

## WORKBOOK

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

#### **Key Features**

- eight theme-based units from a wide variety of authentic 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 as well as a Further Practice section
- a variety of authentic stimulating reading and listening tasks
- a wide range of speaking activities
- realistic, stimulating dialogues featuring people in everyday situations
- grammar sections covering all major grammatical areas plus a Grammar Reference as well as a Further Practice section
- composition analysis and practice in various types of writing with full models plus a Writing Bank
- study skills & tips promoting students' autonomy
- Cultural, and Curricular sections
- Progress check sections

#### Components

Student's Book Teacher's Book Workbook Class Audio CDs Student's Audio CD





UPSTREAM Grade 12 Foundation Workboo



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Grade 12

**Foundation** 



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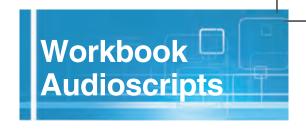


Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
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#### **Module A**

#### Unit 1

#### Exercises 2a, b & 3 (p. 10)

When I tell people I was in Thailand on holiday, people often assume that I spent the whole time lying on huge stretches of white sand and diving into the warm, blue sea. Well, when I go on holiday, it's important for me to experience a bit of local culture, too. I visited lots of museums when I travelled around Thailand. But, I probably spent the majority of my time in the wonderful markets and the surprisingly modern shopping malls. I am a bit of a shopaholic, so I had gone to Thailand with a half empty suitcase, prepared to fill it up with the cheap garments I had heard were on offer.

When I arrived, I was quite disappointed to begin with. I found street vendors selling all sorts of designer labels, but being such a compulsive shopper, I recognised immediately that they were counterfeit goods. I thought to myself, "Does the typical tourist just return home with fake presents for their friends and families?" However, my thoughts soon changed. While wandering around the busy streets in the heart of Bangkok, I came across a huge weekend market with over 10,000 stalls. Beautiful dresses were catching my eye everywhere. There were locally-made accessories and so many people selling traditional handicrafts. It was like a shopping paradise. Of course, I spent my entire shopping budget in one day. When I returned to my hotel, I realised there was no way to fit all my recentlyacquired merchandise in my suitcase.

As I travelled around the country, I was disappointed by many of the local markets. Everything seemed to be aimed at tourists. Sure, the clothes might have been nice to wear on the beaches and Thai islands, but there was no way I could wear a tie-dye sarong in the centre of London on a rainy day.

I couldn't wait to return to Bangkok for the last few days of my trip. I was dreaming about returning to the market and buying enough to fill another suitcase. Bangkok is such a vibrant city. The streets are brimming with colour and life. The people are extremely friendly and I felt safe the whole time I was there. I spent those final few days dividing my time between visiting cultural places and going to the markets and boutiques. I couldn't believe how many beautiful garments were available and at such good prices. And, apparently, most of it was made by young, local designers. I wished I could move there permanently.

I even had the chance to visit a couple of floating markets that I'd heard so much about. They weren't the greatest places for fashion, but they had lovely handmade jewellery and handicrafts. I didn't spend all my money on shopping, though. The floating markets in particular were full of locals preparing freshly-cooked food. Shopping is great fun, but it can really take the

energy out of you. I was only kept on my feet by these fabulous dishes. It was such a unique experience to sit in a boat eating noodles with bags full of presents.

When my trip finished, I returned home with an extra suitcase full of my new fashions. My family and friends all loved their gifts. Every time I looked at the dresses I bought, I dreamt of the day I would return to Bangkok. Well, five years later, here I am again. I saved up some money and came for another shopping holiday. This time, two of my best friends have come with me. We've heard that there are even more markets and shopping malls in the city, so there should be plenty of stuff for all of us to cram our suitcases with.

#### Unit 2

#### Exercise 2a (p. 18)

If you are looking for a romantic but mysterious story about an orphan girl who, after many strange experiences, finds happiness, you should definitely read *Jane Eyre* by Charlotte Brontë.

Jane Eyre, the main character of the novel, is an orphan who has a very unhappy childhood. Despite this, she becomes a strong-willed young woman. When she leaves the orphanage, she becomes the governess at Thornfield Hall, Mr Rochester's mansion. Strange things begin to happen there, and when a mysterious secret is revealed, Jane's life is changed forever.

The book is beautifully written, with poetic descriptions and excellent dialogues. The writer has created a dramatic, gripping plot with well-developed, very believable characters, letting us see into the soul of a sensitive but strong young woman.

This book's fascinating plot is guaranteed to keep the reader absorbed from beginning to end. Don't miss your chance to read this classic masterpiece. Once you have read it, you will never forget it.

#### **Module B**

#### Unit 3

#### Exercise 2 (p. 26)

*Mr Hartford:* Good morning! My name's Steve Hartford and I'm the general office manager at Wise Owl Finance. I'm here to guide you through your first day at the office. Please feel free to ask me any questions you may have about working for us.

Helen: Mr Hartford, can I ask you sth ...

*Mr Hartford:* Sorry to interrupt, please call me Steve. We like to keep our working atmosphere fairly relaxed here at Wise Owl.

**Helen:** OK. Can I ask you how long the training period will last, Steve?

Mr Hartford: About two weeks. Don't worry though: we won't throw you in at the deep end. You'll both be spending some time training with Nicky, who helps all

## Workbook Audioscripts

our new starters learn the ropes. She'll be making sure you're both comfortable with our methods and the computer software we use. We'll meet her later; she's in a meeting at the moment.

*Helen:* Do we work full-time hours during our training period?

*Mr Hartford:* Yes, you'll both be working 9 to 5, as usual. There's also the possibility of working shifts but...

**Helen:** Excuse me Steve; is it possible for me to change my hours from 9 to 5 to a later shift? I live quite far from here and the transport connections make it difficult for me to arrive on time at 9 am.

*Mr Hartford:* I'm afraid that's not possible at the moment Helen. Please do your best to arrive at 9 am, as Nicky is only available to train you between the hours of 9 to 5. The same goes for you, Mathew.

Helen: OK, no problem.

Mathew: Sure.

Mr Hartford: Where was I? Oh yes - most of our team

work from 9 to 5 ...

Mathew: Will we meet the team today?

*Mr Hartford:* Yes, of course. You're going to be on the second floor. They're a good bunch of people up there, but they are liable to be a bit chatty. We've had to quiet them down on several occasions. Speaking of that, there'll be a set of rules and regulations on your desks. I'd like you to read them as soon as possible.

**Mathew:** Erm, sorry to bring this up and I realise that it's my first day, but could I ask about holiday leave. I'm going on a cruise in a month's time. I'd booked it long before I applied for the job and I can't cancel it now. I mentioned it when I was being interviewed and they said it wasn't a problem, but ...

Mr Hartford: Oh! I wasn't told about that at all. Well there's not a lot you can do about that. In a month's time, you say; well I don't think it'll cause too much trouble, but it's really an issue for your line manager so sort it out with them. Anyway, let's head on up to the second and introduce you to your workmates.

#### Exercises 4 & 5a (p. 26)

Hello and thanks for coming today. Now, as you set out on your different career paths, there'll be lots of tough decisions that you will have to make. This talk is to give you an idea about what to expect out there in the world of work. Let's start by discussing the pros and cons of part-time work. The workplace is changing and there are more and more opportunities for people who wish to work part-time hours. However, for many people part-time work is an unattractive option which is only considered when full-time work is not available.

The main advantage of part-time work is its flexibility – that is, how convenient it can be. For one thing, workers can spend more time with their family, especially if they have young children. Part-time

work can mean that parents are able to collect their children from school and don't have to spend extra money on childcare. Part-time work can also be helpful at the start of your career. If you want to work in a particular field but are finding it hard to get a full-time position, taking a suitable part-time job may help you get your dream job in the future. It could be your first step on the career ladder.

However, there are drawbacks to part-time employment. The most obvious one is that you will earn less money. You will be paid on a per-hour basis and so will only receive part of a full-time salary. Moreover, sometimes your employer will have unrealistic expectations of the amount of work which you can complete in your working hours and you may end up doing a full-time workload on a part-time salary. You may find you are working only a few hours less than your full-time colleagues while being paid a much reduced salary.

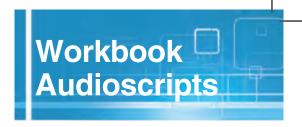
In conclusion, there are both benefits and drawbacks to working part-time. On the one hand, part-time work can allow parents to spend more time with their families and can be an important step at the start of someone's career. On the other hand, you will earn less money and you may still be expected to do a similar amount of work to your full-time colleagues. In the end, whether or not to consider working part-time is something everyone should decide based on their individual circumstances.

We're going to take a short break here, but before that, are there any questions about part-time work?

#### Unit 4

#### Exercise 1b (p. 40)

- A: Hi, Laura. Did you hear the good news? Our application for funding was accepted by the school board. They've decided to give the club £500 to spend this year!
- **B:** Are you serious, Bill? I never imagined we would receive so much. I was expecting we would just get £250 like last year.
- A: Me too. It's wonderful! You know, I think Mr Lewis must have said something at the board meeting. He's always said how unfair it is that sports clubs gets far more funding than academic clubs, so I imagine the extra money might have something to do with him.
- B: Yeah, we've got a lot to thank him for; he's been behind the science club from the beginning. I'll have to speak to him when I have biology with him on Tuesday. Anyway, now we've got to decide what to spend the money on.
- A: Well, obviously we'll have to discuss it with the other members the next time we get together on Wednesday, but why don't the two of us brainstorm



- for a few minutes now? I've got around 15 minutes before I catch the school bus at the front gates.
- B: OK, great idea. My mum's collecting me in half an hour, so I've got a few minutes to spare, too. So, what do you think? To be honest, I've always thought the club could do with a desktop computer.
- A: You're right. It would really help members who wanted to look up scientific topics online while they're at the club. And it would be especially useful for members who don't have the Internet at home. The school computer rooms are often extremely busy, so it would be nice for them to have somewhere else to go.
- **B:** Of course. But don't forget that would involve installing an Internet connection too, and the bills would have to be paid monthly.
- A: You're right. But I feel the cost would be worth it. If we get a second-hand computer and look out for the best deals for Internet providers, I'm sure we'll be fine. And don't forget we've also got the membership fees to spend, too. They should total around £100, so I'm sure we'd have enough for everything.
- **B:** OK, well, let's put that idea to one side for now. What else? How about using some of the money to go on excursions?
- A: Good idea. For instance, we could hire a bus and organise a trip to the Science Museum in the city centre. I went there with my cousins last April and it was absolutely amazing. The interactive exhibits really bring science to life!
- B: I think that's definite, then. It would make for a great end-of-term day out for us all. What else? Well, how about buying a few science-related books for members to look through while they're hanging out in the club room.
- A: Not a bad idea at all. We could even start a small science library. And how about asking the school librarian if we could take some books from the library to get things started?
- **B:** Great idea. And Kate's dad is a carpenter, so I'm sure he would help out with installing some shelving.
- A: It all sounds very exciting. Well, let's think of other ideas over the weekend. I can't wait till the next meeting. Everyone's going to be delighted to hear the news.
- B: See you then!

#### Exercise 3 (p. 40)

**Question One** 

You hear a medical student being interviewed on the radio.

[PAUSE]

A: And how long will it be until this medicine will be available in pharmacies?

- **B:** Well, the pharmaceutical company who are manufacturing it have already done all the required safety tests, so we all feel confident that it can be released as soon as possible.
- A: I suppose it must be something that makes you feel very good about yourself, knowing that your discovery is going to help so many suffering people?
- **B:** Well, to be honest, I'm just glad that everything turned out OK. There were times when the research wasn't going so well, but thank goodness we got results in the end.

**Question Two** 

You hear a teacher talking to her student.

[PAUSE]

Billy, I'd like to have a quick word with you about your result in the exam on planets. I'm sorry Billy, but it's just not good enough. I know that you're part of the football team that's playing in the national final next week, but that's not an excuse. You should make time for study no matter how busy you are. Look, I'm still confident you will pass the state exam, but hand in another test like this and I'll start to worry.

**Question Three** 

You hear a woman talking on the radio.

[PAUSE]

As you can imagine, it's necessary to be very informed in my job, so I often go down to the library to research the topics I talk about on a daily basis. These days, I find that students know more and therefore ask more challenging questions than they did 10 years ago, so I'm always kept on my toes when it comes to knowing the tiniest detail about a particular planet or constellation, for instance. But it's a thoroughly enjoyable job that lets me share my love of science with new people every day. I really couldn't see myself doing anything else.

**Question Four** 

You hear part of a lecture about an unexplained mystery.

[PAUSE]

One recent development was the discovery of a 16th century document that gave detailed information on the course that the ship had planned to take. Interestingly, the document stated that the ship would travel up the west coast of Portugal, the location where most experts believe the ship sank. Unfortunately though, the document didn't confirm anything. As one journalist put it, it was the biggest practical joke in maritime history. So, once again we were forced back to the drawing board, and, to this day, the search continues.



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Question Five

You hear a girl talking on the phone about a school trip to a museum.

[PAUSE]

Most years we go to adventure parks or the city zoo, so I must admit I was quite disappointed when I heard we were going to the natural museum this year. But, you know what; it wasn't that bad. In fact, the only complaint I had was that it was impossible to see everything in just two hours. Don't get me wrong; I'm not saying I'd like to go back there every Saturday afternoon, but I'd definitely be interested in visiting another museum for next year's trip.

**Question Six** 

You hear a woman talking.

[PAUSE]

Looking back, I could have easily chosen something else to study at university. In secondary school my two best subjects were English and biology and I liked each of them equally, too. In fact, I used to joke with my parents about rolling a dice to decide which I should choose. In the end though, it came down to job prospects. And even though it meant parting from some of my closest friends who had chosen to study English, I picked the course and haven't looked back since.

#### **Question Seven**

You hear a man talking on a radio programme about a biography of a famous scientist.

[PAUSE]

An *Electric Life* by Nathan Thorn details the life of the Serbian-American inventor, Nikola Tesla. It's a beautifully written account of Tesla's life from his early years in Serbia to his death in New York City in 1943, and it's clear the author has done extensive research to make sure all details are factually correct. Perhaps, though, the book lacks what you might call a bit of gossip. For instance, we never get a picture of Tesla the man; only Tesla the scientist. To me, that's a great shame.

Question Eight You hear two men talking [PAUSE]

- A: Mike, I wonder if you could do me a favour?
- B: Of course, Bill. What is it?
- A: Well, I've just received a phone call from my wife and it seems she's not feeling very well. So, I was wondering if you could cover for me while I take her to a doctor. I've got two customers coming in at two.
- **B:** OK, that's not a problem. What are they interested in?
- **A:** They want to test drive that new SUV. Thanks, Mike. I really appreciate this.

#### **Module C**

#### Unit 5

#### Exercise 2a (p. 48)

**Presenter:** Today, everyone knows how important it is to recycle and most cities have got recycling programmes. We're going to speak to an environmental campaigner, Jeff Winters, to find out a bit more about recycling. Welcome, Jeff. So, what can you tell us about what exactly recycling is?

Jeff: Good morning. Recycling is basically the process of turning the useful parts of one used product into a brand new material. The reason we do this is to conserve our resources rather than to use new materials every time we manufacture something. Another important reason we recycle is to save energy that is used in creating new products and dumping old ones, which then means we fill our landfill sites up too quickly. We don't want to keep dumping more and more waste into the ground.

**Presenter:** Can you give us some actual facts and figures about the benefits of recycling?

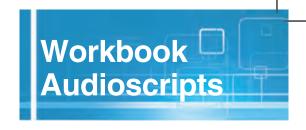
Jeff: Sure. Now imagine you buy a bottle of water. For that small plastic bottle, we need oil by-products and energy just to manufacture it. This will release harmful emissions into our atmosphere. Then, if you just dump the bottle, it can take up to 1,000 years to break down. Why not recycle it to prevent another bottle from entering this cycle of waste and pollution? Now imagine that in the USA alone, it is estimated that 29 billion bottles of water are sold each year. That needs 17 million barrels of crude oil to manufacture the bottles. What would happen if everyone just threw their bottles away? It's just not acceptable. We have to do something.

**Presenter:** Can you tell us how much of our household waste can usually be recycled then, Jeff?

Jeff: Well, of course, that amount is different for each household. Some people make an effort to buy food and household products with less packaging, which means less waste. These people then produce less recyclable waste, because they aren't as wasteful to begin with. However, on average, our group thinks that as much as 60% of the rubbish that is still being sent to landfill sites could be recycled. The majority of people I speak to say they would recycle more if it was easier. But just how difficult is it to separate recyclable waste from non-recyclable? Not at all!

**Presenter:** Very interesting, Jeff. So do people realise that they are making a difference when they recycle?

**Jeff:** There are people who do realise, but most people don't know what a huge difference it really makes. If everyone just spent a few seconds of their day putting a newspaper or a drink's can into a recycling bin, it would save so many of our planet's resources from being depleted and prevent further environmental harm.



**Presenter:** There are other things that people can do to achieve this too, aren't there?

Jeff: Definitely. We should also reuse things more. Many of our everyday waste items can actually be very good materials for someone with a creative mind. The possibilities are endless. I've seen people turn their old vinyl disks into wall clocks. They look great and they're really cheap to make. A friend of mine turns old clothes into accessories. Her trademark design is a handbag made from old denim jeans.

**Presenter:** That's great. So, we've got recycling and reusing. Any other tips for our listeners?

Jeff: Yes. While we're going through the 'R' words, let's complete the set: recycle, [pause] reuse, and [pause] reduce. The last one, reduce, is just there to remind us not to produce as much waste in future. Avoid packaged foods and products when you can, keep and reuse whatever you don't need to throw away or recycle, and when you have to throw something out, make sure that it's recycled if it can be. We can make a huge difference to the environment by each just playing a small part.

#### Exercise 3a (p. 48)

#### Speaker 1

Everyone in my neighbourhood was becoming concerned with the number of break-ins we were having. I remember three houses in my street were broken into in one week. Most of the burglaries were happening during the day when people were at work. I was working night shifts then, so I proposed to my neighbours that we start a neighbourhood watch scheme. I would keep a look out for any unusual activity during the day along with other neighbours who were home, and in the evening, my neighbours would be able to keep an eye on the neighbourhood. It was a real community-based effort. And, it actually worked really well. Everyone feels a lot safer in their homes now, which is really important.

#### Speaker 2

When I was young, my side of town used to be a peaceful and friendly place. But then, a lot of the industries closed down, and the place slowly became quite poor. Crime rates also increased, which made it harder for everyone living there and trying to get on with their lives. It made me so sad, but I decided that we shouldn't allow our area to go into decline. I campaigned to increase police patrols on our streets. I sent letters to the town council every day, and I got thousands of people to sign petitions. I was delighted when the council agreed to increase police in the streets. I was even more delighted when crime rates started to fall. Criminals don't come to our neighbourhood now that the police are visible in the streets.

#### Speaker 3

My neighbourhood had a lot of muggings. I don't remember anyone ever being seriously hurt, but most people were worried about walking the streets alone, especially in the dark. I thought that people would feel safer if it felt like daytime during the night as well. So, I sent a letter to the authorities suggesting that footpaths in residential areas should have more street lights on at night. I was astonished when I found out that the council decided it was a good idea, and they went ahead and improved the street lighting. Apparently, there was a lot of evidence from other towns to prove that my idea works. I don't know the statistics, but I know most of my neighbours feel less threatened in the streets at night now.

#### Speaker 4

I am a security guard and I've guarded businesses and warehouses for quite a few years. I like to think I've got a good idea of how to keep an area safe. However, I was shocked when I heard my next-door neighbour's house had been burgled. They stole all his valuables, but they also helped the neighbourhood realise the necessity of home security. Because of my profession, the neighbours kept asking me what they should do. I decided the best idea was for everyone to install burglar alarms in their homes. If everyone did that, then it would be too difficult for burglars to break in to homes without being seen. Even though it was costly, everyone agreed. There hasn't been a single burglary since. I think the alarm systems really do scare potential burglars away.

#### Speaker 5

We didn't have a big crime problem in our neighbourhood, but I thought it would be a good idea to try to make sure things stayed that way. At a council meeting, I suggested that we look at the design of town buildings and streets and find ways to make them difficult for criminals to break into. Lots of people had ideas at the meeting. Someone said that homes and businesses should set timers for lights to come on when people are away from home or the business is closed. Another person said we should get rid of spaces where criminals could hide. For instance, the space between a row of hedges and a wall could make a great hiding place and should be filled in with more bushes. In the same way, the dark area under a flight of stairs could hide a criminal unless it was lit up. There were so many ideas, and we've already started implementing them.





#### Unit 6

#### **Exercise 2 (p. 56)**

- A: Good afternoon. You're listening to *The Food Corner* on FM 104.7. My name's Jeremy Sikes and I'll be sitting in for Frank Kendrin for the next two weeks. So, while Frank basks in the sunshine of the French Riviera, let's start the show. Our first guest today is the university lecturer, Rachel Solowka. Rachel is here to talk to us about an article of hers that was published in the *Food and Health* magazine last month. Rachel, I believe the article has caused quite a bit of controversy since its appearance. What was it about?
- B: Well, I write as a kind of hobby, and the article was actually the first I've ever had published, so I never imagined it would cause such debate. Basically, in the article, I tried to look at the fast-food industry in a new light. In recent years, numerous books and documentaries have come out depicting the negative side of fast food, but very little was said about its positives. Yes, it has caused quite a stir, and I have received some rather unpleasant comments about it, but I'm glad that readers finally have the chance to get a full perspective on the issue.
- **A:** So, you're not exactly denying the negatives of fast food, is that right?
- B: No, certainly not. For instance, I completely back the government's plan to take fast food off the menus in public schools. All I'm saying is that we need to consider both sides of the story.
- A: I see. Well, let's talk about the cons of fast food first. I suppose most people worry about its effects on health.
- B: Indeed. It's something I think we're all aware of. Most fast food is loaded with calories which can cause numerous health problems such as obesity, diabetes and heart disease. A point I make in the article, though, is that lifestyle has a part to play, too. For instance, if a person exercises every day using up a great amount of the body's store of calories, consuming a fast-food meal would be largely harmless. Problems occur, however, when people with sedentary lifestyles eat fast food. These days, unfortunately, that tends to be most people! But it's important to note that it's both junk food as well as a junk lifestyle that make people unhealthy.
- A: That's a good point. Now, let's get into the issues discussed in your article. Are there really reasons why we should reconsider how we look at fast food?
- B: I think so. Firstly, there's no denying that fast food is tasty. I adore the taste of a hamburger and chips and think there's nothing wrong with enjoying such a meal now and then. Think about it; no one judges a person for eating foie gras, a dish that can consist of

- up to 80% fat, in a fancy restaurant, so why can't we enjoy a tasty fast-food meal from time to time? I've often received disapproving looks when I suggest to my friends that we eat at a fast-food restaurant, but that's not fair. There's a lot of unhealthy food out there, but fast food gets an unfair share of the criticism.
- **A:** I see where you're coming from. Also, I suppose it's got to be said that fast food is generally quite cheap.
- B: Yes, you're right. For instance, in the fast-food restaurant closest to my house, you can get a full meal and drink for less than 5 pounds. For people with low incomes this is a major attraction. Also, fast food is convenient. There are fast-food restaurants on every street and you can be in and out of the door in five minutes with a full meal in your hands. I have to admit, after a long day at work, I sometimes give in to the temptation to buy fast food for my children. It can take a long time to cook a meal at home, and then there's the washing-up to do afterwards. Sometimes, fast food can be a lifesaver!
- A: Rachel, it's been a pleasure having you on the show. But before you go, I think it's worth emphasising, especially to our younger listeners, that you are not suggesting that it's OK to eat fast food every day.
- B: That's right, Jeremy. The rule in my family is once a week. Basically, enjoy it as a treat, just like you would a chocolate bar; and make sure to get plenty of exercise to burn off those calories!
- A: Thanks for coming in Rachel.

#### **Exercise 5 (p. 56)**

Good afternoon and welcome to the lecture. My name is Wendy Spatsky and I'm the chairperson of the York Urban Gardening Society. I'm here today to talk about urban gardening and hopefully to encourage you all to join the society and take up urban gardening yourself.

Firstly, what does urban gardening actually involve? Well, it's all about the growing of fruits and vegetables in cities and towns. And although urban gardens might look nice, we're not concerned with presentation. Instead, we grow food to either eat ourselves, as is normally the case, or sell to others to eat. Some urban gardeners use their front or back lawns while others use roof gardens. It's even possible to practise urban gardening without soil through a technique called hydroponics. This involves growing plants in water that is enriched with nutrients.

The growing of fruits and vegetables in urban areas has existed for centuries. In modern times, urban gardening was widely practised during the First and Second World Wars in the UK, USA and Canada. Governments encouraged families in cities and



towns to keep vegetable patches in their private gardens. These patches were called Victory Gardens and they were very successful because they reduced pressure on the public food supply.

Today, urban gardening is more popular than ever before with an estimated 800 million people practising urban gardening world-wide. In Havana, Cuba, for instance, it is part of the national identity. Here, most citizens practise *organopfinicos*, the local system of urban organic farming that usually involves filling concrete walls with soil to grow various fruits and vegetables. Amazingly, *organopfinicos* produces 90% of the fruits and vegetables consumed in the city! In England, urban gardening hasn't become as popular as this yet, but individuals and communities around the country are certainly beginning to show interest.

But why, you might be asking yourself, would anyone want to grow their own food rather than buy fruit and vegetables from the local supermarket? Well, there are a number of reasons. Personally, I was brought up on a rural farm, and came to the city in my early twenties, so urban farming lets me reconnect with the countryside. Most people, though, practise urban gardening for more practical reasons, particularly to save money. It's estimated that lower income families in urban areas in Britain use around fifty percent of their money to buy food each year. Produce from urban gardening can lessen that burden considerably. Also, many people practise urban gardening for health or environmental reasons. They like the fact that they can choose not to spray the food they will eat with harmful chemicals, for instance.

Urban gardening does require knowing quite a lot about horticulture, but this is where the Urban Gardening Society can help. We organise meetings once a week where we share tips with each other and we also have a variety of tools and gardening books for members to borrow. Also, for any new urban gardeners, we provide a free service that will test the quality of your soil. In urban areas, soil contamination can be a problem, so these tests are necessary before you can start planting.

Before you leave, please pick up a leaflet from the back of the room. In it you'll find more information about the society as well as an email address so you can contact us with any questions. Thanks for listening!

#### **Module D**

#### Unit 7

#### Exercises 1b & c (p. 64)

Sam: Right, let's get this meeting started. Now as, Peter, is ill at the moment, I'll be chairing this meeting as his second-in-command. I'd like to start with some comments that I've been hearing about staff morale. Flint Press prides itself on having happy staff because happy staff are more productive. Keeping that in mind, any complaints from our people are a real source of concern. Paul, you're in charge of personnel. What seems to be the problem?

