



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

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

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

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



علم دولة قطر

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



رؤية قطر الوطنية 2030

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

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

الركيزة الأولى - التنمية البشرية الغايات المستهدفة:

سكان متعلمون :

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

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

الأمانة العامة للتخطيط التنموي

Upstream

Grade 11 Foundation

Student's Book

Virginia Evans-Jenny Dooley



Express Publishing

Contents

	Vocabulary	Reading	Grammar	
Module A	Unit 1 Special Places (pp. 9-19) <hr/> Language Knowledge 1 (p. 20)	<ul style="list-style-type: none"> places of cultural interest exhibitions phrasal verbs with <i>make</i> forming adjectives (-full/-less) prepositional phrases 	<ul style="list-style-type: none"> <i>The Gift of Art</i> (multiple choice – predict content) extract from <i>David Copperfield</i> (multiple choice) 	<ul style="list-style-type: none"> past simple, past continuous, past perfect modals in the past
	Unit 2 Nature Attacks! (pp. 21-31) <hr/> Language Knowledge 2 (p. 32) Progress Check - Module A (pp. 33-34)	<ul style="list-style-type: none"> natural disasters the weather phrasal verbs with <i>give</i> forming verbs from adjectives & nouns prepositional phrases 	<ul style="list-style-type: none"> <i>The day the tsunami struck</i> (multiple choice) <i>The Odyssey</i> (narrative language) 	<ul style="list-style-type: none"> modals types of conditionals <i>wishes</i> future tenses <i>will/going to</i>
Module B	Unit 3 The Environment (pp. 37-45) <hr/> Language Knowledge 3 (p. 46)	<ul style="list-style-type: none"> the natural world environmental problems & solutions phrasal verbs with <i>bring</i> forming nouns from verbs prepositional phrases 	<ul style="list-style-type: none"> <i>Save the Coral Reefs</i> (multiple choice; answer questions) 	<ul style="list-style-type: none"> present simple clauses of result
	Unit 4 Technology (pp. 47-55) <hr/> Language Knowledge 4 (p. 56) Progress Check - Module B (pp. 57-58)	<ul style="list-style-type: none"> technology & gadgets the Internet phrasal verbs with <i>be</i> forming verbs from adjectives prepositional phrases 	<ul style="list-style-type: none"> <i>Letter to the editor</i> (gapped text) 	<ul style="list-style-type: none"> reported speech (statements, questions, commands; requests) <i>say – tell</i>, special introductory verbs
Module C	Unit 5 Crime (pp. 61-69) <hr/> Language Knowledge 5 (p. 70)	<ul style="list-style-type: none"> non-verbal expressions crime & criminals phrasal verbs with <i>break</i> prefixes to express opposite meanings prepositional phrases 	<ul style="list-style-type: none"> <i>We know where you are</i> (multiple choice; answer questions – paragraph main ideas) 	<ul style="list-style-type: none"> linkers
	Unit 6 Sports & Fitness (pp. 71-79) <hr/> Language Knowledge 6 (p. 80) Progress Check - Module C (pp. 81-82)	<ul style="list-style-type: none"> sports sports places & equipment phrasal verbs with <i>put</i> compound nouns prepositional phrases 	<ul style="list-style-type: none"> <i>Going beyond the limit</i> (gapped texts) 	<ul style="list-style-type: none"> infinitive/-ing form apologising
Module D	Unit 7 People (pp. 85-93) <hr/> Language Knowledge 7 (p. 94)	<ul style="list-style-type: none"> appearance & personality moods & feelings prepositional phrases phrasal verbs with <i>look</i> forming adjectives from verbs & nouns 	<ul style="list-style-type: none"> 2 texts (multiple choice) 	<ul style="list-style-type: none"> the passive requests present perfect
	Unit 8 Travel & Holidays (pp. 95-103) <hr/> Language Knowledge 8 (p. 104) Progress Check - Module D (pp. 105-106)	<ul style="list-style-type: none"> types of holidays transport prepositional phrases phrasal verbs with <i>come</i> forming -ing/-ed adjectives 	<ul style="list-style-type: none"> 5 reasons to visit Dubai (multiple matching) 	<ul style="list-style-type: none"> modal verbs (<i>must, have to, should, ought to, mustn't, don't have to; needn't</i>) giving advice & making suggestions future perfect; future perfect continuous; future continuous time clauses
Curriculum/Culture (pp. CC1-CC8) Reading (pp. R1-R6)		Writing Bank (pp. WB1-WB8) Further Practice (pp. FP1-FP25)	Grammar Reference (pp. GR1-GR12) Rules of Punctuation (p. GR13)	

Listening	Speaking	Writing	Curriculum/Culture
<ul style="list-style-type: none"> a narrative of an event (note taking) stress in exclamations (<i>such, such a/an, so</i>) 	<ul style="list-style-type: none"> express dissatisfaction/sympathy/surprise/disbelief describe pictures 	<ul style="list-style-type: none"> narrative (using adjectives; collocations; error correction; brainstorming) 	<ul style="list-style-type: none"> Curriculum (Art & Design): <i>World of Wearable Art</i> (T/F statements) Culture spot: Independence Day, USA
<ul style="list-style-type: none"> report emergencies (sentence completion) intonation in echo questions 	<ul style="list-style-type: none"> break news – respond express surprise/disbelief compare photographs 	<ul style="list-style-type: none"> narrative (sequencing; adjectives/adverbs; set the scene; brainstorm) 	<ul style="list-style-type: none"> Curriculum (Science): <i>Tornadoes</i> (matching headings to paragraphs) Culture spot: FESA
<ul style="list-style-type: none"> an interview (T/F statements) a lecture (multiple choice) stress in questions 	<ul style="list-style-type: none"> make suggestions agree/disagree techniques to maintain a conversation 	<ul style="list-style-type: none"> a persuasive essay (topic/supporting sentences; planning an essay) 	<ul style="list-style-type: none"> Curriculum (Environmental Science): <i>Precious Water</i> (T/F statements) Culture spot: Greenpeace
<ul style="list-style-type: none"> a radio interview (T/F) a dialogue (multiple choice) identifying dates (British/American) 	<ul style="list-style-type: none"> request/offer help complain/respond to a complaint compare pictures present an opinion make a presentation 	<ul style="list-style-type: none"> a persuasive letter to an editor linkers; facts/opinion; arguments and justifications 	<ul style="list-style-type: none"> Curriculum (ICT): <i>How to save the battery power of your Tablet PC</i> (order of actions) Culture spot: Tim Berners-Lee
<ul style="list-style-type: none"> a presentation (T/F) pronunciation: homophones 	<ul style="list-style-type: none"> ask for/give advice express concern compare & contrast pictures 	<ul style="list-style-type: none"> a pros & cons essay (topic sentences, points and justifications) 	<ul style="list-style-type: none"> Curriculum (Maths): pie charts, bar charts, line graphs Culture spot: K-9 units
<ul style="list-style-type: none"> a documentary (note taking) a dialogue (multiple choice) 	<ul style="list-style-type: none"> pros & cons: ask for opinion – give opinion; ask for reasons describe photographs – compare and contrast photographs 	<ul style="list-style-type: none"> a pros & cons essay (linking words; topic/supporting sentences) 	<ul style="list-style-type: none"> Curriculum (PE): <i>Octopush</i> (complete sentences) Culture spot: baseball
<ul style="list-style-type: none"> lecture (T/F) main/subsidiary points 	<ul style="list-style-type: none"> introduce oneself & others social expressions ask for/give personal information invite express likes/dislikes 	<ul style="list-style-type: none"> an informal email – describing a person (informal style; word order; linking ideas; punctuation) 	<ul style="list-style-type: none"> Curriculum (Biology): <i>Where did you get that from?</i> (answer questions) Culture spot: Foot Guards
<ul style="list-style-type: none"> a meeting (T/F) a radio report (multiple choice) intonation in exclamations (<i>what; what a/an; how</i>) 	<ul style="list-style-type: none"> interests; preferences likes/dislikes; suggesting 	<ul style="list-style-type: none"> an information text (modifiers; brainstorming; adjectives) 	<ul style="list-style-type: none"> Curriculum (Geography): traffic (matching) Culture spot: The Grand Canyon

Pronunciation (p. PR1)

American English-British English Guide (p. AE-BEG1)

Word List (pp. WL1-WL12)

Audioscripts (T1-T9)

Irregular Verbs



MODULE A

▶ Unit 1 Special Places



▶ Unit 2 Nature Attacks!



▶ Before you start

- Name various types of stories. Which type is your favourite? Why?
- Name one of your favourite stories. What is it about?

▶ Learning expectations

- In these units you will learn to
- understand and respond to narratives & stories
 - talk about the hypothetical past using past modals
 - express regrets & talk about past unreal possibilities
 - discuss possible scenarios in the past, present and future, based on hypothesis and supposition
 - trace and infer the development of themes, ideas and events through stories
 - infer underlying moods, intentions and values by reference to the text
 - recount and compare events, situations, narratives and personal experiences in the past
 - investigate some of the ways in which time is structured in narratives
 - compose narratives based on known or imagined stories, personal experiences or recounts of events

Standards Tracker

Unit 1

Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
1.1	Ex. 1 p. 9	1.1	Exs 1-2 p. 12	3.1.1	Ex. 1b p. 16	3.1.4	Ex. 6b p. 19
6.6.4	Ex. 2 p. 9	1.3.1	Exs 3 & 4 p. 12, Check these words p. 11	3.1.2	Ex. 2 p. 16	8.5	Ex. 7 & Checklist p. 19
5.4	Ex. 3 p. 9	1.3.2	Ex. 4 p. 12	3.1.4	Ex. 3 p. 16	9.2.1	Ex. 8b p. 19
1.2	Ex 1a p. 10	2.1.2	Ex. 5 p. 12	5.4	Ex. 4a & 4b p. 16	9.2	Exs 8b & 9 p. 19
4.2.1	Ex. 1b p. 10	5.4	Exs 1a & 2-3 p. 13	5.2.1	Ex. 5 p. 16	8.6	Ex. 9 p. 19
6.6.3	Ex. 2 p. 10	7.9	Ex. 1c p. 13	4.2.1	Ex. 6a-c p. 16	8.2	Plan p. 19
7.5.2	Ex. 3 p. 11	5.3.5	Ex. 4b p. 13	4.2.1	Exs 1a & 2b p. 17	9.2.8	Checklist p. 19
6.6.4	Ex. 3.5 p. 11	7.5.2	Exs 1, 2a.1, 2a.2 & 2a.5 pp. 14-15	6.6.1	Ex. 2a p. 17	1.1	Checklist p. 19
7.2.1	Ex. 4 p. 11	7.1.4	Ex. 2a.3 p. 15	5.4	Ex. 3 p. 17	8.3	Checklist p. 19
1.2	Ex. 5 p. 11	7.1.1	Ex. 2a.4 p. 15	1.1	Ex. 4 p. 17	8.4	Checklist p. 19
6.6.1	Ex. 6 p. 11	7.3.1	Ex. 2b p. 15	4.2.3	Ex. 5 p. 17	1.3.1	Ex. 1 p. 20
9.7.3	Ex. 6 p. 11	1.3.1	Ex. 3a p. 15	7.3	Ex. 2a & Checklist pp. 18-19	1.1	Ex. 1 p. 20
5.4	Ex. 7 p. 11	1.1	Ex. 3b p. 15	7.3.1	Exs 2b & 4 p. 18	5.3.2	Ex. 2 p. 20
8.1.2	Ex. 7 p. 11	7.1.5	Ex. 4 p. 15	7.3.2	Ex. 3a p. 18	8.4	Ex. 3 p. 20
8.1.3	Ex. 7 p. 11	7.2.2	Ex. 5a p. 15	7.4	Ex. 3b p. 18	3.6	Ex. 4 p. 20
8.1.5	Ex. 7 p. 11	7.2.2	Ex. 5b p. 15	7.1.1	Ex. 5 p. 18		
8.2	Ex. 7 p. 11	1.1	Ex. 1a p. 16	3.1.3	Ex. 6a p. 19		

Unit 2

Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
1.2	Ex. 1 p. 21	5.2.3	Exs. 1a & 1b p. 25	3.1.3	Ex. 5 p. 28	9.2.3	Checklist p. 31
1.1	Ex. 2 p. 21	5.3.1	Ex. 1a p. 25	3.1.4	Ex. 5 p. 28	9.2.7	Checklist p. 31
5.4	Ex. 3 p. 21	5.3.6	Ex. 2 p. 25	5.2.2	Ex. 6a p. 28	9.1.3	Checklist p. 31
1.3.1	Ex. 1a p. 22	5.3.1	Ex. 3 p. 25	3.5.2	Ex. 6b p. 28	8.3	Checklist p. 31
6.6.4	Ex. 1b p. 22	5.3.4	Ex. 3 p. 25	4.2.1	Ex. 7 p. 28	8.5	Checklist p. 31
6.6.3	Ex. 2 p. 22	5.2.3	Ex. 4 p. 25	3.1.1	Ex. 2a p. 29	1.1	Ex. 1 p. 32
6.4.1	Ex. 2.4 p. 22	5.2.2	Ex. 5a & 5b p. 25	6.4.3	Ex. 2b p. 29	8.1.5	Ex. 1 p. 32
7.1	Ex. 3 p. 22	7.5.2	Ex. 1 p. 26	4.2.1	Exs 3 & 4b p. 29	1.2	Ex. 2a p. 32
7.1.5	Ex 3.1 p. 22	1.1	Ex. 2 p. 26	4.2.2	Exs 4a & 4b p. 29	5.1.1-2	Ex. 3a-4c p. 32
7.1.4	Exs 3.2-3.4 p. 22	1.3.1	Ex. 2 p. 26	5.4	Ex. 4a p. 29	1.1	Ex. 1.1 p. 33
7.1.2	Ex. 4a p. 23	7.1.1	Ex. 3a p. 27	7.3.1	Exs 1, 2a & 3 p. 30	7.1.4	Ex. 1.2 p. 33
7.1.3	Ex. 4b p. 23	7.2.1	Ex. 3a p. 27	9.2	Exs 1 & 2a p. 30	7.5.2	Exs 1.3 & 1.4 p. 33
2.1.2	Ex. 5 p. 23	7.4	Exs 3b, 4a, 4b & 5 p. 27	6.6.5	Ex. 3 p. 30	7.1.1	Ex. 1.5 p. 33
7.1.5	Ex. 6 p. 23	7.3.1	Ex. 5 p. 27	9.2.5	Ex. 4 & Checklist pp. 30-31	3.1.2	Ex. 2 p. 34
7.3.2	Ex. 7 p. 23	7.1	Ex. 6 p. 27	7.1.1	Exs 5a, 5b & 8 pp. 30-31	1.1	Ex. 3 p. 34
7.4.2	Ex. 8 p. 23	4.4.2	Ex. 7 p. 27	7.1.4	Ex. 5c p. 30	5.4	Ex. 4 p. 34
7.2.2	Ex. 9 p. 23	7.2.2	Ex. 8 p. 27	7.4	Ex. 5d p. 30	5.2.2	Ex. 5 p. 34
7.3	Ex. 10 p. 23	5.3.4	Ex. 1a p. 28	8.1.5	Ex. 6 & Checklist pp. 30-31	5.2.3	Ex. 5 p. 34
1.2	Ex 1 p. 24	3.1.1	Ex. 2 p. 28	8.1.1	Ex. 7 p. 30	4.5.1	Ex. 6 p. 38
1.3.1	Ex. 2 p. 24	3.1.3	Ex. 2 p. 28	9.2.4	Ex. 7 & Checklist pp. 30-31	9.2	Ex. 7 p. 38
1.1	Ex. 3 p. 24	3.6.3	Ex. 2 p. 28	9.1.2	Ex. 9 p. 31		
2.1.2	Ex. 4 p. 24	3.1.2	Ex. 3a p. 28	9.2.1	Exs 10,11, Plan & Checklist p. 31		
1.3.1	Ex. 5 p. 24	3.1.3	Ex. 3b p. 28	9.2.6	Ex. 11 p. 31		
1.3.2	Ex. 5 p. 24	3.1.4	Ex. 4 p. 28	9.2.8	Checklist p. 31		

Special Places **Unit 1**

Lead-in

1 1.1 Complete the diary extracts with the following words:

- sightseeing • tour guide • titles • gift shop • exhibits
- artefacts • screening • attractions • cast • works • periods

1
a tour on a boat



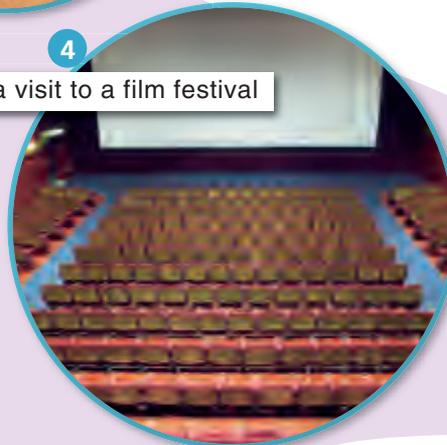
2
a visit to a museum



3
a visit to an art gallery



4
a visit to a film festival



A
There were so many **1)** to choose from but in the end we decided to attend a(n) **2)** of a comedy in the evening. It was great and we even got to meet some of the **3)** afterwards!

B
As we went down the river, the **4)** told us about all the **5)** we were passing. It was a really interesting way to explore the city, and much more relaxing than going **6)** on foot!

C
There were lots of historical **7)** on display from various **8)** of the country's history. But what I liked most were the interactive **9)** They really made history come alive before my eyes!

D
My only regret is that we didn't arrive earlier because the building was so big that we didn't manage to see all of the **10)** of art on display. But at least we bought some beautiful postcards in the **11)** before we left.

2 6.6.4 Match the extracts (A-D) to the excursions (1-4).

Listen and check.

3 5.4 Think of an excursion you went on recently and tell your class about it. Talk about: *where you went, who you went with, what you did/saw there, your feelings.*

1a Reading

- 1 a) 1.2 Check these words/phrases in the Word List or in your dictionary. What do they mean in Arabic?

- *on the edge of the harbour*
- *tree-lined promenade*
- *must-see attraction* • *artistic triumph*
- *stunning design*
- *truly breathtaking*

- b) 4.2.1 Use the words/phrases from Ex.1a to describe the building in the picture.

- 2 6.6.3 Read the title and the first sentence and last sentence in each paragraph. What is the text about?

 Listen, read and check.

STUDY SKILLS

Predicting content

Read the title of a text, then read the first and last sentence in each paragraph. This will help you understand what the text is about.

The Gift of Art

- A** It stands on its own specially-constructed island on the edge of the harbour. It is separated from the city by a park and a tree-lined promenade. The Museum of Islamic Art in Doha, Qatar, has become one of the jewels of the art world. It's a must-see attraction that draws visitors to Qatar from all over the world. When it opened to the general public at the end of 2008, the museum was praised by critics. I was in Qatar on business, but with some free time to myself, I couldn't wait to visit it.
- B** I had read a little about the museum on the Internet. The museum was designed by the famous architect I.M. Pei, who also created the glass and steel pyramid at the Louvre in Paris. Pei spent six months travelling the Islamic world, where he studied its architecture together with its rich history. We can see the results in the museum's stunning design. Asked about his inspiration, Pei replied, "I became fascinated by the architecture of defence. He continued: "the architecture [of the museum] is very strong and simple. There is nothing unnecessary." Looking at the building as I walked up, I couldn't help but agree. The design is simple yet at the same time marvellous to look at.



3 **7.5.2** Choose the best answer according to the text. Give reasons for your answers.
Who is the text written for?

- 1 According to the text, the Museum of Islamic Art
 - A has received some criticism.
 - B had been closed for some time.
 - C had an island built for it.
 - D is in the middle of the city.

Check these words **1.3.1**

- promenade • praised • defence • unnecessary
- dome • exhibit • fountain • artefact • heritage

C If the exterior of the building was impressive, the interior was truly breathtaking. I entered a spacious hall with a huge dome like a cut diamond. An elegant staircase led up to the galleries where the exhibits are displayed on the first two floors. In the galleries themselves, the lights were kept low to protect the exhibits. The layout of the exhibits has been designed to allow plenty of room for visitors to walk around them, something that other museums often forget. Water is also an important architectural feature and there are several fountains.

D The building may be remarkable, but the art is the main attraction. With a collection donated by the ruling family, the museum has artefacts from three continents that cover over a thousand years of Islamic history. In time, the museum will house research facilities, an extensive library and many more features.

E I had an outstanding time at the Museum of Islamic Art. A visit there is a cultural experience that no one should miss. The museum is a bridge connecting cultures. It invites the non-Islamic world to share the riches of Islamic art. Combining the traditional and the modern, the Museum of Islamic Art holds the heritage of the past, but at the same time offers it to the future, as the gift of art.

- 2 The museum's architect
 - A studied Islamic history and architecture before designing it.
 - B based his design on a famous French structure.
 - C came up with several designs for it.
 - D needed a holiday after he finished.
- 3 What does the writer suggest about the interior?
 - A There are more than two floors of displays.
 - B It is too dark to see the exhibits.
 - C The ground floor has no exhibits.
 - D The roof is decorated with jewels.
- 4 What does the word 'outstanding' mean in line 38?
 - A unusual
 - B disappointing
 - C surprising
 - D amazing
- 5 **6.6.4** The writer's main purpose in the article is to
 - A describe his visit to the museum.
 - B explain why the museum was built.
 - C give his reasons for being in Qatar.
 - D praise the museum's architect.

4 **7.2.1** From which point of view is the text written?

5 **1.2** Complete the gaps with the words in the list. Use your dictionary to explain their meaning in Arabic.

- tree-lined • rich • extensive
- architectural • research • main

- 1 facilities
- 2 promenade
- 3 attraction
- 4 feature
- 5 history
- 6 library

6 **6.6.1** **9.7.3** Read the text and highlight the key points. Use them to write a summary.

7 **5.4** **8.1.2** **8.1.3** **8.1.5** **8.2** **THINK!** Compare a museum/art gallery you have visited with the Museum of Islamic Art. Make a plan using these headings: *location, the building, the exhibits*. Write a short paragraph and read it to the class.



1b

Vocabulary

See Further Practice section

Vocabulary from the text

1 1.1 Choose the correct word.

- 1 The museum **pulled/drew** tourists from all over the world.
- 2 The low lighting **defends/protects** the exhibits.
- 3 The fountains are a **feature/quality** of the museum.
- 4 The collection was **contributed/donated** by the ruling family.
- 5 The design of the building is very **simple/easy**.
- 6 It was **planned/designed** by a famous architect.
- 7 Visitors enjoyed a **variety/type** of exhibits inside the museum.
- 8 The museum was full of **stunning/shocking** artistic works.
- 9 The art in the museum is for everyone to **divide/share**.
- 10 The **interior/exterior** of the museum is cool and dark.

2 1.1 Complete the gaps with the correct form of:

• **visit** • **attend**
• **witness** • **appear**

- 1 You could only the opening if you have an invitation.
- 2 We the museum on the first day of our trip.
- 3 The figure of a man at the end of the street.
- 4 John the explosion and called the police.

• **public** • **viewer**
• **audience** • **spectator**

- 5 The documentary was watched by millions of
- 6 10,000 watched the match at the stadium.
- 7 The museum opened to the general in December.
- 8 The applauded loudly as the play came to an end.

Prepositional phrases

3 1.3.1 Complete the gaps with the words in the list. Check in your dictionary.

• **into** • **of** • **to** • **in (x2)** • **about** • **on (x2)**

- 1 We were really excited going to the event.
- 2 They organised a dinner honour of their grandparents.
- 3 The art teacher put his student's paintings display.
- 4 Preparations begin months advance.
- 5 Remembrance Day takes place in Britain the Sunday closest to 11th November every year.
- 6 The audience burst applause.
- 7 Mr Harris wasn't able to attend in person, but thanks his generosity, we raised a huge amount of money for the charity.
- 8 The children were full enthusiasm for the event.

Phrasal verbs: MAKE

4 1.3.1 1.3.2 Replace the words in bold with an appropriate phrasal verb from the spidergram. Check in the Word List or in your dictionary. Make any other necessary changes in the sentences.



- 1 I couldn't **understand** what the name on the card was.
- 2 It was nice that Peter and Mike **became friends again** after the quarrel.
- 3 I'm sorry I forgot to send you a postcard. I promise I'll **do something good for** you.
- 4 Our grandad likes **thinking up** his own stories to tell us.

Word formation (adjectives ending in -ful/-less)

5 2.1.2 Read the theory, then complete the gaps with the correct form of the words in brackets.

Adjectives ending in **-ful** show that the person/thing described has that quality. *a cheerful girl* (indicates cheer). Adjectives ending in **-less** show that the person/thing described doesn't have that quality. *a fearless boy* (not having fear)

- 1 It was a event and everyone enjoyed it. (**SUCCESS**)
- 2 We hope you find the tips for the preparations (**HELP**)
- 3 The film's unexpected ending left everyone (**SPEECH**)
- 4 Sam made a mistake that cost the company a fortune. (**CARE**)

Grammar in use

See Further Practice section



Past simple, Past continuous, Past perfect

Hi Steve,

Guess what! I'm in the Bahamas. My boss told me I could take a holiday as he was pleased with my work. I **1) checked** online and decided to book a ten-day holiday at this 5-star hotel.

When I arrived at the hotel, I told the receptionist that I **2) had made** a reservation under the name of 'Dumas'. Imagine my surprise when I heard her tell the porter to take my bags up to the £5,000-a-night penthouse suite!

When I got to my room, I **3) tipped** the porter, **unpacked** my bags and **went** out onto the balcony to see the view. The sun **4) was shining** and the sea was sparkling below me. As I **5) was admiring** the view, the phone rang. It was the hotel receptionist. She told me there had been a mix-up, and that I couldn't stay in that room!

You won't believe what had happened. Apparently, I wasn't the only Dumas who had booked for that day. My namesake is a famous footballer and the receptionist had mistaken me for him! I might meet him and tell him all about.

Anyway, my new room is nice and I'm having a great time.

See you soon.

Alex

see pp. GR1-GR2

1 a) **5.4** Identify the tenses in bold (1-5) then match them to their uses (A-E). Check in the Grammar Reference.

- A** action which happened at a certain time in the past (there is direct/indirect reference to the time)
- B** actions which happened one after the other in the past
- C** action which gives background information
- D** action which was in progress in the past and another action interrupted it
- E** action which happened before another action in the past

b) Identify the rest of the past forms in the text. How is each used?

c) **7.9** What style is the e-mail written in? What is its purpose? How does Alex feel? How is he related to Steve? What is his intention?

2 **5.4** Put the verbs in brackets into the correct past tense to complete the exchanges. Justify your answers.

- 1 A: How
(be) your holiday to Spain?
B: Great, thanks. I
(have) a fantastic time.
- 2 A: What (you/do) when the phone (ring)?
B: I (wash) my hair and I (not/hear) it.
- 3 A: Tony (surf) the Net when he (find) a great deal on a trip to Paris.
B: I know, but by the time he (tell) me about it, I (already/book) my holiday to Berlin.

3 **5.4** Use these time adverbs to make sentences about yourself: *yesterday, two weeks ago, while, last year, before, all day yesterday, last summer, already, yet, for hours yesterday, for ten years, by the time.*

*Yesterday, I got my driver's licence!
We had lived in this house for three years before we redecorated.*

Modals (will - can - could - may - might - be able to)

4 a) Find examples of modals in Alex's letter.

b) **5.3.5** Use the *modals* in brackets to react to the situations.

- 1 You want to go to your uncle's house. Ask your parents. (can)
- 2 You are in a souvenir shop. You are looking for souvenirs. You like one in particular. Tell your brother you want to buy it. (will)
- 3 Ask your teacher for permission to leave the room. (could)
- 4 You are at an office. Ask the manager to use his phone. (might)
- 5 You are talking to your cousin about a tennis competition you won. (was able to)
- 6 You want to borrow your teacher's pen. (may)
- 7 Tell your friend that you did your best but you lost the game last Saturday. (wasn't able to)
- 8 Your brother wants to use your MP3 player but you're using it yourself. Refuse permission. (can't)

1d Reading

1 **7.5.2** Read the author's biography. What was Charles Dickens' life like? What is the connection between Dickens' life and David Copperfield?

2 a) Listen and read. For questions 1-5, choose the best answer (A, B, C or D).



Charles Dickens (1812-1870) is one of England's greatest writers. At a young age, Dickens was forced to work in a factory under terrible conditions. This difficult time shaped his life and writings. Dickens worked as a reporter in law courts and later for London newspapers. In 1837, he published his comic novel, *The Pickwick Papers*, which made him popular. A long line of successful novels followed: *Oliver Twist* (1837), *A Christmas Carol* (1843), *A Tale of Two Cities* (1859) and *Great Expectations* (1861). Dickens was concerned about the social problems of English society. His books are also full of lively characters.

The novel *David Copperfield* (1849-50) is partly based on Dickens' early life. At this point in the novel, David is sent away to boarding school early. This is his punishment for biting his stepfather, Mr Murdstone, who had hit him for not knowing his lesson.

DAVID COPPERFIELD

by Charles Dickens

We had started from Yarmouth at three o'clock in the afternoon, and were **due** in London about eight the next morning. It was summery weather, and the evening was very pleasant. When we passed through
5 a village, I tried to imagine what the insides of the houses were like. Then boys came running after us, jumped onto the back of the coach and swung there for a while. I wondered if their fathers were alive, and if they were happy at home. So I had plenty to think
10 about, since I was also continually thinking about the kind of place I was going to. Sometimes, I remember, I thought of home and what **sort** of boy I used to be before I bit Mr Murdstone.

The night was not as pleasant as the evening. It got
15 chilly. I was sitting between two gentlemen who **squeezed** me so hard sometimes, that I could not help crying out. They didn't like that at all because it woke them. Opposite me was an elderly woman in a great fur coat. This lady had a basket with her and she was
20 trying to find a place to put it. Finally she found that, because my legs were so short, it could go underneath me. It cramped my legs so much it made me perfectly **miserable**. But when I moved a little bit, she gave me a nasty poke with her foot and said, 'Come, don't you
25 fidget. Your bones are young enough, I'm sure!'

At last the sun rose, and then my **companions** seemed to sleep easier. As the sun got higher, their sleep became lighter and so slowly they awoke one by one.

What an amazing place London was to me when I saw it in the distance. I believed that it would be a city full of
30 heroes and amazing adventures. After a long time, we arrived at a hotel in the Whitechapel **district**. A ladder was brought, and I got down after the lady – I hadn't dared to move until her basket was removed. The coach was empty of passengers by then. The luggage
35 was soon removed. The horses had been removed before that, and now the coach was pushed out of the way. Still, nobody appeared to collect the dusty boy from Blunderstone, Suffolk.

Figurative language

Alliteration: repetition of the same sounds at the beginnings of words: *He stayed still and silent in the soft light of the dawn.*

Metaphor: the use of two nouns to compare them to each other: *My life is a dream.*

Personification: giving human characteristics and qualities to a non-living object: *The wind howled.*

Simile: the comparison of two things using like or as: *She's like a rose.*

Assonance: repetition of vowel sounds in nearby words: *Then he stopped, dropped the stick, hopped towards him and cocked her head, as if to say ...*

Onomatopoeia: the use of words that imitate the sounds associated with actions/objects they refer to: *bees buzz*

- 1 **7.5.2** What do we learn about David Copperfield in the first paragraph?
 - A He does not like travelling.
 - B He wants to play with the boys.
 - C He thinks about home life a lot.
 - D He wishes he had not bitten Mr Murdstone.

- 2 **7.5.2** The old lady wanted the boy to...
 - A move seats. C carry her basket.
 - B stop talking. D sit still.

- 3 **7.1.4** "... what sort of boy I used to be before I bit Mr Murdstone" (ℓ. 12-13) is an example of ...
 - A metaphor. C onomatopoeia.
 - B alliteration. D simile.

- 4 **7.1.1** The word 'solitary' (ℓ. 40) is closest in meaning to ...
 - A unwashed. C anxious.
 - B alone. D exhausted.

- 5 **7.5.2** Why does the boy go to the booking office?
 - A to ask the clerk a question
 - B to rest after the journey
 - C to wait for somebody to meet him
 - D to collect his luggage

- b) **7.3.1** Reread the last paragraph. Which sentence suggests that some time has gone by since the events described? What effect does this have on the narrative?

I felt more solitary than Robinson Crusoe. I went to the booking office and the clerk **on duty** invited me behind the **counter**. He let me sit on the **scales** where they weigh the luggage. Here, as I sat looking at the parcels, packages and books, and **inhaling** the smell of stables (which have reminded me of that morning ever since), I wondered how long they would let me stay if nobody came to pick me up.



- 3 a) **1.3.1** Explain the highlighted words. Use an advanced learner's dictionary or thesaurus if necessary.

- b) **1.1** Match the words in bold to their synonyms.
 - 1 working
 - 2 area
 - 3 very sad
 - 4 breathing in
 - 5 type

Ordering of phrases to emphasise elements

In narratives, phrases can be re-ordered to create emphasis. The emphasis is usually on the first phrase, e.g.

Sometimes, I remember, I thought of home and what sort of boy I used to be ...

I remember, I sometimes thought of home and what sort of boy I used to be ...

I thought of home sometimes, I remember, and what sort of boy I used to be ...

- 4 **7.1.5** Re-order the phrases in the sentences. What element is emphasised in each case?
 - 1 Carefully, he opened the door, making sure he didn't make a noise.
He
Making
 - 2 The wind howled in the trees, shaking the leaves, as I made my slow way home.
Shaking
 - 3 The car raced off in a cloud of dust with screeching tyres.
In
With

- 5 a) **7.2.2** Imagine you were the clerk in the booking office. Answer the questions.
 - 1 What were you doing when you saw the boy?
 - 2 How did you feel about the boy?
 - 3 Why did you invite him behind the counter?
 - 4 What did you do while the boy was waiting?

- b) **7.2.2** Using your answers from Ex. 5a. and your own ideas rewrite the last paragraph from the perspective of the clerk.



1e Listening skills

Holiday problems

1 a) **1.1** You will listen to a story. Before you listen check these words/phrases in the Word List. Which ones can you see in the pictures?



- *passport is out of date*
- *car breaks down* • *dirty beach/sea*
- *get sunburnt* • *miss flight*
- *get food poisoning* • *lose luggage*
- *have credit card stolen*
- *have terrible weather* • *rude hotel staff*
- *cramped hotel room*
- *not speak the language*

b) **3.1.1** Listen to the story. Which of the problems in Ex. 1a does the narrator mention?

2 **3.1.2** Listen again and complete the gaps (1-10). Use two to three words.

Jenny went to India on the recommendation of **1** _____.

Before she left, she had **2** _____ the money she needed.

After getting off the plane she was shocked to find out her luggage **3** _____.

At first she wanted to get **4** _____ to the hotel.

Finally she went to her hotel **5** _____.

It took them **6** _____ to reach the hotel.

The hotel wasn't as it was described in **7** _____.

Her room was **8** _____ and _____ but it had a great view.

During her holiday she visited the **9** _____.

Although she liked the local food, she got **10** _____.

3 **3.1.4** Have you ever had a problem while on holiday? Where were you? Who were you with? What exactly happened? Tell the class.

Last summer, we decided to spend our holidays at a friend's country cottage. As we were driving to the village we got a flat tyre. It took us two hours to fix it.

4 a) **5.4** Read the text below.

It had been bright and sunny all morning and we were having fun on our boat trip around the island. Then, all of a sudden, the weather changed, and things took a turn for the worse.

b) Listen to the sounds.

5.4 Use the key words to continue the story.

- *started blowing* • *huge waves* • *hit boat*
- *got scared* • *radioed for help* • *coastguard came to our rescue* • *felt relieved*

Modals in the past

Tina **can't have gone** on holiday. I saw her last night. (negative logical assumption)
 Nobody answered the phone. They **must have already left**. (positive logical assumption)
 You **shouldn't have gone** to this deserted island on your own. (criticism)
 You **might/could have got hurt**. (possibility)
 I **wouldn't have asked** George for help. He's never done this before. (criticism)

see p. GR2

5 **5.2.1** Think back! In pairs, talk about the story in Ex. 4. Make assumptions, express criticism, talk about what could have gone wrong. Use modals in the past.

They can't have listened to the weather forecast before they left the port.

If they had listened to the weather forecast, they wouldn't have left the port.

They should have listened to the weather forecast before they left the port.

Pronunciation (stress in exclamations) see p. GR2

6 a) **4.2.1** Read the table. Complete the sentences.

What a/an (+ adjective) + singular noun
What (+ adjective) + plural/uncountable noun
How + adverb/adjective

- | | |
|------------------------|---|
| 1 bad weather! | 4 awful experience! |
| 2 terrible! | 5 exhilarating it must have been! |
| 3 disappointing! | |

b) **4.2.1** Listen to the sentences. Which word is stressed in each sentence?

c) **4.2.1** Listen again and repeat.

Speaking skills

1f

Express dissatisfaction/ sympathy/surprise/disbelief

- 1** a) **4.2.1** Listen and say.
- A Did you have a good time on holiday?
 - B I'm very sorry to hear that.
 - C That's terrible!
 - D We certainly did.
 - E What went wrong?
 - F I hope your next holiday isn't such a bad experience.
 - G I wasn't happy with the food.

b) Which of the sentences above express: *surprise?* *disbelief?* *dissatisfaction?* *sympathy?*

- 2** a) **6.6.1** Complete the dialogue with sentences from Ex. 1. Highlight the words that helped you decide.

Listen and check.

Stan: **1**

Ben: Not really.

Stan: Why not? **2**

Ben: Well, to start with, our car broke down and we had to wait for several hours before anyone came to help. Then we got to the hotel and found out that our room was far too cramped.

Stan: **3** Did you make a complaint to the hotel management?

Ben: **4** But the hotel was already fully booked. Anyway, we unpacked our bags and went down to the beach. But it was so dirty and smelly that we had to spend the entire holiday round the hotel pool!

Stan: **5**

Ben: It is. Then, to make matters worse, **6** It was so bad, in fact, that we ended up spending a lot of money eating out every night, even though our meals were included in the price of the holiday!

Stan: No way! Did you make a complaint to the travel agency?

Ben: As soon as we got back! They offered to compensate us, but still, our holiday had already been ruined.

Stan: **7**

b) **4.2.1** Take roles and read the dialogue aloud.

- 3** **5.4** Work in pairs. Think of a holiday of yours where everything went wrong. Use phrases from the language in the box to act out a dialogue similar to the one in Ex. 2. While speaking, paraphrase or repeat what your partner said to check understanding.

Asking for information/detail	Responding with sympathy
<ul style="list-style-type: none"> • Did you have a good time on holiday? • What went wrong? • Why not? • Did you make a complaint? 	<ul style="list-style-type: none"> • I'm very sorry to hear that. • I hope your next holiday isn't such a bad experience. • You have my sympathy.
Expressing surprise/disbelief	
<ul style="list-style-type: none"> • That's too bad! • That's terrible! 	<ul style="list-style-type: none"> • You must be joking! • I can't believe it!
Expressing dissatisfaction	
<ul style="list-style-type: none"> • The hotel was already fully booked. • The ... was awful. 	<ul style="list-style-type: none"> • I didn't like ... • I wasn't happy/satisfied with ... • It just wasn't what I had pictured.

Describing pictures

STUDY SKILLS

Describing pictures

Describe the people and activities as fully as possible. Imagine you are describing the picture to a person who can't see it, so be as detailed as possible.

- 4** **1.1** Look at the picture and complete the description.

I can see **1**) children in the picture. There is a young girl and a young **2**) They are at the **3**) I can see the sea in the background. I think it's noon because the **4**) is very bright. It's a beautiful day and it is probably quite hot. The children are smiling. It's hard to see what they are wearing, but I guess they are wearing their swimsuits or T-shirts and shorts. The girl is wearing a straw **5**) with a large yellow **6**) on it. The boy is wearing a red baseball **7**) and is holding a **8**) Both children are wearing colourful swimming goggles. I'm sure they are having a great time.



- 5** **4.2.3** Describe the picture to your partner. Talk about: *people, place, time of day, weather, activities, clothes, feelings.*





Writing A narrative

Eid Aladha

▶ Writing Bank 1 p. WB1

Prompt analysis

1 Read the prompt, find the key words, then answer the questions.

Your teacher has asked you to write a narrative of an event you have attended. Write your **narrative** (120-180 words).

- 1 What should you write about?
- 2 Which tense(s) should you mainly use?

Model analysis

2 a) **7.3** Read the story and put the verbs in brackets into the correct tense.

b) **7.3.1** Recognise how the events in the story are presented through the use of the tenses.

3 a) **7.3.2** Make notes in the chart. Use them to summarise the text. Is it a first or a third person narrative?

PLACE:

TIME:

EVENT:

MAIN CHARACTER:

EVENTS IN ORDER:

CONCLUSION/FEELINGS:

b) **7.4** How did the writer feel in the end?

4 **7.3.1** List the words the writer uses to show the sequence of events.

.....

.....

.....

.....

.....

A Last year, while I was visiting my friend Fatima in Doha, Qatar, I got the opportunity to experience Eid Aladha. Eid Aladha is a three-day religious feast which **1) takes place (take place)** during Dhu al-Hijjah, the last month of the Islamic calendar. During the feast, Muslims **2)** (**remember**) the prophet Ibrahim's readiness to sacrifice his son, Ismail, to Allah the Almighty and Exalted.

B When I **3)** (**arrive**) in Doha, people were busy making preparations for the feast. Many residents **4)** (**buy**) pieces of meat or even whole sheep from the local markets while others **5)** (**make sure**) that their clothes were perfectly clean for the days ahead.

C On the first day, Fatima's family **6)** (**go**) to a mosque to perform Eid prayers. Afterwards, they returned home and they **7)** (**prepare**) the meat. Traditionally, Muslims **8)** (**divide**) this meat into three parts: one third for the family, another third for relatives and friends, and the last third for the poor. In the evening, I **9)** (**join**) Fatima's family as they **10)** (**visit**) family and friends and **11)** (**give out**) gifts to the children.

D By the end of the feast, I **12)** (**learn**) so much about Muslim culture and was sorry I had to leave. All in all, I was really grateful to have been a part of this special celebration.



STUDY SKILLS

Collocations

Collocations are two or more words that often go together. Learning to use them correctly makes you sound natural in English.

5 **7.1.1** Circle the words that collocate with the words in bold.

- 1 long – clean – true **clothes**
- 2 generous – expensive – friendly **gift**
- 3 relaxing – ready – lively **atmosphere**
- 4 strong – delicious – mouth-watering **food**
- 5 (be in a) good – bad – busy **mood**

1g

Feelings

6 a) **3.1.3** Listen to these people. How does each person feel? Match the sentences (1-5) to the adjectives (A-E).

- 1** I couldn't believe it when I saw my favourite uncle standing at the door.
- 2** I couldn't wait to meet my favourite author at the book fair.
- 3** We had to queue up for hours before we were allowed into the hall. It was outrageous!
- 4** It was very badly organised. I really didn't enjoy it as much as I expected to.
- 5** It was a great ceremony. I couldn't believe my little one was a graduate.

- A** disappointed **C** surprised **E** angry
B proud **D** excited

b) **3.1.4** When was the last time you felt this way? Tell the class.

I felt disappointed when I found out that my cousin hadn't invited me to his house.

Error correction

7 **8.5** Read the extract. There are five mistakes. Correct them.

I've just come back from an rather strange event – the garlic festival in Gilroy, California. There were over 100,000 visitors. I tried lots of garlic dishes at this event who has been held for over 30 year. There were cookery demonstrations and information to the history of garlic. If you go, there's just one thing I recommended you take with you – a pack of mints!

Your turn

8 a) Read the prompt and find the key words.

Your teacher has asked you to write a narrative of an interesting event that you attended. Write your **narrative** (120-180 words).

b) **9.2.1** Think of an event and make notes under the headings. **Name** – **Date/place** – **Preparations** – **Events during the event** – **Feelings/comments**

9.2 Use your notes and phrases from the Useful Language box to make sentences about the event.

9 **9.2** Use your answers in Ex. 8b to write your story. Make sure you present the events in chronological order. Follow the plan. Use phrases from the Useful Language box. Go online to find pictures.

8.6 Use your computer to organise your story attractively.

Useful Language

- ... is held every ... in
- It takes place in
- Preparations start
- People (*cleaned their houses, put up decorations, etc.*).
- On the actual day (*ate special food, watched floats carrying ... through the streets, gave gifts, etc.*).
- In the evening people (*had dinner with their friends and family, watched fireworks displays, etc.*).
- It was a/an (*great/amazing, etc.*)
- Everyone had a great time.
- It was a day full of surprises.

Plan

8.2

Introduction

(Para 1) *name, place & reason for the event*

Main Body

(Para 2) *preparations*

(Para 3) *events in the order they happened*

Conclusion

(Para 4) *feelings, comments*



Checklist **8.5**

When you finish your story, check it for the following:

- **9.2.8** Does your story have clearly laid out paragraphs?
- **9.2.8** Does each paragraph have a main idea?
- **1.1** Have you used adjectives to make the story more interesting?
- **7.3** Have you used appropriate tenses and time adverbs to narrate the event?
- **8.3** **8.4** Have you checked your spelling and punctuation?

Curriculum/Culture 1 p. CC1

Language Knowledge 1

Topic Vocabulary Exhibitions

1 1.3.1 1.1 Choose the correct words in texts A and B. You can use your dictionary.

A

The Al Khor Aviation Show is a(n) **1) annual/year/calendar** event held at Al Khor Airport in Qatar. It usually takes **2) action/part/place** in January and is **3) sorted/run/formed** by the Qatar Civil Aviation Authority. Last year, the show **4) ought/attracted/appealed** around 2,000 visitors who enjoyed a range of events, including the spectacular aerobatic flying show. Overall, the Al Khor Aviation Show was a thrilling, family-friendly event that you wouldn't want to **5) avoid/lose/miss!**

Steve



B

The Doha Taste and Fun Festival I attended last year is one of the most popular food festivals in the Middle East with thousands of visitors each year. The festival **1) kept/remained/lasted** for four days with a(n) **2) starting/opening/beginning** ceremony on the first evening. Over 60 of Doha's finest restaurants hosted food **3) stalls/counters/benches** offering a huge selection of local and international dishes at reasonable prices. There was also a variety of **4) live/living/alive** entertainment to enjoy, as well as a play area for children. I had a great time! It's a celebration of food for all the family!

Mark



Arranging to do something

2 5.3.2 Work in pairs. Look at Ex. 1 text B about the Doha Taste and Fun Festival. Plan and arrange a visit there with your class. Use the language below.

Useful Language

- How about ...?
- What about ...?
- It's ...
- Would you like to visit?
- We could go on ...

Punctuation

We use:

- **full stop (.)** at the end of a sentence (*I am Tony.*)
- **comma (,)** to separate items in a list (*I like Maths, Chemistry and Physics.*)
- **question mark (?)** at the end of a question (*How old are you?!*)
- **exclamation mark (!)** at the end of an exclamation sentence (*Maths is great!*)

3 8.4 Punctuate the e-mail.

Hi Bill
 I'm back from Thailand It was warm and sunny
 We stayed in a bungalow on a beautiful sandy beach We spent most of our days swimming and sunbathing We also took a ride in a longtail boat They're slim wooden banana-shaped boats I loved the ride We came back last weekend
 Did you have a nice time while on holiday What did you do
 Write back soon
 Tom



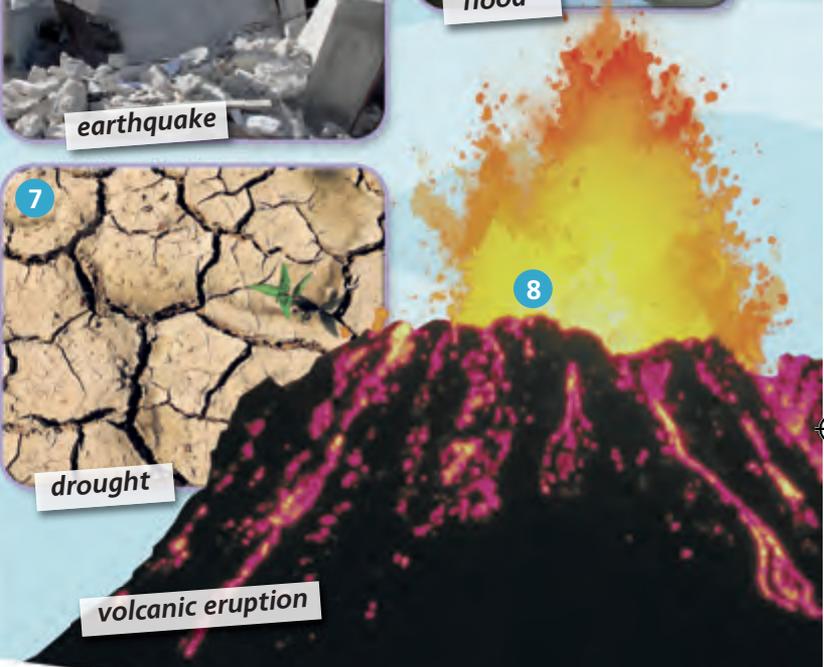
4 3.6 Spell the words below. How does spelling differ from British English to American English?

British English	American English
centre	center
favourite	favorite
travelled	traveled
theatre	theater
colour	color
(to) practise	(to) practice

Nature Attacks! Unit 2

Lead-in

1 1.2  Listen and say. Use a bilingual dictionary. What are these words in Arabic?



