got when he was laid off to start a small catering business in Leeds.
- 4 He decided to return from his travels, get a and settle down.
- 5 A will be paid to those who sell more than 30 cars this month.
- 6 His includes a meeting with freelance programmers every Friday.
- 7 The is in charge of operations in the south-east of the country.
- 8 He often has to work which makes planning meals quite difficult.

- b. 1.1 Now use the collocations you did not use in Ex. 2a in your own sentences.

3 1.1 Fill in: **made redundant, benefits, salary, wages, recruits, credentials, applications, perks.**

- 1 A good dental plan is one of the many health that this job offers.
- 2 The workers went on strike to fight for higher
- 3 The Human Resources department was shocked to receive over 100 for the job opening.
- 4 Although Charles was, he decided to stay in Paris and look for a new job.
- 5 They were so impressed with Ahmed's that they offered him a job.
- 6 The police chief gave a speech to the new and wished them good luck.
- 7 Apart from the regular employee benefits, Abdullah's job has some such as a company car.
- 8 The tech company offered Hamd a of \$150,000 a year.

4 1.1 Fill in: **high earnings, sense of achievement, government grant, dismissed, deposed, work overtime, head office, trainee.**

- 1 Because he was as the country's leader, he lost all authority.
- 2 Despite his, he had a hard time making ends meet.
- 3 That new really keeps his nose to the grindstone.
- 4 Ali feels a real from doing a job well.
- 5 The company has offices in Detroit and Los Angeles, but the is in New York.
- 6 Since the community centre didn't get a, they had to find alternative ways to pay for the programmes.
- 7 We need everyone to stay late and so we can finish the PowerPoint presentation for this weekend's conference.
- 8 While Patrick was an asset to the company, he was for making too many personal calls.

Grammar

1 a. **6.3.2** The following items contain mistakes. Rewrite them so that they are correct.

- 1 If I told you the truth, you wouldn't have believed me.
.....
- 2 I've brought a couple of towels in case we wanted to swim.
.....
- 3 If I had known you were going to buy milk, I would not buy any myself.
.....
- 4 I'll lend you some money provided you won't tell anyone.
.....
- 5 Unless they will tell us otherwise, we will be there at ten o'clock.
.....

b. **6.3.2** Complete the sentences about yourself.

- 1 If I had known
- 2 If I were
- 3 If I knew then what I know now,
- 4 If I could have my way,
- 5 If only I hadn't
- 6 I wish I

2 Write a wish for each of the sentences.

- 1 You want to go to the cinema, but you haven't finished your homework.
.....
- 2 You lost your mobile phone.
.....
- 3 It has been raining since morning and you don't like rainy weather.
.....
- 4 You failed your English test.
.....
- 5 You want to buy a new watch, but you don't have enough money.
.....

3 For questions 1-5, 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 three and six words.

- 1 Can you give me a lift to the station?
POSSIBLE Would it
..... give me a lift to the station?
- 2 I'll lend you my new jacket if you promise not to get it dirty.
PROVIDED I'll lend you my new jacket
..... get it dirty.
- 3 If I could go back in time, I would never make the same mistake.
TURN If I the clock back, I would never make the same mistake.
- 4 We will be obliged to take legal action if you do not make the payment by the end of the month.
UNLESS We will be obliged to take legal action
..... the payment by the end of the month.
- 5 I want to go out, but it is snowing.
STOP I wish..... snowing.

4 **1.2** For questions 1-15, think of the word which best fits each gap. Use only **one** word in each gap. You can use your English Learner's Advanced Dictionary.

Your Future

Each and **0) every** young person must stop and ask **1)** one very basic question – 'What can I do with my life?' This all-important query can be looked **2)** in two different ways. Firstly, you can see it as one of the most challenging questions you will **3)** have to ask yourself. Or, **4)** you're committed to exploring all the options, asking it can start you on the road to a fulfilling career.

Sometimes, it's easier if you **5)** a big question down into a few smaller ones. For example, 'How **6)** time can I devote to achieving my goals?' or '**7)** kind of qualifications will I need to acquire?' But one of the most significant questions **8)** 'What are my interests and strengths?'

When you start to consider these, it **9)** sense to consider your interests first. **10)** all, a successful career is best measured by considering **11)** satisfying you find it and it's easier to develop strengths and skills **12)** to actually have to learn to find something interesting.

You've probably thought a lot about your likes and dislikes. But the more clearly you define your interests, **13)** closer you'll be to making smart career choices. You may find **14)** you hadn't recognised that a lot of your experiences up to now indicate particular interests that could be linked to specific careers.

If you're still in school, your school's guidance counsellor will also chat with you about your interests and strengths, and will be **15)** to recommend tests or other resources.



7 Module D

Listening

1 a. **3.4** You will listen to a meeting of a board of directors. Listen to the first part of the meeting and answer the questions.

- 1 Who are the people?
- 2 What are they talking about?
- 3 How does Mr Spencer invite each person to talk?
- 4 **3.4.4** What language do they use? How does this set the tone of the meeting, distance & status?

b. **3.4.1** Look at the points. Put them in the order that you hear them.

- a Julian first joined us on our graduate employment scheme almost fifteen years ago.
- b It sounds as if Julian is better prepared to take on the job in the short-term.
- c It is essential that we choose someone we can rely on.
- d Julian still has relatively little experience in senior management.
- e **1** Patrick Jones, our current Director of Sales and Marketing, is retiring in September.
- f Julian is already very familiar with the special character of our company and its brands.
- g Over the past ten years Charles has been at the heart of the astonishing success of Albion Organics.
- h Food is quite a different thing to our own industry, home furniture.

c. **3.4.3** Now listen to the second part of the meeting. How do the participants negotiate points? What course of action is decided? For questions 1-5, choose the best answer A, B or C.

- 1 Michael interrupts Richard because
 - A he wants to provide information.
 - B he disagrees.
 - C he is impatient.
- 2 What does Michael suggest about Richard's argument?
 - A It has not been thought through properly.
 - B It is dishonest.
 - C His points have already been raised.
- 3 Why does Patrick wish to speak?
 - A To defend Julian from unfair criticism.
 - B To explain his opinion more clearly.
 - C Because he feels he has been ignored.
- 4 Jack sums up what has been said about the two candidates
 - A to prepare for the final decision.
 - B because his colleagues cannot make their minds up.
 - C because time is running out.
- 5 At the end of the meeting,
 - A everyone is in agreement.
 - B Jack says he preferred Charles.
 - C Patrick has some news.

2 a. **5.8** Listen to the whole recording. Write down the sentences used to open, introduce, summarise, conclude and thank.

.....

.....

.....

.....

.....

.....

b. **5.8** Listen again and make notes. Give an oral report.

.....

.....

.....

.....

.....

.....

c. **9.6.7** Imagine you are the secretary at Jeffrey's Home Stores. Use your notes to write a report to all the employees informing them of the main points of the meeting and the decision the board of directors reached.

Speaking

1 a. Read the dialogue quickly. What is the situation?

A: ... so that we can deal with the extra workload.
 B: You mean you want to bring a couple more people on board?
 A: Yes, exactly.
 B: OK. Go ahead.
 A: Right. Where was I? OK, the next item on the agenda is the upgrading of computers and other equipment ...
 C: I'm sorry. Can I just interrupt you here, David?
 A: Sure.
 C: The new people will receive full training, right?
 A: Hmm ... that's not an easy question to answer ...
 C: Take your time.
 A: Well, I don't know if we can afford the time. I'd like to discuss this with you after the meeting. Is that OK?
 C: Of course.
 A: Thank you. Now ... What was I saying? Oh yes, ...

b. Underline the phrases the speakers use to:

- allow themselves more time to think (mark these 'A')
- interrupt (mark these 'I')
- return to a topic (mark these 'R')

c. 4.3.13 With a partner, develop two short dialogues using language from the box.

Useful language:	
Fillers <ul style="list-style-type: none"> • Where was I? / Where were we? • What was I / were we saying? • Right, ... • OK, so ... • Hmm ... it's not an easy question to answer. • Interesting question ... 	Interrupting <ul style="list-style-type: none"> • If I can just make a point here, please ... • Excuse me, but that isn't quite right ... • Hang on, get your facts straight ... • I don't think I agree with you there ... • Hold on a second, ... • Wait a minute, ... • I'm sorry. Can I just interrupt you here?
Inviting a response <ul style="list-style-type: none"> • What's your feeling about this? • Don't you think? • Don't you agree? • How do you feel about that? 	Returning to the topic <ul style="list-style-type: none"> • As I was saying ... • Anyway, going back to ... • Anyway, what I was going to say was ... • To return to my earlier point ...

A: ... so I'm sure that it's just a matter of working hard. If you work hard, you'll pass. Don't you think?

B: Hmm ... it's not an easy question to answer. I know of people who worked very hard and still didn't pass.

2 5.9 Work in groups of four. You are at a meeting to decide how to advertise a pair of trainers a sports company has designed. One of you acts as a chairperson and the other three propose and support three different ways. Act out your conversation. Use phrases from the Language box on p. 133 Student's Book.

Speaking Evaluation

	Excellent	Very Good	Good	Fair	Weak
Topic/Ideas/ Style/ Interactivity	ideas are very closely related to the topic; speaker interacts effectively and appropriately to their role; proposals supported by appropriate ideas	ideas closely related to the topic; speaker interacts effectively most times; minor conflict between proposal & supporting ideas	ideas fairly well related to the topic; sometimes speaker interacts with some problems; rather distant from others at times; proposal & supporting ideas unclear	ideas rather disorganised; difficult to follow; role in the group unclear and confusing; other speaker partly neglected; no supporting ideas to back up proposal	ideas unrelated to the topic; shows limited awareness of other speakers; too distant from others; proposal not backed up by supporting ideas
Language	language appropriate for topic and audience; extended stretches of language with ease	language quite appropriate to topic and audience	language is mainly appropriate to topic and audience but with some lapses	some attempt to use language appropriate to the register but with lapses which affect understanding	no language structure which negatively affects audience understanding
Discourse Management	relevant contributions to the topic, coherent and varied	relevant contribution to the topic with very little hesitation	relevant contribution to the topic with some hesitation	stays on topic with some repetition and hesitation; not very clear organisation of ideas	contributions irrelevant to the topic; repetitive and hesitant; unclear organisation of ideas
Pronunciation	effective intonation, clearly understood	clearly articulated sounds, appropriate intonation	most times is clearly understood	understood at times; occasional wrong stress	not very easy to understand; poor intonation

7 Module D

➔ Writing

- 1** a. **7.9** Look at the following extracts from various types of letters. For each one, say whether it is a letter of **complaint, apology or application**.

A You remain one of our most valued customers. Please accept the enclosed £100 voucher, accepted in all Carey & Gordon stores.

B The tardy pace with which you dealt with our last order is surprising, especially when one considers that the agreement we signed with you last summer is up for renewal in less than two months.

C I believe that my experience and youthful approach, together with my managerial skills could be used to excellent effect in your company.

D Finally, let me assure you that all necessary measures to avoid such situations arising in the future have been taken, including the dismissal of the person responsible for this misunderstanding.