**Paul:** Well Sam, with the launch of the new magazines set for October, things are pretty hectic here. There's a huge amount of work to be done in such a short time and I think staff assumed that we were going to hire new staff to spread the workload a little more evenly. Now, as that's my area, I know that's not the case, but the staff are feeling under pressure and I think we should make some kind of an announcement to clarify the situation.

**Emma:** Can I say something here? The budget this quarter won't allow for any new hirings. We took on more people than we could possibly ...

Jane: Sorry to interrupt, Emma, but I didn't quite catch that. I dropped my notes. Could you say that again?

*Emma:* That's OK, Jane. I was saying that we don't have the money to take on any new staff at this time. We hired three new assistants at the beginning of the year and everyone thought that would be enough extra staff for the new titles.

**Paul:** Yes, I think we miscalculated a little on how much extra work the new magazines would involve. I hold my hands up there; that was my fault.

**Sam:** That's OK Paul. I don't think any of us could have predicted exactly how much work was involved. The thing is that some workers aren't happy and we have to do something about it. I spoke to Peter this morning – by the way, he's doing fine after his operation – and he gave the go-ahead for a one-off bonus to staff that have been directly involved in the new titles.

**Emma:** But where are we going to get the money from? I have to say, on the record – Jane, make sure you note that down - that I am against this.

**Sam:** Don't worry, Emma. I see your point and your objections are noted, but Peter said that the bonuses can be given in the next quarter. That won't cause too many problems, will it?

**Emma:** I can't be sure until I've seen the figures and anyway it really depends on the size of the bonuses.

**Sam:** Let's leave that to Peter when he gets back. Paul, if you could send out a memo to the supervisors. Don't be specific about the amount of the bonus, though, until we can talk to Peter in more detail. Jane, did you get all

## Workbook Audioscripts

that down? OK then, if no one has anything else to say on that, I think we should move on to the next item on the agenda ...

#### Exercise 2c (p. 64)

**Sam:** Good morning. It's nice to see so many students present in the lecture hall to hear our guest speaker, Mr Ross Hunter, an expert in social media. Mr Hunter will talk about his belief in the importance of the Internet as a communication tool – a belief which helped him to build a successful online business. Please welcome Mr Hunter.

Mr Hunter: Thank you, good morning. I'd like to begin this talk by stating my firm belief that the Internet can bring people closer together. This belief led me to set up my social media site, which I'm happy to say has grown into a successful business. While I would certainly never complain about its success, I must say that the motivation behind my work was to make it easier for people to communicate, rather than to make myself rich. So let me explain how I believe the Internet can truly make people's lives so much better.

Before the Internet, people were further apart. Most people used to live and work in their home towns and there wasn't much movement between countries, unlike today. Occasionally, whole families were separated when people had to leave to find work. It was difficult to keep in touch back then. Nowadays, you can communicate as often as you like with people on the other side of the planet. You can email. You can use social networking sites, like mine, or you can make video calls. We've reached an age when we can communicate with other people from almost anywhere, anytime, encouraging new connections and friendships. But what about old friends? A few years ago, it was unusual for adults to keep in touch with more than a couple of their school friends. People's lives would move in different directions and it was easy to lose touch. But the Internet changed all that. With a few clicks, you can be online and chatting away. Now, you can even send a message to a long-lost cousin and arrange to meet him in Australia. There are so many possibilities.

At this point, I would like to respond to the view that technology makes people antisocial. I couldn't disagree more! The Internet brings us much closer to people who would have become strangers. It allows us to fulfil dreams on the other side of the world and still know how everyone is doing back home. It makes it easier to announce good news to hundreds of people at once. Let me put it this way: do you think so many people would claim to have 500 friends, as many do on social networking sites, if the Internet did not exist?

This leads some people to wonder if the Internet has devalued friendship. I firmly believe it has not. Of course, the majority of your online friends are probably

not people you would turn to for help. Most people still have a small group of close friends. But I believe that having a larger community of contacts to share jokes and news is valuable too. Creating this kind of exchange between people has always been — and always will be - at the heart of my work in social media. Before I move on to how I set up my business, are there any questions?

#### Unit 8

#### Exercise 2 (p. 78)

- A: Welcome back to the show. I'm joined on the line now by Henry Glass, an art teacher at Friedman Secondary School. Henry is here to talk to us about a controversial announcement made by the city council that from next year on, art will no longer be taught in secondary schools in Newport. Henry, that's astonishing news. Why do the council claim it is necessary?
- B: Well, according to the council, cuts need to be made in education. And the subject they say requires the most funding is art. Without the need to pay for paints or brushes, for example, they believe a considerable amount of money will be saved.
- A: And have any other subjects been affected by these cuts?
- B: Not at all. In fact, even after-school sports clubs won't be touched.
- **A:** I see. And what has been the reaction of art teachers in the city to this news?
- B: Well, most of us, me included, have grown up in Newport and have homes and families here, so it'll be extremely frustrating if we have to look for work elsewhere. But we're not going to go down without a fight. A meeting took place last night of all the art teachers in the city and we're planning on holding talks with the city council in the coming days.
- A: I don't mean to be insensitive here, Henry, but let's look at things from the council's perspective. Do we really need art classes in our secondary schools? Many people will say, for instance, that art should be considered a hobby rather than an academic subject.
- B: In my mind, there's a long list of reasons why art should be taught in schools. For one, by stopping art lessons we are completely ignoring the fact that all students have strengths and weaknesses. For some students, art is their one chance to shine in a school day that's filled with more academic subjects. Getting rid of art lessons would destroy the self-esteem of this type of student. For too long, intelligence has been associated with students' abilities in subjects like Maths and languages. This has to stop; it's nothing more than educational discrimination.



- A: Yes, I think it's fair to say that intelligence comes in many forms from many different areas of the brain.
- B: You're exactly right. And interestingly, recent research has shown that art uses both sides of the brain. That means that art can be valuable in all areas of academic development. For instance, a recent study from the University of California found that a group of students who took art lessons scored 27% higher in Maths tests compared with students who got no artistic instruction. Also, studying art has been linked with increased linguistic skills.
- **A:** That's all very interesting. But what about the practical benefits of art education? For instance, can we really say that studying art will help students in their future careers?
- B: Certainly! Of course, very few art students become famous painters, but many go on to have well-paid careers in a variety of fields including graphic design, computer game design and so on. At the end of the day, design is a massive industry that'll only keep on growing. One expert even claims that over the next ten years there'll be twice as many jobs in design than in engineering!
- A: Well, Henry, it's been a pleasure having you on the show. You've raised some good points and it'll be interesting to hear what our listeners have to say about the city council's plans. We'll be back after this short break, so don't go away!





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#### **Grammar**

1	'I think this letter is for you.'				
	'Yes, it's about time				
	Α	that it arrive	С	it arrived	
	B to arrive D it arrive				
2	'Did you buy some decorations?'				

Choose the correct item.

2	'Did you buy some decorations?'				
	Ϋ́	es, they tomorrow morning.			
	Α	will deliver			

B were to be delivered
C are delivered

**D** are being delivered

3 Electricity prices ...... by at least 10%.

A are expected to rise

B expect to rise

C are expected that they will rise

**D** expect to be risen

**4** Environmentalists ....... alarmed by the recent increase in water pollution.

A become C had became B have become D were becoming

**5** Rachel has been absent from work for two weeks ...... illness.

A since that C because B in light of D due to

**6** As ...... know, final exams commence at the end of the month.

A all we will

B we will all

C all we are to

D we all

7 Jake had run ...... ideas so he researched the

topic on the Internet.

A out on

C out of

B through D over

**8** We didn't buy the computer only for you, ...... for your brother as well.

**D** and

A not B but C or 9 All applicants ...... a form.

A are required to complete

B require complete

**C** are required completing

D require to have completed

10 ...... problem with your debit card, sir.

A This seems a

B We seem to have

C There seems to be a

**D** It seems that the

11 'I'm starving!' 'Yes, ........'

A and I B me too C I too D and I do

#### **Vocabulary**

#### Choose the correct item

2	Choose the correct ite	2111	•	
1	3 1 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			
	A rules B laws	C D	orders commands	
2	Nick wanted to eat a s cake but refrained beca <b>A</b> fat <b>B</b> fattening	aus <b>C</b>	•	
3	My sister bought thes the	С	shoes very cheaply in sales reductions	
4	The police have  A cancelled  B postponed	С	affic from this street. refused banned	
5	He was arrested be goods into the country  A wrongly  B illegally	C	-	
6	I thought the acting were well-made A costumes B uniforms	to C		
7	The average teenage for about 20 hours per <b>A</b> observer <b>B</b> spectator	w∈ C		
8	The environmental org across Europe.  A wildlife  B wilds	С	isation aims to protect wildly wilderness	
9	I was born in a rural metropolitan city. <b>A</b> grew up <b>B</b> brought up		lage but I in a raised rose	
10	Old people have a har younger		teenagers	
11	Anna has worked with have all found her to be <b>A</b> adult <b>B</b> colleague	е а <b>С</b>	-	
12	My brother had difficulas he didn't have the right	-	, -	

**C** tools

**D** utensils

**A** gadgets

**B** appliances

## Language Knowledge

#### **Grammar**

#### Choose the correct item.

B soon enough D much sooner Rosa her hair in a long pony tail for t photo shoot yesterday. A wears C was wearing B has worn D is wearing Researchers have discovered a drug that promising results for diabetes sufferers. A appear to have B appear having C are appearing to have D appears to have taking regular exercise, Joe was ablee	
A wears B has worn C was wearing D is wearing  Researchers have discovered a drug that promising results for diabetes sufferers. A appear to have B appear having C are appearing to have D appears to have	
promising results for diabetes sufferers.  A appear to have B appear having C are appearing to have D appears to have	
4 taking regular eversion los was abla	\ to
build up his strength and stamina.  A From B As C At D	
5 Charles finally bought that new moto he's always wanted.	rbike
•	him
6 'What were you doing when the earthquake struck?' ' that time I was in a meeting.'	!
A At B Since C By D	In
<b>7</b> The children recited the poem while all the watched.	
A grown-up C growns-up B grown-ups D growns-ups	
<ul> <li>8 I wish our cousins us more often.</li> <li>A would visit C were visiting</li> <li>B visit D are visiting</li> </ul>	
9 We decided to have a picnic of going restaurant.	to a
A instead  B in spite  C on account  D because	
10 The USA one of the world's leading	
producers of lumber.  A is being B are C are being D	is
<ul> <li>11 How often cut?</li> <li>A have you have your hair</li> <li>B your hair has</li> <li>C do you have your hair</li> <li>D had you have your hair</li> </ul>	
<ul> <li>My uncle to arrive on 12<sup>th</sup> June.</li> <li>A has been expected</li> <li>B was expecting</li> <li>D expected</li> </ul>	
<ul><li>13 Fred hasn't been back to the office the accident.</li><li>A before B during C since D</li></ul>	ne from

#### **Vocabulary**

#### Choose the correct item.

1	Some of the teaching st they hadn't been of teaching schedule.	
		C involved D invested
2		_
3		ave his wallet in the  C reckless  D careless
4		to North America. C inborn D natural
5		orld are disappearing  C alarming  D anxious
6	We've always been	
		C rapid D precise
7	Regular exercise can do and mind.	for your body
		C wonders D dreams
8	,	
9	Claire complained to the	· ·
		C overbooked D overcharged
10	Hotel guests are advised to the hotel safe.	o leave their in
		C wealth C collections
11	Do you take two or three coffee?	of sugar in your
	A pounds	C blocks D bits
12		th equipment.  C ancient  D antique

#### **Grammar**

#### Choose the correct item.

	A to B		n't speak E of <b>D</b>	•
2	Is Heather  A to be made  B going to make	С	eservations being ma to be mal	de
3	The lecture wa hardly keep hims <b>A</b> from falling <b>B</b> to falling	self as		n could
4	The minimum in education.  A required  B requiring		post was a require requireme	
5	I'm not comple hairdresser cut r A satisfaction B satisfied	ny hair.	with the satisfying satisfying	ı
6	He can borrow the to me by Thursda A provided B in case	ay.	as long	s it back
7	Would you happ A does the bus B arrives the bu	arrive <b>C</b>		rrives

1 Carlos was afraid the other kids would laugh

#### 8 'I'm not looking forward to taking our exams.' , , A Neither do I C So do I

B Neither am I D So am I 9 I think I'll stay in ...... going out.

**B** furthest

**A** alternatively C in place of **B** rather **D** instead of

10 'Where's the new mall?' 'It's a little ...... to the north.' **C** farthest A further

**D** far

11 Bob's bicycle is exactly the same ...... mine! C like A as **B** with **D** to 12 'Did you mail my letters?' 'Actually, I ..........'

A forgot doing it C forget it

**B** had forgotten it **D** forgot to do it

13 Taking the bus is ...... cheaper than taking a

taxi. **A** doubtful C undoubtedly

**B** doubtfully **D** doubt

#### **Vocabulary**

#### Choose the correct item.

1	I think it's safer to go on a package than make my own travel arrangements.  A travel  C journey  B holiday  D cruise
2	The wind was blowing so hard that we found it impossible to our tent.  A raise  C build  B put up  D make up
3	One of the most difficult decisions young adults face is what to do for a(n)
4	Ben won first in the art competition.  A medal C prize  B reward D benefit
5	· · · · · · · · · · · · · · · · · · ·
	"You're right, it probably doesn't suit me either."  A mode C fashion B style D trend
7	Tracy went shopping at the weekend and bought a new for the event.  A outfit  C suit  B cloth  D clothing
8	If you work at a reception desk, you can't wearing casual clothes.  A get into C get round to B get out of D get away with
9	Unfortunately, the house we looked at had a very small kitchen with a gas
10	Most tourist buses in London are so you can see the sights as the bus tours the city.  A double deck  C double-deckers  B double decked  D double-decks
11	Henry's car off the icy road and crashed into a lamp post.  A hit C skidded B crashed D collided
12	I love going to that Italian restaurant; they serve large

**D** portions

**B** plates

## Language Knowledge

#### **Grammar**

#### Choose the correct item.

- 1 It is believed ...... the picture. C she paint
  - A to have painted
  - **B** her to paint D that she painted
- 2 I'm younger than you, .....?
  - A are I C not I
  - B am I D aren't I
- 3 Dr Stevens recommended that I ...... so much meat.
  - A not eat
- C not eating
- B eat not
- D am not eating
- 4 'You shouldn't have spent all that money on a motorcycle.'
  - 'I know. I regret ...... so foolish.'
  - A that I had been
- C having been
- **B** to have been
- D to be
- 5 Excuse me, could you tell me where .....?
  - A the bus station is located
  - B is located the bus station
  - C is the bus station located
  - D the bus station located
- 6 If it ...... my parent's help, I would have had to move back home.
  - A wouldn't have been for
  - B was for
  - C hadn't been for
  - D needn't have been for
- 7 If we are to succeed in this business, we ........ to plan everything very carefully.
  - A could have needed
- C would need
- B will need
- D had needed
- 8 I can only hear the passing traffic if the windows ........
  - A are opening
- C are open
- **B** have opened
- **D** open
- 9 ...... the book myself, I can't tell you whether it's worth reading.
  - A I haven't read
- C Not reading
- **B** Not having read
- D I hadn't read
- **10** Terry walked past me without even ....... hello.
  - A having said
- C to say
- **B** said
- **D** saying
- 11 Leo was soon able to dive ...... an expert.
  - A even as
- C just like
- B as if
- D as though
- 12 My grandparents ...... to the airport by my cousin as Dad was on a business trip.
  - A drove
- C had driven
- **B** were driving
- **D** were driven

#### **Vocabulary**

#### Choose the correct item.

- 1 You should recycle batteries rather than ....... them away.
  - A dumping
- C disposing
- **B** returning
- **D** throwing
- 2 The police prevented anyone from removing ...... from the scene of the crime.
  - A clue
- C trace
- **B** evidence
- **D** proof
- 3 Why hasn't George been to basketball ........ lately?
  - A rehearsal
- C exercise
- **B** practice
- **D** preparation
- 4 I forgot to renew my ...... to the gym.
  - **A** membership
- C participation **D** subscription
- **B** partnership 5 The pentathlon is a real ......, even for
  - professional athletes. ∆ task
  - **B** obstacle
- C challenge **D** dare
- 6 There was only one ...... way of finding out whether he was at home and that was to visit him.
  - A right
- B fine
- C true
- **D** sure
- 7 I have ...... experience of running a business.
  - **A** firsthand
- C beforehand
- **B** offhand
- **D** secondhand
- 8 They ..... serious problems when two members of the climbing team were injured.
  - A posed
- C produced
- **B** caused
- **D** encountered
- 9 I need to ...... myself with the new computer program.
- - A aware B known C acquaint D common
- 10 Rescuers were forced to ...... off their search due to the bad weather conditions. **D** call
  - A kick
- **B** drop
- C switch
- 11 Without their help, it would have been ........ impossible to organise the fundraiser.
  - A closely
- C frankly
- **B** utterly
- **D** hastily
- 12 Please tell me what happened; the ...... is killing me.
  - A theory
- C suspense
- **B** speculation
- **D** anticipation
- 13 Jenny wrote Dalia's email address on a ........ of paper.
  - A remnant
- C fragment
- **B** scrap
- D crumb

# 5 Language Knowledge

#### **Grammar**

1	Choose the correct	item

- 1 By the time my parents got back, I ....... the whole house.
  - A had already cleaned
  - B was already cleaning
  - C had already been cleaned
  - D had already been cleaning
- 2 'I guess I made a fool of myself last night.'
  'You .........'
  - A did sure
- C sure did
- B sure did it
- **D** did it sure
- **3** You know you can always count ....... Mum and Dad for advice.
  - **A** on
- **B** to
- C with
- **D** for
- 4 Our class is putting on a theater production ....... I'm playing the lead role.
  - A in where
- C in which
- B by which
- **D** for whom
- 5 Speed limits in this city vary slightly ...... other states.
  - A as those of
- C from those
- **B** those as
- **D** from those of
- 6 I bought this pretty blouse ...... silk in the sales.
  - A made by
- C making of
- B made of
- **D** making by
- 7 Where are we going to put all the dishes? We'll never get them to fit in ....... cupboard.
  - A the same as
- C the very same as
- B the same
- **D** same
- **8** If you would like to attend the conference, contact Ahmed ...... possible.
  - A sooner than
- C the soonest as
- B as soon as
- **D** the sooner
- **9** ...... having a degree in law, Ali decided to become an actor.
  - A Although
- C Instead of
- **B** Nevertheless
- **D** Despite
- **10** All I wanted was a ...... drink of water after working out at the gym.
  - A refreshment
- **C** refreshed
- **B** refresh
- **D** refreshing
- 11 All the staff are determined ...... in the school.
  - A to stop bullying
  - **B** to be stopping bullying
  - C to have stopped bullying
  - D stopping bullying
- 12 We took a ...... on cooking exotic food.
  - A two-week course
- C two-weeks course
- B two-week's course
- D two-week courses

#### **Vocabulary**

#### Choose the correct item.

- 1 I forgot to ...... my alarm and I was late for school again!
  - **A** put
- В
- B set C go off
- D
- 2 If you buy a faulty device, you should return it
  - to the  $\ldots \ldots$  .
- C builder
- A inventorB creator
- **D** manufacturer
- **3** I lost the keys to my apartment and had to climb ....... the bathroom window.
  - A to
- **B** in
- C through
- **D** by
- 4 I'm so glad I ...... my plane! I've just heard that it had to make an emergency landing.
  - A lost
- C missed
- **B** left
- **D** forgot
- **5** The amount of pollution from exhaust fumes has become ...... in the city centre.
  - A exceeded
- **C** unbearable
- ${\bf B} \quad \text{overcrowded} \quad$
- **D** extreme
- **6** Ted had to wait at the doctor's ....... for an hour because the doctor was dealing with an emergency.
  - A ward
- C office
- **B** surgery
- **D** room
- 7 I've been lifting heavy boxes all morning and now my back ..........
  - **A** pains
- C aches
- **B** injures
- **D** harms
- **8** The doctor gave Gary a(n) ...... for some tablets to ease the pain.
  - A recipe
- C order
- **B** paper
- **D** prescription
- **9** It's a very good private school, but the ....... are rather high.
  - A fares
- C fees
- **B** bills
- **D** prices
- **10** I gave the assistant \$20 and she gave me \$2 ........
  - A rest
- C money
- **B** coins
- **D** change
- 11 I needed a little extra cash so I ....... some money from my friend.
  - **A** borrowed
- C saved
- **B** lent
- **D** paid
- 12 'I'm not in the mood to cook today.'
  - 'Do you ...... going out for some Chinese food?'
  - A like
- C fancy
- **B** want
- **D** desire

## Language Knowledge

#### **Grammar**

#### Choose the correct item.

- 1 Tanya's just retired after 30 years working ..... children. B with
  - **A** for
- C from
- **D** in
- 2 While I am in Warsaw, I ...... time to visit my relatives.
  - A take
- C took
- B will take
- D have taken
- 3 What ...... to get full marks on my biology assignment!
  - A surprising it was
- C was a surprise
- **B** was surprising
- D a surprise it was
- 4 It ...... a total waste of time to visit the new shopping mall today; it's going to be packed.
  - A would be
- C should have been
- B has to be
- D ought to be
- 5 If you research the project carefully, ...... be able to get a high mark on your paper.
  - A you are to
- C you can
- B you will
- D you need to
- 6 Having finished my homework, I managed ...... a few of my chores done.
  - A to get
- C getting
- **B** having
- **D** have
- 7 Alex has been learning Arabic for ...... now.
  - A much time B the long time
- C quite a long time
- D so long a time
- 8 Tom wasn't ....... Tony about the trip to Europe, as he was afraid of flying.
  - A such exciting as
- C so exciting as
- B as excited as
- **D** more excited than
- 9 'Did you go to the theater last night?'
  - 'Yeah, we got there just ...... . A minute later and we would have missed the start of the play.'
  - A at the time
- C on time
- B in time
- D for the time being
- 10 Melanie doesn't go jogging as ....... as she used to.
  - A long
- C often
- **B** frequent
- **D** well
- 11 I don't think Pete's dad ...... to borrow his car.
  - A allow him
- C will let him
- B is letting him
- D will allow him
- 12 By the time I got there, everyone ...... their supper.
  - A had already eaten
  - B has already eaten
  - C will already eat
  - D will already have eaten

#### **Vocabulary**

#### Choose the correct item.

- 1 I packed my backpack and joined some friends for a ...... in the Sahara.
  - A trek
- C voyage
- B hike
- **D** travel
- 2 I'm terribly sorry, Madam, but I can't find a(n) ...... of your booking at our hotel.
  - **A** reservation
- C accommodation
- **B** confirmation
- **D** destination
- 3 To be ......, I don't really like abstract art.

  - A honest B true
- **C** faithful **D** real
- 4 The famous architect ...... up plans for the new town hall.
  - A made
- **B** put
- C drew
- **D** set
- 5 The programmer was able to ...... my lost computer files.
  - A recognise
- C reveal
- **B** react
- **D** recover
- 6 I booked a training ...... with a personal trainer at my local gym.
  - A lesson
- C session
- **B** exercise
- **D** activity
- 7 The charity was set up to ....... the needs of homeless people.
  - A meet
- C match
- **B** set
- **D** keep
- 8 Ken can't wait for the weekend when he spends his free time ...... with his cousins.
  - A handing out
- C getting on
- B standing up
- **D** hanging out
- 9 Some students find it hard to cope ....... all the exams they have to sit. C with
  - A at
- B in
- 10 When it comes to chocolate cake, Ryan can't ..... the temptation.
  - **A** prevent
- C resist
- **B** ignore
- **D** break
- 11 I bought some clothes at ...... prices at the January sales.

12 ...... interested in the position should submit

- A reliable
- C invaluable
- **B** priceless
- **D** affordable
- their applications no later than 20th May. **A** Entrants **C** Applicants
- **B** Participants
- 13 Does your job ...... working with computers?