Are any of these disasters common in your country?

2 1.1 Complete the gaps with the words in the box. Which of the disasters in Ex. 1 are the texts about?

- aftershock • overflowed • roofs • lava • eruption • collapsed**

A After two hours of heavy rain, the river **1)** and left a large area of the town under water. Many people are still trapped on the **2)** of their homes.

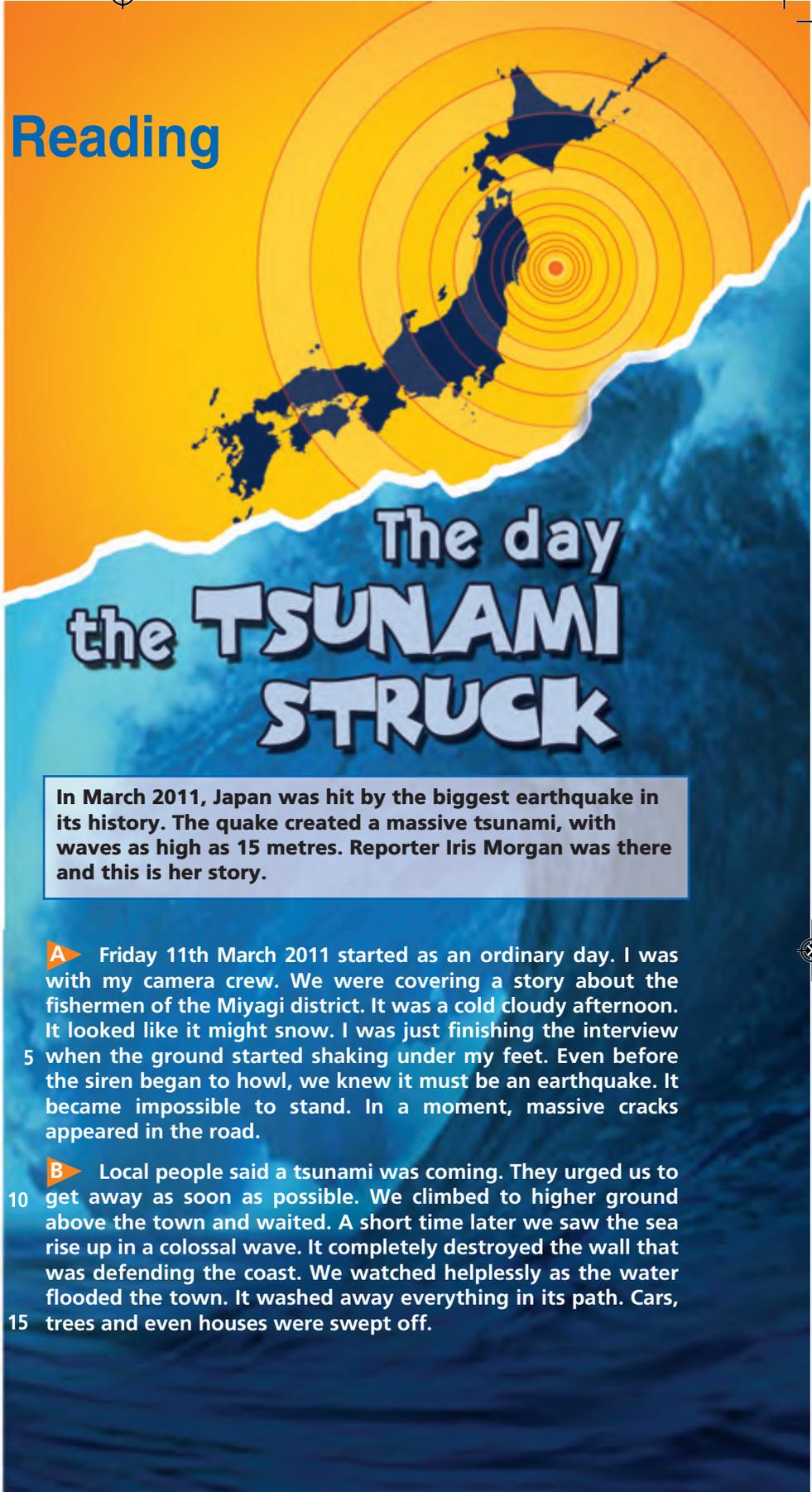
B Several buildings **3)** but at least 12 people have been pulled out from the rubble alive. Rescuers continue working non-stop, worried that there will be an **4)**

C Thousands of people left their homes before the **5)** occurred. A huge cloud of ash rose 100 metres into the air while red-hot **6)** streamed down the mountain.

3 5.4 Imagine you experienced one of the disasters in Ex. 2. In three minutes write or say a few sentences describing your feelings.

2a

Reading



1 a) 1.3.1 Check these words/phrases in the Word List or in your dictionary.

- massive tsunami
- ground started shaking • siren
- cracks • colossal wave
- flooded • washed away
- scale of the destruction
- rubble • ruins

b) 6.6.4 The words are from the text. Read the first sentence in each paragraph. What is the text about?

Listen, read and check.

2 6.6.3 Read the text and for questions 1-4 choose the best answer A, B, C or D. Give reasons for your answers.

- 1 The first sign of the earthquake was
 - A the cold weather.
 - B the earthquake siren.
 - C a ground movement.
 - D cracks in the road.
- 2 It took 30 minutes for
 - A the sea to break the water barrier.
 - B the town to be evacuated.
 - C the entire town to be flooded.
 - D Iris and the camera crew to climb the hill.
- 3 In the last paragraph the local man feels
 - A confused. C surprised.
 - B angry. D determined.
- 4 6.4.1 What does the pronoun 'it' (ℓ. 14) refer to?
 - A the coastline C the water
 - B the wall D the town

3 7.1 Answer the questions.

- 1 7.1.5 In the sentence "In a moment, massive cracks appeared in the road" (ℓ. 7-8) why does the writer start this sentence with an adverbial phrase?
- 2 7.1.4 The sentence: "It was a cold cloudy afternoon" (ℓ. 3) is an example of
 - A alliteration C assonance
 - B metaphor D simile

In March 2011, Japan was hit by the biggest earthquake in its history. The quake created a massive tsunami, with waves as high as 15 metres. Reporter Iris Morgan was there and this is her story.

- A** Friday 11th March 2011 started as an ordinary day. I was with my camera crew. We were covering a story about the fishermen of the Miyagi district. It was a cold cloudy afternoon. It looked like it might snow. I was just finishing the interview when the ground started shaking under my feet. Even before the siren began to howl, we knew it must be an earthquake. It became impossible to stand. In a moment, massive cracks appeared in the road.
- B** Local people said a tsunami was coming. They urged us to get away as soon as possible. We climbed to higher ground above the town and waited. A short time later we saw the sea rise up in a colossal wave. It completely destroyed the wall that was defending the coast. We watched helplessly as the water flooded the town. It washed away everything in its path. Cars, trees and even houses were swept off.

- 3 7.1.4 The phrase "the siren began to howl" (ℓ. 6) is an example of a:
 - A assonance C metaphor
 - B simile D personification
- 4 7.1.4 The phrase "It was like a nightmare" (ℓ. 19-20) is an example of metaphor. Is this true or false?

2a

C The rising sea soon covered the whole town. It had taken just 30 minutes. Up on the hill, we gathered together with local residents and tried to stay warm. We were in a state of shock. Nobody could believe how quickly it had happened. It was like a nightmare that we couldn't wake up from. One man told me he had escaped from a building just before it was washed away. He said many people were still inside. Two of them were his parents. He believed they probably drowned.

D We spent two nights up there on the hill. On Sunday morning the water level began to drop. We were extremely hungry, so we decided to go down into the town to look for some food. We could not believe how bad the destruction was. Whole streets of houses were just rubble. We saw some strange sights: a bus on top of a three-storey building and a house on the roof of a primary school.

E We walked on, shocked and silent. I wondered if the town could ever return to normal. A local woman was shaking her head as she walked along. "I don't know if it's good or bad that I survived," she said. Hearing her words, another local spoke up: "Those of us who are left have a duty to help each other in any way possible. No one is allowed to give up!" Standing together in the ruins of the town, we knew he was right.



Check these words 1.3.1

- massive • howl • urge • sweep off • gather
- nightmare • destruction • rubble • shake head
- duty • ruins

4 a) 7.1.2 Find phrases the writer uses to capture shades of meaning (effective words) in the introduction and paragraph A.
e.g. massive (instead of large)

b) 7.1.3 The writer uses expressive verbs to capture attention. Give examples.
e.g. began to howl (l. 6) instead of went off

5 2.1.2 Write the nouns derived from the words below. Check in your dictionaries.

- build • reside • destroy
- survive

6 7.1.5 Read the last paragraph. Which sentence is structured in such a way as to give emphasis?

7 7.3.2 List the events in a chart in the order they happened.

8 7.4.2 How does the writer feel? What is her intention in writing the text?

9 7.2.2 Whose experience of the tsunami is it? Imagine that the story was written by one of the locals who was washed away but was rescued in the end. In pairs, summarise the text from his/her point of view. Read it to the class. Compare the text to your partner's.

Narrator: person who tells the story
Setting: when & where the story takes place
Plot: events in the story
Characters: people the story is about
Climax: the most important event in the story; the highest point of tension in the story
Resolution: how the story ends

10 7.3 Copy and complete the table. Use your notes and give to the class a summary of the text.

Type	
Place	
Date	
Events	
Climax Events	
Feelings	

2_b

Vocabulary

See Further Practice section

Vocabulary from the text

- 1** 1.2 Complete the gaps with the words in their correct form. Check in your dictionaries.

• **urge** • **gather** • **escape**
• **destroy** • **drop**

- In cold weather, flocks of sheep together out in the fields to keep warm.
- The residents of the town managed to before the volcano erupted.
- The authorities people not to return to their houses.
- As soon as the flood waters, volunteers began to clean up the debris.
- The hailstorm the farmer's vegetable crops.

- 2** 1.3.1 Fill in the words in their correct form. Check in your dictionary.

• **strike** • **hit** • **beat**

- She felt so scared that her heart fast.
- A bolt of lightning the old oak tree in the garden.
- When the tsunami the village, most families lost their homes.

• **rise** • **raise** • **arise**

- We got up early and watched the sun over the mountain.
- Please your hand if you have any questions.
- Health problems can from eating too much red meat.

• **reach** • **arrive** • **get**

- Let me know when you at the evacuation shelter.
- It took us ages to to the hotel because of the icy roads.
- When it snows here, it can sometimes a height of 2 metres.

Prepositional phrases

- 3** 1.1 Underline the correct item. Check in the Word List.

- Following the storm, drivers should beware **of/in** fallen trees.
- The explorers had to cope **with/at** heavy blizzards and the extreme cold.
- Flooding caused damage **at/to** all buildings along the road.
- I was frightened **about/of** thunderstorms when I was little.
- The tornado swept up everything **in/on** its path.
- He never complains **of/about** the weather no matter how bad it is.

Word formation (verbs from adjectives and nouns)

- 4** 2.1.2 Read the rule, then form verbs from the adjectives/nouns to complete the sentences.

We use these suffixes to form verbs from adjectives or nouns: **-en** (*bright-brighten*), **-ise** (UK)/**-ize** (US) (*mobile-mobilise/mobilize*)

- During the cold winter months, travel agents holidays in warm exotic places. (**ADVERT**)
- The sky gradually and then it began to rain. (**DARK**)
- The weather in my country is by long hot summers and short mild winters. (**CHARACTER**)
- As the fog continued to, it became too dangerous to drive, so we got out of the car and walked. (**THICK**)

Phrasal verbs: GIVE

- 5** 1.3.1 1.3.2 Choose the correct particle. Check in the Word List or in your dictionary.



- I won't give what happened in the end. (**reveal**)
- Some people were giving free suntan lotions. (**distribute**)
- Janice gave sunbathing because it was damaging her skin. (**stop doing**)
- James finally gave to Bill's suggestion and went on a winter skiing holiday. (**agree to do sth you don't want to**)

Grammar in use **2c**

See Further Practice section

Conditionals/Wishes

Don't be late again. **If you aren't** back by 9:00, you'll **be** in trouble.

Dad, I'm going to Jimmy's.

It's 10 o'clock, Ben. You're late again!

OK, Dad, I promise.

If only you weren't late. **If you weren't** always late, I **wouldn't mind** so much. You promised to be on time, didn't you?

Yes, Dad.

I wish my watch hadn't stopped. **If it hadn't stopped,** I **would have been** on time.

When you break your promises, I **get** angry. And I promised to punish you ...

That's OK, Dad – I **won't get** angry **if you break** your promise, too!

see p. GR2

1 a) 5.2.3 5.3.1 Read the joke. What tenses are used after *if*?

b) 5.2.3 Check the Grammar Reference section then circle the correct verb form. Decide if the sentence is a *zero conditional* or a *first conditional*.

- 1 If the wind **gets/will get** stronger, there will be a dust storm.
- 2 Abdullah **always helps/will always help** out if we have a lot of customers.
- 3 If a player **puts/will put** his foot over the line, he loses the point.
- 4 **Will/Do** you let me know if you decide to go to the museum?
- 5 When the sun sets tonight, we **are/will be** able to see the stars.
- 6 If you **drive/will drive** into the desert, you need to take plenty of water.
- 7 I'll **buy/buy** a better car if I manage to get this new job.
- 8 When I hear that song, it **reminds/will remind** me of my childhood.
- 9 If I don't find my passport, I'm **not/I won't** be able to go on holiday.
- 10 If I am in the mall, I **admire/will admire** the displays in the shop windows.

2 5.3.6 Work in pairs. How do these sentences differ in meaning?

If he does this project well, he'll get promoted.
Unless he does this project well, he won't get promoted.
When he does this project well, he'll get promoted.

3 5.3.1 5.3.4 Work in groups. What would you do if you ...

- were Prime Minister for a day?
- had a lot of money? • saw a mouse?
- got lost in the jungle? • failed your exams?

4 5.2.3 Continue the sentences.

- If I had known his phone number,
- Supposing I had saved some money,
- What would you have done

5 a) 5.2.2 Read the highlighted sentences in the joke. What words are used to introduce *wishes/regrets* in the past? What tenses are used after these words?

b) 5.2.2 Read Anna's thoughts and write sentences, as in the example.

- 1 I didn't buy the laptop. *I wish/If only I had bought the laptop.*
- 2 I didn't know it was on sale, so I didn't get it.
- 3 The computer I bought isn't very efficient.
- 4 I didn't have enough money to repair my car.
- 5 I didn't borrow my friend's camera.

2d Reading

1 **7.5.2** Read the short biography and answer the questions.

- 1 What is known about Homer?
- 2 How are the *Iliad* and the *Odyssey* connected?

2 **1.1** **1.3.1** Look up the highlighted words in your dictionary.

3 a) **7.1.1** **7.2.1** Scan the story and identify the setting, point of view and characters.

b) **7.4**  Listen and read the story carefully. Describe the characters of Odysseus and Polyphemus with reference to the text.



Homer

Homer was the author of the *Iliad* and the *Odyssey*, the two most famous narratives of ancient Greek literature. We do not know anything about Homer's life. In fact, it is possible that Homer was not the name of a real person but that more than one person wrote the *Iliad* and the *Odyssey*. The *Iliad* tells the story of events during the ten-year war between the Greeks and the Trojans at the city of Troy. The *Odyssey* tells a series of stories about a Greek hero, Odysseus, and his journey home from Troy, when he visits many strange islands.

THE ODYSSEY by Homer

Odysseus tells the story of his escape from a cyclops named Polyphemus.

We reached land after many days at sea. We were hungry, so we started to look for fresh food. Just as the sun was setting, we came to a cave. The cave welcomed us in and inside we found baskets of bread and cheese. We lit a fire and began to eat hungrily.

Suddenly a **giant**, three times the size of a normal man, approached the cave. He was bringing his sheep back into the cave for the night. When all the sheep were inside, he came in, put down his stick and **rolled** a huge rock in front of the cave entrance. Then the giant turned and looked at us. He only had one eye. It was a round mirror in the middle of his forehead. We could see our **reflection** as he **stared** at us. He was a cyclops, a terrible monster I knew about from stories.

"Where have you come from? What are you doing here?" he asked with a voice like thunder. My men ran back in fear but I bravely answered, "We have come from a long war in Troy. We are trying to get home, but we have lost our way. We are your guests. Please give us food and drink."

The cyclops laughed **cruelly** and grabbed two of my men. He **swallowed** them whole as if he was a hungry lion. Then he **yawned** and lay down on the ground. Terrified, the rest of my men started sobbing in the corner, but I **anxiously** explored the cave. I knew it would be impossible to push the rock away from the cave entrance by ourselves. We were prisoners. Even if we killed the cyclops in his sleep, we would be unable to

escape. Then I saw the cyclops's stick and I thought of a plan.

Soon I was ready. I went up to the cyclops while he was still awake. We had brought some honey cakes with us; I offered one to the cyclops. He ate it and said, "Give me some more and tell me your name, and I will give you a gift in return." So I gave him the rest of the cakes. When I saw he was very sleepy, I said: "My name is Nobody. Now please give me the gift which you promised me." "Nobody, this is your gift. I will eat you last, after all your men," he replied, laughing.

Soon the cyclops was asleep and the sound of his **snoring** made my bones shake. We took the large stick and pushed it near the fire until it was hot. Then we went up to the cyclops and held the stick over his face, ready to push it downwards. I could feel my heart **thumping** in my **chest**. I knew that this moment could be my last. Finally I gave the order and we pushed the stick down into the enormous eye.

The cyclops screamed in pain. He jumped up, holding his forehead with one hand and waving his other hand around the cave wildly. We all ran away to hide. **Blinded**, the cyclops was making a huge noise and shouting to his friends for help. The other cyclopes soon came and stood outside his cave.

"Polyphemus, why have you woken us?" they asked. "Is someone stealing your sheep or trying to kill you in your sleep?" "Nobody is trying to kill me in my sleep!" wailed the

- 4** a) **7.4** Read the Narrative Language box. Then match the parts of the story (1-5) with the descriptions (a-e).

Narrative Language
exposition: the start of the narrative – who/ where the characters are and what they are doing
rising action: a series of events that create an exciting and/or dangerous situation
climax event: the most exciting/dangerous situation in the narrative
falling action: the events after the climax event
resolution: the end of the narrative

- | | | | |
|----------------------------|---------------|----------------------------|----------------|
| <input type="checkbox"/> 1 | exposition | <input type="checkbox"/> 4 | falling action |
| <input type="checkbox"/> 2 | rising action | <input type="checkbox"/> 5 | resolution |
| <input type="checkbox"/> 3 | climax event | | |

- Odysseus and his men blind the cyclops.
- Odysseus reveals his name to the cyclops and they escape from the island.
- Odysseus and his men are looking for food and find a cave.
- Odysseus and his men escape underneath the sheep.
- The cyclops comes back to the cave and traps Odysseus and his men.

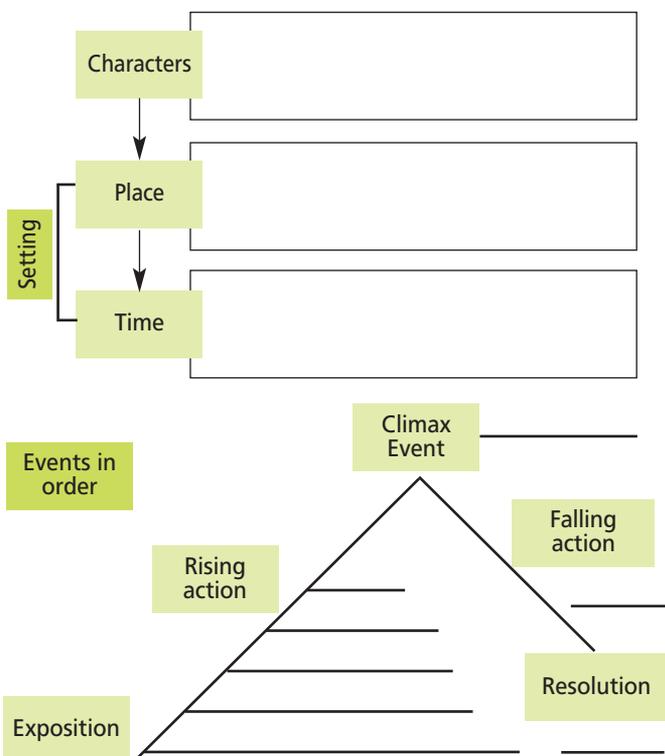
cyclops. The other cyclopes were puzzled. "Polyphemus is screaming," they said to themselves, "but he says that nobody is trying to kill him. He must be having a nightmare." Then they went back home to sleep.

We were still in great danger, but I continued with my plan. I tied each of my men to the stomach of a sheep and then tied myself under the largest of all the sheep. Soon the sun rose, and the sheep started bleating. The cyclops removed the rock at the entrance to let the sheep go out, but he sat by the entrance to catch us if we tried to escape. He touched the backs of the sheep as they went out, but luckily he did not discover that we were hiding under them.

We were free! We returned to our ship, feeling grateful to be alive. As we were sailing off, I shouted to the cyclops: "Cyclops, I tricked you. My name is not Nobody. My name is Odysseus." The cyclops went red with **rage**. He picked up the rock and threw it towards our ship. It splashed into the sea, just missing us, but creating a huge wave which carried our ship to safety.

[Adapted]

- b) **7.4** Use your answers from 3a, 3b and 4a to complete the chart.



- 5** **7.4** Answer the questions.

- The main conflict in the story is between
 - Odysseus's need to escape and the cyclops's cruel nature.
 - Odysseus's love of adventure and his men's need to get home.
 - Odysseus's theft of the food and the cyclops's hunger.
- Why does Odysseus say he is called 'Nobody'?
 - because he is terrified of the cyclops
 - because he has a plan to get out of the cave
 - because the cyclops will recognise his real name

- 6** **7.1** Match the underlined words/phrases and sentences to the correct figures of speech: alliteration, metaphor, onomatopoeia, personification, simile.

- 7** **4.4.2** Answer the questions.

- If you were Odysseus, would you have eaten the baskets of bread and cheese?
- If you were the cyclops, how would you have reacted to someone eating your food?

- 8** **7.2.2** Retell the last paragraph from the point of view of the cyclops.

2e

Listening skills

- 1** a) **5.3.4** Which of the emergency services: *fire brigade, police, ambulance*, would you call if
- there was a car crash?
 - a fire broke out in your house?
 - a burglar broke into your house?
- b) What number do you call in your country when you need the emergency services? In what circumstances would you call them?

- 2** **3.1.1** Listen to a telephone conversation. Which of the expressions (1-8) do you hear? What emergency is the caller reporting?
- 3.1.3** How are the people related?
- 3.6.3** Are they British or Australian?
- Which service do you require?
 - Please hurry!
 - Please state the nature of the emergency.
 - A patrol car has been sent to investigate, sir.
 - Firefighters are on the way.
 - Thank you for all your assistance.
 - Please state your name and your address clearly.
 - Emergency services.

- 3** a) **3.1.2** Listen again and complete the sentences. Use up to three words.
- Bob wants to talk to
 - The fire is in Bob's
 - Bob lives at
 - Bob is asked if anyone is
 - Bob is told to
- b) **3.1.3** How does Bob feel?

- 4** **3.1.4** Have you ever experienced or heard of a similar situation? Tell the class.



- 5** **3.1.3** Listen to someone talking about something that happened to them. **3.1.4** Would you have done the same thing? Tell your partner.
- 6** a) **5.2.2** Tell your partner two things you regret (not) having done.



- I wish I had been more patient. If I had been more patient, my friends ...*
 - I wish I had taken my friend's advice and studied harder. If I had taken my friend's advice, I wouldn't have ...*
 - I wish you hadn't lied to him. If you hadn't lied to him, he wouldn't have got angry with you.*
- b) **3.5.2** Listen to your partner's regrets. Respond to what he/she said.

Intonation in echo questions

- 7** Listen and repeat. Mind the intonation.
- A: He went to Qatar.
B: He went where?
 - A: He asked us to leave by noon.
B: He asked us what?
 - A: He was having some financial difficulties.
B: He was having what?
 - A: He paid £400 for the ticket.
B: How much?

- 4.2.1** Act out similar exchanges.

Speaking skills **2f**

Break news – Express surprise/disbelief

1 Read the news headline. What do you think it's about?

WRECKED SHIP'S CREW SWIM TO SAFETY

2 a) The dialogue is related to the news headline. What do you think Suzie and her brother Mark are discussing?

3.1.1 Listen and check.

b) 6.4.3 Read the dialogue. Find examples of substitution. (e.g. *interesting one* instead of *story*)

Suzie: Hey, Mark. Listen to this story for a minute.
 Mark: Sorry, what's that?
 Suzie: I've just read an interesting one in today's newspaper. Have you read it yet?
 Mark: No, not yet.
 Suzie: OK. Listen to this one! It says here a cargo ship sank near Crovie.
 Mark: No, really? That's only twenty minutes away from here.
 Suzie: Yes, exactly. And supposedly the ship's cargo has washed up on the beach.
 Mark: Never! I don't believe it! What happened exactly?
 Suzie: Well, you heard the storm last night, didn't you?
 Mark: Yes, of course. It kept me awake half the night.
 Suzie: The ship got caught in the storm. The crew must have got confused because the ship hit the rocks. The rocks opened a hole in the side of the ship and it started sinking. Thankfully everyone managed to get to safety. It says here that all the cargo floated to the surface. It had all washed up on the shore by the morning. However, the crew was just happy to have survived.
 Mark: What a nightmare! At least no one got hurt.

c) Take roles and read the dialogue aloud.

3 4.2.1 Work in pairs. Use the phrases in the language box, the headline and the notes to act out a similar dialogue to the one in Ex. 2a.

EARTH SHAKES IN NORTHERN TOWNS

early yesterday morning – towns in the north of the country – felt the ground shaking – houses & offices shook – lasted for about thirty seconds – everyone relieved when it stopped – no damage done

Breaking news	Expressing surprise/disbelief
<ul style="list-style-type: none"> You'll never guess / believe what / who ... Guess what! ... I've just heard / read the ... news! Have you heard ...? Listen to this! Wait till you hear ... Do you know ...? 	<ul style="list-style-type: none"> Really? I don't believe it! You're joking / kidding! Never! / Wow! That's unbelievable! You're not serious, are you? How awful / terrible! You've got to be joking! You can't be serious! That's dreadful / terrible news! What a nightmare!

Compare photographs

4 a) 4.2.2 5.4 Compare the photographs and say how the weather affects how we feel and what we do. Use the phrases from the language box and the ideas to help you. Make sure you link your ideas.



Useful language	Ideas
<ul style="list-style-type: none"> In the summer/ winter, people usually feel ... You can ... in the summer/winter. However, the summer/ winter is better/worse for ... When it's hot/ cold, ... The weather can affect ... 	<p>winter activities: make a snowman, slide down snow, ski/snowboard, stay indoors, etc.</p> <p>summer activities: play sports, go to the beach, spend time outdoors, go camping, etc.</p> <p>feelings: excited, energetic, depressed, relaxed, optimistic, etc.</p>

b) 4.2.1 4.2.2 Which season do you prefer? How does it make you feel and what activities do you like to do then? Tell your partner. He/She asks follow-up questions. (e.g. *Why do you like ...?; How often do you ...? Who do you go with?; Where do you usually ...? etc*)



2g Writing A narrative

▶ Writing Bank 2 p. WB2

Prompt analysis

1 **7.3.1 9.2** Read the prompt and answer the questions.

Your favourite magazine is having a short story competition. The story should be entitled **A day I'll never forget**. Write your **story** (120-180 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What should your story be about?
- 4 What point of view, first or third person, will it be written in?
- 5 What tenses will you mainly use?

Model analysis

2 a) **7.3.1 9.2** Read the story and choose the correct word. The writer uses a variety of complex and simple sentences. Why?

A When I entered the gym that evening I had no idea what was going to happen. As usual, I went up to the first floor and started working out.

B **1) After/Next** I had finished, two hours later, I realised the place was empty. **2) Then/As** I was walking slowly downstairs, I heard a terrible rumble, like thunder. Within seconds the walls collapsed around me. I fell and was lying in total darkness.

C I was trapped. I screamed hysterically **3) but/so** I realised it was useless. Those hours were the longest of my life. It seemed like an eternity **4) after/before** I heard loud voices coming towards me. I shouted frantically for help. A man shouted back, "Don't panic. We'll get you out of there."

D **5) As soon as/Finally** they removed the debris and I saw the rescuers' faces, I knew I would be safe. My leg was hurting terribly but I felt relieved just to be alive!

b) Which paragraph includes

- 1 the climax event?
- 2 how the story ended and the writer's feelings?
- 3 setting the scene?
- 4 events leading to the climax event?

3 **7.3.1** List the events in the story in the order they happened. Use *first, then, next, after that, finally* to retell the story.

6.6.5 Consider an alternative outcome to that in the text.

4 **9.2.5** Find an example of *direct speech* in the story. Rewrite it as reported speech.

5 a) **7.1.1** Find the adjectives the writer uses to describe the following nouns. Which *pre modify, post modify* each noun?

- place • rumble • darkness • hours • voices

b) **7.1.1** Find the adverbs the writer uses to describe the following verbs.

- was walking • screamed • shouted
- was hurting

c) **7.1.4** Find an example of simile in paragraphs B and C.

d) **7.4** Evaluate the story in Ex. 2a. Think about: *point of view narrative is told, sequence of events leading to climax event, use of adjectives to pre-post modify nouns, use of figurative language correct use of connectives.* Tell the class.

6 **8.1.5** Link the sentences. Use the words in brackets.

- 1 I got to my room. I started to unpack. (**as soon as**)
- 2 I changed my clothes. I went for a night out. (**and then**)
- 3 I was excited. It was my first visit to Rome. (**because**)
- 4 I packed my suitcase. I called a taxi. (**before**)
- 5 I realised I didn't have my passport. I started to panic. (**when**)

STUDY SKILLS

Setting the scene
To set the scene close your eyes and imagine that you are looking at a picture. Try to describe the place (*where*), the time (*when*), the weather, the people involved (*who*) and their feelings.



7 **8.1.1 9.2.4**

Look at the picture and write a short paragraph to set the scene.

Adjectives/Adverbs

8 7.1.1 Replace the adjectives in bold with:

- **terrifying** • **deafening** • **pleased**
- **relieved** • **comfortable**

As soon as I got onto the plane, I sank into my 1) **nice** seat, 2) **glad** to be on my way. A short while after we had taken off, there was a 3) **big** clap of thunder. Then the plane started rocking from side to side and we all gasped in horror. "We're losing altitude!" a passenger cried. After a few minutes, the plane stopped shaking and everyone was 4) **OK!** It was a 5) **bad** experience.

9 9.1.2 Fill in:

- **anxiously** • **slowly** • **loudly** • **patiently** • **hungrily**

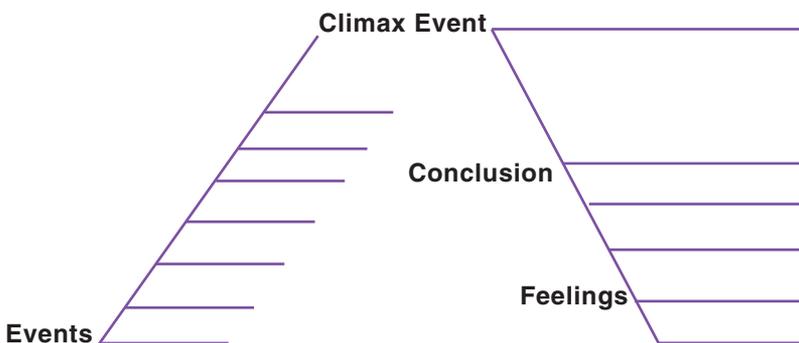
- 1 There was a long queue for tickets at the train station, but Nathan waited for his turn.
- 2 Paddy was listening to his car radio as the traffic was moving along the motorway.
- 3 Having spent the day trekking in the mountains, Clare ate in the village's only restaurant.
- 4 "There's too much snow for us to climb it today," John thought as he looked at the mountain.
- 5 Nora screamed at the sight of the huge lion.

Your turn

10 9.2.1 Read the prompt, then plan your story. Use the diagram to brainstorm for ideas.

The school magazine is having a short-story competition. The story should be entitled: **A holiday where everything went wrong** (120-180 words).

Setting: Where _____
 When _____
Main Character: _____



11 9.2.1 Check theory in the Writing Bank p. WB2. Use your answers in Ex. 10 and the plan to write your story. Use language from the Useful Language box.
 9.2.6 Use a variety of complex and simple sentences. Orientate the audience, sequence information in chronological order and use reported speech or expressive dialogue.

Useful Language

- Setting the scene**
- It was a ... day/evening last ... summer/weekend etc.
 - I was ...
- Events**
- As I/we were... Suddenly, I/we saw/heard ... Then, ... Finally, ...
- Feelings**
- I felt happy/excited because ...
 - I couldn't believe my eyes when ...
 - To my horror/amazement/surprise etc, ...
 - I felt relieved to be safe and sound.

Plan

9.2.1

- Introduction**
 (Para 1) *set the scene*
- Main Body**
 (Paras 2-3) *events in order they happened – climax event*
- Conclusion**
 (Para 4) *end the story – feelings*



Checklist

When you finish your piece of writing, check it for the following:

- Story organisation**
- 9.2.1 Has your story got an introduction, main body and conclusion?
 - 9.2.8 Are the paragraphs clearly laid out?
 - 9.2.3 Is the sequence of events clear to the reader?
 - 9.2.7 Have you drawn the narrative to an effective conclusion?
- Structure details**
- 8.1.5 What tenses have you used?
 - Have you used linking words?
 - 9.1.3 Have you used a variety of adjectives and adverbs?
 - 9.2.5 Have you used direct speech?
 - 8.3 8.5 Are there any spelling, grammar or punctuation mistakes?
 - 9.2.4 Have you selected vocabulary precisely to portray characters & create moods?

Language Knowledge 2

Vocabulary

- 1** **1.1** **8.1.5** Complete the gaps with the correct word. Then put the verbs in brackets into the correct form.

19-year-old climber Peter Smithers made the news last week when he miraculously escaped

1) an avalanche in Scotland. He 2) (**climb**) up a snow-covered slope in Ben Nevis when he stopped

3) (**get**) some supplies from his backpack. Suddenly, 4) was a loud rumble like a train approaching and the next thing he knew, he 5) (**tumble**) down the slope in a massive wave of snow that was sweeping away everything 6) its path. Smithers 7) (**tell**) the reporters that it had all happened so quickly that he hardly had time to think. Fortunately, after 8) (**fall**) for 500 metres, he was uninjured. But the lucky climber didn't complain

9) his ordeal. Asked 10) he would do a similar climb again, he replied that he 11) already started making plans to return to Scotland the 12) year.

The weather

- 2** **1.2** Check any unknown words in the Word List. What are these words in Arabic?

rain
downpour
storm
drizzle
shower
flood
torrential rain

snow
sleet
blizzard
snowfall
snowdrifts
hail

sun
sunshine
heat wave
blazing sun

wind
hurricane/tornado
breeze
gale

weather

- b)** What is the weather like in Qatar? Tell the class.

Grammar The future

Will/Going to

- Look at those dark clouds! **It's going to rain.**
- I'm going to join** Greenpeace this year.
- I think he **will succeed.**

▶ see p. GR3

- 3** **a)** **5.1.1-2** Match sentences 1-3 to what they express: **a)** a prediction based on what we think/believe, **b)** a future plan/intention, **c)** a prediction based on what we see.
- b)** **5.1.1-2** Make predictions about your life.

Future continuous/Future Perfect/Future Perfect continuous

- This time next week, **I'll be travelling** to Spain.
- By this time next week, **I'll have finished** my project.
- I'll be seeing** Ann tonight.
- By the end of next week, **I'll have been looking** for a flat for a month.

▶ see pp. GR3-GR4

- 4** **a)** **5.1.1-2** Read the examples 1-4. Which verb form expresses: **a)** a previously arranged action? **b)** an action in progress at a certain time in the future? **c)** an action finished before a certain future time? **d)** the duration of an action up until a time in the future?

- b)** **5.1.1-2** Put the verbs in brackets into the correct tense.

- This time next week, I (**work**) with them for a year.
- By the time we get there, he (**leave**).
- This time tomorrow, I (**walk**) to work.
- We (**clean up**) the park by tonight.

- c)** **5.1.1-2** Tell the class five things you think will/won't have happened 50 years from now; three predictions about your future; two things you will be doing this time next Monday.

The Old Man and the Sea

by Ernest Hemingway

The old man began to row out of the harbour in the dark. There were other boats from other beaches going out to sea. The old man heard the push of their oars even though he could not see them.

Sometimes someone would speak in a boat. But most of the boats were silent. They spread apart after they were out of the harbour. Each one headed for the part of the ocean where he hoped to find fish. The old man knew he was going far out and he left the smell of the land behind. He rowed out into the clean early morning smell of the ocean.

10 In the dark the old man could feel the morning coming. He heard the sound of flying fish leaving the water and the hissing of their wings as they flew away in the darkness. He was very fond of flying fish. They were his main friends on the ocean. He was sorry for the birds, especially the small delicate dark terns that were always flying and
15 looking but almost never finding anything. He thought, "The birds have a harder life than we do, except for the heavy strong ones. Why are the birds so delicate and fine when the ocean can be so cruel? She is kind and very beautiful. But she can be so cruel and she changes so suddenly. Such birds are too delicate for the great
20 ocean."

He was rowing steadily. The surface of the ocean was flat. As it started to get lighter, he saw he was already further out than he had hoped to be at this hour.

The sun rose slowly from the sea. The old man could see the other boats in the distance closer to the shore. As the sun rose, the flat sea sent the light back at his eyes. It hurt him. He rowed without looking into the glare of the sun. He looked down into the water and watched the fishing lines that went straight down into the dark blue sea. He kept them straighter than anyone did. This way there would be bait
30 waiting exactly where he wished it to be for any fish that swam there.

Other fishermen let their lines be carried along in the water, so they didn't know how far down they were.

35 "But," he thought, "I keep them exactly at the depth I want. But I have no luck any more. But who knows? Maybe today. Every day is a new day. It is better to be lucky. But I would rather be exact. Then when luck comes, you are ready."



Progress Check

MODULE A

Reading

1 Read the text and for questions 1-5, choose the best answer (A, B, C or D).

- 1.1 'Headed for' in l. 6 is closest in meaning to
A moved towards
B looked for
C hurried towards
D faced
- 7.1.4 "He heard the sound of flying fish leaving the water and the hissing of their wings as they flew away in the darkness." This sentence contains an example of
A onomatopoeia
B metaphor
C personification
D rhyme
- 7.5.2 Why did the old man feel sorry for the small birds?
A because they had to fly all the time
B because the sea was always rough
C because they seemed so weak
D because they looked so hungry
- 7.5.2 Compared to other fishermen, it seems that the old man was
A luckier
B stronger
C more careful
D better equipped
- 7.1.1 In the final paragraph, how does the old man feel about his bad luck?
A sad
B positive
C cheerful
D worried

(5x4=20)

Progress Check

MODULE A

Listening

2 **3.1.2** Listen to the news report and decide if the statements (1-5) are *True* or *False*.

- 1 Twenty-six centimetres of rain have fallen in the last month.
- 2 Several towns were affected by the mudslides.
- 3 Some homes were destroyed by the landslide.
- 4 The town is located in a difficult place for rescue teams.
- 5 Neighbouring countries have already sent help.

(5x2=10)

Vocabulary

3 **1.1** Fill in with:

• **tornado** • **donated** • **public** • **heat wave** • **make**
• **beating** • **drew** • **collapsed** • **gathered** • **escape**

- 1 The swept through the town, destroying everything.
- 2 I can't out what the card says.
- 3 The museum opened to the in May.
- 4 The ruling family the collection.
- 5 The residents managed to the tsunami.
- 6 Temperatures during the reached 45°C.
- 7 The exhibition a lot of visitors.
- 8 Two buildings in the earthquake.
- 9 Her heart was very fast.
- 10 All the people in the square.

(10x1=10)

Grammar

4 **5.4** Put the verbs in brackets into the correct *past tense*.

- 1 What (**you/take**) with you for the hike?
- 2 He called us as soon as he (**arrive**).
- 3 When I came back, he (**sleep**).
- 4 We (**work**) when the phone rang.
- 5 The sun (**shine**) while we (**drive**) towards the village.

(5x2=10)

5 **5.2.2** **5.2.3** Put the verbs in brackets into the correct tense.

- 1 If you had sent me an e-mail, I (**reply**) as soon as I could.
- 2 If I (**buy**) a better computer, I wouldn't have had so many problems.
- 3 If only I (**study**) more, I wouldn't have failed my test.
- 4 If only Tom (**choose**) a better password, they wouldn't have been able to access his account.
- 5 You (**not/have**) sore eyes if you hadn't been on the Internet so often.

(5x4=20)

Speaking

6 **4.5.1** Choose the correct response.

- 1 A: What's the weather like outside?
B: **a** It's raining.
b It didn't stop raining.
- 2 A: An earthquake hit Japan yesterday.
B: **a** Really?
b Is it?
- 3 A: Have you heard about the cruise liner that sank yesterday?
B: **a** Listen to this!
b You can't be serious!
- 4 A: Ten people died in the tsunami.
B: **a** That's terrible.
b They did, didn't they?
- 5 A: Have you read it yet?
B: **a** I don't believe it.
b No, not yet.

(5x2=10)

Writing

7 **9.2** Read the prompt, then write your story.

Your school newspaper is having a short-story competition. You have decided to enter. The story must be entitled ***The scariest experience of my life***. Write your **story** (120-180 words).

(20 marks)

(Total=100)

Check your progress

- talk about natural disasters & weather conditions
- describe an event, break the news
- express surprise/disbelief
- compare & contrast photographs
- report someone's words
- write a story

GOOD ✓ **VERY GOOD** ✓✓ **EXCELLENT** ✓✓✓

MODULE B

▶ Unit 3 The Environment



▶ Unit 4 Technology



▶ Before you start

- How can we protect the environment?
- Which is the greatest technological invention in your opinion? Why?

▶ Learning expectations

- In these units you will learn to
- understand and respond to persuasive arguments
 - interact in paired and group discussions and more formal discussions
 - show awareness of other participants while interacting
 - prepare and present an opinion to an audience in order to convince or persuade them
 - use a variety of interactive and language repair strategies to initiate, maintain and conclude a conversation
 - understand how persuasive texts are organised
 - evaluate persuasive texts
 - write persuasive texts

▶ Standards Tracker

Unit 3

Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
1.1	Exs 1 & 2a p. 37	9.4.1-5	Ex. 1 p. 40	4.4.2	Ex. 3 p. 42	6.4.4	Ex. 3b & Useful Language pp. 44-45
4.2.1	Ex. 3 p. 37	7.7	Ex. 1 p. 40	4.7.7	Ex. 6b p. 42	9.4.3	Ex. 4b p. 44
4.7.2	Ex. 3 p. 37	1.1	Exs 2-3 p. 40	5.1	Ex. 6b p. 42	9.4.4	Ex. 5 p. 44
4.7.3	Ex. 3 p. 37	2.1	Ex. 4 p. 40	6.6.3	Ex. 1a p. 43	9.4.1-5	Planning an essay expressing your opinion p. 45
4.6.6	Ex. 3 p. 37	1.3.1-2	Ex. 5 p. 40	3.2.1	Ex. 1a p. 43	8.2	Exs 7a & b p. 45
4.7.1	Ex. 1a p. 38	7.6.1	Exs 1& 4b p. 41	4.4.1	Ex. 1b p. 43	9.4.1-5	Ex. 8 p. 45
1.1	Ex. 1b p. 38	2.3.2	Ex. 2 p. 41	4.5.1	Ex. 1b p. 43	9.4.6	Ex. 8 p. 45
6.3	Ex. 2.1 p. 38	2.3.2	Ex. 3 p. 41	4.5.2	Ex. 1b p. 43	9.4	Plan p. 45
6.4.1	Ex. 2.2 p. 38	7.6	Ex. 4a p. 41	4.5.3	Ex. 1b p. 43	8.5	Checklist p. 45
1.3.1	Check these words p. 38	5.9.4	Ex. 5 p. 41	4.5.4	Ex. 1b p. 43	9.4.2	Checklist p. 45
7.5.2	Exs 2.3 & 2.4 p. 39	5.9.4	Ex. 6 p. 41	4.4.1-2	Ex. 2 p. 43	9.4.1	Checklist p. 45
7.7	Ex. 2.5 & 8 p. 39	5.9.4	Ex. 7 p. 41	5.13	Ex. 2 p. 43	9.4.3-4	Checklist p. 45
6.4	Ex. 2.6 p. 39	7.6	Ex. 7 p. 41	4.7.3	Ex. 2 p. 43	9.4.5	Checklist p. 45
7.6.1	Exs 3a & b p. 39	1.1	Exs 1a & 4a p. 42	4.6.1	Exs. 3a & b p. 43	8.3	Checklist p. 45
6.6.1	Ex. 4a p. 39	3.2.1	Exs 1b, 4b & 5 p. 42	4.6.4	Exs 3a & b p. 43	8.4	Checklist p. 45
5.10.1	Ex. 4b p. 39	3.2.2	Exs 1b.5, 5.4 & 5.5 p. 42	4.6.5	Exs 3a & b p. 43	1.1	Exs 1 & 3 p. 46
5.10.3	Ex. 4b p. 39	3.2.3	Ex. 1c p. 42	4.6.8-13	Exs 3a & b p. 43	4.4.1	Ex. 2 p. 46
1.1	Exs 5-7 p. 39	3.2.4	Exs 1d & 6a p. 42	4.7.4-6	Ex. 3b p. 43	4.4.2	Ex. 2 p. 46
4.7	Ex. 9 p. 39	4.6.2	Ex. 1d p. 42	6.6.3	Exs 1 & 6 pp. 44-45	1.3.1	Ex. 4 p. 46
4.6.3	Ex. 9 p. 39	4.2.1	Ex. 2a & b p. 42	7.6	Exs 2-3b p. 44		
4.2	Ex. 10 p. 39	4.1	Ex. 2b p. 42	7.6.1	Topic/Supporting sentences & Ex. 4a p. 44		

Unit 4

Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
1.1	Exs 1a, 1b & 2 p. 47	1.3.1-2	Ex. 4 p. 50	5.9	Presenting an opinion & Exs 2b & 4a-5a p. 53	8.5	Checklist p. 55
4.4.1	Exs 1b & c p. 47	2.1.1-2	Ex. 5 p. 50	6.6.4	Ex. 1 p. 53	8.3	Checklist p. 55
5.1	Ex. 1c p. 47	5.5	Ex. 1a & b p. 51	7.6	Ex. 2a p. 53	8.4	Checklist p. 55
4.7.1	Ex. 3 p. 47	5.5.1	Ex. 2 p. 51	4.6.13	Ex. 3 p. 53	9.4.4	Checklist p. 55
4.7.2	Ex. 3 p. 47	5.5.5	Ex. 2 p. 51	5.9.1	Useful Language p. 53	9.4.2	Checklist p. 55
4.7.3	Ex. 3 p. 47	5.5.4	Exs 3-5 p. 51	5.9.2	Useful Language p. 53	1.1	Ex. 1a, 2a & 3 p. 56
4.4.1	Ex. 1 p. 48	5.5.3	Ex. 3 p. 51	5.9.3	Useful Language p. 53	7.6	Ex. 1a p. 56
1.1	Ex. 2a p. 48	1.1	Exs 1a & 2a p. 52	5.9.4	Useful language p. 53	7.7	Ex. 1b p. 56
1.3.1	Ex. 2a p. 48	1.3.1	Exs. 3a & 4a p. 52	4.5.7	Ex. 5b p. 53	4.6.8	Ex. 2b p. 56
7.6	Exs 2b & 3 p. 48	3.2.1	Exs 3b, 4b.1 p. 52	5.10.4	Ex. 5b p. 53	4.6.7	Ex. 2b p. 56
1.3.1	Check these words p. 48	3.2.2	Exs 3b & 4b.3 p. 52	9.4	Exs 1 & 2a p. 54	6.6.8	Ex. 1.1 p. 57
6.6.1	Ex. 4a p. 49	4.4.1	Ex. 3c p.52	9.4.2-3	Ex. 2b p. 54	1.1	Ex. 1.2 p. 57
7.7	Ex. 4a p. 49	3.2.3	Ex. 4b.2 p. 52	9.4.3	Ex. 2c p. 54	7.5.2	Ex. 1.3-1.4 p. 57
5.10.2	Ex. 4b p. 49	3.2.4	Ex. 4c p. 52	7.6.1	Exs 3-5 & Checklist pp. 54-55	6.4.5	Ex. 1.5 p. 57
4.6.9	Ex. 4b p. 49	4.5	Ex. 4c p. 52	6.4.5	Exs 3 & 7b pp. 54-55	7.6.1	Ex. 1.6 p. 57
1.1	Exs 5-6 pp. 48-49	4.5.2	Ex. 4c p. 52	6.4.4	Ex. 3 & Useful Language pp. 54-55	4.5.1	Ex. 2 p. 57
7.7	Exs. 4a & 7 p. 49	4.5.4	Ex. 4c p. 52	7.7	Exs 6a & b pp. 54-55	3.3.1	Ex. 3 p. 58
9.4.6	Ex. 8 p. 49	4.5.5	Ex. 4c p. 52	9.4	Ex. 7a, Plan & Checklist p. 55	3.2.1-2-4	Ex. 3 p. 58
5.8.1-2	Ex. 9 p. 49	4.5.6	Ex. 4c p. 52	9.4.3	Ex. 8 & Checklist p. 55	5.5	Ex. 4a p. 58
9.1.1-3	Ex. 10 p. 49	4.5.3	Ex. 4c p. 52	9.4.5	Ex. 8 p. 55	1.1	Ex. 5 p. 58
1.1	Exs 1-3 p. 50	3.6.2	Ex. 5 p. 52	9.4.1-6	Ex. 9 p. 55	9.4	Ex. 6 p. 58

The Environment **Unit 3**

Lead-in

1

1.1 Which picture shows:

- wild animals? • mountains? • birds? • a river? • the ocean?
- a lake? • a forest? • a desert? • a waterfall?