- b. Which parts of the extracts could the following phrases replace?
- steps to prevent this from ever happening again
 - would lead to many benefits for your company
 - your custom is still of the utmost importance to us
 - in particular when one takes into account

- c. Write beginnings and endings for letters B and C.
-
-
-
-
-

- 2** a. **1.1** **7.9** Read the opening remarks from the letters below and fill in the gaps with the words given.
- attention • appalled • express • draw • of
 - at • over • notify

1 I am writing to my regret the unfortunate incident which took place at my restaurant on the evening of 5th July.

- 2 I am sending you this letter to you the changes which have been made to the scheduled events at the forthcoming 'English In Action' seminar.
- 3 I am writing this letter to your to a series of inaccuracies in your report on our company, dated 30th March.
- 4 I am writing to say how I am the decision to close down the public library in Whiteside.

- b. For each of the sentences above, identify the writer, the target reader and the reason for writing.

- 3** a. Read the short extract below and underline the words and phrases which you consider to be too informal. Suggest more suitable alternatives.

If I can just put you in the picture, we've been having a few problems with our computer. What must have happened was that your order got here OK but then something went terribly wrong. I don't know if it was the secretary, but for some strange reason, the order was lost. It'd be great if you could send it again. I promise you that I'll deal with it myself this time. Sorry again for giving you so much trouble.

- b. Using your alternatives from Ex. 3a as well as the prompts below, rewrite the extract so that it is suitable for a formal letter.
- bring you up to date
 - encountered some technical difficulties
 - it appears that • received your order
 - technical error • wiped from the system
 - we would appreciate it • I give you my assurance
 - my personal attention
 - may I apologise once more
 - the inconvenience you have been caused

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

4 **7.4.1** Read the prompt below and make notes in the diagram.

••• You recently travelled to Paris on a weekend break. You chose your hotel based on the following advertisement:



While staying in this hotel, the following things went wrong:

- Your reservation had been mysteriously cancelled, so you had to settle for a room which was not en suite.
- The air conditioning in your room was broken, so the room was very hot at night.
- The food you ordered in the hotel restaurant took 50 minutes to reach your table, by which time it was unsurprisingly cold.

Write a **letter** to the hotel manager complaining about the poor service and lack of facilities and asking for a full refund (200-250 words).

PLANNING 8.1.3

STATE COMPLAINT

1st Complaint

&

Examples

2nd Complaint

&

Examples

3rd Complaint

&

Examples

ACTION TO BE TAKEN

7 Module D

5 **9.6.2** Use your notes in the diagram in Ex. 4 to write your letter of complaint. Follow the plan.



Dear

Introduction • opening remarks, reason for writing

Main Body • complaints in detail & examples

Conclusion • summarise main points; state action to be taken

Yours
(sign off)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Writing Evaluation

8.4 9.6 Writing formal letters (of complaint)

	Excellent	Very Good	Good	Fair	Weak
Planning	the plan presents a very clear outline of the letter and there is a clear correlation between the plan and the text	the plan presents a clear outline of the letter and there is a clear correlation between the plan and the text	the plan presents a fairly clear outline of the letter and some ideas are presented in the text	the plan does not present a clear outline of the letter and not many ideas are presented in the text	the plan is minimal and there is no correlation between the plan and the text
Content and Target Reader	relevant to the task; target reader is fully informed; purpose of writing is clear, concise and to the point; language is non-personal and direct	relevant to the task; target reader is informed; purpose is mostly clear and to the point	minor irrelevancy; target reader is partially informed; purpose is clear but it may lack emphasis of conviction	Irrelevancies and partial misinterpretation of the task; target reader not clearly informed; purpose is not clear and lacks emphasis of conviction	mostly irrelevant to the topic; prompt misinterpreted, target reader is not informed; purpose is unclear
Organisation	letter excellently organised; it has a clear introduction, and the points lead logically from one to another to a conclusion; it uses structure to its full advantage; sentences flow smoothly throughout the text; details are clear and specific	letter well organised; it uses the accepted layout for this type of writing; points are all related to one another and the overall topic; most sentences flow smoothly with some lapses; it uses structure to its advantage	letter is missing some of the elements of the layout required; lack of organisation and structure diminish effectiveness; points vague or they may be missing	letter not well organised; it is missing many elements of the layout required for this type of writing; organisation and structure are random if present at all; points are general and vague or missing altogether	letter poorly organised; it has no elements of this type of functional writing; points are missing altogether
Grammar	a variety of simple and complex sentence forms to create interest; errors, if present, do not detract from the meaning of the writing	a variety of simple and complex sentence forms; errors seldom detract from the meaning of the writing	a variety of simple and few complex sentence forms; errors begin to detract from the meaning of the writing and a fluent reading of the text	simple sentence forms mostly used; complex sentences, if any, wrongly structured; errors detract from the meaning of the writing and a fluent reading of the text	simple sentence forms used; errors make it very difficult to follow the writing; the response provides too little text for evaluation
Language	rich use of vocabulary; uses less common lexis effectively and precisely	variety of vocabulary including successful usage of less common lexis	language lacks clarity at times	information lacks clarity and accuracy: language is inappropriate for this type	language totally inappropriate for or irrelevant to the task

Total: _____

8 Module D

Fit for Life

Vocabulary

1 **1.1** Complete the sentences with the correct form of the verbs in the list.

- base • carry • cite • do • follow • make
- narrow • support

- 1 I am out a study into the causes of heart disease.
- 2 You have to your conclusions on facts, not guesswork.
- 3 The team of scientists are research on the increase in life expectancy.
- 4 If you don't your arguments with evidence, you won't convince anyone.
- 5 There are special features on search engines to help the user their search.
- 6 Different universities may have different styles that they expect students to when writing research reports.
- 7 sure you get your references right, or your work will come straight back to you.
- 8 Any authors who are in your work should appear in your bibliography.

2 **1.1** Fill in: **mental, flu, cough, heart, liver.**

- 1 The scientist developed trouble and had to be put in hospital.
- 2 After Paul suffered a attack, the doctor recommended he take an aspirin each morning.
- 3 The stress of playing in the championship got to him and he suffered a breakdown.
- 4 Common symptoms of the include a fever and a sore throat.
- 5 The medical name for the whooping is pertussis.

3 **1.1** Choose the correct word.

- 1 I think I've **caught/developed** a stomach bug!
- 2 He's **suffered/developed** pneumonia and is very ill.
- 3 You can **develop/contract** hepatitis from wooden eating bowls.
- 4 She **contracted/developed** measles as a child, but it left no lasting damage.
- 5 I **caught/suffered** a cold from my best friend and I feel awful today.

4 **1.1** Fill in: **back, out, away, up, off.**

- 1 Ian held his arm so the doctor could give him the vaccination.
- 2 Hopefully the weather will clear so we can practice outside.
- 3 Darren could barely hold his excitement when his team qualified for the World Cup.
- 4 The player held announcing his retirement until after the season had ended.
- 5 After the coach cleared the folders from his desk, he called the team in for a meeting.

5 **1.2** Fill in: **age, pressure, suspicion, circumstances, conditions.**

- 1 Under normal, he can run the 100M in 9.6 seconds, but today is very windy.
- 2 Even though his team won the championship last season, the coach is under to win it again this year.
- 3 If a player is under of breaking any rules, they will not be allowed to practise with the team.
- 4 It wasn't their best game, but under the, they did the best they could.
- 5 If you are 17 or younger you are considered to be under and cannot join the team.

6 **1.9** Choose the phrase which best explains each idiom.

- 1 There's nothing wrong with her, she's as fit as a fiddle.
 - A She likes to pretend to be ill.
 - B She's in very good health.
- 2 I joined a martial arts class and I was black and blue by the end of it.
 - A I was covered in bruises.
 - B I was completely exhausted.
- 3 I have butterflies in my stomach about the race tomorrow.
 - A I feel very confident about what will happen tomorrow.
 - B I feel very nervous about what will happen tomorrow.
- 4 He had glandular fever but he's been given a clean bill of health now.
 - A It will be a while before he completely recovers from the condition.
 - B He has completely recovered from the condition that afflicted him.

➔ Grammar

1 Rewrite the sentences using the *modals* in the list.

- should • didn't need to • might • needn't have
- can't • was able to • mustn't

- Perhaps it was hypnosis that cured her insomnia.
Hypnosis might have cured her insomnia.
- I'm sure Ian wasn't feeling well yesterday.
- He managed to continue his work despite having a splitting headache.
- It wasn't necessary for us to call the paramedics because no one was hurt.
- You are not allowed to take these pills without a doctor's prescription.
- It would have been the right thing to inform me that yoga class was cancelled for today.
- It wasn't necessary for you to go to all that trouble, but thanks, anyway.

2 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two to five words.

- I'm sure Chloe is feeling terrible about her outburst of anger now.
MUST Chloe *must be feeling* terrible about her outburst of anger now.
- It wasn't necessary for you to drive me to the doctor's, but I appreciate your doing so.
HAVE You me a lift to the doctor's, but I appreciate your doing so.
- The laughter yoga class will definitely make you feel better.
BOUND The laughter yoga class you feel better.
- Lisa found keeping calm impossible.
ABLE Lisa calm.
- It's certain that Ben didn't lie to Sarah.
HAVE Ben to Sarah.
- Booking the tickets was your responsibility.
SUPPOSED You the tickets.

3 1.2 For questions 1-10, use the words in the box next to the text to form words that fit in the same numbered spaces in the text.

FRIENDS Promote Wellbeing

Research suggests that maintaining positive **0)** *relationships* has a major impact on our physical wellbeing. Psychologists have discovered that people with strong friendships age more slowly, have stronger **1)** and recover from infection and **2)** more quickly than their lonelier counterparts. Not only that, men and women with high social connectivity tend to **3)** those with fewer friends. Indeed, the benefits of friendships are so **4)** that some psychologists consider loneliness to be as **5)** to health as smoking or obesity. Friendships can often take a back seat to other **6)**, but the benefits they bring make the investment in them **7)** So take the time to develop and nurture your friendships. There's no need to aim for a(n) **8)** number of friends. Some people benefit from a large and **9)** social network, whereas others reap the same rewards from a smaller circle of friends and **10)** Overall, it's the quality not the quantity of your friendships that is important.

- RELATE
- IMMUNE
- ILL
- LIVE
- PRONOUNCE
- DETRIMENT
- PRIOR
- WORTH
- SPECIFY
- VARY
- ACQUAINT



8 Module D

→ Listening

1 a. **4.2.1** You will hear five short extracts in which different people are talking about their experience of losing weight. Before you listen, discuss the following:

- 1 How important is healthy eating? Do you eat healthily?
- 2 What, in your opinion, is the best way to lose weight and keep fit? Think about:
 - diet
 - lifestyle
 - exercise
- 3 Do you have a personal experience of dieting? Did you experience any problems?

b. Now listen to the recording and do the tasks.

Task1

For questions 1-5, choose from the list A-H what happened to each speaker. There are three extra statements.

- | | | |
|---|-----------|---|
| A They took their dieting too far. | | |
| B They began an active lifestyle. | | |
| C They became addicted to diet pills. | Speaker 1 | 1 |
| D They discovered the cause of their weight gain. | Speaker 2 | 2 |
| E They stopped going on fad diets. | Speaker 3 | 3 |
| F They narrowly escaped death. | Speaker 4 | 4 |
| G Their character changed for the worse. | Speaker 5 | 5 |
| H They stopped eating sweet foods at nighttime. | | |

Task2

For questions 6-10, choose from the list A-H, the statements that best fits each speaker. There are three extra statements.