**D** Contestants

- A contain **B** include
- C involve **D** comprise

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# Language Knowledge

**Vocabulary** 

#### **Grammar**

**B** Both

1	Choose the correct item.	Choose the correct item.
1	'Your house looks terrible.' 'I know. I need to'  A get it painted	My teacher always us exercises for homework.     A puts    B obliges    C makes    D sets
2	When I was little, my grandfather me stories at bedtime.  A was telling C has told  B was used to telling D used to tell	<ul> <li>2 'How do you about the problem of unemployment in this country?</li> <li>'I think that it's a very worrying situation.'</li> <li>A think C view</li> <li>B believe D feel</li> </ul>
	You need to come later because right now.  A of my business  C I am busy  B how busy I am  D I look busy	<ul> <li>3 'I am sorry to you, but could I use your mobile phone?'</li> <li>'Sure, go ahead.'</li> <li>A upset B worry C bother D mind</li> </ul>
4	'Do you want to come to my house for a coffee?' 'Actually, I'd rather to that new café'  A have gone  C went  B going  D go	4 Ahmed has a Business Administration from Lancaster University.  A degree in C paper of
	Todd admitted the neighbour's window.  A to having broken  C to break  B to having been broken  D to be broken	B certificate on D mark in  5 It's boiling outside, but it's nice and in the classroom.  A chilly B freezing C cool D cold
6	Let's go,?  A don't we  B shall we  C won't we  D aren't we	<ul><li>A chilly B freezing C cool D cold</li><li>6 The sign above my seat on the plane said "Fasten your"</li></ul>
7	l've never met a person than Bushra.  A nice C nicely  B nicer D nicest	A seatbelt C life guard B lifebelt D life saver  7 You may lose your suitcase if you don't have
8	Although I've been going to this school for four months, I wearing a uniform.  A haven't been used to	a on it.  A ticket  B sticker  C label  D passport
0	B haven't used to C haven't got used to D don't get used to	<ul> <li>8 Mr Jakes retired last month and now receives a monthly</li> <li>A reward</li> <li>B salary</li> <li>D bonus</li> </ul>
Э	My sister her homework for her.  A got me to do  C had done  B had me to do  D made me to do	9 Don't the road without checking for oncoming traffic.
10	I paid attention to what the teacher was saying so I couldn't do my homework.	A pass C across B cross D pass by
	A few B any C much D little	10 Neil is to stomach aches whenever he

	A haven't been used to			B sticker	D	passport
	<ul><li>B haven't used to</li><li>C haven't got used to</li><li>D don't get used to</li></ul>		8	Mr Jakes retired last mor monthly		and now receives a pension
9	My sister her home	ework for her.		<b>B</b> salary	D	bonus
	<ul><li>A got me to do</li><li>B had me to do</li></ul>	<ul><li>C had done</li><li>D made me to do</li></ul>	9	Don't the road oncoming traffic.	wit	hout checking for
10	I paid attention to saying so I couldn't do m			A pass B cross		across pass by
	A few B any	C much D little	10	Neil is to stomac	h a	ches whenever he
11	Mohamed's spenthis final exams.  A most of	the week revising for <b>C</b> the more of		does anything stressful.  A likely  B prone		accustomed apt
	B the most	<b>D</b> the most of	11	'The roads aren't in good	1	due to the
12	I'm not sure whether references with your app  A is essential  B it is essential			heavy snowfall.' 'Then we'd better postpoor A state B condition	С	our camping trip.' place situation
13	Salina's mother French.	nor her father spoke	12	Be careful you don't dro	p tl	hat vase; it's really
	A Not only	C Either		A versatile	С	flexible

**D** Neither

**B** rigid

**D** fragile

## Language Knowledge

#### **Grammar**

#### Choose the correct item.

1	'Kerry had a baby boy!'I wonder'  A who does he look like  B who he looks like  C who looks like  D who is like him	
2	'Chad is going to Europe in the spring.' 'Wow, he be excited!'  A would B may C could D mu	ıs
3	'I love skiing.' 'I'  A do too C do B do either D so do	
4	My teacher said that are very intelligent A the whale C whales B the whales D some whale	nt
5	My brother is volunteering to help in the neighbourhood.  A all poor  B a poor  C poor  D the poor	те
6	'Do you think Tony would like to come for lunc 'Well, why yourself?'  A won't you ask  B aren't you asking him  C haven't you been asking him  D don't you ask him	h?
7	'How far is your aunt's house from here?' 'It's'  A a four hours' drive  B a four-hour drive  C a drive for four hours  D a four hours drive	
8	Greece is famous its islands. $ \begin{tabular}{ll} A & for & B & in & C & about & D & of \\ \end{tabular} $	
9	It's getting dark. I go home now.  A had better C would prefer  B would better D had to	
10	I got a good bargain in the sales; my only is that I didn't find a suit in the colour wanted.  A complain  C complaint	l
11	B complaining D complained  Frank didn't take to his PE teacher, but now they get on very well.  A first C firstly B at first D first of all	
12	He didn't talk about the missing document because he was afraid his job.  A that he will lose C that he lost	nts

**D** of losing

#### **Vocabulary**

#### **7** Choose the correct item.

1	Paula is a good emplor to this company.	yee and a valuable
	<ul><li>A asset</li><li>B property</li></ul>	<ul><li>C wealth</li><li>D possession</li></ul>
2	It takes me twen  A practically  B reasonably	ty minutes to get to work.  C normally  D sensibly
3	There were puzzles young children	and games to keep the
	A amused B eased	C surprised D pleased
4	Do you have any wallet? A statistics B data	that this man stole your  C proof D figures
		•
5	Adam and Keith celeb	
	<ul><li>A reception</li><li>B festivity</li></ul>	<ul><li>C gathering</li><li>D promotion</li></ul>
6	Sushi is a dish that co	onsists of fish and
	rice.	
	A stale B fresh	C raw D ripe
7	Several buildings were	e to make way for
	the new road.	
	A decreased	C decayed
	<b>B</b> demolished	<b>D</b> despatched
8		roblems of environmental
	pollution in the area.  A arranged	C attended
	<b>B</b> addressed	<b>D</b> approached
9	You should never	a person by their
	appearance.	<b>,</b> ,
	A think	<b>C</b> judge
	<b>B</b> realize	<b>D</b> believe
10		ase you want to bring the
	sweater back. <b>A</b> proof <b>B</b> recipe	C receipt D coupon
11	Installing security cam	eras in streets is a good
	way of criminals	
	A protecting	C deterring
	<b>B</b> preventing	<b>D</b> reducing
12		our mind if you want to
	accompany us on the A make B take	-
40		C bring D look
13	finished before the dea	ng to get the job
	A overdraft	C overload
	<b>B</b> overtime	D overview

B in losing

## Word Distractors

#### Choose the correct item.

1	Taking out a mortgage house.	e Jan to buy the	13	Many of the soldiers hadjusting to a normal		
	<ul><li>A enabled</li><li>B granted</li></ul>	<ul><li>C allowed</li><li>D approved</li></ul>		<ul><li>A strong</li><li>B great</li></ul>		firm tough
2	Vicky decided to go in designer.  A business	C work	14	How long do you airport in this traffic?  A reckon	С	will take to get to the recall remark
3	<b>B</b> task The study the ir	D occupation	15	B relate The flowers on display	_	
J	television on children.  A searches  B asks	•	13	size.  A transform  B change	С	alter vary
4	Companies no longer cigarettes in magazine  A declare  B announce		16	If you'd like to make a our customer relations  A criticism  B campaign	de C	
5	In western countries it wear white.  A ordinary  B customary	is for the bride to  C habitual D regular	17	A large of prote outside the city hall.  A amount  B deal	С	rs had gathered number section
6	The two countries hav towards bringing peac <b>A</b> steps <b>B</b> stages	e taken important e to the region. C moves D phases	18	Water was from onto the floor.  A leaking B spilling	С	pipe in the bathroom dropping drizzling
7	Mike has consideration author.  A finished B reached	derable success as an  C passed D achieved	19	Asian people live long  A general B ordinary	С	than Westerners, on common average
8	Nancy in a two- Qatar. <b>A</b> entered <b>B</b> enrolled	year training course in  C applied D recorded	20	all our efforts to authorities decided to <b>A</b> Despite <b>B</b> However	clo <b>C</b>	• •
9	Julia has difficu way of life in Russia. <b>A</b> received <b>B</b> obtained	ties adapting to her new  C encountered  D contacted	21	The necklace was great-grandmother.  A given B handed	С	down to her from her provided presented
10	Let me give you a gum during the intervio A tip B part	of advice; don't chew ew. C hint D piece	22	I'm to take a nice start university.  A interested  B appealed	С	ong holiday before I attracted tempted
	She's been working fo  A line  B series	C row D order	23	As a junior manager y new employees.  A assist  B aid	С	II in training help allow
12	I had to show the fligh before I got onto A slip B receipt	t attendant my boarding the plane. C pass D paper	24	From the way she talk principal.  A waited  B presumed	ed,	



	B signed	C enlisted D recruited	38	In areas that typically drivers are advised to A experience B receive	puro <b>C</b>	
26		c appear come	39	When do you or A hope B aim	С	oving abroad? dream plan
27	•	c looking after D looking out	40	During the rush hour ton main roads leading  A extensive  B wide	to t	•
28	•	cur in some coastal  C divisions D terrains	41	This new animated mochildren.  A appeals  B pleases	С	to young attracts invites
29	•		42	The talented young m an award for her outst A delivered B contributed	andi <b>C</b>	
30	•	by man.  C ancient  D vintage	43	Sugar is bad for your in large	С	levels
31	• •	C was travelling D was flowing	44	B figures Can you possibly water? A suppose	lif	imagine
		C inquired D suggested	45	B think  Andrew spent the wee countryside.  A bordering B surrounding	ken C	assume d trekking in the circulating enclosing
	week? A donation B salary	C allowance D wage	46	The tiny sponge didn't on my desk.  A absorb  B suck	С	the water I'd spilt occupy
	B raise	e question.  C rise  D elevate	47	By 7:00, a thin layer o on the roads.  A creating  B producing	f ice	·
35		_	48	It was practically impo of the election. A development B outcome	ssib	•
	A solid B firm	and end at times.  C fixed  D steady	49	The password you use 8 characters, numbers <b>A</b> involve	sho and	ould of at least
3 <i>1</i>			50	B include  Being disabled hasn'ther ambition to A succeeding B performing	stop be a	



## Word Distractors

51	How did you on  A do  B place	C	ur chemistry exam? take write	64	A trendy B current	С	ner long dress. latest exclusive
52	The students were stories to the class.  A getting  B working	С	turns reading their giving taking	65	The icy weather was . crash on the highway. <b>A</b> approximately <b>B</b> partly	С	•
53	He attempted to marathon. <b>A</b> cut <b>B</b> break	С	e world record for the rip tear	66	Mrs Franks an e student's shocking bel <b>A</b> ordered <b>B</b> imposed	hav <b>C</b>	
54	The school held a con charity.  A raise  B donate	С	t to money for give spend	67	Harry's at school this term.  A achievement B performance	С	results effort
55	My father has always for me.  A impression  B excitement	С	en a source of inspiration enthusiasm	68	Archie began to exploabroad.  A attempts B capabilities	С	he of studying possibilities chances
56	50 students, whose ag signed up for the fun r <b>A</b> ranged <b>B</b> charged	un.		69	We painted the kitcher the tiles.  A suit  B agree	С	abinets red to fit match
57	The judge Gem maths competition.  A awarded  B approved	С	first prize in the valued cheered	70	African and Asian elepspecies.  A distinct  B precise	С	nts are exact punctual
58	The tank should a few weeks. A keep B hold	С	nough water to last us carry include	71	When we bought the ofterrible	С	ntry house, it was in a mood form
	The gallery tour  A pays  B borrows	C D	charges rents	72	The shop assistant left her purse behind.  A walked  B jogged	С	
	The presentation will ominutes.  A from  B in	C D	over at	73	A computer specialist use the new computer <b>A</b> execute <b>B</b> demonstrate	car sy:	me in to how to
	She may look 30, but a forties.  A exactly  B especially	C D	truly actually	74	There is a special sectifier restaurant.  A reserved  B preferred	tion <b>C</b>	-
	Nick and Matt were programme to watch.  A opposing  B disputing	C D	pursuing arguing	75	Helen has spent the labook about Irish custo A carrying B building	ms <b>C</b>	
ช3	I am still not sure how computer parts. A dispose B eliminate	С	st to of these discard reduce	76	The charity has been in A presence B occurrence	in <b>C</b>	· ·



## Verbs/Adjectives/Nouns with Prepositions

	I	l	l
	abide by (v)	ahead of (prep)	approve of (v)
	absent from (adj)	aim at (v)	argue with sb about sth (v)
	abstain from (v)	allergic to (adj)	arrange for sb to do sth (v)
	accompanied by (adj)	amazed at/by (adj)	arrest sb for sth (v)
	according to (prep)	amount to (v)	arrive at (a small place) (v)
	account for (v)	amused at/with (adj)	arrive in (a town) (v)
	accuse sb of (v)	angry at what sb does (adj)	ashamed of (adj)
	accustomed to (adj)	angry with sb about sth (adj)	ask about/for (v) (BUT ask sb a
	` <del>-</del> /	angry with sb about sin (adj)	1 1
١.	acquainted with (adj)		question)
Α	addicted to (adj)	annoyed with sb about sth (adj)	assure (sb) of (v)
	adequate for (adj)	(in) answer to (n)	astonished at/by (adj)
	adjacent to (adj)	anxious about sth (adj)	attached to (adj)
	advantage of (n) (BUT there's an	(be) anxious for sth to happen	attack on (n)
	advantage in – (have) an	(adj)	attack sb for sth (v)
	advantage over sb)	apologise to sb for sth (v)	attend to (v)
	advice on/against (n)	(make an) appeal to sb for sth (n)	available to (adj)
	afraid of (adj)	appeal to/against (v)	(un)aware of (adj)
	agree to/on sth (v)	apply in writing (v)	, , , , , , , , , , , , , , , , , , , ,
	agree with sb (v)	apply to sb for sth (v)	
	. , ,	```	la la constante de la constant
	bad at (adj) ( <b>BUT</b> He was very	believe in (v)	blame sth on sb (v)
	bad to me.)	belong to (v)	boast about/of (v)
	ban sb from sth (v)	benefit from (v)	bored with/of (adj)
В	base on (v)	bet on (v)	borrow sth from sb (v)
	basis for (n)	beware of (v)	brilliant at (adj)
	beg for (v)	(put the) blame on sb (n)	bump into (v)
	begin by/with (v)	blame sb for sth (v)	busy with (adj)
	call at/on (phr v)	comment on (v)	conscious of (adj)
	campaign against/for (v)	communicate with (v)	connect to/with (v)
	capable of (adj)	compare with (v) (how people and	` '
	care about (v)	things are alike and how they	consist of (v)
	care for sb (v) (= like)	are different)	contact between (n) ( <b>BUT in</b>
	(take) care of (n)	compare to (v) (show the likeness	contact with)
	care for sth (v) (= like to do sth)	between sb/sth and sb/sth	contact with content with (adj)
	careful about/of/with (adj)	else)	contrary to (adj)
	careless about/with (adj)	comparison between (n)	contrast with (v)
	cause of (n)	compete against/for/with (v)	contribute to (v)
	certain of (adj)	complain of (v) (= suffer from)	convert to/into (v)
	change into (v)	complain to sb about sth (v) (= be	cope with (v)
С	characteristic of (n/adj)	annoyed at)	correspond to/with (v)
	charge for (v)	compliment sb on (v)	count against/towards (v)
	charge sb with (v)	comply with (v)	count on sb (phr v)
	check for (v)	conceal sth from sb (v)	cover in/with (v)
	choice between/of (n)	concentrate on (v)	covered in/with (adj)
	clever at (adj) (BUT It was very	(have) confidence in sb (n)	crash into/through (v)
	clever of you to buy it.)	confident in (adj)	(have) a craving for sth (n)
	cling to sb/sth (v)	confine to (v)	crazy about (adj)
	close to (adj)	confused about/by (adj)	crowded with (adj)
	1 7	- · · · · · · · · · · · · · · · · · · ·	\ \ \frac{\pi}{2}
	coax sb into (v)	confusion over (n)	cruel to (adj)
	coincide with (v)	congratulate sb on sth (v)	cruelty towards/to (n)
	collaborate with (v)	connection between (n) (BUT in	cure for (n)
	collide with (v)	connection with)	curious about (adj)

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## **Verbs/Adjectives/Nouns with Prepositions**

D	damage to (n) date back to (v) date from (v) deal with (v) dear to (adj) decide on/against (v) decrease in (n) dedicate to (v) deficient in (adj) definition of (n) delay in (n) delight in (v) delighted with (adj) demand for (n) demand from (v) depart from (v) depend on/upon (v) dependent on (adj)	deputise for (v) descended from (adj) describe as (v) describe sb/sth to sb else (v) description of (n) die of/from (v) die in an accident (v) differ from (v) (have) difference between/of/in (n) difficulty in/with (n) disadvantage of (n) (BUT there's a	disgusted by/at (adj) dismiss from (v) dispose of (v) disqualified from (adj) dissatisfied with (adj) distinguish between (v) divide between/among (v) divide into/by (v) do sth about (v) donate sth to sb/sth (v) doubtful about (adj) dream about (v) dream of (v) (= imagine) dressed in (adj)
E	eager for (adj) economise on (v) efficient at (adj) (put) effort into sth (n) emphasis on (n) enthusiastic about (adj) envious of (adj) equal to (adj) escape from/to (v) example of (n) excellent at (adj)	exception to (n) (with the exception of sth/sb – take exception to sth = be offended by sth) exchange sth for sth else (v) excited about (adj) exclaim at (v) excuse for (n) excuse sb for (v) exempt from (adj) expel from (v)	experienced in/at (adj) experiment on/with (v) expert at/in (sth/doing sth) (n) (= person good at) expert with sth (n) (= good at using sth) expert on (n) (= person knowledgeable about a subject)
F	fail in an attempt (v) fail to do sth (v) failure in (an exam) (n) failure to (do sth) (n) faithful to (adj) fall in (n) familiar to sb (adj) (= known to sb) familiar with (adj) (= have knowledge of)	famous for (adj) fed up with (adj) fill sth with sth else (v) finish with (v) fire at (v) flee from (v) fond of (adj) forget about (v) forgive sb for (v)	fortunate in (adj) free from/of/for (adj) friendly with/to (adj) frightened of (adj) full of (adj) furious with sb about/at sth (adj)
G	generosity to/towards (n) genius for (n) glance at (v) glare at (v)	good at (adj) (but: He was very good to me.) grateful to sb for sth (adj) grudge against (n)	guess at (v) guilty of (adj) (BUT He felt guilty about his crime.)
Н	happen to (v) happy about/with/for (adj) harmful to (adj) head for (v) hear about (v) (= be told) hear from (v) (= receive a letter)	hear of (v) (= learn that sth or sb exists) heir to (n) hinder from (v) hint to sb about sth (v) ( <b>BUT hint</b> at sth)	hope for (v) hope to do sth (v) (no) hope of (n) hopeless at (adj)



## **Verbs/Adjectives/Nouns with Prepositions**

I	idea of (n) identical to (adj) ignorant of/about (adj) ill with (adj) impact on (n) important to sb (adj) impressed by/with (adj) (make an) impression on sb (n) improvement in/on (n) incapable of (adj) include in (v) increase in (n)	independent of/from (adj) indifferent to (adj) indulge in (v) inferior to (adj) information about/on (n) (be) informed about (adj) inject sth into sb/sth (v) inoculate against (v) insist on (v) instead of (prep) insure against (v) intelligent at (adj)	intent on (adj) (have no) intention of (n) interest in (n) interested in (adj) interfere with/in (v) interpretation of (n) invasion of (n) invest in (v) invitation to (n) invite sb to (v) involve in (v) irritated by (adj)
J	jealous of (adj)	join in (v)	joke about (v)
K	knock at/on (v) know about/of (v) keen on sth (adj)	keen to do sth (adj) kind to (adj)	key to (n) knowledge of (n)
L	lack in (v) lack of (n) laugh at (v) lead to (v) lean on/against (v)	learn about/by (v) leave for (v) (= head for) lend sth to sb (v) listen to (v) live on (v)	long for (v) look at (v) look for (v) (= search for)
M	marvel at (v) mean to (adj)	mention to (v) mistake sb for (v)	mix with (v)
N	name after (v) necessary for (adj) need for (n) neglect of (n)	nervous about (adj) new to (adj) nice to (adj) nominate sb (for/as sth) (v)	(take) (no) notice of (n) notorious for doing sth (adj)
0	obedient to (adj) object to (v) objection to (n) obliged to sb for sth (adj)	obsessed with (adj) obvious to (adj) occur to (v) offence against (n)	operate on (v) opinion of/on (n) opposite of/to (n) optimistic about sth (adj)
P	packed with (adj) part with (v) patient with (adj) pay by (cheque) (v) pay for (v) (BUT pay a bill) pay in (cash) (v) peculiar to (adj) persist in (v) (BUT insist on) (take a) photograph of (n) picture of (n) pity for (n) take pity on sb (exp) pleased with (adj)	(take) pleasure in (n) (have the) pleasure of (n) point at/to/towards (v) (im)polite to (adj) popular with (adj) praise sb for (v) pray for sth/sb (v) prefer sth to sth else (v) (have a) preference for (n) prepare for (v) present sb with (v) prevent sb/sth from (v) (take) pride in (n) pride oneself on sth/on doing sth (v)	profit from (v) prohibit sb from doing sth (v) prone to (adj) protect against/from (v) protection against/from (n) protest about/at (v) proud of (adj) provide sb with (v) provide sth for sb (v) punish sb for (v) puzzled about/by (adj)
Q	quarrel about sth/with sb (v/n) qualify as/in (v)	qualified for (adj) quick at (adj)	quotation from (n)

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## Appendix

## **Verbs/Adjectives/Nouns with Prepositions**

	rave about (v)	regardless of (prep)	respond to (v)
	react to (v)	related to (adj)	responsibility for (n)
	reaction to (n)	relationship between (n) (BUT in a	responsible for (adj)
	ready for (adj)	relationship with sb)	result from/in (v) (= be the
	reason for (n)	relevant to (adj)	consequence of)
	reason with (v)	rely on (v)	result in (v) (= cause)
	rebel against (v)	remind sb of/about (v)	result of (n)
R	receive from (v)	remove from (v)	resulting from (adj)
	(keep) a record of (n)	replace sth with sth else (v)	rhyme with (v)
	recover from (v)	reply to (n/v)	rich in (adj)
	reduction in (n)	report on (n/v)	(get) rid of (phr)
	refer to (v)	reputation for/of (n)	rise in (n)
	(in/with) reference to (n)	research on/into (n)	(make) room for (n)
	refrain from (v)	respect for (n)	roll across (v)
	` '		` '
	regard as (v)	respected for (adj)	rude to (adj)
	safe from (adj)	sick of (adj)	stranded on/in/by (adj)
	same as (adj)	silly to do sth (adj) ( <b>BUT</b> it was	study for (v)
	satisfied with/by (adj)	silly of him)	subject to (adj/v)
	save sb from (v)	similar to (adj)	submit to (v) (BUT submit sth for
	save sth for sb (v)	skillful/skilled at (adj)	publication)
	scared of (adj)	slam into (v)	subscribe to (v)
	search for (v/n)	slow in/about doing sth/to sth (adj)	succeed in (v)
	(be) in search of (n)	smell of (n/v)	suffer from (v)
	sensible of sth (adj) (= aware of sth)	smile at (v)	sufficient for sth/sb (adj)
	sensitive to (adj)	solution to (n)	suitable for (adj)
S	sentence sb to (v)	sorry about (adj) (= feel sorry for sb)	superior to (adj)
	separate from (v)	(BUT I'm sorry for doing sth)	sure of/about (adj)
	serious about (adj)	speak to/with sb about (v)	surprised at/by (adj)
	settle for/on (v)	specialise in (v)	surrender to (v)
	share in/of sth (n)	specialist in (n)	surrounded by (adj)
	shelter from (v)	spend money on sth (v)	survive on (v)
	shocked at/by (adj)	spend time in/doing sth (v)	suspect sb of (v)
	shoot at (v)	split into/in (v)	suspicious of (adj)
	short of/on (adj)	spy on (v)	sweep sb/sth away (v)
	shout at (v)	stare at (v)	sympathetic to/towards (adj)
	shy of (adj)	strain on (n)	sympathise with (v)
	· · · · · ·	` '	· · · · · · · · · · · · · · · · · · ·
	take sth to sb/sth (v)	thankful for (adj)	translate from into (v)
	talent for sth (n)	think about/of (v)	tread on (v)
	talk to sb about sth (v)	threat to sb/sth/of sth (n)	trip over (v)
Т	(have) taste in (n)	threaten sb with sth (v)	trouble with (n)
	taste of (v)	throw at (v) (in order to hit)	turn into/to (v)
	terrible at (adj)	throw to (v) (in order to catch)	typical of (adj)
	terrified of (adj)	tire of (v)	
	thank sb for (v)	tired of (adj) (= fed up with)	
	unaware of (adj)	upset about/over sth (adj)	used to (adj)
U	understanding of (n)	(make) use of (n)	useful for/to (adj)
	uneasy about (adj)		
	valid for (length of time) (adj)	value sth at (v)	vouch for (v)
٧	valid in (places) (adj)	vote against/for (v)	(*)
	wait for (v)	wink at (v)	worthy of (adj)
	warn sb against/about/of (v)	wonder about/over (v)	write about (v)
W	waste (time/money) on (v)	work as/in/at sth (v)	write to sb (v)
	• • • • • • • • • • • • • • • • • • • •	* *	write to sb (v) wrong about (adj)
	weak in/at (adj)	worry about (v)	wrong about (auj)

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## **Appendix**

## Verbs/Adjectives/Nouns with Prepositions

#### Fill in the correct preposition.

1	Does anyone know why Jill is absentschool today?	26	Sean was frustrated at his failurepass the driving test.
2	The increasing demand petrol is responsible for prices being raised.	27	You should ask Ricky for help. He's an expert computing.
3	I rarely used to argue my brothers when we were growing up.	28	Some children sleep with the light on because they're afraid the dark.
4	I won't come if my parents don't approve me going.	29	Maria said she was keenstudying history at university.
5	It was hard to return to the city as we'd become really attached the village.	30	Has Alex heard the company about his job application yet?
	I can't wait to see that film. It's based one of my favourite books.		Olga is heir her father's media empire.
	Martin has studied hard, but he's still very nervous the exam.		I was impressed the paintings at the student art exhibition.
	It's every postman's nightmare to read a sign saying 'Beware the dog'.		Tom is intent moving to Australia no matter how much it will cost him.
	He retired early because he was tired the lifestyle.		Kyle made a good impressionhis new employers with his work ethic.
	If Clare stays in shape, she'll be capablerunning the marathon.		Jennifer did a master's degree that specialised sports psychology.
11	There's no comparison these two books. They're nothing alike.	36	According a recent study, 95% of British teens have mobile phones.
12	The painting is valued two million dollars by art experts.	37	I'm afraid we don't accept credit cards. You'll have to pay cash.
13	Soldiers must always complyany orders given by their officers.	38	The businessman is suspectedfraud and is now under investigation.
14	I can't come out this weekend. I have to concentrate my science project.	39	Gerry takes a lot of pride the quality of his work.
15	The owner told Joe that he was being considered the manager's position.		Lisa is very fond her two nieces.  Bill is hopeless organising parties.
16	They are so good children that they'll make wonderful teachers.		What's the definition the word 'fairytale'?
17	The RSPCA can prosecute individuals who are cruel animals.	43	The students were reminded to refrain using mobile phones in class.
18	We were delighted the hotel we stayed at in Paris.	44	I like this jumper as it's similarone I had when I was a child.
19	Graham is preparing his CV before he applies work.	45	The city of Edinburgh is richhistory and culture.
20	Some scientists believe that birds are directly descended dinosaurs.	46	Despite the fact we didn't play our best, we are still pleased the result.
21	Dave dreams starting his own computer software company one day.	47	I can't wait to pay off my debts. I'm sick having no money.
	Who does that book belong?  The pilot parachuted to safety before his jet	48	The scientists believe the research is worthy further analysis.
	crashed the sea.	49	Everyone was dressed formal
24	The tutor congratulated Neilpassing his exam.	50	clothes at the event.  There has been a lot of confusion
25	I'm quite envious William's huge record collection.		the new tax laws.

76 They were banned ...... the country

for ever.

## **Appendix**

## **Verbs/Adjectives/Nouns with Prepositions**

51	The politician refused to respondthe reporter's accusations.	77	They happened meet their neighbours while on holidays in Spain.
52	The children were astonished the sight.	78	I was angry Gary for ruining our plans.
53	It's rude skip the queue when other people have been waiting their turn.	79	Frank has a genius fixing household appliances.
54	You will be qualified a teaching position when you finish your diploma.	80	They tried to coax her coming to the event.
55	The doctor referred the patienthospital for further tests.	81	In general, people are concernedthe problems climate change could cause.
56	When he was in college, Greg was dependent his parents for financial support.	82	Jim was accused going through a red light while speeding.
57	Henry failed his attempt at becoming an actor.	83	Peter found it difficult to copeliving away from his family.
58	Jack didn't enjoy the summer in Spain because he wasn't accustomed the heat.	84	Ken's departure coincides our arrival.
59	This new high street clothes shop is aimed teenagers.	85	Contrary most people's opinion, I really like the new president.
60	The Internet has contributed faster worldwide communication.	86	Chris might need a second job to providehis family.
61	Our home insurance policy insures us theft and fire.	87	This salad consists lettuce, onion and tomato.
62	The police say they have arrested everyone involved the robbery.	88	It was difficult for Ted to concentratehis work with the noise outside.
63	Jane is really envious her sister's new laptop.	89	The woman had a craving ice cream.
64	Our whole family indulgedtoo many sweets over the holidays.	90	Peter was unaware the stormy weather when he stepped outside the
65	The argument I had with Harry has put a strain our friendship.	91	building. The essay started with a quotation
66	The government was careful not to interfere other countries' politics.	92	a Wordsworth poem.  Jake's obsessed football and
67	Are there any words in the English language that rhyme 'orange'?	93	watches all the games on television.  The bill for everyone's meals amounted
68	The judge sentenced the criminalseven years in prison.		£200.  The key a successful cooperation
69	He tripped a toy that had been left on the ground and injured his knee.		is communication.  The job applicant made a very good impression
70	The police are continuing their investigation in connection the accident.		the company owner.  Frank wasn't making any sense. No one could
71	He sheltered the rain under a tree.		understand what he was talking
72	The government is promoting the use computers in the classroom.		work every morning.  The company would benefit
73	The trouble		having more experienced staff.  Don't worry the bill. This one
74	Everyone at the party commented		is on me.
75	Jerry is conscious the fact that he needs to find a job soon.	100	The crowd watched astonishment as the rocket was launched into space.
76	They were borned the country		





### Vocabulary

#### 1.1 Underline the correct item.

- 1 My parents couldn't afford to send us to a private/state school when we were children.
- 2 Hannah is used to being away from her parents because she started **vocational/ boarding** school when she was seven.
- 3 If you go to a state/public school, education is free.
- 4 In the UK, children start **primary/secondary** school when they are five years old.
- 5 In the UK, education is available/ compulsory until the age of 16.
- 6 Martha is really motivated/dedicated to her studies and nothing distracts her.