Listen and check, then say.

2



3



4



5



6



7



8



9



2

a) 1.1 Fill in:

- provide • cover • home • lack • shelter • areas • drop • insects

A

They are one of nature's treasures. They are 1) with a lot of trees and 2) about 30% of the Earth's land surface. They provide food and 3) to people and animals.

B

They take up 70% of the Earth's surface. They are 4) to some of the most amazing creatures on Earth. They 5) 50% of the Earth's oxygen.

C

They occupy 1/5 of the Earth's land surface. It rarely rains there. Reptiles, 6), birds and mammals live there. They are hot and there is a 7) of water and plants. However, temperatures 8) at night.

b) Which of the pictures 1-9 does each text refer to?

3

4.2.1 Which of the things in the pictures exist/don't exist in your country? Name some. Tell the class.

I live in In my country there are rivers. The longest one is the ... River. There are also forests. Some are ... coast, others are in There aren't any ..., though.

4.7.2

4.7.3



Why is it important to take care of the environment? What can we do to help? Discuss with your partner. Try to elicit more from your partner.

4.6.6

Use facial expressions or shake your head if you don't understand.

3a Reading

1 a) **4.7.1** Look at the photograph. What do you see? What do you know about this environment?

b) **1.1** Check the words/phrases below in the Word List or in your dictionary. How do you think these words relate to coral reefs? Skim the text to find out.

- essential • biodiversity
- species • greenhouse gas
- atmosphere • coastlines
- economic benefit
- communities

2 Read the text again and choose the best answer A, B, C or D.

- 1** **6.3** What is the purpose of the text?
- A to explain how coral reefs are created
 - B to convince the reader that reefs are important
 - C to explain the benefits and drawbacks of reefs
 - D to provide steps to protect the environment
- 2** **6.4.1** The word **this** in line 9 refers to
- A the wonder that reefs can inspire.
 - B species that have not yet been discovered.
 - C the opinion of scientists.
 - D the high level of biodiversity in reefs.

Save the Coral Reefs

A Everyone knows that it is important not to destroy the earth's forests, but what about the oceans? Take coral reefs, for example. Coral reefs are one of planet earth's most stunning environments and it is essential we save them.

B First of all, coral reefs are very important because of their biodiversity. In fact, some people call them the rainforests of the sea. Covering less than one tenth of one percent of the ocean, they contain 25 percent of the oceans' fish species. Scientists believe that there may be more than a million species living on reefs that we have not even discovered yet. If we lose the coral reefs, we will lose a large proportion of the oceans' creatures. And if **this** is not enough reason to protect them, coral reefs are breathtakingly beautiful and inspire wonder in whoever sees them.

C Secondly, coral reefs help maintain and protect the global environment. The skeletons of the corals that build reefs are made up of about 60 percent carbon dioxide (CO₂), which is a dangerous greenhouse gas. The corals remove the CO₂ from the atmosphere; so, like forests, they can help slow down global warming. In addition, reefs provide a physical barrier that protects coastlines from being damaged by waves. In some cases, whole islands would vanish if they were not protected from the strength of the ocean by the coral reef that surrounds them.

D Finally, coral reefs give great economic benefit to people. Many of the fish we eat depend on reefs for their survival; if the reefs are destroyed, the fish we eat will disappear and then the jobs of the fishermen. In addition, many communities around the world support themselves by tourism that is directly related to the reefs; indeed, every year millions of people visit coral reefs for diving holidays. Furthermore, scientists have discovered that some life-saving medicines can be made from creatures that live on reefs.

E Clearly, it is essential we protect coral reefs not only because of their great biodiversity but also because they protect the global environment and benefit the economy. It is obvious that the world would be a poorer place if we lost them.

Check these words **1.3.1**

- levels • contain • creatures • diversity • inspire • skeletons • build
- damaged • vanish • surrounds • survival • tourism • life-saving • poorer

3 **7.5.2** The author mentions CO₂ in paragraph C because

- A reefs help the environment by removing it.
- B it is something that is causing damage to reefs.
- C it is vital to the future survival of reefs.
- D it is a very dangerous greenhouse gas.

4 **7.5.2** According to paragraph D, if reefs are destroyed, what will happen to the jobs of fishermen?

- A They will become more difficult.
- B They will have to be done in the open sea.
- C They will disappear.
- D They will become less profitable.

5 **7.7** All of the following statements support the claim that reefs benefit the economy EXCEPT:

- A They generate tourism.
- B They provide fishermen with jobs.
- C They remove carbon dioxide from the atmosphere.
- D They are a source of medicine.

6 **6.4** What language element is shown in this sentence: “and then the jobs of the fishermen” in line 20?

- A ellipsis
- B substitution
- C opposition
- D numeration

3 a) **7.6.1** Listen and read the text again. What is the main purpose of each paragraph? Match the paragraphs (A-E) to the purposes (1-5).

- 1 second supporting argument
- 2 concluding statements
- 3 final supporting argument
- 4 opening statement
- 5 first supporting argument

b) **7.6.1** What linkers has the writer used? How does this help the text?

4 a) **6.6.1** Answer the questions in your own words. Highlight the part in the text which provides an answer.

- 1 How common are coral reefs in the world?
- 2 How do coral reefs protect the land?
- 3 How do coral reefs encourage tourism?

b) **5.10.1 5.10.3** Do you think this article is persuasive? Which points do you find the most persuasive? Look at the elements of persuasive language on p. 40.

5 **1.1** Find words or phrases in the text that mean the opposite of:

- *weakness* (para C)
- *few* (para D)
- *hard to see* (para E)

6 **1.1** Find words in the text that mean:

- *spectacular* (para A)
- *found* (para B)
- *amazement* (para B)
- *supply* (para C)
- *need* (para D)

7 **1.1** Complete the summary. Use these words:

- *waves*
- *huge*
- *gases*
- *earn*
- *essential*
- *need*
- *interesting*
- *harm*
- *get rid of*
- *useful*
- *find*
- *save*

It is very important to 1) the coral reefs. Firstly, a 2) number of species 3) them to survive, so if we 4) the reefs, we will destroy many beautiful and 5) creatures. In addition, reefs are 6) for the world's environment because they help 7) dangerous greenhouse 8) and also protect the land from 9) Finally, coral reefs are 10) for people because people can 11) money from fishing or tourism and can even 12) new medicines there.

8 **7.7** Does the text contain facts? Does it contain opinions? Give examples. How objective is it?

9 How can we save the coral reefs?

4.7 Talk with your partner.

4.6.3 While speaking stop and restart sentences that are not clear or pause to rephrase.

10 **ICT** Collect information about an endangered environment. Tell the class.

4.2 Make sure you use: *grammar, vocabulary and punctuation accurately and appropriately, linkers that organise your ideas and a rich content that is readily comprehensible.*

3b

Vocabulary

See Further Practice section

Elements of Persuasive Language

- 1** 9.4.1-5 7.7 Use the words in the box to fill in the gaps in the paragraph.

- **statistics and facts**
- **comparisons**
- **repetition**
- **emotive language**
- **quotations**
- **exaggeration**
- **rhetorical questions**

- 1 Use to make your essay more interesting to the reader. Make sure you name the author. As Alan M. Eddison says, "Modern technology owes ecology an apology."
- 2 To add strength and validity to your arguments, you can always use
According to **Dr Scott**, **27% of teen boys** use the computer for over 6 hours a day.
- 3 To stir up emotions in your readers, use
The little monkey was in **critical condition** and wouldn't have survived was it not for the work of the **dedicated** team of volunteers.
- 4 To get your readers thinking and get them involved use
Should we allow people to continue this practice?
- 5 Use to allow your readers to understand and relate the issue to something that is familiar to them.
Today, smart phones are just **as useful and functional as** laptops ten years ago.
- 6 Use to make a key argument on theme stick into your readers' minds.
These changes will make life **better for the students, better for the teachers and better for the headmaster.**
- 7 Use to represent something in an excessive way.
He was so tired he couldn't **hold his eyelids up.**

- 2** 1.1 Choose the word that does not complete the sentence. Use your English-English dictionary to make sentences about the environment with the other word.

- 1 We must try to **save/conserves/contaminate/not waste** as much water as possible.
- 2 Before you go to bed, make sure you **switch off/die out/turn off/unplug** electrical appliances.
- 3 Everyone should **repair/recycle/reverse/reuse** whatever they can instead of throwing it all away.

Prepositional phrases

- 3** 1.1 Choose the correct preposition in bold. Check in the Word List. Make sentences using the prepositional phrases.

- 1 A lot of animals are **at/in** risk of extinction.
- 2 We must **protect** habitats **of/from** disappearing.
- 3 You can help **save** animals **of/from** extinction.
- 4 Seahorses **rely on/with** camouflage to **hide of/from** predators.
- 5 'Wildlife' means animals living **at/in** the wild.

Word formation

- 4** 2.1 Complete the sentences with the nouns derived from the verbs in bold.

We form nouns from verbs using the following suffixes: **-ance** (annoy-annoyance), **-ant** (attend-attendant), **-ion** (prevent-prevention), **-ation** (converse-conversation), **-ence** (pretend-pretence), **-ment** (enjoy-enjoyment), **-sion** (explode-explosion), **-tion** (suggest-suggestion) Other noun suffixes are: **-ism** (racism), **-ist** (pianist), **-ology** (biology), **-ory** (repository), **-ty** (safety)

- 1 Recycling helps control environmental
(**POLLUTE**)
- 2 In, both people and animals will benefit if laws are made to abolish illegal animal trading.
(**CONCLUDE**)
- 3 The animal shelter has announced that there will be a in staff because of financial difficulties. (**REDUCE**)
- 4 There's a great of documentaries to watch about endangered species. (**COLLECT**)
- 5 There is a meeting on whale next Monday.
(**CONSERVE**)

Phrasal verbs: BRING

- 5** 1.3.1-2 Choose the correct particle. Check in the Word List.

- 1 His new book will be brought **about/out** this May. (**be published**)
- 2 Environmentalists helped to bring **about/round** a change in the law. (**cause**)
- 3 She managed to bring **out/up** her three children on her own. (**raise**)
- 4 He fainted, but the doctor brought him **about/round**. (**regain consciousness**)



Grammar in use

3c

See Further Practice section

Present Simple

Brady Barr is a herpetologist – he studies snakes, crocodiles, lizards and other reptiles. He **1) lives** in the USA, but every summer he **2) travels** all around the world looking for wildlife. It's not an easy job. He **3) wakes up** early in the morning to start work and usually goes to bed very late. He also appears on TV. He has a show that **4) starts** at 9 o'clock every Wednesday. Brady has a busy life but he enjoys every minute of it.

see pp. GR4-GR5

1 7.6.1 Match the verbs in bold to their uses.

- | | |
|---|---|
| A <input type="checkbox"/> routine/habit | D <input type="checkbox"/> timetables/
programmes |
| B <input type="checkbox"/> permanent state | |
| C <input type="checkbox"/> repeated action | |

2 2.3.2 Study the box, then write the *third person singular* of the verbs.

get + -s → gets	play + -s → plays
go + -es → goes	study + -ies → studies
catch + -es → catches	

see p. GR4

- | | |
|--------------|----------------|
| 1 like | 5 stay |
| 2 cry | 6 teach |
| 3 do | 7 listen |
| 4 read | 8 try |

3 2.3.2 Study the box, then write the verbs adding *-ing*.

Verb + *-ing* form

sleep + -ing → sleeping	cry + -ing → crying
write + -ing → writing	study + -ing → studying
lie + -ing → lying	get + -ing → getting

- | | |
|---------------|---------------|
| 1 put | 6 plan |
| 2 have | 7 tie |
| 3 die | 8 ride |
| 4 swim | 9 study |
| 5 relax | 10 try |

4 a) 7.6 Put the verbs in brackets into the *present simple* form.

Hi Joshua!
How are you? What time **1)** (**you/get up**) in the morning? I get up at 7:30 and Mum **2)** (**have**) breakfast ready for me and my sister, Karen. Karen is 19 and she **3)** (**not/go**) to school. She **4)** (**work**) in a bank. I go to school and my lessons **5)** (**finish**) at 3:00. After that I **6)** (**play**) football with my friends. In the evening, I **7)** (**listen**) to music and my sister **8)** (**watch**) TV. We **9)** (**eat**) dinner with Mum and Dad at 7:00. What **10)** (**you/do**) every day?
Write back,
Paul

b) 7.6.1 Now answer the questions.

- Does Paul get up at 8:00?
No, he doesn't. He gets up at 7:30.
- Does Karen work in a bank?
- Do Paul's lessons finish at 3:00?
- Does Paul eat dinner with his grandma?

Clauses of result

They didn't lock the door. **As a result, Therefore, Consequently/As a consequence,** thieves broke in. It was **such** a big explosion **that** five people got seriously injured. Everything happened **so fast that** they couldn't react.

see p. GR5

5 5.9.4 Read the examples. Which words introduce clauses of result?

6 5.9.4 Complete the gaps with *so* or *such*. Check in the Grammar Reference.

- The drought was severe that all the crops failed.
- There is a high level of radiation in the area that no one lives there.
- There has been much poaching that the White Rhino is nearly extinct.
- It was a shock to see the whole town flooded.

7 5.9.4 7.6 Think of the grammar structures you have learnt in this lesson. Write sentences using them. Tell the class or your partner.



3d Listening skills

1 a) **1.1** You will hear an interview with a scientist about lions. Before you listen, check these words in the Word List.

- game reserves • habitat loss • hunting
- accidental poisoning • vanish • poacher
- critically endangered species list • breed

b) **3.2.1** Listen to the dialogue and decide if each sentence is *True* or *False*. What persuasive techniques did the lecturer use to make his lecture more convincing?

- 1 Most lions live in national parks and game reserves.
- 2 Three decades ago, there were 180,000 more lions in the African wild.
- 3 Most experts agree it is probably too late to save the lion.
- 4 Many lions are killed by mistake.
- 5 **3.2.2** Dr Richards is trying to raise money to save lions.

c) **3.2.3** Listen again. Write two facts and two opinions mentioned in the interview.

d) **3.2.4** Why are lions in danger? What can you do to help? Listen again and take notes. Tell your partner.

4.6.2 Where necessary, rehearse and organise your sentences before speaking.

Stress in questions

2 a) **4.2.1** Read the questions and find the stressed syllables.

- 1 Can you tell us why lions are in danger?
- 2 How many lions should there be in the wild?
- 3 Can lions be saved from extinction?
- 4 What can we do to help?

b) **4.1** **4.2.1** Listen and check, then say.

3 **4.4.2** Read the facts. Why is the Amazon Rainforest important? What will happen if we do not protect it? Discuss with your partner. Use your own ideas.

Amazon Rainforest
FACTS & FIGURES

Over half the planet's remaining rainforest is in the Amazon.

- One in ten known species in the world lives there.
- More than 20% of the world's oxygen is produced there.

4 a) **1.1** You will hear a lecture about forests. Before you listen, check these words in the Word List.

- raise awareness • oxygen supply
- land surface • urban areas • cures
- life-threatening diseases • medicinal uses

b) **3.2.1** Listen and complete the sentences.

- 1 Forests keep the world's climate
- 2 They are home to over 50% of the world's
- 3 Nowadays, rainforests represent about 5%
- 4 Rainforest plants could provide life-threatening diseases.
- 5 To help protect rainforests, we mustn't waste

5 **3.2.1** Listen again and for questions 1-5 choose the correct answer A, B or C. What persuasive techniques did the lecturer use to make his lecture more convincing?

- 1 Less than ten percent of the Earth's land mass
 - A is home to wildlife.
 - B is covered by rainforests.
 - C produces the world's oxygen supply.
- 2 Which is NOT mentioned as a reason that trees are cut down?
 - A to clear for farmland
 - B to develop towns
 - C to reduce land surface
- 3 One hundred and thirty-seven rainforest species
 - A are becoming extinct every day.
 - B have been tested.
 - C are cut down for wood.
- 4 **3.2.2** What does Jeremy suggest we should do to help rainforests?
 - A use less paper
 - B recycle wooden furniture
 - C buy paper online
- 5 **3.2.2** Jeremy believes that people
 - A do not love this planet.
 - B are very sad about the planet.
 - C often don't remember their duty.

6 a) **3.2.4** How can you help save the rainforest? Tell your partner.

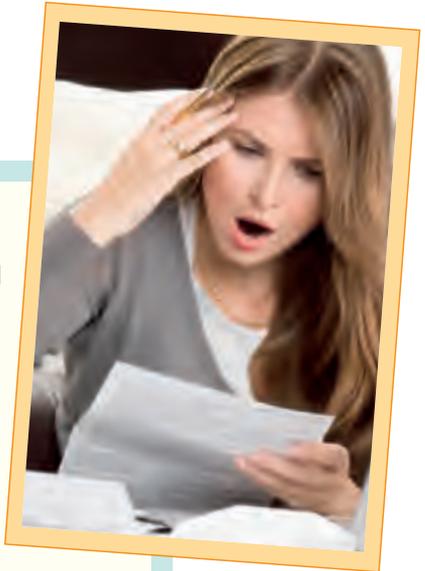
b) **4.7.7** **5.1** What do you think the future of rainforests will be? Tell the class. Talk at length without hesitation, or too slowly.

Speaking skills **3^e**



Suggestions

- 1** a) **6.6.3 3.2.1** Julie is having a problem with her electricity bill. Her friend is suggesting ways to reduce energy waste.
 Listen and read to find out what her friend suggests.



Beth: Hi, Julie. What's wrong?
 Julie: Hi Beth. I just can't believe it! My electricity bill was really expensive last month.
 Beth: You must be wasting a lot of energy. There are ways to save electricity that could really save you money.
 Julie: **1) Do you mean to say** I could reduce the bill? What do you suggest?
 Beth: **2) Perhaps you could** turn the lights off when you are not in a room.
 Julie: **3) I see.** It's true I often leave the lights on all over the house.
 Beth: Why don't you buy energy-saving light bulbs, too?
 Julie: That's an excellent idea! **4) What else would you suggest?**
 Beth: How about shutting your laptop down when you're not using it?
 Julie: **5) I'm not sure about that.** I work from home and need to be online all the time.
 Beth: OK, **6) I accept that, but** are you sure you can't save any energy on your laptop?
 Julie: How about if I used a screensaver instead?
 Beth: That would certainly save some energy.
 Julie: Thanks Beth. You've been a big help.
 Beth: You're welcome.

- b) 4.4.1 4.5.1 4.5.2 4.5.3 4.5.4** Which of the underlined words/phrases are used for: *recognising main points and responding, suggesting, checking meaning by paraphrasing, showing disagreement, asking follow-up questions, showing interest?*

- 2** **4.4.1-2 5.13** Use phrases from the table and the ideas below to act out a dialogue suggesting other ways to save energy at home.

- only use your washing machine/dishwasher when it is full
- turn off all appliances when you are not using them
- make sure windows and doors are closed when heating/air conditioning is on

Making suggestions	Agreeing
<ul style="list-style-type: none"> • How/What about (+ -ing form) ...? • Let's (+ bare infinitive) ... • Why not (+ bare infinitive) ...? • Perhaps you/we could ... • You/We should ... • If I were you, I would ... 	<ul style="list-style-type: none"> • That sounds great. • I think it's a great idea. • That's an excellent idea! • Good thinking. • OK. Why not? • OK. What do you suggest?
	Disagreeing
	<ul style="list-style-type: none"> • I don't think it's a good idea. • I don't think so. • I'm not sure about that. • How about ... instead?

- 4.7.3** Elicit as much information as you can from your partner.

- 3** a) **4.6.1 4.6.4 4.6.5 4.6.8-13** Listen to two speakers suggesting ways to save energy at school. Do you agree with them? Which of the techniques in the language box did they use?

Techniques to maintain a conversation

- approximation: use of an L2 word with the essential features of the target word e.g. 'new' for 'modern'.
- paraphrase: use of an L2 phrase to describe something e.g. *It's an animal with a tall neck. (giraffe)*
- appeal for assistance: e.g. *What is this in English?*
- comprehension check: to check someone has understood e.g. *OK?/Right?/Do you understand?*
- request for clarification: if you haven't understood e.g. *What do you mean?/Can you repeat that?*
- back-channel cues: to show you are following e.g. *Uh-huh/Yeah/Right*
- self-repair: correct yourself e.g. *Mr Smith gave out the homework. She ... no, he .. wants it completed by Friday.*
- confirmation check: repeating speakers' words to confirm e.g. *"Meet me at 6:00." "At 6:00. Right."*
- pauses/pause-fillers: for time to think e.g. *uh/er/umm*

- b) In pairs, suggest ways to save water at home.** **4.6.1 4.6.4 4.6.5 4.6.8-13** Use techniques to maintain a conversation.

4.7.4-6 While speaking take longer turns. Negotiate meaning (e.g. paraphrase, non-verbal strategies etc) and try to express more complex ideas. Use persuasive techniques.



3f Writing A persuasive essay

▶ Writing Bank 3 p. WB3

Prompt analysis

1 **6.6.3** Read the prompt. What do you have to do? Choose the correct answer A, B or C.

You have had a class discussion about recycling. Your teacher has asked you to write an essay expressing your opinion. Write your **essay** (120-180 words).

- A Write what you think about the topic.
- B Write about the pros and cons of the topic.
- C Write suggestions about how to solve the problem.

Model analysis

2 **7.6** Read the model. Answer the questions.



- 1** Isn't it time we thought about how we treat the Earth? We use up its natural resources, destroy natural habitats, and fill it with rubbish. In my opinion, the only way to save our beautiful planet is by recycling.
- 2** To begin with, recycling saves energy. For example, if manufacturers don't have to produce something new, they won't use as much energy. Also, it will mean they don't have to produce more packaging.
- 3** In addition, recycling protects wildlife and natural habitats. In particular, recycling paper saves millions of trees where a huge variety of species live. Furthermore, it reduces environmental problems like global warming.
- 4** Finally, recycling would mean fewer landfill sites. Some friends of mine live near a landfill site and have to put up with the noise of rubbish trucks day and night. Moreover, some studies suggest that these sites can seriously affect people's health.
- 5** To sum up, recycling saves energy, protects natural habitats and reduces landfill sites. If we make recycling part of our daily lives, the world will be a better place for everyone and everything living there.

- 1 Which paragraph supports a point using personal views and/or anecdotes?
- 2 Which paragraph summarises the points?
- 3 Which paragraph uses an introductory statement/question to capture the reader's attention?
- 4 Which paragraph clearly states the writer's opinion?
- 5 Which paragraphs provide supporting arguments?
- 6 Which tense is mainly used?

STUDY SKILLS

7.6.1 Topic/Supporting sentences

In essays, the main body paragraphs should begin with a topic sentence. A topic sentence introduces or summarises the main idea of a paragraph, telling the reader what the paragraph is about. Each topic sentence should be followed by supporting sentences which provide examples, results, reasons and justifications in support of the topic sentence.

3 a) **7.6** Find the topic sentences in the main body paragraphs. Does each introduce a new topic? Do the rest of the sentences in each paragraph further explain the topic sentence?

b) **7.6** **6.4.4** What linkers have been used to introduce: *the topic sentences, the supporting sentences*?

4 a) **7.6.1** Read the paragraphs below. What is the topic of each paragraph?

A For example, we can take our own shopping bags to the supermarket and avoid using new plastic ones. Also, we could buy loose fruit, vegetables, meat and fish which would mean less packaging.

B For instance, we don't need to leave the tap running when we clean our teeth. Moreover, we can take short showers that use less water instead of long baths that use a lot of water.

b) **9.4.3** Write appropriate topic sentences for the paragraphs in Ex. 4a.

5 **9.4.4** Expand the notes to form topic and supporting sentences, as in the example. Use linkers from the Useful Language box.

1 using public transport/be environmentally friendly – less pollution from cars/saves natural resources like fuels

Firstly, using public transport is environmentally friendly. For example, there is less pollution from cars. Also, it saves natural resources like fossil fuels.

2 shopping at street markets/be good for the community – cheaper prices for consumers/profits go to local farmers and producers

3 volunteering in the neighbourhood/bring people together – can make new friends/makes people feel part of the community

4 living in the countryside/be healthier – fresh air and food/less stress than living in the city

STUDY SKILLS

9.4.1-5 Planning an essay expressing your opinion

Before you start writing an essay expressing your opinion, think of points that can be used to justify your opinion as well as examples to support your points. Then organise your points into paragraphs. This will help you write your essay.

Your turn

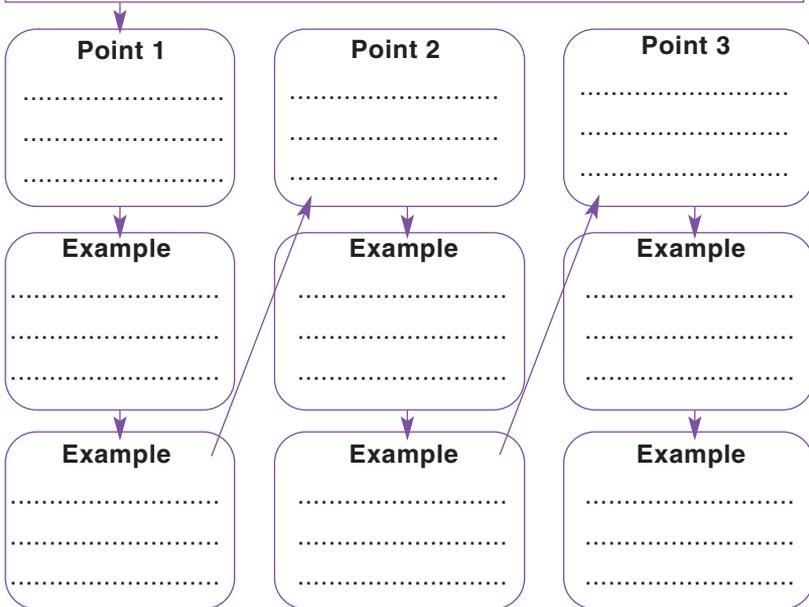
6 **6.6.3** Read the prompt. What do you have to give an opinion about?

You have had a class discussion on the importance of protecting animals and plants from extinction. Your teacher has asked you to write an essay expressing your opinion. Write your **essay** (120-180 words).



7 a) **8.2** Use the ideas below to complete the first two columns in the map.

Topic: Protecting animals and plants from extinction



- Bees are essential for flowers to grow.
- Guided tours around the coral reefs provide a living for locals.
- Predators like sharks protect oceans against overpopulation.
- Every species plays a role in maintaining its ecosystem.
- Some endangered species can benefit mankind.
- Many medicines come from plant and animal species.

b) **8.2** Complete the third column with your own ideas.

8 **9.4.1-5** Use ideas from Ex. 7b and linkers from the Useful Language box to write your essay. Use persuasive techniques. **9.4.6** Use ICT to organize and present your writing. Make sure you structure your points and paragraphs.

Useful Language

- To introduce opinions**
- In my opinion, ...
 - As far as I'm concerned, ...
 - To my mind, ...
 - I believe (that)... etc.
- To list points** **6.4.4**
- Firstly, ...
 - To begin with, ...
 - Secondly, ...
 - Also, ...
 - Moreover, ...
 - Furthermore, ... etc.
- To give examples**
- For example, ...
 - For instance, ...
 - In particular, ..., etc., ...
 - Furthermore, ... etc.
- To conclude/summarise**
- To conclude, .../In conclusion, .../to sum up, .../In summary, .../All in all, ... etc.

Plan

9.4

- Introduction**
- (Para 1) *state the topic and give your opinion*
-
- Main Body**
- (Para 2) *first point with examples, results, reasons and justifications*
- (Para 3) *second point with examples, results, reasons and justifications*
- (Para 4) *third point with examples, results, reasons and justifications*
-
- Conclusion**
- (Para 5) *summarise your points and restate your opinion*



Checklist **8.5**

- Check your piece of writing.
- **9.4.2** Have you stated your opinion clearly in the first paragraph?
 - **9.4.1** Have you captured the reader's interest?
 - **9.4.3-4** Have you structured the main body of your essay into three paragraphs?
 - **9.4.3-4** Does each paragraph have a separate point with examples, results, reasons and justifications?
 - **9.4.5** Does your conclusion summarise the main body points and restate your opinion?
 - **8.3** **8.4** Are there any spelling/grammar/punctuation mistakes?

Language Knowledge 3

1 1.1 Think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).



JOIN our growing community!

Welcome! Denby Community Allotment is a friendly community garden bringing local people together to grow **0) their** own organic food. It's run by volunteers **1)** share the produce equally. If you'd like **2)** grow your own food – why not join in?

We're always looking **3)** volunteers; as they say, many hands make light work! It doesn't matter if you are an absolute beginner or a green-fingered expert, there'll **4)** something for you to do! As well **5)** planting, growing and harvesting, there **6)** always general maintenance tasks. You don't need any equipment apart **7)** old clothes and strong shoes. Moreover, **8)** doesn't cost anything to join. Aside from the health benefits, we're sure you'll get a(n) **9)** of satisfaction out of growing your own organic produce. And last but **10)** least – working alongside your friends and neighbours truly builds community spirit. All you need is a willingness to get your hands dirty!

2 4.4.1 4.4.2 Match the environmental problems (1-7) to the solutions (a-g). Then discuss in pairs, as in the example. You can use your own ideas.



Environmental Problems

- 1** disappearing forests
- 2** endangered animals
- 3** polluted beaches
- 4** energy waste
- 5** air pollution
- 6** global water shortage
- 7** landfills full of rubbish

Solutions

- a** turn off lights when we don't need them
- b** use water carefully
- c** use public transport
- d** recycle rubbish
- e** clean up the coastline
- f** stop hunting them
- g** plant trees

A: How can we solve the problem of disappearing forests?
 B: We can plant trees.

Population

3 1.1 Fill in:

- job • educational
- urban • rapid • social
- slum • rural • running

- 1 Many students come to the USA to improve their prospects.
- 2 A great number of migrant workers in China work in very poor conditions.
- 3 The last one hundred years have seen a(n) growth in population due to medical advances.
- 4 People immigrate to Australia in search of better opportunities.
- 5 The phenomenon known as drift has caused serious problems as major cities become overcrowded.
- 6 The village had no water, electricity, radio, or telephone.
- 7 Rising unemployment rates have caused conflict in the city.
- 8 It is sad that the world's richest cities are also home to the poorest dwellers.

4 1.3.1 Fill in:

- of • to (x2) • into • with

- 1 Poverty is usually associated a low level of education and poor health.
- 2 There has been a steady flow immigrants to urban areas in the last decade.
- 3 The poor rarely have access Internet facilities.
- 4 Harry's monthly US salary is equivalent a year's pay in his home country.
- 5 The inner city has been transformed a slum with houses constructed of cardboard.

Technology

Unit 4

Lead-in

- 1 a) 1.1 Look at the following ways of communication. Which of these do you use in your everyday life?

• language (sign language, Braille, etc) • action and movement
 • technology (e-mail, text, etc) • books and written signs • body language



- b) 1.1 4.4.1 What do you use them for? Choose from the phrases.

• take pictures • download files • upload photos • play games • surf online • talk to friends
 • send text messages • watch films • record videos • listen to music • check e-mails • store files

I use my smartphone to send text messages and check my e-mail.

- c) 4.4.1 5.1 How has technology changed the way we communicate? What do you imagine communication will be like in the future?

- 2 1.1 Fill in the gaps with the words in the list. Which gadget does each sentence describe?

• scroll • converts • control • display • communicate • plug

- 1 It can with laptops or desktop computers. Some are WiFi capable.
- 2 It allows you to through your photo library very quickly as anything you touch responds immediately.
- 3 The new model allows you to games with voice commands.
- 4 When you type in your message, it it to speech.
- 5 You can set it to the time and date.
- 6 I need to charge it. Where can I in the charger?

- 3 4.7.1 4.7.2 4.7.3 **THINK!** Imagine you had to spend a day without any gadgets. What would it be like? Discuss in pairs. Develop the topic cooperatively. Try to elicit more from your partner.

4a Reading

1 **4.4.1** Read the news headline below. Do you agree? How do you think it is related to the letter? Can you think of some good and bad points related to computer games? Discuss in pairs.

**COMPUTER GAMES:
A THREAT TO THE YOUNG**

2 a) **1.1** **1.3.1** Check these words in the Word List or in your dictionaries. What do you think the text might be about?

- *decision-making*
- *reaction times*
- *hand-eye coordination*
- *educational content*
- *common interest*

b) **7.6** Now read the text. Which of these sentences are true according to the opinion of the writer of the letter? Find the sentences in the text which helped you do the task.

- 1 It is necessary to notice details when playing computer games.
- 2 Most computer games do not require players to solve problems.
- 3 All computer games contain violence.
- 4 Computer games are usually played alone.

Check these words **1.3.1**

- *threat* • *creativity* • *loners*
- *violent* • *smarter* • *interact*
- *exposed to* • *details*

Dear Editor,

A Following the article you published last week, 'Computer Games: A Threat to the Young', I must say that I disagree.

1 In fact, I think computer games can be good for young people.

B First of all, scientists have shown that video games can make our eyesight better. **2** This may be because computer games make us follow everything that happens on the screen, not just what we are looking directly at; after all, danger can come from any direction! Also, games are fast and this can help make the brain faster too.

C **3** Many games require the player to make choices which affect the course of the game. Therefore, they can help us develop our decision-making, our problem-solving skills, and our creativity. Players must think and act quickly, so we can also benefit from better reaction times and hand-eye coordination. **4**

D Finally, it is not true that computer games make young people loners; actually, some games can help us socialise. Many computer games are multi-player games. This means that two or more people are working together to achieve shared goals. **5** This can be a positive social experience. Also, an interest in gaming can be a common interest for young people to talk about. This can help them make new friends in real life.

E Though some games may be too violent, it is not fair to say that all video games harm young people. **6** They can improve our eyesight, make us smarter, and provide more ways to socialise. Clearly, it is good for young people to play computer games, in moderation, of course.

Yours faithfully,

Sally Potts

3 **7.6** Read the text and fill in the gaps (1-6) with a correct sentence A-G. One sentence is extra. Which words helped you decide?

- A** Nowadays, games are often played online and players interact with people from all over the world.
- B** I do not believe that computer games harm young people if they are played for a short time.
- C** In fact, they have a lot to offer.
- D** Secondly, playing computer games can make us smarter.
- E** Indeed, youths exposed to violent computer games are more likely to act aggressively.
- F** Last but not least, some games have educational content and can help young people in subjects such as history, maths or a foreign language.
- G** Players learn to see small details and to be more aware of what is happening around them.

4a



6 1.1 Complete the gaps with the words in the list. Use the completed phrases to write or say sentences about computer games.

- working • shared • make
- problem-solving • multi-player

- | | | | |
|---|---------------|---|-------------|
| 1 | skills | 4 | |
| 2 | games | | together |
| 3 | choices | 5 | goals |

7 7.7 Evaluate the strength of the claims in the letter. What features of persuasive texts does the letter contain? How objective is the writer? Has the writer supported their opinions with facts? How does this affect how persuasive the text is? Refer to the text for evidence.

8 9.4.6 ICT Collect more information about the advantages and disadvantages of computer games. Use the key words: *computer games, pros, cons*. Write your own letter on your computer. Use formatting to capture interest and emphasise key messages, structure points and paragraphs, illustrate and compare.

4 a) 6.6.1 7.7 Listen to and read the complete text. Underline the key points. What persuasive techniques did the writer use to make his letter more convincing?

b) 5.10.2 4.6.9 In your own words and based on ideas from the text, answer the questions. Tell your partner. If you don't understand, ask for repetition or explanation.

- 1 What can young people learn from computer games?
- 2 How do computer games help young people socialise?

5 1.1 Find words in the text which mean:

- danger (para A)
- watch carefully (para B)
- grow and improve (para C)
- in truth (para D)
- good (para D)
- give (para E)

What part of speech is each word?

9 5.8.1-2 Using the text, make notes about the benefits of video games. Give a five-minute presentation to the rest of the class. Use these phrases: *Good morning/afternoon, etc/Today, I'd like to talk about .../My topic today is ... /Let me start by .../First, let me tell you about .../In conclusion, ...*

Evaluate your classmate's performance in terms of accurate language, grammar, organisation of ideas, clarity, appropriate stress and intonation.

10 9.1.1-3 **THINK!** How do you feel about young people spending time playing video games instead of playing sports? Write three paragraphs expressing your opinion. Tell the class.

4b

Vocabulary

See Further Practice section

Vocabulary from the text

- 1** 1.1 Replace the underlined words with words from the list in their correct form.

• *harm* • *act* • *offer*
• *achieve* • *cooperate*

- It is important to do something if you want anything; don't just think about it!
- If you sit in one position for too long, it could hurt you.
- They were only able to get so much done because they worked together.
- Learning about computers gives students a lot of advantages.
- I was very happy when I succeeded at my goals.

- 2** 1.1 Complete the sentences. Use:

• *moderation* • *interests*
• *aware* • *connections*
• *interact* • *requires*

- John has a variety of including stamp collecting and bungee jumping.
- His mother told him to go outside and with some other children.
- Although it is bad to watch a lot of TV, in it does no harm.
- If you want to learn a new skill, it patience and hard work.
- It is easier to remember a list of facts if you can make between them.
- I was surfing the Internet when I became of another person in the room.

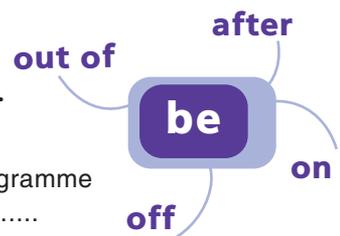
Prepositional phrases

- 3** 1.1 Choose the correct item. Check in the Word List.

- He couldn't connect **to/on** the Internet.
- A smartphone is a great way to keep **in/of** touch with friends.
- Plug your MP3 player **into/onto** the computer to download the files you want.
- She removed the battery **from/at** the digital camera.
- A strange message keeps appearing **in/on** my computer screen.

Phrasal verbs: be

- 4** 1.3.1-2 Fill in the correct particles. Check in the Word List.



- Do you know what time the programme about new technology is tonight? (**be shown on TV**)
- I must be now – it's getting late. (**leave**)
- Dan's been an iPod for ages so I think I'll get him one for his birthday. (**want**)
- The printer's ink; can you buy some? (**have no more left**)

Word formation (verbs from adjectives)

- 5** 2.1.1-2 Read the rule, then form verbs from the adjectives to complete the sentences. Use the correct tense.

We use the prefix *en-* (*enable*) or the suffix *-en* (*widen*) to form verbs from adjectives to give the meaning 'make'. We can also use these suffixes to form verbs: *-ate* (*donate*), *-fy* (*intensify*), *-ise* (*colonise*), *-clude* (*include*), *-cede* (*intercede*)

- Digital photography makes it easy for people to their own pictures. (**LARGE**)
- Computers have definitely the time it takes to do a lot of repetitive tasks. (**SHORT**)
- One problem with using computers is that it can your eyesight. (**WEAK**)
- A loud roar the earthquake. (**PRE**)
- He didn't want to his plan. (**PUBLIC**)
- Scientists living things into groups according to special features unique to each group. (**CLASS**)

Grammar in use

4c

See Further Practice section

Reported speech

Direct speech is a person's actual words. Reported speech is the exact meaning of what someone said.

1 How? 2 Yes. 3

see pp. GR5-GR7

- 1 a) 5.5 Read the joke. Which speaker uses reported speech?
- b) 5.5 Read the table and answer the questions.

Reported statements

Direct Speech	Reported Speech
"I need a new MP3 player," said Ann.	Ann said she needed a new MP3 player.
"The machine is working," Kim said to Pete.	Kim told Pete the machine was working .
"I've replaced the cables," said Ben.	Ben said (that) he had replaced the cables.
"He was cleaning," Sean said to Bill.	Sean told Bill (that) he had been cleaning .
"The new 3D TV arrived," said Jean.	Jean said (that) the new 3D TV had arrived .
"Will you lend me your digital camera?" asked Rose.	Rose ask me if/whether I would lend her my digital camera.
"What time is it?" Ahmed asked.	Ahmed asked what time it was .
"Go out," he said to us.	He told us to go out .
"Don't touch it," he said to us.	He told us not to touch it .

see pp. GR5-GR6

- Which verbs do we use to report someone's words? Which verbs do we use, in both direct and reported speech, when the person spoken to is not mentioned?
- How do tenses, pronouns and possessives change from direct to reported speech?
- In picture 2 of the joke what had the father actually said to his son?

- Which verb is used to report questions?
- Which words are used to introduce a reported question when there is no question word?
- How do we report a positive/negative command/request? Which verbs can we use to report a command/request?

2 5.5.1 5.5.5 Read the conversation between Nick and Tony, then report what they said using *said* or *told*.

Nick: I've had problems with TV reception lately and I don't know why.
 Tony: It's probably because of all the bad weather we've had.
 Nick: There's not much I can do about the weather.
 Tony: You could get a satellite dish to improve reception.

3 5.5.4 5.5.3 Report the following questions and commands.

- "How is this button used?" Tom asked James.
- "Don't install this program on your computer!" Ali said to Bob.
- "Who was the computer fixed by?" Julia asked Sandra.
- "Don't download this software from the Internet!" he said to me.
- "When did you notice the screen was blank?" she asked me.
- "Give me the SCART lead, please," she said.

4 5.5.4 Use the words in bold to report what was said.

- "I can't stand the new version of this game," she said. **COMPLAINED**
- "You should install an anti-virus program," he said. **ADVISED**
- "Let's watch a movie on the home cinema," John said. **SUGGESTED**
- "I'm the best software programmer in the world," Jill said to Penny. **BOASTED**
- "No, I didn't steal the digital recorder," she said. **DENIED**

5 5.5.4 Ask your partner to tell you some of the promises they have made. Have they kept their promises? Tell the class.

Mike promised his parents that he would get better marks in ICT. He said that he had kept his promise.



4d Listening skills

- 1 a) 1.1 Look at the logos. Which is: a search engine? a social network site? a shopping site? a travel site? an online auction site? an encyclopaedia? a film site?



b) Which are your favourite websites? What is each about?

- 2 a) 1.1 How do we say each of these?
1) @ 2) _ 3) / 4).
Listen and check.

b) Read the addresses. Which are: e-mail addresses? website addresses?

- 1 www.ebay.co.uk
- 2 www.google.com
- 3 annmiller@freemail.co.uk
- 4 steve_go@registersite.com
- 5 www.channel2/competition.net.au
- 6 http://facebook.com

- 3 a) 1.3.1 You will hear a radio talk about using the Internet. Before you listen, check these words in your Word List.

• experience • assignment • research
• educational tool • concern • usage
• search word • plagiarism • survey
• acceptable • software • section

b) 3.2.1 3.2.2 Listen and decide if each sentence is *True* or *False*. What persuasive techniques did Ms Brady use to make her points more convincing?

- 1 Ms Brady has worked as a teacher for twenty years.
- 2 Ms Brady believes that students don't need the Internet to do their homework.
- 3 Ms Brady thinks parents worry too much about the amount of time their children spend on the Internet.
- 4 Ms Brady suggests a way parents can check on their children when they use the Internet.
- 5 Turnitin can help students search for information online.

c) 4.4.1 What is your opinion? Discuss in pairs.

- 4 a) 1.3.1 You will hear a conversation about blogging. Before you listen, check these words in your Word List.

• blog • earn a living
• automatically • content • click on
• sponsors • profitable

b) Listen to the dialogue and choose the correct answers A, B or C. What persuasive techniques did Amy use to make her points more convincing?

- 1 3.2.1 Why does Amy try to convince Lisa to start a blog?

- A Lots of people would be interested.
B They could both make a lot of money.
C Lisa enjoys writing about cooking.

- 2 3.2.3 Which of these expressions does Amy use to introduce her opinion?

- A In my opinion, ... B To my mind, ...
C If you ask me, ...

- 3 3.2.2 What are Lisa and Amy going to do now?

- A find sponsors B search online
C write the blog

c) 3.2.4 What is your opinion about starting a blog?

4.5 Speak with your partner. Show awareness of your partner by using the following phrases:

4.5.2 **Checking meaning:** Did you mean to say that ...?

4.5.4 **Showing interest:** I see .../Yes, go on .../ That's interesting, do go on .../I'm not familiar with that, maybe you could tell me more.

4.5.5 **Agreeing/disagreeing:** I couldn't agree with you more. No doubt about it. Well, actually I would have to disagree with you there ... No, I'm not so sure about that.

4.5.6 **Turn taking:** No, you go on .../After you ...

Interrupting: Excuse me, do you mind if I come in here please?/Sorry, could I (just) ask.

4.5.6 **Suggesting:** Might I suggest .../Maybe .../ Perhaps ...

4.5.3 **Ask follow-up questions:** *Why do you say this?*

- 5 3.6.2 Listen to a British person reading the date below. Then listen to an American person reading it. How do they differ?

Speaking skills 4e

5.9 Presenting an opinion

- 1** 6.6.4 Read the first two sentences from the presentation. What is it about?

Tom: Good afternoon and thank you for coming. Today, I'd like to talk about communication using technology.

Let me start by talking about how cheap it is. As the cost of sending a letter keeps rising, **you will be aware that** sending an e-mail is free. In addition to that, **everyone agrees that** an e-mail or a text message is a lot faster than writing and posting letters. Finally, electronic communication is much more convenient than any other form of communication. **Usually**, people have their smartphones and iPads with them 24-hours a day. This means that they can send and receive messages all day and all night.

These are the reasons why communication using technology is, **in my opinion**, much better than any other method of communication. Thank you for listening. Are there any questions?

- 2** a) 7.6 Read the presentation and answer the questions.

- 1 How does the speaker introduce the presentation?
- 2 How many points does the speaker make?
- 3 How are the speaker's points introduced and structured?
- 4 How does the speaker end the presentation?

- b) 5.9 Look at the words/phrases in bold in the presentation. Which are examples of:

- *first and second person language*
- *expressions to indicate degrees of certainty*
- *expressions for generalising and highlighting*
- *connectives for reasons and consequences*

- 3** 4.6.13 Read the presentation aloud to the rest of the class. Try not to hesitate or pause.

- 4** a) 5.9 Read the Useful Language box. Which expressions has the speaker used in the presentation?

Useful language

- 5.9.1 **First and second person language**
If you ask me, ... /What I think is ... /In my opinion, ... /It's my opinion that ... /You may already know that ... /You will be aware that ... /What you may not have considered is ...
- 5.9.2 **Expressions to indicate degrees of certainty**
It might be possible to ... /You may not believe this but ... /I'm (not) sure that ... /Take my word for the fact that ... /Everyone agrees that ...
- 5.9.3 **Expressions for generalising and highlighting**
as a rule/generally/usually/in particular/especially/such as
- 5.9.4 **Connectives for reasons and consequences**
that's why/because of/due to/as a result of/owing to/therefore/as a consequence/consequently/for this reason

- b) 5.9 Replace the words/phrases in bold in the presentation with other suitable expressions from the Useful Language box.

Making a presentation

- 5** a) 5.9 Using your answers from Ex. 2b and expressions from the Useful Language box, prepare and give a presentation on the benefits of face-to-face communication. Use persuasive techniques.

- b) 4.5.7 Take questions from the rest of the class at the end of your presentation. Be prepared to deal with unexpected questions or comments.

5.10.4 Discuss alternatives. (*Have you considered...?*)





Writing A persuasive letter to an editor

▶ Writing Bank 4 p. WB4

Prompt analysis

- 1** 9.4 Read the prompt. Identify the key words and answer the questions.

You've just read a newspaper article about robots. You have decided to write a **persuasive letter** to the newspaper about the advantages of using robots in the workplace (120-180 words).

- 1 What do you have to write?
- 2 What should the letter contain?
 - A arguments supporting the use of robots
 - B arguments against the use of robots
 - C arguments for & against the use of robots

Model analysis

- 2** a) 9.4 Read the model. Which paragraph(s):

- 1 provide arguments in support of the writer's opinion?
- 2 summarise the writer's arguments?
- 3 give the writer's opinion?

Dear Editor,

A I enjoyed the article about robots, but I want to raise another point. I believe that people will benefit greatly from robots in the workplace.

B **To begin with**, robots never get tired. They can carry extremely heavy objects and they don't have to rest. They can work 24 hours a day. This means they get lots of work done quickly.

C **What's more**, they don't get bored. They can do repetitive tasks for hours without being unhappy or losing concentration. They never make mistakes due to thinking about something else. Of course, this saves companies money.

D Finally, they do dangerous work **so** people don't have to. They can work high on buildings without any fear of falling. **Also**, they can work with toxic chemicals without getting sick. **As a result**, workers stay safe.

E **To sum up**, using robots in the workplace is a great idea. They can do tiring, boring and dangerous jobs so that people have better lives. In my opinion, robots in the workplace are the way of the future.