- | | | |
|---|-----------|----|
| A "I would never go on one of those 'miracle diets'." | Speaker 1 | 6 |
| B "My cravings for sugar kept me up all night." | Speaker 2 | 7 |
| C "Never take the easy way out; there are usually consequences." | Speaker 3 | 8 |
| D "Previously, my weight had never bothered me." | Speaker 4 | 9 |
| E "Even though I knew what I was doing was dangerous, I didn't care." | Speaker 5 | 10 |
| F "The amazing results inspired me to continue." | | |
| G "I would rather be overweight than slim." | | |
| H "I discovered the connection just by chance." | | |



2 Do you think people should go on fad diets? Why?/Why not? Make notes, then discuss in pairs.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Module D 8

Speaking

Students A & B

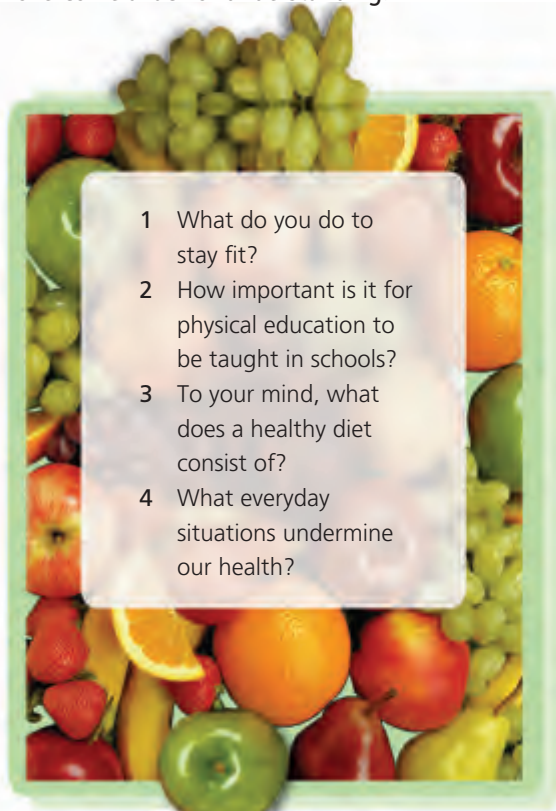
Students A & B

1 **4.1.3** Look at these pictures showing various ways to stay in good physical condition. Talk to each other about how these activities contribute to our overall health. Then decide which two activities are the most essential for staying healthy. Use appropriate cohesive devices to link ideas with utterances.

2 **4.3.7** Discuss the following questions together. Use appropriate gestures or facial expressions to overcome a lack of understanding.



How do these activities contribute to our overall health? Which two activities are the most essential for staying healthy?



- 1 What do you do to stay fit?
- 2 How important is it for physical education to be taught in schools?
- 3 To your mind, what does a healthy diet consist of?
- 4 What everyday situations undermine our health?

Speaking Evaluation

	Excellent	Very Good	Good	Fair	Weak
Theme	ideas are very closely related to the topic	ideas are closely related to the topic	ideas are fairly well related to the topic	ideas are a little disorganised; a little difficult to follow	ideas are unrelated to the topic
Vocabulary and Grammar	rich vocabulary and very good control of use of a wide range of grammar structures	fairly rich vocabulary and good control of a wide range of grammar structures	good command of vocabulary and use of simple and complex grammar structures	appropriate vocabulary and control of simple grammar structures while attempting to use some complex ones	vocabulary not rich; good use of simple grammar structures
Discourse Management	relevant contributions to the topic, coherent and varied; wide range of discourse markers; extended stretches of language with ease	relevant contribution to the topic with little hesitation; clear organisation of ideas; range of discourse markers	relevant contribution to the topic with some hesitation; clear organisation of ideas; range of discourse markers	stays on topic with some repetition and hesitation; not very clear organisation of ideas; limited use of discourse markers	contributions occasionally irrelevant to topic; repetitive and hesitant; unclear organisation of ideas; very limited use of discourse markers
Interactivity	interacts easily; takes longer turns – links contributions to those of other speakers; negotiates successfully; expresses more complex ideas	interacts appropriately; maintains and develops interaction; expresses complex ideas; negotiates successfully	interacts satisfactorily; develops interaction; expresses some complex ideas; negotiates to an outcome	interacts appropriately; develops interaction partly; expresses a few complex ideas; talks with some hesitation	interacts appropriately most of the time; develops interaction with pauses and hesitation; expresses few complex ideas
Pronunciation	clearly understood; effective intonation	clearly articulated sounds; appropriate intonation	most times is clearly understood	understood at times; occasional wrong stress	not very easy to understand; poor intonation

8 Module D

Writing

1 a. 4.2 In pairs, discuss the following questions:

- 1 What sort of information texts have you read recently? (e.g. from shops, from public offices)
- 2 What was their purpose? (e.g. to instruct, to inform)
- 3 Apart from colour and illustrations, what makes an information text visually appealing?
- 4 What would make you take an information text home with you, rather than throw it away?

b. Which language features would you use in the following information text? Give reasons.

Fenton's Internet Banking
now available for all account holders.
Find out how to register for instant
banking at home, at work or on the go.

2 a. 7.9 Read the passage below and, with a partner, decide on the most suitable words/phrases in bold, giving reasons.



Manual Recording

- 1) **First of all, / First and foremost**, make sure you have a clean blank disc in the left-hand drawer of the machine.
- 2) **Then, / After**, insert the disc you want to copy from in the right-hand drawer. Press the Settings button on the screen.
- 3) **Afterwards, / Next**, play the loudest part of the disc and,
- 4) **at the same time, / together**, adjust the recording level so that the indicator does not stay in the red.
- 5) **When you have done that, / The sooner you do that**, press the Record button so that the disc starts to record.
- 6) **At last, / Finally**, when recording is completed, press Pause or Stop. If no more recordings are to be made on the disc, press Finalise.

b. 7.9 What is being described? Where would you expect to find this passage? What other headings would you expect to find?

3 7.4 Read the tourist information sheet and fill in the subheadings given.

- Refreshments • Dress Code
- Location & Opening Times
- General Information • Admission
- Attractions



1

The Museum of Islamic Art (MIA) in Doha contains the largest collection of Islamic artwork in the world. Its building was designed by the world-famous architect I. M. Pei and it opened to the public in 2008.

2

The MIA is situated on a manmade island at the south end of Doha bay, just east of the harbour area. It is open from 10:30 am to 5:30 pm on Sundays, Mondays and Wednesdays; from noon to 8 pm on Thursdays and Fridays; and from 2 pm to 8 pm on Saturdays. The museum is closed on Tuesdays.

3

Entrance to the museum is free although visitors (with the exception of students and children) may be required to pay for access to temporary exhibits.

4

The MIA contains works of Islamic art from three continents. The museum includes a historical overview of Islamic art from the 7th to the 18th centuries comprising a variety of artefacts from coins and clothing to texts and ceramics.

5

There is a café on the ground floor which serves sandwiches, wraps, salads and desserts. If you'd like to sit outside, there is also a café in the park near the museum's entrance.

6

As with any public place in Qatar, visitors to the museum should dress conservatively. In particular, women should cover their shoulders and avoid wearing short skirts.

4 a. **7.4.1** Read the prompt below and answer the questions which follow.

The language school where you study is planning to produce an information sheet in English describing its courses and facilities to potential students. The owner has asked you to write an information text, including the following points.

- Levels and Ages catered for
- Classrooms and Facilities

Write the **information text** in 220-260 words.

- 1 What do you have to write?
- 2 Who are the target readers? What style is appropriate?
- 3 What information will you include in the main body? How will you organise it into paragraphs/sections? Suggest suitable topic sentences.
- 4 How could you begin and end your piece of writing?

b. **8.1.3** Complete the diagram with your own ideas.

PLANNING

TOPIC

.....

.....

.....

INTRODUCTION

.....

.....

.....

LEVELS & AGES CATERED FOR

.....

.....

.....

CLASSROOMS & FACILITIES

.....

.....

.....

CONCLUSION

.....

.....

.....

Writing Evaluation

8.4 9.3 Writing an information text

	Excellent	Very Good	Good	Fair	Weak
Planning	the plan presents a very clear outline of the essay and there is a clear correlation between the plan and the discussion text	the plan presents a clear outline of the essay and there is a clear correlation between the plan and the discussion text	the plan presents a fairly clear outline of the text and some ideas are presented in the discussion text	the plan does not present a clear outline of the essay and not many ideas are presented in the discussion text	the plan is minimal and there is no correlation between the plan and the discussion text
Content and Target Reader	relevant to the task; target reader is fully informed	relevant to the task; target reader is informed	minor irrelevancy; target reader is informed	irrelevancies and partial misinterpretation of the task; target reader partly informed	mostly irrelevant to the topic; prompt misinterpreted; target reader is not informed
Organisation	essay excellently organised; it has an engaging introduction, and the points lead logically from one to another to a balanced conclusion; details are specific and clear and sentences flow smoothly throughout the text	essay well organised; it has a clear beginning, middle and end all related to one another and the overall topic; details are generally specific and clear and most sentences flow smoothly	essay clearly organised; it has elements of beginning, middle and end; details vary from specific and clear to general and vague or they may be missing	essay not well organised; it has some elements of beginning, middle and end; details are general and vague or missing altogether	essay poorly organised; it has no elements of beginning, middle and end; details are missing altogether
Grammar	a variety of simple and complex sentence forms to create interest; errors, if present, do not detract from the meaning of the writing	a variety of simple and complex sentence forms; errors seldom detract from the meaning of the writing	a variety of simple and few complex sentence forms; errors begin to detract from the meaning of the writing and a fluent reading of the text	simple sentence forms mostly used; complex sentences, if any, wrongly structured; errors detract from the meaning of the writing and a fluent reading of the text	simple sentence forms used; errors make it very difficult to follow the writing; the response provides too little text for evaluation
Language	rich use of vocabulary; uses less common lexis effectively and precisely	variety of vocabulary including successful usage of less common lexis	variety of vocabulary including inappropriate usage of less common lexis	everyday vocabulary including some less common lexis inappropriately used	everyday vocabulary inappropriate for or irrelevant to the task

Total: _____

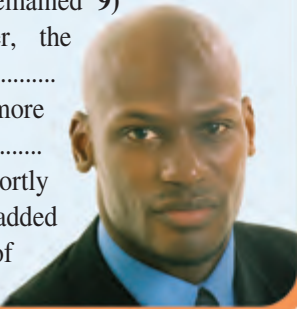
Use of English

1 For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each gap.

2 For questions 1-12, read the text below and think of the word which best fits each gap. Use only one word in each gap.

Friends Reunited in TROUBLE?