## 2 1.1 Fill in: away, into, with, about, from, on, in, to.

- 1 Salim walked ..... the classroom, sat at his desk and got out his books.
- **2** Cara wants to go ...... university in London and study medicine.
- 4 Karim is going ..... on a school trip to New York.
- **5** In history class they are learning all .....the ancient Romans.
- **6** Kelly hates the outfits they have to wear ...... PE classes.
- 7 The teacher put the textbook ...... the table at the front of the class.
- **8** Philip likes to do projects ...... other people, he thinks it's much more fun.

#### 1.1 Underline the correct item.

- 1 Maxine has a very busy schedule/course/ curriculum this term, as she's taking extra lessons in Chinese and advanced maths.
- 2 Henry is a(n) vibrant/exceptional/ contributing student; he always gets the highest marks in class.
- 3 We have to write/give/sit a test on Friday.
- 4 The school needs to build two new classrooms to facilitate/enrol/handle the extra students we'll be getting next year.
- We have to submit our projects by the date/ objective/deadline or we'll lose marks.

#### 1.1 Fill in the correct word.

- 1 professor headmaster

  The ...... of our school used to be a ...... at university.
- 2 grades degree

  I want to do an undergraduate .....,
  but I have to get good ...... in my
  school exams first.
- 4 results marks
  I got good ...... for my science project, but I have to wait for the ..... of the final exam to see whether I passed the course.

### 1.1 Complete the text with the words from the list below.

- skills break perform gap personal
- switch course way

#### Dear Mum and Dad,

Peter

How are you both? Is Julie doing well at school? I know you were worried about me taking a 1) ..... year, so I decided to keep you informed of my progress and show you it was not a mistake. It may seem to some people like I'm just taking a 2) ..... from my studies, but it's giving me much more than just that. At the moment, I am in Kenya. I'm working at a campsite, which means I'm paying my own 3) ....., and not touching the money you gave me. I'm meeting people from all over the world, which is great for my 4) ..... development. I'm learning life 5) ..... like looking after myself, cooking and managing my money. I've also decided to 6) ..... to Engineering when I go to university next year, as you advised. It really is a more practical degree 7) ..... and one that I can use to help people in countries like Kenya. With this goal in mind, I know I'm going to 8) ..... better at university. I'll write again soon. Love,

## **Grammar**



6.3.2 Match the *modal verbs* in bold to their meanings (a-f).

1	С	The school might be closed
		tomorrow.

- Ben couldn't read till he was 6.
- She can't be at home. She has football practice tonight.
- 4 You can borrow my biology notes.
- 5 Shall I drive you to school?
- He ought to get an A for his project; the teacher loved it.
  - a Would you like me to ...?
  - b I'm sure she isn't.
  - c It's possible.
  - **d** He wasn't able to.
  - e It's probable.
  - f You have my permission.

7	6.3.2	Rewrite the sentences using the
لت		els in the list.

- may could mustn't needn't couldn't
- was able to should might can't (x2)
- 1 Do you mind if I borrow your ruler?
  May I borrow your ruler?
- **2 Perhaps** we will go shopping after school.

.....

.....

.....

.....

.....

.....

......

......

.....

3	It's not necessary	for	you	to	wear	а	tie	to
	school.							

- 4 Jenny had the ability to draw amazing pictures as a child.
- 5 I advise you to revise hard for this exam.
- 6 You're not allowed to run in the school corridors.
- 7 I'm sure Mrs Abbott didn't ask us to read the whole book by Friday.
- **8** Gary **managed** to get an extension for his history term paper.
- 9 Susan isn't able to write good essays.
- 10 Dave didn't manage to find his book.

3		6.3.2	Rewrite the sentences using modals
---	--	-------	------------------------------------

- 1 Perhaps Mr Adams is marking our tests now. Mr Adams may/might/could be marking our tests now.
- 2 I'm sure Sue's finished her piano lesson.

3	lt	wasn't	necessary	for	the	students	to
	br	ina lunch	with them o	n th	e fie	ld trip.	

.....

.....

- 4 The Head teacher says we are obliged to attend the health and safety workshops.
- 5 I'm certain Pat isn't doing well in Maths.

6	Is it OK if I use your calculator?

- 6.3.2 Use the words in bold to complete the second sentence so that it means the same as the first. Use two to five words including the word given.
  - 1 The teacher advised me to study art. SHOULD

The teacher told me I should study art.

2	ľm	sure	Peter	wasn't	cheating	during	the
	test	. HAV	/E				

Peter	
during the test.	

3 It's possible that Stuart forgot to set his alarm. MIGHT

Stuart ......his alarm

4 Ian memorised all his lines for the school play in one night. ABLE

all his lines for the school play in one night.

5 Students are not allowed to leave earlier. NOT

Students ..... earlier.

6 You cannot use the computer room without permission. **MUST** 

You .....use the computer room.

7 Getting to class on time is your duty. **OUGHT**You ...... to class on time.

8 I'm sure Vicky failed the course. MUST

Vicky ...... the course.





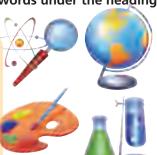


## **Listening skills**

1.1 List the words under the headings.



- History
- Graphic design
- Accounting
- Drama
- Chemistry



- Biology
- Finance
- Geography
- Art
- Economics
- Sociology

Science subjects
Social subjects
Business subjects

3.3.1 3.3.2 You will hear a radio interview about the importance of art in education.

Listen to the interview and for questions 1-8 choose the correct answers, A, B, C or D.

- 1 Henry Glass is a(n)
  - A professional painter.
- C member of the city council.
- **B** art instructor.
- **D** secondary school headteacher.
- 2 Newport city council plans on stopping art classes
  - A in Friedman Secondary School only.
  - **B** in schools that spend too much money.
  - C in all of the city's secondary schools.
  - **D** in schools that have after-school sports clubs.
- 3 According to Henry, Newport's art teachers are
  - A determined to change the council's decision.
  - **B** resigned to the fact that they will lose their jobs.
  - **C** excited by the opportunity to work in different areas.
  - **D** angry because the council refuses to meet with them.
- 4 In Henry's opinion, if art classes were stopped
  - A students would spend more time on maths and languages.
  - **B** the self-confidence of artistically talented students would be affected.
  - **C** many talented students would drop out of school.
  - **D** talented students would get bullied by their classmates.
- 5 According to recent research, studying art
  - A only develops one side of the brain.
  - **B** doesn't develop the parts of the brain associated with maths skills.
  - **C** can increase a student's ability to learn a foreign language.
  - **D** can improve a student's overall exam scores by 27%.
- 6 Henry states that in the near future
  - A art students will have a better chance of becoming successful painters.
  - **B** there will be a decrease in jobs in the design industry.
  - C jobs in the design industry will be paid less.
  - **D** art students will have a better chance of finding work than engineering students.

3	9.7.1 Make notes based on th
	dialogue in Ex. 2. Focus on key words and main ideas. Use
	your notes to write a short
	summary of it.

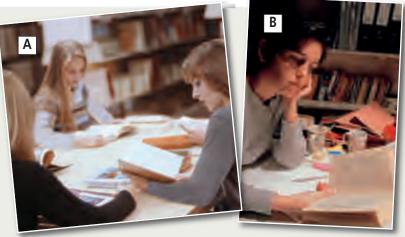


## Speaking skills



#### Education

1 6.4.6 Read the paragraph comparing the two pictures and choose the correct words.



Both pictures 1) show/display young people studying. They 2) must/can be university students 3) why/because they look too old for school. In Picture A, I can see a group of three students who are sitting around a large desk full of books. There are bookshelves in the 4) foreground/background so they are 5) probably/likely in a library. They 6) should/could be working on a project or revising for an exam. 7) Also/On the other hand, in Picture B, there is just one woman studying. It looks like she's at home and it's late at night. There are coffee cups on her desk and she's concentrating on a book. 8) Perhaps/However, she's got an exam in the morning.

- 2 5.7.4 Work with a partner.
  Discuss the question below,
  with each of you taking one
  side of the debate. "Which is
  better: to study in your own
  country or abroad?"
- A: Personally, I think it's better to study in your own country. You're closer to your family, for one thing.
- B: That's a wonderful thing, of course, but you have to learn to stand on your own two feet. Studying abroad helps you do that. etc.





	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	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
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; partially develops interaction; 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	fluent speech with some hesitation	understood at times; occasional wrong stress	not very easy to understand; poor intonation





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## Writing An argumentative essay

a) 7.7.1 Read the prompt and underline the key words.

You've had a class discussion about whether university tuition fees should be free for all students. Now, write an **essay** for your English teacher discussing the pros and cons of free tuition (120-180 words).

b) 6.4.6 Read the model and choose the correct linkers.

While people increasingly apply for university places these days, the debate about tuition fees continues to rage. Some believe that all higher education should be free, while others insist that tuition fees are justified.

It can be argued that not paying fees is a superior system. 1) Firstly/Moreover, it means greater equality for people from different economic backgrounds. 2) In other words/To start with, students from poor families are still able to afford a university education.

- **3)** Alternatively/In addition, free tuition encourages secondary school students to go to university, resulting in a better-skilled workforce and a healthier economy.
- **4) Moreover/Even so**, free tuition has some serious drawbacks. **5) To start with/Secondly**, it has financial consequences elsewhere. The cost is passed on to the

taxpayer, or else the government makes spending cuts in other sectors.

6) Secondly/For this reason, students may be demotivated. Since lessons are free, they may place less value on them and therefore work less hard.

question of whether university tuition fees should be free is not an easy one to answer. Perhaps one option is for students to contribute an amount towards their studies related to the size of parental income.

7) In particular/To conclude, the

9.5.2 Read the topic sentences and write suitable supporting sentences using the prompts. Use appropriate linkers.

- 1 In the first place, state schools give children the chance to interact with people from a range of backgrounds.
  - give children / better understanding / diversity of the world

prepare children / work with / variety of people / in their future careers

- 2 In addition, secondary school students who have part-time jobs will find their studies suffer.
  - no energy / concentrate on lesson
     teacher / think / not paying attention



- 3 One advantage of homeschooling is that it gives parents the chance to spend more time with their children.
  - watch them / grow and learn / daily basis
    get to know / children / on a different level

.....





9.5 Read the prompt, then plan your piece of writing under the headings.

You've had a class discussion about taking a gap year before you start university. Write an **essay** for your English teacher discussing the pros and cons of gap years (120-180 words).

	080			5888888888	56
INTROI TOP		PL	ANI	NING	
	A	rguments For		Reasons/Examples	
			<b></b>		
	Arg	uments Against		Reasons/Examples	
	MARISE MENTS				



9.5 Use your notes from Ex. 3 to write your essay. Follow the plan.

	Plan	9.	2.7 8.4		
	Introduct	tion			
	(Para 1)	state the	topic		
	Main Boo				
	(Para 2)	argumer		reasons/exa	
	(Para 3)			with reasons	
	Conclusi				
	(Para 4)	summari	ise the arg	uments	
• • • • • • • • • • • • • • • • • • • •					
	•••••				
• • • • • • • • • • • • • • • • • • • •					
	•••••				
	•••••				• • • • • • • • • • • • • • • • • • • •
			•••••		
•••••					



### **Writing Evaluation**

### 9.5 Writing an argumentative essay

	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 text	the plan presents a clear outline of the essay and there is a clear correlation between the plan and the text	the plan presents a fairly clear outline of the essay and some ideas are presented in the text	the plan does not present a clear outline of the essay 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; clear, concise and to the point; it makes use of the accepted layout for argumentative texts; target reader is fully informed	relevant to the task; target reader is informed; clear; it uses the accepted layout for argumentative texts; target reader is clearly informed	clear but it lacks emphasis for conviction; some elements of the layout for this type of writing are missing; target reader is informed	irrelevancies and partial misinterpretation of the task; target reader partly informed; purpose not clear; many elements of the layout for argumentative texts are missing; target reader is unclearly informed	mostly irrelevant to the topic; prompt misinterpreted, target reader is not informed; too many elements of the layout for argumentative texts are missing; target reader is not informed
Organisation	text excellently organised; information is clear, complete, accurate and sufficient to achieve the purpose; it uses structure to full advantage	text clearly organised; information is clear and accurate, and sufficient to achieve the purpose; it uses structure to advantage	text not clearly organised; it lacks clarity and accuracy at times; lack of structure diminishes effectiveness	text misses many elements of the layout; information lacks clarity and there is almost no organisation or structure	text has no elements of organisation or structure; information is irrelevant to the task
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; mostly appropriate use of connectors; errors seldom detract from the meaning of the writing	a variety of simple sentence forms with occasional use of connectors; errors begin to detract from the meaning of the writing and a fluent reading of the text	simple sentence forms mostly used; use of connectors is very limited; errors detract from the meaning of the writing and a fluent reading of the text	simple sentence forms used; grammar errors make it very difficult to follow the writing; the response provides too little text for evaluation
Persuasive Techniques	essay rich in rhetorical questions, emotive language, facts and opinions, modal verbs and passive voice	essay contains ample amount of rhetorical questions, emotive language, facts and opinions, modal verbs and passive voice	essay contains adequate amount of rhetorical questions, emotive language, facts and opinions, modal verbs and passive voice	essay has few rhetorical questions, emotive language, facts and opinions, modal verbs and passive voice	essay has almost no rhetorical questions, emotive language, facts and opinions, modal verbs or passive voice

Total	•	





# 7

# Vocabulary

1	1.1	Fill	in:

- assistance beneficial mild evolved
- **1** Jeremy is a kind person who lives to give ...... to those in need.
- 2 Hannah had a ...... headache which was making her feel tired and grumpy.
- **3** Humans have ..... into beings with complex feelings and emotions.
- 4 It's ...... to take regular breaks when working to prevent stress.

# 1.1 Fill in the gaps with the words in the correct form:

- distinguish handle deal
- recognise sort perceive
- 1 Anna isn't the ...... of person who likes to wait for things, she's too impatient.
- **2** Kevin knows how to ...... himself in a crisis, he's very calm and sensible.
- 3 It can be difficult to ..... between people who are nervous and people who are shy.
- 4 People who are shy can often be ...... as rude by others.
- **5** Becky is ...... with the stress of her exams very well
- **6** Warren ..... his sister across the room and waved to her.

# 1.1 How do these people feel? Match the sentences (1-6) to the adjectives (a-f).

- I don't think that I'll be able to win the race, I'm not fast enough.
- I can't figure out what the answer to this question is, what on earth could it be?
- I can't sleep if it's too dark, I don't like it.
- It was such a shock! I really wasn't expecting that!
- I wish I could run faster, it's so annoying that I can't keep up with everyone.
- 6 It feels like this TV programme has gone on forever, if only it was interesting.
  - a surprised
- **d** puzzled
- **b** doubtful
- **e** bored
- **c** frustrated
- f scared

### $\boxed{1.1}$ Fill in the correct prepositions.

• from • to • at • of (x3) • with

- 1 James's father is recovering ...... heart surgery and has to stay in hospital for a few more days.
- 2 Andrew is a really successful businessman ...... the peak of his career.
- 3 After years ...... travelling to different countries for her job, Helen has finally decided to settle ..... in her hometown.
- 4 Jenny is blessed ...... an amazing talent for writing.
- 5 My younger brother is full ...... life and takes part in all the school's sporting events.
- **7** My neighbour's son was in the prime ......his life when he was killed in a car crash.

### [5] 1.1 Fill in the gaps with the correct words.

distinguish • serve • takeminimise • beneficial

### 

To: All staff

From: Human Resources

Subject: Health and the workplace

- 3) ..... stress. Eating healthily can be
- **4)** ...... in many ways, not only preventing illness but also making you feel happier. For this reason, we have decided to list the sugar, salt and fat content of the meals on offer in the staff restaurant, so employees can **5)** ..... between healthy and unhealthy lunches.

# Grammar

1	_	Rewrite the sentences in the <i>passive</i> . mit the agent when it is unnecessary.
	1	John likes people taking him to the cinema.
	2	John likes being taken to the cinema.  They found some forgotten statues in the
	2	museum's basement.
	3	Who wrote Hamlet?
	4	The National Gallery is exhibiting Van Gogh's painting.
	5	They will publish his book in the summer.
	3	They will publish his book in the summer.
	6	We should have booked the tickets before they sold out.
	7	The audience were applauding the cast at the end of the performance.
	8	A thunderstorm has postponed the event until tomorrow.
	6	Turn the following contents into the
2		3.2 Turn the following sentences into the <i>ssive</i> , as in the example.
	1	They believe he is leaving soon.
		He is believed to be leaving soon.
		It is believed that he is leaving soon.
	2	They say he has written a new book.
		He
	•	The social short the discrete had been in a
	3	They said that the director had been in a meeting.
		The director
		It
	4	They believe he got annoyed with the rest of
		the cast.
		It

5 They say he has been suffering from a sore

**6** They report that the event has sold out.

7 They think he is starring in the new film.

He .....

It ......

throat.

	6.	3.2 Write the sentences in the <i>passive</i> .
J	1	He will book the tickets.
		The tickets will be booked.
	2	The director rescheduled filming.
	3	Where does he develop his photographs?
	4	Will the company deliver the new fridge?
	-	
	_	
	5	The cameraman was filming the opening scene for the director.
	6.	3.2 Fill in the correct pronouns. Are they
	rei	flexive or emphatic?
	1	The students painted the canvases <i>themselves</i> .
	2	If they don't behave, they'll
	_	be punished.
	3	We really enjoyed $\ldots \ldots$ at the book exhibition.
	4	"Help to some tea," she told me.
	5	We had to shout to makeheard as there was a lot of noise.
		Ticara as more was a for or noise.
		3.2 Complete the second sentence so that
		means the same as the first. Use the word bold. Use two to five words, including the
		ord given.
	1	The film studio will have hired a new director
		by the end of the week. <b>BEEN</b>
		A new director will have been hired by the end of the week.
	2	They persuaded him to cut his hair. <b>WAS</b>
		He
	_	his hair.
	3	They were filming the scene again. <b>BEING</b> The scene
		again.
	4	The stuntman broke his leg during the car
		chase scene. BROKEN
		The stuntman's during the car chase scene.
	5	They are reopening the theatre tonight. <b>IS</b>
		The theatre
	_	tonight.
	6	He is going to bring out his new novel. <b>BE</b>

His new novel is .....

..... out.







# Listening skills

- a) 1.1 You are going to listen to a discussion about how some workers in a company are feeling. Before you listen, check these words/phrases in your bilingual dictionary.
  - second-in-command morale content
  - hectic budget quarter objections
  - give the go-ahead on the record
  - b) 3.4.4 3.4.5 Listen and match the speakers to their roles in the organisation.
- 1 Sam
- 2 Paul
- 3 Emma
- 4 Jane
- A head of human resources
- B vice-chairman
- C chief accountant
- **D** secretary
- c) 3.3.3 Listen again and choose the best answer A, B or C.
- 1 What does Paul suggest?
  - A taking on new staff
  - B making staff work harder
  - C keeping staff informed
- 2 Why does Jane interrupt Emma?
  - A She did not hear what Emma said.
  - **B** She needed Emma to clarify a point.
  - C She wanted to make a comment.
- 3 What does Paul say about hiring three new assistants?
  - A He refuses to admit they were not enough.
  - **B** He accepts that he made a mistake.
  - C He rejects Emma's criticism.
- 4 Emma disagrees with the bonuses because she
  - A had not been told about them before.
  - **B** thinks the company cannot afford them.
  - C believes the staff do not deserve them.
- 5 What does Sam ask Paul to do?
  - A tell all staff about the bonuses
  - B get in contact with Peter
  - C inform others of the decision

- a) 1.1 You are going to listen to part of a lecture about how the Internet brings people together. Before you listen, check these words/phrases in your bilingual dictionary.
  - · social media · social networking sites
  - video calls long-lost antisocial
  - devalued
  - b) 6.8.3 Look through sentences 1-8 and decide what part of language is missing (noun, verb, adjective, adverb)?
  - c) 3.3.3 Listen and for questions 1-8, complete the sentences with a word or short phrase.

Ross created his website not just as a way of making money, but because he wanted people to

1) ..... more.

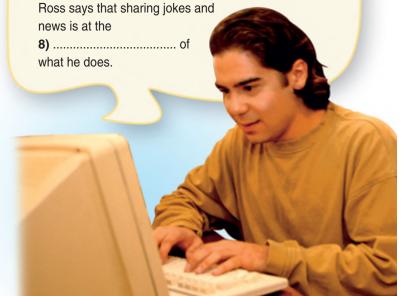
He explains that in the past it was difficult for families to **2)** ...... when they were separated.

These days, people can email, use social networking

sites or make 3) ...... online.

Ross says the Internet helps people to stay in contact

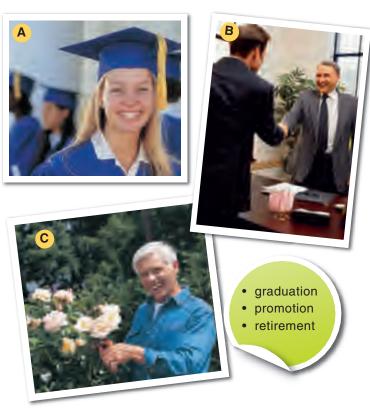
with former 4) ......



# **Speaking skills**

Moods & Feelings

- a) 1.1 Look at the pictures. Match the occasions from the list to the pictures.
  - b) 1.1 Complete the statements describing the pictures in Ex. 1a using the phrases below.
  - enjoying his free time find a career
  - get a pay rise got a degree retired
  - Picture A is of a student at her graduation ceremony. That means she has just ....... from university. She probably looks so happy because she has finished studying, but now she'll have to
  - 2 In photo B, a man is being congratulated by his boss. It looks like he's just been promoted. That's not only good for his career, but he'll probably ...... too.



4.4.3 In pairs discuss how each person feels in each situation. Which situation is the most fulfilling? Give reasons.

### **Speaking Evaluation**

	Excellent	Very Good	Good	Fair	Weak
Content & ideas	ideas are very organised and it is easy to identify the plot, characters & the setting	ideas are organised and it is quite easy to identify the plot, characters & the setting	ideas are fairly well organised and it is possible to identify the plot, characters & the setting	ideas are little disorganised & it is a little difficult to identify the plot, characters & the setting	ideas are very disorganised & it is very difficult to identify the plot, characters & the setting
Accurate and Appropriate Use of Vocabulary & Pronunciation Stress and Intonation	rich use of vocabulary with a wide range of idiomatic expressions; good use of preference expressions; pronunciation is clear & easy to understand, almost no difficulties with intonation & stress patterns	rich use of vocabulary but no use of idiomatic expressions; some use of preference expressions; pronunciation is clear & easy to understand, almost no difficulties with intonation & stress patterns	use of everyday vocabulary with occasional use of more advanced vocabulary; pronunciation clear and easy to understand	use of everyday vocabulary with wrong usage of idiomatic and preference expressions; sentences & word stress is wrong at times	use of everyday vocabulary only; sentence & word stress & pronunciation hinder understanding
Accurate & Appropriate Use of Grammar & Language Structures	accurate use of grammar with complex & basic language structures (past tenses, reported speech)	accurate use of grammar with complex & basic language structures (past tenses, reported speech)	appropriate use of grammar & basic language structures (past tenses, reported speech)	inaccurate use of basic language structures with occasional grammar mistakes e	use of basic language structures with occasional mistakes; a lot of grammar mistakes
Appropriate Use of Cohesive Devices to Link & Organise Ideas	appropriate use of a range of cohesive devices to link ideas; sentences flow smoothly	appropriate use of cohesive devices to link ideas; sentences flow	adequate use of cohesive devices to link ideas but not organised at times	use of basic cohesive devices to link ideas; inappropriate organisation	occasional use of basic cohesive devices but ideas are not linked or organised
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 & and are very repetitive





# Writing (1) A letter of complaint

- 6.4.6 Read the prompt, then the model. Complete the gaps with the phrases below.
  - however in addition to therefore firstly
  - to make matters worse also

An MP3 player you bought recently has stopped working so you've decided to return it to the UK-based manufacturer. Write a **letter** of complaint explaining what is wrong with the MP3 player, why you can't replace it and stating what you expect the manufacturer to do (120-180 words).

Dear	Sir	or	Ma	dam,
------	-----	----	----	------

- I am writing to complain about an MP3 player which I bought at 'Easy Electronics' on 19th July. Unfortunately, it appears to be faulty. 1) ....., the player stopped working five weeks after I purchased it. 2) ...... that, it has damaged my computer.
- I was very happy with it at first. 3) ....., after five weeks it wouldn't switch on at all. 4) ....., my mediaplaying program has stopped working since I connected the MP3 player to my computer. 'Easy Electronics' refuses to
- I feel extremely disappointed with this poor service. 5) ...... I expect you to send me an immediate replacement. I would 6) ..... like some advice on how to repair my media-playing program. I hope that this matter will be dealt with promptly.

replace the player because I no longer have the receipt.

Yours faithfully,

Peter Black

Peter Black

- 9.8.2 Read the following extracts. Which of them are from the beginning/end of a letter? Which ones have a mild tone and which have a strong tone?
  - 1 I am writing to express my dissatisfaction with the service I received at your restaurant. .....
  - 2 I demand an immediate replacement or a full refund or I shall be forced to take the matter further. .....
  - 3 I would appreciate it if you could replace or repair the faulty appliance as soon as possible. .....
  - 4 I am writing to inform you that I was absolutely horrified by the rudeness of one of your waiters.....