Yours faithfully,

Oliver Rich

- b) 9.4.2-3 What is the writer's opinion? What are the main points that the writer uses to persuade the reader?

- c) 9.4.3 Replace the topic sentences of each paragraph with other appropriate ones.

- 3** 7.6.1 6.4.5 6.4.4 Replace the words in bold in the model with phrases from the list.

• **Moreover** • **First of all**
 • **In conclusion**
 • **As a result** • **Secondly**

- 4** 7.6.1 Choose the correct item.

- 1 Robots can do tasks people dislike; **however/this means** people are able to spend their time on things they enjoy.
- 2 Stacy wants a robot that can Hoover and **also/as a result** do other household jobs.
- 3 The factory purchased five new robots; **moreover/therefore** Keith lost his job.
- 4 **Despite/As a consequence of** adding robots to the workforce, productivity has increased.

- 5** 7.6.1 Use the words in the box to fill in the gaps in the paragraph.

• **Also** • **This means**
 • **Firstly** • **I believe** • **Clearly**
 • **As a result**

- 1) that social networks can cause some problems.
- 2), people might not really be who they say they are.
- 3), you cannot really trust anyone.
- 4), criminals can find out information about you.
- 5) that you could be a victim of identity theft.
- 6), we should think carefully when we use social networks.

- 6** a) 7.7 Find examples of facts and opinions in the model.

b) 7.7 Decide whether the sentences are facts (F) or opinions (O).

- 1 Research shows that texting improves motor skills.
- 2 It seems to me that mobile phones are incredibly convenient.
- 3 In studies, taking mobile phones away from teens made them anxious.
- 4 To my mind, the world is a better place due to mobile phones.
- 5 From my point of view, all the most popular teens have mobile phones.
- 6 Surveys show that people with mobile phones have more contacts.

Your turn

7 a) 9.4 Read the prompt and find the key words.

Your teacher has asked you to write a persuasive essay on the benefits of mobile phones. Write your **essay** (120-180 words).

b) 6.45 Match the arguments (1-4) with the justifications (a-d).



- | | |
|---|---|
| <p>1 <input type="checkbox"/> Someone who has a mobile can usually be reached.</p> <p>2 <input type="checkbox"/> The best thing is that you can send texts instead of calling.</p> <p>3 <input type="checkbox"/> It's much easier to make calls when you are on the move.</p> <p>4 <input type="checkbox"/> It is even possible to listen to music.</p> | <p>a As a result, you could save a lot of money.</p> <p>b This means that you don't have to carry another electronic gadget.</p> <p>c Therefore, if you get lost while going somewhere, you can get directions.</p> <p>d As a consequence, parents worry less about their children.</p> |
|---|---|

8 9.4.3 9.4.5 Use phrases from the Useful Language box to join the sentences in Ex. 7b. Then, summarise your opinion.

9 9.4.1-6 Use your answers in Ex. 8 and the plan to write your essay. Use persuasive techniques. Make sure you use full verb forms and appropriate linkers. Type your essay. Use appropriate formatting to organise and present it.

Useful Language

Introducing the topic of the letter

- I'm writing in response to ...
- I agree/disagree with the article.
- I enjoyed the article but ...
- I would like to raise another point.
- I would like to offer my opinion.
- In my opinion ...
- I believe that ...

Listing points/arguments 6.4.4

- To begin/start with,/First of all,/Firstly,
- Secondly,/Also,/In addition,/What's more,
- Finally,/Furthermore,

Justifying points/arguments

- Therefore,/As a result,/As a consequence,/This means that ...

Conclusion

- To sum up,/In conclusion,/All things considered,/Clearly,/It is clear that .../ All in all

Plan

9.4

Introduction

(Para 1) *state topic and opinion*

Main Body

(Para 2) *first argument and justifications*

(Para 3) *second argument and justifications*

(Para 4) *third argument and justifications*

Conclusion

(Para 4) *summarise arguments, restate your opinion*



Checklist 8.5

When you finish your piece of writing, check it for

- 8.3 spelling/grammar mistakes
- 8.4 appropriate punctuation
- 9.4 appropriate formal style
- 7.6.1 appropriate use of linkers
- 9.4.3 9.4.4 correct layout (well-structured paragraphs)
- 9.4.2 a clear position in the introduction
- word length

Language Knowledge 4

1 a) **1.1 7.6** Think of the word which best fits each gap. Use only one word in each gap. Find examples of indefinites. How is the text organised?

Cyberbullying

Cyberbullying is a term we use **1)** one person threatens another person online. Hurtful posts, tweets, e-mails or messages are **2)** examples of cyberbullying; in the US, nearly 43% of teenagers have **3)** bullied online. This disturbing problem needs **4)** be addressed.

So what can we **5)** about it? If you're a victim of cyberbullying, then you should report it to somebody you trust. Don't feel embarrassed **6)** this – the bullying might get worse if you don't report it. When online comments upset you, have a break from your computer – watch a DVD or meet friends. Taking time out may help you keep things **7)** perspective. You can also block offensive messages. Many e-mail providers or social media sites have settings to stop bullies from sending messages. If it continues, the best thing to do is simply ignore it; 'walking away' from a bully **8)** away their power.

Finally, it's important to note that bullies usually have emotional problems. Reporting incidences of bullying can help the bully as **9)** as the victim receive professional help, **10)** as counselling.

b) 7.7 What is the writer's opinion? Do you agree with him? Why? Why not?

3 **1.1** Choose the correct word.

2 a) **1.1** Match the verbs to the nouns.

Computer problems

- | | | | |
|-----------------------------------|------------------|----------|-------------------------|
| 1 <input type="checkbox"/> | can't connect to | a | a file |
| 2 <input type="checkbox"/> | can't save | b | e-mails |
| 3 <input type="checkbox"/> | forget | c | a password |
| 4 <input type="checkbox"/> | can't check | d | a document |
| 5 <input type="checkbox"/> | can't install | e | the server/the Internet |
| 6 <input type="checkbox"/> | can't upload | f | software |

b) 4.6.8 Read the example. What does speaker A do to confirm understanding? In pairs, use the problems in Ex. 2a and the useful language to act out exchanges, as in the example.

4.6.7 You can mime to express what you are talking about.

A: What's wrong?

B: I can't connect to the Internet.

A: You can't connect to the Internet? Let me have a look.

Asking about a problem	Offering help
<ul style="list-style-type: none"> What's wrong? What's the matter? What's the problem? What's up? 	<ul style="list-style-type: none"> Let me have a look./Do you want me to have a look at it? Can I help? Perhaps I can help.



a digital success story

Google Search

I'm Feeling Lucky



Google is a massive high-tech company, but it began as a research project. In 1996, Larry Page and Sergey Brin were **1) pupils/students** at Stanford University. They were writing software that counted the links between websites. Suddenly, they **2) thought/realised** they had created a new kind of search engine.

Before Google, search engines were simple. You typed in words and they listed all the sites that **3) controlled/contained** those words. **4) However/Whatever**, this often left the useful sites far down the list. Google was different. It listed sites that matched a search in terms of importance. The more links other web pages had to a website, the **5) greater/higher** it appeared on Google's list.

It didn't take long for Google to become the biggest search engine in the world. But the company didn't stop there. It now **6) offers/needs** email and other online services. It has bought other Internet companies like YouTube. It has also **7) changed/moved** into computer hardware, selling smartphones and tablets.

It is hard to know where Google will be in ten years' time, but two of their research projects might **8) give/bring** us a clue. Google has **9) invented/discovered** a pair of glasses that **10) allow/let** you to interact digitally even while you're walking. They have also developed cars that can drive themselves, something that will revolutionise the way we get around.

Progress Check

MODULE B

Social Networking and Young People

A Parents all over the world worry about it. Newspapers and TV programmes criticise it. Teachers warn against it. Social networking is blamed for almost every problem young people exhibit nowadays. However, social networking is not the danger it seems. In fact, it is probably the most important development in the lives of young people today.

B First of all, social networking allows people who are shy to have a social life. It is easier to find friends who have the same interests as you online, rather than at school or in your neighbourhood. Of course, parents need to warn their children that some people on the Internet are not who they say they are. Apart from them, however, it is possible to make some good friendships online.

C Another positive point about social networking is that it allows you to keep up with what's going on with your friends. After you go to university and even

when you start to work you might find you rarely go home. It's easy to lose touch with old friends. Social networking makes it easy to see what's going on in their lives and also to let them know what's going on in yours.

D There is one final thing to think about. In the future, we will have to use the Internet a lot more in our work lives. We will find jobs on the Internet, work over the Internet and communicate electronically more and more. Therefore, we need to be realistic about the situation; we must accept that we need to be skilled in social networking.

E In conclusion, as long as the young are aware of the dangers of social networking, there is no reason why it should not have a positive influence on their lives. The world is changing and we have to change to keep up. If we ignore the advantages that social networking brings, we may find that we lose out, both professionally and personally.

Reading

1 Read the text and choose the best answer A, B, C or D.

- 6.6.8** What is the purpose of the text?
 - to warn users about social networking
 - to explain the benefits of social networking
 - to show how social networking started
 - to describe young people's lives nowadays
- 1.1** Which of the following is closest in meaning to the highlighted word in paragraph A?
 - show
 - talk about
 - recover from
 - ignore
- 7.5.2** What does the writer suggest about university?
 - Social networking will help your studies.
 - You will make new friends there.
 - Social networking is not allowed there.
 - It can separate you from old friends.
- 7.5.2** What will happen in the future?
 - Only online jobs will be available.
 - Schools will teach social networking.
 - We will spend more time online.
 - There will be fewer job opportunities.

5 **6.4.5** "If we ignore the advantages that social networking brings, we may find ..." in paragraph E is an example of

- enumeration
- substitution
- cause and effect
- reference

6 **7.6.1** What tense does the writer mainly use to persuade readers?

- simple past tense
- simple present tense
- present continuous tense
- simple future tense

(6x2=12)

Speaking

2 **4.5.1** Choose the correct response.

- A: Could you please repair it?

B: **a** Yes, here it is.
b I'll try my best.
- A: I think I can help you.

B: **a** Oh, great.
b It's my pleasure.
- A: Did you bring your iPhone with you?

B: **a** Here's the receipt.
b Here it is.
- A: Were there any sounds or flashing lights?

B: **a** Ah, OK.
b Absolutely nothing.

(4x4=16)

Progress Check

MODULE B

Listening

3 **3.3.1 3.2.1-2-4** You are going to listen to a college lecture about social networking sites. For questions 1-6 choose the correct answer A, B, or C.

- The speaker
 - is a professor at the college.
 - is currently studying at the college.
 - has graduated from the college.
- The speaker states that most university students
 - don't use social networking services.
 - use e-mail regularly.
 - prefer to communicate through social networking sites than through e-mail.
- The speaker believes that the main advantage of social networking sites is that they
 - allow users to update regularly.
 - allow users to upload different types of content.
 - allow users to get in contact with old friends.
- The speaker advises users to
 - only give out personal information to people they know.
 - never display personal information on their profile pages.
 - only allow close friends access to their profile pages.
- The speaker believes that addiction to social networking services
 - only happens to 20% of students.
 - doesn't have an effect on a student's performance.
 - can cause people to forget about their real friends.
- Overall, the speaker thinks that social networking services
 - are not worth joining.
 - should only be used by adults.
 - should be used with care.

(6x2=12)

Grammar

4 **5.5** Rewrite the following in *reported speech*. Use the verbs in brackets.

- "I can see you tomorrow," she said to me. (**told**)
- "I've read that book already," Alex told Nathan. (**explained**)
- "I don't like walking in the rain," he said. (**complained**)
- "Can we have lunch?" she asked. (**suggested**)
- "Did he come with you?" Ann said to Sam. (**asked**)

b) Write what the speakers actually said.

- She suggested going to the beach.
- She apologised for being late.
- He promised to help me when he got back.
- Alexander refused to do that.
- He asked me not to be late.

(10x2=20)

Vocabulary

5 **1.1** Fill in the gaps with the words in the list.

• **body** • **store** • **upload** • **surf**
• **display** • **risk** • **protect**
• **wild** • **bring** • **forests**

- The WWF says the black rhino is at of extinction.
- If the hard drive doesn't have enough space, you can the files online.
- I think all animals should live in the and not in zoos.
- This app can the time of any city in the world.
- Nassir likes to online in his free time.
- They want to out a book about virtual reality.
- You can tell what Paul is thinking from his language.
- Reptiles can be found in and other habitats.
- My environmental group is doing its best to natural habitats.
- If you your photos onto Facebook, we can all see them.

(10x2=20)

Writing

6 **9.4** Read the prompt, then write your essay.

Your teacher has asked you to write a persuasive essay expressing your opinion about blogging. Write your **essay** (120-180 words).

(20 marks)

(Total=100)

Check your progress

- present an opinion
- report someone's actual words
- talk about technology & gadgets
- write a persuasive essay

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

MODULE C

▶ Unit 5 Crime



▶ Unit 6 Sports & Fitness



▶ Before you start

- What are some of the pros and cons of working as a police officer?
- Name some individual sports. Think of some of the pros and cons of taking part in individual sports.

▶ Learning expectations

- In these units you will learn to
- speak showing awareness of others
 - initiate, maintain & conclude a conversation
 - speak fluently in pairs
 - prepare & present an opinion or point of view to an audience
 - use common search engines to collect information from the Internet
 - read and analyse purpose & structure of an argument text
 - write argumentative essays

▶ Standards Tracker

Unit 5

Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
1.1	Ex. 1 p. 61	4.6.6-7	Ex. 2 p. 64	3.3.1	Ex. 2a p. 66	1.1	Ex. 4 p. 67
1.1	Ex. 2 p. 61	1.3.1	Ex. 3a p. 64	4.7.1	Ex. 2b p. 66	6.4.5	Ex. 5 p. 67
4.6.13	Ex. 3 p. 61	1.3.3	Ex. 3a p. 64	3.3.2	Ex. 3 p. 66	6.6.6	Ex. 5 p. 67
4.6.5	Ex. 3 p. 61	1.3.2	Ex. 3b p. 64	4.7.7	Ex. 3 p. 66	7.8.1-2	Ex. 1 p. 68
4.6.9	Ex. 3 p. 61	1.2	Ex. 3b p. 64	1.3.1	Ex. 4a p. 66	7.8.1	Ex. 6a p. 69
1.2	Ex. 1a p. 62	1.3.2	Ex. 4 p. 64	3.3.1-3	Ex. 4b p. 66	9.5.2	Exs 1, 2a, b, 6c & Useful Language pp. 68-69
7.5.1	Exs 1a & b p. 62	1.3.1	Ex. 5 p. 64	4.5.5	Ex. 4c p. 66	9.5.1	Exs 3, 5, 6b, Plan pp. 68-69
7.8.1	Exs 1c, 3 & 4 pp. 62-63	1.3.2	Ex. 5 p. 64	4.7.1	Ex. 4c p. 66	9.5.1-2	Exs 4a, b, 7 & Checklist pp. 68-69
7.5.2	Exs 2.1 & 2.2 p. 62	5.9.3	Exs 1 & 4 p. 65	5.9.1-4	Exs 5a & 5b p. 66	9.4.6	Ex. 7 p. 69
1.1	Ex. 2.3 p. 63	5.9.4	Exs 1-4 p. 65	4.5.3	Ex. 5c p. 66	9.1.3	Useful Language p. 69
7.8.2	Ex. 2.4 p. 63	6.4.5	Exs 1-3 p. 65	4.5.7	Ex. 5c p. 66	8.3	Checklist p. 69
7.8.3	Ex. 2.5 p. 63	9.5.1-2	Ex. 5 p. 65	2.2	Ex. 6 p. 66	8.4	Checklist p. 69
4.7.1-4	Ex. 5 p. 63	5.9	Ex. 5 p. 65	3.1.1	Ex. 1a p. 67	1.1	Exs 1 & 4 p. 70
5.9.1-4	Ex. 6 p. 63	4.5.2	Ex. 5 p. 65	5.13	Exs 1a, 2 & 3 p. 67	2.1.2	Ex. 2 p. 70
4.7.6	Ex. 6 p. 63	4.2.1	Ex. 1a p. 66	6.4.1	Ex. 1b p. 67	2.1.1	Ex.3 p. 70
1.1	Exs 1-2 p. 64	1.3	Ex. 1b p. 66	4.5.6	Exs 2 & 3 p. 67	1.1	Ex. 4 p. 70

Unit 6

Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
1.1	Exs 1a & 2 p. 71	4.2.2-3	Ex. 1 p. 76	4.6.3	Ex. 4b p. 77	9.5.2	Checklist p. 79
3.6.1	Ex. 1b p. 71	1.3.1	Ex. 2a p. 76	6.4.5	Ex. 5 p. 77	8.3	Checklist p. 79
1.3.1	Ex. 2 p. 71	3.2.1	Ex. 2b p. 76	4.2.1-2	Ex. 6 p. 77	8.4	Checklist p. 79
1.3.1	Ex. 3 p. 71	3.2.3	Ex. 2b p. 76	4.6.11	Ex. 6 p. 77	1.1	Ex. 1a p. 80
1.3.3	Ex. 3 p. 71	3.2.1	Ex. 3a p. 76	7.8.1-2	Ex. 1 p. 78	4.2.1	Ex. 1b p. 80
4.6.4	Ex. 4 p. 71	4.6.7	Ex. 3b p. 76	9.5.1-2	Ex. 1 p. 78	5.12	Ex. 1b p. 80
1.1	Ex. 1a p. 72	5.6.3	Ex. 3b p. 76	7.8.1	Ex. 2a p. 78	1.1	Ex. 2 p. 80
1.3.1	Ex. 1b & Check these words p. 72	4.6.2	Ex. 4 p. 76	9.5.2	Ex. 2b p. 78	1.3.2	Ex. 2 p. 80
7.8.1	Exs 2b & 2c, Gapped text p. 72	9.7.3	Ex. 4 p. 76	9.5.1.2	Ex. 3 p. 78	5.12	Ex. 2 p. 80
7.8.2	Exs 2b, 2c & 3, Gapped text pp. 72-73	4.7.7	Ex. 4 p. 76	7.8.2	Exs 4a, b & 5 p. 78	1.2	Ex. 3 p. 80
4.6.10	Ex. 4a & b p. 73	1.3.1	Ex. 5a p. 76	6.4.5	Exs 4a & b p. 78	1.1	Ex. 4 p. 80
4.6.6	Ex. 4b p. 73	3.2.1-2	Ex. 5b p. 76	6.4.5	Ex. 5 p. 78	2.1.2	Ex. 5 p. 80
6.5	Ex. 5 p. 73	3.2.1	Ex. 6a p. 76	9.5.1.2	Exs 6 & 7 pp. 78-79	7.8.1	Ex. 1.1 p. 81
9.5.1-2	Ex. 5 p. 73	4.5.1	Ex. 6b p. 76	9.5.1	Ex. 8a & Checklist p. 79	1.1	Ex. 1.2 p. 81
4.6.1	Ex. 6 p. 73	4.7.2	Ex. 6b p. 76	9.5.1-2	Ex. 8b p. 79	7.5.2	Exs 1.3-1.4 p. 81
9.7.3	Ex. 6 p. 73	4.7.5	Ex. 6b p. 76	8.2	Ex. 9 & Plan p. 79	7.8.1	Ex. 1.5 p. 81
5.8.1-3	Ex. 7 p. 73	7.5.2	Ex. 1a p. 77	8.6	Ex. 9 p. 79	7.8.3	Ex. 1.6 p. 81
1.1	Exs 1 & 2 p. 74	4.7.2	Ex. 2 p. 77	9.5.1-2	Ex. 9 p. 79	4.5.1	Ex. 2 p. 82
1.3.1	Exs 3, 6 & 7 p. 74	4.4.1-2	Ex. 2 p. 77	6.4.5	Useful Language p. 79	3.2.1	Ex. 3 p. 82
1.2	Ex. 2 p. 74	4.6.12	Ex. 2 p. 77	9.5.2	Useful Language p. 79	1.1	Ex. 4 p. 82
1.3.1-2	Ex. 2 p. 74	4.4.1	Ask for opinions/ Invite views p. 77	8.2	Plan p. 79	5.11	Ex. 5 p. 82
4.1	Exs 5a & b p. 74	5.10.2	Ask for reasons p. 77	9.5.1	Plan p. 79	9.5.1-2	Ex. 6 p. 82
5.11	Infinitive/-ing forms, Exs 1a, 2, 3, 4 and Apologising p. 75	4.5.4-5	Show Interest p. 77	8.5	Checklist p. 79		
7.5.5	Ex. 1b p. 75	1.1	Exs 3 & 4 p. 77	8.1.3	Checklist p. 79		
1.3.1	Ex. 2 p. 75	4.6.4	Ex. 4b p. 77	9.5.1	Checklist p. 79		

Crime

Unit 5

Lead-in

1 1.1 Complete the newspaper headlines. Use the words in the list. Match them to the crime each is about.

• terrorises • attack • burgled • flees • rise • steals

A GUNMAN 1)
WITH CASH FROM BANK

B GANG 2) PICASSO
PAINTING FROM MUSEUM

C ACTRESS'S
HOUSE
3)

D SCHOOL GANG
4) OTHER
STUDENTS

E INTERNET PIRACY ON
THE 5)

F BANK ACCOUNTS
EMPTIED AFTER
INTERNET 6)

1 illegal downloading
2 burglary

3 hacking
4 robbery

5 theft
6 bullying

2 1.1 Complete the extracts below. Which of the newspaper headlines in Ex. 1 does each match?

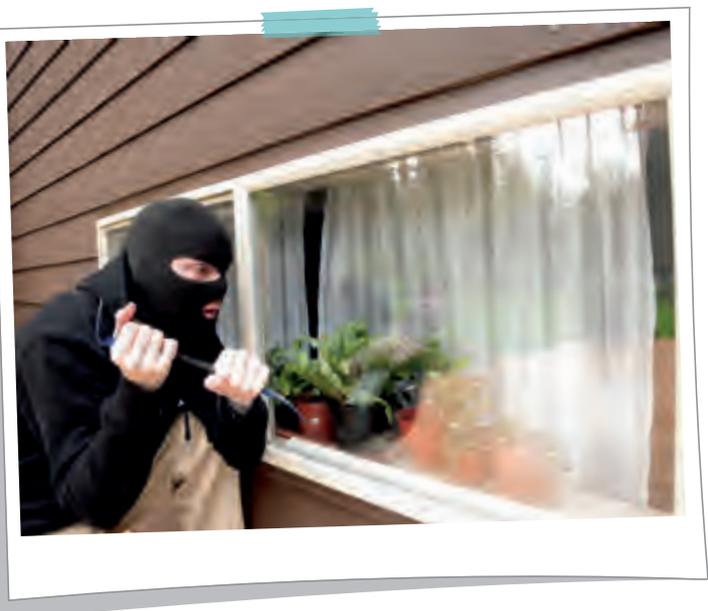
A • caught • escaped
• broke • stole

A 19-year-old student from Texas
1) into a house in Stanford
last Tuesday. He 2) two
diamond necklaces and 3)
without being 4)

B • broken • masked
• showed • missing

Works of art were stolen from the Museum of
Modern Art last Friday. The paintings were
discovered 1) around 6:30 am.
Museum officials found a 2) window
and surveillance cameras 3) two
4) men entering the museum.

3 4.6.13 Describe the photograph. Tell the class. While speaking use pauses or pause-fillers *uh...*, *er...* for taking time to think.
4.6.5 If you can't think of a word, appeal for assistance (e.g. *What do you call this in English?*)



4.6.9 Listen to your partner's description. Ask for clarification if you don't understand what he/she is talking about.

5a Reading

WE KNOW WHERE YOU ARE!

- A** Smartphones – mobile phones which also work as computers – are becoming ever more advanced. Today's phones are all equipped with GPS (Global Positioning System) receivers. These can accurately locate and track the position of the phone by picking up radio signals sent from satellites in orbit over 20,000 km above the Earth. **But**, as with most modern technology, there are both benefits and drawbacks to the ability to track a smartphone's position.
- B** On the positive side, phone tracking can improve safety and help fight crime. It can be especially valuable in emergencies. **For example**, if someone phones for an ambulance, the emergency services can find out the exact location of the caller. This can save lives. A second benefit is that the police can use the technology to solve crimes and to catch criminals. By getting data from phone companies, they can find out where the owner of the phone has been. **This means** it can be used to prove that someone was at the scene of a crime, or locate someone suspected of committing a crime.
- C** **However**, there is a danger that information collected from a phone's GPS receiver may get into the wrong hands. When you take a photo on a smartphone, the photo will normally be 'geotagged' and the location of the phone is stored along with the image. If you post the photo on the Internet, this information can then be accessed freely. This means that if you take a picture inside your house, someone may be able to locate exactly where you live and burgle you when they know you are out. **Similarly**, programs on your smartphone often collect information, including your location, without you realising it. If criminals get hold of this information, it could be used to steal both your identity and your money.
- D** **In conclusion**, there are both positives and negatives to phone tracking. **On the one hand**, it can save lives and it can help the police solve crimes. On the other hand, details about your location could be used by criminals. **Although** there are clear benefits to phone tracking, it is important to be aware of the dangers and take appropriate precautions.

1 a) **1.2** Before you read, check these words/phrases in a dictionary. What are these words in Arabic?

7.5.1 How do you think they relate to the text?

- smartphones • Global Positioning System • track • radio signals
- satellites • in orbit • fight crime

b) **7.5.1** Look at the picture and the title of the text. What do you think the text is about? Discuss with your partner.

STUDY SKILLS

Paragraph main ideas

The first sentence in a paragraph usually introduces the topic, and helps us understand the main idea of the paragraph.

c) **7.8.1** Read the first sentence in each paragraph. What is each paragraph about?

2 Now read all the text. For questions 1-5, choose the best answer A, B, C or D. Justify your answers.

- 1 **7.5.2** According to the text, how can the location of a smartphone be tracked?
- A** by discovering personal details about the owner
B by using information received from space
C by contacting the mobile phone network
D by requesting information from the police
- 2 **7.5.2** According to paragraph 2, when might phone tracking save someone's life?
- A** When the police need to catch a dangerous criminal.
B When an ambulance needs the quickest route to an accident.
C When someone sees a crime being committed.
D When someone in danger does not know where they are.



Check these words 1.3.1

• *advanced* • *equipped* • *locate*
• *fight* • *accessed* • *clear*

- 3 1.1 What does the writer mean by 'burgle you' in line 28?
- A steal from you using smartphone apps
B steal your identity online
C steal the money which you carry around with you
D break into your home and steal from you
- 4 7.8.2 Which paragraph contains some advice?
- A paragraph A C paragraph C
B paragraph B D paragraph D
- 5 7.8.3 What is the writer's conclusion about phone tracking?
- A The advantages are greater than the disadvantages.
B The disadvantages are greater than the advantages.
C The advantages and disadvantages are roughly equal.
D It has little importance for everyday life.

3 7.8.1 Answer the questions.

- 1 What is the purpose of paragraph 1?
- 2 How has the writer organised the advantages and disadvantages?
- 3 How many supporting points has the writer used in the advantages paragraph?
- 4 How many supporting points has the writer used in the disadvantages paragraph?
- 5 Has the writer clearly stated his/her opinion? Why (not)?
- 6 What recommendation does the writer make and in which paragraph? How effective is this in ending the text?

4 7.8.1 Replace the linkers in bold with linkers from the list below. What other linkers could you use?

• *In this way* • *Even though*
• *Having said that* • *However*
• *All in all* • *From one point of view*
• *For instance* • *In the same way*

5 4.7.1-4 Is phone tracking acceptable? Talk with your partner. Stay on the topic and develop it cooperatively. Show independence by eliciting more from your partner. Negotiate meaning and keep talking.

6 5.9.1-4 Listen and read the text. Using the information from the text and any additional information from online sources, prepare and present to the rest of the class your opinion about phone tracking.

4.7.6 Try to express complex ideas.

Make sure you use:

- **first and second person language e.g.** *If you ask me, ... / You may already know that ..., etc*
- **expressions to indicate degrees of certainty e.g.** *You may not believe this but ... / Everyone agrees that ..., etc*
- **expressions for generalising and highlighting e.g.** *as a rule, generally, in particular, especially*
- **a range of connectives for reason and consequences e.g.** *that's why, as a result, therefore, for this reason, etc*

5b

Vocabulary

See Further Practice section

Vocabulary from the text

1 1.1 Choose the correct word.

- There were a lot of policemen at the **location/scene** of the crime.
- Don't let your password get into the **wrong/incorrect** hands!
- We called the **urgent/emergency** services immediately.
- After a short while, the hacker **accessed/admitted** the company's files.
- Technology is so **advanced/superior** these days.
- It only took a few seconds to **hunt/trace** the call.
- It's possible to **steal/burgle** someone's identity online.
- Police need training to **fight/oppose** crime on the Internet.

2 1.1 4.6.6-7 The pictures show ways to express emotions and feelings. Match the pictures to the feelings:

- A hesitation D impatience
 B disinterest E confidence
 C boredom F interest

1



make eye contact

2



rest head on hand

3



touch chin

4



cross arms

5



tap foot

6



nod head

Crime and criminals

3 a) 1.3.1 1.3.3 Complete the table. Check in your dictionaries.

Crime	Criminal	Verb
1)	kidnapper	2)
shoplifting	3)	shoplift/steal from a shop
pickpocketing	4)	pick (sb's pocket)/steal sb's wallet/purse
5)	burglar	burgle (sb's house)
mugging	6)	mug sb
robbery	7)	rob (a bank)
theft	thief	thieve/steal sth
hacking	hacker	hack

b) 1.3.2 Give definitions for the criminals in the table.

1.2 What are these words in Arabic?

A burglar is someone who burgles someone's home.

Prepositional phrases

4 1.3.2 Complete the gaps with the words in the list. Check in your dictionary.

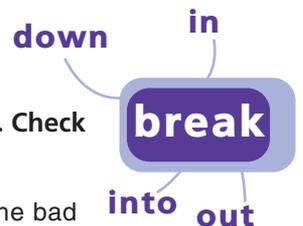
- in (x2) • before • of • with • to • under

- Laura was charged shoplifting.
- She appeared court yesterday.
- The accused were brought the judge.
- They accused her identity theft.
- He was taken to the station handcuffs.
- He was sentenced two years in prison.
- The criminal was placed arrest.

Phrasal verbs: BREAK

5 1.3.1 1.3.2 Choose the correct particle. Check in the Word List.

- She broke **in/down** when she heard the bad news. (**collapsed**)
- The burglars broke **in/into** the house by smashing a window. (**entered by force**)
- The fire broke **up/out** so suddenly that the whole building was destroyed within minutes. (**began**)
- The prisoners broke **out/up** of jail without being seen. (**escaped**)



Grammar in use

5c

See Further Practice section

Linkers

Despite the fact that many people think being a traffic police officer is unpleasant, I really enjoy it. **Firstly**, you get to be outdoors. **For instance**, it's really lovely walking around on a sunny, spring day. **Furthermore**, I get to meet lots of people. It's nice to be able to chat with local people for a few minutes. I do a lot of walking while I do my job and, **as a result**, I'm in very good condition physically. **In other words**, my job keeps me fit and healthy.

On the other hand, there are a few disadvantages to my job. **For one thing**, it's no fun pounding the streets on a cold, wet winter's day. **Although** most people I meet are pleasant, some people are rude when I give them a parking ticket. **Obviously**, they wouldn't get fined if they hadn't broken the law, so they've only got themselves to blame!



see p. GR8

1 5.9.3 5.9.4 6.4.5 Read the text and match the *linking words* and phrases in bold with their functions below.

- 1 to list and add points:
- 2 to introduce examples, reasons and results:
- 3 to compare and contrast or show concession:
- 4 to rephrase or reform ideas:
- 5 to highlight or emphasise ideas:
- 6 to introduce a conclusion:

2 5.9.4 6.4.5 Rewrite the sentences using the *linking words/phrases* given in brackets.

- 1 The police arrived quickly. They didn't catch the thief. (even though)
- 2 James has been bullied at school. He is going to go to a new school. (as a consequence)
- 3 It is wrong to steal. You shouldn't take things that belong to other people. (because)
- 4 There are many different types of punishment. A prison sentence is a punishment. (for example)
- 5 I think prison sentences for crimes should be longer than they are today. (in conclusion)

3 a) 5.9.4 6.4.5 Choose the correct item.

There can be no doubt that cyber bullying is now a serious problem. In the **1) first/final** place, it affects nearly all young people at some point. It can also lead to serious problems like depression. **2) However/Although**, there are many ways to combat it. **3) For/In** example, school children could learn about online etiquette in IT lessons. **4) Addition/Also**, parents must control their children's use of the internet. To **5) sum/conclude** up, the best way to deal with bullies is for all of us to face them, **6) so/because** we must all work together to tackle the problem.

b) 5.9.4 Match each of the linking words and phrases in Ex. 3a with their functions in Ex. 1.

4 5.9.3 5.9.4 9.5.1-2 Write two paragraphs about the pros and cons of using the Internet. Use *linking words* and *phrases* to connect your ideas. You can also use the ideas below to help you.

- communicate with people all over the world
- there are criminals on the Internet
- never give anyone personal information over the Internet
- never tell anyone what your passwords are
- do not open links in e-mails; they might contain a virus
- access information easily • shop online

5 5.9 4.5.2 Discuss the advantages and disadvantages of fast food in the form of a debate. Use grammar structures you have learnt in this lesson. Repeat or paraphrase what was said to check meaning.



5d Listening skills

1 a) **4.2.1** What do you know about CCTV cameras? What would you like to know? Think of three questions and compare them with your partner.

b) **1.3** You will hear a presentation about the pros and cons of CCTV cameras used to monitor streets. Before you listen, look at the words/phrases below. Check them in your learner's dictionary. How do you think they are related to the presentation?

- *controversial issue* • *well-lit parking areas* • *surveillance* • *residential areas*
- *offenders* • *on impulse* • *in anger*

2 a) **3.3.1** Listen to the presentation and decide whether statements 1-7 are T (true) or F (false).

- 1 The speaker wants to share people's opinions of CCTV cameras.
- 2 The speaker believes there are clear advantages to CCTV cameras.
- 3 CCTV is effective at preventing thieves stealing cars.
- 4 CCTV can help areas which do not have cameras.
- 5 Some criminals do not plan their crimes.
- 6 CCTV is monitored by high-tech computer systems.
- 7 The speaker wants more research into the effectiveness of CCTV.

b) **4.7.1** Did the presentation answer your questions from Ex. 1a? Tell your partner.

3 **3.3.2** **4.7.7** Listen again and take notes. Organise your points into headings. Use your notes to give an oral summary of the presentation. Talk at length at the correct speed, carrying on if there are any minor hesitations.

4 a) **1.3.1** You will hear a presentation on the advantages and disadvantages of heavy fines for people who cause accidents. Before you listen, check these words/phrases in the Word List.

- *impose* • *speed limit* • *risky*
- *think twice* • *dangerous driving*
- *time-consuming* • *enforce*

b) **3.3.1-3** Listen to the presentation and take notes. Make sure you:

- identify main and subsidiary points.
- organise your notes into headings.
- select and note some relevant detail.

c) **4.5.5** **4.7.1** What is your opinion about the issue? Discuss in pairs. Use verbal and non-verbal expressions to show (dis)agreement or interest. (see p. 64)

5 a) **5.9.1-4** Read the language box.

Language to convince or persuade an audience

First and second person language: *If you ask me, ... / What I think is ... / In my opinion, ... / It's my opinion that ... / You may already know that ... / You will be aware that ... / What you may not have considered is ..., etc*

Expressions to indicate degrees of certainty: *It might be possible to ... / You may not believe this but ... / I'm (not) sure that ... / Take my word for the fact that ... / Everyone agrees that ..., etc*

Expressions for generalising and emphasising: *as a rule, generally, usually, in particular, especially, such as, particularly, etc*

Connectives for reasons and consequences: *that's why, because of, due to, as a result of, owing to, therefore, as a consequence, consequently, for this reason, etc*

b) **5.9.1-4** Using your notes from Ex. 4b, prepare and make a presentation to the rest of the class, persuading them that heavy fines for dangerous drivers is a good or a bad idea.

c) **4.5.3** **4.5.7** Listen to your classmate. Ask follow-up questions. Your classmate answers the questions.

Pronunciation – Homophones

6 **2.2** Homophones are words which sound the same but they have different meanings and spelling. Match the homophones.

Listen and repeat. Make sentences using them. Give more examples. (e.g. *their – there*)

1 <input type="checkbox"/> raise	a knight
2 <input type="checkbox"/> dear	b whole
3 <input type="checkbox"/> night	c know
4 <input type="checkbox"/> no	d deer
5 <input type="checkbox"/> hole	e rays

Speaking skills 5e

Advice/Concern

- 1** a) 3.1.1 5.13 Read the first exchange. What is Harold's problem? What is Andy's advice?
 Listen and read to find out.

A: Hi, Harold. What's the matter?
 B: Oh! Hi, Andy. I've had a bad morning. My locker was broken into.
 A: That's terrible. Is anything missing?
 B: No, but whoever did it smashed some eggs over my books. What should I do?
 A: I think you should report it to the headteacher immediately.
 B: I'm not sure about that. What if that makes the situation worse in the future?
 A: If I were you, I'd definitely report it. If things get worse in the future, then you will be protected by the school. Imagine you say nothing now and the situation still gets worse. You'd be told that you should have spoken up sooner.
 B: I think you're right. I'll talk to the headteacher.
 A: Why don't you let me come with you? We'll tell him together.
 B: That's a good idea. Thanks, Andy.
 A: No problem. Let's go then.

- b) 6.4.1 What do the underlined words refer to?

- 2** 4.5.6 5.13 Take roles and read the dialogue aloud.

Expressing concern	Stating a problem
<ul style="list-style-type: none"> What's wrong? What's the matter? You don't look well. Are you OK? 	<ul style="list-style-type: none"> My purse/phone was stolen from my bag. Someone ... to my ... Whoever did it also ...

Asking for advice	Giving advice/Recommending/Warning	Responding to advice
<ul style="list-style-type: none"> What should/can I do? I don't know what to do. Could you help me? What am I supposed to do? 	<ul style="list-style-type: none"> I think you should ... Have you thought of ...? If I were you, I'd ... Why don't you ...? It might be a good idea to ... I suggest that you ... You must ..., You could ... 	<ul style="list-style-type: none"> I think you're right. That's a good idea. I'm not sure about that. That's not a bad idea.

- 3** 4.5.6 5.13 Work in pairs. A classmate of yours has taken money from your bag. Use phrases from the language tables and the dialogue in Ex. 1 to ask your friend for advice. Use a variety of verbal or non-verbal expressions.

Comparing & Contrasting pictures

- 4** 1.1 Fill in the gaps.

Compare the two photographs and say how important you think each of these jobs is.



The first picture shows a police officer in the street. He is 1) his uniform and a police helmet. I can see a radio attached to his jacket, too. I believe he is patrolling the streets. The 2) picture shows a judge in a courtroom. He is 3) in a shirt and tie and he is wearing a black robe. 4) pictures show people who work in the legal system. However, the police officer is in a position to enforce the law 5) a judge works to interpret the law. Police officers are very important 6) they keep criminals off the streets and protect people. A judge is just 7) important as a police officer because a judge makes sure that justice is done. Both police officers and judges have a great deal of responsibility in society.

- 5** 6.4.5 6.6.6 Compare and contrast the pictures and tell your partner how important you think each of the jobs is. Use the language table and Ex. 4 to help you. While speaking, check that your partner understands what you say.



Useful Language

- The first/second picture shows ...
- ... is wearing / dressed in ...
- I can see ... works in the street/in an office/in a courtroom / ... protect sb/sb's rights
- ... has a great deal of responsibility/authority etc

Comparing ideas	Speculating	Contrasting ideas
Both ... and	<ul style="list-style-type: none"> I think/suppose/believe .../ I'd say (that) ... 	<ul style="list-style-type: none"> In contrast, while/whereas Although, ...



5f

Writing A pros and cons essay

▶ Writing Bank 5 p. WB5

Prompt analysis

- 1** **7.8.1-2 9.5.2** Read the prompt, underline the key words, then answer the questions.

You have had a class discussion on preventing crime in the local area. Write an **essay** for your teacher discussing the pros and cons of neighbourhood watch schemes (120-180 words).

- 1 Who is going to read your essay?
- 2 What do you need to include in the essay?
- 3 What tense should you write it in? Why?
- 4 What is the best number of paragraphs for this type of essay?

Model analysis

- 2** a) **9.5.2** Read the model and underline all the linkers.

As crime rises, more and more neighbourhood watch schemes are being organised. These schemes, in which neighbours protect each other's property, may be popular, but they have their pros and cons.

There are certainly advantages to neighbourhood watch schemes. Firstly, and perhaps most importantly, it can reduce crime. Studies show that areas that have neighbourhood watch schemes have lower crime rates than those that don't. Secondly, it can build a sense of community. Neighbours get to know each other and build closer relationships.

On the other hand, there are disadvantages. To start with, we shouldn't rely too heavily on neighbourhood watch schemes. It is the police's job to prevent crime and catch criminals. Also, it could be dangerous. Residents may try to arrest criminals themselves and, as a result, get seriously hurt.

To sum up, there are two sides to the issue of neighbourhood watch schemes. It can cut crime and bring communities together, but crime prevention is not our job and could be dangerous.



- b) **9.5.2** Replace the linkers with other suitable ones.

- 3** **9.5.1** Answer the questions.

- 1 What has the writer included in the opening paragraph?
 - A evidence to support one side of the issue
 - B his/her own opinion about the issue
 - C a clear, balanced statement of the issue
- 2 How has the writer structured each main body paragraph?
 - A topic sentence, arguments for and against, justifications
 - B topic sentence, first point, justification, second point, justification
 - C topic sentence, advantage, justification, disadvantage, justification
- 3 How has the writer introduced the cons paragraph?
 - A with a linker that enumerates points
 - B with a linker that contrasts points
 - C with a linker that introduces a result
- 4 How has the writer concluded?
 - A by giving an opinion
 - B by restating all points
 - C by making a recommendation

- 4** a) **9.5.1-2** Below are two main body paragraphs from a pros and cons essay about having more police on the streets. Complete the paragraphs with topic sentences and suitable linkers.

A

1)
 2) , it would make criminals think twice. If they knew police were in the area, they would be less likely to commit crime. 3) , it would make citizens feel safer. They would get to know their local policeman and he would get to know them.

B

4)
 5) , it would cost a lot of money. The police are understaffed and would have to employ more new recruits. 6) , some people may not feel comfortable having so many policemen on the streets. They may believe that they are being watched.

- b) **9.5.1-2** Write opening and closing paragraphs for the main body paragraphs in Ex. 4a.

5 **9.5.1** Rewrite the points below in your own words. Which are pros and which are cons? Then write the closing paragraph.

- 1 CCTV cameras have been shown to cut crime.
CCTV cameras
- 2 CCTV cameras need someone to monitor them at all times.
CCTV cameras
- 3 CCTV cameras are less effective as time goes by.
CCTV cameras
- 4 Residents feel much more secure with CCTV cameras.
Residents

Your turn

6 a) **7.8.1** Read the prompt and underline the key words.



You have had a class discussion about CCTV cameras. Your teacher has asked you to write about the advantages and disadvantages of CCTV cameras. Write your **essay** (120-180 words).

b) **9.5.1** Match the points to their justifications.

Points	Justifications
1 <input type="checkbox"/> not as useful over time	A believe it prevents crime and anti-social behaviour
2 <input type="checkbox"/> reduces crime	B requires more staff
3 <input type="checkbox"/> makes residents feel safer	C criminals get used to it and continue to commit crime
4 <input type="checkbox"/> has to be monitored	D car theft has gone down significantly

c) **9.5.2** Use linkers from the Useful Language box to join the ideas in Ex. 6b.

7 **9.5.1-2** Write your essay. Make sure you follow the plan, use topic sentences and linkers.

9.4.6 Use ICT to organise and present your writing.

Useful Language **9.5.2** **9.1.3**

- Introducing pros and cons**
- There are (obvious/certain, etc) advantages to ...
 - On the other hand, ...
 - However, ... there are also disadvantages/drawbacks ...
- Introducing supporting points**
- Firstly/Secondly, ... • To start with, ...
 - Also, ... • In addition, ... • Moreover, ...
- Introducing results/justifications/examples**
- For example, ... • For instance, ...
 - In this way, ... • As a result, ...
 - Therefore, ... • ... such as ... • ... like ...
- Concluding**
- To sum up, ... • In summary, ...
 - To conclude, ... • In conclusion, ...
 - On the whole, ...

Plan **9.5.1**

Introduction	
(Para 1)	<i>state issue</i>
Main Body	
(Para 2)	<i>advantages with supporting points and justifications</i>
(Para 3)	<i>disadvantages with supporting points and justifications</i>
Conclusion	
(Para 4)	<i>restate supporting points</i>

 **Checklist** **8.3** **8.4** **9.5.1-2**

When you finish your piece of writing, check it for:

- an introduction that states the issue
- arguments for and against with supporting points and justifications
- a conclusion that summarises the supporting points
- topic sentences
- appropriate use of linkers
- spelling/grammar mistakes
- correct word length

Language Knowledge

5

1 1.1 Use the words in their correct form to complete the gaps.

• **clue** • **evidence** • **hint** • **trace**

- 1 The prisoner escaped and there has been no of him ever since.
- 2 There is to suggest that a bank employee helped commit the robbery.
- 3 I can't remember the answer to the question; could you give me a ?
- 4 The detective examined the crime scene looking for to solve the murder.

• **remove** • **delete** • **confiscate** • **dismiss**

- 5 This e-mail is highly confidential so it after your read it.
- 6 Due to a lack of evidence, the judge the case and the woman was freed.
- 7 It took them four hours to the graffiti from the wall.
- 8 The teacher Bob's mobile phone after he was caught texting in class.

• **focus** • **concentrate** • **aim** • **direct**

- 9 The mayor to lower crime in the city by 50% next year.
- 10 The judge told the young offender to on his studies and not shoplift again.
- 11 Police are on the northern part of the city to find the bank robber.
- 12 After making sure the cyclist was unhurt, the police officer his attention to catching the speeding driver.

Word formation

2 2.1.2 Complete the gaps with the correct form of the words in bold.

Police have appealed for witnesses after large rocks were dropped onto **1** (**number**) cars passing under a bridge in Scotland this week. None of the **2** (**occupy**) were injured but police warn that this type of **3** (**vandal**) is extremely **4** (**danger**) and could have serious consequences and cause many **5** (**fatal**). "When the vision of a driver is compromised, the lives of everyone on the road are put in danger," said a police **6** (**inspect**).

3 2.1.1 Use these prefixes to form antonyms:

• **de-** • **dis-** • **in-** • **il-** • **im-** • **ir-** • **un-**

- 1 capable ≠
- 2 able ≠
- 3 logical ≠
- 4 responsible ≠
- 5 predictable ≠
- 6 regular ≠
- 7 honest ≠
- 8 justice ≠
- 9 legal ≠
- 10 activate ≠
- 11 perfect ≠
- 12 successful ≠

4 1.1 Choose the correct word.

The role of CCTV Cameras in our Lives

Crime has been a **1) type/feature** of UK life for as long as anybody can remember. In the past, it was the job of detectives such as Sherlock Holmes to **2) bring/ fetch** criminals to justice, which would actually take a huge **3) amount/total** of work and time.



However, all that has changed with CCTV cameras.

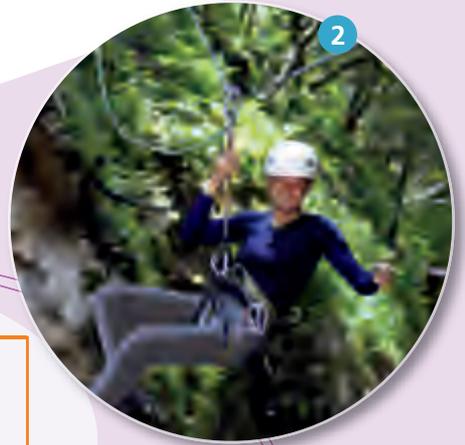
Concealed at various city centre locations, CCTV cameras **4) monitor/look** suspicious behaviour and send the information back to a central office. The footage is then **5) stored/stacked** in the police archives and sent to the police. This is important because they maybe be looking **6) after/into** a crime that has been **7) locked/caught** on camera. This sort of material is invaluable to the police. Cameras can zoom in on criminal activity and this can be used as **8) defence/evidence** in court.

Generally, it is accepted that CCTV cameras exist as a **9) ways/means** of protecting people. However, that has not **10) prevented/avoided** some people criticising them. Many are not comfortable with the idea of what is sometimes described as being **11) noticed/watched** by 'Big Brother.' Nevertheless, more cameras are being installed every day in the UK and whether we like it or not, CCTV is here to **12) live/stay**.

Sports & Fitness **Unit 6**

Lead-in

1 a) 1.1 Which of these sports can you see in the pictures?



- snow tubing • ice skating
- hang-gliding • bowling • baseball
- paintball • paragliding • aerobics
- archery • gymnastics • boxing
- squash • skydiving • martial arts
- bungee jumping • zip lining



b) 3.6.1 List the sports under the headings: *outdoor* – *indoor* – *team* – *individual* – *extreme*.

👂 Listen and check. Is it British or American pronunciation?