Friends Reunited, the UK website that enables 0) **D** to locate their old school friends, may be facing a 1) in its fortunes. Created by the 2) team of Steve and Julie Pankhurst, the incredibly successful website was sold in 2005 to the UK broadcasting company, ITV. The Pankhursts gave up the day-to-day running of the site, but 3) a stake in the business. They 4) expansion through a management buy-in, and brought on board an ex-newspaper executive as a 5) The deal seemed like a brilliant move on the part of ITV, but three years on, the site is 6) behind its more agile Internet 7)....., namely *Facebook*, *MySpace* and *Bebo*. Despite the 8) of activity around social networking in the UK, the site's growth has remained 9) for 12 months. However, the chairman of ITV said he was 10) that the company would make more money from the Internet. He 11) that more free 12) would shortly be added to *Friends Reunited* and added that the site was 'the sweet spot' of the web.



- | | | |
|----|--------------|-------------------|
| 0 | A associates | C donors |
| | B sponsors | D subscribers |
| 1 | A downturn | C loss |
| | B landslide | D drawback |
| 2 | A industrial | C directorial |
| | B employed | D entrepreneurial |
| 3 | A recalled | C revolved |
| | B reverted | D retained |
| 4 | A funded | C backed |
| | B sourced | D underwrote |
| 5 | A producer | C freelancer |
| | B consultant | D mentor |
| 6 | A waiting | C lagging |
| | B delaying | D limping |
| 7 | A foes | C enemies |
| | B rivals | D antagonists |
| 8 | A explosion | C upheaval |
| | B induction | D slump |
| 9 | A straight | C linear |
| | B similar | D static |
| 10 | A converted | C stubborn |
| | B determined | D definite |
| 11 | A referred | C urged |
| | B warned | D hinted |
| 12 | A highlights | C aspects |
| | B details | D features |



Something for Everyone

South America has it 0) **all** – it's a continent that boasts a huge variety of cultures and attractions making it the perfect travel destination 1) backpackers and sightseers alike.

2) of the greatest advantages of travelling through South America is that most of its population will, more 3) than not, speak at 4) one of two languages: Portuguese or Spanish. Also, you'll find that it's very cheap to get 5); trains and buses especially offer very reasonable fares.

As 6) as attractions are concerned, the list is endless. Nature lovers should visit the Amazon Rainforest which includes 7) of the most diverse wildlife on the planet, while the Andes mountain range, which runs down the west of the continent, offers absolutely stunning scenery. For those interested in cultural attractions, South America also has much to offer 8) the mysteries of the Incan city 9) Machu Picchu in Peru to the fascinating fortress city of Cartagena in Colombia.

Also, make sure to try 10) the full range of South America's ethnic cuisine during your trip. 11) to the continent's broad ethnic mix, South American cuisine has a huge number of food influences, so there's something for all tastes.

All in 12), a trip to South America is sure to be an unforgettable experience.

3 For questions 1-10, use the words in the box next to the text to form words that fit in the numbered spaces in the text.

THE HIDDEN COSTS OF CLOTHING

Now that it is common **0)** *knowledge* that we absorb into our bodies what we put on our skin, a(n) **1)** number of people have started to buy organic skin care **2)** However, few consider buying organic when it comes to clothing. But if we knew what had been absorbed into the fabrics that we wear, we might want to seek out **3)** The truth is that many fabrics are grown with the use of pesticides and chemical **4)** Wool and linen are popular with people who prefer **5)** fabrics, yet formaldehyde, a known carcinogenic, is often used in the finishing of linen. During fibre and fabric production, dyes, crease-**6)** finishes and moth **7)** can be added to the list of toxic substances that saturate the garments we wrap around **8)** Residues of these substances **9)** show up in laboratory tests of the everyday clothes we wear and some scientists suggest this could have a(n) **10)** effect on human health.

- KNOW
- INCREASE
- PRODUCE
- ALTERNATE
- FERTILISE
- NATURE
- RESIST
- REPEL
- SELF
- ROUTINE
- HARM



4 For questions 1-12, read the following text and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Something not for Everyone

Because a(n) **0)** *D* number of people are opting to work outside the traditional office, notebook PCs are becoming more and more popular. However, you should know that notebook PCs aren't for everyone. As you **1)** up the pros and cons of replacing your desktop PC with a new system, you should **2)** in mind that you may get better value for your money by investing in a faster, more powerful desktop PC.

Portability comes at a(n) **3)** Leave your laptop unattended for any **4)** of time in any sort of public place and you will quickly **5)** that it has been stolen. You could even lose it without any intentional neglect on your **6)**; laptops (and all the business and personal information they contain) are easy **7)** for skilled thieves. So, yes, there are definitely serious security issues. Also, if you are **8)** to tossing your laptop around as you do your briefcase, workout bag or umbrella, you'll probably break it before you get your money's **9)** Guarantees are getting better and longer, but they still won't cover a simple slip, let alone habitual carelessness. So, before you **10)** out to get yourself the latest technological **11)** , think long and hard as to whether a notebook PC is really **12)** for you.

- | | | | | |
|----|---------------|--------------|-------------|--------------|
| 0 | A multiplying | B spreading | C expanding | D increasing |
| 1 | A measure | B weigh | C even | D count |
| 2 | A hold | B grasp | C bring | D bear |
| 3 | A cost | B expense | C price | D fee |
| 4 | A duration | B length | C quantity | D hours |
| 5 | A confirm | B reveal | C show | D discover |
| 6 | A role | B part | C behalf | D area |
| 7 | A aims | B objects | C goals | D targets |
| 8 | A prone | B apt | C likely | D inclined |
| 9 | A reward | B return | C worth | D benefit |
| 10 | A rush | B speed | C move | D walk |
| 11 | A tool | B appliance | C utensil | D gadget |
| 12 | A suitable | B acceptable | C proper | D fit |

Use of English _____

5 For questions 1-15, think of the word which best fits each gap. Use only one word in each gap.



going GREEN

Here are some ideas for helping the environment on a daily basis. Food **0)** *which/that* has been grown locally is your best bet. Also, avoid buying food **1)** as ready-made meals, as they place great strain **2)** the environment. Make some dietary changes: **3)** down on the amount of meat you eat, and replace sugar **4)** honey; a lot of chemicals **5)** used to spray sugar crops. Finally, drink water from the tap **6)** of buying it in a plastic bottle.

And **7)** about shopping? Well, there are lots of things you can do in this area, too. Make

8) your car is fitted with a catalytic converter and your petrol is unleaded. Don't give **9)** clothes that are in good condition just **10)** they're not in fashion this year. And don't get rid of your computer or mobile phone **11)** This kind of technology contains huge amounts of toxins. **12)** not grow your own flowers? The cut ones we buy from shops have **13)** sprayed with pesticides. Lastly, try not to buy products that are covered **14)** too much plastic, but if you can't avoid it, find another use for all the plastic **15)** than putting it in the bin.

6 For questions 1-12, decide which answer (A, B, C or D) best fits each gap.

I know your number ...

Automatic number plate **0)** *B* (ANPR) arrived in the UK in 1997, when the City of London police **1)** cameras that scan the plates of every vehicle entering and leaving the centre of the city. A police **2)** says: "We're not interested in **3)** people's movements; we just want to provide them with a safe environment."

4) other similar systems, ANPR checks number plates against live databases rather than against existing banks of information. Data protection rules **5)** the building of general databases, so these systems don't **6)** computerised data. They simply **7)** police if they read a suspected vehicle's plate.

The traffic information provider, *Trafficmaster*, owns a far more **8)** plate-reading system, with 8,000 cameras on trunk roads to monitor traffic speeds (its motorway cameras use a different system). The cameras cut the first and last two **9)** off your number plate, and transmit the remainder to *Trafficmaster's* **10)** in Milton Keynes. By watching for the same partial plate number further up the road, the firm **11)** traffic speed.

However, *Trafficmaster* says its cameras misread about one number plate in four – good enough to identify speeding drivers, but not accurate enough to help police gain information for a criminal **12)**



- | | | | |
|----------------|---------------|-----------------|-------------------|
| 0 A definition | B recognition | C identity | D cognition |
| 1 A fixed | B transmitted | C plugged | D installed |
| 2 A employee | B chairman | C investigator | D spokesperson |
| 3 A covering | B monitoring | C surveying | D scanning |
| 4 A Unlike | B Otherwise | C However | D Notwithstanding |
| 5 A defy | B prohibit | C refuse | D deny |
| 6 A retain | B conserve | C contain | D preserve |
| 7 A engage | B alert | C inquire | D identify |
| 8 A isolated | B worldwide | C scattered | D widespread |
| 9 A symbols | B keys | C digits | D codes |
| 10 A venues | B premises | C heartlands | D headquarters |
| 11 A gauges | B tabulates | C counts | D ratifies |
| 12 A trial | B sentence | C investigation | D courtroom |

7 For questions 1-12, decide which answer (A, B, C or D) best fits each gap.

Just a Little Respect

A few years ago, it looked as though Rich DeVos would not **0) C** to see another year. The **1)** were stacked heavily against the 70-year-old businessman and entrepreneur. With a **2)** heart following a stroke, DeVos's only hope was to have a heart transplant. DeVos recounts his life story in his autobiography *Hope From My Heart: Ten Lessons for Life*. The book contains much of the practical **3)** DeVos learned during his rise to fame and **4)** as co-founder of the prosperous Amway Corporation. There are ten chapters in the book and all are **5)** by stories and incidents from DeVos's own experiences. Some of DeVos's most profound **6)** are found in the chapter titled 'Respect'. The 'hero' in this chapter is a garbage **7)** whom the business leader met during a summer vacation. He was "the best at his job I'd ever seen," DeVos writes. "You could set your **8)** by him. He worked quietly and discreetly, a meticulous man who made a physically demanding job look easy." When DeVos **9)** out one morning to tell him he appreciated the job he was doing, the man told him that in 12 years of hauling garbage, no one had ever said a kind word to him, including his boss. "That man **10)** self-respect," DeVos declares. "Self-respect is **11)** for having respect for others, and respect, not love, is really what makes the world go **12)** ." One famous American entrepreneur has declared that "DeVos's chapter on respect is alone worth the price of the book."

- | | |
|-----------------|-----------------|
| 0 A stay | C live |
| B exist | D breathe |
| 1 A chances | C risks |
| B odds | D probabilities |
| 2 A collapsing | C closing |
| B failing | D fluctuating |
| 3 A grasp | C wits |
| B sense | D wisdom |
| 4 A wealth | C fortune |
| B riches | D power |
| 5 A illustrated | C displayed |
| B established | D drawn |
| 6 A insights | C consciousness |
| B familiarities | D awarenesses |
| 7 A grouper | C gatherer |
| B assembler | D collector |
| 8 A count | C time |
| B clock | D measure |
| 9 A went | C made |
| B took | D got |
| 10 A held | C owned |
| B had | D kept |
| 11 A primary | C vital |
| B major | D key |
| 12 A about | C over |
| B round | D by |

8 For questions 1-12, decide which answer (A, B, C or D) best fits each gap.

Freak weather hits north and south

Rain has been falling **0) D** in North Yorkshire for over forty-eight hours and the Meteorological Office forecast **1)** no change for a further seventy-two hours. Following a month of dry weather, residents of northern towns and villages were **2)** by surprise. Several riverside **3)** areas were inundated as rivers burst their banks. Fire services **4)** out rescue operations through the night using dinghies. In **5)** -lying areas, valuable agricultural land has been submerged. Power supplies to the region have also been **6)** after underground cables were dislodged. It is the second **7)** year in which the region has been affected by flooding, similar levels of rainfall having occurred last year. Meanwhile, due to the **8)** of the disaster and the number of claims submitted, insurance companies warn of delays in **9)** claims for flood damage to property.