- 6.3 Which of these sentences have a strong tone and which have a mild one?
  - 1 The noise spoilt a wonderful stay.
  - 2 I've never, in all my life, been treated so badly.
  - 3 The waiter's behaviour was disgraceful.
  - 4 Unfortunately the room wasn't the one I requested.
  - I demand a full refund immediately.
  - 6 I couldn't believe how dirty the place was.
  - 7 I suggest you give your staff some extra training in customer service.
  - The food was a little cold.
- 9.8.3 Rewrite the sentences in Ex. 3. Change the sentences in a strong tone to a mild tone, and the sentences in a mild tone to a strong tone.

2																							
3																							
4																							
5																							
																							•
6																							
																							•
7																							
8																							

1 ......



[5] 7.5.1 Read the prompt, then use phrases from Exs 2, 3 & 4 to write the letter. Follow the plan.

You stayed at an English hotel last month, but you didn't enjoy your stay there. Write a **letter** of complaint expressing your disappointment about the food and the staff to the manager (120-180 words).

7555			NING 8.1	5666
PROBLEM				
	Complaints		Reasons/Examples	
1			1	
2		<b></b>	2	
3		<b></b>	3	
ACTION EXPECTED				



9.8 9.8.2 Use your notes from Ex. 5 to write your essay. Follow the plan.

	Plan	
	Dear Sir/N	Madam,
	Introducti	
	(Para 1)	reason for writing and summary of complaint
	Main Bod	ly
	(Para 2)	complain about food, room and attitude of
		the hotel staff
	(Para 3)	your feelings and what you expect
	(D 1)	to happen now
	(Para 4)	Closing remarks
	Yours faith (your full r	
	(your rull r	iamoj
•••••		

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### Writing (2) An instructional text

- 6.4 7.8 Read the prompt and then the model. Then fill in the gaps (1-8) with the sequencing connectives below.
  - so secondly and finally then
  - afterwards firstly when

You work for an arts and crafts magazine. Your editor has asked you to write a set of instructions telling readers how to make a kite. Write your **instructions** including a list of materials and tools (120-180 words).

# How to

### **Tools**

### **Materials**

- Large piece of paper
- Two sticks
- String
- Ribbon

Scissors

### Instructions

- 1) ....., take the paper and cut it into a diamond shape. The diamond should have two long sides and two short sides.
- 2) ....., line up two sticks against the paper at a right angle so that they each have one end at a different corner
  - 3) ..... you have done this, tie the sticks together tightly with string.
- 4) ..... make a hole in each corner of the diamond-shaped paper.
- 5) ..... that, pass a short piece of string through each hole 6) ..... tie the sticks to the paper.
- Tie a piece of string so that it is attached to either side of the horizontal stick.
- Tie another piece of string to the centre of the string which you attached in the previous step. This piece of string should be long enough 7) ..... that you can fly your kite at a good height.
- 8) ....., tie some pieces of ribbon to the bottom corner of the kite to make a tail.

1	Finally, you should heat the sauce up until is hot, but you must not allow it to boil.
2	When you reach the roundabout, you have to take the second exit on the right.
_	
3	It is a good idea to take care not to get glue on your fingers.
4	It is important to keep stirring the soup frequently.
5	The first thing to do is to take everything out of the box and to lay all the pieces on the table.

9.8.3 Rewrite the instructions below so that

they use imperatives.

7.8 Read the directions below. Sentences A-F are in the wrong order. Put them in the correct order 1-6.

How	to	get	to	Cov	ent	Gard	len
fı	ron	n Tra	afa	lgar	Squ	ıare	

- Then walk down the road and turn down William IV Street, the second turning on your right.
  - Walk down William IV Street and then take the second turning on your left onto Chandos Place.
  - С First, make sure you are facing in the correct direction. You should be standing in the middle of Trafalgar Square with the National Gallery on your left.

D

- Walk along Chandos Place and when you reach the crossroads, turn left onto Bedford
- Finally, take the first right turn onto E Henrietta Street and in a few minutes you will see Covent Garden on your left.
- Now walk towards the edge of Trafalgar | F | Square and turn left when you reach the road.





4

7.5.1 8.1 Read the prompt, and make notes under the headings.

You work for the Ministry of Education. You have been asked to write a set of instructions to be sent to all teachers on how to evacuate the classroom during emergencies. Write your **instructions** (120-180 words).

# 3252525252525252525252525 **PLANNING** Instructions

9.8.3 Use your notes from Ex. 4 to write your instructions. Follow the pla
--

Plan	
Title:	(a clear and concise title)
Instructions:	(instructions in order, using numbers or
	bullet points, imperatives and/or
	sequencing connectives)





# Writing (3) A letter of application

7.8 Read the prompt, then the model.

Complete the gaps with the phrases below.

You have seen the following job advertisement in the *Gulf Times*.

#### **WANTED**

Group mentor in Doha summer camp.

Apply by email explaining why you feel you are suitable for the job.

Write a **letter** applying for the job and send it by email (120-180 words).

- I have no experience of
- I am available for an interview
- · I am writing to apply
- I believe I would be suitable
- I can be contacted by phone on
- I consider myself
- I look forward to
- I would be grateful if you
- I would describe myself as

To: Doha summer camp
From: Nassir Al Jaida

Cc:

Date: 10th May, 20..

Subject: Group mentor position

#### Dear Sir/Madam,

With reference to your advertisement in the Gulf Times,

1) ...... for the job of group mentor in Doha summer camp.

At the moment, I am a student at college. I am in my last year and I will be finishing in May, before going to university.

2) ...... for the job for several reasons. Firstly, although 3) ...... working in a summer camp, I am very good at organising people in a friendly but effective way.

Secondly, **4)** ...... a person who enjoys meeting and talking with people. Finally, **5)** ...... an excellent communicator which I feel would be an asset when dealing with children.

6) ...... could look at the personal references I have attached to this email. Please note that 7) ...... 222-8765 and that 8) ...... at

any time. 9) ..... hearing from you.

Yours faithfully,

Nassir Al Jaida

Nassir Al Jaida

# 9.1.3 Use the prompts to make complete sentences, as in the example.

- 1 have no experience but/learn very quickly I have no experience, but I learn very quickly.
- 2 describe myself as punctual/decisive/ hardworking
- **3** write to apply position/event organiser
- 4 be contacted by phone/on 453-9735/by email/reta@softmail.com

.....

......

.....

5 be grateful – if/look at/reference/attached/ from previous employer

# 8.4 Correct the mistakes in the letter. Think about: punctuation, tenses, spelling mistakes, word order, missing words, organisational features.

### Dear Sir/Madam,

I am writting to apply for the position of bank clark. Which was advertise in the finansial news on Thursday, 8th May?

I had a degree in Economics from the College of Business & Economics in Qatar University and I had recently completed a Masters degree in Busines Administration.

I have being working part-time as a assistant manager in large supermarket chain over the part two years.

I consider myself to be a organised and hardworking person, I am also punctual and reliable.

I would to be grateful if you considered my for the position. Please find attached my curiculum vitae and two references.

I am avalable for interviewing at your convenience and can contacted at anytime.

I look forward to hear from you!

Your faithfully,

Mahir Said

Mahir Said



7.5.1 Read the prompt. Imagine you want to apply for the post. Make notes about yourself under the headings.

You have seen the following job advertisement in the Qatar Tribune and you want to apply for the post.

#### **WANTED**

Event organiser for Katara Cultural Festival. Applicants must be good at communicating, able to solve problems and pay attention to detail.

Apply by email explaining why you feel you are suitable for the job.

Write your **letter** of application and send it by email (120-180 words).

To: From: Cc: Date: Subject:	PLANNING 8.1
	What doing now
	Qualifications/Examples
	Character traits



5

9.6 Use your notes from Ex. 4 to write your email. Follow the plan.

### Plan

To: the person/company you are writing to

From: your name

Cc: Date:

Subject: topic of email

Dear Sir/Madam,

### Introduction

(Para 1) formal greeting, reason for writing, where post was

advertised

### **Main Body**

(Para 2) what you are doing now

(Para 3) what qualifications/experience you have

(Para 4) what you are like

### Conclusion

(Para 5) when available for interview, contact details

Yours faithfully + (your full name)

 	 	 	 	•••••
 	 	 	 	•••••





### **Writing Evaluation**

9.8 Writing letters of complaint, letters of application and instructional texts

	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 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; clear, concise and to the point; it makes use of the accepted layout; target reader is fully informed	relevant to the task; target reader is informed; clear; it uses the accepted layout; target reader is clearly informed	clear but it lacks emphasis for conviction; some elements of the layout are missing; target reader is informed	irrelevancies and partial misinterpretation of the task; target reader partly informed; purpose not clear; many elements of the layout are missing; target reader is unclearly informed	mostly irrelevant to the topic; prompt misinterpreted, target reader is not informed; too many elements of the layout are missing; target reader is not informed
Organisation	text excellently organised; information is clear, complete, accurate and sufficient to achieve the purpose; it uses structure to full advantage	text clearly organised; information is clear and accurate, and sufficient to achieve the purpose; it uses structure well	text not clearly organised; lacks clarity and accuracy at times; lack of structure diminishes effectiveness	text misses many elements of the layout; information lacks clarity and there is almost no organisation or structure	text has no elements of organisation or structure; information is irrelevant to the task
Grammar	grammar used accurately and errors, if present, do not detract from the meaning of the writing	grammar used well and errors seldom detract from the meaning of the writing	grammar used adequately, but errors begin to detract from the meaning of the writing and a fluent reading of the text	grammar attempted, but errors detract from the meaning of the writing and a fluent reading of the text	grammatical 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	lexis often departs from the expected norm	lexis frequently departs from the expected norm	language totally inappropriate for the expected norm

Tota	ŀ			





# Vocabulary

1.1 Fill in: intake, disease, hunger, obsessed, put, overweight, junk, balanced.

### Islam and diet

The modern world is 1) ....... with dieting, but Islam has always told Muslims to eat a(n) 2) ..... diet. In fact, if you follow the Qur'an, you will never suffer from health issues connected with food, such as diabetes or heart 3) .....................

First of all, since the world created by Allah is in balance, the good Muslim should not do anything to upset that balance. Therefore, a Muslim's diet should not be all one thing like 4) ..... food. Secondly, Islam teaches that eating too much is bad. The Qur'an says: "Eat of the good things We have provided for your sustenance, but commit no excess...". So eating the right combination of foods is not enough; your 5) ..... should also be reasonable. If you only put a small amount of food into your body, and only eat when you have 6) ..... pangs, you will never be 7) ...... Finally, the good Muslim fasts for one month a year during Ramadhan. In addition to Ramadhan, Muslims are encouraged to fast throughout the year. This is obviously a spiritual exercise, but it also has great health benefits and makes sure they

Clearly then, simply by following the laws of Islam, the good Muslim is eating a healthy diet.

do not 8) ..... on any weight.

# 2 1.1 Complete the sentences with the correct preposition.

- 1 He needs to cut down ...... fatty foods.
- 2 Mel has joined the local gym in order to get ...... shape for summer.
- **3** You should try to eat foods that are rich .....iron, like spinach and red meat.
- **4** Gavin has been struggling to cope ...... stress lately.
- 5 I suddenly feel dizzy. I think I need to lie
- **6** That bruise ......your knee looks really painful; what happened?
- 7 My mother's always telling me to eat more fruit. She can be such a pain ...... the neck!

# 1.1 Cross out the wrong word in sentences 1-6.

- 1 You can put cream/plaster/ice on your burn.
- 2 You can have a fever/measles/sore throat.
- 3 You can graze your knee/arm/throat.
- 4 You can take some plasters/aspirin/syrup for your sore throat.
- 5 You can sprain your head/wrist/ankle.
- 6 You can break your muscle/arm/leg.

# 1.1 Fill in: sporting, food, juicy, campaigns, nutritional, businesses, value.

- 1 There are lots of ...... that sell good quality fitness equipment.
- **2** Lots of ...... fruits, such as oranges, contain vitamins and minerals.
- The government runs lots of different fitness ...... across the country.
- 4 Often, food from the ...... ranges contain extra chemicals and sugar to make them taste nicer.
- 5 Healthy ...... can taste just as delicious, if not better, than junk food.
- **6** Shoppers should always check the ...... information on the side of the packaging.
- 7 Different ...... events are taking place all over the country to celebrate the Olympics.

# 1.1 Fill in: dominated, unavoidable, pride of place, commercials, prestigious, bacteria, district, daily.

- 1 To stay in good health, make sure you eat five portions of fruit and vegetables ......
- **2** The trophy took ...... above the fireplace.
- **3** Television ...... make fast food look much more appealing than it is in real life.
- 5 The winner of the competition will get a day out at the ...... Lord's Cricket Ground.
- **6** Food goes bad when it is exposed to ...... or mould.
- **7** The team from India ...... the game and emerged victorious.

# **Grammar**



- 6.3 Rewrite the sentences using the correct *modal*.
  - 1 You are obliged to pay your tuition fees when you register with the university.

You must pay your tuition fees when you register with the university.

.....

.....

- 2 It is prohibited to play ball games in the street.
- 3 I advise you to revise for your exams.
- 4 It's possible that the football match will be cancelled due to the rain.
- Would it be OK if we worked on the school project together?

.....

- 2 6.3 Rephrase the sentences using *modal* verbs.
  - 1 I'm certain that Chelsea won the match.

    Chelsea must have won the match.
  - 2 It's possible he had been feeling depressed for a long time.

.....

......

.....

- 3 Perhaps John is ill today.
- 4 I'm sure Mark isn't running the marathon this year.
- **5** I'm sure she is going cycling today.
- 6.3 Put the verbs in brackets into the correct form of the *infinitive* or the *-ing* form.
  - 1 I suggest going (go) to the gym.
  - 2 If my sister managed ...... (graduate) this year, it would be a dream come true.

  - 4 My brother enjoys ...... (play) football with his friends at the weekend.
  - 5 I think James has gone ..... (ski).
  - 6 Will you let me ...... (come) to the event?
  - 7 I saw James trying ..... (make) a model plane.
  - 8 It was nice of Joan ..... (send) us a card.

- 6.3 Complete the second sentence so that it means the same as the first. Use the word in bold. Use two to five words, including the word given.
  - 1 Why don't you go on a day trip somewhere?
    COULD

You could go on a day trip somewhere.

- 3 Shall I get the post for you? **ME**Would ...... the post for you?
- 4 It's forbidden to smoke in hospitals. **NOT**You ...... in hospitals.
- **5** Let's go to the park for a picnic. **GOING**How ...... to the park for a picnic?
- **6** I'm sure he's participating in this year's tournament. **BE**

He ..... in this year's tournament.

7 I'm sure it wasn't James at the theatre last night. BEEN
It

at the theatre last night.

- 8 I expected Mark to be here by now. **SHOULD**Mark ...... here by now.
- 6.3 Complete the gaps with an appropriate word. Then put the verbs in brackets into the correct form.

# Graduation DAY

1) Graduating (graduate) from university is an important time for anyone. It is to the moment when all the hard work you've put 2) ...... to your studies is recognised and you are finally able 3) ...... (celebrate) your achievements.

In Britain, most graduation ceremonies take 4) .....

- 7) ...... are special clothes for graduating students, and then take our seats in the Great Hall and 8) ......

My graduation was a very special day 10) ...... me and my family and one I am certain that I

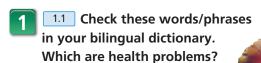
11) ..... (never/forget).







# Listening skills



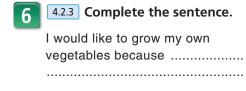
- · fast food industry
- take off the menus
- loaded with calories
- obesity diabetes
- heart disease
- sedentary lifestyles
- junk food fat
- unfair share of criticism low income
- give in to the temptation treat burn off
- 2 3.2.1 Listen to an interview about fast food and for questions 1-6 choose the correct answer A, B or C.
- 1 The Food Corner
  - A is being broadcast from the French Riviera.
  - **B** is being hosted by a temporary presenter.
  - C will only be broadcast for two weeks.
- 2 Rachel Solowka
  - A is a university student.
  - **B** works in the fast food industry.
  - C writes articles in her spare time.
- 3 Rachel wrote the article because she felt that
  - A the existing material about fast food was one-sided.
  - **B** people do not understand the negative effects of fast food on health.
  - **C** the government was not taking the problem of fast food seriously.
- 4 Rachel points out that fast food
  - A doesn't contain a lot of calories.
  - **B** can be less damaging if you take regular physical exercise.
  - **C** is eaten more by those with active lifestyles.
- 5 Rachel feels annoyed by the fact that
  - A people are looked down on for eating fast food.
  - **B** her friends often only want to eat diet foods.
  - C foie gras is served in restaurants.
- 6 Rachel sometimes buys fast food
  - A when she has to work late.
  - B when she is running low on money.
  - C to give herself a break from cooking.
- [3] 4.4 Answer the questions.

1	How of	ften	do	you	eat fast	food?	
_	_				10 147	0 / 4 / 1	

- 2 Do you like fast food? Why?/Why not? .....
- 3 Do you agree with Rachel? Why?/Why not? .....

- 1.1 Check these words/phrases in your bilingual dictionary.
  - urban gardening
  - grow fruit/vegetables
  - back lawn roof garden
  - hydroponics
  - organic farming
  - lessen the burden
  - · harmful chemicals
  - soil contamination
- 3.3 Listen to a lecture about urban gardening and complete the gaps (1-10) with an appropriate word.

Urban gardeners either grow food in their own gardens or on 1 .
Hydroponics is a method of growing plants without using 2 .
During the First and Second World Wars, a lot of families had
in their gardens.
It is estimated that there are
4 urban gardeners
around the world.
Urban gardening is part of the way of life in 5 .
Wendy Spatsky says that most people practise urban farming in order to  6 .
In Britain lower-class families spend up to 7 of their income on food.
The Urban Gardening Society organises meetings every 8
for members to share gardening tips.
They also provide tests to check the soil
9 .
Audience members are encouraged to
take a(n) 10 home
with them after the meeting.



# **Speaking skills**

Food & Health

- 1.1 Complete the description using the words in the list.
  - drawn loose blender
  - counter appliance lifestyle
  - middle-aged uncombed

In this picture I can see a(n)
1) man in a kitchen. The
curtains of the kitchen window are
2) but it looks bright outside. Maybe it is the morning
and the man has just woken up. He is wearing a(n) 3),
grey T-shirt that he may have slept in and his hair looks
4) In the picture he is chopping vegetables on a
5), where there is an electrical 6) It
looks like a food 7), so maybe the man is going to
make a healthy drink. He must lead a very healthy 8)

- Discuss the following topics with your partner. Each should take one side of the argument and try to persuade the other.
  - Schools should teach students about healthy eating.
  - The best place for an overweight person to get in shape is the gym.
  - Commercials for junk food should be banned.
- A: I think it's a good idea to learn about healthy food at school. If we learn when we're young, we'll have the knowledge for life.
- B: We should learn when we're young, yes, but are schools the right places? What about at home? etc.

### **Speaking Evaluation**

	Excellent	Very Good	Good	Fair	Weak
Topic/Ideas/Style	ideas are very closely related to the topic; friendly manner; opinion clearly differentiated from evidence	ideas closely related to the topic; friendly manner; minor conflict between evidence & opinion	ideas fairly well related to the topic; rather distant at times; opinion & evidence unclear	ideas a little disorganised; difficult to follow; listener partly neglected; no evidence is provided	ideas unrelated to the topic; too distant from listener; 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; manner is friendly	sometimes uses strong, positive language and short utterances; 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; extended stretches of language	positive language quite appropriate to topic	language is mainly appropriate to topic but with some lapses	some attempt to structure but with lapses which affect understanding	no structure in the proposal which negatively affects 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	contributions mostly irrelevant to topic
Appropriate Use of Cohesive Devices to Link & Organise Ideas	interacts easily; takes longer turns; links contributions to those of other speaker; negotiates well; expresses more complex ideas	interacts well; maintains and develops expresses complex ideas; negotiates well	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 other speaker successfully; engages in further dialogue as appropriate	handles anticipated and unanticipated questions posed by the other speaker quite well; engages in further dialogue	attempts to handle anticipated and unanticipated questions posed by the other speaker successfully; attempts to engage in further dialogue	handles questions posed by the other speaker with support; poor engagement in further dialogue	unable to handle questions posed by the other speaker at most times even with support; attempts to engage in further dialogue inappropriately







# Writing An argumentative essay

9.5 Which paragraph:

### a) Read the prompt.

You have had a class discussion about growing your own food. Now your English teacher has asked you to write an **essay** discussing the pros and cons of this (120-180 words).

### b) 7.7 Read the model and fill in the correct linkers.

- On the other hand Also
- In the first place All in all For instance

# Home-grown food: Worth it or not?

These days more and more people are growing their own food.
However, is the effort that goes into producing home-grown food really worth it?



can save you a lot of money. For example, by growing your own fruit and vegetables you can avoid spending money on overpriced produce in supermarkets. Secondly, you can know how the food you eat was grown. 2) ......, you can choose not to spray your plants with harmful chemicals.

(c) 3) ....., growing your own food has its drawbacks. To start with, it involves a lot of labour. For example, you might have to water your plants every day. 4) ....., there is always a risk of failure. For instance, it would be devastating for all your hard work to go to waste because of a plant virus.

growing your own food is certainly worth it. It might have its drawbacks, but knowing where the food you eat has come from is very satisfying.

Ŀ	1	states the writer's opinion?
2	2	contains arguments for the topic?
(	3	contains arguments against the topic?
-	4	states the topic?
		•
a)	7.7	Read the topic sentences. Which
ar	e for	(F) and which are against (A)?
1		First of all, buying locally grown
		vegetables supports local farmers.
2	2	On the other hand, cycling can sometimes be dangerous.
3	В	In the first place, cycling encourages you to explore your surroundings.
4		Also, by buying locally grown
		vegetables you have a better idea how
		the food was grown.
b)	7.7	Expand the prompts into full
se	ntenc	
Α	For e	example/could ask/local farmer/whether/
•		tables/be sprayed/with chemicals
В		example/some roads/not have/cycle lanes/
В		you/ride/next to/traffic
С		s way/jobs/created/in agriculture/for
Ü	local	• •
D		nstance/could cycle down/quiet lanes/ r/been on/before
		Match the topic sentences (1-4) in the supporting sentences (A-D) in

9.4 Read the prompt. Plan your essay.

Your teacher has asked you to write an essay on the pros and cons of fast food. Write your **essay** (120-180 words).

0000000000	898888888888
PL	ANNING
TOPIC	
Arguments for	Examples/Justifications
Arguments against	Examples/Justifications
CONCLUSION	



Plan

Introduction

9.5 Use your notes from the diagram in Ex. 4 to write your essay. Follow the plan.

	(Para 1)	state the topic
	Main Bo	ody
		arguments in favour and reasons/examples
		arguments against and reasons/examples
	Conclus	sion
	(Para 4)	summarise arguments & draw a conclusion/
		make a recommendation
-		



### **Writing Evaluation**

### 9.5 Writing argumentative essays

	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 argumentative text	the plan presents a clear outline of the essay and there is a clear correlation between the plan and the argumentative text	the plan presents a fairly clear outline of the text and some ideas are presented in the argumentative text	the plan does not present a clear outline of the essay and not many ideas are presented in the argumentative text	the plan is minimal and there is no correlation between the plan and the argumentative 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, & the points lead logically from one to another to a conclusion; details are specific & 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 & clear and most sentences flow smoothly	essay clearly organised; it has elements of beginning, middle and end; details vary from specific & clear to general & 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 & Language	a variety of simple and complex sentence forms to create interest; errors, if present, do not detract from the meaning of the writing; rich use of vocabulary; uses less common lexis effectively and precisely	a variety of simple and complex sentence forms; errors seldom detract from the meaning of the writing; variety of vocabulary including successful usage of less common lexis	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; variety of vocabulary including inappropriate usage of less common lexis		simple sentence forms used; errors make it very difficult to follow the writing; the response provides too little text for evaluation; everyday vocabulary inappropriate for or irrelevant to the task
Persuasive Techniques	essay rich in rhetorical questions, emotive language, facts and opinions, modal verbs and passive voice	essay contains ample amount of rhetorical questions, emotive language, facts and opinions, modal verbs and passive voice	essay contains adequate amount of rhetorical questions, emotive language, facts and opinions, modal verbs and passive voice	essay has few rhetorical questions, emotive language, facts and opinions, modal verbs and passive voice	essay has almost no rhetorical questions, emotive language, facts and opinions, modal verbs and passive voice

Total: \_\_\_\_\_





# 5

### Vocabulary

- 1.1 Put the words below in the correct box.
  - volcanic eruption illiteracy drought
  - famine overfishing crime poverty war
  - global warming deforestation

Environmental problems	Natural disasters	Social issues

- 1.1 Choose the correct word.
  - 1 The array/range/spread of lights along this road doesn't help the drivers – it confuses them.
  - 2 Don't rely **merely/lonely/solely** on your GPS it can give you the wrong information.
  - 3 My new phone has a great gadget/feature/ technology – voice control!
  - 4 Kate had a car collision/accident/fatality on Saturday night, but she wasn't hurt.
  - **5** Drivers who don't **stick/attend/stay** to the speed limit should lose their licenses.
  - 6 Risky/Aware/False driving like driving too fast or using a mobile phone while driving should be punished.
- 1.1 Fill in: up, of (x2), under, to, forward, beyond, on.
  - 1 We need to think about how we dispose ...... our rubbish and try to recycle whatever we can.
  - 2 Most people are not aware ...... the social issues in their own towns and cities.
  - 3 It is going to take a long time to clean ...... the beach after the oil spill.
  - 4 Overpopulation means many people will find it increasingly difficult to gain access ...... clean drinking water and sufficient food.
  - 5 At the council meeting, Dennis put ...... the idea of free meals for the homeless.
  - 6 Many species are ..... threat because of habitat loss caused by deforestation.
  - 7 The city was damaged .....recognition because of the earthquake.
  - **8** It's less common for companies to experiment ...... animals these days compared to ten or twenty years ago.

- 1.1 Fill in: gadgets, technology, obstacles, array, speed camera, zebra crossing, security camera, parked cars, basic, awareness.
  - 1 James likes to spend his pocket money on all of the latest ...... for his room.
  - **2** Gregory didn't slow down for the ...... in time and got a ticket.
  - **3** Fran bought the most ..... model mobile phone to try and save money.
  - 4 The speeding lorry crashed straight into the ...... lining the side of the street.
  - 5 Una drove past all of the ......blocking the road with ease and passed her driving test.
  - 6 New ..... is making it easier to stay in touch with people across the world.
  - **7** The ...... caught the thief in the act of stealing a car.
  - **8** People who drive while tired have less ...... of what's going on around them.
  - **9** There was a such huge ...... of computers for sale, it was hard to pick one.
- 1.1 Fill in the gaps with the correct form of the word in bold.

With all the 1) ..... advances happening across the world today, it is easy to rely on computers to keep us safe. But computers can often cause their own problems as well. That's why SecureCo is offering a new online 2) ..... course. The main focus of the course is to increase 3) ..... of online scams and viruses and is available to people of all ages. 4) ..... is provided across all levels, from beginner to advanced. But perhaps most **5)** ....., the course is completely free to the first 100 people who sign up! So if you're stuck for something to do, don't let 6) ..... get you down, sign up to one of our

fantastic courses today!