2 1.1 1.3.1 Which verbs do we use with each of the sports in Ex. 1a: *go*, *play* or *do*?
Check in your dictionary.

3 1.3.1 1.3.3 Look up the words in your dictionary. How are they pronounced? What part of speech are they? Then use the words to complete the texts. Which sport is each text about?

• gazing • adventure • popular

• ride • requires • get

• injury • heights • training

A It is a competitive 1) sport which has become the world's most 2) way to share the air. If you want to find yourself 3) into the skies, then this might be the perfect sport for you.

B It's a wintertime activity that 1) no lessons. Just 2) your tube, take a conveyor to the top and 3) down the lane on the hill, then get back up and do it again and again. It's fun for all ages.

C It's not for people who are afraid of 1) You jump out of an aeroplane and fall back to earth. It's a sport that requires careful 2) or else it can lead to serious 3)

4 4.6.4 Choose a sport from Ex. 1a and say a few sentences about it. Your partner guesses which sport you are talking about. If you can't think of a word, try to say the same thing in a different way.

6a Reading

- 1** a) What do you know about extreme sports?
 1.1 In pairs, make a list of sports that you believe are 'extreme'. Compare your list with the rest of the class.

- b) 1.3.1 Before you read, check these words/phrases in your learner's dictionary.

• risk • participant • individual
 • team sports • paralysis

- 2** a) Read the Study Skills box.

STUDY SKILLS

Gapped text 7.8.1 7.8.2

Gapped texts test a student's understanding of the organisation of a text. Look for linkers that connect ideas, synonyms that rephrase vocabulary items, examples and/or justifications that expand on a previous point or points that lead into examples and/or justifications. When you have completed the task, read through the completed text to make sure it makes sense.

- b) 7.8.1 7.8.2 Read the text and complete the gaps (1-6) with the correct sentences (A-F). One sentence is extra. Give reasons for your choices from the Study Skills box.

- A** Another benefit of extreme sports is the sense of achievement they can give you.
B Examples of extreme sports include surfing, snowboarding, paintballing, motocross, hang-gliding and skydiving.
C Even when there are strict safety measures there are still risks.
D Most participants in extreme sports tend to emphasise the advantages.
E On the contrary, their popularity continues to grow quickly.
F All things considered, anybody considering an extreme sport should think very carefully.
G The first and most serious drawback to extreme sports is the high risk of danger they involve.

- c) 7.8.1 7.8.2 Answer the questions.

- 1 How has the writer organised the paragraphs?
- 2 What topic sentences has the writer used?
- 3 How has the writer introduced the supporting points?
- 4 How has the writer concluded his text?
- 5 What can we infer about the writer's opinion from the very last sentence?

Going Beyond the Limit

Extreme sport is a term to describe any sport that involves a high level of danger. **1** Due to the high level of risk involved, most participants must wear special safety gear. Extreme sports are usually individual rather than team sports. These risky sports are not for everyone so let's examine the advantages and disadvantages of taking part.

2 Firstly, the main advantage of extreme sports is the feeling they give participants. Some people like the danger because it makes them feel excited. Other people find extreme sports relaxing because they are focused on the activity. Suddenly, the stresses of everyday life seem a million miles away.

3 Most people will feel some fear before such high-risk activities. Being able to get over that fear will make them more confident in the future.

Check these words 1.3.1

- level • safety gear
- examine • consequences
- demand • supervised
- strict • emphasise

On the other hand, critics of extreme sports stress the disadvantages. **4** The possibility of suffering a serious injury is very high. Sports **such as** sky-diving, base-jumping or bungee jumping can have serious consequences if even the smallest thing goes wrong. They can cause broken bones, paralysis or even death. **5**

Secondly, doing well at extreme sports is very difficult. **In fact**, reaching a high level of skill in such activities demands many hours of practice.

6 Do some research and find a sport which suits you best. Then have lessons with an experienced professional. Most importantly, don't do anything without safety gear and make sure you are always supervised. Remember – these sports are called extreme for a reason!



3 7.8.2 Replace the linkers in bold in the completed text with other suitable ones.

4 a) 4.6.10 Read the language box.

Back-channel cues are utterances that show that you are participating in and following a conversation. They include: *OK, uh-huh, yes, yeah, right.*

b) 4.6.10 4.6.6 What is your opinion about extreme sports? Discuss with your partner and use back-channel cues (*uh-huh, yeah*). Use gestures if you don't understand something.

5 6.5 9.5.1-2 Use a search engine to find out information about one of the extreme sports mentioned in the text. Write about the risks involved in the sport. Gather quotations from those who participate in the sport and those who disagree with the sport. Find pictures to make your writing more attractive. Collate your information by downloading, cutting, pasting, etc.

6 4.6.1 9.7.3 Listen and read the text. Make notes under the headings: *introduction – advantages – disadvantages – conclusion*. Use your notes to give the class a summary of the text. If you can't think of a word, use a synonym or a synonymous phrase (*e.g. become skilled at instead of master*).

7 5.8.1-3 **THINK!** Why do people take part in extreme sports? In groups, prepare a five-minute presentation on the topic. Make sure you:

- *organise the presentation appropriately, using language to introduce, develop ideas and conclude*
- *speak with few hesitations from notes, maintain eye-contact with your audience, use body language and voice projection*
- *be prepared to handle questions from the audience*

6b

Vocabulary

See Further Practice section

Vocabulary from the text

1 1.1 Complete the gaps.

- **focused** • **everyday** • **sense**
- **safety** • **level** • **broken**
- **fear** • **experienced**

- 1 of achievement
- 2 bones
- 3 an professional
- 4 on the activity
- 5 high of danger/skill
- 6 life
- 7 get over your
- 8 gear

Use the phrases in meaningful sentences.

2 1.1 Fill in with the correct word.

- **risk** • **threat** • **danger**

- 1 If you're not careful, your safety is at
- 2 There's always the of injury in extreme sports.
- 3 Tom felt in of getting hurt so he stopped taking part in extreme sports.

- **confident** • **excited**
- **cheerful**

- 4 Ahmed was about being chosen for the football team.
- 5 Tom is a(n) young man who's always smiling.
- 6 I'm of the new CEO's ability to lead the company.

- **serious** • **strict** • **firm**

- 7 Sam took a grip of the rope and started climbing.
- 8 My instructor was very, but he trained me well.
- 9 Take that look off your face; enjoy yourself!

Sport

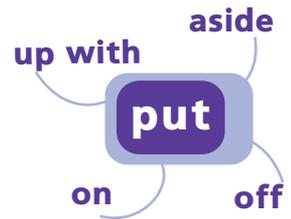
3 1.3.1 Copy and complete the spidergram in your notebooks. Check in your dictionary.

- hurdles • coach • discus • athlete • javelin • umpire • high jump • long jump • relay • pole vault • boxer • cyclist • referee



Phrasal verbs: PUT

4 1.2 1.3.1-2 Replace the words in bold with a phrasal verb from the spidergram. Check in the Word List. Define them in Arabic.



- 1 He **saved** money so that he could buy a pair of trainers.
- 2 The match **was postponed** due to the rain.
- 3 Nick **got dressed in** his football kit and went to play.
- 4 I don't know how you **tolerate** such bad behaviour.

Pronunciation (functional stress)

5 a) 4.1 Practise saying the words.

- **con'duct** (v) / 'conduct (n) • **con'vert** (v) / 'convert (n)
- **pro'duce** (v) / 'produce (n) • **pro'test** (v) / 'protest (n)

b) 4.1 Decide if the words in bold are nouns or verbs. Give reasons. Then read the sentences aloud.

- 1 He **converted** his car to unleaded.
- 2 There was no **protest** outside the stadium.
- 3 Acts of unacceptable **conduct** will be penalised.
- 4 He is the greatest athlete Canada has ever **produced**.

Word formation (compound nouns)

6 1.3.1 Match the words to form compound nouns, then use them in sentences of your own.

- We can form nouns with: **noun + noun** car park; **noun + preposition** hanger on; **adjective + noun** monthly ticket

- track • sports • motor • running • passer • swimming

- centre • pool • by • shoes • event • racing

Relay is a track event.

Prepositional phrases

7 1.3.1 Choose the correct item. Check in your dictionary.

- 1 Carol was afraid **from/of** damaging her ankle in the race.
- 2 Steve takes great pleasure **with/in** seeing his friends.
- 3 The key **in/to** success is to keep trying and never give up!
- 4 Fans who misbehave are **at/in** risk of being removed **for/from** the stadium.
- 5 The coach had to deal **in/with** some difficult questions.

Grammar in use

6c

See Further Practice section

Infinitive/-ing forms

Healthy Lifestyles

5.11

It's never too late to change your habits and adopt a healthy lifestyle!

Do

- Avoid eating sugary snacks.
- Have a balanced diet.
- Spend at least 30 minutes exercising every day. Adding daily exercise helps you lose weight and keep fit.
- Remember to keep yourself well hydrated.

Don't

- Snack between meals.
- Drink fizzy drinks.
- Eat processed foods.
- Stress. Try to keep a positive attitude instead.
- Exhaust yourself. Give yourself a well-deserved rest.

see pp. GR8-GR9

1 a) **5.11** Look at the Grammar Reference section and complete the rules with *infinitive (with/without to) or -ing form*. Find examples in the text above.

1 preposition +; **2** like/love/hate/enjoy, etc +; **3** would like/would love, etc +; **4** can, will, must, etc +; **5** want, can't wait, remember, etc +; **6** let, make sb +; **7** look forward to, don't mind, can't stand, avoid, etc +; **8** apologise for +

b) **7.5.5** What is the text about? How reliable is the information?

2 **1.3.1** **5.11** Put the verbs in brackets into the *to-infinitive* or *-ing form*. How do they differ in meaning? Check in the Grammar Reference section.

- a Diane has stopped *eating* (**eat**) in between meals. (*she no longer does it*)

b The runner stopped *to have* (**have**) a rest. (*stopped to do sth and then continued what he was doing*)
- a Aaron forgot (**take**) his vitamins.

b Forget about (**go**) to the gym. I need you.
- a Daniel remembers (**meet**) his sports idol when he was younger.

b Andy didn't remember (**buy**) tickets for the match.
- a I will try (**think**) more positively from now on.

b Helen tried (**diet**) and lost several kilos.
- a She used (**play**) volleyball when she was in high school.

b He is used (**exercise**) at weekends.

3 **5.11** Think of your lifestyle. Complete the sentences so they are true for you.

- | | |
|-------------------------------|--------------------|
| 1 I've stopped | 5 I used to |
| 2 I've always wanted | 6 I must |
| 3 I avoid | 7 I'm used to |
| 4 I'm looking forward to | 8 I try |

Apologising

5.11

Apologising

- I'm sorry about what + (**past tense**)
- I'm sorry about + (**-ing form**)
- I'm sorry if I + (**past tense**)
- I really didn't mean + (**to inf**)
- I'd like to apologise for + (**-ing**)

Accepting apologies

- Don't worry about it.
- No problem.
- Never mind.

Accusing

- I wish you hadn't.
- You shouldn't have done it.

4 **5.11** Work in pairs. Use the language in the table to act out exchanges for the situations below.

- You spoke abruptly to your friend. Apologise to him/her.
A: I'm sorry about speaking abruptly to you.
B: Don't worry about it.
- You lied to your father about your grade in English.
- You broke your mum's vase.
- You spilt juice on your uncle's shirt.
- You accused your friend of taking your mobile phone but he didn't.
- You were rude to your sister and she started crying.



6d Listening skills

- 1** 4.2.2-3 Look at the photograph. What do you know about this sport? Would you like to do it? Why (not)?



- 2** a) 1.3.1 You will hear a documentary about a martial art. Before you listen, check these words in the Word List.

• relatively • evolved • beneficial • arena
• combatant • agility • discipline

- b) 3.2.1 3.2.3 Listen and decide if each sentence is *True* or *False*. Which sentences express: *facts?* *opinion?*

- 1 Kendo is not as old as other martial arts.
- 2 It was created by a famous Japanese swordsman.
- 3 A Kendo fighting arena is always the same size.
- 4 Kendo can be a noisy activity.

- 3** a) 3.2.1 Listen again and complete the gaps 1-10 with an appropriate word.

Kendo is quite **1** compared to other martial arts.
 The exact origins of Kendo are **2**. Japanese swordsmen realised that they needed to guard against injury when **3**.
 Wooden **4** replaced dangerous swords when practising.
 Each sword is made from strips of **5** tied together.
 The practice swords were still dangerous and could inflict **6** or break bones.
 The safety equipment in Kendo has been modernised and is now made from **7**.
 The rules of Kendo are that you receive **8** by hitting certain parts of the body.
 To someone who has not seen Kendo before, it can appear aggressive and **9**.
 Jim believes that a person can unwind and do well in Kendo if they clear their minds of **10** by meditating.

- b) 4.6.7 5.6.3 You want to learn more about Kendo. In pairs act out your dialogue. Make polite requests for information using appropriate expressions and modals. Mime if necessary.

- 4** 4.6.2 9.7.3 4.7.7 Prepare a short summary of how Kendo is done. Rehearse and organise your utterances before speaking. Talk at length without hesitation. Tell your partner.

- 5** a) 1.3.1 You will hear a dialogue at a leisure centre. Before you listen, check these words in the Word List.

• brochure • steam room
• multi-purpose hall • hire • hazardous
• lane swimming • membership
• unlimited access

- b) 3.2.1-2 Listen and complete the sentences. What is the customer's intention?

- 1 The gym equipment can be to young children.
- 2 On Saturday and Sunday, the centre has club run by youth coaches.

- 6** a) 3.2.1 Listen again and for questions 1-7, choose the best answer A, B or C.

- 1 The customer has come to the leisure centre
A to learn more about what is available.
B to pick up an information brochure.
C to use the gym.
- 2 What facilities are available for private hire?
A the steam room B the squash courts
C the pool and hall
- 3 When should children be supervised by their parents?
A whenever in the gym B during club activities
C while swimming
- 4 The yoga classes are suitable for
A people with experience. B healthy people only
C people of all levels.
- 5 What does the Gold Star membership NOT include?
A full use of the gym B access to the pool
C evening classes
- 6 How can someone join a privately-run activity?
A by speaking to the assistant manager
B by writing their name on a register
C by calling several days in advance
- 7 What do leisure centre members need to bring?
A their membership card
B their own equipment C a towel

- b) 4.5.1 4.7.2 Work in groups. Discuss why more and more people are joining gyms. Respond to your classmates' ideas. (e.g. I agree with what you say and would like to add).

- 4.7.5 Take longer turns and allow your classmates to develop their longer turns.

Speaking skills 6e

Pros & Cons

1 a) **7.5.2** Read the first and the last exchange in the dialogue. What is the dialogue about?
 Listen, read and check.

A: Hi John, would you like to come to the gym with me later?
 B: Hi Gary. Umm, I don't think so. I prefer to exercise outdoors.
 A: But going to the gym is great fun! You can meet lots of new people.
 B: Sounds interesting, but I don't think I can afford it.
 A: Actually, membership doesn't cost much. I feel that the many facilities are worth the money.
 B: Do you?
 A: Yes. The gym has a lot of great facilities to help you keep fit, such as the swimming pool, weights room and squash court.
 B: You have a point. Still, I don't feel comfortable exercising around other people.
 A: Why not? Everybody is really friendly and the staff are always helpful. Doesn't that sound good?
 B: Well, I'll think about it and let you know.

b) In pairs, read out the dialogue.

2 **4.7.2** **4.4.1-2** Work in pairs. Your friend has joined a martial arts class. He/She wants you to join too. Use the ideas below and phrases from the language box to act out your dialogue.

4.6.12 You can repeat your partner's statement to check understanding.

Pros	Cons
<ul style="list-style-type: none"> helps build discipline good social activity builds strength and character 	<ul style="list-style-type: none"> You might get injured. It can be expensive. It can take a long time to become competent.

4.4.1 Ask for opinions/ Invite views	Ask for reasons 5.10.2
<ul style="list-style-type: none"> What do you think? How about ... ? Doesn't that sound ... ? What is your opinion? 	<ul style="list-style-type: none"> Do you ... ? Why/Why not? How come?
Give positive opinions	Give negative opinions
<ul style="list-style-type: none"> I feel that ... In my opinion ... It seems/sounds ... For me it's ... Now that sounds good. 	<ul style="list-style-type: none"> I don't think that ... I don't think so. Sounds interesting, but I don't think ... You have a point. Still ...
Show interest 4.5.4-5	
<ul style="list-style-type: none"> That's very interesting. Do go on. Yes, go on. I see ... 	

Describing a picture

3 **1.1** Look at the picture and complete the gaps with appropriate words.
 Listen and check.



In this picture I can see a young man
 1) He's wearing a blue
 2) and black 3) He's also wearing white 4) because it's a
 5) day. The man is 6) along a 7) I don't think he is taking part in a 8) He's probably just 9) a bike ride.

4 a) **1.1** Look at the picture and make notes under the headings:
 People - Clothes - Weather - Place - Activities



People: a man and a woman

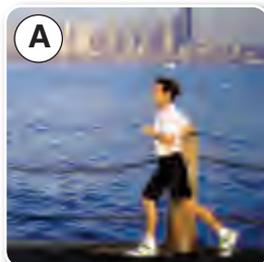
b) **4.6.4** Describe the picture. Use your notes in Ex. 4:
4.6.3 While speaking stop and restart utterances that are not clear.

5 **6.4.5** Look at the pictures A and B and complete the description.

- compared
- but
- because
- both
- also
- either

1) pictures show people doing a sport.
 Picture A shows a man on his bike. Riding a bike is a great form of exercise and helps you get fit. It doesn't cost much 2) Picture B shows two people skiing. Skiing is very exciting and challenging 3) it requires skill. It's 4) quite expensive 5) to riding a bike. It can be dangerous 6) you can break your leg or get injured.

6 **4.2.1-2** **4.6.11** Compare and contrast the pictures. Use the text in Ex. 5 as a model. Correct yourself if you make a mistake.



Both pictures ... It can be ... but ...
 It's also ... compared to ...



6f Writing A pros and cons essay

▶ Writing Bank 6 pp. WB5-WB6

Prompt analysis

1 7.8.1-2 9.5.1-2 Read the prompt and answer the questions.

You have had a class discussion on the following question: **Should all children play team sports?** Write an **essay** for your teacher expressing the pros and cons of the topic (120-180 words).

- 1 Which of the following should your essay contain?
 - A your opinion in the introduction and conclusion
 - B arguments for and against the topic
 - C suggestions for how to get children to play team sports
- 2 What style should you use: formal or informal? What characterises this style?

Model analysis

2 a) 7.8.1 Read the model. Which paragraph contains:

- 1 the writer's arguments for and examples/reasons?
- 2 a summary of all the points
- 3 the writer's arguments against and examples/reasons?
- 4 a presentation of the topic

b) 9.5.2 Formal style is characterised by the use of the present simple for generalisation and the zero article. Find examples in the model.

A There has been a lot of discussion recently about the role that sports play in children's lives. Most people believe children should play sports, but they are not sure which type of sport is best: team sports or individual sports. It is a difficult issue with both pros and cons.



B To start with, there are advantages to team sports. Firstly, they teach discipline and responsibility. This means that team members dedicate time and effort to do well. Moreover, team sports encourage children to interact. In particular, it shows them how to get along in large groups.

C However, there is also a negative side. One point is that team sports are too competitive. For instance, they teach that winning is more important than taking part. Furthermore, some children find playing sports stressful. They may feel under pressure to win all the time.

D On the whole, there are points for and against children playing team sports. It teaches valuable qualities and how to get along. But it also makes children want to win all the time and could make them stressed. Perhaps a combination of team and individual sports is the best way forward.

3 9.5.1.2 Find and replace the topic sentences in the main body paragraphs with other appropriate ones.

4 a) 7.8.2 6.4.5 Copy and complete the table with the linkers in bold in the model.

addition	
contrast	
examples/reasons	
conclusion	
list points	

b) 7.8.2 6.4.5 Add these phrases to the table:

- All in all • so that
- All things considered • also
- As opposed to the above ideas
- especially • First of all
- such as • For this reason

5 6.4.5 7.8.2 Choose the correct linker.

- 1 Sports make you fit. In addition/For example, they are great fun.
- 2 In particular/All things considered, sports are a good way to spend your free time.
- 3 Famous athletes have worked hard to become successful. Besides/For this reason, they should be allowed to earn a lot of money.
- 4 Teammates work together for the good of the team. Since/ Besides that, they respect one another both on and off the pitch.

6 9.5.1.2 Read the topic sentences and write suitable supporting sentences using the prompts and your own ideas. Use appropriate linkers.

- It is not easy being a professional athlete.
- People argue that sports should be about having fun.

they/have to/eat/special diet they/ say/sports/should be non-competitive

Supporting points

7 **9.5.1-2** Expand the phrases to write supporting points for the topic sentences. Remember to use formal written English (e.g. *present simple, zero articles, linkers, passive voice and no contractions*).

- A** There are certain advantages to exercising in a gym.
company – become/social activity/meeting friends – more guidance – professionals/give advice/help
One thing is the company. In this way exercising becomes a social activity like meeting friends. Another thing is that there is more guidance. For instance, gyms usually have professionals that can give advice and even help.
- B** On the one hand, there are advantages to hosting large sports competitions.
beneficial/local economies – lots of money/made/ tourists – lots of investment/infrastructure – stadiums, swimming pools and race tracks/used afterwards
- C** On the other hand, there are disadvantages to paying footballers a lot of money.
money/found/somewhere – fans/forced/pay higher ticket prices – unfair – doctors and firemen earn/lot less

Your turn

8 a) **9.5.1** Read the prompt and match the supporting points to their examples/justifications.

You have had a class discussion about ways to exercise effectively. Your teacher has asked you to write an essay expressing the pros and cons of exercising in groups. Write your **essay** (120-180 words).

Supporting points

- 1** enjoyable
- 2** have to fit into schedule
- 3** some feel self-conscious
- 4** more motivating

Examples/Justifications

- a** not want to exercise in front of others
- b** less likely to quit
- c** becomes a social activity like going out
- d** might only be able to exercise at certain times

b) **9.5.1-2** Use appropriate phrases from the Useful Language box to join the supporting points to their examples/justifications. Then write topic sentences to complete the main body paragraphs. Use formal written English.

9 **8.2** Use your answers from Ex. 8 and the plan to write your essay.

8.6 **9.5.1-2** Use word processing software to plan, compose, edit and present your work.

Useful Language

- Introduce topic sentences (list viewpoints)** **6.4.5** **9.5.2**
- To start with, ...
 - Firstly, ...
 - Moreover/Furthermore it is ...
 - In addition, doing ...
- Introduce examples**
- For example/such as/For instance ...
- Introduce topic sentences (opposite viewpoint)**
- On the other hand, some people argue/say that ...
- Conclude**
- All in all, • All things considered,
 - To sum up,

Plan

8.2 **9.5.1**

Introduction

(Para 1) *state the topic*

Main Body

(Para 2) *arguments for & examples/ reasons*

(Para 3) *arguments against & examples/ reasons*

Conclusion

(Para 4) *summary of arguments & balanced conclusion*



Checklist **8.5**

When you finish writing your essay, check for the following:

- **8.1.3** use of complete sentences
- **9.5.1** arguments are supported by examples/justification
- **9.5.2** appropriate style
- **8.3** **8.4** correct grammar, spelling and punctuation
- **9.5.2** use of full verb forms
- **9.5.2** use of linkers to join ideas
- **9.5.1** well structured paragraphs (make sure main body paragraphs start with appropriate topic sentences)

Language Knowledge 6

Sports places & equipment

1 a) **1.1** Match the sport to the place and the equipment.

sport	place	equipment
badminton	pool	shoes
cricket	track	puck
running	court	ball
water polo	pitch	bat
ice hockey	rink	shuttlecock



b) **4.2.1** **5.12** Now ask and answer, as in the example.

- A: Do you enjoy playing badminton?
 B: Yes, indeed, very much. I play on a badminton court every weekend.
 A: What equipment do you need to play badminton?
 B: A shuttlecock.

2 **1.1** **1.3.2** **5.12** Complete each sentence with the correct form of one of the verbs in the list.

- throw
- score
- serve
- catch
- miss
- win

- 1 A: Is Amy any good at volleyball?
 B: Yes, she is. When she, nobody can return it.
- 2 A: Last week you an amazing goal for your team.
 B: I just hope I can do the same again in the next game.
- 3 A: If Chris hits the ball, I want you to it.
 B: OK, coach. I'll do my best.
- 4 A: Daniel the race and will be competing in the finals!
 B: That's great news!
- 5 A: If you this shot, then we lose the match.
 B: Don't worry, I won't.
- 6 A: What is the aim of this game?
 B: You need to the ball as far as you can.

3 **1.2** Choose the correct word to complete the sentences. Check in your bilingual dictionary. Define them in Arabic.

- 1 Many **audiences/viewers/spectators** arrived early at the stadium to get good seats.
- 2 Unfortunately, Nicholas tripped during the race and came in last **position/place/point**.
- 3 John has a good chance of winning the badminton **contest/event/tournament** this year.
- 4 The **winner/champion/defender** of the 100 metres waved to the cheering spectators.
- 5 James is the best skater in his ice hockey **group/society/team**.

4 **1.1** Choose the correct word.

- 1 Many people in poorer countries don't get the medical **cure/treatment** they need.
- 2 After eating the seafood, Patrick developed a(n) **allergy/rash** on his arms.
- 3 You should clean the **wound/injury** with water and put a bandage on it.
- 4 Symptoms of the flu include **fever/temperature** and general weakness.
- 5 Peter was in great **pain/ache** when he broke his arm.
- 6 You should visit your local **GP/surgeon** for any minor health complaints you have.
- 7 Change the bandage regularly to prevent **infection/disease**.
- 8 Brenda swallowed the **injection/tablet** with a glass of water.

5 **2.1.2** Complete the gaps with the correct form of the words in capitals.

- 1 Pete does yoga to increase his and flexibility. **STRONG**
- 2 John takes part in a of sports, but rugby is his favourite. **VARY**
- 3 My swimming says I'm ready to start competing again. **INSTRUCT**
- 4 Ryan's football skills have improved this term. **CONSIDER**
- 5 It's expensive to learn to ski because you need a lot of **EQUIP**

HOW GREAT IS THE GREAT OUTDOORS?



A When most people think of a career, they think of working indoors in a bustling office. However, there are many job opportunities that don't involve sitting behind a desk. In fact, a recent UK survey found a total of 22,282 vacancies for different outdoor jobs. Of course, outdoor work is not for everyone. Here are some of the pros and cons of working in the great outdoors.

B To begin with, there are many advantages to working outdoors. First of all, people who work outdoors are often active all day. Standing and walking are much better for the health than sitting for hours. Also, outdoor jobs offer a lot of variety. It's not unusual for outdoor jobs to require work in different locations. These changes in scenery, along with the weather, keep the work interesting because no two days are ever the same.

C On the other hand, working outdoors also has its disadvantages. The working conditions can be difficult. You might get muddy, or get bitten by insects. In addition, bad weather might delay the work. Wind, rain or snow might make a job more difficult or sometimes it might mean that you can't do anything at all.

D In conclusion, working outdoors may provide some challenges, but it also offers benefits. If you can't stand staring at a computer screen for hours, and if you don't mind a bit of rain, then working outdoors could be the perfect career choice for you.

Progress Check MODULE C

Reading

- 1** Read the text and choose the best answer A, B, C or D. Give reasons for your answers.
- 7.8.1** What is the author's main purpose?
 - to describe one day working outdoors
 - to explain why many people work in offices
 - to prove it is better to work outdoors
 - to show the good and bad points of outdoor work
 - 1.1** The word 'bustling' in paragraph A is closest in meaning to ?
 - stressful
 - colourful
 - busy
 - noisy
 - 7.5.2** What is the main idea in paragraph B?
 - Office work can be bad for the health.
 - Outdoor work can be challenging.
 - Working outdoors has lots of benefits.
 - You must be fit to work outdoors.
 - 7.5.2** In paragraph C, what does the author say about the weather?
 - It makes work very boring.
 - It means less time working.
 - It may stop you working.
 - It can prevent stress at work.
 - 7.8.1** Which paragraph discusses the disadvantages of working outdoors?
 - Paragraph A
 - Paragraph B
 - Paragraph C
 - Paragraph D
 - 7.8.3** How does the writer end the text?
 - with some advice
 - with a warning
 - with an explanation
 - with a recommendation

(6x2=12)

Progress MODULE C Check

Speaking

2 4.5.1 Choose the correct item.

- 1 A: I feel it is worth the money.
B: **a** Do you? **b** Sounds interesting.
- 2 A: Exercising helps you keep fit.
B: **a** You have a point. **b** Why not?
- 3 A: How about joining a gym?
B: **a** Doesn't that sound good? **b** I don't think so.
(3x2=6)

Listening

3 3.2.1 Listen to a radio interview about an extreme sport and complete the sentences with one to three words. What is your opinion of this sport?

Frank Crane is the **1** of a book about land diving. Land diving is performed by the inhabitants of a small island in the **2**.

The men of the island jump from a(n) **3** tower that is built each year at the beginning of the dry season.

Only the most **4** divers jump from the highest platform of the tower.

If the vines are **5**, the diver risks crashing into the tower. To avoid injury, divers cross their arms in front of their chests and make certain to land on **6** and not on their heads.

While the men are land diving, the women give them **7**.

The main reason the islanders perform land diving is so that they can have **8**.

Men who jump from the highest platform are honoured for their **9** and respected by their fellow islanders.

Tourists are not allowed to use **10** while the ritual is being performed.
(10x2=20)

Vocabulary

4 1.1 Fill in:

- **burglary** • **pickpocket** • **steal** • **pitch** • **contact**
• **require** • **extreme** • **put** • **personal** • **training**

- 1 The police have said there is a(n) in the town centre.
- 2 Sam's crazy about sports – he loves taking risks!
- 3 The shoplifter tried to an MP3 player.
- 4 All the players ran out onto the football
- 5 Nassir got a lot of before he went skydiving.
- 6 We lost a TV, a laptop and some cash in the
- 7 The match was off because of the rain.
- 8 Dangerous sports lots of safety equipment.
- 9 Tom doesn't make eye because he's really shy.
- 10 Amy has got a(n) trainer for her fitness.
(10x2=20)

Grammar

5 5.11 Fill in the gaps with the correct form of the verbs in brackets.

- 1 A: I'm so sorry about what I (**say**) about your team.
B: Never mind.
- 2 A: I wish you hadn't told everyone about the burglary at my house.
B: I'm truly sorry if I (**cause**) any problems.
- 3 A: I'm really sorry about (**kick**) your ball onto the roof.
B: No problem.
- 4 A: I really didn't mean (**miss**) the training session.
B: Don't worry about it.
- 5 A: I'd like to apologise for (**accuse**) you of borrowing my bike without my permission.
B: You shouldn't have done it.
(5x4=20)

Writing

6 9.5.1-2 Read the prompt then write your essay.

You have had a class discussion about exercising. Your teacher has asked you to write an **essay** discussing the pros and cons of exercising in a gym. (120-180 words).

(22 marks)
(Total=100)

Check your progress

- talk about crime and sports
- use infinitive & *-ing* forms
- use linkers
- make a presentation
- contrast ideas
- write argumentative essays

GOOD ✓ **VERY GOOD ✓✓** **EXCELLENT ✓✓✓**

Audioscripts

Module A

Unit 1 – Special Places

Exercises 1b & 2 (p. 16)

Jenny: I recently went on a holiday to India. My friend had been several years ago and always told me I should go! After saving up enough money, I finally booked my holiday and off I went. During the long journey I read the guidebook I had borrowed from my friend. Well, unfortunately, things seemed to go wrong from the moment I arrived. After getting off the plane I discovered that the airline had lost my luggage! They took my phone number and promised to call when they had found my bags, which had probably been put on another plane by mistake. I tried to get a bus outside the airport to where I was staying. But the driver didn't understand me as we did not speak the same language and I ended up having to pay a taxi driver ten times as much to get me there. Unfortunately, it didn't take long for him to get hopelessly lost and it was many hours later that we finally reached my destination. Things didn't end there! When I arrived at the hotel, it looked nothing like the photographs in the brochure. Instead of being luxurious, the room was cramped and dirty. At least from my balcony I could see a beautiful old building that my guidebook said was an ancient temple. I spent my days exploring the sights the city had to offer and sampled a lot of the local food. I found it really tasty, but then one evening I got very sick with food poisoning. Sadly, by the time I eventually felt well enough to go out again, it was my last day. Overall, though, I was really glad I had taken my friends recommendation, even though not many things had gone as I'd planned.

Unit 2 – Nature Attacks!

Exercises 2 & 3a (p. 28)

- A:** Emergency services. Which service do you require?
B: The fire service! (click)
C: This is the fire service. Please state the nature of the emergency.
B: There's a fire ... in my house ... in the kitchen. There's smoke everywhere!
C: Please state your name and your address clearly.
B: Bob Smith, 24 Baker Road.
C: Mr Smith, is there anyone else in the house with you?
B: No, there isn't.
C: Mr Smith, I want you to leave your house right now. Firefighters are on the way. They will be there very shortly.
B: OK! Please hurry!

Exercise 5 (p. 28)

A month ago, I was walking to college when I saw a wallet lying on the street. There was a 20-dollar bill and some loose change in it. For a second, I thought I might as well keep the money. Then, I saw a bank card and noticed an old black and white photo in one pocket. I decided to take it to the police station nearby. When I got there, I found a long line of people waiting. I figured I had no time and left. I noticed a branch of the bank across the street and went in to drop off the wallet. Luckily, the process did not take long and they promised to contact the owner. A week later, I received a letter

from the lady that it belonged to. She thanked me for returning her wallet and included a 10-dollar bill. She also wrote that the only thing that mattered was that she got the photo of her late husband back. I felt warm all over – not for the reward, mind you, but the fact that my action made someone else happy. If you think about it, it's these little gestures that can make the world a better place.

Progress Check Module A

Exercise 2 (p. 34)

News has just come in that a landslide has devastated a town north of Rio de Janeiro earlier today. Twenty-six centimetres of rain have fallen in the last twenty-four hours in the region. That's equivalent to the amount of rain that usually falls in four weeks. The heavy rain caused serious flooding in some towns, and it was also responsible for setting off this mudslide. We are hearing that houses have been buried under the mud while others have been washed away. We're still waiting for confirmation on whether there have been any casualties. Already, hundreds of search-and-rescue workers and fire-fighters have arrived at the scene, most of them from the city of Rio de Janeiro. The difficulty facing the rescue teams is how remote the town is. Also, the condition of the ground is not helping. We have been informed that the rain has stopped, so that should give some hope for the rescue efforts to be successful. It's being reported that neighbouring countries are offering their help. Our own government is expected to offer aid packages to be sent to survivors of this tragedy. We can expect an announcement from our Prime Minister in the next few minutes. This news comes as a shocking blow to a region that suffered a similar disaster only a year ago. This part of the country is used to downpours in the middle of summer, but the level of rainfall in the last day has been extreme. We'll keep you updated on events as we learn more. At this time, I'm sure all our thoughts are with the victims of this tragic disaster. Back to you

Module B

Unit 3 – The environment

Exercises 1b & c (p. 42)

Interviewer: Welcome to the show, Dr Richards. Can you tell us why lions are in danger?

Dr Richards: Lions are in danger because there are between 16,000 and 50,000 of them left in Africa. Now, that would be a nice number of lions if they were all protected inside national parks and game reserves. But the fact is, that many are still out in the wild facing the dangers of habitat loss, hunting and accidental poisoning. Even though all these lions can be found in the sub-Sahara region of Africa, the loss of habitat means that different groups of lions are losing contact with each other. So, each population, because it's so small, is highly endangered.

Interviewer: How many lions should there be in the wild?

Dr Richards: Well, we know that 30 years ago, there were 180,000 more lions living in the African wild. Long ago, lion populations existed throughout southern Europe, parts of North and South America, southern Asia, central India and all over Africa. Since then, they have simply vanished from most of these places. Europe hasn't seen a lion since 100

AD and in 1884 there were only a dozen left in the Gir forest in India. In the 20th century, the Gir lions were protected and they now number about 300. But that's not enough, so the Gir Lion is now on the critically endangered species list.

Interviewer: That's terrible! I didn't know it was that serious. But the lion can be saved from extinction, can't it?

Dr Richards: It all depends. Most experts agree that if we act immediately, we can save the lion. But we need help to do that because there are too many threats still out there.

Interviewer: Well, you explained the problem with habitat loss. But, I don't understand why people might still hunt them or how they get poisoned.

Dr Richards: They are mostly hunted by the Maasai warriors who kill them to protect their farms. There are many organisations trying to teach the Maasai the importance of conserving these big cats instead of killing them. On the other hand, there are the dangerous poachers. Many elephant poachers kill elephants by poisoning their waterholes. Unfortunately, many lions become accidental victims. The use of strong pesticides over land has another deadly affect on lions.

Interviewer: So what can we do to help?

Dr Richards: Like I said, the only way to protect lions is to create protected areas for them. At the same time, we have to breed as many as we can if we want the species to survive. We also need volunteers to track and follow the lions in the wild. You can find links to several organisations raising money for this on my website.

Interviewer: Thank you for coming to talk to us, Dr Richards. Let's hope the King of the Jungle can be saved.

Exercises 4b & 5 (p. 42)

Hello. I'm Jeremy Finch and I'm here to talk to you on behalf of the local Forest Society. As many of you should already know, the United Nations declared 2011 the 'International Year of Forests'. They did this to raise people's awareness about the importance of forests. I'm here today to talk to you about the rainforest.

Most of you are aware that rainforests produce 20% of the world's oxygen supply and are responsible for keeping the world's climate in balance. Apart from that they are also the world's oldest eco-system and are home to more than 50% of the world's plant and animal life. In the 19th century, rainforests covered over 20% of land surface on Earth. Tragically, more than half of that is now gone.

There is now only about 6 million square kilometres of rainforest left in the world – that's an area of land the size of Australia and it represents around 5% of the world's land surface. Every single day, 32,000 hectares are cut down for wood, to make way for farmland and urban areas. Losing the rainforest would mean losing millions of species. Experts believe we are losing 137 plant and animal species every day due to rainforest deforestation. As these species disappear, so do many possible cures for life-threatening diseases. Why? Because many of our medicines come from rainforest plants. Although less than 1% of rainforest plants have been tested for medicinal uses, more than 25% of modern drugs come from rainforests. Imagine what we would lose if our rainforests disappeared before we had the chance to test more plants!

So what can we do to help this important life source? Well, there are many things we can do. First of all, you can stop wasting paper and recycle all the newspapers and magazines

you read. Or better yet; read them online. Secondly, you can stop buying wooden products. For example, don't buy new wooden furniture. Instead, buy furniture made from recycled or other ecological material. Thirdly, support companies that operate in ecological ways.

We all have a responsibility to love this planet. Sadly, many people tend to forget their share of the responsibility. I came here today, to remind you!

Exercise 3a (p. 43)

A: So what about encouraging students and teachers to turn off lights when a classroom is empty, especially ... err ... the time when everyone eats.

B: Lunch break. Yes, good thinking. However, everyone should know that lights ought to be off when we're not using them. How about we suggest replacing all the light bulbs with energy saving ones instead?

A: I'm not so sure about that. It's a great idea to put in energy saving bulbs, but I think that is the school's responsibility. Let's think of ideas that students should always be aware of. Why don't we put stickers on each computer to remind students to shut them down?

B: OK. I suppose you're right. Perhaps we could tell them they can save energy by opening windows instead of turning on the air-conditioning when it's hot.

A: Opening windows. Yes, that's an excellent idea. Everyone would share responsibility and it might help students to pay more attention to saving energy at home ... sorry, home. Would you suggest anything else?

B: Maybe the school should install sun panels to power heating and hot water. That would save a great deal of energy throughout the year.

A: Uh-huh. It might be expensive installing solar panels, but it would save a lot of money over time. We could organise a 'Save Energy Day' at school to help raise money for the panels and raise awareness about saving energy at the same time.

B: So which two do you think are the best suggestions for the school? I think putting stickers on the computers is a very good idea.

A: Yes, I agree. I also feel that installing solar panels would be a great second choice.

B: That sounds good to me. I suppose we've decided then.

Unit 4 – Technology

Exercise 3b (p. 52)

A: Now, in the studio, I am delighted to welcome Charlotte Brady. Charlotte has twenty years experience as a secondary school teacher and has also written a number of articles on technology in education. Today, Charlotte is here to talk about how secondary school students can use the Internet to help them do their homework. Charlotte, welcome to the show. Tell us, do you believe that students should use the Internet for all their homework assignments?

B: No, certainly not. It's often not necessary. For most homework assignments, school textbooks offer students all the information they need. But for some homework assignments which involve doing research, for instance, the Internet can be a very useful educational tool.

A: I see, but, I'm sure some of our listeners will worry that

Audioscripts

children are using the Internet too much already, to chat to friends for example and shouldn't be spending even more time online to help them with their homework.

B: I understand this concern completely. In my research I found that many British secondary school students spend up to six hours a day online. This is far too much and can have terrible effects on a teenager's health. But I don't think this should be a reason not to use the Internet for educational purposes. Instead, parents should make sure that their children spend less time using the Internet for entertainment and more time using it for educational reasons.

A: But how is this possible? For example, a student might tell his parents that he is using the Internet for homework when he is actually surfing entertainment websites.

B: Well, that's the difficulty, but I think if parents and teachers work together, it's possible to find solutions. We need to guide and control the use of the Internet for homework. For example, teachers should clearly tell their students which homework assignments they are allowed to use the Internet to help them with and make a record of this on an online page for parents to view. This way, a parent can know when their child is telling the truth about their Internet usage. Also, teachers should provide students with key search words and specific sites to use so that students waste as little time as possible online.

A: Those sound like good ideas, but what about the problem of plagiarism? Aren't you worried that students will copy texts from the Internet and hand them in as their own work?

B: Of course that's an issue. In a recent survey carried out in the UK, almost 30% of students between the ages of 11 to 18 asked, said that they thought it was acceptable to simply copy texts from websites and hand them in as their own work. But there's a way to fight this problem. Nowadays, there is software, such as Turnitin, that can easily spot plagiarised work. Teachers just need to copy a section of a student's text into the software and it will search the Internet to see if it already exists online. If more schools start using this sort of software, students will think twice before copying text from the Internet and presenting it as their own work.

A: Very interesting. Charlotte Brady, thank you for being with us today.

B: It was a pleasure.

Exercise 4b (p. 52)

A: Lisa, these biscuits you made are amazing. I don't know how you do it!

B: I can teach you if you want, Amy.

A: Yes, but I've got a better idea. Why don't you start a blog? I'm sure a lot of people would like to learn how to make these biscuits. You know, some people make a lot of money –

B: – Wait a minute, did you say people make money from their blogs?

A: Yes, they do! Not everyone makes a lot of money, but the most popular bloggers can earn a very good living. I've read about it in a magazine.

B: But how do they do that?

A: Well, first of all they do it by advertising.

B: OK, go on ...

A: They can use programmes that automatically place adverts on their blogs, usually related to the content...

B: So you mean if I had a cooking blog, I'd only have adverts about cooking on it?

A: Exactly! It's really easy and quick to set up, too. And you would get paid each time someone clicks on the advert and goes to the website, or sometimes you would get paid when someone clicks on the advert and actually goes on to buy something. It depends on the programme.

B: So you only get paid when the adverts actually get someone to do something.

A: Yes, that's right. But there are other kinds of adverts that pay you just for being on your website.

B: That sounds a bit better.

A: Yes, but you have to have a really popular blog with lots of views every day. Sometimes companies will even contact a blogger directly and ask to advertise on the blog. These companies are usually called sponsors. These kind of advertisements are a lot more profitable than the other kind. If you ask me, it's best to start with the automatic programmes – that way you can start earning something right away. That way –

B: But how – sorry, go on.

A: No, you go ahead.

B: But how do I learn how to do it?

A: There are instructions on the programs' websites.

B: What are these programmes called?

A: I don't remember, but you can find them online. Let's look now. I'll help you.

B: Thanks!

Progress Check Module B

Exercise 3 (p. 58)

Good morning and welcome to the lecture. My name's Martin Crane and I'm the chief writer for Connected, an online technology magazine. Before I begin, I'd like to thank your professor for inviting me to talk to you. I got my degree from here, so it's been a great pleasure to be on campus again.

Today, I'd like to speak to you about social networking sites. According to the latest statistics, over 80% of university students use at least one social networking site daily. In comparison, just 40% email regularly. Where once the email took over from the letter, it now seems that social networking sites have taken over from email! Social networking sites are now the main means of online communication for university students, and indeed for huge sections of society around the world.

There are numerous advantages to using social networking sites. As we all know, they are invaluable for keeping in contact with friends and family, especially those that live far away. And what makes social networking services special is that you can communicate not only through text, but also by uploading photographs and even videos of your experiences. Depending on how much you update and what you include on your profile page, family and friends can know a huge amount about what's going on in your life. But despite all their advantages, there are a number of disadvantages to social networking sites. For one, there is the issue of privacy. Of course, most social networking sites allow you to block unknown users from your personal

profile page, but even if you only allow friends access, you should still never give out personal information like your home address or phone number. If this information gets into the wrong hands, you could become the victim of identity theft, credit card fraud or even worse.

The other issue I'd like to discuss is social networking addiction. One survey suggests that 20% of university students spend more than four hours a day on social networking sites. This is far too much and can cause students to fall behind in their studies. Also, social networking addiction can cause people to spend less time socialising with people in person. Remember; the few friends you meet face-to-face are more important than the hundreds of friends you have online!

Having said this, I still believe that social networking sites are well worth joining. I'm a user myself and often spend half an hour, here or there, exchanging news with friends and family. But like anything on the Internet, it's important for users of all ages to use their common sense and be careful online.

Module C

Unit 5 – Crime

Exercises 2a & 3 (p. 66)

Good evening, and thanks for taking the time to come and listen to me tonight. As you know, the subject of discussion is CCTV, and more specifically, its effect on crime. I am aware that this is a controversial issue many people feel strongly about. Well, what I hope to succeed in doing is to present the facts - what we really know about existing CCTV projects – in as fair a way as possible. It seems that the results of every CCTV programme are different, depending on how the cameras are set up and monitored. In my opinion it is not a simple, black-and-white issue.

Alright, I'm going to begin with the advantages - with just what CCTV can accomplish. Now, CCTV has clearly been shown to reduce certain crimes in certain circumstances. For example, a number of studies have shown that CCTV cameras placed in well-lit parking areas significantly reduce thefts both from and of cars. Indeed, it is generally agreed that CCTV surveillance reduces property crime particularly in residential areas. Interestingly, statistics show that the cameras not only discourage crime in areas where they are located, but also in neighbouring areas where there are no cameras. In addition to reducing crime, CCTV has a huge effect on the residents of an area. You may not believe this, but the majority of citizens have a very positive opinion of CCTV; take my word for it, whatever their true effectiveness, these cameras do make people feel safer on the streets, particularly at night.

Now, I'll move on to the disadvantages of CCTV. Everyone agrees that CCTV has little effect on violent crimes committed on impulse or in anger. This is due to the fact that these offenders haven't thought about whether or not there's a camera watching - it's the last thing on their minds. Also, CCTV is most effective when actively monitored and when police act quickly in response to illegal activity, but don't forget that hiring someone to monitor CCTV costs money. In addition, the effectiveness of CCTV has been shown to go down over time; criminals get used to its presence and become less concerned about it.

So, we can see that while CCTV does not always prevent

as much crime as we would like, in some cases it does what it is intended to do and reduces crime. If you ask me, at the moment the information we have does not allow us to come to a general conclusion one way or the other. It definitely needs more study and for this reason, we must treat decisions of whether or not to use CCTV on an individual basis. Are there any questions? Yes... the young man at the back ... (fade out)

Exercise 4b (p. 66)

Hello, and welcome. Today we are addressing the topic of road safety. As I'm sure you know, a large proportion of traffic accidents are due to drivers acting irresponsibly. These accidents really should be avoidable, but for some reason they are difficult to prevent. For example, everyone agrees that talking on your mobile while driving is not a good idea. Yet, people do it all the time. Many drivers break the speed limit on a regular basis, yet I'm sure that they know that it's risky. How can we discourage people from such dangerous behaviour? One possibility is to impose heavy fines on people who cause accidents because of dangerous driving. If you ask me, this idea has both advantages and disadvantages.

First of all, there would be some advantages to fining drivers who cause accidents because of dangerous behaviour. As a rule, the possibility of having to pay a large fine makes people think twice about doing something. This means there would be less dangerous driving taking place to begin with and fewer accidents as a result. Also, the fines could raise money for important things like taking care of the roads, and the salaries of traffic wardens. After all, everyone knows that drivers are more careful if they see a traffic warden watching them. As a result, road conditions would be safer for everyone.

On the other hand, there are also disadvantages of fining people who cause accidents because of dangerous driving. Generally, it's not easy to tell who caused an accident or why the accident occurred. As a consequence, a lot of time and money could be wasted arguing about what happened and who should be fined. In particular, it would be unfair to fine the victim of an accident. Another point is that the rich will be less affected than the poor. This is because they have plenty of money to pay the fines. Therefore, unless there are other types of punishment, such as the possibility of a prison sentence, or at least community service, they might feel like they can do whatever they want with little consequence.