In world news, severe weather conditions continue to **10)** parts of Australia. **11)** high winds are hindering the progress of firefighters trying to extinguish bush fires which have been **12)** outside Sydney for several days.

- | | |
|-----------------|-----------------|
| 0 A continually | C concurrently |
| B constantly | D continuously |
| 1 A predicts | C predetermines |
| B prophecies | D proceeds |
| 2 A brought | C taken |
| B got | D carried |
| 3 A populated | C housed |
| B inhabited | D residential |
| 4 A brought | C took |
| B carried | D put |
| 5 A low | C under |
| B down | D nether |
| 6 A disturbed | C dismantled |
| B disarranged | D disrupted |
| 7 A successive | C subsequent |
| B latter | D following |
| 8 A range | C scale |
| B width | D extension |
| 9 A dealing | C marketing |
| B processing | D countering |
| 10 A damage | C flatten |
| B raze | D ravage |
| 11 A Highly | C Ridiculously |
| B Totally | D Exceptionally |
| 12 A raging | C rolling |
| B ravening | D raiding |

Use of English

9 For questions 1-15, think of the word which best fits each gap. Use only one word in each gap.

10 For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each gap.

SUGGESTIONS FOR IMPROVING THE SPORTS CLUB AND INCREASING MEMBERSHIP

Introduction

The purpose **0)** of this document is to suggest improvements for the club and to present ideas for increasing the club's membership.

Club Facilities

The two main areas of dissatisfaction **1)** members are the condition of the main entrance and the **2)** that certain items of exercise equipment are out of date.

3) of all, I would like to propose that we set **4)** renovating the entrance. With **5)** to the second problem, I suggest that we make enquiries about renting rather **6)** buying new exercise equipment **7)** this would avoid incurring the expense of purchasing new apparatus.

Social Activities

I would **8)** to propose introducing a programme of activities which would include visits to local athletics events and sports matches. Inter-club activities should **9)** be considered as this would provide our members with an extra incentive to train.

Increasing Membership

One way **10)** increase club membership would be to address the matters discussed above as **11)** as possible. A second suggestion is to step **12)** local advertising, emphasising the programme of activities mentioned above.

Conclusion

To **13)** up, I feel confident that improving the premises and updating the equipment **14)** attract new membership. A concerted advertising campaign might also **15)** wonders.

Active Acknowledgement

Every parent soon learns that children **0)** A very 'big' ears! They adore listening in on adult conversations and their ears **1)** up at the very **2)** of their name. Clever parents know they can take shameless advantage of this **3)** and give their children something really worth listening to.

In conversation, acknowledge your child, mentioning his or her accomplishments (both large and small), taking **4)** care to emphasise how proud you are of them. You can **5)** assured that your message will be **6)** and that your child's confidence will be boosted as a(n) **7)**. This strategy is particular useful for those children who have difficulty accepting praise **8)**. Remember, the more children hear their positive qualities being recognised, the more motivated and empowered they will become.

Even the most difficult children have special qualities worth acknowledging, so be sure to **9)** them out and acknowledge them. A **10)** of advice though. Be subtle, be truthful, and don't **11)** it. In order to be effective, active acknowledgement needs, above all, to be sincere. Children can **12)** when adults are being dishonest. So keep it real!

- | | |
|----------------|---------------------|
| 0 A have | C hold |
| B own | D boast |
| 1 A rise | C jump |
| B hop | D prick |
| 2 A mention | C discussion |
| B reference | D remark |
| 3 A liability | C leaning |
| B tendency | D keenness |
| 4 A singular | C special |
| B precise | D exact |
| 5 A stay | C relax |
| B rest | D remain |
| 6 A granted | C maintained |
| B absorbed | D consented |
| 7 A result | C effect |
| B outcome | D upshot |
| 8 A absolutely | C straightforwardly |
| B directly | D clearly |
| 9 A seek | C look |
| B search | D chase |
| 10 A statement | C phrase |
| B word | D note |
| 11 A overload | C overboard |
| B overcook | D overdo |
| 12 A weigh | C classify |
| B sense | D touch |

Workbook Audioscripts

Module A

Unit 1 – Something to Shout About

➤ Audioscript for Exercises 1b & 2a (p. 10)

I had just graduated from university and I was busy applying for openings in marketing firms when my dad suggested I come work in the on-site office of his construction company for the summer. I wasn't too sure about going to work in the office as the boss' son, but he pointed out that I could earn some much needed cash and it would look good on a CV too.

I was a little apprehensive on the first day at the office. My father introduced me to the other clerical workers and the site manager and asked them to show me the ropes until I got the hang of things. No one was rude to me, but I got the distinct impression that they weren't very impressed with the idea of having to babysit the boss' 'kid'.

I decided the best way to overcome any hostility would be to try to be as helpful as possible. I thought that if I could make myself indispensable they wouldn't resent my presence. All I needed to do was get on all their good side and then, just maybe, they would accept me. "Who knows", I thought, "I might even make some friends."

The first thing to do, I decided, was to make everyone a cup of tea or coffee – a good icebreaker. I got busy in the tiny kitchen and made a pot of tea and coffee. But I must have got a bit over-excited because as I went round offering the drinks to the other five workers in the office, I managed to spill hot liquid on either their paperwork or, in the case of poor Mrs Blaine, all over her hand. Things were not going to plan.

Then, Mr Filbert, the office administrator offered to give me a tour of the construction site. I think he wanted me out of the office before I did any more damage. The other workers looked relieved that I wouldn't be under their feet for a bit. So there I was, following Mr Filbert round the muddy construction site while he was trying to explain how everything was organised. Suddenly, to my horror, straight above us I saw out of the corner of my eye a metal beam being lifted by a crane and came crashing to the ground. Instinctively, I threw myself at Mr Filbert pushing him out of the way. The beam just missed us both.

We were both covered in mud, but otherwise unscathed. Mr Filbert was really grateful. 'You saved my life!', he exclaimed. Back at the office, the other workers ran around finding some clean clothes for us to wear and making us cups of tea to 'get over the shock'. Everyone told me how brave I was. It was a dramatic end to a very strange day, but it was also the beginning of one of the best summers I ever had.

Unit 2 – Escape Artists

➤ Audioscript for Exercises 1 & 2 (p. 18)

Herman Melville's *Moby Dick* is one of American literature's most famous adventure stories. It has been the inspiration for many American writers and it is rightly considered an American classic. Melville's language can be difficult and he uses a wide range of styles to tell his story.

Most of the tale is told from the point of view of Ishmael, a young crewman on the ship *The Pequod* which is sailing off the coast of America. The captain of the ship is Ahab and his one goal is to find and kill the great white whale which took his leg and left him with a wooden one. The story follows the crew as they chase the white whale across the sea.

Once they find the whale, Captain Ahab and the crew attack, but as the whale is dying it destroys the ship and drags Captain Ahab down to the bottom of the sea. Only the young crewman Ishmael survives to tell the tale.

It's a cracking good read and a classic example of a great adventure story. The book is not only packed with action, but has some very memorable characters who have enthralled generations of readers. This is a great book to take on holiday. The ultimate summer read.

Module B

Unit 3 – Our Changing World

➤ Audioscript for Exercises 1b & 2 (p. 26)

The first thing we can do is to look at our homes and identify the main areas for improvement. For example, did you know that 5-10% of your electricity bill goes into your light bulbs? Although more expensive to buy, energy-efficient light bulbs operate at a far lower power rating than standard bulbs and last many times longer. For those who can't afford the initial expense, just replacing a 100-watt bulb with a 75-watt bulb will conserve energy. It goes without saying that you should turn lights off when they are not in use – but also be aware that there may be places, like hallways, where you don't need as much light as you are using. And don't forget to dust your lamps and bulbs, as dust absorbs light you could be making use of.

Moving on to larger energy consumers, your heating system needs to be looked at regularly by a trained technician to keep it running efficiently and safely. A regular tune-up will help you save on heating costs and extend the life of your system. You can help your heater or furnace to work more efficiently by checking the air filters once a month and cleaning them or replacing them if they're dirty, and by checking they aren't blocked by furniture.

Water is another valuable resource, and you can save gallons in your household by making a few simple alterations. Installing a low-flow shower head in your shower

Workbook Audioscripts

can cut your water usage by two thirds. For best efficiency, try to get one with a shut-off valve, as this allows you to turn off the water while soaping up, then turn it back on instantly without having to readjust the temperature.

Moving into the kitchen. Here you can make major energy savings simply by choosing the right pan for the job. Use the smallest pan you need for the dish you are making, since smaller pans take less energy to heat up. Then, put the pan on the burner that fits it best. If the burner is wider than the pan, you are wasting heat. Cover your pots when you can, as this allows the food to cook faster, and use the lowest possible heat setting to keep it boiling, steaming or simmering. If you have an electric cooker, turn the burner off before you finish cooking and make use of the heat from the burner as it cools.

Refrigerators and freezers are among the largest energy users in people's homes, so by following these tips you can feel truly virtuous about the amount of energy you save. Keep fridge and freezer doors closed as much as possible. Think about what you want before you open the door and start letting cold air out. Better yet, label items and keep them in the same place so that it's easier to find them. Allow food to cool before placing it in the fridge and remember that your freezer works more efficiently when full than when nearly empty.

Of course, this is just the tip of the iceberg, and there are numerous other ways in which you can ...

Unit 4 – Learn for life

➤ Audioscript for Exercise 1 (p. 40)

EXTRACT 1

Presenter: Glen, you found out some surprising things in the course of your study into truancy in schools.

Glen: That's right. My study showed that ninety percent of the three hundred students surveyed actually admitted to playing truant. We also discovered that truancy has little to do with a pupil's race, gender or economic class, none of which surprised me, I might add. What did interest me, however, was that it also showed that many students are actively deciding what classes they want to attend or don't want to attend. We concluded that the consumer society in which we live is to blame in that it has trained young people to exercise their freedom to choose based on their personal tastes and preferences.

Presenter: And is there nothing that can be done about high truancy rates?

Glen: Basically, what the survey seems to be telling us is that today's students are more sophisticated than those of past generations and that when you take away their right, and worse, their desire to make their own decisions, you are depriving them of the opportunity to learn a very important life skill. We believe that involving students in curriculum development will make them more willing to take part in their own education. So I don't believe it's controversial to say that now is the time for educators to allow students to make decisions about their education.

EXTRACT 2

Interviewer: You've raced in some of the most inhospitable places in the world, Mimi. How did you get started?

Mimi: A few years ago, I decided I needed to lose some weight, but didn't like the idea of joining a gym. So, a friend of mine suggested I try running in the park. My first short jog left me sweating and panting, but I persevered and my confidence soared with every mile I clocked up. Soon, a 10-mile jog felt like a gentle walk. My daily circuits in the park near my home were getting boring though. I needed a new challenge and so I entered the 54-mile Thames Meander Race from Reading to London. I finished the race in less than 11 hours! I was 40, felt fit as a fiddle, and was convinced I could take on anything.

Interviewer: Which race did you compete in after that?