**TECHNOLOGY** 

SAFE

**AWARE** 

**TRAIN** 

**IMPORTANT** 

**BORE** 

# Grammar



1	5.4.3	5.4.4	Report the sentences using the
	word	s in b	rackets.

- 1 "It was the worst storm I have ever seen," said Alex. (said) Alex said (that) it was/had been the worst storm he had ever seen.
- "Please don't leave the lights on when you go out," Mum said to us. (asked)
  .....
  - "I'll donate some money to charity," he said to me. **(told)**

.....

- 4 "Let's watch the documentary about global warming," said Pauline. (suggested)
- 5 "It's blowing a gale outside," said John. (said)

6 "What started the avalanche?" Lucy asked. (wondered).....

......

- 7 "Were you reading the article on overpopulation?" she asked me. (wanted to know)
- 8 "Stay inside during the hurricane!" he told the children. (ordered)

### 6.3 Turn the sentences into reported speech.

- 1 "I can take the bottles to the recycling centre tomorrow," said Ben.
  - Ben said (that) he would be able to take the bottles to the recycling centre the next day.
- 2 "What should I do to reduce my carbon footprint?" asked Sam. .....

.....

- 3 "Scientists may be able to predict earthquakes in the future," said Jenny.
- 4 "You needn't take a coat because it's going to be a lovely day," Laura said to me.
- 5 "Tom must be worried about it," Bill said.

.....

6 "I'll help out at the soup kitchen next week," she said.....

### 5.4.3 Report the sentences.

- "Global warming will affect everyone," she said.
   She informed us (that) global warming would affect everyone.
- 2 "You should join Greenpeace," he told me.
  He encouraged ......
- 3 "Shall I buy this?" she asked herself.
  She wondered ......
- 4 "You don't care about global issues," he said.

  He complained ......
- 5 "There's a blizzard coming," he said to us.

  He warned ......

# 5.4.3 Report the sentences using special introductory verbs.

- 1 "Would you like me to take the recycling outside?" Oliver asked.
  - Oliver offered to take the recycling outside.
- 2 "Stop bullying your classmates or I'll expel you," the teacher told Kelly.
  - The teacher .....
- 3 "Would you like to come in?" Julia asked.
  Julia ......
- 4 "You left the tap running!" Paul told Jim.
  Paul .....
- 5 "Yes, I downloaded that film without paying," she said.She .....
- 5.4.3 Complete the second sentence so that it means the same as the first. Use the word in bold. Use two to five words, including the word given.
  - 1 "I was standing on the hillside when the tsunami hit," she said. EXPLAINED She explained that she was standing on the
  - hillside when the tsunami hit.2 "I want to speak to you about this electricity bill," Frank told me. **DEMANDED**
  - 3 "All right, I'll help with the beach clean-up,"
    - he said. **AGREED**He ......clean up the beach.
  - 4 "I didn't download that album illegally!" he said. DENIED
    - He ..... illegally.







# Listening skills



- a) 3.2.2 You will hear an interview about the importance of recycling at home. For questions 1-7, choose the best answer A, B, or C.
- 1 After being asked what recycling is, Jeff explains
  - A what methods are used.
  - B why it's necessary.
  - C why methods need to change.
- 2 Plastic water bottles pollute a lot and waste too many resources because of
  - A the large number that are sold.
  - **B** the difficulty of recycling them.
  - C the attitudes of manufacturers.
- 3 Regarding household waste, Jess says
  - A too much of it still isn't recyclable.
  - **B** products have less packaging these days.
  - **C** some people are less wasteful than others.
- 4 What is Jeff's attitude to the belief that recycling is too difficult?
  - A He disagrees that it's difficult.
  - **B** He thinks people are lazy.
  - **C** He wants recycling to be made easier.
- 5 Jeff says most people don't know
  - A why landfill sites are harmful.
  - **B** how few natural resources we have left.
  - C how important recycling is.
- 6 Jeff says another way to conserve resources is to
  - A make old things into something else.
  - B swap old things with friends.
  - C cut down on the amount you buy.
- 7 After being asked for his final tips, Jeff
  - A encourages listeners to do their own research.
  - B gives his predictions for the future.
  - C describes how listeners can produce less waste.
  - b) Why is it important to recycle? Write three reasons.

- a) 3.2 You will hear five people talking about ways they have helped reduce crime in their areas.
  - Listen and match the speakers (1-5) to the correct statement (A-F). There is one extra statement you do not need to use.
  - A I thought of a way to make the streets safer by making them brighter.
  - **B** I suggested that we take preventative measures before crime becomes a problem.
  - C I requested more law enforcement in my area.
  - **D** I was part of a system in which neighbours watched each others' houses.
  - E I ran for a council position, so I could improve things myself.
  - F I proposed that everyone should have a security system at home.

o tillingo iliyo	O.,
Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

b) 4.2.3 Convince your friend to join a neighbourhood crime watch scheme. Give reasons and support your position with evidence and facts.

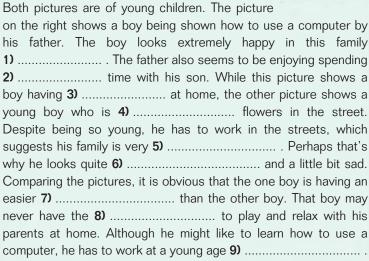


# **Speaking skills**



### Our World

- 1.1 Look at the pictures. Use the words below to complete the paragraph comparing the pictures.
  - chance childhood serious
  - environment fun instead poor
  - quality selling





1.1 Discuss the picture.

Talk about how the situation may have happened, how it makes you feel and what could be done about it.



### **Speaking Evaluation**

	Excellent	Very Good	Good	Fair	Weak
Content & Ideas	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
Accurate and Appropriate Use of Vocabulary & Pronunciation Stress and Intonation	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
Accurate & Appropriate Use of Grammar, Language Structures & Cohesive Devices to Link & Organise Ideas	relevant contributions; wide range of discourse markers; interacts easily; takes longer turns; links contributions to those of other speakers; negotiates successfully; expresses more complex ideas	relevant contributions to the topic with little hesitation; range of discourse markers;interacts appropriately; maintains and develops interaction; expresses complex ideas; negotiates successfully	relevant contributions to the topic with some hesitation; range of discourse markers; interacts satisfactorily; develops interaction; expresses some complex ideas; negotiates to an outcome	stays on topic with some repetition and hesitation; limited use of discourse markers; interacts; develops interaction partly; expresses a few complex ideas; talks with some hesitation	contributions occasionally irrelevant to topic; repetitive and hesitant; very limited use of discourse markers; interacts most of the time; develops interaction with hesitation; expresses few complex ideas
Fluency	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
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





# Writing A persuasive essay

9.4.5 Read the prompt, then the model.

You've had a class discussion about living abroad. Now, your teacher has asked you to write an **essay** discussing how you feel about this topic (120-180 words).

### Which paragraph:

- 1 contains the writer's 3rd viewpoint & justifications?
- **2** summarises the writer's opinion?
- 3 contains the writer's 1st viewpoint & justifications?
- 4 states the topic?
- 5 contains the writer's 2nd viewpoint & justifications?

# The Joys of Living Abroad

- These days, many people choose to emigrate to another country. Without doubt, this can be a truly once-in-a-lifetime experience that enriches our lives. Why should we miss this golden opportunity?
- **Firstly**, moving abroad gives you the chance to experience another culture. **For example**, you observe people's daily habits and how they differ from your own. You can also learn how to cook their food and take part in their festivals.
- **Moreover**, your social life will expand. By meeting new people you make new friends. **This way**, you will also master a new language more easily, **since** speaking with the locals is the best way to develop your language skills.
- **Finally**, when you live abroad, you are out of your comfort zone. This is a good thing, **however**, because you become more independent and resourceful. Things may be done differently from what you are used to and this allows you to evaluate your own culture more closely.
- **To conclude**, **I feel** that moving abroad is really worthwhile. Travel broadens the mind, as the saying goes.
- 2 6.4.5 Replace the words in bold in the model with phrases from the list and write them in the correct boxes:
  - as a result lastly for instance
  - all in all I would say to begin with
  - nevertheless what is more as

Viewpoints	Reasons/Examples

6.4.5 Read the extract below and choose the appropriate linkers from the words in bold.

Welcome to Songdo, South Korea; green city of the future!

Currently under construction, Songdo promises to be the greenest city in the world. 1) Such as/To start with, this remarkable development contains 600 acres of wide open space. 2) In contrast,/Consequently, residents will always feel connected with nature 3) even though/like they will be living in an urban environment.
4) All in all,/Not only this, but Songdo will also be entirely powered by low emission fuels 5) such as/although methane. 6) For example,/That means, far less harm will be done to the environment.

- 9.4 Read the following extracts and say which of them are beginnings (B) or endings (E).
- All things considered, while living in the city centre can be noisy, the many amenities you find there make it worthwhile.
- goes. But should we buy that castle or just rent it? I'm sure many people would agree with me that there is a lot to be said for the second option. Let us see why.
- Taking everything into account, I believe that living in one place all your life does not give you enough exposure to different cultures.
- These days, neighbourhood watch schemes are common in many towns and cities, but crime continues to rise. I believe they are not effective for several reasons.

9.4 Read the prompt and makes notes to complete the diagram.

Your teacher has asked you to write an **essay** giving your views on the topic of living in a city (120-180 words).

Viewpoint 1  Examples/Justifications  Viewpoint 2  Examples/Justifications	
Viewpoint 2 Examples/Justifications	cations
Viewpoint 3 Examples/Justifications	cations

51



(Para 1) state the topic & your opinion

Plan

Introduction

9.4 Use your notes in the diagram in Ex. 5 to write your essay. Follow the plan.

	Main Bo	ody
		first viewpoint & examples/reasons
		second viewpoint & examples/reasons
		third viewpoint & examples/reasons
	Conclus	
		restate your opinion
	, ,	,
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• • • • •		
• • • • •		
• • • • •		
• • • • •		



### **Writing Evaluation**

9.4 Writing persuasive essays

	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 text	the plan presents a clear outline of the essay and there is a clear correlation between the plan and the persuasive text	the plan presents a fairly clear outline of the text and some ideas are presented in the persuasive text	the plan does not present a clear outline of the essay and not many ideas are presented in the persuasive text	the plan is minimal and there is no correlation between the plan and the persuasive 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, & the points lead logically from one to another; details are specific & 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 & clear and most sentences flow smoothly	essay clearly organised; it has elements of beginning, middle and end; details vary from specific & clear to general & 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
Structure	the essay is perfectly organised in well structured paragraphs; The sentences flow smoothly. There is excellent use of emotive language, rhetorical questions, facts & opinions and modal verbs	the essay is clearly organised in paragraphs & sentences flow smoothly. There is use of emotive language, rhetorical questions, facts & opinions and modal verbs	the essay is organised in paragraphs but some parts are not clearly connected. There is minimal use of emotive language, rhetorical questions, facts & opinions and modal verbs	the essay is divided in paragraphs but there is not clear connection between them. There is hardly any use of emotive language, rhetorical questions, facts & opinions and modal verbs	the paragraphs lack cohesion & make the essay difficult to follow. There is no use of emotive language, rhetorical questions, facts & opinions and modal verbs

Total: \_\_\_\_\_



### Civilisations & Science



### Vocabulary

- 1.1 Fill in: significance, floor, encounter, occurrence, release, landing, location, spacecraft, evidence, shuttle.
  - 1 Billy claims he had a close ...... with aliens.
  - 2 There is no concrete ...... of intelligent life on other planets.
  - 3 Nobody could explain the strange ...... in the night sky.
  - 4 Stonehenge is thought to have been a construction of religious ......
  - **5** We were lucky enough to see the space take off on television.
  - 6 There have been claims that the Nazca Lines might have been used as ......strips for alien spaceships.
  - 7 Vostok 1 was the first manned ....., which travelled into space in 1961.
  - 8 Despite its remote ....., the island is still a popular tourist destination.
  - **9** Scientists have been scanning the ocean ...... for the ruins of Atlantis.
  - **10** An official press ...... has been issued about the discovery.
- 2 1.1 Fill in honour, launch, expand, inspire, raise, orbit, emit, accomplish, hit in the correct form.
  - 1 The crystal skulls ...... the question of how an ancient civilisation could have created such incredible artefacts.

  - **3** The inhabitants of the island may have constructed the Moai to ......their ancestors.
  - 4 Yuri Gagarin was the first person to ...... Earth.
  - 5 The Peruvian town of Jaen ...... the headlines in 2010 when ancient pyramids were discovered there.
  - **6** China became the third nation to ...... a human into space in 2003.
  - **7** Seeing Machu Picchu for the first time ...... me to become an archaeologist.
  - 8 The field of space travel ...... rapidly in the late 20th century.
  - **9** The UFOs were ...... a strange red glow.

- 1.1 Fill in: in, of (x2), from, up, forward.
  - 1 I looked at Margo ...... disbelief when she told me she believed in aliens.
  - 2 Many theories have been put ...... to explain the purpose of the Nazca Lines.
  - **3** Over the years, several people have claimed that the government has been covering ...... the existence of aliens.
  - **4** Explorers have spent many years in search ...... the lost city of Atlantis.
  - 5 Stars consist ...... different types of gas held together by gravity.
  - **6** We were prohibited ...... touching the ancient objects on display.
- 1.1 Choose the correct items to complete the summary of the *Mysterious Places* text.

There are structures from ancient times that we are still 1) puzzled/mysterious by today. On Easter Island, one of the most 2) speechless/remote places on Earth, there are giant stone 3) statues/compasses called Moai. They are the biggest tourist 4) attraction/honour on the island, but no one knows what they are for. In Peru, figures of animals have been drawn in the sand, but they are only 5) amazing/visible from the air. Some say they're for 6) aliens/ancestors to land their spacecraft, but that seems unlikely. What are they for, though? Even the Great Pyramid of Giza in Egypt and Stonehenge in Britain still give visitors a sense of 7) civilisation/wonder. How did the builders move those enormous blocks of stone, and why? We may never know the 8) mysteries/secrets of these strange places, which is why people will keep visiting them.

1.1 Fill in: supernatural, massive, ancient, visible, unsolved.

### **Scottish Travel Blog**

### Day 24 - Loch Ness

# Grammar

- Put the *adjectives/adverbs* in brackets in the correct form, adding any necessary words.
  - 1 A: Did you enjoy the show at the planetarium?
    - B: No, it wasn't as *interesting as* (interesting) as I thought it would be.
  - 2 A: Eve claims she was abducted by aliens.
    - B: That is by far ......(outrageous) story she's ever told us!
  - **3** A: Are you still having trouble with your astronomy course?
    - B: No, my marks are getting ......(good).
  - 4 A: Do you believe in UFOs?
    - B: No, and the more I hear about them, ...... (little) convincing I find the theories supporting their existence.
  - **5** A: Excuse me, can you direct me to the Natural History Museum?
    - B: Sure. It's a little ...... (far) down this street, on your right.
  - 6 A: I can't wait to visit the Pyramids tomorrow morning.
    - B: Let's go early in the evening instead. It won't be ...... (hot) then.
- 6.4.6 Choose the correct item.
  - 1 Harold will be spending a year in Egypt in order/with a view to studying the ancient Egyptian civilization.
  - 2 The reason why/for so many ships disappear in the Bermuda Triangle remains a mystery.
  - 3 Ben prefers science-fiction films, still/while his sister can't stand them.
  - 4 Jessica started saving money so that/in case she could go on a trip to Rapa Nui.
  - 5 You sound as if/the same way as you really believe there are aliens living among us.
  - 6 The Science Museum was closed because/because of restoration works.



- 6.4.6 Replace the linking words in the text with the ones from the list.
  - besides despite though like providing
  - to when except altogether but



1) As soon as Eric Shipton returned to civilisation from his expedition to climb Mount Everest in 1951, news spread of some strange footprints he had found. 2) In spite of looking like human footprints and made by something walking on two legs, they were obviously far too big to be a person's. Shipton had even taken a photograph 3) in order to prove he had really seen the footprints, which local people said belonged to an ape called the "Yeti". Soon, there were stories coming from all over the world of similar giant apes that walked on two legs. 4) In addition to the name "Yeti", it's been called "Sasquatch" (North America), "Yeren" (China), "Yowie" (Australia) and more. People even found hair that they said came from the ape.

Then along came DNA testing. In 2012, Brian Sykes, a professor of genetics from Oxford, asked people from all over the world to send him samples of the hair they had found. 5) As long as the hair came from an ape, a DNA test would prove it. The results of DNA testing, 6) however, have shown that none of them did. In fact, every sample tested came from a common animal 7) such as a dog or a horse – 8) apart from two. Two samples of hair from the Himalayas matched the DNA of a polar bear.

9) All in all, it was a disappointing result for believers in the Yeti and its cousins, but for lovers of mystery, a new door opened. After all, polar bears live in the Arctic Circle, 10) yet the DNA of two of them was found in the Himalayas, thousands of kilometres away.





# **Listening skills**

- a) 1.1 You will hear a conversation between two members of a school science club. Before you listen check these words in your bilingual dictionary.
  - board meeting funding best deals hire
  - interactive exhibits end-of-term day out
  - b) 3.1 Listen to the conversation and complete the gaps (1-10).

The sum of money the science club received the previous year was 1 .					
The decision to give the club the money was made					
at a(n) 2					
Mr Lewis is Laura's 3					
The next time the science club will meet will be on 4					
Bill will travel home by 5					
Bill thinks that a computer will be useful for members who don't have 6					
Bill recommends buying a computer which is 7					
As well as the money received from the board, the club also receives money from  8					
During his visit to the Science Museum, Bill was impressed by the 9 .					
Laura mentions a club member whose father works as a(n) 10					

How would you spend the money? Write a few sentences.

•••••	

- 3.3 You will hear people talking in eight different situations. For questions 1-8, choose the best answer, A, B or C.
- 1 You hear a medical scientist being interviewed on the radio. How does he feel about his recent discovery?
  - **A** proud
- **B** relieved
- C uncertain
- 2 You hear a teacher talking to her student. Why is she talking to him?
  - A to express sympathy
  - B to express concern
  - C to express dissatisfaction
- 3 You hear a woman talking on the radio. What is she?
  - A a planetarium guide
- **B** a librarian
- C a science teacher
- 4 You hear part of a lecture about an unexplained mystery. What is the lecturer describing?
  - A a document that proves a theory
  - B a document that disproves a theory
  - C a document that does not aid in the understanding of a subject
- 5 You hear a girl talking on the phone about a school trip to a museum. How did she feel about it?
  - A She wished she had more time.
  - **B** She was glad when it was over.
  - C She hopes she can return.
- 6 You hear a woman talking. Why did she decide to study biology at university?
  - A She wanted to remain with her friends who had chosen the course.
  - **B** She felt it would offer her more career opportunities.
  - **C** She wanted to follow her parents' wishes.
- 7 You hear a man talking on a radio programme about a biography of a famous scientist. What does he say about it?
  - A It is not very accurate.
  - **B** It is missing important information.
  - C It is controversial.
- **8** You hear two men talking. What is their relationship?
  - A They are doctor and patient.
  - B They are members of the same family.
  - C They are work colleagues.

# **Speaking skills**

3.3 Read the situation and complete the sentences with ideas from the box.

The school history club has received a sum of money from the school board. You are members of the club and have been asked to recommend ways in which the money should be spent. The pictures show some suggestions. First, talk about the ways in which these suggestions would improve the club and then decide which two you would recommend. Use the prompts to help you.

- How would each of these suggestions improve the club?
- Which two would you recommend?



5.7 In pairs discuss the ideas. Make suggestions. Agree/Disagree to reach conclusions.

think the best idea would be to	because	. We could a	ılso
This way			

### **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 points; 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 partially interaction; 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







# Writing A summary

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a) Read the newspaper report.

### **AMAZING RESCUE**

A six-year-old boy had to be rescued by a team of firefighters in South London yesterday afternoon after he fell from his grandfather's fourth floor apartment window. The young boy was fortunate enough to land on the large window ledge of the apartment below. He hung on tightly to the ledge while alarmed neighbours called the emergency services. One of the neighbours was able to reach out the window to hold onto the boy, but wasn't able to pull him back inside. The little boy was home alone because his grandfather had gone out to the corner shop, and the youngster was looking out of the window for him to return. The window had been left open and the youngster fell as he leaned his head out. When the firefighters arrived, they decided to use an aerial ladder platform to rescue the boy. A fireman on the platform grabbed the boy from the ledge and escorted him safely to the ground where his anxious grandfather was waiting.

b) 9.7.1 Complete the spidergram with information form the text

what?	who?
NEWS	REPORT
where?	when?

c) 6.4.6 Use words from the newspaper report to complete the summary.

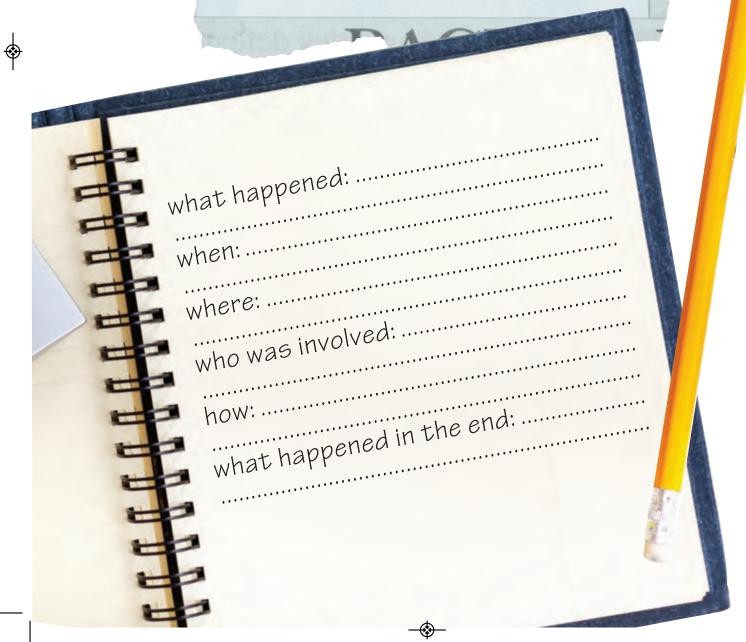
Yesterday afternoon, in South London,
six-year-old <b>1)</b> wa
<b>2)</b> by firefighters
The boy fell from his grandfather's fourt
floor apartment 3)
but he was <b>4)</b>
enough to land on the window ledge below
Neighbours called the 5)
The boy wa
6) at home at th
time the event happened. Firefighter
rescued the boy using an aerial ladde
platform.

6.4.6 Join the sentences using the words in brackets, making any necessary changes

1	The driver wasn't wearing his seatbelt. He wasn't seriously hurt in the accident.  (although)
2	All the records were destroyed in the fire. The mystery was never solved. (as a result)
3	There was a lack of evidence. The scientist managed to prove his theory. (in spite of)
4	The police weren't able to identify the victim immediately. He wasn't carrying any ID. (since)

9.6 Read the news report and complete the notes.

A little after nine o'clock on Sunday evening, a man was found seriously injured in King's Park. The man didn't have any ID on him, but he was later discovered to be a local businessman called Pat Fenwick. The man was discovered lying unconscious by a young woman walking her dog in the park. She immediately called the emergency services. The ambulance arrived quickly and gave emergency medical treatment to the man. He was later taken to hospital, where he is expected to make a full recovery. Police also arrived at the scene and are appealing for any witnesses who may have seen anything suspicious in the park between 7 and 9 pm. A police spokesman said, "We believe Mr Fenwick was the victim of a mugging, since his wallet appeared to be missing. We urge anyone who was in the park around the time of the assault to come forward and make a statement." The police are continuing their enquiries.







# Writing

9.6

9.6 Use your notes from Ex. 3 and the news report to write your summary (50-60 words).

# Plan

- main points (what, where, when, who, why, etc)
- events in the order they happened
- what happened in the end




### **Writing Evaluation**

9.6 Writing a summary

	Excellent	Very Good	Good	Fair	Weak
Planning	the plan presents a very clear outline of the summary and there is a clear correlation between the plan and the text	the plan presents a clear outline of the summary and there is a clear correlation between the plan and the text	the plan presents a fairly clear outline of the summary and some ideas are presented in the text	the plan does not present a clear outline of the summary and most important points 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	summary excellently organised; it contains all the key points; the points lead logically from one to another; information is specific & clear and sentences flow smoothly throughout the text	summary quite well organised; it has most of the key points all related to one another and the overall topic; sentences flow smoothly throughout the text	summary well organised; it has some key points; a few points are not important enough to be present in the summary	summary not well organised; it has few key points and the rest are irrelevant to the summary; information is vague	summary poorly organised; it has almost none of the key points and information does not summarise at all the text
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; it 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

Tota	ŀ		





# Vocabulary

- a) 1.1 Match the words to create jobs. Check in your dictionary.
- estate 1
- a driver
- 2 flight 3
- guide
- taxi
- researcher
- 4 fire
- agent
- 5 medical
- assistant
- 6 fashion
- fighter
- 7 tour

attendant

- 8 sales
- h designer
- b) 1.1 9.1 Use the phrases below to make sentences about the jobs from the previous exercise, as in the example.

work: full-time / part-time / indoors / outdoors

have: flexible hours / unsociable hours / good career prospects

be: well-paid / poorly-paid need: training / a degree the job is: boring / dangerous /

rewarding / interesting / stressful

Firefighters are well-paid but have to work unsociable hours and usually outdoors. They also need lots of training as their job is dangerous.

- 6.3 Read the sentences. Which are formal and which are informal? Give reasons.
  - 1 a Thank you for your application form.
    - **b** Thanks for the application.
  - 2 a I apologise, but the office is closed this week.
    - **b** Sorry, the office is closed for a few days.
  - 3 a Write back as quickly as you can.
    - **b** Please respond to this email as soon as possible.
  - a I am very hard working and reliable.
    - **b** I'm a hard worker and you can rely on me.
  - 5 a Please accept my apologies for the delay.
    - **b** I'm so sorry for keeping you waiting.
- 1.1 1.2 Choose the correct item.
  - 1 We've run out of / into milk. Could you go and get some?
  - 2 His parents congratulated him to / on his success.
  - 3 You'd better cut out / down on luxuries.
  - 4 Ali is responsible at / for ten people in the office.
  - She is very patient to / with her children.
- 1.1 Put the following words in the correct column.
  - dedicated
     devoted
     obsessed
     lazy
     big-headed
  - exceptional superior leader eye for detail

Positive	Negative

1.1 1.2 Choose the best word to complete the job advertisements. What does each advertise?