As you can see, there are both advantages and disadvantages to heavy fines for drivers who take silly risks and then cause accidents. While these fines could discourage dangerous driving in the first place and raise funds to keep the roads safer, they could also be costly and time-consuming to enforce, and would have little effect on the wealthy. I believe that it might be possible to come up with a better solution to the problem. Thanks for your kind attention.

Unit 6 – Sports & Fitness

Exercises 2b & 3a (p. 76)

Welcome to the show. I'm Jim Katana and on today's programme we shall be taking a closer look at the Japanese martial art of Kendo.

Firstly, the word 'Kendo,' when translated, means 'way of the sword.' It is a relatively modern martial art compared to

Audioscripts

most others and evolved from a traditional Japanese sword fighting style used by ancient Samurai warriors.

Kendo is famous across the world, yet it is not known exactly who created the sport or exactly when it began. Now, that's quite unusual for such a popular sport! However, we believe that it began in the early 18th century when Japanese swordsmen realised that it would be more beneficial to use wooden sticks instead of swords for training to protect them from serious injuries they could get when training with real weapons. The practice swords were made of four pieces of bamboo tied together at each end using a piece of leather. However, training still wasn't without its risks. Each bamboo sword weighed 500 grams and could cause nasty bruises or broken bones.

Eventually, padded armour made from cotton and bamboo, and a face mask were introduced and worn over the Samurai costume. Now this made it possible to deliver full force strikes to opponents without seriously injuring them.

Now, let's look at how the sport is played.

Kendo matches takes place in a square arena that can be anywhere from 9 to 11 metres wide. All combatants must wear added safety equipment and gloves to protect their hands. These days, the safety equipment is not made of bamboo, but from thick foam. The stick is still made of bamboo and is held using both hands. Opponents try to strike one another and points are awarded for blows delivered to the head, wrists, side of the body and throat. These are the only scoring areas. You must also call out the name of the area when striking it! The contest is won by the first combatant to score two points.

People's first impression of Kendo is usually of a noisy and aggressive martial art. However, give it a little time and you will see that it involves grace and agility like that used in dancing. So, don't be put off! It's a sport for everyone! There are Kendo students from all walks of life and of every age. It can benefit everyone as it combines the values of a martial art with the physical elements of a sport. It's a great way to learn discipline and strengthen character. It also uses many concepts of Zen Buddhism, such as emptying your mind of distractions. These meditations are a great way to relax and will help you to achieve a high level in the sport.

Well, that's all we have time for on today's programme. I hope you've all learned something interesting. Maybe you're even considering taking up Kendo! See you next week!

Exercises 5b & 6a (p. 76)

Rec: Good morning and welcome to City Valley Leisure Centre!

Customer: Hi there.

Rec: What can I do for you today?

Customer: I've just moved into the neighbourhood and was interested in finding out more about the activities this leisure centre has to offer. I recently received a brochure in the post that said you have a gym with personal trainers and an indoor running track.

Rec: That's correct. We also have many other facilities available to the general public. There's a swimming pool, a steam room, several squash courts and a multi-purpose hall. Some of the facilities, like the hall and the swimming pool, are available for hire for private events like birthday parties. And we have a small café on the second floor.

Customer: I have two young children. What other activities are available for them?

Rec: Well, children are certainly welcome. However, the equipment in the gym can be hazardous and young children are not permitted in that area. At weekends we have club activities such as football and martial arts. These are run by specially-trained youth coaches. The swimming pool is available to them every day until 7pm. Thereafter, it is used by adults for lane swimming. We do ask that they are kept under your watch whenever in the pool.

Customer: Is there a yoga class I can attend?

Rec: Yes, we offer a range of classes for all levels of experience, from beginner to advanced. You don't have to be in shape to start! These are run by our professional fitness instructors and cost £50 for a 10-week course.

Customer: I see. How much is membership for the leisure centre?

Rec: We have two different kinds of membership available at the moment. First of all, there is the option of our basic gym membership, which costs £250 for 12 months. However, this does not cover the use of the sauna and pool. Or you could opt for the 'Gold Star' membership. This costs £450 per year and provides unlimited access to all our facilities, except for evening classes with professional instructors. There are also privately-run activities available that don't come under either membership.

Customer: And what kind of activities are those?

Rec: A full list of the activities available can be found on our bulletin board by the assistant manager's office door. If you want to take part in any of these activities, then just write your name and contact number on the sign-up sheet there. The receptionist will call you a few days before to let you know if there's any space available. Then, you just pay the instructor when you see them!

Customer: Are there any things I should bring?

Rec: Once you have joined, we will give you a membership keycard that you should keep on you at all times since this opens the doors throughout the building. You can bring your own racquets if you want, but this equipment can be borrowed from us. There are towels provided in the changing rooms and keys for the lockers that shouldn't leave the premises.

Customer: OK, and what are some other benefits of membership with this gym?

Rec: Let's see ... well, once you have your membership you can also choose to bring a guest along with you. Then, after you have been a member with us for 6 months you can sign in up to 3 guests at a time! However, I should mention that as it gets quite busy at weekends, it's not usually possible to bring someone along. Also, the guest cannot attend without the member being there too.

Customer: Well, thanks for the information. I'll give it some thought and get back to you.

Rec: You're welcome, have a great day and hope to see you again!

Progress Check Module C

Exercise 3 (p. 82)

A: Welcome back to the Sports Show on FM 107. Now it's time for our weekly look at the world of extreme sports. Today, I'm joined by Frank Crane, the author of a book about land diving, perhaps the oldest extreme sport known to mankind. Frank, what exactly is land diving?

- B:** Well, land diving is an extreme sport that has been practised by the men of Pentecost Island in the Pacific Ocean for thousands of years. Many experts think that it inspired the modern sport of bungee jumping. Similar to bungee jumping, land diving involves jumping from a high point towards the ground. But unlike bungee jumping, it is done without safety equipment and with tree vines attached to the diver's ankles instead of an elastic cord.
- A:** I see. And do these people jump from bridges or off the sides of cliffs like in bungee jumping?
- B:** No. Each year, at the beginning of the dry season, the men of the island build a special wooden tower. The tower is usually around 30 metres tall and includes platforms at different heights. The most experienced divers jump from the highest platform, while the younger, less experienced men, jump from the lower platforms.
- A:** But, without an elastic cord, how do they avoid getting hurt?
- B:** Well, the two tree vines that are attached to the diver's ankles have to be the exact length so that just before the diver reaches the ground, the vines snap therefore allowing the diver to fall more gently. It's very risky because if the vines are too long the diver can hit the ground hard, and if they are too short, he can swing back and crash into the tower. Amazingly, though, the vines are measured by the elders of the island without any special equipment!
- A:** So, there must be many injuries?
- B:** No, actually there are very few. The divers cross their arms over their chests to avoid injury to their arms and make sure to land on their shoulders instead of their heads. But it's important to remember that land diving is a part of the island's culture, and that only the natives know exactly how to avoid injury. If a tourist, for example, tried to land dive, he would almost certainly suffer an injury. That's why land diving may only be performed by men from the island.
- A:** Men and not women?
- B:** Yes, only men. Women are not allowed to land dive. However, they do play an important part in the ritual by standing under the tower and singing and dancing to give the men emotional support.
- A:** So what is the purpose of land diving? Is it just for fun?
- B:** Not exactly. Of course there is an element of fun, but the main reason is so that the islanders have a good harvest. They believe that if many men have the bravery to jump, the gods of nature will reward them. Other than that, land diving serves a similar purpose to modern-day extreme sports; it proves bravery. The men who jump from the highest platforms are honoured for their bravery and are treated with respect by the islanders.
- A:** It sounds like a fascinating event. Is there any way tourists can see it?
- B:** Yes, land diving has become a major tourist attraction for visitors to the island. But no more than 50 visitors are allowed to view each performance and since 2006, it is illegal to use video cameras during the ritual. Generally, it's important for visitors to show respect for the ritual and the men who are performing it.
- A:** Frank, it's been a great pleasure talking to you today. Thanks for coming in.
- B:** Thanks for having me.

Module D

Unit 7 – People

Exercises 2b & 3a (p. 90)

Good afternoon, ladies and gentleman. My name is Nazreena Hussain, and today I'll be giving a presentation about family bonds in Qatar. Specifically, I'll be speaking about how a Qatari family is formed, how families spend time together, and the influence that the State of Qatar has on family life. I will conclude by saying a few words on the future of family life in Qatar.

Before I begin, though, I think it is necessary to explain what I mean by a Qatari family. Today, the total population of Qatar, around 1.9 million people, is made up of a considerable number of foreign nationals, most of whom are working in the country on a temporary basis. This means that there are families currently living in Qatar that come from a huge number of different cultural backgrounds. For the purpose of this presentation, though, I will be speaking about family life for Qatari citizens, whose population is about 250,000.

Most Qatari citizens are Arab Sunnis. I do not wish to talk at length about religion in this presentation, but I would like you to keep in mind the crucial role Islam plays in Qatari family life. Islam is a way of life, so family life for Qatari citizens is thoroughly influenced by the example of the Prophet Muhammad and the teachings of the Islamic texts the Quran and the Hadith.

Now, I'd like to begin the main portion of my presentation by taking a look at how a typical Qatari family is formed. Traditionally, married couples in Qatar live in the same compound or neighbourhood as the groom's parents or siblings. For Qatari citizens, family usually refers to the groom's side of the family. So, when a Qatari woman gets married, she becomes a part of her husband's extended family. This does not mean, of course, that a married woman breaks all ties with her own parents and siblings. However, the bride will certainly have stronger links with her husband's family after marriage.

The next potential step for a Qatari couple is to have children. Nowadays, Qatari couples have on average 4 children. The care of the child is the responsibility of the mother, though, if she chooses to continue her job or needs extra help in the home, it is common for families to hire nannies. As in most other cultures of the world, children are expected to treat their parents with respect. Also, Qatari children are taught to always protect their family's reputation. Because of this, Qatari children are often very motivated to succeed in their education. And Qatari parents are always eager to give their children opportunities in every avenue of life, from music and language lessons to making sure their children enter the best schools. Generally, education is extremely important for Qatari citizens and this is linked to the importance of making one's family proud.

Now, having discussed how a Qatari family is formed, let's take a look at how Qatari family members interact on a daily basis. In general, Qatari families spend a considerable amount of time together, both at home and in public. At home, one of the main ways in which families come together is in prayer. As with all Muslims, Qatari citizens perform ritual prayer, or Salat, five times a day. It is common for families to pray together at least once a day,

Audioscripts

depending on the daily schedules of family members. The father of the family leads the prayers while his wife and children usually stand behind him and pray. Muslims believe that praying together strengthens family ties and sets a good example for children.

Another domestic activity that families in Qatar do together is, of course, eat. Qatari families usually eat together at least once a day. Traditionally, the main meal of the day is at midday, but in modern times with Qatari businesses operating on a 9-to-5 schedule, it is more common to have the main meal in the early evening. The most important meal of the week takes place on Friday afternoon, after prayers at the mosque. This meal often involves eating with extended family members. Generally, the way in which meals are eaten in Qatar shows the warmth between family members. Usually, dishes are shared between family members with much light discussion around the table.

Away from the home, Qatari families do many activities together. Almost everywhere you go in Qatar, children are welcome – and one of the most common sights in the country is of a family on an excursion or doing an activity together. For instance, families in Doha often have picnics along the Corniche, a grassy pedestrian area that stretches along Doha Bay. Also, visiting the country's marvellous museums like the Islamic Art Museum and the Museum of Modern Art is a very popular family activity.

When children grow up and move out of their parents' homes, most still keep in close contact with their elder family members. As already mentioned, a son and his family will often live close to his parents – and, if not, most will visit their parents regularly, particularly on religious holidays. Another way in which adult Qatari children keep in contact with their parents is through business. One interesting feature of Qatari society is that over 80% of Qatari businesses are family-run. Children are often given the opportunity to enter the family business, and most children are happy to do so. A recent survey found that around 50% of Qatari citizens think it is important to follow the career of their parents; compared to 20 percent worldwide. Clearly, beyond the home, Qatari families remain close, and see the merit in trying to achieve business goals together. Also, the fact that so many businesses are family-run shows that in Qatar, as in most Arab countries, loyalty to your family is more important than loyalty to friends or non-related colleagues. Members of a family are expected to always support each other, and will often act together to defend their family.

I'd like to end my presentation now by speaking about the ways in which the Qatari government and various government-funded institutions support families in Qatar. As a true indication of the importance of family to Qatari citizens, the country's leaders founded the Supreme Council for Family Affairs in 1998. This council forms policies and runs educational, health and cultural programmes that preserve the importance of the family unit in Qatar. Another important institution for the family in Qatar is the Doha International Institute for Family Studies. This institute, which is partially-funded by the government, was founded in 2006 as part of the wider Qatar Foundation. The Institute for Family Studies mainly conducts research into various aspects of family life, particularly in the Gulf. At its core is the Doha Declaration on the Family, a text presented at the conclusion of the Doha International Conference for the Family in 2004. This text,

which was written by Qatari officials, talks about the vital importance of the family and the institution of marriage in maintaining functional societies worldwide. It carried a message to the world about the importance of the family and showed Qatar taking a leading role in maintaining the importance of the unit worldwide.

To conclude, Qatari society has changed considerably in a short period of time. Since the State of Qatar gained control of its oil and gas reserves after independence in 1971, it has rapidly become an extremely rich country. For Qatari citizens, life is very different to that of their grandparents'. Nowadays, over 90% of the population live in urban areas, and most Qatari citizens are powerful businesspeople rather than nomads or fishermen. However, despite all these changes, and thanks to the initiatives of the Qatari government, the family is always at the centre of Qatari society. Ladies and gentlemen, thank you very much for your time, and if anyone has any questions, I would be happy to answer them now.

Unit 8 – Travel & Holidays

Exercises 1a, 1b & 1c (p. 100)

Chairman: Good evening everyone and thank you for coming to this town council meeting. Following on from the meeting we had two weeks ago, I think it would be a good idea for us today to discuss ways we can celebrate the 200th anniversary of our town. As I'm sure you are all aware, we have been given a government grant of £5,000 to fund any events and I personally think we should spend the money on two main projects. Does anyone have any ideas? Yes, George, what's your suggestion?

George: Well, I've always thought that it's a shame that no book exists about the history of our town. I don't think it would be possible for us to organise the publication of a written history of the town at this late stage, but maybe we could publish a book with pictures of the town over the years.

Chairman: That's an excellent idea, George. But how could we go about getting such pictures? Yes, Linda, do you have something to add?

Linda: Yes, one thing we could do is organise scanning sessions at the library. Members of the public could bring in photos of past family members, for example, and someone could operate the scanner to make digital copies of them. That way, we could make a huge database of photographs from which a local historian could choose around 50 or so for the book.

Chairman: That's a wonderful idea. Now, does anyone have any other suggestions? Yes, Leonard?

Leonard: Well, I fully support George and Linda's ideas, but I think we need a public celebration of the anniversary, too. Also, I think the town's 200th anniversary gives us a good opportunity to celebrate our most famous citizen, the environmentalist, Kate Walsh, who died just last year. With that in mind, I suggest we have a tree-planting day. We could get the local primary and secondary schools involved and I'm sure it would make a wonderful day out for all the family.

Chairman: That's a very interesting suggestion, Leonard. But where could we plant the trees? Linda, you're in charge of the town's parks, is there room for such a project?

Linda: Yes, there certainly is. In Bute Park there is plenty of space just south of the lake. And we've got tools too. If the

event went ahead, we'd only need to spend money on seeds and some refreshments for the public, I suppose.

Chairman: OK, thanks, Linda. Now, let's try to think of another idea. Yes, George, what do you have in mind?

George: Well, as we're all aware, the town has a strong sporting tradition in both football and cricket, so I think it would be a good idea to include a sporting event in the celebrations. Perhaps the local football team could play an exhibition match against a neighbouring team. The teams could even wear jerseys in the style of the ones worn years ago.

Leonard: Can I add something here? I'm good friends with Bill Thorpe, the president of the football club, and I talked to him about an exhibition game earlier this week. He told me that because of the team's full schedule it would be impossible. It's something we can keep in mind for the summer, but for now it's just not possible.

Chairman: Well, that looks as if it won't work out, then. That leaves us with the pictorial book idea and the tree-planting day. We can discuss these ideas in more detail in two weeks time. Now, is there any other business we need to discuss?

Exercise 4b (p. 100)

The Royal Regatta is one of the most famous events in the world of rowing. The Regatta takes place every year in Henley, a small picturesque town in the south of England. The event is usually held at the end of June and continues for five days. Teams of rowers from all over the world compete for prizes, especially the prestigious Grand Challenge Cup. Last year, I went to see what all the excitement was all about.

When I arrived, I was amazed at how much work went into getting everything ready for the regatta. Huge grandstands were being put up along the edge of the river so that the spectators could watch the boat race in comfort. In addition to this, tents had been set up where caterers would serve delicious food and refreshing drinks. Rowers from many countries could be seen on the river practising for days before the races began.

During the five days of the Regatta, many of the spectators were dressed elegantly to watch the races. They had put on their best clothes for all the photographers who were there to take photos for the newspapers. Others, like myself, were dressed more casually and decided to have a picnic on the river bank. The final, which is the most important race of the Regatta, was the highlight of the event. As the finalists sped towards us, everyone stood up and started shouting for their team. We cheered and waved enthusiastically as the boats rushed past in the race towards the finishing line. From where I was sat, I couldn't see which team won, but I soon realised that it was the team I was supporting. I walked back to the hotel with a huge smile on my face.

In the evening, there was a firework display which I watched from my hotel window. I could see people walking the streets, talking and laughing and I must say that it was a fantastic end to a great five days. It seemed as though everyone had had a good time. As the last rocket lit up the summer sky, I felt sad that the event was over. I couldn't help thinking how much fun it would be to learn how to row like the people in the race and be more than just a spectator.

Exercise 5a (p. 104)

If all goes well, I will have got my degree in engineering

and become an automotive engineer. I will be travelling to a lot of countries because I want to experience new cultures. I will be living in an environmentally friendly house and I will have started a family.

Progress Check Module D

Exercise 2 (p. 105)

Hello and welcome to the lecture. My name is Dr Frank Arken and I'm a professor of Psychology at the University of Bristol. Firstly, I'd like to thank you for inviting me to give this talk today. I've never visited Southampton before and I've thoroughly enjoyed my time here.

Today, I'd like to talk to you about the subject of the book that I'm currently writing; friendship. It's something that exists in every culture of the world – even in the animal kingdom – but friendship is changing. For instance, in the age of the Internet in which we live, we can contact our friends more quickly and easily than ever before. Social networking sites such as Twitter and Facebook make it possible to keep in contact with our friends 24 hours a day. Friends are no longer just people we meet regularly and talk to face-to-face. We can have Internet friends that we maybe never meet. My son, for instance, has had an e-friend in Japan, who he has known, just through e-mail, for five years!

However, the same message I tell him, I'd like to give all of you today. These days, we have to think about the difference between an Internet friend and what I call a true friend. Should we be happy if we have 1,000 Facebook friends or 5,000 Twitter followers? In most cases, these high numbers don't mean much. I'm not saying that a true friend is a person who you only see in person. Whether it's someone thousands of miles away or next door, a true friend is someone who you can really trust and rely upon for advice in times of need. For most people, this adds up to just 4 or 5 people; certainly not thousands. I know that most of my Twitter followers would certainly not be interested in my problems!

So, to sum up today I'd like you all to rethink the friendships in your lives. Just because someone is following you on Twitter, or has 'friended' you on Facebook, doesn't mean he is a true friend. Of course this person could become a true friend, but it's important in our busy lives to know who our true friends are today and pay attention and give our energy to them. These are the people who really count and who can make us happy in our lives.

Further Practice

Exercise 6b (p. FP2)

DJ: Welcome back to Radio Ten! A big congratulations to Adam who won a meal for two at Luigi's Italian Restaurant for sharing his worst dining experience with us yesterday! Today, listeners could win an amazing trip to Rome, where they will visit beautiful Vatican City! All you have to do is share a bad holiday experience you had with us. Earlier, we heard about Carol's disastrous trip to Bali. Now that was exciting! OK, who do we have on the line next?

Man: Hi there! My name's Mike.

DJ: Hi Mike! So, tell us... what's your story? Where did you go?

Audioscripts

Man: Well, when most people think about going on holiday, they think about going to a beach resort in Thailand or the Caribbean or sightseeing in Europe. But my family are thrill-seekers and prefer to do something different. Last year, we decided to go skydiving in Australia, but this year we decided to have a winter holiday in Austria.

DJ: That sounds like fun! How exhilarating it must have been!

Man: Well ... it would have been! Except that my alarm didn't go off on the morning of our departure which meant we only had half an hour to catch our plane! On the way to the airport, our car broke down and smoke began to pour out of the engine! Fortunately, a police car stopped and gave us a lift so we made it to the airport on time. But then at the check-in desk we discovered that I had booked the flights for the day before! My family was so disappointed.

DJ: What an awful experience! Thanks for sharing that with us Mike ... OK, we have another caller on the line. Hi... What's your name and story?

Woman: Hello! My name's Katie.

DJ: So, Katie, tell us your story.

Woman: Well, I'd been saving for this holiday for a while and was really excited because it was my first time travelling abroad! I had planned everything in advance, choosing a beautiful resort in Vietnam with a view of the sea. I would never have dreamt of travelling so far away, but my best friend had been there as a child and told me about how amazing the place was and ever since then I've wanted to go too.

DJ: Sounds good so far!

Woman: Well, the hotel was OK, even though the room was small and the beach it overlooked was not that clean – nothing like in the brochure! However, what nobody told me when I booked my holiday was how hot it was going to be in Vietnam! I had brought loads of sunscreen with me but I still didn't avoid getting sunburnt.

DJ: What bad luck! Anyway, thanks for calling, Katie! Now, we're still here for the next two hours taking your calls. After that, listeners can vote for their favourite story on our website. You've only got until midnight to vote so don't wait until the morning! We will announce the lucky winner on tomorrow afternoon's programme!

Exercise 6b (p. FP4)

Presenter: In the early hours of this morning, the fire service was called to a blaze in the docklands area of the city. Firefighters were able to extinguish the blaze, but not before one warehouse had been completely destroyed and several others damaged. Our reporter, Robert Jones, is on the scene. Good afternoon, Robert.

Reporter: Good afternoon, Sandra.

Presenter: So, what can you tell us about the fire?

Reporter: Well, as you mentioned, the blaze completely destroyed one of the warehouses down here. I'm standing directly in front of the site and there is literally nothing left. It seems clear that the fire must have started in the destroyed warehouse, so that's where investigators have started their work. The fire was thought to be an accident at first as a lot of flammable materials were stored inside the building. However, police now suspect arson to be the cause.

Presenter: I see.

Reporter: Yes, it appears that the investigators uncovered some suspicious evidence amongst the ashes.

Presenter: Are there any suspects in the case so far?

Reporter: Well, a formal statement has yet to be issued, but it is my understanding that, earlier today, the warehouse owner was taken into police custody.

Presenter: Do we know anything else about the warehouse owner?

Reporter: Yes. He's a local businessman, Mr Sanders. He has no prior convictions, but it is believed that his company was having some financial difficulties.

Presenter: In what way?

Reporter: The company allegedly owes a lot of money.

Presenter: Do police believe this could be a motive?

Reporter: As I said, a formal statement has yet to be released, but I did hear a few comments from the police chief who was at the scene earlier today. He seemed to indicate that Mr Sanders had a lot to gain by burning down his warehouse.

Presenter: Burning down his warehouse does seem quite drastic. Are there any other indications that this could be the case?

Reporter: Well, it's been suggested that Mr Sanders had a large insurance policy on the building and its contents. I spoke to an insurance consultant an hour ago who told me that the insurance policy would likely cover damages from fire. His insurance would also cover the damage to the surrounding warehouses. It is estimated that he could be reimbursed by as much as a quarter of a million pounds.

Presenter: A quarter of a million! I suppose that does indicate some motive.

Reporter: Yes, that's right. That would be enough money to pay off his debts, though his business would never recover. So, there's definitely a motive for the police to have him in for questioning.

Presenter: Well, it must be stressed that Mr Sanders has not been charged with anything yet. We will have to wait and see what the police investigation turns up. Thank you, Robert. And we'll speak to you again as soon as there are any further developments.

Reporter: OK. Thank you.

Presenter: Now, it's time for a quick break.

Exercise 1 (p. FP7)

Cheetahs, the fastest animals on Earth, are threatened by habitat loss because people cut down trees. People also hunt them for their spotted pelt. Farmers kill them in order to protect their livestock. The blue whale, the largest of all whales, is now legally protected against hunting and killing. There are only 2,500 left. The Mediterranean monk seal is in danger because people hunt it for its skin and because they get trapped in fishing nets. Nowadays, a lot of countries protect this species by law. The Thailand giant catfish is facing extinction due to overfishing and habitat loss.



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



MODULE D

▶ Unit 7 People



▶ Before you start

- Describe a person in your family you admire. What makes him/her special to you?
- Which country abroad would you like to visit? Why?

▶ Learning expectations

In these units you will learn to

- follow lectures and presentations of about 10 minutes on a range of familiar but abstract or technical subjects
- follow a discussion in a business-type meeting
- prepare and make a five-minute presentation to an audience on a topic that interests and informs
- ask and respond to questions about interests, preferences, abilities and to polite, formal requests using appropriate expressions.
- make suggestions, give advice, make strong recommendations, warn and apologise
- express obligation and absence of obligation
- make and respond to very polite requests
- read a variety of letters and e-mails noting the degrees of formality
- construct a plan in the form of notes, a summary, a flow-chart or concept map showing the main elements and the connections between them, as a basis for writing
- synthesise information from two written sources
- use ICT to organise and present the text attractively
- write e-mails in an effective and coherent manner

▶ Unit 8 Travel & Holidays



▶ Standards Tracker

Unit 7

Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
1.1	Ex. 1 & 2 p. 85	6.3.2	Exs 1-3 p. 89	3.6.2	Ex. 3 p. 91	7.9	Checklist p. 93
4.2.1	Ex. 2 p.85	5.15	Requests & Ex. 4 p. 89	3.6.1-2	Ex. 4 p. 91	9.6	Checklist p. 93
6.3.1	Exs 1, 2a.1-2, 3.1-2 & 7 pp. 86-87	1.1	Ex. 1a p. 90	9.6	Ex. 1 p. 92	9.6.1-2	Checklist p. 93
1.3.1	Check these words p. 86	2.3.1	Ex 1a p.90	7.9	Exs 2a, 3a & 4 p. 92	9.6.1	Checklist p. 93
6.3.2	Exs 2b, 3.3 & 4 p. 87	4.2.1-2	Ex. 1b p. 90	1.1	Ex. 3b p. 92	5.4	Ex. 1 p. 94
3.6.1	Ex. 2c p. 87	4.2.1	Exs 2a & 5 p. 90	8.1.3	Exs 5 & 6 p. 92	2.3.2	Ex. 2 p. 94
6.4.2	Ex. 3.4 p. 87	3.3	Ex. 2b p. 90	9.1.3	Exs 7 & 8 p. 93	5.4	Ex. 2 p. 94
7.9	Exs 5 & 6 p. 87	3.3.1	Ex 3a p. 90	8.4	Exs 9a & 9b p. 93	1.1	Ex. 3 p. 94
6.4.1	Ex. 8 p. 87	3.3.2	Ex. 3b p. 90	9.3.1	Ex 10a p. 93	1.3.2	Ex. 3 p. 94
4.2.1-2	Ex. 9a p. 87	3.3.3	Ex. 3b p. 90	9.3.3-4	Ex. 10b p. 93	5.7	Exs 4 & 5 p. 94
6.6.6	Ex. 9b p. 87	9.7.3	Ex. 3c p. 90	9.6.1-4	Ex. 11 p. 93	2.3.2	Ex. 6 p. 94
6.6.2	Ex. 10 p. 87	5.8	Making presentations & Ex. 4 p. 90	1.1	Useful Language p. 93	5.4	Ex. 6 p. 94
1.1	Exs 1-3b p. 88	5.8.1-3	Making presentations p. 90	8.2	Plan p. 93	7.9	Ex. 6 p. 94
1.3.2	Exs 1 & 4 p. 88	9.3.5	Ex. 4 p. 90	9.6	Plan p. 93		
4.2.1	Ex. 3a p. 88	5.12	Exs 1a & 2a p. 91	8.3	Checklist p. 93		
4.6.6-7	Ex. 3b p. 88	4.2.1	Ex. 1b p. 91	8.4	Checklist p. 93		
1.3.1	Exs 4 & 5 p. 88	4.3	Ex. 2a p.91	9.6.2	Checklist p. 93		
5.6.1	Ex. 1 p. 89	3.6.1	Ex. 3 p. 91	8.1.3	Checklist p. 93		

Unit 8

Standard	Exercises	Standard	Exercises	Standard	Exercises	Standard	Exercises
1.1	Exs 1a & b p. 95	1.1	Exs 1-4 p. 98	4.2.1	Ex. 2b p. 101	9.3	Ex. 2b p. 104
4.2.1-4	Ex. 2a p. 95	4.2.1-4	Ex. 3 p. 98	1.1	Ex. 3a p. 101	5.13	Ex. 3 & 4 p. 104
3.3.4	Ex. 2a p. 95	1.3.1	Ex. 4 p. 98	5.12	Exs 3b & 4 p. 101	5.14	Ex. 4 p. 104
2.1.2	Ex. 2b p. 95	2.1.2	Ex. 5 p. 98	5.13	Ex. 4 p. 101	5.1	Ex. 5a p. 104
6.6.3	Ex. 1a p. 96	1.3.1-2	Ex. 6 p. 98	9.3	Ex. 1 p. 102	3.5.3	Ex. 5a p. 104
6.1	Ex. 1a p. 96	5.14	Exs 1-2 p. 99	6.1	Ex. 1 p. 102	3.5.4	Ex. 5a p. 104
1.3.1	Check these words p. 97	5.1	Exs 3a, b & 4a, b p. 99	9.1.2	Study Skills, Exs 2, 3, 4, 5, Useful Language & Checklist pp. 102-103	5.1	Ex. 5b p. 104
7.5.1-2	Ex. 1b p. 97	5.1	Exs 1a, 1b p. 100	9.3.4	Study Skills, Exs 2-5, Useful Language & Checklist pp. 102-103	7.5.2	Ex. 1 p. 105
7.5.5	Ex. 2a p. 97	3.4.1-2, 4	Exs 1a & 1b p. 100	9.3.2	Study Skills & Ex. 6a p. 103	3.3.1, 3	Ex. 2 p. 105
9.1.1-3	Ex. 2b p. 97	3.4	Ex. 1c p. 100	9.7.2	Ex. 6a p. 103	4.5.1	Ex. 3 p. 105
1.3.3	Ex. 3 p. 97	5.6.1-3	Ex. 2 p. 100	9.3.1	Ex. 6b p. 103	1.1	Ex. 4 p. 105
2.1.2	Ex. 3 p. 97	4.1	Ex. 3a & 3b p. 100	9.3.1-4	Ex. 7 p. 103	6.3.2	Ex. 5 p. 105
2.3.1	Ex. 4 p. 97	4.2.1	Ex. 3a p. 100	9.3.5	Ex. 7 & Checklist p. 103	5.14	Ex. 6 p. 105
2.3.2	Ex. 5 p. 97	1.3.1	Ex. 4a p. 100	8.5	Checklist p. 103	9.3.1-5	Ex. 7 p. 105
7.5.3	Ex. 6 p. 97	3.1	Ex. 4b p. 100	8.4	Checklist p. 103		
7.5.4	Ex. 6 p. 97	4.2	Ex. 5 p. 100	8.3	Checklist p. 103		
9.3.1-5	Ex. 6 p. 97	6.6.4	Ex. 1 p. 101	2.1.3	Ex. 1 p. 104		
9.3.5	Ex. 7 p. 97	6.6.1	Ex. 2a p. 101	1.1	Ex. 2a p. 104		

People

Unit 7

Lead-in

1 1.1 Complete the descriptions.



A • optimistic • fair • trainers
• shoulder-length

Becky is slim with 1) dark hair. She has a 2) complexion, a small nose and blue eyes. She is wearing a pink T-shirt, jeans and 3) She is sporty and 4) and tends to expect good things to happen.

B • spiky • beard • polite • early • dark
• overweight • casual

Steve is in his 1) thirties. He is tall and 2) with short 3) black hair. He has a 4) complexion, a big nose, a 5) and a moustache. He is wearing 6) clothes, a white T-shirt and jeans. He is a very 7) person and behaves towards people in a pleasant way.

C • wrinkles • jumper • caring • medium • bald • skinny

Larry is old and of 1) height. He is 2) and has a pale complexion with 3) He is going 4) His hair is grey and he has a big nose. He is wearing a 5) and trousers. He is a 6) person and always helps others.

2 1.1 4.2.1 Use the words/phrases below to describe the rest of the people in Ex. 1.

- teenager, tall, slim, pale complexion, long straight fair hair, big eyes, pointed nose / striped top, jacket, jeans / outgoing – likes meeting people
- handsome, slim, short, dark hair, brown eyes / shirt and tie, black leather jacket, trousers / can be arrogant – thinks he is better than others
- mid-forties, average height, slim, curly fair hair, small eyes, thin lips / cardigan, shirt, trousers / gentle – always kind and calm

7a Reading

- 1 **6.3.1** Look at the texts. Which is a letter? an announcement? Give reasons.

- 2 a) Read Text A and answer the questions.

- 1 **6.3.1** What is the purpose of the text?
A to advertise for a post
B to announce an event
C to recommend applying for a post
D to inform about a careers day



A

Team of Astronauts to Visit School

This spring, astronauts from the National Youth in Space Program will visit Monroe High School to search for qualified students between the ages of 14 and 17 to spend a week at Youth Space Camp in Houston, Texas. The camp is meant to encourage young people to think about becoming astronauts later in life. Letters of recommendation for the program are encouraged.

Check these words

- *qualified* • *encourage* • *nominate*
- *social studies* • *charity* **1.3.1**

- 2 **6.3.1** Who is the text written for?
- A** astronauts.
B teachers at a school.
C all the students at a school.
D a certain group of students.
- b) **6.3.2** Find two examples of the passive voice.
- c) **3.6.1** Find examples of American English in the text.

Dear National Youth in Space Program,

I am a student at Monroe High School and I am writing to nominate my friend and classmate, Matthew Hollar, for the Youth Space Camp in Houston. I think he would be a highly eligible candidate for the program.

To begin with, Matthew is highly intelligent. He does well not only in math and science, but also in English language and social studies. For example, he was the only student in our grade to get an "A" in all four subjects last year. His intelligence would allow him to do important research and make good decisions as an astronaut.

Second, Matthew is very hardworking. He always does his best and believes that a job is not worth doing unless done properly. This quality would help him to be a dedicated astronaut.

Finally, Matthew is adventurous. He is curious about the world and not afraid to explore it. He loves trying new activities, for example, and even did a skydive for charity last fall. Being brave is very important as an astronaut, and Matthew is definitely brave.

In conclusion, I think that Matthew is perfect for the National Youth in Space Program as he is clever, he has a good work ethic, and he is very adventurous. Thank you for considering him for the program.

Sincerely,
 Brent Miller

3 Read Text B and answer the questions.

- 1 **6.3.1** What is the purpose of the letter?
- A** to ask for information about a person
B to explain who a person is
C to recommend a person giving reasons
D to describe a person's appearance
- 2 **6.3.1** Who is the text written for?
- A** the headmaster of a school
B a group of people in authority
C a group of astronauts
D teachers at a school
- 3 **6.3.2** "Second" in paragraph 3 is an example of
- A** a modal verb. **C** an indirect form.
B a discourse marker. **D** passive voice.
- 4 **6.4.2** The sentence "... unless done properly" in line 16 is an example of
- A** substitution. **C** ellipsis.
B apposition. **D** reference.

4 **6.3.2** Find all the passive forms in the letter.

5 **7.9** What style is the letter written in? Give reasons. Think about: *full verb forms, complex sentences, use of the passive and indirect forms.*

6 **7.9** Why does the writer sign off using "Sincerely" and his full name?

7 **6.3.1** Which sentences in the letter could be replaced by:

- 1 I am writing in response to your announcement and I would like to recommend a classmate of mine to attend the program.
 2 Thank you for taking my ideas into account.

8 **6.4.1** Look at the underlined words in the letter. What does each refer to?

9 a) **4.2.1** **4.2.2** Would you like to join this program? Why? Why not? Tell your partner.

- b) **6.6.6** Listen and read the texts. Compare and contrast the information in the two texts.

10 **6.6.2** Find information about NASA. Use indexes, pictures or tables of contents to locate information. Prepare a short presentation for the class.

7b

Vocabulary

See Further Practice section

Vocabulary related to functions

1 1.1 1.3.2 Complete the definitions. Use these words:

- e-mail • notice • journal article • announcement
- report • critical review
- essay • formal letter

- 1 A(n) is an announcement people can read in a public place.
- 2 A(n) is a short piece of writing in e.g. a newspaper telling people about something.
- 3 A(n) is a piece of writing written to people in authority or people we do not know about applying for a post, recommending a person, complaining about a service etc.
- 4 A(n) is a news article giving information about something which has just happened.
- 5 A(n) is a short piece of writing on a particular topic.
- 6 A(n) is a piece of writing reviewing or critically evaluating an article or book.
- 7 A(n) is an article which concerns a particular discipline or subject area.
- 8 A(n) is a written text sent electronically from one computer to another.

2 1.1 Read the following extracts. Which type of writing text from the ones in Ex. 1 is each taken from?

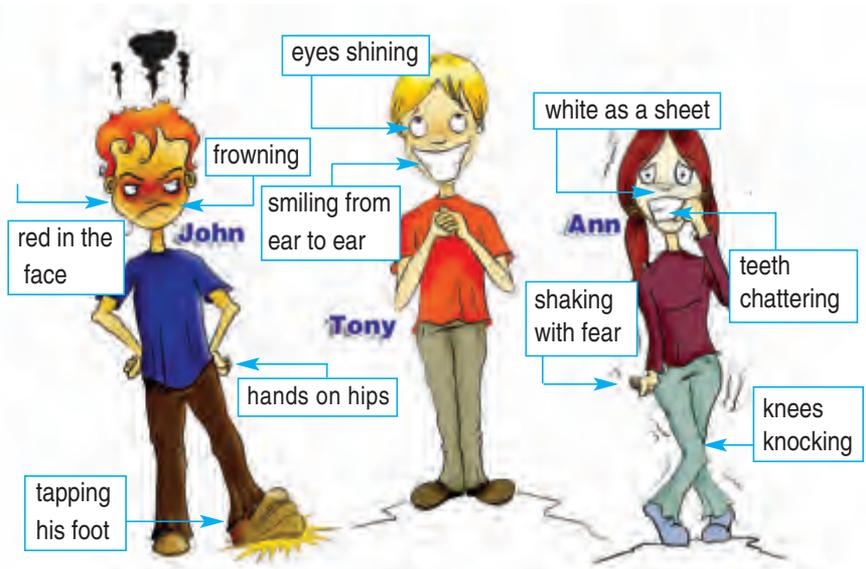
1 Science Class visit to the Science Museum Monday, 5th April

2 *The Avengers* is an action film about six popular superheroes. The film was directed by Joss Whedon and has a star-studded cast.

3 Residents are still in shock after last week's devastating earthquake and tsunami that hit the northeast coast of Japan.

Moods & feelings

3 a) 1.1 4.2.1 Look at the pictures. Who's: *happy and excited? angry and impatient? frightened and shocked?* Use the words/phrases to describe the people.

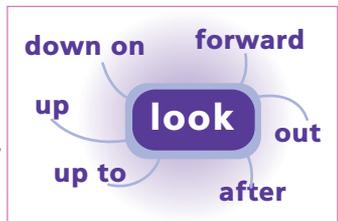


John is standing with hands on hips, tapping his foot impatiently ...

b) 1.1 4.6.6-7 What gestures and facial expressions do people in your country use when they are *scared, shocked, angry, excited, etc?*

Phrasal verbs: LOOK

4 1.3.1 1.3.2 Choose the correct particle. Check in the Word List.



- 1 I'm looking my little cousin this weekend. (**take care of**)
- 2 We can't wait to meet your parents. We're looking to it. (**anticipate**)
- 3 Rashed really looks his grandfather. (**admire**)
- 4 Look ! You're going to knock the juice over! (**be careful**)

Prepositions

5 1.3.1 Choose the correct item. Check in the Word List.

- 1 She's attached **in/to** her family.
- 2 He is jealous **of/about** his brother for being good at sports.
- 3 He is interested **in/at** nature.
- 4 I don't really care **of/about** designer clothes.
- 5 Don't be rude **to/with** your teachers.

Grammar in use

See Further Practice section



The passive

When poison becomes a cure!

It **has been discovered** that ergot – a poisonous fungus that grows on wheat – also had medical uses. Although ergot can be deadly in large quantities, new medicines are being developed which will use the fungus to beat migraines.

ANNOUNCEMENT

A lecture on Killer Plants **will be held** in the Conference Centre on Tuesday 25th May. The lecture **will be presented** by Dr Guy Robertson, a leading botanist at Bristol University.

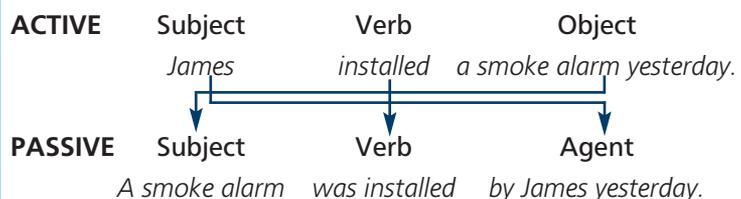
Pufferfish **were first eaten** in Japan over 2,000 years ago. To this day, they **are still considered** a delicacy, even though they are extremely poisonous!

see pp. GR9-GR10

1 5.6.1 6.3.2 Look at the verb forms in bold in the extracts. How do we form the *passive voice*?

2 6.3.2 Read the sentences below. How does a passive sentence differ from an active sentence?

Changing from the active into the passive



We use the passive when the action itself is more important than the person who does it.

see pp. GR9-GR10

Requests 5.15

Requesting

- *Would it be possible to...?*
- *Would you mind...?*
- *I wonder if you'd mind... .*

Responding positively

- *Of course.* • *Certainly.* • *Not at all.*
- *With pleasure.*

Responding negatively

- *I'd rather you didn't.* • *I'm sorry but...*
- *I'm afraid I can't.*

3 6.3.2 Rewrite the sentences in the *passive* in your notebooks.

- 1 They use chemicals to make sugar white.
- 2 Snails have attacked the spinach.
- 3 Are they setting up lights outside the stadium?
- 4 He hasn't approved the new menu yet.
- 5 They don't accept credit cards.
- 6 Who holds the record for the highest skydive?
- 7 They will answer questions at the end of the lecture.
- 8 They have opened a new café in town.

4 5.15 Use the language in the table to act out exchanges as in the example.

- 1 Ask your friend to lend you his/her tablet.
A: Would you mind lending me your tablet?
B: Not at all.
- 2 Ask your uncle to help you with schoolwork.
- 3 Ask your teacher to repeat what he/she said.
- 4 Ask your father to let you use his computer.
- 5 Ask your teacher to explain the meaning of an English idiom.
- 6 Ask your mum to help you pack your luggage.



7d Listening skills

1 a) **1.1** Complete the pairs.

Listen and check.

- | | |
|------------------|--------------------|
| 1 granddad – | 5 son – |
| <i>grandma</i> | 6 cousin – |
| 2 father – | 7 brother – |
| 3 uncle – | 8 brother-in-law – |
| 4 nephew – | |

2.3.1 Write them in the plural.

b) **4.2.1-2** Use words from Ex. 1a to present your family to the class.

There are four members in my family. My dad, Ali, my mum, Akila, my sister, Farah and me. My dad is ...

2 a) **4.2.1** How important are family bonds to you? Why? Tell the class.

b) **3.3** **You are going to listen to a lecture on the structure of family in Qatar. Listen and mark the sentences T (true) or F (false).**

- 1 Most families living in Qatar come from the same culture.
- 2 Religion plays an important role in Qatari family life.
- 3 Married couples live in the same house as the bride's family.
- 4 Mothers are responsible for the upbringing of the children.
- 5 Qatari parents do their best to provide their children with the best education.
- 6 The main meal of the day is in the afternoon.
- 7 Families like visiting places of cultural interest in their free time.
- 8 Very few businesses in Qatar are family-run.
- 9 The Doha Declaration on the Family was written in 2006.

3 a) **3.3.1** Copy the table in your notebooks. Listen again and complete it.

MAIN POINTS	SUBSIDIARY POINTS
.....
.....
.....
.....

b) **3.3.2** **3.3.3** Organise your notes in Ex. 3a under appropriate headings. Make sure you select and note important information.

c) **9.7.3** Use your notes to give the class a summary of the presentation.

5.8 Making presentations

- collect information and decide what you will use in your presentation
- **5.8.1** organise the information
 - introduce the topic, develop your ideas, give examples, conclude
- **5.8.2** while speaking use presentation skills
 - speak, with few hesitations, from notes
 - use visuals
 - maintain eye-contact with the audience
 - use appropriate body language and voice projection to maintain the audience's attention
- **5.8.3** invite questions from the audience at the end of the presentation

4 **5.8** **9.3.5** **ICT** Collect information and prepare a presentation on the role of parents in child development. Use phrases from below.

Functional phrases for presentations

A presentation needs to be well organised and clearly signposted to help the audience. Functional phrases are used for:

functions	examples
greetings	<i>Good morning, ladies and gentlemen. etc.</i>
introducing	<i>Let me start by saying ... etc.</i>
stating the purpose	<i>The focus of this presentation is ... etc.</i>
referring to visuals	<i>As you can see from this diagram ... etc.</i>
recommending	<i>I'd like to propose that ... etc.</i>
giving an overview	<i>To sum up, then, ... etc.</i>
dealing with questions	<i>I'd be glad to answer any questions. etc.</i>
concluding	<i>Thank you for your time. etc.</i>

Intonation: Stressed syllables

5 **4.2.1** **Listen to the words in the list. Which syllables are stressed?**

- talented • generous • optimistic • modest
- understanding • confident • energetic

Speaking skills



Introduce ourselves/others – Ask about/Express likes/dislikes – Inviting

1 a) **5.12** Complete the conversation with words from the list below.

- favourite composer • stand • love
- name's • prefer • pleasure
- like you • met before • you from



Jim: Hello. I don't think we've **1**) I'm Jim.

Dan: Hi, Jim. My **2**) Dan.

Jim: It's a **3**) to meet you, Dan.

Dan: Nice to meet you, too. Where are **4**) ?

Jim: I'm from Los Angeles. And you?

Dan: I'm from Glasgow. So, are you enjoying the celebration?

Jim: Well, to be honest, I can't **5**) the music.

Dan: I know what you mean. I **6**) classical music.

Jim: Really? Who's your **7**) ?

Dan: I really love Mozart.

Jim: Oh, Dan, I'd **8**) to meet Sasha.

Dan: Hi, Sasha. Do you and Jim study Law?

Sasha: No, we play on the same football team.

Dan: Really? I **9**) football!

Jim: Would you like to join our team?

Dan: Sure.

Listen and check your answers.

b) **4.2.1** Take roles and read the dialogue aloud.

2 a) **4.3** **5.12** Work in groups of three. You and your cousin are at the tennis club. Introduce yourself and your cousin to a person there, then invite that person to play with you to get to know the person better. Use the phrases in the table below to act out a dialogue similar to the one in Ex. 1a. Use appropriate gestures.

Introducing yourself/others	Responding
<ul style="list-style-type: none"> • Hello. I'm/My name's ... (informal) • I don't think we've met before. I'm ... (formal) • I'd like you to meet/ (formal) This is ... 	<ul style="list-style-type: none"> • Nice to meet you. (informal) • It's a pleasure to meet you. (formal)
Asking about likes/dislikes/interests/preferences	Expressing likes/dislikes/interests/preferences
<ul style="list-style-type: none"> • What kind of films do you like? • Do you like ... ? • Are you interested in ... ? • What do you think of ... ? • What's your favourite subject/book, etc? 	<ul style="list-style-type: none"> • I really enjoy/ like/ love+noun ... • I can't stand ... • I don't mind ... • I prefer ...
Dealing with unexpected questions/comments	
<ul style="list-style-type: none"> • Well, you know ... • Just a moment ... • Hm, well, not really. • You think so? • Really? 	
Inviting	Accepting/Refusing
<ul style="list-style-type: none"> • Coming with us? • Would you like to come with us? • You are cordially invited to ... 	<ul style="list-style-type: none"> • Sure./Why not?/Sorry I can't. • I'd love to./I'm afraid I can't. • Thank you so much for the invitation. We'd be delighted to ... /I'm afraid we have to decline it.

b) Which phrases in the language box are formal/informal?

3 **3.6.1** **3.6.2** Listen to the following pronounced in British and American English. How do they differ?

British English	American English
advertisement	advertisement
favourite	favorite
I have got	I have gotten
rubbish	garbage
02.08.2014	02.08.2014

4 **3.6.1-2** Listen to the dialogue again. Notice how Jim's pronunciation (American) differs from Dan's (British).



Writing An e-mail describing a person

Writing Bank 7 p. WB7a-b

Prompt analysis

- 1** **9.6** Read the prompt and look at the underlined words. Answer the questions.

You have just started attending a new school. Write an **e-mail** to your English e-friend, Steve, in which you describe your favourite classmate, including their appearance and personality (120-180 words).