Mimi: In April 2001, I competed in the Marathon Des Sables in Morocco – a 150-mile, six-day race. The race sapped all my energy, I lost a stone in weight and I had to wear slippers for a month afterwards because of all my blisters. I never once thought about binning my trainers, though. In March, I ran the Arctic Marathon. During the race, my father passed away. My mum didn't want me to quit so she put off telling me until I'd completed the race. I was devastated he didn't get to hear my good news because the last time I'd seen him I'd promised him I'd finish.

EXTRACT 3

Presenter: Is there such a thing as a 'chocoholic'?

Dr Rogers: People admit to being 'addicted to chocolate' and call themselves 'chocoholics'. A popular explanation for this is that chocolate contains ingredients that give it special appeal. However, evidence suggests that this is not the case. The substances present in chocolate which have been shown to affect the mood exist in larger quantities in other foods with less appeal than chocolate.

Presenter: So what is at the root of chocolate addiction then?

Dr Rogers: A better explanation lies in our attitude towards chocolate – we like it but we shouldn't eat too much. Our desire to eat chocolate, since we often deny it, is experienced as craving, which in turn is attributed to 'addiction'. Another observation is that the most widely preferred chocolate is milk chocolate, which contains a lower amount of cocoa than dark chocolate, which is not so widely craved. That milk chocolate contains far more sugar, on the other hand, may indicate the real source of this so-called addiction.

➤ Audioscript for Exercise 2 (p. 40)

Interviewer: Good morning. On today's programme I'll be talking to renowned sociologist Miriam Hale about the growing phenomenon of students working while studying. Miriam, why is this a growing trend nowadays?

Miriam: There are a number of reasons why more and more students are working while studying, but perhaps the most important is the rise in university fees and that young people don't want to leave college with a lot of debt so they work to support themselves while studying. Also, there are now

growing numbers of mature students, many with families and responsibilities who have decided to get more qualifications while not giving up work.

Interviewer: It must be quite tough managing to keep up with courses and working as well.

Miriam: Yes, it certainly does require good organisational skills. Most students appear to cope with the rigours of working and studying by sticking to a strict routine. If you're haphazard about when you fit your study hours in, you're much more likely to fall behind than those who have a set schedule of hours that are devoted to study every day. Self discipline is a must, really.

Interviewer: What about attending lectures, seminars and tutorials?

Miriam: Ah, yes. That can be difficult at times for many students, especially if they work full time. But those who do work long hours can usually manage to come to an arrangement with tutors and lecturers. Many rely on notes from other students. But a lot of working students work part time or at the weekend or even nights. In which case, they don't have too many schedule clashes with regard to attending lessons etc at college.

Interviewer: Apart from the issue of avoiding debt while working as a student. Does working while studying have any other benefits for the student?

Miriam: Indeed, it does. For one thing, it's likely to impress prospective employers who will realise just how dedicated and determined working students are. It's also good to get as much experience in the job market as possible. This will help graduates build careers faster than other students with no experience of work. And I think it is good for students' self-esteem too. An independent working student who does well at college is likely to have a lot of self-confidence... and rightly so.

Interviewer: There are downsides too though, aren't there?

Miriam: There's no doubt that it can be very tiring indeed and it's easy to fall behind with coursework and once that happens it can be very difficult to catch up. If students can't manage their time well because of work and social commitments they could also find that their grades suffer and if they don't pull everything together and get back on track then they might not get as good a degree as they should have. So, yes, it's very hard work and requires a great deal of discipline. It's very good training for life though, it must be said.

Interviewer: There are likely to be more students working their way through their degree courses in the future, aren't there?

Miriam: Well, if recent trends are anything to go by, then I think that fairly soon we will see that most students will be working their way through college. It's a system that has worked quite well in the US, where students working their way through college is a norm. Unless students come from a very wealthy family, it might be better to work and study simultaneously than to incur massive debts that you'll have to work years to pay off. The students without loans are going to be much better off, much more quickly than those who use loans to cover their college expenses.

Module C

Unit 5 – People Power

➤ Audioscript for Exercises 1b & 2a (p. 48)

Interviewer: Today in the studio we have Paul McBride, who has written what many critics are calling the most insightful book about business relationships ever to appear in our bookshops. The book is called *The Profit in People*. Paul, what's so special about your book and why has it been getting such glowing reviews?

Paul: Well, far be it for me to claim that my book is in any way special; it's just a book on interpersonal skills in the business environment. I think it's getting a lot of publicity because it's been published at a time when business, the way markets work and their effect on society as a whole, is coming under the spotlight. The old profit-at-any-cost business model has had its day, and we're looking for a more civilised yet effective way of doing business. Because of that, both employers and employees nowadays need a different skill set to cope with an ever-expanding global marketplace and that's what the book is about.

Interviewer: Can you tell us a little bit more about what you mean by that?

Paul: Sure. The best businesses these days – and by that I don't mean the ones that make the most money or have the highest public profile, I mean the ones whose employees are the most satisfied – are the ones that have recognised that strong interpersonal, team and communication skills are essential. Let me clarify that, if you can't work with others, you're never going to progress in your chosen career and if you employ people who can't get along, your business won't expand either.

Interviewer: All that makes sense, but can you give our listeners some concrete examples of how to build these interpersonal skills?

Paul: Okay. Let's take a new employee, fresh from university with a first-class degree. But with even the best qualifications, a team leader might not pick that person for a project because they haven't proven themselves. The team leader hasn't seen their work and doesn't know if they're up to the task. He knows the people he's worked with in the past; he's familiar with their strengths and weaknesses. What the graduate has to do is cultivate trust and provide reasons why the team leader should trust them over the tried and tested other staff - that's where the interpersonal skills come in.

Interviewer: In what way?

Paul: He could try what I call the four 'Cs' of trust: communication, consistency, commonality and cooperation. First, communication. Everyone makes mistakes, we're only human after all, but any mistakes or problems need to be talked about and rectified before the end stage. Don't hide anything. Talk about progress, talk about problems and before you know it, you'll be talking about solutions. There has to be a willingness to compromise and that means

Workbook Audioscripts

listening to others' opinions and taking them into account. Secondly, there is consistency. Your superiors will trust you more if your behaviour is not erratic, if it stays the same. 'Steady', 'predictable' and 'dependable' are not negative terms in any office. When an employer recognises a consistent pattern to an employee's work, they can tailor the work to the worker.

Interviewer: I'm not sure I get what you're talking about there.

Paul: Imagine an employee who thrives on pressure and another who prefers a more relaxed pace of working. If you give deadlines to a worker who cannot cope with them, the work will not be of the best quality. Similarly, give the one who thrives on deadlines an open project and the results will be the same. Don't get me wrong, in any organisation, there are roles for both types of employee, but the employer must delegate according to ability and an employee needs to be consistent for the employer to be able to do that effectively.

Interviewer: What were the other two 'Cs' you mentioned?

Paul: Commonality and cooperation. Commonality is sharing qualities, characteristics or standards. To work together, staff needs to focus on what brings them together, not what makes them different. One person may have an MBA, but another might have several years of practical experience; the common feature is that they're both working on the same project, and they both need to bring their talents to bear on whatever needs to be achieved. When the first three 'Cs' are working well, then the fourth 'C', cooperation, can almost be taken as granted – almost, but not quite. The four 'Cs' are interpersonal skills that can be learnt and applied to any job. My book gives practical advice on how to cultivate all of them and use them to maximum effect to achieve maximum productivity in the workplace.

Interviewer: Right, we're going to take a short break and when we come back, I'll be chatting some more to Paul McBride about his book, *The Profit in People*.

Unit 6 – Growing Concerns

➤ Audioscript for Exercise 1b (p. 56)

- 1 I do my student service hours, which are a requirement for all degree courses at my university, at the National Lutheran Home, and it has given me rewards beyond measure. I started working there as a games coordinator, then I helped out serving meals, carrying trays and seating residents at dinner. Recently the director asked me to coordinate the pet programme, which is of special interest to me because I'm going to be a vet. The residents are allowed to have pets, and friends and relatives bring pets to visit, but they have to be monitored. I'm now organising the pet records to make sure all pets have their shots. I miss the resident friends I made, though, and hope to return to the cafeteria and physical therapy unit once the pet programme is updated.
- 2 I had a good pension fund from the firm, so when I took early retirement, I didn't really need to work, but I wanted to stay active and do something useful. I knew I

wanted to do charity work, but what? I've always loved animals so I decided to join the local PDSA office. My computer and accountancy skills are put to good use organising fund-raising events and of course allocating and budgeting what funds we have. Not having any veterinary skills and being mainly office based, I don't get to spend as much time with the animals as I would like, but I help out organising and attending sponsored events like county fairs.

- 3 I became a member of Anti-Slavery International shortly after becoming the legal guardian of one of the children found on the Nigerian registered ship, the Etireno. It had been chartered to carry over 50 African children, some as young as six, into slavery in West Africa. Hundreds of youngsters each year are smuggled across the borders to work as domestic servants, on farms, or in quarries and markets in West Africa's wealthier countries. Their families are promised that they will be placed in good positions and be able to send money home. In reality, most work long hours in harsh conditions for little or no pay.
- 4 It's no secret that the planet's rainforests are being depleted at a frightening rate. However, what many people don't know is that much of the profit obtained by exporting vast quantities of this precious timber is often used to fund illegal arms deals which promote regional instability and cause bloodshed in places such as Liberia in West Africa. Previously, the same trade in timber supported the Khmer Rouge's war efforts in Cambodia. I joined Global Witness to campaign against exploiting Earth's natural resources to fund such atrocities.
- 5 I get so angry each time the UK media claims we are being 'swamped' by a 'tidal wave' of asylum seekers. Eight other European countries alone have accepted far greater numbers than Britain. Ironically, it was in my work at the Home Office – the government department responsible for internal affairs – that I came across the information which led to my involvement with the United Nations Refugee Agency. It showed that refugees' talents are underused. Many come to Britain with substantial professional experience and qualifications. Once they settle, they actually increase government revenue – though the government frequently refuses to allow them to earn and pay taxes.

Module D

Unit 7 – A Job Well Done

➤ Audioscript for Exercise 1a (p. 64)

Jack Spencer: We're meeting here today to decide who we are going to employ as our new Director of Sales and Marketing for Jeffrey's Home Stores. Patrick Jones, our current Director of Sales and Marketing, is retiring in September. Patrick has given us many years of excellent service and I'm pleased that he has been able to join us at this meeting along with Michael James, Director of Human Resources and Richard Greenhill, Director of Finance.

Chairing the meeting is myself, Jack Spencer, your CEO. First I'll hand you over to Michael who will give a brief summary of the first candidate, Charles Goodwin.

Michael James: Thank you, Jack. Charles Goodwin is currently Director of Sales and Marketing at Albion Organics. Charles has a great deal of experience in marketing and has an excellent reputation in this area. Over the past ten years Charles has been at the heart of the astonishing success of Albion Organics. When he joined it was just a small company, but now it is a leading name in the organic food industry. Charles prides himself on his knowledge of his market and is known to pay close attention to small details.

Jack Spencer: Thank you, Michael. Patrick would you like to say a few words about our other candidate, Julian Taylor? I understand you're supporting him.