Would you like to work for a 1) leading/professional seafood restaurant chain? Are you hardworking, organised and able to work 2) with/under pressure? If so, this is the job for you. Minimum 5 years 3) experience/skill required. Good salary and career 4) prospects/ choices for the right candidate. Further details and a(n) 5) vacancy/ application form are available from www.seafood-seefood.co.uk/jobs

We currently have a

- 1) vacancy/work for a confident,
- 2) good-natured/

self-conscious, enthusiastic person to join our 3) staff/crew at Warwick Castle. You will be taking groups of tourists on guided tours of the historic castle and grounds. An interest in history is a must, but no

- 4) qualifications/qualities or experience necessary. Two
- 5) reports/references required. Please send your CV to PO Box 3547, Warwick.

# **Grammar**



- 5.1 Underline the correct verb form and justify its use.
  - 1 Ian is looking/looks for a new job at the moment. (an action happening around the time of speaking)
  - 2 By the end of March, Ben will have been working/will work as a chef for 20 years.
  - 3 An au pair's work has included/includes some light housework.
  - 4 He started working here 10 years ago, but still isn't gaining/hasn't gained a promotion.
  - 5 Allan hopes he'll find/he'll be finding a job with a higher salary.
  - 6 By 6:00 pm, the tour guide will have taken/will have been taking us to all the major sights around the city.
  - 7 Mara's photography course ends/has ended in May.
  - 8 James is fed up because he is waiting/has been waiting for his friends for an hour.
- 5.1 Choose the correct item.
- 1 Trains to Brighton ..... every hour.
  - A run C are running
  - B have run D will have run
- **2** Jeremy will hand in his notice as soon as he ..... a new job.
  - A will find C will be finding
  - B finds D is finding
- 3 They're stuck in traffic. They ..... their flight.
  - A 'II be missing C 'II have missed
  - **B** 're going to miss **D** 're missing
- 4 Kevin ..... to be a very sensible person.
  - A is appearing C has appeared
  - B will appear D appears
- 5 Helen has ..... filled in the job application.
  - A already B so far C yet D ever
- 6 These bags look heavy. I ..... you carry them.
  - A 'm going to help C 'll help
  - **B** 've helped **D** 'Il have helped
- 7 The chef ..... the sauce to see if it's ready.
  - A tastes
- C is tasting
- B will have tasted
- **D** going to taste
- **8** Mr Burns ..... our Summerfield offices; you can call him there.
  - A has been in
- C has gone at
- B has gone to
- D has been to

- 5.1 Put the verbs in brackets into the correct *present* or *future* form.
  - 1 A: I'll come by your office at 11:00.
    - B: OK. I'll be finishing (finish) my meeting at that time so you may have to wait for me.
  - 2 A: Are you busy at the moment?
    - B: Not really. I ..... (just/watch) TV.
  - 3 A: Have you heard? Jacob got the promotion.
    - B: I ..... (not/believe) it!
  - 4 A: Sandra is so big-headed!
    - B: I know. She ..... (constantly/ say) how clever she is.
  - **5** A: There's an opening for a sales assistant at May's department store.
  - 6 A: Shall I pick you up at 6:00?
    - B: No, I ..... (not/finish) my work by then.
- 5.1 Put the verbs in brackets into the correct *future* form.



- 1 A: Make sure you turn off the computer before you ...... (go out).
  - B: Don't worry, George. I will.
- 2 A: Have they repaired the roof?
- 3 A: When can we look at your photos?
  - B: Not until we ...... (get) home. Don't be so impatient.
- 4 A: It will be 4 o' clock by the time we ....... (arrive) at the exhibition.
  - B: I know, why is it taking so long?
- - B: I've always wanted to meet him!
- - B: I know! I really can't wait.





# Listening skills

1.1 You are going to listen to a discussion between two employees on their first day at a new job and their supervisor. Before you listen, check these words in your bilingual dictionary.



- working atmosphere training period
- throw someone in at the deep end
- transport connections line manager
- · holiday leave
- Listen and for questions 1-5, choose the best answer A, B or C.
- 1 3.4.6 Why is Steve Hartford talking to the new employees?
  - A to show them where they will be sitting
  - B to give them information about the job
  - C to see if they have the ability to do the job
- 2 3.4.3 Why does Steve interrupt Helen?
  - A He wanted her to stop talking to Mathew.
  - B He knew what she was going to ask.
  - C He wanted her to use his first name.
- 3 3.4.3 Why does Steve refuse Helen's request?
  - A She has not asked politely.
  - B Another person is involved.
  - C It would not be fair to Mathew.
- 4 3.4.3 Steve is surprised because
  - A he is asked an inappropriate question.
  - **B** he was not informed about something.
  - **C** he is not used to being interrupted.
- 5 3.3.1 What is Steve's reaction to Mathew's problem?
  - A He agrees to sort the problem out.
  - B He refers him to someone else.
  - C He ignores what Mathew says.
- 3.3.1 You are going to listen to a talk on the benefits and drawbacks of part-time work.

  Before you listen, check these words in your bilingual dictionary.
  - career paths tough decision flexibility field
  - per-hour basis unrealistic expectations

4	1.1 Read the points below. Now listen
	to the talk and put the points (A-F) in the
	correct order (1-6) as you hear them.

Α	Part-time workers have more	
	family time.	
В	Some employers expect part-time workers to work harder.	
С	Working part-time is a personal decision.	

**D** Part-time workers are paid by the hour. .......

E It is more convenient for some people to work part-time.

F Part-time work can be the first step in a career. .....

a) 3.3.2 Listen again. Complete the chart.

#### **PART-TIME WORK**

POINTS AGAINST	POINTS IN FAVOUR

b) 4.2.2 What is your opinion of part-time work? Discuss in pairs, challenge each other's ideas and reach a conclusion.



# **Speaking skills**





 $\boxed{1}$  4.4 Look at the photographs. Mark the sentences A (advantages) and D (disadvantages).

......



- 1 make people very happy
- 2 often work on commission
- **3** get a chance to socialise
- 4 need a special licence
- 5 not be stuck behind a desk all day



- 1 have many opportunities to travel .......
- 2 have to deal with people's problems
- 3 spend a lot of time away from home
- 4 meet people from all over the world
- 5 learn a lot about places and cultures

2 Use the prompts in Ex. 1 to compare the two jobs.

### **Speaking Evaluation**

	Excellent	Very Good	Good	Fair	Weak
Content & Ideas	ideas are very organised and it is easy to identify the plot, characters & the setting	ideas are organised and it is quite easy to identify the plot, characters & the setting	ideas are fairly well organised and it is possible to identify the plot, characters & the setting	ideas are little disorganised & it is a little difficult to identify the plot, characters & the setting	ideas are very disorganised & it is very difficult to identify the plot, characters & the setting
Accurate and Appropriate Use of Vocabulary & Pronunciation Stress and Intonation	rich use of vocabulary with a wide range of idiomatic expressions; pronunciation is clear & easy to understand, almost no difficulties with intonation & stress patterns	rich use of vocabulary but no use of idiomatic expressions; pronunciation is clear & easy to understand, almost no difficulties with intonation & stress patterns	use of everyday vocabulary with occasional use of more advanced vocabulary; pronunciation clear and easy to understand	use of everyday vocabulary with wrong usage of idiomatic expressions; sentences & word stress is wrong at times	use of everyday vocabulary only; sentence & word stress & pronunciation hinder understanding
Accurate & Appropriate Use of Grammar & Language Structures	accurate use of grammar with complex & basic language structures (past tenses, reported speech)	accurate use of grammar with complex & basic language structures (past tenses, reported speech)	appropriate use of grammar & basic language structures (past tenses, reported speech)	inaccurate use of basic language structures with occasional grammar mistakes	use of basic language structures with occasional mistakes; a lot of grammar mistakes
Appropriate Use of Cohesive Devices to Link & Organise Ideas	appropriate use of a range of cohesive devices to link ideas; sentences flow smoothly	appropriate use of cohesive devices to link ideas; sentences flow	adequate use of cohesive devices to link ideas but not organised at times	use of basic cohesive devices to link ideas; inappropriate organisation	interacts appropriately most of the time; develops interaction with pauses and hesitation; expresses few complex ideas
Fluency	occasional use of basic cohesive devices but ideas are not linked or organised	fluent speech with few pauses	fluent speech with some hesitation	responses contain short phrases & some repetition	responses contain short phrases & are very repetitive





# A letter requesting information

7.8 Read the prompt, then the model. Complete the gaps with the following words/phrases: further, areas, in advance, supply me with, in regard to, background, is provided, sincerely, mentions, takes place.

> You work for an international company and want to improve your Business English. You see the following advertisement:

#### Improve your Business English

- 2-week course this summer.
- Accommodation provided.

Please write for further information to: Miss Claire Hall, Secretary, Offerton Language School, 30 Offerton Lane, Stockton, ST4 8HN

Write a **letter** to the secretary requesting information. Ask about: when the course takes place, what accommodation is offered and who the teachers are (120-180 words).

> 73 Park Way Poynton PN8 2WS 16th March 20...

Claire Hall, Secretary Offerton Language School 30 Offerton Lane Stockton ST48HN

Dear Miss Hall,

I work for an international company and I am writing 1) ..... the 2-week Business English course that is being offered at Offerton Language School this summer. I would like to request some **2)** ..... information.

Firstly, I would be grateful if you could tell me exactly when the course 3) ...... Your advertisement 4) ..... the summer, but it does not give any dates.

Secondly, I would like to know if accommodation

5) ...... If accommodation is not provided, I would appreciate it if you could **6)** ..... a list of good hotels in the area. Finally, could you tell me more about the teachers on the course? For example, are they general teachers of English or do they have a 7) ..... in business? Also, I am interested in finding out what 8) ..... of Business English they will

be covering. Thanking you 9) ..... for your help. I

look forward to your reply. Yours 10) .....,

L Jones Liam Jones

2	a)	7.8	Read the model again and tick ( $\checkmark$	)
			ect hoxes	

1	The letter is	formal.
		semi-informal.
		informal.
2	Liam's	in the top right-hand corner.
	address is	on the left of the page.
3	Liam	his name with his address.
	includes	his name at the end of the letter.
4	Liam has	mostly direct questions.
	asked	mostly indirect questions.
		Vhat phrases has Liam used to his questions?

8.4 9.8.1 Correct the highlighted items.

Windsor Accounting 15 Windsor Close Monmouth MO7 9HX

Tuesday, 19th May 20..

Sally Jones St John Ambulance Monmouth **MO8 7YH** 

### Dear Sir/Madam,

I am the manager of a medium-sized accounting firm and I am writing to enquire about the training course for first aid that you offer for companies in the area. I 'd really like some further details.

To begin with, I would like to know where the training courses are held? It would be very helpful if the course could be held at our workplace.

Furthermore, could you tell me how many people you are able to train? We have twenty members of staff. Would it be better to train a few people and make them responsible for first aid or should everyone be trained?

Secondly. I would be grateful if you could inform me how long the training takes as we will need to arrange our work schedule to accommodate the training sessions.

I would like to thank you in advance for your help and I can't wait to hear back from you.

Best wishes,

1 Gray

John Gray (Manager)

7.5.1 8.1 Read the prompt and make notes under the headings. You may use the company name and address from Ex. 3 if you want.

You are in charge of organising a conference for your company and have seen the following advertisement:

New venue opening soon!
The Lodge Hotel, Midway Park, Reddish, RD2 8RT
Conference facilities available
Please contact Jake Smith, Manager for more details.

Write a **letter** requesting information about the venue. Ask about how large the venue is, when it is available and what facilities it has (120-180 words).

366666666666666666666666666666666666666
PLANNING
(name of company)
(company's address)
(date)
(name of person you are writing to and position)
(name of company)
(company's address)
Dear,
Paragraph 1: (who you are, opening remarks and reason for writing)
Paragraph 2: (first question)
Paragraph 3: (second question)
Paragraph 4: (third question)
Paragraph 5: (thanks and closing remarks)
Yours,
(signature)(full name and position if mentioned)



Plan

9.8.1 Use your notes from Ex. 4 and the plan below to write your letter.

٦	Sender's details
	Date
	Recipient's details
	Dear,
	Introduction
	(Para 1) opening remarks and reason for writing
	Main Body
-	(Para 2) first question
	(Para 3) second question
	(Para 4) third question
	Conclusion
	(Para 5) thanks and closing remarks
	Yours, + signature and full name
• • • •	

30

# Writing (2) An informal email/letter



7.8 Read the prompt and the model.
Replace the formal phrases (1-6) with the more informal ones (A-F).

Last year, you attended a careers fair which led to a good job. Your friend is thinking of going to the same careers fair this year and has asked you for information. Write an **email** to your friend telling them about the employers that attended the fair, what information to get, what your friend needs to take with him and why (120-180 words).

To: Abdulaziz	
From: Hamad	
Cc:	
Date: 1st May, 20	
Subject: Careers fair	
Dear Abdulaziz,	
How's it going? 1 I am writing in reply to your	r
email requesting information about the careers fair which	١
I went to last year.	
There were 2 a considerable number of employers	S
there last year from lots of different careers. There were	جَ ج
employers from accounting firms, advertising agencies	,
marketing companies and lots more. I didn't have time to	)
see all of them.	
At the fair, I made sure I got plenty of information about as	S
many careers as I could. 3 It is essential to	
understand what a job involves. I also tried to get as much	1
info about the companies themselves.	
It is advisable to take a few copies of your CV to	)
the fair. If you do that, you can leave a copy with any	/
employer that looks interesting.	
All in all, 5 I would definitely recommend a visit to	
the careers fair. It really helped me and I was over the	
moon when I got my job. Got to go now. 6 I am	1
glad to have been of assistance. Write back soon.	
All the best,	
Hamad	

Α	It's	well	worth	going
---	------	------	-------	-------

- **B** I hope I've helped.
- C It's a good idea
- D You asked for some info
- E lots of
- F You need to know

2	7.8	9.6	Mark the sentences (1-8) as
			remarks) or $C$ (closing remarks).

1	I'm sending you the info about the company you asked about.	
2	So to answer your question, Alexandria is definitely a great place to work.	
3	Well that's my opinion about the job you're thinking of doing.	
4	Here are some tips about how to make a good impression in a new job.	
5	Good luck with whatever you decide and don't forget to write back soon.	
6	Thanks for your letter asking about a suitable career.	
7	Follow the advice I've given you and I'm sure you'll get that promotion.	
8	Sorry I haven't written for ages, but I've been really busy.	

- a) 1.6 Find an example of an idiom in the model in Ex. 1a. What does it mean?
  - b) 1.6 Match the idioms to their meanings.

1	be pleased as punch
2	work your fingers to the bone
3	be snowed under
4	burn the candle at both ends
5	put your feet up
6	show someone the ropes
	a have too much work
	<b>b</b> relax after working hard

- c explain how to do something
- **d** extremely happy
- e put a lot of effort into one's work
- f work day and night







7.5.1 Read the prompt and make notes under the headings.

Your friend has been offered a job with a business that you worked for last year and has asked you what it was like. Write an **email** to your friend telling them about the working hours, the salary, how you felt about working there and why (120-180 words).

550	333333333333333333333333
	PLANNING
To: (your	riend's name)
•	ur name)
Cc:	
Date: (day	y, month, year)
Subject: (	topic of email)
Dear	,
Paragrap	n 1: Opening remarks & reason for writing:
Paragrap	h 2: Working hours (hours per week? which days? shifts?):
Paragrap	h 3: Salary (how much? were you happy with it? did you spend it on anything nice?):
Paragrap	h 3: Salary (how much? were you happy with it? did you spend it on anything nice?):
Paragrap	h 3: Salary (how much? were you happy with it? did you spend it on anything nice?):
Paragrap	h 3: Salary (how much? were you happy with it? did you spend it on anything nice?):
	h 3: Salary (how much? were you happy with it? did you spend it on anything nice?):  h 4: How you felt about the job (did you enjoy the job? what was the best/worst thing? why?
Paragrap	h 4: How you felt about the job (did you enjoy the job? what was the best/worst thing? why?
Paragrap	
Paragrap	h 4: How you felt about the job (did you enjoy the job? what was the best/worst thing? why?
Paragrap	h 4: How you felt about the job (did you enjoy the job? what was the best/worst thing? why
Paragrap	h 4: How you felt about the job (did you enjoy the job? what was the best/worst thing? why?

9.6 Use your notes from Ex. 4 to write your email. Follow the plan.

	Plan	
	I GIII	1
	To: (your friend's name)	
	From: (your mame)	
	Cc:	
	Date: (day, month and year)	
ı	Subject: (what the email is about)	
	Dear (first name)	
	Introduction	
	(Para 1) informal greeting, reason for writing	-
		1
	Main Body	
ı	(Para 2) first point from prompt	4
	(Para 4) second point from prompt	4
	(Para 4) third point from prompt	4
	Conclusion	4
	(Para 5) closing remarks	4
	Best wishes + (your first name)	
•		
•••		





# Writing (3) A memo

7.8 Read the prompt and then the model.

Match the parts (1-5) of the text to the features of memos (A-E) listed below.

You are the head of human resources in a large company. There is a fire safety course next week for all staff. Write a **memo** to your staff to tell them the date, time and place, the transport arrangements and how long the course lasts (60-80 words).

1) To: All staff

From: Amir Al-Kuwari, Human Resources

Cc:

Date: 25 January 20..

Subject: Fire safety course

2) This is just a quick reminder about next week's fire safety course. It is taking place on Wednesday 2nd February at the local fire station.

For those who need transport, there will be a special coach to the fire station. 3) Please meet outside the main office building at 8.30 am on Wednesday morning.

- 4) The course will last from 9 am until 5 pm.
- **5) If you can't make it for any reason,** please let me know by Monday.



- **A** use of contractions (short verb forms)
- B short well-structured sentences
- **C** a specific format for the heading
- **D** a professional but friendly tone
- **E** short paragraphs for each separate point

a) 7.8 Read the prompt and then the memo. The memo is not separated into paragraphs. Use '//' to mark where the paragraphs should begin and end on the memo, as in the example.

You are the head of your school art club. There is going to be a students' art exhibition at a local hotel. Write a **memo** inviting the students and teachers, telling them the time and place, how to buy tickets, and what will happen at the event (60-80 words).

To: All students and teachers

From: Shaikha Al-Ali, head of the art club

Date: 17 May 20..

Cc:

Subject: Art exhibition

// I'm writing this memo to invite you all to the opening of this year's students' art exhibition. // The opening ceremony will take place in the Gulf Room of the West Bay Hotel at 6 pm on Thursday 27 May. It is open to both teachers and students. Tickets cost QR10 and must be bought from the school secretary in advance. This is because tickets will not be available on the night. The event will include refreshments, a tour of the exhibition, and a speech from the school principal. It will be a fantastic evening. I hope to see many of you there. I encourage you to come as the exhibition contains paintings by myself and other students at our school.

b) 8.4 9.8.4 The memo in Ex. 2a is too long. Which sentences can be removed so that the memo is the correct length? Underline them. Do not include the words in the memo heading when counting words.



7.5.1 Read the prompt and complete the notes.

You are a member of the organising committee of the annual Educational Conference. The event will take place soon. Write a **memo** to school principals giving them details about this year's annual conference. Your memo should include the time and date, the venue and how to get there (60-80 words).

000000000000000000000000000000000000000
PLANNING 8.1
Who you are:
Your reason for writing:
When:
Where:
How:





9.8.4 Use your notes from Ex. 3 to write your memo.

## Plan

To: (name & job title of recipient(s))
From: (name & job title of sender)

Cc: (name & job title of any other recipient(s))

Date: (day, month and year)
Subject: (what the memo is about)

(Para 1) reason for memo and first point

(Para 2) second point(Para 3) third point

(Para 4) closing remarks (optional)

 	 	 	•••••	 	 	 	
 	 	 	•••••	 	 	 	• • • • • •





### **Writing Evaluation**

8.4 9.8 Writing letters requesting information, informal emails/letters and memos

	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 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; clear, concise and to the point; it makes use of the accepted layout; target reader is fully informed	relevant to the task; target reader is informed; clear; it uses the accepted layout; target reader is clearly informed	clear but it lacks emphasis for conviction; some elements of the layout are missing; target reader is informed	irrelevancies and partial misinterpretation of the task; target reader partly informed; purpose not clear; many elements of the layout are missing; target reader is unclearly informed	mostly irrelevant to the topic; prompt misinterpreted, target reader is not informed; too many elements of the layout are missing; target reader is not informed
Organisation	text excellently organised; information is clear, complete, accurate and sufficient to achieve the purpose; it uses structure to full advantage	text clearly organised; information is clear and accurate, and sufficient to achieve the purpose; it uses structure to advantage	text not clearly organised; it lacks clarity and accuracy at times;lack of structure diminishes effectiveness	text misses many elements of the layout; information lacks clarity and there is almost no organisation or structure	text has no elements of organisation or structure; information is irrelevant to the task
Grammar	grammar used accurately and errors, if present, do not detract from the meaning of the writing	grammar used well and errors seldom detract from the meaning of the writing	grammar used adequately, but errors begin to detract from the meaning of the writing and a fluent reading of the text	grammar attempted, but errors detract from the meaning of the writing and a fluent reading of the text	grammatical errors make it very difficult to follow the writing; the response provides too little text for evaluation
Language	rich use of language; uses less common lexis effectively and precisely	variety of vocabulary including successful usage of less common lexis	lexis often departs from the expected norm	language frequently departs from the expected norm	language totally inappropriate for the expected norm







# Vocabulary

- 1.1 Put the words in the correct category.
  - rusty companion protest brick up
  - collector stern polite march timid
  - orphan escaped convict faint

people	actions	qualities

- 1.1 Fill in the gaps in the text with the correct word.
  - settings stories novels atmosphere
  - characters plot published schooling

- 1.1 Choose the correct word.
  - He appeared at/on/in Macbeth in London's West End.
  - 2 This film is based to/on/in a true story of one man's survival.
  - 3 I wish J.K. Rowling would bring up/out/back a new book.
  - 4 The play was called off/out/down because the theatre group had run out of money.
  - 5 I'm afraid the book you're looking for is out of/in/off print, but you might be able to find an old copy.
  - 6 His first appearance in/at/on screen was as a police detective in a TV series.

- 1.6 Read the sentences below and choose the correct idiom.
  - 1 The lead actor really stole the show/was in the limelight with his fantastic acting.
  - 2 The film kicked off the show/swept the board at the awards ceremony, it won everything.
  - 3 The finale really brought the house down/ ran the show, the audience were all on their feet clapping.
  - 4 It must be difficult to have your head in the clouds/keep your feet on the ground when you're famous.
- 5 2.1 Fill in the gaps with the correct form of the word in bold.

house. It is a huge, dark,

6) ...... place,
but it's the first time
Pip has come across
money and he is very

money and he is very impressed. When he gets a(n) 7) ......

offer to be educated as a gentleman, he takes it. Soon, he is too 8) ...... to associate with Joe, who he thinks is poor and uneducated.

STRICT

FRIEND

**ESCAPE** 

**TERRIFY** 

MYSTERY

**GLOOM** 

**EXPECT** 

**PRIDE** 

# Grammar





1	5.2.2	Put the verbs in brackets into the
	corre	ct tense to form <i>conditionals</i> .

- 1 If Paul hadn't gone (not/go) skiing, he wouldn't have broken his leg.
- 2 If only Steve ...... (eat) healthier food and not just junk food.
- 3 If you heat water to 100°C, it ..... (boil).
- 4 If only I ...... (have) an aspirin for my headache.
- You ..... (burn) the sauce if you don't turn the heat down.
- 6 I ..... (put) an icepack on your ankle if I were you.
- I wish you ...... (help) me bake a cake.
- 8 If only Jill ..... (not/pull) a muscle in her leg; now she can't walk properly.

### 5.2.2 Make conditional sentences.

- 1 Cory can't study. He has a migraine.
  - If Cory didn't have a migraine, he would be able to study.

.....

- 2 Mark didn't clean his cut. It got infected.
- 3 Don't leave milk out of the refrigerator. It goes off.
- 4 Put some cream on your rash. It will get better.

.....

......

5 Terry broke his arm. He couldn't play tennis.

### 5.2.2 Rewrite the sentences as mixed conditionals.

- 1 She didn't take the medication and now she is ill again.
  - If she had taken the medication, she wouldn't be ill now.
- 2 Karen doesn't know how to cook, so she didn't make the food for the dinner.
- ..... 3 I'm not well, so I didn't go out. .....
- Paul ran in the cold, so he's ill now.

- 5.2.2 Rewrite the sentences using wishes.
  - 1 I overcooked the potatoes.
    - I wish I hadn't overcooked the potatoes.
  - 2 Cindy cut her leg on a rock.
  - 3 I don't know how to cook.
  - 4 Michael complains all the time about his broken leg. .....

......

.....

.....

5 We ate too much food. ..... .....

### 5.2.2 Rewrite the sentences as wishes and conditionals.

- 1 You wanted to play tennis but you sprained your ankle.
  - I wish I hadn't sprained my ankle.
  - If I hadn't sprained my ankle, I would have been able to play tennis.
- 2 You want to make a spaghetti sauce but you don't have enough tomatoes.

| l w  | ish | <br> |      | <br> |  | <br> |      |  |
|------|-----|------|------|------|------|------|------|------|------|------|------|------|--|------|------|--|
| If I |     | <br> |  | <br> | <br> |  |

- 3 You want to go to the cinema but you have a fever.
  - I wish ..... If I .....
- 4 You can't cook so you can't make dinner. I wish .....
  - If I .....
- 2.1 Complete the second sentence so that it means the same as the first. Use the word in bold. Use two to five words, including the word given.
  - 1 If he doesn't get some rest, he'll never recover. UNLESS
    - He'll never recover unless he gets some rest.
  - 2 As long as you finish your dinner, you may eat some ice cream. PROVIDED
    - You may eat some ice cream ..... ..... your dinner.
  - 3 It's a pity I can't join you for dinner. COULD I wish ..... for dinner.
  - 4 If it weren't raining, we could go out. STOP I wish ..... ..... so we could go out.
  - 5 It's a pity that I wasn't promoted. BEEN I wish ...... promoted.





# Listening skills

- 1.1 Put the words from the list under the correct headings.
  - believable dull flowing gripping heroic moving poorly-written predictable realistic
  - supporting villainous weak well-developed well-written wicked

plot	script	character

Jane Eyre

Jane Eyre is a 1 story by Charlotte Brontë. The main character is an 2 .

She spends her early years in an 3 .

When she grows up she gets a job as a 4 at a mansion.

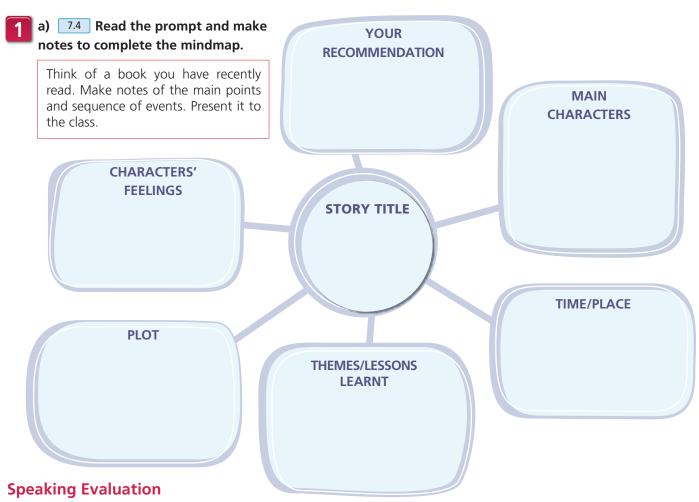
The plot is dramatic and 5 and the characters are all 6 . Jane Eyre is a 7 masterpiece everyone should read.

b) 7.4 Make notes under the headings about a book you have read. Then write a short paragraph reviewing it.