- 1 What are you going to write?
- 2 Who are you?
- 3 Who is going to read your piece of writing?
- 4 What topics should you include in your piece of writing?
- 5 What style should you use?
- 6 How long should your piece of writing be?

Opening/Closing remarks

- 2** a) **7.9** Which of the sentences are: *opening remarks?* *closing remarks?*

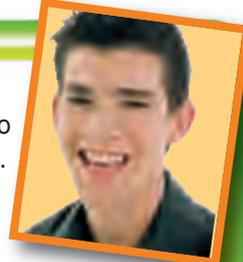
- 1 How's it going?
- 2 Got to go now.
- 3 Hope you're OK.
- 4 Have to go now.
- 5 I'd better get going.
- 6 How are you doing?
- 7 E-mail me soon.
- 8 Thanks for your e-mail.

- b) Replace the opening/closing remarks in Bob's e-mail with sentences from Ex. 2a.

Model analysis

- 3** a) **7.9** Read the model. Which paragraph is about:

- 1 the writer's feelings about the person?
- 2 name of the person, how the writer met him?
- 3 the person's personality?
- 4 the person's appearance?



Dear Steve,

A How are you? Just dropping you a line to tell you how I'm getting on at my new school. I've made friends with one of my classmates. His name's Charlie and he's great fun.

B Charlie's tall and slim, with short spiky brown hair. He's got a pale complexion and bright blue eyes. He's quite handsome and dresses casually in jeans and trainers.

C Charlie is a very kind person who's always ready to help others. He's also extremely funny. I'm always laughing at his jokes. Outside class, he's very sociable. He's taking me to the cinema tomorrow! He can be a bit arrogant at times though, and doesn't always listen to what I say.

D I'm really glad I've met Charlie. He's made all the difference to being at a new school. Write back soon.

Yours,
Bob

- b) **1.1** List all the words Bob uses to describe Charlie's *appearance* and *personality*.

Informal style

- 4** **7.9** Which of the sentences are *True?* Provide examples from the e-mail.

Bob's e-mail is informal because it contains:

- | | |
|---------------------|---------------------------------|
| 1 everyday language | 4 omission of personal pronouns |
| 2 short verb forms | 5 simple linking words |
| 3 long sentences | |

Word order

- 5** **8.1.3** Read the examples. Complete the rules. Use *before* or *after*.

S V *adverb* *adj* S *adverb of frequency* V S V *adverb of frequency*

Charlie is very tall. He **often** goes to the gym. He is **never** late for class. He plays football **very** well.

- 1 The subject always goes the verb.
- 2 The object normally goes the verb.
- 3 Adverbs of frequency go an auxiliary verb but a main verb.
- 4 Adverbs go adjectives/other adverbs.

- 6** **8.1.3** Put the words in the correct order.

- 1 person/Peter/kind/is/very/a
- 2 hair/he/long/has got
- 3 he/goes jogging/often
- 4 visits/he/his grandparents/sometimes
- 5 he/people/arrogant/doesn't like
- 6 has/been/Peter/never/abroad

Linking ideas

7 9.1.3 Study the examples.

- *John is tall. He is skinny. He has short straight hair. John is tall **and** skinny **with** short straight hair.*
- *Ann is clever. She is polite. She can be stubborn at times. Ann's clever **and** polite. **However**, she can be stubborn at times. Ann's clever. She's **also** polite, **but** she can be stubborn at times.*
- *Mary is a sweet girl. She has got a pale complexion. Mary is a sweet girl **who** has got a pale complexion.*

8 9.1.3 Complete the paragraphs with the words from the lists.

• however • also • and

• who • and • with

Harry is very intelligent **1**) always gets good marks in all his tests. He is **2**) creative and likes to compose music. **3**) , he can be rude and sometimes says unpleasant things to people.

Lisa is a pretty girl **4**) will soon be fourteen years old. She is quite tall for her age, **5**) long curly hair, big green eyes, **6**) a wide friendly smile.

Punctuation

9 a) 8.4 When do we use a comma (,), a full stop (.), a question mark (?), an exclamation mark (!), an apostrophe ('), and capital letters? Check in the Grammar Reference section.

b) 8.4 Punctuate the sentences below.

- 1 im just great how are you
- 2 alex and i are going to a dinner tomorrow
- 3 cant wait to hear from you
- 4 he's clever but he can be rude at times what can i do

Your turn

10 a) 9.3.1 Read the prompt and find the key words. Make notes under the headings: *name* – *age* – *appearance* – *character*.

Write an **e-mail** to your English e-friend describing your neighbour. Include details of what he/she looks like and is like (120-180 words).

b) 9.3.3-4 Use your notes and phrases from the Useful Language box to write complete sentences about the person. Use varied sentence structure.

I first met Steve in the park two years ago.

11 9.6.1 9.6.2 Check the theory in the Writing Bank (p. WB7a). Write your e-mail.

9.6.3 Then click "Reply" to write your e-mail. Use your notes in Ex. 10a, the plan and the Useful Language. Join your sentences with appropriate linkers.

9.6.4 Read your e-mail before you send it.

Useful Language

Opening remarks

1.1

- I first met ...
- has been my friend for ...

Physical Appearance/Clothes

- ... is quite (*good-looking, attractive, etc.*)
- ... is (*tall and slim*) with (*brown eyes*) and (*fair hair*).
- ... dresses casually/formally.

Personality

- ... is very (*outgoing/cheerful*).
- ... is always (*friendly*) and loves/hates/enjoys ...
- ... has a great sense of humour.
- ... but can be (*aggressive, lazy, bossy, etc.*) at times.
- ... is a very (*interesting/friendly*) person.

Feelings/Comments

- It's great fun to be with ...
- I'm glad to have ... as my friend.

Plan

8.2 9.6

Dear + (your e-friend's first name)

Introduction

(Para 1) Greet your e-friend. Say who you are going to describe & when / where you met.

Main Body

(Para 2) Describe the person's physical appearance / clothes.

(Para 3) Describe the person's personality giving supporting details / examples.

Conclusion

(Para 4) Write your feelings / comments about the person. Tell your e-friend to keep in touch.



Checklist

When you finish your piece of writing on your computer, check it for:

- 8.3 8.4 9.6.2 spelling/grammar mistakes (use a spelling and grammar checker).
- 8.1.3 correct word order.
- 7.9 appropriate style (formal, informal).
- 9.6 appropriate beginning/ending.
- 9.6 well-structured paragraphs.
- 9.6.1-2 inclusion of all points in the prompt.
- 9.6.1 word length.

Curriculum/Culture 7 p. CC7

Language Knowledge 7

Present Perfect

1 5.4 Read the extract and match the present perfect forms in bold to the uses.

Present Perfect

Hi Ahmed,
How are you doing? **1) I've joined** a fencing club. My colleague who **2) has been** my best friend since I started work invited me to join the club. It's great fun. **3) I've also redecorated** my office and it looks great!

see p. GR10

- A** a recently completed action with a visible result in the present.
- B** a personal experience
- C** an action that started in the past and continues up to the present

Since/For

*I've known him **since** 2010. (from a starting point in the past) I've known her **for** 3 years. (over a period of time)*

2 2.3.2 5.4 Use the verbs in the present perfect to write true sentences about yourself and your family. Use *since* or *for*.

• study • work • play • live • do

I've studied French for two years/since 2009.

Space

3 1.1 1.3.2 Complete the definitions. Use:

• comet • planet • star • moon
• meteor • asteroid • galaxy

1) A is a large round object in space that moves around a star. e.g., the Earth

2) An is a small celestial body that moves around the sun (mainly between the orbits of Mars and Jupiter)

3) A is a bright object with a long tail that travels around the sun

4) A is a large group of stars and planets that extends over thousands of light years

5) A is a large ball of burning gas in space

6) A is a small mass travelling through space

7) A is any planet's natural satellite

The passive (processes)

4 5.7 Put the verbs in brackets into the correct passive form.

How paper is made

After the trees 1) (harvest), they 2) (take) to a paper factory. The bark and the roots 3) (burn) and used to produce energy. The rest of the tree 4) (wash) and then chopped into small chips for pulping. Pulping is the chemical process that separates the wood fibres from lignin¹ and other wood parts. After pulping, paper is a light brown colour.

Recycled paper

Recycled paper 5) (make) from waste paper mixed with fresh wood pulp. Almost all paper 6) (recycle) today. Waste paper must be sorted as some types are harder to recycle than others, such as cardboard boxes compared to newspapers. Old newspapers 7) (usually/make) into new newsprint (the paper used in newspapers), egg cartons or paperboard. Unlike most other recyclables, paper 9) (not/recycle) over and over again, as the fibres eventually become too weak and short to 10) (use) again.

¹ the glue that holds a tree together.



5 5.7 Prepare and make a presentation on how glass is recycled. You can use these verbs.

• throw • take • sort • wash • crush
• melt • mould • send back • use again

6 2.3.2 5.4 7.9 Put the verbs in brackets into the correct tense. Mind the spelling. Is it a formal or informal e-mail?

Dear Charlotte,
Hi! How are you? **1)** (you/enjoy) the summer break? **2)** (have) an amazing time here in London. My host family **3)** (be) really friendly so far and the summer English course **4)** (start) is a lot of fun. **5)** (already/make) some good friends here.
My best friend is Laura. She's from Italy. She **6)** (look) a bit like you, actually. She's tall, with beautiful long dark hair and big brown eyes. Like me, she **7)** (stay) in London since July. **8)** (like) her because she's funny and cheerful. She's also very generous. **9)** (you/meet) anyone nice so far?
Write back soon!
Alice

Travel & Holidays **Unit 8**



skiing holiday



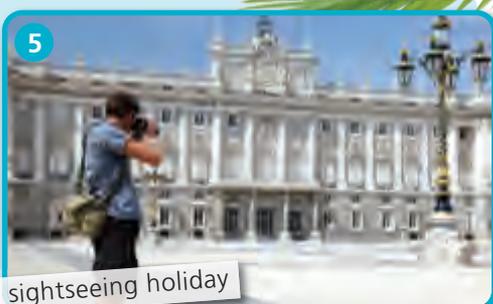
activity holiday



beach holiday



safari holiday



sightseeing holiday

Lead-in

1 a) 1.1 Choose the correct word to complete the gaps.

- A**
- life • major
 - fascinating • friendly

Madrid is a city full of **1** and the locals are very **2** We visited all the **3** tourist attractions and in the evening we experienced Madrid's **4** nightlife.

- C**
- peaceful
 - deserted
 - clear

The place where we stayed was clean and very **9** There was a beach five minutes down the road. The sea was crystal **10** and we went swimming every morning. The beach was almost always **11** We really enjoyed having it to ourselves.

- B**
- delicious • freezing cold
 - cosy • secluded

It was **5** with a temperature of -5°C. We stayed in a small **6** village high up in the mountains. Our hostel was clean and **7** and the food was **8**

b) 1.1 Match the texts to the pictures.

Listen and check.

2 a) 4.2.1-4 Imagine you went on either a safari or a sightseeing holiday. Use these words and adjectives to tell your partner about the holiday. Speak accurately using a series of about ten simple and complex utterances.

- quiet ≠ noisy/crowded (*place/streets/hotel*)
- crowded ≠ deserted/secluded (*beach/square*) • scorching hot ≠ freezing cold
- beautiful ≠ ugly (*place*) • clean ≠ dirty (*place*) • exciting ≠ boring (*nightlife/city*)
- clean ≠ polluted (*water*) • safe ≠ dangerous (*area*) • modern ≠ historic (*building/city*)
- cheap ≠ expensive (*shop/hotel/restaurant*) • friendly ≠ unfriendly (*locals*)

3.3.4 While listening to your partner, formulate questions to ask for clarification.

b) 2.1.2 Which suffixes are used to form adjectives?

adventurous
tiring
thrilling
exciting
exhausting
amazing

8a Reading

- 1** a) **6.6.3** **6.1** Look at the guide to Dubai. What do you know about this city? What makes it so special?
 Listen and read to find out.

Architectural Wonders:

5 reasons to visit Dubai

East, West and millions of pounds meet in this unique city. For fans of architecture, Dubai offers some of the tallest and most expensive architectural works in the world. Read our guide to discover the city's treasures!

1 Palm Jumeirah Island

In Dubai, Palm Jumeirah is called the eighth wonder of the world, and it's certainly impressive. It's a huge island that is shaped



like a palm tree and it is entirely man-made! It took around 93 million cubic metres of sand to build. The island is covered with luxury villas and hotels and has hundreds of metres of beautiful beaches.

Go there: to be amazed at the intelligence and imagination of man.

2 Burj Al Arab Hotel



This hotel stands on its own island in Dubai's turquoise sea. It was designed to look like the sail of a traditional Arabian boat to represent the greatness of Dubai. Inside, the hotel is decorated in bright bold colours and with tall gold columns. There are fish tanks so big that they are cleaned by scuba divers.

Go there: to relax in the lap of luxury.

3 Ibn Battuta Mall

At Ibn Battuta, you can experience several types of architecture under one roof. This mall is named after the ancient Arabic explorer, Ibn Battuta, and is designed to look like the places he visited on his world

travels. You can imagine you're having coffee in Egypt, shopping in China and having lunch in India without ever having to leave the building!

Go there: to be able to travel around the Ancient World in 30 minutes.



4 Jumeirah Mosque

With its spectacular minarets, large white domes and traditional Islamic decoration, this looks like an ancient monument. But like almost everything else in Dubai, Jumeirah

Mosque was built in the late 20th century. The reason it looks old is that it was designed in the medieval Fatimid architectural style.

Go there: to see that there's more to Dubai than skyscrapers and shopping.





5 **Burj Khalifa Tower**

This record-breaking building is not only the tallest in the world at 828 metres, it has also got the highest observation deck (on the 124th floor), indoor swimming pool (on the 123rd floor) and restaurant (on the 122nd floor). The upper part of the tower is made from strong steel to protect it from the very powerful winds at that height.

Go there: to have spectacular views of Dubai.

Check these words 1.3.1

- architectural wonders • discover
- man-made • luxury villa • turquoise
- traditional • scuba diver
- lap of luxury • explorer
- decoration • observation deck

b) 7.5.1-2 Read the information about Dubai again. Match the places (1-5) to the questions (A-F). There is one question that does not match.

Which place

- A was built to resist strong weather?
- B has an indoor aquarium?
- C contains an ancient monument?
- D looks much older than it is?
- E has large areas for sunbathing?
- F makes people feel like they've seen the world?

2 a) 7.5.5 **THINK!** In your opinion which of the five structures in Dubai most deserves to be called an architectural wonder? Why? Tell the class.

b) 9.1.1-3 **THINK!** How does Doha differ from Dubai? Write three paragraphs comparing the two cities. Read them to the class.

3 1.3.3 2.1.2 Use your dictionaries to complete the chart.

Noun	Verb	Adjective
	impress	
beauty		
	invent	
		decorative
	design	
	observe	

4 2.3.1 Write the plural of these words.

- | | |
|---------------|-----------------|
| 1 city | 5 villa |
| 2 dome | 6 colour |
| 3 man | 7 luxury |
| 4 beach | 8 minaret |

5 2.3.2 Write the verb forms of the following verbs as in the example.

- 1 I meet – *he meets – he met – he has met*
- 2 I read
- 3 I take
- 4 I clean
- 5 I leave
- 6 I protect

6 7.5.3 7.5.4 9.3.1-5 **ICT** Collect information about a famous building/structure in your country. Make notes to structure your piece of writing. Write about:

- where it is located.
- what it is made of.
- when it was built.
- who it was built/signed by.
- what it is famous for.
- any additional information.

7 9.3.5 Use the information in Ex. 6 to design a poster on your computer presenting your building/structure. You can use pictures to decorate your poster.

8b

Vocabulary

See Further Practice section

Vocabulary from the text

1 1.1 Use these words to complete the sentences.

- **extravagant** • **luxury villa**
- **decoration**
- **observation deck**
- **man-made** • **turquoise**

- 1 It must be nice to swim in the sea.
- 2 You can see the entire city from the
- 3 They were extremely when they built the resort; they spared no expense.
- 4 The inside the hotel reminded us of ancient times.
- 5 The lake in the park is entirely
- 6 We rented a(n) on the island.

2 a) 1.1 Match the words to form phrases.

- | | | | |
|----------------------------|---------------|---|-----------|
| <input type="checkbox"/> 1 | architectural | a | treasures |
| <input type="checkbox"/> 2 | city's | b | pool |
| <input type="checkbox"/> 3 | palm | c | monument |
| <input type="checkbox"/> 4 | swimming | d | works |
| <input type="checkbox"/> 5 | spectacular | e | views |
| <input type="checkbox"/> 6 | ancient | f | trees |

b) 1.1 Use the phrases in sentences of your own.

- 1
- 2
- 3
- 4
- 5
- 6

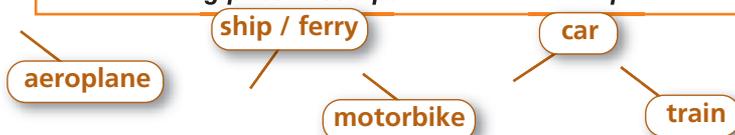
Topic vocabulary Transport

3 1.1 4.2.1-4 Read the sentences. What means of transport is each person referring to: *aeroplane? motorbike? car? train? ship/ferry?* What is your favourite means of transport for travelling *short distances? long distances? Why?*

- a It takes off at 2:30 and we need to go to Gate 39.
- b Excuse me, which platform is it for the Bristol service?
- c You must always wear your helmet, even for a short ride.
- d There's a restaurant on the lower deck.
- e I can give you both a lift if you like; there's plenty of room.

4 1.1 1.3.1 Use these words to complete the spidergrams. You can check in your dictionary.

- **seatbelt** • **cabin** • **flight** • **carriage** • **luggage** • **landing**
- **road map** • **buffet car** • **deck** • **check-in desk** • **brakes**
- **port** • **station** • **tyres** • **cruise** • **takeoff**
- **boarding pass** • **compartment** • **boot** • **platform**



Word formation (forming -ing/-ed adjectives)

5 2.1.2 Read the theory. Then choose the correct adjective.

We use **-ing** adjectives to describe what something is like. *It was an **exciting** holiday.* We use **-ed** adjectives to describe feelings. *We were **excited**.*

- 1 The journey was extremely **tiring/tired**.
- 2 We were **annoying/annoyed** by his bad manners.
- 3 She was **shocking/shocked** to find out her flight had departed.
- 4 The service in the restaurant was **appalling/appalled**.
- 5 She didn't know which gate to go to. She was **confusing/confused**.

Phrasal verbs: COME

6 1.3.1-2 Complete the sentences with the appropriate particle(s).



- 1 While I was on holiday I came an old schoolfriend. (**meet by chance**)
- 2 He didn't enjoy his weekend break because he came measles. (**become ill**)
- 3 She came the idea for the story while she was visiting Victoria Falls. (**think of**)
- 4 It took him some time to come after he slipped and fell down the stairs. (**recover consciousness**)

Grammar in use

8c

See Further Practice section

see pp. GR10-GR11

Modal Verbs

- 1** a) **5.14** Read the speech bubbles. Which of the modals in bold express:
- *prohibition* (it's wrong/against the law/forbidden)?
 - *advice/suggestion* (it's the right thing to do/a good idea)?
 - *obligation/duty/necessity* (it's your duty/you are obliged to)?
 - *lack of necessity* (it's not necessary)?
- b) **5.14** Make sentences using the modals. Tell your partner.

- 2** **5.14** Choose the correct words.
- Listen and check. Make sentences using the other option.
- 1 We **mustn't/should** all do what we can to protect the environment.
 - 2 You **mustn't/don't have to** buy products made from endangered species.
 - 3 More people **ought to/mustn't** recycle.
 - 4 People **should/don't have to** use their cars for short distances when they can walk.
 - 5 We **needn't/mustn't** damage coral reefs.
 - 6 Making your house environmentally friendly **needn't/mustn't** cost a lot of money.
 - 7 We **ought to/mustn't** put our litter in a bin and not throw it on the street.
 - 8 It's a good idea to recycle; more people **should/mustn't** do it.

Time Clauses

see p. GR11

He'll come as soon as he finishes work.
 I'll leave when she gets here. (time word)
BUT: When will she get here? (question word)

- 3** a) **5.1** Read the examples above. What tense do we use after *time words* to refer to the *future*?
- b) **5.1** Put the verbs in brackets into the correct tense.
- 1 We should help the environment before it (**be**) too late.
 - 2 We (**wait**) until we have enough volunteers.
 - 3 What will he do after he (**finish**) school?
 - 4 She wants to be a vet when she (**grow up**).

Future Perfect/Future Perfect Continuous/Future Continuous

see p. GR11

Hi Ahmed, **5.1**
 Hope you are OK. There's more work to do on my article. I'll **be working** on it tonight, but I'll **have finished** it by tomorrow. Ali is still abroad. By the end of the week, he'll **have been travelling** for two months. Talk to you later.
 Nasir

- 4** a) **5.1** Read the e-mail. Which of the verb forms is *future perfect*? *future perfect continuous*? *future continuous*? Which verb form is used:
- a for an action which will be finished before a stated future action?
 - b to emphasise the duration of an action up to a certain time in the future?
 - c for an action in progress at a certain time in the future.
- b) **5.1** Put the verbs in brackets into the *future perfect* or the *future perfect continuous*.
- 1 She (**not/finish**) typing the report by noon.
 - 2 By the time we get home, we (**drive**) for five hours.
 - 3 He (**graduate**) from university in two weeks.
 - 4 This time tomorrow, I (**shop**) in Souk Waqif.
 - 5 By December, Mr Wasem (**work**) for us for ten years.
 - 6 We (**stay**) at the hotel at this time next week.



8d Listening skills

1 a) **5.1 3.4.1-2, 4** You will hear a dialogue between the chairman and members of a town council. Listen to the recording and answer the questions.

- 1 What are the people talking about?
- 2 How are the people related?
- 3 Is the meeting formal or informal? Think about the language used to: open the meeting, introduce, summarise, conclude, thank.
- 4 How is turn-taking transacted?

b) **5.1 3.4.1-2, 4** Listen again and decide if the sentences are *True* or *False*.

- 1 The government has told the town council that it will only fund two events.
- 2 A written account of the history of the town has never been published.
- 3 Linda suggests they should make photocopies of the public's old photographs.
- 4 Leonard wants to organise a tree-planting day in memory of a deceased citizen.
- 5 Linda states it wouldn't be necessary to purchase tools for a tree-planting day.
- 6 George suggests that the local cricket team should play an exhibition match.

c) **3.4** Listen again and take notes, then report the dialogue to your partner.

2 **5.6.1-3** It's your school's 100th anniversary. Make an announcement to the class explaining how to celebrate it. Use a variety of tenses. Give clear directions and instructions. Make polite requests. Use phrases from the language box below.

Making announcements	
stating purpose	requesting information /directions
<ul style="list-style-type: none"> • We're here today to ... • I'm going to explain... • The focus of this meeting is to... • Please save any questions for the end. 	<ul style="list-style-type: none"> • I'd like to ask you all to ... • I would be grateful if everyone could... • We would like to request that...

Intonation in exclamations see p. GR2

3 a) **4.1 4.2.1** Read the table, then complete the gaps with *so/how* or *such (a/an)*.

such a/an + countable noun
such + uncountable noun/plural noun
so/how + adjective/adverb

- 1 It's lovely day!
- 2 It's important festival!
- 3 fantastic!
- 4 They decorated everything well!
- 5 It's good food!

b) **4.1** Listen and check, then say. Mind the intonation.

4 a) **1.3.1** You will hear a report about a boating event. Before you listen, check these words: *regatta, rowing, picturesque, prestigious, grandstands, caterers* in the Word List.

b) **3.1** Listen to the report and for statements 1-5 choose the correct answer (A, B or C).

- 1 The reporter is
 - A someone who lives in Henley.
 - B a visitor to Henley.
 - C helping with the preparations.
- 2 The reporter was surprised by the
 - A number of spectators.
 - B preparation involved.
 - C amount of food.
- 3 Some people at the regatta want to
 - A have their photos taken with the rowers.
 - B get the best places to see the race.
 - C be seen by photographers.
- 4 The reporter says that he
 - A couldn't see the finishing line.
 - B didn't find out who won the race.
 - C went to the hotel before the end of the race.
- 5 Later that day, the reporter
 - A joined the crowds of people.
 - B stayed in his hotel.
 - C went to a firework display.

5 **4.2** Compare the Royal Regatta at Henley to a sports event in your country. If you notice any mistakes while speaking, correct them.

Speaking skills **8e**

Interests, preferences

1 **6.6.4** Read the sentences A-F. What do you think the dialogue is about?

- A Shall we ask Rick and Bob to come along?
- B I haven't got any plans yet.
- C Oh, I have a German lesson from 8 to 10.
- D How about going to the Lake District? It's lovely there at this time of year.
- E When are you leaving?
- F That sounds like fun. Where are you planning to go?

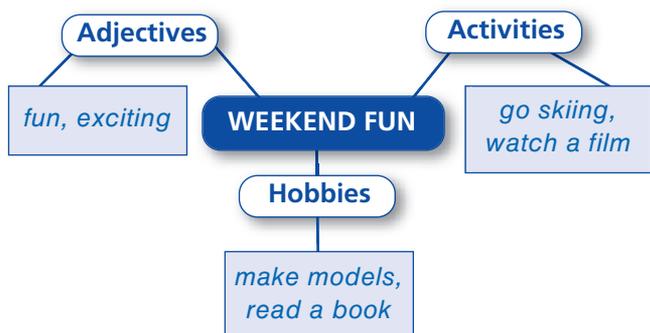
2 a) **6.6.1** Complete the dialogue with sentences from Ex. 1.

Listen and check.

Sam: What are you going to do at the weekend, Tony?
 Tony: **0**) *I haven't got any plans yet.*
 Sam: Well, Mark and I are going camping. Do you fancy coming along?
 Tony: **1**)
 Sam: There's a great new campsite open at Morecambe. If the weather's good, we're going there.
 Tony: **2**)
 Sam: That's a great idea. Let's go there.
 Tony: **3**)
 Sam: Why not? The more the merrier!
 Tony: **4**)
 Sam: Saturday morning, around 8 o'clock.
 Tony: **5**)
 Sam: That's OK. We can leave after that. The Lakes aren't very far away.

b) **4.2.1** Take roles and read the dialogue aloud.

3 a) **1.1** Complete the mindmap.



b) **5.12** In pairs, use the language box and the ideas in the mindmap to talk about your interests.

Asking about likes/dislikes		
<ul style="list-style-type: none"> • How do you like ...? • What's your favourite ...? • Do you like ...? • Do you enjoy ...? 		
Expressing likes/dislikes		
<ul style="list-style-type: none"> • I adore/I'm keen on ... • I enjoy/like/love ... 	<ul style="list-style-type: none"> • I quite like ... (but I prefer ...) • I don't mind ... (but I prefer ...) 	<ul style="list-style-type: none"> • I don't like ... • I hate ... • I can't stand ...

A: *Do you like reading books?*
 B: *I quite like it. What about you?*

Stating Preferences

4 **5.12** **5.13** Work in pairs. A friend of yours is planning to spend the weekend with you. Use the language box and the pictures to decide what to do.



Suggesting	Stating Preferences
<ul style="list-style-type: none"> • Would you like to ...? • Why don't we ...? • Let's ... / Shall we ...? • How about ...? • I think we can ... 	<ul style="list-style-type: none"> • I'd rather (+ bare infinitive) ... How does that sound? • Well, I'd prefer to ... What about you? • That's an excellent idea. We could also ... • Sounds OK to me. We could ...

A: *Would you like to go to the beach?*
 B: *Well, I'd prefer to go to a concert. What do you think?*
 A: *I'd ... How about ...?*

8f Writing

An information text

▶ Writing Bank 8 p. WB8

Model analysis

1 9.3 6.1 Read the prompt, then the model.

You have read a text about London. Now your teacher has asked you to write an information text about it. Describe the place and say what visitors can see and do there (120-180 words).



London City Sights Cruise

London has some world famous sights and attractions. Join us on one of our sightseeing cruises and relax as we travel along the river past historical landmarks, such as Westminster Abbey and the Tower of London. Marvel at new additions to the city, like the London Eye. On this wonderful cruise, see the city from a different perspective.






Westminster – Start the tour at Westminster Pier next to the Houses of Parliament. Its most famous tower is the Clock Tower, where you can see the famous bell Big Ben and listen to the huge 13-ton bell strike on the hour.

The London Eye – The London Eye is an observation wheel. You can see spectacular views of the city, including Buckingham Palace where the Queen lives.

London Aquarium – The aquarium is an impressive building where you can see Europe’s largest collection of marine life. You can walk through the glass ocean tunnel and admire green turtles. At the end of the tunnel you can view amazing sharks.

Tate Modern – This is an art gallery that opened in 2000. Tate Modern is a renovated power station. It is one of four Tate Galleries in the UK where you can find international modern art.

Tower of London – The Tower has been home to kings and queens, prisoners, and even a collection of wild animals. It is also the place where you can see the English Crown Jewels.

Tower Bridge – This impressive bridge opens to allow boats to pass under it. You can visit the engine rooms and see how the bridge works or admire London from the high level walkways in the Tower Bridge exhibition. It is one of the newest bridges on the Thames River, dating from 1894, and it is where we end our tour.

STUDY SKILLS

Making a description interesting 9.1.2 9.3.4

Using a variety of adjectives (*huge, amazing, etc*) and adverbs (*horribly, astonishingly, etc*) makes a description more interesting.

2 9.1.2 9.3.4 Fill in the appropriate adverbs.

• **increasingly** • **comfortably**
• **luxuriously** • **slowly**
• **aimlessly**

- 1 Stroll on the beach and enjoy the sea.
- 2 Sit in a café and enjoy the amazing view across the city.
- 3 The city is becoming popular with young people.
- 4 The palace is decorated.
- 5 Wander through the cobbled streets in the Old Souq looking for souvenirs.

Using modifiers (adverbs of degree)

3 9.1.2 9.3.4 Read the examples.

*The hotels are **a bit** crowded.*
*It was **rather** expensive.*
*The hotel is quiet, peaceful and **fairly** close to the city centre.*
*It promises a **really** good time.*

- + a little, slightly, a bit
- ++ rather, pretty, quite, fairly
- +++ very, really, extremely

4 9.1.2 9.3.4 Choose the correct word.

- 1 There are **rather/quite** a number of cosy cafés and quaint tearooms in the town.
- 2 The hotel is **extremely/rather** expensive, but not beyond our budget.
- 3 The museum is **very/fairly** interesting. In fact it is one of the best in the country.
- 4 The town centre is **a bit/really** busy, but not crowded.

STUDY SKILLS

Brainstorming 9.3.2

Before you start writing, think of the topics you are going to write about e.g. activities, sights, etc. Write as many ideas as you can under each topic. Then decide which ones to use in your piece of writing.

5 9.1.2 9.3.4 Replace the adjectives in bold with other appropriate ones from the list.

- *delicious* • *warm* • *picturesque*
- *cosy* • *enjoyable* • *friendly*

A You can stay in a(n) **1) nice** chalet in the **2) nice** mountains in Bulgaria. The people are **3) good** and **4) nice**. The home-cooked food is **5) good** and you can have a(n) **6) nice** time skiing every day.

- *exciting* • *fantastic* • *5-star*
- *interesting* • *traditional* • *beautiful*

B Doha is a(n) **1) nice** place. There are **2) nice** hotels in the heart of the city and **3) nice** tourist attractions to see. In the evenings you can taste local dishes at **4) nice** restaurants and enjoy **5) good** views of the city on a(n) **6) nice** dhow cruise.



- *beautiful* • *stunning* • *narrow* • *traditional* • *peaceful*

C Clovelly is a(n) **1) nice** seaside village with **2) nice** views of the Devon coast. It is **3) nice** and tranquil and it is famous for its donkeys that carry goods up and down the **4) small** streets. There are **5) nice** cottages to stay in and visitors can go for walks along the beach every day.

Your turn

6 a) 9.3.2 9.7.2 Collect information about Doha from various sources and prepare a sightseeing brochure. Make notes under the headings.



b) 9.3.1 Use your notes to construct a plan for your brochure.

7 9.3.1-4 Use your notes in Ex. 6 to write an information text (120-180 words).

9.3.5 Use ICT to organise and present the text attractively.

Useful Language/ Descriptive Language 9.1.2 9.3.4

- ... is a large town/a small seaside village/on the north/south (coast) of ...
- ... perfect holiday destination.
- ... has a lot of tourist attractions ...
- ... visit beautiful/historic palaces ...
- ... have lunch/dinner at cosy/trendy restaurants/café.
- ... stay at a 5-star luxurious hotel.
- ... go shopping at modern shopping centres.
- ... walk down narrow/cobbled/quiet streets ...
- ... have something for everyone.
- ... is the best place for a short break.



Checklist 8.5

When you finish your piece of writing, check it for the following:

- 9.1.2 9.3.4 Have you used a variety of adjectives/adverbs to describe the various features of the place?
- 8.4 8.3 Have you used correct spelling, grammar and punctuation?
- Does each paragraph present a different topic?
- 9.3.5 Have you used ICT to organise and present the text attractively?
- Have you used headings?

Language Knowledge 8

1 **2.1.3** Read the table. Write one more word which contains the roots below.

- 1 **ambul:** *ambulatory*
- 2 **bene:** *beneficial*
- 3 **ceed:** *succeed*
- 4 **chron:** *chronological*
- 5 **cis:** *incision*
- 6 **cycl:** *recycle*
- 7 **dict:** *dictation*
- 8 **flect, flex:** *deflection*
- 9 **ject:** *injection*
- 10 **phot:** *photosynthesis*
- 11 **sec, sect:** *intersection*
- 12 **tract:** *attraction*
- 13 **audi:** *audience*
- 14 **cede:** *intercede*
- 15 **cess:** *recession*
- 16 **cide:** *suicide*
- 17 **cred:** *credibility*
- 18 **demo:** *democracy*
- 19 **duc, duct:** *reduction*
- 20 **flu, flux:** *influence*
- 21 **morph:** *amorphous*
- 22 **sanct:** *sanctuary*
- 23 **therm, thermo:** *thermometer*
- 24 **vita:** *vitality*

2 a) **1.1** Choose the correct word. Check in the Word List.



The Black Swan is **1) located/positioned** only 2.5 kilometres from the city centre and is perfect for a city **2) break/stop**. Because of the hotel's beautiful **3) rural/urban** surroundings, you will feel as if you are in the countryside. The hotel's **4) facilities/equipment** include a five-star restaurant, a gym and an indoor swimming pool. Internet connection is provided **5) free/open** to all guests and there is also ample parking **6) space/area** free of charge. All rooms are furnished to the highest standards and we offer **7) circle/round-the-clock** room service. Laundry, ironing and dry-cleaning services are also available on request. We pride ourselves on our service which is second to **8) none/all**. All our **9) staff/servants** are friendly and helpful and wish to make your **10) stay/stop** as comfortable as possible.

Book online at www.blackswan-hotel.co.uk or call 01539 222222

b) **9.3** Use the information in the text to write a letter to your friend about this hotel. Suggest he spends his holidays there.

Giving advice/Making suggestions

3 **5.13** Match the problems to the advice, then, in pairs, give advice using these phrases *If I were you ...; You could/should; I suggest.*

- | | |
|---|--|
| <p>1 <input checked="" type="checkbox"/> b I am overweight.</p> <p>2 <input type="checkbox"/> My back hurts.</p> <p>3 <input type="checkbox"/> My diet is unhealthy.</p> <p>4 <input type="checkbox"/> I am very unfit.</p> <p>5 <input type="checkbox"/> I feel stressed.</p> | <p>a go to the park to help you relax</p> <p>b go on a diet</p> <p>c do more exercise</p> <p>d see a doctor</p> <p>e not eat too many cakes and biscuits</p> |
|---|--|

A: *I am overweight.*
B: *You should go on a diet.*

4 **5.13 5.14 5.1** Choose the correct item.

We can all do a number of simple things that **1) will/should** make a big difference to the environment and we **2) don't have to/mustn't** change our lifestyles very much either. For example, if you insulate your home, you help the environment and save on your energy bills. Also, you **3) should/need** check the settings on your central heating and your fridge. If you **4) turn/are going to turn** the temperature down just a few degrees you **5) will/must** save money and energy **6) before/when** you know it. You **7) should/ought** also switch all the light bulbs in your house to energy-efficient ones and by this time next year you'll **8) have paid/pay** a lot less on your electrical bill.

5 a) **3.5.3 3.5.4** Listen to someone talking about his future. What will he be doing 10 years from now? What will he have done by then?

b) **5.1** What will you be doing 10 years from now? What will you have done by then? What will you have been doing till the end of next year?

Progress Check

MODULE D

Reading

- 1** **7.5.2** Read the text and match the headings (A-F) to the paragraphs (1-5). There is one extra heading.

The Doha Metro

1

Every world-class city needs a world-class transport system and Doha is no different. When the Doha Metro opens in 2019, it will bring the safest, the most convenient and the most efficient transport to the people of Doha, and transform the city in time for the 2022 World Cup.

2

Three lines will open in 2019. The Red Line will go from Al Wakra in the south to the new city of Lusail in the north, with a link to Hamad International Airport. The Green Line will go between Al Mansoura and Al Riffa in the west, passing through Education City. The Gold Line will go between Ras Bu Abboud and Al Aziziyah, with stops at important cultural sites such as the Qatar National Museum and Souq Waqif.

3

Beautiful or pleasant buildings can really improve the lives of the people that use them. The stations of the new Doha Metro will certainly do this with large open spaces and spectacular design. On the inside, they will remind passengers of traditional Bedouin tents, while on the outside they will look similar to the dhow, the traditional Arab boat.

4

It's predicted that by 2021, 600,000 passenger trips a day will be made using the Doha Metro, which means far fewer cars on the roads. This is great news for the environment as there will be less pollution, and less greenhouse gas produced. Passengers on the new metro will enjoy faster travelling times; for example the journey from Msheireb to



Qatar University will be around 10 minutes quicker than it now takes to drive. But those who still need to use their cars should also waste less time sitting in queues.

5

The Doha Metro is just one of several projects that will make sure that Doha remains a world-class city for future generations. It's an essential part of the preparations for the 2022 World Cup, when fans will reach many of the football stadiums by metro, but it will also be very important for the Qatar National Vision 2030, the long-term plan for the future success and happiness of all Qataris.

- A Connecting Doha
- B A city of sights
- C Looking even further ahead
- D Nothing but the best
- E Attractive architecture
- F A better journey for everyone

(5x4=20)

Listening

- 2** **3.3.1, 3** Listen to a lecture about friendship and decide if statements 1-8 are *True* or *False*.

- | | |
|---|--|
| 1 The lecture is taking place in the university where Dr Arken works. | 5 Dr Arken believes that a true friend is someone you see face to face. |
| 2 Dr Arken has recently released a book about friendship. | 6 Dr Arken believes that most people have a small number of true friends. |
| 3 Dr Arken states that animals have friends, too. | 7 Dr Arken has a Twitter account. |
| 4 Dr Arken believes that having Internet friends does not mean they are true friends. | 8 Dr Arken thinks that it's impossible to make true friends over the Internet. |

(8x2=16)

Progress Check

MODULE D

Speaking

3 4.5.1 Choose the correct response.

- 1 A: The sightseeing tour wasn't what I had in mind.
B: **a** What was the problem?
b Did you enjoy your holiday?
- 2 A: The service was terrible.
B: **a** Why not? **b** Did you complain?
- 3 A: We changed hotels, but our holiday was still ruined.
B: **a** I hope you'll be luckier next time.
b That wasn't what I had in mind.
- 4 A: The hotel staff were rude and unfriendly.
B: **a** I can't believe it. **b** Not really.
- 5 A: The weather was really awful.
B: **a** What did you mean? **b** I'm sorry to hear that.

(5x2=10)

Vocabulary

4 1.1 Fill in with:

- *spiky*
- *wrinkles*
- *frown*
- *review*
- *impatient*
- *life*
- *freezing*
- *clear*
- *deserted*
- *cosy*

- 1 I read a critical of the film in the newspaper.
- 2 We found a(n) beach far from all the tourists.
- 3 Don't be so! I'll be ready in a minute.
- 4 Tony found a(n) hostel to stay in, out of the cold.
- 5 The water in the mountain lake was crystal
- 6 Kate is over ninety and her face is covered in
- 7 The little boy had hair and freckles.
- 8 Don't when I tell you to tidy your room!
- 9 I like spending time with Jeff because he's full of
- 10 It was cold last night.

(10x1=10)

Grammar

5 6.3.2 Rewrite the sentences in the passive.

- 1 Shakespeare wrote *Macbeth*.
.....
- 2 Someone has broken the window.
.....
- 3 They expect the professor will arrive tomorrow morning.
.....
- 4 A lot of people visit Qatar every year.
.....
- 5 They say he was driving very fast.
.....

(5x4=20)

6 5.14 Use the appropriate modal verb to complete the second sentence so that it has the same meaning as the first.

- 1 It isn't necessary for you to wait for me.
You wait for me.
- 2 I advise you to go and see a doctor.
You go and see a doctor.
- 3 It's against the rules to eat in the gym.
You eat in the gym.
- 4 You aren't allowed to run by the pool.
You run by the pool.
- 5 You are obliged to show your gym card.
You show your gym card.

(5x2=10)

Writing

7 9.3.1-5 Read the prompt, then write your article.

Write an information text to describe a place of interest in your country. Write your **text**. Use ICT to make it attractive to the reader (120-180 words).

(14 marks)

Check your progress

- talk about travel & holidays
- talk about transport
- talk about hotel facilities & services
- prepare a presentation
- organise notes under headings
- make announcements
- talk about interests & preferences
- to express likes/dislikes
- write e-mails
- write information texts

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

1

Curriculum

Art & Design

1 6.6.3 **WOW is an annual festival in Wellington. Look at the picture. What is special about it? Read to find out.**

2 6.6.3 **Read the text again. Decide if the statements are True or False.**

- 1 The WOW Awards Show is only for local artists.
- 2 The founder combined various art forms to create a new show.
- 3 All awards are cash prizes.
- 4 The designers have a huge selection of materials to choose from.
- 5 Claire Prebble starred in the film *Avatar*.

3 a) 5.8.1-2 **Work in groups. Your class is entering the World of Wearable Art Awards Show this year. The theme is 'Stories of Light'.**

Describe:

- what kind of costume you want to create
- what materials you'll use
- how you are going to make it
- what it represents

Make or draw a picture of your costume! Present it to the class.

b) 4.7.7 6.6.8 **Evaluate another group's presentation. Which costume would you choose? Why? Talk at length without hesitations.**

Check these words 1.3.1

- *spectacular* • *exhibit* • *promote* • *blend*
- *movement* • *drama* • *garment*
- *scholarship* • *film roll* • *wire* • *bead* • *props*

World of Wearable Art

Every year in September, the World of Wearable Art (WOW) Awards Show takes place in Wellington, New Zealand. In ten two-hour spectacular shows, artists and designers from around the world gather to exhibit their talent.

In 1987, Suzie Moncrieff, a sculptor from Nelson, New Zealand wanted to promote a local gallery. She came up with the idea of exhibiting art in the form of a live theatrical show. She created a blend of art, design, movement and drama and presented the show to 200 people. The show was a huge success and since then has become famous.

Every year judges select over 150 garments created by designers from all over New Zealand and around the world. They compete for \$150,000 in prize money, a chance to win thirty-five different awards and various scholarships. Their unique creations are made from any material: books, car parts, recycled plastic bags, human hair, coins and used film rolls just to mention a few!

Highly talented individuals enter the show. Claire Prebble, who was just 18 years of age at the time, is the youngest winner of the WOW Award so far. She created an artistic costume made of copper and silver wire, Swarovski crystals, glass beads and silk. It took her more than two years to design and about 1,000 hours to make. The prize money allowed her to further her education and learn about fashion, art and design in several countries around the world. She returned to New Zealand when she was 20 and was hired to create costumes and props for the film *Avatar*.

So, if you want to see creative artists at their best, come and visit the World of Wearable Art Awards Show!



Culture Spot

1 6.6.3 **What do Americans celebrate on 4th July? How do they celebrate it? Read to find out.**

An important annual celebration in America is Independence Day on 4th July. It is a national holiday that celebrates the signing of the Declaration of Independence on 4th July, 1776. People celebrate with fireworks, parades, carnivals, fairs, baseball games and much more. Families get together and have barbecues and picnics. They decorate their houses with balloons and streamers in red white and blue to represent the American flag. Some people also wear red, white and blue clothing. On that day, the American flag is displayed everywhere for all to see.

2 4.2.1-4 **Is there a similar celebration in your country? How do people celebrate it? Compare it to Independence Day in the USA.**



Curriculum 2

Science

1 **4.2.1** What do you know about tornadoes? What damage can they cause?

2 **6.6.3** How is a tornado formed? Read the text to find out.

3 **6.2** Read the text again and match the headings to the paragraphs.

- A** Precautions
B How tornados form
C Out of danger
D The impact of a tornado
E A tornado strike

4 **5.7** **6.5** **ICT** Search the Internet to find out more about another natural weather phenomenon. Present to the class. Use the passive. Talk about: *what it is – how it is formed – safety tips*

Check these words **1.3.1**

- *deadly* • *phenomena* • *occur*
- *rotate* • *horizontally* • *column*
- *vertically* • *funnel-shaped cloud*
- *spin* • *vacuum* • *suck into* • *strike*
- *emergency kit* • *supplies*
- *basement* • *accompany* • *tap*
- *radiator* • *sink* • *escape* • *lie flat*
- *torch* • *inspect* • *injured* • *trapped*

TORNADOES

1 Tornadoes are one of the most powerful and deadly weather phenomena on land. They occur just about everywhere in the world, from Europe to Australia, and all over the United States. Inside a tornado, winds may reach 200 miles an hour. If a tornado goes through a town, it can destroy it completely.

2 A tornado typically begins in a thunderstorm. Changes in wind direction and speed cause the air to rotate horizontally. Rising air then pushes the spinning column of air vertically, forming a funnel-shaped cloud. The air in the funnel spins faster and faster and creates a vacuum which sucks more air into it. When this funnel cloud touches the ground, it becomes a tornado.

3 It is sensible to have a disaster plan if you live in a tornado zone. Everyone should know where to go in case a tornado strikes. Prepare an emergency kit for your home and have enough food supplies and water to last for a minimum of three days.

4 The safest place in the house is the basement. If there is no basement in your house then go somewhere without windows on the lowest floor such as a bathroom or cupboard. Remember, when there's a tornado it may be accompanied by lightning, so stay away from anything metal, like taps, radiators and metal sinks. Do not stay in your car or try to escape a tornado. If you are outside, go to a low-lying area and lie flat in it.

5 Stay indoors until you know it's safe to come out. Use a torch to inspect your house. Check to see if there are any injured or trapped people but don't place your life in danger.



Culture Spot

1 **4.2.1** **6.6.3** What is FESA? Why was it created? Read to find out.

FESA: Fire and Emergency Services Authority of Western Australia

Australia has a history of disasters caused by extreme weather conditions and natural phenomena. One of the earliest known threats to the colonists in Western Australia was fire, caused by dry weather conditions. Back in the mid-1800s, growing communities were constantly threatened by bushfires. People risked their lives and houses without a proper fire brigade to put fires out. After a fire in Perth in 1866, they realised there was a need to create a brigade. The volunteers moved into Perth's first fire station in 1901. As extreme weather conditions, such

as dangerous storms, tornadoes and bushfires, are quite common in Australia, a national emergency service was later created, FESA. Through an annual awareness campaign, they prepare and train residents and schoolchildren how to deal with disasters as well as get volunteers involved. The spirit of volunteer work is part of the nation's heritage and many are willing to donate their time and sometimes even risk their lives for the sake of others.

2 **5.8.1-2** Are there similar organisations in your country? What do they deal with? Collect information, then present it to the class. Use notes or visuals. Try to have eye contact with your audience and appropriate body language.



Environmental Science

1 **6.6.3** Which of these sentences are true about water? Decide in pairs. Read and check. Find all the links which express contrast.

- 1 Water covers 95.5% of the Earth's surface.
- 2 30% of the people on Earth do not have clean water to drink.
- 3 In the next twelve years the majority of the Earth's population will not have enough water.
- 4 Using a bucket and sponge can save water.
- 5 We use over 200 litres of water to take a shower.

2 **5.8.1-2** How can we solve the world's water problem? Go through the texts and make notes. You can add your own ideas. Then give a short presentation to the class.

3 **6.5** Find sayings of Prophet Muhammad (*May the peace and blessings of Allah be upon him.*) related to water saving.

Check these words

1.3.1

- salt water • fresh water
- supply • population
- shortage • hose • bathtub
- wasteful • evaporate • absorb

PRECIOUS WATER

There is water everywhere. In fact, water covers 71% of the Earth's surface. However, 95.5% of this is in the form of salt water in the seas, 1.7% is deep underground and 1.7% is frozen in places like the Arctic. So despite the huge amount of water on the planet, the supply of fresh water is quite limited. In total, only 1% of the water on the planet is fresh and available to use. At present, 40% of the people on the planet do not have clean drinking water. It is believed that in the next 20 years, 66% of the world's population will face water shortages. Although it's true that water is everywhere, we need to remember that fresh water is precious. We must use it carefully.