Patrick Jones: Yes, Jack. Julian is our internal candidate and, as you know, he is currently in charge of Product Development here at Jeffrey's Home Stores. Julian first joined us on our graduate employment scheme almost fifteen years ago. He has been working with us for almost fifteen years now and has a very impressive record with us. For many years now, he has had a strong influence on the selection and design of new products, many of them very successful, and in the past four years he has shown excellent management and leadership skills as Head of Product Development.

Jack Spencer: Let's return to you, Michael. As Director of Human Resources, who is your preferred candidate?

Michael James: Well, Julian certainly has a great future ahead of him. In my view, he is one of the most talented young managers I've seen, but there's one thing that worries me. Julian still has relatively little experience in senior management. He is still young and, at thirty-six, his time will surely come. Charles Goodwin is an outstanding candidate who already has many years of experience as a director. He has done an excellent job at Albion Organics and we can be confident that he will do well at our company too. We mustn't forget that our company is going through a critical period at the moment. It is essential that we choose someone we can rely on.

Jack Spencer: Patrick, I can see that you want to add something.

Patrick Jones: Charles Goodwin has certainly had a very successful career, but we must remember that he has been working in the food industry. Food is quite a different thing to our own industry, home furniture. Certainly many of Charles' skills will be easily transferred, but we must remember that he does not have any specialist knowledge of our market or our products. Julian, on the other hand, is an interior designer by training and has experience in all areas of designing, branding and marketing new products.

Jack Spencer: That's a good point Patrick. And I think there is also something else we should bear in mind: Julian is already very familiar with the special character of our company and its brands. Richard, what are your thoughts?

Richard Greenhill: Well, I do not know either of the candidates as well as the rest of you, but, as Director of Finance I can see advantages to both of them. It sounds as if Julian is better prepared to take on the job in the short-term.

Unlike Charles, he already has all the knowledge required to start straight away. Having said that, Julian lacks experience, and so in the long run, it seems that Charles Goodwin will be less risky from a financial point of view.

➤ Audioscript for Exercise 1c (p. 64)

Jack Spencer: Thank you everyone. I think you've all made some good points, but we still seem to be far from a decision. At the moment we have Michael in favour of Charles and Patrick in favour of Julian. Richard, you seem undecided. Are there any points that you think might help you make your decision?

Richard Greenhill: Well, I think the difference in age and experience is key. One thing we haven't mentioned is that we will need to offer Charles a far higher salary. Because Julian lacks experience and does not have Charles' reputation, he may represent good value for money. And Julian's age could also be an advantage. How old is Charles? He must be in his sixties...

Michael James: Well, he won't be sixty until next March.

Richard Greenhill: Thank you, Michael. My point is that it won't be long before he is ready for retirement and then we would have to go through the recruitment process again and our company may suffer because of that. On the other hand, Julian is young and is likely to stay with us for the long-term. This means that he will be able to take charge of a long-term marketing strategy in the same way that Charles did at Albion Organics.

Jack Spencer: What do you think of this point, Michael?

Michael James: Well, I think that Richard's conclusions are faulty. If Charles was a success as our Director of Sales and Marketing, as is most likely, it would be worth employing him, even for only a few years. As Richard himself said earlier, Julian is more risky, and if we discovered that he was not up to the job, he certainly wouldn't be value for money. I agree that Julian is the best candidate in terms of his knowledge and experience of the industry, but I do not think he has Charles' ability to analyse and draw conclusions from market research.

Patrick Jones: If I could put the case for Julian again, I would like to express my support for Julian a little more strongly.

Jack Spencer: Sure, Patrick. Go ahead.

Patrick Jones: I have worked with Julian for a number of years and have watched his progress with great interest. I can honestly say that he is one of the most talented people I've worked with. It is true that he lacks experience as a top-level manager, but he has very extensive knowledge of the home furniture industry. As the current holder of the position, I can tell you that knowledge of the industry is absolutely vital. While Julian may not have the same ability to analyse data or the same knowledge of the theory of marketing, he has excellent practical knowledge and has always been good at getting results. He is well respected by everyone he works with and I'm sure he would do an excellent job. Although he is young, he is ambitious. If he does not get this promotion, he may be tempted to apply for jobs elsewhere. We wouldn't want to lose him!

Workbook Audioscripts

Jack Spencer: Well argued, Patrick. So, I think we may be ready to bring things to a conclusion now. Charles Goodwin is experienced and is likely to be the less risky option. On the other hand, he would be new to the home furniture industry. Julian Taylor's great advantage is that he has an excellent practical knowledge of the industry and has already achieved great success in this company, but he is young and less experienced. So, Patrick, your vote is for Julian?

Patrick Jones: Definitely.

Jack Spencer: And Michael? Are you still in favour of Charles?

Michael James: Well, Patrick knows the job better than anyone, and if he is sure that Julian is the right man for it, then I can't argue with that.

Jack Spencer: And Richard?

Richard Greenhill: All things considered, I think that Julian offers the best prospects for the company.

Jack Spencer: Great! That's settled then. Charles is clearly an excellent candidate, but my own preferences have also always been for Julian. I think he will do a great job as our next Director of Sales and Marketing. Patrick, I think it's only right that you should have the honour of giving him the news! Thank you everyone for your time.

➤ **Audioscript for Exercises 2a & b (p. 64)**

Jack Spencer: We're meeting here today to decide who we are going to employ as our new Director of Sales and Marketing for Jeffrey's Home Stores. Patrick Jones, our current Director of Sales and Marketing, is retiring in September. Patrick has given us many years of excellent service and I'm pleased that he has been able to join us at this meeting along with Michael James, Director of Human Resources, and Richard Greenhill, Director of Finance. Chairing the meeting is myself, Jack Spencer, your CEO. First I'll hand you over to Michael who will give a brief summary of the first candidate, Charles Goodwin.

Michael James: Thank you, Jack. Charles Goodwin is currently Director of Sales and Marketing at Albion Organics. Charles has a great deal of experience in marketing and has an excellent reputation in this area. Over the past ten years Charles has been at the heart of the astonishing success of Albion Organics. When he joined it was just a small company, but now it is a leading name in the organic food industry. Charles prides himself on his knowledge of his market and is known to pay close attention to small details.

Jack Spencer: Thank you, Michael. Patrick would you like to say a few words about our other candidate, Julian Taylor? I understand you're supporting him.

Patrick Jones: Yes, Jack. Julian is our internal candidate and, as you know, he is currently in charge of Product Development here at Jeffrey's Home Stores. Julian first joined us on our graduate employment scheme almost fifteen years ago. He has been working with us for almost fifteen years now and has a very impressive record with us. For many years now, he has had a strong influence on the selection and design of new products, many of them very successful, and in the past four years he has shown excellent management and leadership skills as Head of Product Development.

Jack Spencer: Let's return to you, Michael. As Director of Human Resources, who is your preferred candidate?

Michael James: Well, Julian certainly has a great future ahead of him. In my view, he is one of the most talented young managers I've seen, but there's one thing that worries me. Julian still has relatively little experience in senior management. He is still young and, at thirty-six, his time will surely come. Charles Goodwin is an outstanding candidate who already has many years of experience as a director. He has done an excellent job at Albion Organics and we can be confident that he will do well at our company too. We mustn't forget that our company is going through a critical period at the moment. It is essential that we choose someone we can rely on.

Jack Spencer: Patrick, I can see that you want to add something.

Patrick Jones: Charles Goodwin has certainly had a very successful career, but we must remember that he has been working in the food industry. Food is quite a different thing to our own industry, home furniture. Certainly many of Charles' skills will be easily transferred, but we must remember that he does not have any specialist knowledge of our market or our products. Julian, on the other hand, is an interior designer by training and has experience in all areas of designing, branding and marketing new products.

Jack Spencer: That's a good point Patrick. And I think there is also something else we should bear in mind: Julian is already very familiar with the special character of our company and its brands. Richard, what are your thoughts?

Richard Greenhill: Well, I do not know either of the candidates as well as the rest of you, but, as Director of Finance I can see advantages to both of them. It sounds as if Julian is better prepared to take on the job in the short-term. Unlike Charles, he already has all the knowledge required to start straight away. Having said that, Julian lacks experience, and so in the long run, it seems that Charles Goodwin will be less risky from a financial point of view.

Jack Spencer: Thank you everyone. I think you've all made some good points, but we still seem to be far from a decision. At the moment we have Michael in favour of Charles and Patrick in favour of Julian. Richard, you seem undecided. Are there any points that you think might help you make your decision?

Richard Greenhill: Well, I think the difference in age and experience is key. One thing we haven't mentioned is that we will need to offer Charles a far higher salary. Because Julian lacks experience and does not have Charles' reputation, he may represent good value for money. And Julian's age could also be an advantage. How old is Charles? He must be in his sixties...

Michael James: Well, he won't be sixty until next March.

Richard Greenhill: Thank you, Michael. My point is that it won't be long before he is ready for retirement and then we would have to go through the recruitment process again and our company may suffer because of that. On the other hand, Julian is young and is likely to stay with us for the long-term. This means that he will be able to take charge of a long-term

marketing strategy in the same way that Charles did at Albion Organics.

Jack Spencer: What do you think of this point, Michael?

Michael James: Well, I think that Richard's conclusions are faulty. If Charles was a success as our Director of Sales and Marketing, as is most likely, it would be worth employing him, even for only a few years. As Richard himself said earlier, Julian is more risky, and if we discovered that he was not up to the job, he certainly wouldn't be value for money. I agree that Julian is the best candidate in terms of his knowledge and experience of the industry, but I do not think he has Charles' ability to analyse and draw conclusions from market research.

Patrick Jones: If I could put the case for Julian again, I would like to express my support for Julian a little more strongly.

Jack Spencer: Sure, Patrick. Go ahead.

Patrick Jones: I have worked with Julian for a number of years and have watched his progress with great interest. I can honestly say that he is one of the most talented people I've worked with. It is true that he lacks experience as a top-level manager, but he has very extensive knowledge of the home furniture industry. As the current holder of the position, I can tell you that knowledge of the industry is absolutely vital. While Julian may not have the same ability to analyse data or the same knowledge of the theory of marketing, he has excellent practical knowledge and has always been good at getting results. He is well respected by everyone he works with and I'm sure he would do an excellent job. Although he is young, he is ambitious. If he does not get this promotion, he may be tempted to apply for jobs elsewhere. We wouldn't want to lose him!

Jack Spencer: Well argued, Patrick. So, I think we may be ready to bring things to a conclusion now. Charles Goodwin is experienced and is likely to be the less risky option. On the other hand, he would be new to the home furniture industry. Julian Taylor's great advantage is that he has an excellent practical knowledge of the industry and has already achieved great success in this company, but he is young and less experienced. So, Patrick, your vote is for Julian?

Patrick Jones: Definitely.

Jack Spencer: And Michael? Are you still in favour of Charles?

Michael James: Well, Patrick knows the job better than anyone, and if he is sure that Julian is the right man for it, then I can't argue with that.

Jack Spencer: And Richard?

Richard Greenhill: All things considered, I think that Julian offers the best prospects for the company.

Jack Spencer: Great! That's settled then. Charles is clearly an excellent candidate, but my own preferences have always been for Julian. I think he will do a great job as our next Director of Sales and Marketing. Patrick, I think it's only right that you should have the honour of giving him the news! Thank you everyone for your time.