# Speaking skills





b) 4.1.1 Use your notes to present orally a brief evaluation of the book.

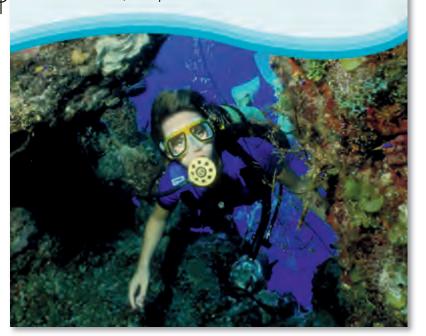
	Excellent	Very Good	Good	Fair	Weak
Content & Ideas	ideas are very organised and it is easy to identify the plot, characters & the setting	ideas are organised and it is quite easy to identify the plot, characters & the setting	ideas are fairly well organised and it is possible to identify the plot, characters & the setting	ideas are little disorganised & it is a little difficult to identify the plot, characters & the setting	ideas are very disorganised & it is very difficult to identify the plot, characters & the setting
Accurate and Appropriate Use of Vocabulary & Pronunciation Stress and Intonation	rich use of vocabulary with a wide range of idiomatic expressions; pronunciation is clear & easy to understand, almost no difficulties with intonation & stress patterns	rich use of vocabulary but no use of idiomatic expressions; pronunciation is clear & easy to understand, almost no difficulties with intonation & stress patterns	use of everyday vocabulary with occasional use of more advanced vocabulary; pronunciation clear and easy to understand	use of everyday vocabulary with wrong usage of idiomatic expressions; sentences & word stress is wrong at times	use of everyday vocabulary only; sentence & word stress & pronunciation hinder understanding
Accurate & Appropriate Use of Grammar & Language Structures	accurate use of grammar with complex & basic language structures (past tenses, reported speech)	accurate use of grammar with complex & basic language structures (past tenses, reported speech)	appropriate use of grammar & basic language structures (past tenses, reported speech)	inaccurate use of basic language structures with occasional grammar mistakes	use of basic language structures with occasional mistakes; a lot of grammar mistakes
Appropriate Use of Cohesive Devices to Link & Organise Ideas	appropriate use of a range of cohesive devices to link ideas; sentences flow smoothly	appropriate use of cohesive devices to link ideas; sentences flow	adequate use of cohesive devices to link ideas but not organised at times	use of basic cohesive devices to link ideas; inappropriate organisation	occasional use of basic cohesive devices but ideas are not linked or organised
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



# 2

# Writing A narrative

- 7.3.1 Read the story and put the events in the order they happened.
- It seemed like the chance of a lifetime. As an enthusiastic diver, I was always looking out for new dive spots. So when my best friend, Daniel, suggested going to Diver's Cove at Laguna Beach, I jumped at the opportunity.
- As we slowly descended into the unspoiled waters, I spotted several slippery eels clinging to the rocks. They darted into tiny crevices as we passed by, peering out at us suspiciously. Suddenly, a strong surge in the water pushed me sideways. I crashed awkwardly into the jagged rock face, twisting my ankle.
- With my leg stuck in a crevice, I was trapped. I kicked desperately in order to free myself, but it was no use. Glancing at my air gauge, I realised that there was only a little oxygen left in my tank. Panic began to build. Then out of nowhere, Daniel's familiar face appeared. He gently loosened my leg and together we swam to the surface.
- Back on dry land, I breathed a huge sigh of relief. "You saved my life!" I exclaimed to Daniel as we sat on the sandy shore. He smiled warmly in return. "Well, that's what friends are for," he replied.



- A I was pushed into the rocks.
- B Daniel helped to free me.
- C We descended deeper into the sea.
- **D** I was stuck in the rocks.
- **E** We returned to the shore.
- F Daniel suggested going diving.
- G I saw some eels.
- H I twisted my ankle.

- 7.1 7.3 Read the story again. Which paragraph:
- 1 contains the climax event?
- 2 sets the scene?
- 3 contains the moral of the story?
- 4 contains the events leading to the main event?
- 5 includes direct speech?
- 7.1.2 Find the adjectives the writer uses to describe the following nouns.

1	diver	6	rock face
2	waters	7	face
3	eels	8	sigh
4	crevices	9	shore
5	surge		

7.1.3 Replace the adjectives in bold with alternatives from the list.

• icy • dazzling • vast • deafening

I awoke to the sound of a(n) 1) loud bang. Over the 2) big city, I could see a host of 3) nice colours in the sky. I opened my window to get a better view, allowing the 4) cold winter air to fill the room. It was the first time I had ever seen a fireworks display.

- a) 7.1.1 Put the verbs from the story in the correct category according to their meaning.
  - reply descend spot dart pass
  - peer push glance exclaim

  - b) 1.1 Replace the verbs in bold with verbs from the list in the correct form.
  - notice creep gaze approach cry

In the garden, Lucy was 1) looking up at the stars above. As I 2) walked towards her, she didn't even 3) see that I was near. I 4) moved silently until I was by her side and then grabbed her arm. "Argh!" she 5) said. "You scared the daylights out of me!"

9.2 Read the prompt and make notes under the headings.

Your teacher has asked you to write a story entitled 'Ahmad's adventure'. Write your **story** (120-180 words).

# **PLANNING SETTING THE SCENE** CHARACTER(S) (who) ..... TIME (when) ..... **PLOT** EVENTS (in chronological order) ..... **END OF STORY/MORAL**

Plan

Introduction

9.2.8 Use your notes from Ex. 6 to write your story. Follow the plan.

(Para 1)	set the scene	
Main Bod		
	s) events leading to the climax event;	
	the climax event	
Conclusion	on	
	what happened at the end; moral	
	• •	



### **Writing Evaluation**

## 9.2 Writing narratives based on imagined stories

	Excellent	Very Good	Good	Fair	Weak
Planning	the plan presents a very clear outline of the story & there is a clear correlation between the plan & the narrative writing	the plan presents a clear outline of the story & most of the ideas are presented in the narrative writing	the plan presents a fairly clear outline of the story & some ideas are presented in the narrative writing	the plan does not present a clear outline of the story & few ideas are presented in the narrative writing	the plan is minimal and there is no correlation between the play & the narrative writing
Content	the content is totally relevant to the task	the content is relevant to the task	the content is partially irrelevant to the task	the content is mostly irrelevant to the task	the content is totally irrelevant to the task
Progression of Events	the events are clearly presented in the order they happen and lead logically from one to another to reach a clear conclusion	the events are presented in the order they happen & are all related to one another & the overall topic	there are elements of a beginning middle & end but some details are missing	some elements of beginning, middle & end are missing. The flow of events is disconnected making it difficult for the reader to connect ideas	progression of events is awkward making it difficult for the reader to connect ideas
Vocabulary	the story contains a wide range of vocabulary & advanced vocabulary successfully used together with linking words	the story contains rich vocabulary & a variety of sequence words	the story contains basic vocabulary with some attempts to use more advanced lexis & correct use of sequence words	the story contains everyday vocabulary with inappropriate use of less common lexis & occasional use of sequence words	the story contains everyday vocabulary & very few sequence words
Grammar	the story includes a great variety of complex & simple sentences to create interest, emphasis, tension, very few grammar mistakes	the story includes some complex sentences & a variety of simple sentences with few grammar mistakes	the story includes very few complex sentences & a variety of simple sentences with some grammar mistakes	the story includes mostly simple sentences & the attempt of using complex sentences is unsatisfactory	the story includes simple sentences & serious grammar mistakes
Narrative technique	employs effective narrative techniques such as first person narration, sequencing of events, direct & indirect speech, flashback narration, foreshadowing, figurative language, parallel action and multiple pre- modification	employs relevant narrative techniques such as first person narration, sequencing of events, direct & indirect speech, flashback narration, foreshadowing, figurative language, parallel action and multiple pre- modification	employs some narrative techniques such as first person narration, sequencing of events, direct & indirect speech, flashback narration, foreshadowing, figurative language, parallel action and multiple pre- modification	employs few narrative techniques such as first person narration, sequencing of events, direct & indirect speech, flashback narration, foreshadowing, figurative language, parallel action and multiple pre- modification	does not have any narrative techniques

Total	•	





# Vocabulary

#### 1.1 Fill in:

- helpless remember sigh eager • promise • cautiously
- 1 Hannah made a ..... that she would take her children to Disneyland next year.
- 2 Paul breathed a ..... of relief when he got off the plane, as he hated flying.
- 3 Nina couldn't ..... the last time she had so much fun on holiday.
- Claire felt completely ...... She had lost her wallet and didn't know how to get home.
- **5** Leo ..... took a bite of the burger. He wasn't sure if he'd like American food.
- 6 Darren was ..... to get going. He'd been waiting for this trip for months!

#### 1.1 Fill in:

- point of viewclimax
- flashback narration conflict
- cliff-hanger rising action
- figurative language plot
- The events which make up a story are ........
- 2 A problem faced by a character is .......
- **3** The person in which a story is written (e.g. 1st or 3rd person) is ......
- Similes, metaphors and onomatopoeia are ......
- 5 The ending of a section of text/chapter which makes you want to know what happens next is ......
- 6 The movement backwards and forwards between events in the narrative
- The most exciting part of the story is ......
- A series of events that build up tension and lead into the climax are ......

#### 1.1 Underline the correct item.

- Seeing the Statue of Liberty was the highlight/fantastic of the whole trip.
- 2 Lynda left the hotel and went off to create/ **explore** the local area.
- John could vividly/correctly remember the excitement he felt while mountain climbing.
- Travelling in some areas carries a certain degree/part of danger.
- 5 The lavish/lush rainforest was the most beautiful thing Gerry had ever seen.
- Danielle decided to treat/present herself to a cruise around the Caribbean.

### 1.1 Complete the sentences with the correct prepositions.

- for (x2) on (x2) in (x3) off
- The boat sailed peacefully ...... the calm lake.
- 2 When they finally got to the hotel, they jumped straight ...... the pool to cool down.
- Jim didn't pay much ..... the flights; he got a good deal.
- The train eventually set ..... over forty minutes late.
- The bus broke down ..... the middle of the national park.
- Tourists queued to get ..... the bus to the Taj Mahal.
- 7 You'll need to pay extra ..... your food at that hotel.
- 8 Henry couldn't believe he forgot to put his passport ..... his bag.

#### 1.1 Fill in:

- reputation helpless buried fell
- summit secure slopes pitch
  - emergency cautiously

Kyron and Connor went to the top of the ski 1) ..... to test the snow was 2) ...... Connor was new and had a 3) ..... as a risktaker. But it was Kyron that didn't behave 4) ..... enough. He unhooked his safety rope at the 5) ..... of the mountain. Suddenly, the snow 6) ..... away under him and he was taken down the mountain. After he stopped falling, he found himself under the snow in 7) ...... darkness. He was completely 8) ....., but luckily Connor had stayed calm. He watched and saw where Kyron was 9) ...... services when they arrived and they rescued Kyron.

# **Grammar**

- 5.3 Underline the correct tense.
  - 1 How long <u>had you been learning</u>/had you learnt Spanish before you went to South America?
  - 2 The pilot flew/was flying over France when he made an emergency landing.
  - 3 Martin panicked because he had lost/was losing his passport.
  - 4 We were only standing/had only been standing outside the airport for a couple of minutes when the minibus arrived.
  - 5 I saw Emma at the station yesterday. She waited/was waiting for a train.
  - 6 He had never travelled/never travelled by ferry before.
  - 7 Sandra bought a coffee and sat/was sitting down to wait for her flight.

7	5.3	Choose the	correct item

- 1 The sun ..... by the time we arrived at the hotel.
  - A set
- C had set
- B had been setting
- **D** would set
- 2 Bushra ..... her book when the phone rang.
  - A had been reading
- C read
- B used to reach
- **D** was reading
- **3** When they arrived at the hotel, they grabbed their towels and ..... straight for the pool.
  - A were heading
- C had headed
- B had been heading
- **D** headed
- 4 We .... our tickets online a month ago.
  - A booked
- C used to book
- B had booked
- **D** were used to booking
- 5 Daniel ..... in the office for ten hours and he was very tired.
  - A was working
- C had worked
- B had been working
- **D** worked
- 5.3 Fill in use, used, got used, was used and would.
  - 1 I ...... to love beach holidays, but now I prefer more active holidays.
  - **2** The old explorer ...... to travelling to places where he didn't speak the language.
  - **3** When we were young, we didn't ..... to like camping.
  - 4 During her childhood, Katie ...... visit her grandparents in France every summer.
  - **5** My parents didn't like the weather in Brazil at first, but they ...... to it.

- 6.4 Put the words in brackets into the present perfect or the past simple.

  - 2 Last year we ...... (travel) all the way across Russia by train.
  - **3** Vernon ...... (book) his holiday in the January sales.

  - 5 They ...... (not/go) on holiday yet. They're still at home.
  - **6** We ...... (eat) at the most amazing restaurant. You really should go there.

Put the verbs in brackets into the correct past tense.

### Peter's Blog

# FLORENCE

I never 1) ......(think) I'd walk the same streets that Michelangelo

2) ...... (walk), but I finally made it to Florence in northern Italy. I 3) .....

(read) that it gets over 1.5 million visitors a year and when I got there, it was easy to see why!

- (shine) so I grabbed a bite to eat at the Trattoria Ponte Vecchio, a fabulous restaurant right on the river's edge. The waiters spoke English, Arabic and French, so even though I 7)





# **Listening skills**

1.1 Fill in with: freshly-cooked, local, white, street, vibrant, warm, shopping, traditional, unique, designer, floating, counterfeit.

1	sand	7	goods
2	blue sea	8	handicrafts
3	culture	9	city
4	malls	10	market
5	vendors	11	food
6	labels	12	experience

- a) 3.3.1 You will hear a woman narrating a shopping experience she had while in Thailand. What impressed her?
  - b) Listen again and complete the gaps (1-10).

Para and the second	
	1000
The state of the s	The speaker visited museums, as well as wonderful markets and
	1 shopping
	malls in Thailand.
	She recognised that
	2 were
	being sold by some street vendors.
	She 3
	a huge market with more than ten thousand stalls.
	The market had beautiful dresses,  and traditional
	handicrafts.
	She spent her entire shopping budget in
	5 at the
	market.
	She was 6
	by the tourist-orientated markets in other
	parts of the country.
	She couldn't wait for
	7 of her trip
100	when she would return to Bangkok.
	She spent her last few days
	8 and
	shopping in the markets and boutiques.
11/1/200	She bought 9 for her new clothes.
	Five years later, she returned to go shopping in Bangkok again with her
	10
10	

- 3.1.2 Listen again and for questions 1-8, choose the best answer A, B or C.
- 1 What type of holiday does the woman suggest most people associate with Thailand?
  - A a beach holiday
  - B a sightseeing holiday
  - C a shopping trip
- 2 Why did the woman have a half-empty suitcase?
  - A She liked to travel light.
  - **B** She planned to buy a lot of clothes.
  - C She didn't need much.
- **3** Why was the woman disappointed with the designer labels?
  - A They were not genuine.
  - B They were too expensive.
  - C She didn't know the brands.
- 4 How did the writer find out about the large weekend market?
  - A It was advertised in the street.
  - **B** She read about it at the hotel.
  - C She found it by chance.
- **5** What was disappointing about the markets outside Bangkok?
  - A They didn't sell designer clothes.
  - **B** The clothes were only suitable for certain climates.
  - C They didn't stock any tie-dye products.
- 6 What did the speaker think of Bangkok?
  - A It was an unsafe place.
  - B It was full of excitement.
  - C It was too crowded and chaotic.
- 7 What was the woman's impression of the floating markets?
  - A They were expensive places to eat.
  - **B** They weren't the best places to buy clothes.
  - **C** They were the most relaxing way to shop.
- 8 How did the woman carry all her clothes home?
  - A She managed to fit them into her suitcase.
  - **B** She had them delivered.
  - C She bought more luggage.
- 4.3.6 Describe a travel experience your family has had.

# **Speaking skills**



- 1.1 Use the words to complete the paragraph comparing the pictures.
  - winter
  - port
  - mountains
  - summer
  - adventure
  - cruise ship
  - resort
  - relaxing
  - chalets coastal snow open sea



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2 Look at the picture and complete the sentences.



- 1 The picture shows two ......
- **2** They are in ......
- **3** The woman on the left is wearing .....
- 4 She is showing .....
- 5 The woman on the right is wearing ......
- 6 I think she is looking for .....
- 7 In the background I can see

.....

4.1.1 Tell your partner about your most exciting travel experience.
Use appropriate intonation and stress to express your feelings.

#### **Speaking Evaluation**

	Excellent	Very Good	Good	Fair	Weak
Content & Ideas	ideas are very organised and it is easy to identify the plot, characters & the setting	ideas are organised and it is quite easy to identify the plot, characters & the setting	ideas are fairly well organised and it is possible to identify the plot, characters & the setting	ideas are little disorganised & it is a little difficult to identify the plot, characters & the setting	ideas are very disorganised & it is very difficult to identify the plot, characters & the setting
Accurate and Appropriate Use of Vocabulary & Pronunciation Stress and Intonation	rich use of vocabulary with a wide range of idiomatic expressions; pronunciation is clear & easy to understand, almost no difficulties with intonation & stress patterns	rich use of vocabulary but no use of idiomatic expressions; pronunciation is clear & easy to understand, almost no difficulties with intonation & stress patterns	use of everyday vocabulary with occasional use of more advanced vocabulary; pronunciation clear and easy to understand	use of everyday vocabulary with wrong usage of idiomatic expressions; sentences & word stress is wrong at times	use of everyday vocabulary only; sentence & word stress & pronunciation hinder understanding
Accurate & Appropriate Use of Grammar & Language Structures	accurate use of grammar with complex & basic language structures (past tenses, reported speech)	accurate use of grammar with complex & basic language structures (past tenses, reported speech)	appropriate use of grammar & basic language structures (past tenses, reported speech)	inaccurate use of basic language structures with occasional grammar mistakes	use of basic language structures with occasional mistakes; a lot of grammar mistakes
Appropriate Use of Cohesive Devices to Link & Organise Ideas	appropriate use of a range of cohesive devices to link ideas; sentences flow smoothly	appropriate use of cohesive devices to link ideas; sentences flow	adequate use of cohesive devices to link ideas but not organised at times	use of basic cohesive devices to link ideas; inappropriate organisation	occasional use of basic cohesive devices but ideas are not linked or organised
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







# Writing A narrative

7.3 Read the prompt, then the model. Put the paragraphs in the correct order.

Your teacher has asked you to write a short **story** about a travel experience you had (120-160 words).

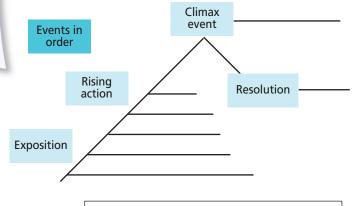
- [A] Immediately after the entrance was a long flight of stairs. I walked up about thirty or forty steps and saw another doorway. I went through it and walked out onto a rooftop terrace full of tables and chairs. I had stumbled upon a hidden restaurant.
- B I was so excited about what I had found. I sat down and ordered the most delicious lasagne. A traditional band played music while I dined with a view over the old town. I wouldn't have believed a place like that existed if I'd read about it in a travel guide.
- C I was walking around the narrow streets of Bergamo looking for a restaurant while I was on holiday in Italy. It was a hot and humid summer's evening.
- D I came to a dead end in an alleyway and was just about to walk back from where I came when I heard music. It was coming from behind an old, green wooden door. There was a sign above the door in Italian, but I couldn't read it. I decided to open the door and see what was inside.
- 9.2.3 9.2.6 Expand the prompts into full sentences. Use appropriate past tenses.
  - 1 it be / cool night / late autumn I / wander / through / busy streets / city centre - I / look for / souvenir shop / buy gifts / friends and family

It was a cool night in late autumn. I was wandering ...

2 we / sit / white sand / quiet beach – the sun / set / and / gentle breeze / blow – Sarah / decide / go swimming ......

- 7.1.2 Fill in the adjectives in the lists.
  - warm busy spacious constant
- - rusty dark narrow irritating
- We wandered down a 1) ...... street and arrived at the 2) ...... gateway to the museum.

  As we pushed the gate open, it made a(n) 3) ..... creaking noise. Just then, a 4) ..... figure walked across the museum courtyard.
  - chilling small tall quiet
- C Jason sat at a 1) ...... table in a 2) ...... corner at the back of the restaurant. He took out his notebook and started writing in it when a 3) ...... man approached him. He gave Jason a 4) ..... warning not to enter the castle grounds after midnight.
- 7.3.2 Complete the diagram with the events presented in the story in Ex. 1.



Moral

- 8.3 Punctuate the sentences.
  - At that moment the hotel manager arrived to calm everyone down
  - What a relief He put on his coat took his bag and left
  - 3 The shop assistant replied What size would you like
  - 4 I'd like to taste one of your traditional dishes replied the customer



8.2 Read the prompt and make notes under the headings.

Your teacher has asked you to write a short **story** about a travel experience you had (120-180 words).

# 

# **PLANNING**

SETTING THE SCENE
CHARACTER(S) (who)
TIME (when)
PLACE (where)
PLOT
EVENTS (in chronological order)
CLIMAX EVENT
END OF STORY/MORAL



Plan

Introduction

(Para 1) set the scene

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

	Main Body			
	(Paras 2-3) events leading to climax event  Conclusion			
	(Para 4)	end of story; more	al	
		•••••		
		•••••		
• • • • • •				



### **Writing Evaluation**

## 9.2 Writing narratives based on true stories

	Excellent	Very Good	Good	Fair	Weak
Planning	the plan presents a very clear outline of the story & there is a clear correlation between the plan & the narrative writing	the plan presents a clear outline of the story & most of the ideas are presented in the narrative writing	the plan presents a fairly clear outline of the story & some ideas are presented in the narrative writing	the plan does not present a clear outline of the story & few ideas are presented in the narrative writing	the plan is minimal and there is no correlation between the play & the narrative writing
Content	the content is totally relevant to the task	the content is relevant to the task	the content is partially irrelevant to the task	the content is mostly irrelevant to the task	the content is totally irrelevant to the task
Progression of Events	the events are clearly presented in the order they happen and lead logically from one to another to reach a clear conclusion	the events are presented in the order they happen & are all related to one another & the overall topic	there are elements of a beginning, middle & end but some details are missing	some elements of beginning, middle & end are missing. The flow of events is disconnected making it difficult for the reader to connect ideas	progression of events is awkward making it difficult for the reader to connect ideas
Vocabulary	the story contains a wide range of vocabulary & advanced vocabulary successfully used together with linking words	the story contains rich vocabulary & a variety of sequence words	the story contains basic vocabulary with some attempts to use more advanced lexis & correct use of sequence words	the story contains everyday vocabulary with inappropriate use of less common lexis & occasional use of sequence words	the story contains everyday vocabulary & very few sequence words
Grammar	the story includes a great variety of complex & simple sentences to create interest, emphasis, tension, very few grammar mistakes	the story includes some complex sentences & a variety of simple sentences with few grammar mistakes	the story includes very few complex sentences & a variety of simple sentences with some grammar mistakes	the story includes mostly simple sentences & the attempt of using complex sentences is unsatisfactory	the story includes simple sentences & serious grammar mistakes
Narrative technique	employs effective narrative techniques such as first person narration, sequencing of events, direct & indirect speech, flashback narration, foreshadowing, figurative language, parallel action and multiple pre- modification	employs relevant narrative techniques such as first person narration, sequencing of events, direct & indirect speech, flashback narration, foreshadowing, figurative language, parallel action and multiple pre- modification	employs some narrative techniques such as first person narration, sequencing of events, direct & indirect speech, flashback narration, foreshadowing, figurative language, parallel action and multiple pre- modification	employs few narrative techniques such as first person narration, sequencing of events, direct & indirect speech, flashback narration, foreshadowing, figurative language, parallel action and multiple pre- modification	does not have any narrative techniques

Total	•	





- قَسَمًا بِمَنْ رَفَعَ السُّمَــاءُ 💿 قُسَمًا بِمَنْ نَشَرَ الضِّيَــاءُ
- سِيـرُوا عَلَــــى نَمْـــج الأُلَــــى وَعَلَى ضِيَاءِ الأَنْبيَــــــاءُ
- قَطَرٌ بِقَلْبِي سِيــرَةٌ عِــزٌ وَأَمْــــــــجَادُ الإِبَاءُ
- وَحَمَائِــــــــمُ يَوْمَ السَّلاَمُ 🌘 جَوَارِحُ يَوْمَ الْفِــــــدَاءُ

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

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

: 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.

الرؤوس التسعة : ترمز إلى أن دولة قطر هي

العنابي

العضو التاسع في الإمارات

المتصالحة من دول الخليج العربية.









## رؤية قطر الوطنية 2030

تهدف روية قطر الوطنية 2030 التي نمت المصادقة عليها بموجب القرار الأميري رقم 44 لسنة 2008 إلى تحويل قطر بحلول عام 2030 إلى دولة متقدمة قادرة على تحقيق التنمية المستدامة وعلى تامين 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. وتستشرف الرؤية الوطنية الأفاق التنموية من خلال الركائز الأربع المترابطة التالية:

The second of th	التنمية البينية	التنمية الاقتصادية	الننمية الاحتماعية	التنمية البشرية
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#### الركيزة الأولى - التنمية البشرية الغايات المستهدفة:

#### سكان متعلمون :

- نظام تعليمي برقى إلى مستوى الأنظمة التعليمية العالمية المتميزة ويزود المواطنين بما يفي يحاجاتهم 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 متاحة للجميع.
- شبكة وطنية للتعليم النظامي وغير النظامي تجهز الأطفال والشباب القطريين بالمهارات اللازمة والدافعية العالية للمساهمة في بناء مجتمعهم ونقدمه، تعمل على:
  - ترسيخ قيم وتقاليد المجتمع القطري والمحافظة على تراثه.
    - تشجيع النشء على الإبداع والابتكار وتنمية الفدرات.
      - غرس روح الانتماء والمواطنة،
  - المشاركة في مجموعة واسعة من النشاطات الثقافية والرياضية
  - مؤسسات تعليمية متطورة ومستقلة تدار بكفاءة ويشكل ذاتب 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 البحوت العالمية المرموقة.
    - دور فاعل دوليا في مجالات النشاط الثقافي والفكري والبحث العلمي.
- استقطاب التوليقة 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



**Grade 12 Foundation** 

# WORKBOOK

Virginia Evans - Jenny Dooley







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# **▶** Standards Tracker

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