Unit 8 – Fit for Life

➤ Audioscript for Exercise 1b (p. 72)

- 1 For me, it wasn't a question of wanting to lose weight but of having to. Even though I had always been heavy, I had been a happy individual all my life until my health began to deteriorate when I turned 30. It came as quite a shock when my doctor told me that obesity was likely to kill me and referred me to a dietician. Anyway, sticking to a healthier eating regime should have had just one outcome, i.e. a streamlined version of the old 'me'. In reality, however, as the weight dropped off, I lost something else. I just wasn't the jolly, optimistic character I used to be. Still, you can't have everything, can you?
- 2 No one saw what was happening until it was too late, least of all me. Having transformed myself from a hefty size, I was so inspired by the words of encouragement and praise that I received that I simply didn't stop. I felt in control of my life for the first time ever. Finding myself slim, active, and brimming with self-confidence – not to mention the fact that I'd landed a great job – convinced me that it was all down to weight loss – so I just kept on going! It wasn't really until the fatigue set in and I felt too weak to go to work that I realised I might be anorexic.
- 3 It never even occurred to me that a lack of sleep was contributing to me being overweight! Then I read a magazine article about the eating habits associated with not getting enough proper rest. You see, when you get a poor night's sleep you crave sweet foods because sugar gives us brief bursts of energy. So, after a sleepless night I was eating things like chocolate, cakes and biscuits just to keep awake. Needless to say, eating too much of these things isn't just unhealthy; it piles on the weight! Now I've changed my bedtime I've noticed I don't really want sweets and chocolate in the morning anymore.
- 4 I took the first diet pill on Sunday and by Monday I wasn't feeling well. The symptoms were worse the following day, and by Wednesday I was seriously ill. My hands and feet were numb, I couldn't speak because my face felt paralysed, and I was hallucinating. It was as if my brain had sped up, and my body had slowed down. When I began to lose consciousness I was rushed to hospital. It was only when the doctors learned I'd been taking diet pills that they were able to stabilise my condition. I recovered, but it was a close thing! I'll never risk taking pills again just to get thin.
- 5 I've always been suspicious of those 'get-thin-fast' fad diets. Exercise, not dieting, is the key to losing weight. So, after a year of being in a sedentary job and noticing that I was, to put it mildly, expanding, I decided to take the bull by the horns and make some drastic changes. For a start, I chucked out the TV; no more sitting on the couch for me. I made a courageous effort to bypass the fridge on walking through the front door each night after work. And, most importantly, I started going for long walks at the weekend – whether I wanted to or not. And hey presto! I now feel fit as a fiddle and a lot happier with life in general.

Pronunciation

Vowels

a	/eə/	care, rare, scare, dare, fare, share
	/eɪ/	name, face, table, lake, take, day, age, ache, late, snake, make
	/æ/	apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner
	/ɔ:/	ball, wall, call, tall, small, hall, warn, walk, also, chalk
	/ɒ/	want, wash, watch, what, wasp
	/ə/	alarm, away, America
	/ɑ:/	arms, dark, bar, star, car, ask, last, fast, glass, far, mask
e	/e/	egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent
i	/ɪ/	in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly
	/ɜ:/	girl, sir, skirt, shirt, bird
	/aɪ/	ice, kite, white, shine, bite, high, kind
o	/əʊ/	home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold
	/ɒ/	on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox
	/aʊ/	owl, town, clown, how, brown, now, cow
oo	/ʊ/	book, look, foot
	/u:/	room, spoon, too, tooth, food, moon, boot
	/ʌ/	blood, flood
	/ɔ:/	floor, door
u	/ɜ:/	turn, fur, urge, hurl, burn, burst
	/ʌ/	up, uncle, ugly, much, such, run, jump, duck, jungle, hut, mud, luck
	/ʊ/	pull, push, full, cushion
	/j/	unique, union
y	/aɪ/	sky, fly, fry, try, shy, cry, by

Consonants

b	/b/	box, butter, baby, bell, bank, black
c	/k/	cat, coal, call, calm, cold
	/s/	cell, city, pencil, circle
d	/d/	down, duck, dim, double, dream, drive, drink
f	/f/	fat, fan, first, food, lift, fifth
g	/g/	grass, goat, go, gold, big, dog, glue, get, give
	/dʒ/	gem, gin, giant
h	/h/	heat, hit, hen, hand, perhaps BUT hour, honest, dishonest, heir
j	/dʒ/	jam, just, job, joke, jump
k	/k/	keep, king, kick

l	/l/	lift, let, look, lid, clever, please, plot, black, blue, slim, silly
m	/m/	map, man, meat, move, mouse, market, some, small, smell, smile
n	/n/	next, not, tenth, month, kind, snake, snip, noon, run
p	/p/	pay, pea, pen, poor, pink, pencil, plane, please
q	/kw/	quack, quarter, queen, question, quiet
r	/r/	rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read
s	/s/	sit, set, seat, soup, snow, smell, glass, dress, goose
	/z/	houses, cousin, husband
t	/t/	two, ten, tooth, team, turn, tent, tool, trip, train, tree
v	/v/	veal, vet, vacuum, vote, arrive, live, leave, view
w	/w/	water, war, wish, word, world
y	/j/	youth, young, yes, yacht, year
z	/z/	zoo, zebra, buzz, crazy

Diphthongs

ea, ee	/eə/	ear, near, fear, hear, clear, year, dear, beer, cheer, deer
	/i:/	eat, each, heat, leave, clean, seat, neat, tea, keep, feed, free, tree, three, bee
ei	/eɪ/	eight, freight, weight, vein
	/aɪ/	height
ai	/eɪ/	pain, sail, tail, main, bait, fail, mail
ea	/eə/	pear, wear, bear
	/ɜ:/	earth, pearl, learn, search
ie	/aɪ/	die, tie, lie
ou	/ʌ/	tough, touch, enough, couple, cousin, trouble
	/aʊ/	mouse, house, round, trout, shout, doubt
	/ɔ:/	court, bought, brought
oi	/ɔ:/	oil, boil, toil, soil, coin, choice, voice, join
oy	/ɔ:/	boy, joy, toy, annoy, employ
au	/ɔ:/	naughty, caught, taught

Double letters

sh	/ʃ/	shell, ship, shark, sheep, shrimp, shower
ch	/tʃ/	cheese, chicken, cherry, chips, chocolate
ph	/f/	photo, dolphin, phone, elephant
th	/θ/	thief, throne, three, bath, cloth, earth, tooth
	/ð/	the, this, father, mother, brother, feather
ng	/ŋ/	thing, king, song, sing
nk	/ŋk/	think, tank, bank

Homophones are words which are pronounced the same but differ in meaning.

bail/bale, heroin/heroine, loan/lone, cache/cash, mean/mien, censor/sensor, principal/principle, discreet/discrete, profit/prophet, foreword/forward, stationary/stationery

Certain verbs change part of speech depending on the way they will be pronounced.

present (v) / present (n), protest (v) / protest (n), rebel (v) / rebel (n), reject (v) / reject (n), desert(v) / desert (n)

Homographs are different words that are spelled the same. They differ in meaning and origin. Homographs may or may not have the same pronunciations. *fair, axes, ground, etc*

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	born(e) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /'bi:tən/	let /let/	let /let/	let /let/
become /br'kʌm/	became /br'keɪm/	become /br'kʌm/	lie /lai/	lay /lei/	lain /leɪn/
begin /br'gɪn/	began /br'gæn/	begun /br'gʌn/	light /laɪt/	lit /lit/	lit /lit/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/	lose /lu:z/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /pei/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:nt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /'rɪdn̩/
can /kæn/	could /kʊd/	(been able to /bɪn 'eɪbəl tə/)	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kæʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /'rɪzn̩/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzn̩/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /sei/	said /sed/	said /sed/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /səʊld/	sold /səʊld/
deal /di:l/	dealt /delt/	dealt /delt/	send /send/	sent /sent/	sent /sent/
dig /dɪg/	dug /dʌg/	dug /dʌg/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dremt (dri:md)/	dreamt (dreamed) /dremt (dri:md)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /'i:tən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
find /faɪnd/	found /faʊnd/	found /faʊnd/	speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forbid /fə'bɪd/	forbade /fə'beɪd/	forbidden /fə'bɪdn̩/	spend /spend/	spent /spent/	spent /spent/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	stand /stænd/	stood /stʊd/	stood /stʊd/
forgive /fə'gɪv/	forgave /fə'gɪv/	forgiven /fə'gɪvən/	steal /sti:l/	stole /stəʊl/	stolen /stəʊlən/
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzn̩/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /get/	got /gɒt/	got /gɒt/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /gɪv/	gave /geɪv/	given /'gɪvən/	swear /sweə/	swore /swɔ:/	sworn /swɔ:n/
go /gəʊ/	went /went/	gone /gɒn/	sweep /swi:p/	swept /swept/	swept /swept/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	swim /swɪm/	swam /swæm/	swum /swʌm/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	take /teɪk/	took /tu:k/	taken /teɪkən/
have /hæv/	had /hæd/	had /hæd/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	tear /teə/	tore /tɔ:/	torn /tɔ:n/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn̩/	tell /tel/	told /təʊld/	told /təʊld/
hit /hɪt/	hit /hɪt/	hit /hɪt/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hold /həʊld/	held /held/	held /held/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	understand	understood /,ʌndə'stʊd/ ,ʌndə'stænd/	understood /,ʌndə'stʊd/ ,ʌndə'stænd/
keep /ki:p/	kept /kept/	kept /kept/	wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
know /nəʊ/	knew /nju:/	known /nəʊn/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
lay /lei/	laid /leɪd/	laid /leɪd/	win /wɪn/	won /wɒn/	won /wɒn/
lead /li:d/	led /led/	led /led/	write /raɪt/	wrote /rəʊt/	written /'rɪtən/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/			









EXPRESS PUBLISHING
REVISED BY NATIONAL COMMITTEES
TRIAL EDITION 2016-2017
<http://www.edu.gov.qa/>
www.csoenglishdept.blogspot.com



Upstream

Grade 12 Advanced

WORKBOOK

Upstream Grade 12 Advanced is a secondary-level course for learners of the English language. The course combines active English learning with a variety of lively topics.

Key Features

- theme-based units from a wide variety of sources
- a variety of cross-cultural topics
- systematic development of all four language skills through realistic challenging tasks which encourage the learner's personal engagement
- lexical exercises practising and activating all essential vocabulary including collocations, idioms, phrasal verbs and word formation
- a variety of authentic stimulating reading and listening tasks
- grammar sections covering all major grammatical areas plus a Grammar Reference Section
- composition analysis and practice on all types of writing with full models
- a wide range of speaking activities
- intonation & pronunciation sections
- Progress Check Sections at the end of each module

Components

- Student's Book
- Teacher's Book
- Workbook
- Class audio CDs
- Student's audio CD



Express Publishing

ISBN 978-1-4715-3071-5



9 781471 530715

UPSTREAM Grade 12 Advanced Workbook

Virginia Evans – Jenny Dooley

Express Publishing

Upstream



WORKBOOK

Virginia Evans
Jenny Dooley



Grade 12

Advanced

ACADEMIC YEAR
2016-2017



Express Publishing