Clever Tips for saving water

- Just by turning off the water when you brush your teeth you can save up to 30 litres of water. That's over 750 litres per month which is enough to fill a huge fish tank housing 6 small sharks!
- Washing your bike or car with a bucket and sponge instead of a hose saves water too. Using a hose can waste as much as 23 gallons per minute if you leave it running.
- When you take a shower, you use much less water than filling up a bathtub. Taking a shower uses about 40 to 95 litres, while a bath uses up to 265 litres of water.
- The ideal time to water your plants and garden is either in the early morning or late evening. Watering the garden when it's hot is wasteful because water evaporates before the plants have a chance to absorb it.



Culture Spot

1 **1.1** How are these words: *Vancouver, Amsterdam, commercial whaling* related to Greenpeace? Read to find out.

Greenpeace is an environmental organisation that was founded in 1971 in Vancouver, British Columbia, Canada. It has got offices in 40 countries. Its goal is to 'ensure the ability of the Earth to nurture life in all its diversity'. All the members work on environmental issues such as deforestation, global warming, overfishing, commercial whaling and anti-nuclear issues.

2 **4.7.1** Are there environmental groups/organisations in your country? What aspects of environmentalism do they deal with?



- 1** **5.6.2** **6.4.4** Do you know how to save the battery power of your tablet PC? Read the text, then put the instructions (A-G) in the correct order.

How to save the battery power of your Tablet PC

- First, open *Start Menu*, go to the *Control Panel* page and select the *Tablet and Pen Settings* ICON.
- Once you are on that page, open the *Display* file, scroll down to *Screen Brightness* and adjust it to medium.
- Then, click on the *Apply* button at the bottom of the page to set your changes.
- When not using your Tablet PC for a short period of time, it is important to put it in *Standby* mode.
- Open the *Start menu* again and click on *Control Panel*.
- Open the *Power Options* file and then, choose *Advanced* settings from the task bar.
- Finally, go to *Power Button* and adjust it to *Standby* and click on *OK* at the bottom of the page.

Remember for a long-lasting battery, always wait until the battery is completely drained before recharging it.



- A** Click on the *Apply* button.
- B** Adjust *Power Button* to *Standby* and click *OK*.
- C** Open *Start Menu* and click on *Control Panel* again.
- D** Open *Power Options* and choose *Advanced* settings.
- E** Open *Display* file and adjust *Screen Brightness* to medium.
- F** Select the *Tablet and Pen Settings* ICON.
- G** Open *Start Menu* then *Control Panel* page.

- 2** **5.8.1-2** **ICT** Collect information, then prepare and present a description on how to transfer files from a USB stick to one's computer.

Check these words **1.3.1**

• *button* • *adjust* • *power-option*
• *settings* • *long-lasting* • *drain*



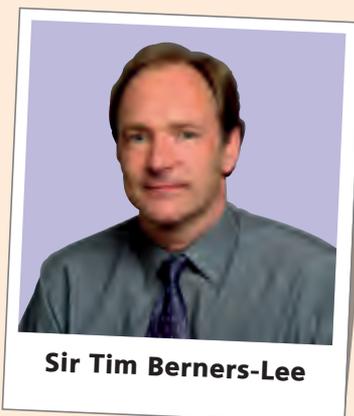
Culture Spot

- 1** **6.6.3** Who is Tim Berners-Lee? How is he related to the World Wide Web? Read to find out.

Tim Berners-Lee was born in London, England in 1955. His father is Conway Berners-Lee, a mathematician and computer scientist and his mother is Mary Lee Woods, a mathematician and computer programmer. They were among the developers of the world's first commercial electronic computer.

Tim studied at Queen's College Oxford and earned a First Class Degree in Physics. He became a computer scientist and went to work for CERN, the European Particle Physics Laboratory in Geneva, Switzerland.

In 1980, he created a hypertext database called ENQUIRE. Then in 1984, he wrote the computer language HTML (Hypertext Mark-up Language). In 1989, he thought of putting these together with the Internet and came up with the World Wide Web.



Sir Tim Berners-Lee

- 2** **9.3.1-5** **ICT** Think of an important person in your country related to technology. Collect information and make notes under the headings *name*, *famous for*, *studies*, *interesting facts*. Then write a short text about him/her.

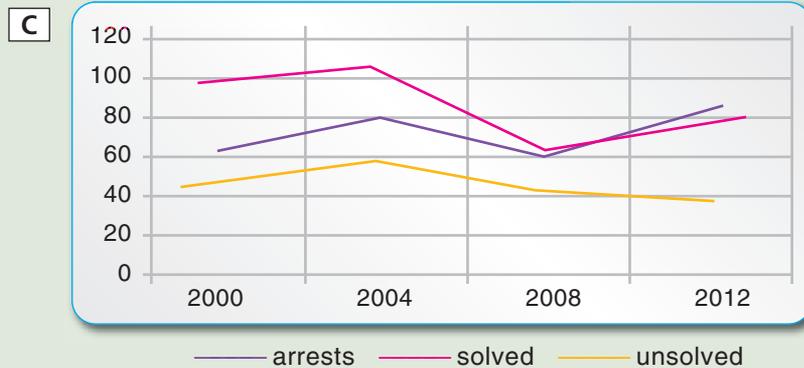
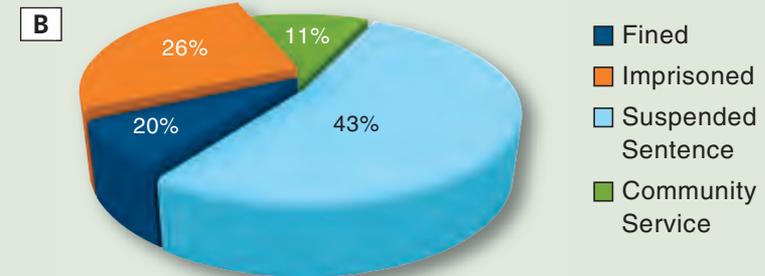
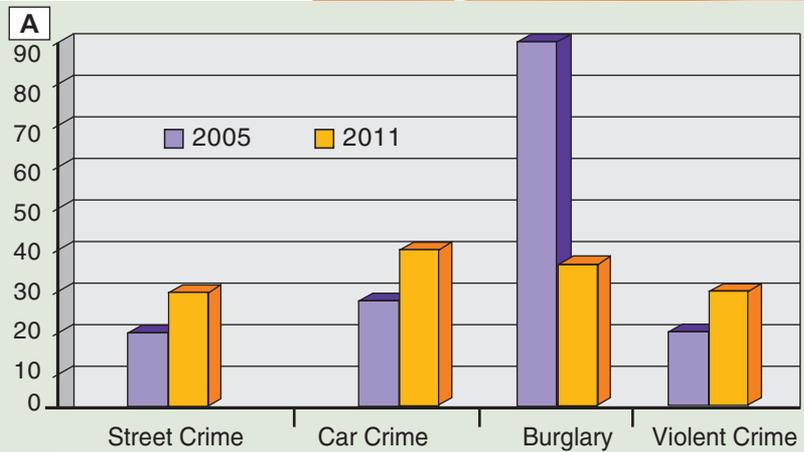
1 1.1 1.3.2 Read the information.

- A pie chart is a mathematical diagram which looks like a circle divided into sections. Each section represents a different proportion of the whole. It is called a pie chart because it looks like a pie that has been cut into different sized slices.
- A line graph is a mathematical diagram which uses a line to show the relationships between different sets of measurements or numbers.
- A bar chart is a mathematical diagram in the form of a graph which uses parallel oblong shapes to represent and compare different amounts of something relating to a number of different groups.

2 6.6.2 Look at the charts/graphs on the right and label each one according to what type it is.

3 6.6.3 Look again and answer the questions.

- 1 What information does each chart/graph give?
- 2 Which diagram relates to:
 - criminal cases?
 - court judgements?
 - past/present crime rates?
- 3 Think of a title for each diagram.



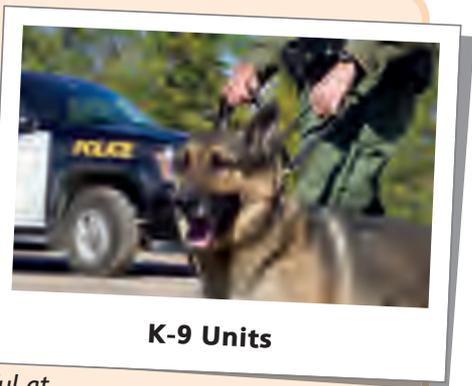
Check these words 1.3.1

- pie chart • diagram • proportion • line graph
- measurement • oblong

Culture Spot

1 6.6.3 What are K-9 units? How do they help enforce the law? Read to find out.

Police dog units or K-9 units are dogs that are trained to help police officers. They can have various duties. Some are trained to chase and hold suspects. German Shepherds are commonly trained for this. Others help police with search and rescue to suspects or help find missing people or objects. Bloodhounds are commonly used for this type of work. Other dogs are trained to detect drugs or explosives. Beagles are the perfect breed for this task because they have the added bonus of a friendly appearance which is useful at airports because it does not scare passengers. Finally, there are cadaver dogs that are specially trained to detect dead bodies. Police dogs are valuable members of the police. They often get a bullet-proof vest to wear and have their own police badge.



2 4.2.1 Are there similar units in your country? What do they do? Compare them to K-9 units.

1 a) **1.1** Name some water sports.

b) What sports do you play?

2 **6.6.3** Read the text and complete the sentences.

- 1 Underwater hockey takes place ...
- 2 It was created by ...
- 3 Each team consists of ...
- 4 You need ... to play it.
- 5 The players can't ...
- 6 The team with the most ...
- 7 The game lasts ...

3 **4.2.2** **9.7.3** Tell your partner a summary of the text. How accurate is his/her summary?

Check these words **1.3.1**

- scuba-diving • snorkelling
- flippers • snorkel • stick
- puck • goal • line up • breathe

Octopush

Underwater hockey, also called Octopush, is a game played on the bottom of a swimming pool. It was invented in 1945 by Alan Blake. He wanted to make his scuba-diving students better at snorkelling.

It is played by two teams of six players. Each player wears a mask, flippers and a snorkel, and carries a 30-centimetre stick to hit the puck with. The puck is quite large and weighs 3.5 kg. The goals are three metres wide.

The rules are simple. The game starts with the teams lined up at opposite ends of the pool. The puck is in the centre of the pool, down at the bottom. When the game starts, everyone dives in and swims for the puck. They can only move it with their sticks and they mustn't touch other players. The difficult part is that players have to come up to breathe every minute or two. That's why this game needs everyone to work as a team. Each match lasts 30 minutes, and the winner is the team that has scored the most goals in that time.



Culture Spot

1 **6.6.3** What sport can you see in the picture? What do you need to play it? How is it played? In which country is it a national sport? Read to find out.

Since the mid-19th century, baseball has been America's national pastime. The only equipment needed to play the game is a bat, a ball and a glove or mitt. It is played on a field between two teams of nine players and the object of the game is to hit the ball and score runs around a diamond-shaped boundary. A home run is when a player has made it through the three bases and back to home plate. There are many films and books based on this game. Baseball gave birth to baseball cards and baseball

statistics. Fans pride themselves on collecting individual player's cards and recalling player's performance statistics. American English is loaded with baseball idioms like 'ballpark (figure)', 'home run', 'play hardball' and 'rain check'. Even though other sports are popular in the USA, baseball is still the favourite and has deep roots in American tradition.



2 **8.6** **9.1** What is your country's national sport? What equipment do you need to play it? How is it played? Collect information, then use your computer to write a few sentences about it. Present it to the class.

- 1** **1.1** Many of the following traits or characteristics are 'inherited' or passed down to us from our parents. Which of these traits do you think can be inherited from one's parents?

- straight hair • weight
- intelligence • eye colour

Read to see if you were right.

- 2** a) **6.6.3** Read the text again and answer the questions.

- 1 Why do siblings often resemble one another?
- 2 What are some of our inherited traits?
- 3 Why isn't a person's weight an inherited trait?
- 4 What percentage of our DNA makes us look different from other people?

- b) **6.4.1** What do the highlighted words refer to?

- 3** **4.2.1** **4.4.2** What did you learn from the text? Tell the class.

THINK! Would you change anything about your appearance? If so, what? Tell the class.

Where did you get that from?

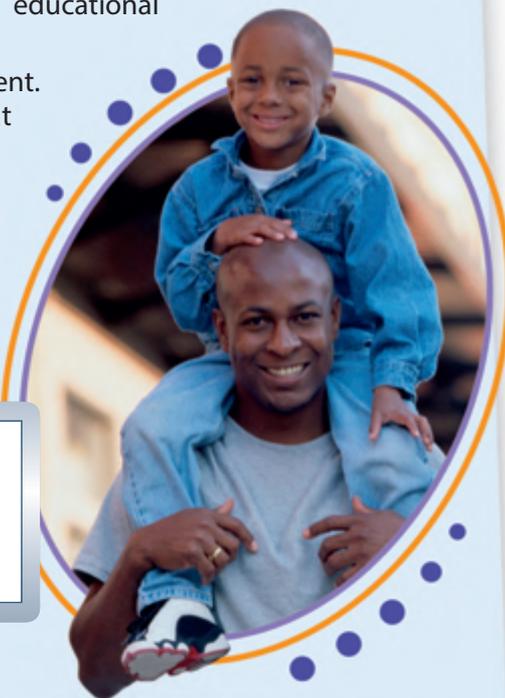
Brothers and sisters often look alike. Twins can be difficult to tell apart. What makes them all look so similar? The answer to **that** is inherited traits. Inherited traits are the characteristics that are passed down to us from our parents. Examples of characteristics like **these** are hair colour, eye colour, the size of your ears and nose shape. That's why people say "He has his mother's eyes," or "She has her father's nose."

Not everything is inherited, however. The environment can change our appearance. For instance, our weight depends on our diet. Similarly, the sun can change our skin and hair colour. Other characteristics that we cannot see might depend even more on the environment we grow up in. Studies have shown that intelligence is partly inherited, but **it** needs an educational environment to develop.

It seems that we are all very different. Very few people look the same. But in fact people are remarkably similar. 99.9% of human DNA is identical. It's the 0.1% that creates the huge variety of different people we see around us.

Check these words **1.3.1**

- *inherited* • *trait* • *tell apart*
- *characteristic* • *passed down*
- *environment*
- *depend on* • *partly*
- *identical* • *variety*



Culture Spot

- 1** **6.6.3** What do the Foot Guards do? What is their uniform? Read the text to find out.

One of the most important jobs in the UK is protecting the Queen of England. The Queen's Guard, the Foot Guards that stand outside Buckingham Palace in London, are very famous. The Guard consists of three officers and 36 soldiers from five regiments (Grenadier Guards, Scots Guards, Coldstream Guards, Irish Guards, Welsh Guards). When the Queen is home, there are four Foot Guards at the front of the building and only two when she is away. They have the most recognisable uniform in the world. They wear a scarlet tunic, white belt, dark blue trousers with a red stripe down each leg and a huge bearskin hat. The hats are made of real bearskin from Canadian brown bears. For a long time, the British Army has tried to find a manmade alternative to the fur, but so far nothing acceptable has been found.

- 2** **4.2.1** Compare Foot Guards to a similar job in your country.



The Queen's Guard

Curriculum 8

Geography

- 1** **6.6.3** Is traffic a problem in your area? If so, what can be done to reduce it? Read to find out what has been done in Midland Town.

Traffic in Midland Town has increased in the last five years. There are often traffic jams on the main route through town at peak times. The Town Council has proposed a way to reduce traffic by building a new motorway around the outskirts of the town. Local residents have mixed feelings about the proposal.

- 2** **6.6.3** Read the residents' views and identify whether they are for or against the proposal. Tell your partner.

- 3** **6.6.3** Read the texts again and identify which person ...

- 1** is concerned about the safety of young people?
- 2** is annoyed about the volume of traffic in the town?
- 3** is worried about the effect of the motorway on local trade?
- 4** has environmental concerns?
- 5** finds the proposal upsetting?

- 4** **6.6.5** In groups discuss the residents' viewpoints and decide whether the town council should go ahead with the proposal or not. Suggest alternative actions.

A Sandra Pane

Midland is a beautiful town and as a shop owner I am well aware of the serious problems that a motorway would cause to local businesses. We depend on the traffic that comes through the town to support our businesses. Taking the traffic away from the town would mean fewer customer. Where would that leave us then?"

B Sam Walker

As headteacher of the local school, I feel the new motorway is a good idea. At the moment, the zebra crossing the students use to get to the other side of the main road is one of the busiest spots in town. So, if the volume of traffic is reduced, it will be safer for the children."

C Heather Wilkinson

I live quite close to the proposed new motorway. My only concern would be the noise pollution and that it would probably destroy the natural beauty of the area. But, if it benefits most of the community, then it should go ahead.

D Frank Burns

'I commute to work every day and it doesn't matter whether I take the main route through town or a side street, I always hit traffic. It's a nightmare! The motorway will definitely make the journey easier.'

Check these words **1.3.1**

- route • traffic jam • peak times • motorway • outskirts
- depend • income • zebra crossing • volume • reduce • concern
- beauty • nightmare



Culture Spot

- 1** **6.6.3** Where is the Grand Canyon? How was it formed? Read to find out.

The Grand Canyon is located in Grand Canyon National Park in the state of Arizona, USA. It is 446 km long and 29 km wide. This spectacular Canyon is considered one of the Seven Natural Wonders of the World. No one knows for certain exactly how the Grand Canyon was formed, but geologists agree that over millions of years, the Colorado River, wind, water and ice erosion played a major role in its formation. Native Americans have lived here for thousands of years in settlements and in caves. For them, the Grand Canyon is a sacred place and in their language it is called 'Ongtupqa' which means holy site.

- 2** **8.6** **9.3** **ICT** Think of a place of natural beauty in your country. Collect information, then write a short text about it. Write: name, location, what is special about it. Type your text on the computer. Format paragraphs, check spelling and grammar, then print it. Read it to the class.



The Grand Canyon

Reading

Reading 1

- 1** **7.5.2** Read the author's biography. What gave him the inspiration to write *The Call of the Wild*?



Jack London (1876 –1916) was born in San Francisco, U.S.A. He grew up poor in difficult conditions. When he was young, London worked in various jobs; many were connected to the sea. Later, London decided to educate himself and become a writer. His best novel, *The Sea-Wolf* (1904), was based on his experiences at sea. In 1897, London travelled to the Yukon Territory in northern Canada to look for gold. The trip there changed his life. Searching for gold influenced his great novels: *The Call of the Wild* (1903) and *White Fang* (1906). Jack London was fascinated by the power of nature over people. His stories were about men and animals against the harsh environment.

In *The Call of the Wild*, Buck is a strong dog who is stolen to pull sledges during the Gold Rush. Thornton rescues Buck from his cruel master. At this point in the novel, Thornton has made a bet that Buck can carry a very heavy sledge. Buck wins the bet for his master.

- 2** Read the text and for questions 1-5, choose the best answer (A, B, C or D).

THE CALL OF THE WILD

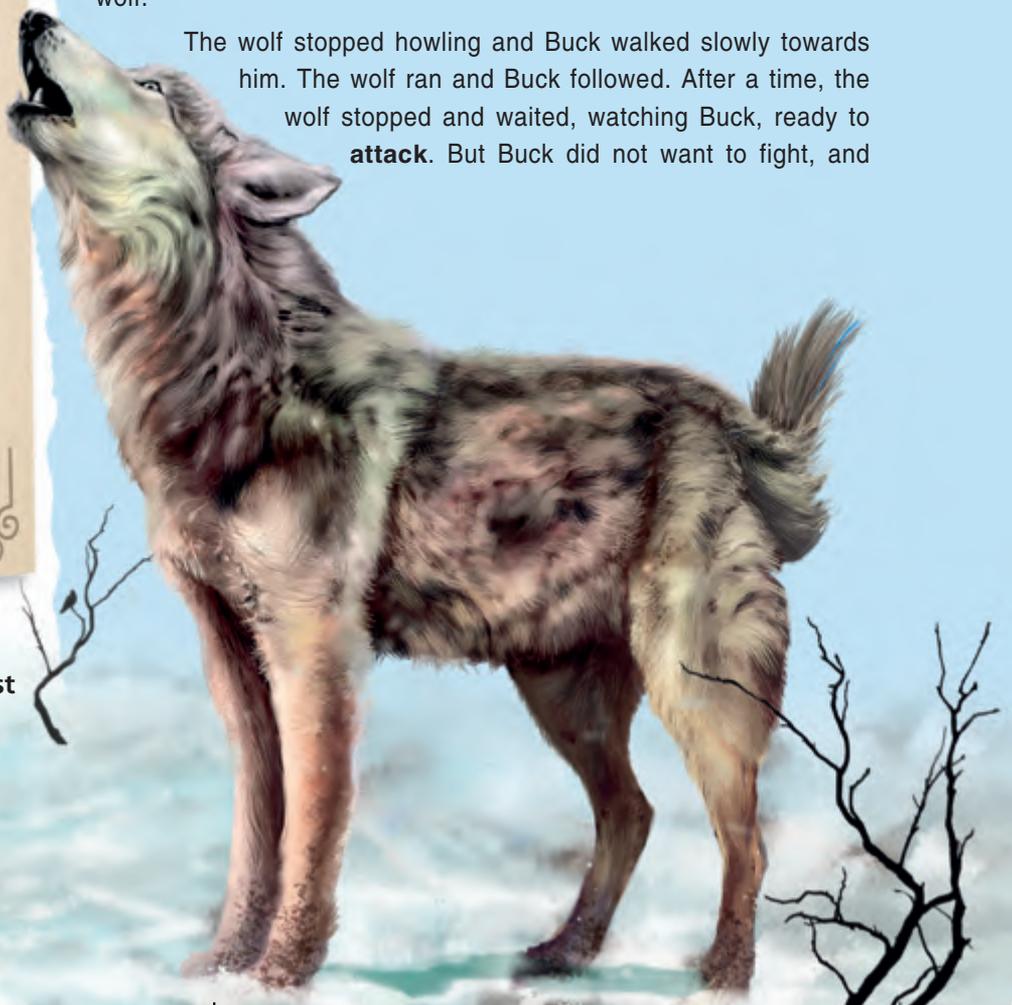
by Jack London

Thornton, Pete and Hans, with Buck and six other dogs, **set off** in search of the lost gold mine in the spring. They travelled up the Stewart River and crossed the Mackenzie Mountains. Sometimes they travelled for a week, and sometimes they stopped for a week and searched for gold in the ground. They spent all the summer in 5 the mountains, carrying everything they needed on their backs, sometimes making boats to go down rivers or across lakes. They travelled on through the winter and met nobody.

When the spring came, they found a lake in a **wide** valley. Through the **shallow** water, the gold shone like yellow butter, and here their 10 search ended. There was gold **worth** thousands of dollars in the lake, and they worked every day, filling bag after bag with gold.

The dogs had nothing to do except watch the men and eat the food which the men gave them. Buck spent many evenings sitting by the fire. As he sat there he heard something calling him into the forest. 15 Sometimes, in the middle of the day, he lifted his head and listened **carefully**. One night he woke up and heard the call again, a long howl. He ran into the forest, following the sound, and came to an **open place** in the trees. And there, his nose pointing to the sky, sat a 20 wolf.

The wolf stopped howling and Buck walked slowly towards him. The wolf ran and Buck followed. After a time, the wolf stopped and waited, watching Buck, ready to **attack**. But Buck did not want to fight, and



1 Reading

soon the wolf realised this. Then the wolf started to run again, and he clearly wanted Buck to follow him. They ran for hours through the forest. Then they stopped to drink, and Buck remembered John Thornton. He turned and started to run back. The wolf followed him, then stopped and howled, but Buck ran on and did not turn.

Thornton was eating dinner when Buck returned. Buck jumped all over him, and for two days **never left his side**. He followed him everywhere, watching him while he ate and while he slept. But after two days the call of the wild came again, and he remembered the forest and the wolf who had run beside him.

He started to sleep out in the forest at night, sometimes staying out there for three or four days. Once he was away for a week, fishing and killing animals for food. He ate **well**, and he grew **stronger** and quicker and more **alive**. His golden-brown coat shone with health as he ran through the forest, learning its every secret, every smell and every sound.

"That dog's **one of a kind**," said Thornton to his friends one day as they watched Buck walking out of camp.

"There'll never be another dog like him," agreed Pete.

They saw him walking out of the camp but they didn't see the change that happened when he was inside the forest. At once he **became a thing of the wild**, stepping **softly** and **silently**, a **shadow** among the trees.

- 1 **7.2.1** The narrative is mainly told from the point of view of

A Pete	C a dog
B Thornton	D a wolf
- 2 **7.1.4** 'The gold shone like yellow butter' in ℓ. 10 is an example of

A a simile	C a metaphor
B personification	D onomatopoeia
- 3 **7.5.2** In what season does Buck meet the wolf?

A spring	C autumn
B summer	D winter
- 4 **1.1** 'Coat' in ℓ. 38 is closest in meaning to

A skin	C jacket
B cover	D hair
- 5 **7.5.2** What is the men's opinion of Buck?

A They believe he can survive in the wild.
B They think he is lazy.
C They think he is unreliable.
D They greatly admire him.

- 3 a) **1.3.1-2** Explain the highlighted words/phrases. Use an advanced learner's dictionary or thesaurus if necessary.

- b) **1.1** Match the words in bold to their opposites.

• **weaker** • **defend** • **heavily**
 • **noisily** • **deep** • **poorly**
 • **carelessly**

- 4 a) **7.3.1** **7.4** Answer the questions.

- 1 How is time structured in the narrative (*chronological order, flashbacks, events in simultaneous time, etc*)?
- 2 Where does the journey probably start and where does it end?
- 3 How does Buck change in the extract? Why?
- 4 What do you think the theme of the extract is?

A the cruelty of the natural world
B the power of natural instincts
C man's inability to survive in the wild
- 5 Which words in the last paragraph strengthen the theme?

- b) **7.3** **7.4** Using your answers from Ex. 4a, write a short summary of the extract. Make sure you:

- mention all the characters and the point of view
- say when, where and why the events happen
- talk about the theme of the extract
- give your opinion about how effective the extract is using evidence from the text
- explain the values you can infer from the story

Reading **2**

THE CHASE

by Herman Melville



We had been sailing on calm seas for a while when Tashtego saw the whales. We heard his excited voice: "There they are, about two miles away! A whole school of them!" **1** But something strange stopped us. Captain Ahab had appeared with five strangers. Where these men had come from was a mystery; we had not seen them before. But we'd heard them.

2 We now realised that Ahab had hidden these men in one of the cabins. He wanted them as his very own crew on his very own whaling boat. And what a crew they were! They said nothing and their faces showed no friendliness. Their leader, Fedallah, was a frightening-looking fellow with thin lips, few teeth and long hair falling from a turban.

The whaling boats were lowered into the water and Ahab got into one of them with his crew. We boarded ours and we all looked out for signs of the whales. **3** Its greenish-blue turned into milk, and then we saw the fountains of mist. The whale's spout! All four boats in an instant were chasing that spout. It was amazing for a first-time whaler like me. The huge waves, the roars of the whales, the cries of the crew, all filled me with excitement. Our ship, The *Pequod*, was in the distance, like a mother chicken watching her chicks. Then came the cry: "There's his hump! Stand up, harpooner!" In an instant, a deadly harpoon hissed through the air over the water. It then felt like an earthquake had struck under our boat. Quite a few of the crew

1 **6.1** Read the extract from *Moby Dick*. Seven sentences have been removed from the text. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence.

- A** We waited silently – and waited – until suddenly the water changed.
- B** It was actually a giant white squid, and Starbuck told us its legend.
- C** The crew immediately got ready to chase the whales.

- D** But Ahab had only one goal and nothing was going to delay him from pursuing it.
- E** From time to time, people had reported strange sounds coming from below deck.
- F** We rushed into our boats for the chase, and quickly drew near it.
- G** We returned to the *Pequod* with our spirits as wet as our bodies.

2 a) **7.1.4** Find and explain examples of:

- metaphors
- similes
- onomatopoeia

2 Reading

were thrown into the water. So, with all our efforts and though it had a harpoon in its side, the whale escaped. But we all managed to get back to the whaling boat, cold, shivering and wet. **4**

We sailed on for weeks. The only action during that time was when Daggoo saw something in the water. He thought it might be the white whale, Moby Dick, because of its colour and size. **5** He spoke about what could happen to those who saw it. "Few whale ships have ever seen it and returned safely home!" We preferred to ignore him and got on with our work. But his words stayed in my mind, and I'm sure it was the same with the rest of the crew. As the voyage went on, Ahab

grew more and more angry. He was a thunderstorm, ready to explode. His mind was closed to everything apart from destroying Moby Dick. 50

The time came when I spotted a giant whale ahead myself! **6** The massive creature lay peacefully in the water until it saw our boats. A great change then came over it, and it became wild, swimming faster. Stubb kept his eye on the whale. "Keep cool, boys, cool as cucumbers. Get ready now!" The whale boat shot through the water like a bullet, a white trail behind it. It was Stubb's experienced hand that struck the whale with the harpoon. The great creature rolled around in pain and in a pool of blood before it finally died. 65

b) **7.1.4** Read the sentences and decide whether the sections in bold are metaphor (M), simile (S) or onomatopoeia (O).

- 1 The ship cut through the ice **like a knife**.
- 2 The day was **as hot as an oven**, and it was going to get hotter.
- 3 The window **smashed** into a thousand pieces as the football hit it.
- 4 The clouds **sailed** across the summer sky.
- 5 Happiness is the **guest** that we want to stay forever.
- 6 The tap **was dripping** all night and I couldn't sleep.

Figurative language

Metaphor: a figure of speech in which comparison is made between two things to suggest they have something in common (*drowning in paperwork*).

Simile: a figure of speech comparing two things introduced with like or as (*He's as fierce as a tiger*).

Onomatopoeia: a word that sounds like what it refers to (*bees buzz*).

- 3** **7.3** Look back at the text. Make notes about the key events leading up to the capture of the whale. Use your notes to write a brief summary.

Reading 3

Social networking and FOMO

A Answer these questions as honestly as you can. If a text message arrives while you are talking to someone, do you immediately stop the conversation to read it? Do you text or post on social networking sites while cycling or walking along? Do you log on to your social networking sites first thing after waking up in the morning and check them last thing before going to sleep?

B If your answer to all these questions is yes, you could be suffering from FOMO, the illness of the information age. FOMO stands for Fear Of Missing Out. It describes that feeling you get when you think something fun is going on and you're not part of it. This is not a new feeling, but with social networking sites and their instant connections, it has become a modern obsession.

C Two out of every three people worry if they don't get a chance to check in on their networks. For 38% of 18- to 34-year-olds, logging on to their social networking sites is their first act of the day. Drivers consider it more important to update their online status than pay attention to the road. And when teenagers complain they don't have time for anyone but their online friends, you know there's a problem.

D But even when you log on, FOMO can stay with you. We usually share the bits of our lives that seem fun, beautiful or amusing to us. We don't share the boring, sad or embarrassing bits. That makes every online

3 Reading

profile a little bit false, and makes everyone's lives seem more interesting than they really are. Looking at other people's exciting lives makes us really feel we are missing out.

▶ What we need to remember is that online social networking is younger than most of the people on the planet. 2005 was the year when 'The Facebook' dropped 'The' from its name and became simply 'Facebook'. So we are only starting to learn how to use this social tool, and every new tool must be used with care.

▶ Try a little experiment. Make a note of how many times you interact on different networking sites in a single day. Count each time you log on to a site, send a message or post something. Is your total twenty? A hundred? A thousand? Or even more? The result might surprise you. You might be worrying so much about missing out on something that you're actually missing out on everything.

1 6.1 6.6.3 Read the article and answer the questions.

- 1 What effect do the questions in the first paragraph have on the reader?
- 2 Why is FOMO the 'illness of the information age'?
- 3 What do the statistics in the third paragraph tell us?
- 4 Why do people's lives look better online than they really are?
- 5 What does the example of Facebook's name change tell us?
- 6 What does the writer suggest about how often people use social networks?

2 1.1 Read the summary and choose the correct words.

FOMO stands **1) up/for** Fear Of Missing Out. It is a **2) traditional/modern** fear. People who have it feel the need to **3) log/connect** on to social media all the time. They also feel they have to **4) update/modernise** their status continually. However, even when they are connected to social media, they often feel other online lives are more **5) embarrassing/glamorous** than theirs. The real problem is that social networking is a new **6) equipment/tool** that we haven't learnt to use yet. We often lose track of how often we **7) interact/interrupt** on social networking sites. We might be online so much that we **8) miss/go** out on a lot of things.

3 5.10.2 Read the whole text again and make notes under the following headings:

- what FOMO is
- why FOMO is so common nowadays
- how FOMO makes people feel and act
- how people can tell they suffer from FOMO

4.7.1 Then, give a short talk about how technology is affecting society. Use the following: *Although, Moreover, However, In spite of/Despite the fact that, I believe, I think, In my opinion, etc.*

Writing Bank 1

A **narrative of an event** consists of:

- an **introduction** in which we give the name, place and reason(s) for the event we attended.
- a **main body** which may include two separate paragraphs in which we first describe the preparations and then the actual event.
- a **conclusion** in which we describe our feelings and make comments about the event.

We normally use past tenses.

We can use a variety of adjectives and adverbs to make our narrative more vivid and interesting.

Useful Language

Place/Date/Reason

- It is held in ... every ... • This (three-day) event takes place every ... in ...
- It is one of the most important celebrations in the (Chinese) calendar.

Preparations

- Preparations started (two weeks) before the actual event.
- People: • clean their houses
- put up decorations • make floats
- practise their steps • buy presents etc.

Activities on the actual day(s)

- People: • line the streets to watch parades
- light candles • play games
- watch marching bands
- set off fireworks • make speeches
- have barbecues
- visit friends/relatives • watch floats
- take part in contests
- eat a traditional meal
- give each other/open presents

Feelings/Comments

- Everyone felt (*happy/excited/thrilled/joyful etc*).
- It's fun for everyone.
- Everyone had a great/wonderful time.
- I'm sure everyone will remember it for a long time.
- I'll never forget it. It was a day full of surprises.
- I felt sad it was over but now I'm looking forward to next year's festival.

A narrative (of an event)

Your teacher has asked you to write a **composition** describing an event you attended. Write your composition, describing the preparations, the activities during the actual event and your feelings (120-180 words).

- 1 Last year, I attended the Krakow Folk Art Celebration, which is held in the city's Market Square every August. It's a marvellous way of celebrating the country's traditional arts and crafts. Hundreds of craftsmen assemble in the square to demonstrate their art.
- 2 Before the visitors arrived, people were busy making and repairing the colourful Polish folk outfits they were going to wear. Others, stocked up on ingredients to prepare the traditional foods that would be sold at open air stalls which were specially set up for the occasion.
- 3 At the event itself, I watched the craftsmen at work. Their stalls were full of tempting products like pottery, sculpture, embroidery and handmade lace and it was impossible to resist buying something! I also tried my hand at these difficult crafts under the expert eye of the craftsmen. Then I tried some traditional Polish snacks, and wonderful little gingerbread cakes.
- 4 The Krakow Folk Art Celebration was an unforgettable experience. I definitely want to go again! I felt very happy and pleased after learning about Polish Art and Culture.

Plan

(Para 1) *name/place/reason*

(Para 2) *preparations*

(Para 3) *activities at the actual event*

(Para 4) *feelings & comments*

Practice

- 1 9.2 Read the model. What is each paragraph about?
- 2 9.2 What tenses has the writer used to describe *the preparations? the actual celebration?*
- 3 7.1.1 Use the adjectives in the list to replace the **adjectives in bold**.
 - huge • amazing • spectacular • elaborate
 - 1 People were wearing **nice** outfits at the celebration.
 - 2 People built a(n) **big** bonfire in the town square. In the evening they set off **nice** fireworks.
 - 3 It was a day full of surprises. I'm sure everyone had a(n) **nice** time.
- 4 8.1.1 9.2.4 9.2.7 Suggest different opening and closing paragraphs for the composition. Use phrases from the Useful Language section.

Writing Bank 2

Stories can be written either in the first or the third person and present a series of events, real or imaginary. The events in the story should be written in the order in which they happen. Stories include:

- an **introduction** which sets the scene (*describes the time, place, people, activity, weather etc.*)
- **main body paragraphs** (*describing events leading up to the main event, the main event itself and its climax.*)
- a **conclusion** (*describing what happens in the end, people's reactions/feelings etc.*)

Stories are characterised by:

- **the use of past tenses** (*It was raining when I set out. I put on my raincoat, opened the door and went outside. When I reached the bus stop, I realised I hadn't locked the front door.*)
- **linking words/phrases that show time and sequence of events** (*first/at first, then/next, after/before that, during, while, meanwhile, as soon as, at that moment, by the time, in the end/finally etc.*)
- **descriptive adjectives/adverbs** to make the story more interesting (*elegant, pleasant, breathtaking, fast, etc.*)
- **direct speech** to make the story more dramatic (*"Please help me!" she begged.*)

► Useful Language

Starting a story/Setting the scene

- ... felt (*tired*) as she had been (*working on her computer all morning*).
- It was (*snowing heavily*) when ... (*woke up that day*).

Leading up to the main event

- At first, we didn't notice ...
- The (*event*) had only just (*started*) when ...
- The next thing (*Ann*) knew, (*she was* ...).

The main event/climax of the story

- They started (*shouting desperately*).
- I felt sure (*the car*) was going to (*crash*).

Describing people/places/feelings

- The young man near the door ...
- We walked down ... Street trying to ...
- To their (*surprise/disgust/horror etc*) ...,
- Imagine our (*disappointment*) when ...

Ending a story

- I've never felt so (*relieved/scared/embarrassed etc*) in my whole life.
- We knew they would never ... again.
- It was the most (*embarrassing/exciting/amazing*) moment I've ever experienced.

Stories

An English magazine is holding a short story competition and has asked its readers to send in short stories with the title: *A Narrow Escape*. Write your **story** for the competition (120-180 words).

A Narrow Escape

Last July, my cousin Harry and I **1** (**go**) rock climbing in a famous canyon. The sun **2** (**shine**) brightly and the sky was clear as we **3** (**load**) our gear into Harry's car early in the morning.

Inside the canyon, the walls were amazingly tall and steep. At first, the path was dry but after a while a tiny stream **4** (**trickle**) down the middle of it. Harry **5** (**explain**) that at this time of year there was rarely any danger of flooding.

Just at that moment, thunder **6** (**rumble**) threateningly. "Don't worry," said Harry, "It's very far away." The next thing we knew, it **7** (**pour**) with rain. Suddenly, there was a deafening roar; a huge wave of water **8** (**come**) crashing down the canyon, sweeping away everything in its path. Immediately, Harry **9** (**scramble**) up the canyon wall with the rope and **10** (**pull**) me up, too. Horrified, we watched as the flash flood raged past us below.

Minutes later, Harry and I **11** (**climb**) to safety. We felt exhausted but lucky to be alive. It was a very narrow escape!

Practice

1 **9.2** Read the story and put the verbs in brackets into the correct tense, then answer the questions.

- 1 How has the writer set the scene?
- 2 What is the climax event?
- 3 What adjectives/adverbs has the writer used to describe the following? *the canyon, how the sun was shining, the sky, the walls of the canyon, the path, the stream, how the thunder rumbled, the roar, the wave of water*
- 4 What time words/phrases has the writer used to show the sequence of events?
- 5 What were the writer's feelings?

2 **7.3.1** List the events of the story in the order they happened.

- A They put their climbing gear in the car. **1**
- B Thunder rumbled.
- C A huge wave of water crashed down the canyon.
- D Harry pulled the writer up.
- E They set off to the canyon.
- F It started raining.
- G They entered the canyon.
- H Harry scrambled up the canyon.

3 **9.2.7** Give the story a different ending.

Writing Bank 3

Persuasive essays are essays in which we present our personal opinion on a particular topic. Our opinion must be started clearly and our viewpoints should be supported by justifications.

A **persuasive essay** normally:

- an **introduction** in which we introduce the subject and state our opinion clearly.
- a **main body**, consisting of two or more paragraphs (each presenting a separate viewpoint supported by reasons/examples). Each main body paragraph begins with a topic sentence that outlines the main idea of that paragraph. The topic sentence is followed by supporting sentences which further explain the idea in the topic sentence (reasons/ examples).
- a **conclusion** which summarises the arguments and gives the writer's opinion.

Persuasive essays are normally written in a formal style, therefore we should avoid using colloquial expressions, short verb forms or personal references.

Useful Language

Giving opinions

- I believe/think/feel (that) ...
I strongly believe ...
- In my opinion/view, ... • The way I see it, ...
- It seems/appears to me (that) ...
- To my mind, ... • My opinion is that ...
- I (do not) agree that/with ...
- As far as I am concerned, ...
- I (completely) agree (that/with) ...
I (strongly) disagree (that/with) ...
- I am totally against ...
- I couldn't agree/disagree more (that/with) ...

Listing viewpoints

- Firstly, • Moreover, • In addition,
- Furthermore, • Also • Lastly,

Concluding

- All in all, • All things considered,
- To conclude, • In conclusion,

Introducing examples/reasons

- For example,/For instance, • such as
- This means that • For this reason,
- Therefore,

Persuasive essays

You have had a class discussion about sports. Your teacher has asked you to write an **essay** giving your opinion on the following: "Is it good that professional sports are so commercial nowadays?" Justify your opinion (120-180 words).

- A** Although professional sports are a big business these days, some people argue that this is a good thing. **I strongly disagree** with this.
- B** **1** **For example**, television bombards us with live broadcasts of football matches so as to attract viewers. **For this reason**, people with other preferences, such as films or documentaries, are less well catered for.
- C** **2** **For instance**, the huge salaries they earn cannot be justified as opposed to teachers or lawyers who have invested a great deal of time and money to get their degrees. **Besides**, too much money and fame can make them arrogant and affect their performance.
- D** **3** A lot of people look up to these athletes as role models and will buy products just because their heroes use them. **This means that** people might spend money they do not have on products they do not need.
- E** **All things considered, my opinion is that** professional sports are far too commercial. Sport is seen mainly as a way of making money and the true spirit of friendly competition is lost.

Plan

- (Para 1) *state topic & your opinion*
 (Para 2) *first viewpoint & reasons/examples*
 (Para 3) *second viewpoint & reasons/examples*
 (Para 4) *third viewpoint & reasons/examples*
 (Para 5) *restate your opinion*

Practice

- 1** a) **7.6** Complete the model with the topic sentences below.
- A** **Furthermore**, sports stars are grossly overpaid.
B **Finally**, athletes are used to advertise products.
C **In the first place**, sport completely dominates the media.
- b) **7.6** What is each paragraph about? Which tense is mainly used?
- 2** **7.6** Replace the linkers in bold with other synonymous ones from the Useful Language section.
- 3** **9.4.1** Replace the topic sentences in the main body paragraphs with other appropriate ones.
- 4** **9.4.3-4** Write supporting sentences for these topic sentences.
- 1 In the first place, engaging in sports has a positive effect on our health.
 - 2 Firstly, extreme sports athletes are at an increased risk of serious injury.

Writing Bank 4

Persuasive letters to an editor are formal letters we write to the editor of a newspaper in which we present our personal opinion on a particular topic. Our opinion must be started clearly and our viewpoints should be supported by justifications.

A **persuasive letter to an editor** normally consists of:

- a **formal greeting** *Dear Sir / Madam* (if we don't know the person's surname) or *Dear Mr/Ms + person's surname* (if we know the person's surname).
- an **introduction** in which we introduce the subject and state our opinion clearly.
- a **main body**, consisting of two or more paragraphs (each presenting a separate viewpoint supported by reasons/examples). Each main body paragraph begins with a topic sentence that outlines the main idea of that paragraph. The topic sentence is followed by supporting sentences which further explain the idea in the topic sentence (reasons/examples).
- a **formal signing off** *Your faithfully* (if we don't know the person's surname) or *Yours sincerely* (if we know the person's surname)
- a **conclusion** in which we restate our opinion using different words.

Persuasive letters are written in a formal style, therefore we should avoid using colloquial expressions, short verb forms or personal references.

► Useful Language

Giving opinions

- I believe/think/feel (that) ...
I strongly believe ...
- In my opinion/view, ... • The way I see it, ...
- It seems/appears to me (that) ...
- To my mind, ... • My opinion is that ...
- I (do not) agree that/with ...
- As far as I am concerned, ...
- I (completely) agree (that/with) ...
I (strongly) disagree (that/with) ...
- I am totally against ...
- I couldn't agree/disagree more (that/with) ...

Listing viewpoints

- Firstly, • Moreover, • In addition,
- Furthermore, • Also,

Concluding

- All in all, • All things considered,
- To conclude, • In conclusion,

Introducing examples/reasons

- For example,/For instance, • such as
- This means that • For this reason,
- Therefore,

Persuasive letters

You have read a letter about a person's opinion about a new recycling programme in the local newspaper. You have decided to write a **letter** to the editor about the advantages of using the new bins (120-180 words)

Dear Editor,

I am writing in response to Polly Smith's letter of 17th June about the council's new recycling programme. Miss Smith believes that collecting rubbish every second week is a public health hazard. I would like to correct her on a few points and explain why these new bins are very important.

Firstly, it is our responsibility to keep the bins clean. If the rubbish is placed carefully in the black plastic bag and sealed correctly, there would be little danger from flies, cockroaches or rats.

Secondly, this policy will make us more responsible towards recycling. If the council made weekly collections of all rubbish, people would not bother to recycle as much as they should and the landfills sites would soon be overwhelmed.

Finally, a return to weekly collections of all rubbish would cost a lot more money. This would result in higher taxes for all of us.

All in all, I believe the council has made the right decision. I look forward to the delivery of my new recycling bins.

Yours faithfully,
Darien Lloyd

Plan

Introduction

(Para 1) *state topic and opinion*

Main Body

(Para 2) *first argument and justifications*

(Para 3) *second argument and justifications*

(Para 4) *third argument and justifications*

Conclusion

(Para 4) *summarise arguments, restate your opinion*

Practice

1 9.4 Read the model. What is each paragraph about?

2 9.4.2-3 What is the writer's opinion? What are the main points that he uses to persuade the reader?

3 7.6.1 List all the linkers in the model used to:

- 1 add points
- 2 conclude

Writing Bank 5/6

Argumentative essays are formal pieces of writing which discuss the advantages and disadvantages of a topic. Arguments on both sides of the topic are presented in equal detail and the writer's opinion is included in the conclusion.

Argumentative essays include:

- an **introduction** stating the topic.
- **two main body paragraphs** – one presenting arguments for together with justifications/examples and the other presenting arguments against with justifications/examples. Each main body paragraph begins with a topic sentence that outlines the main idea of that paragraph. The topic sentence is followed by supporting sentences which further explain the idea in the topic sentence.
- a **conclusion** which summarises the arguments and gives the writer's opinion.

Argumentative essays are characterised by:

- **formal vocabulary, longer sentences and full verb forms.** (*The impact of television on children has been a subject of heated opinion and scientific research for the last decade.*)
- **formal linking words** to join ideas (*Although, Whereas, For this reason, etc.*)
- **use of the passive.** (*Research was carried out throughout the country.*)

► Useful Language

Listing points

- Firstly,/To begin with, • Secondly,
- Furthermore,/Moreover, • Finally,

Introducing topic sentences (advantages)

- The main advantage of ... • Another benefit/argument in favour of ...
- Some/Many people are in favour of ...

Introducing topic sentences (disadvantages)

- Another argument against ...
- A serious drawback/disadvantage of ...

Introducing supporting sentences/ Justifying points and giving examples

- This is because ... • This means that ...
- As a result • For instance,/For example, such as

Contrasting ideas

- On the other hand,
- However, • Despite/In spite of (*the fact that*) ...

Expressing opinion

- In my opinion/view,
- I believe/think/feel ..., • On balance,

Concluding

- In conclusion, • All things considered,
- To sum up, it seems to me there are ...

Argumentative essays

You have had a class discussion about video games. Now your teacher has asked you to write an **essay** discussing the pros and cons of children playing video games (120-180 words).

At one time people seemed to be against children playing video games. Lately, though, experts have taken a more positive view. So what exactly are the advantages and disadvantages of computer games?

Without a doubt, playing video games offers certain benefits.

1) To start with, youngsters develop logic and problem-solving skills. **2) This means that** they learn to overcome real life difficulties better, too. **3) Furthermore**, video games provide relief from stress. For example, if a child is sitting a difficult exam, playing a game afterwards can help them relax.

4) On the other hand, there are certain drawbacks to playing video games. **5) First**, video games are extremely addictive and time-consuming. As a result, players may neglect schoolwork, physical exercise or even forget to eat properly. **6) In addition**, some people claim there is too much violence in some video games. This can make players insensitive to the pain and suffering of others.

7) All in all, there are both advantages and disadvantages to playing computer games. **8) I believe** that video games can be entertaining and provide stress relief provided children enjoy them in moderation.

Plan

- | | |
|----------|--|
| (Para 1) | <i>introduce topic</i> |
| (Para 2) | <i>arguments for & justifications/examples</i> |
| (Para 3) | <i>arguments against & justifications/examples</i> |
| (Para 4) | <i>summary of arguments & writer's opinion</i> |

Practice

- 1** **9.5.1** Read the model. What is each paragraph about?
- 2** **9.5.1-2** Replace the topic sentences in the main body paragraphs with other appropriate ones.
- 3** **7.8.2** **6.4.5** Replace the linking words in bold in the essay with suitable alternatives.
- 4** **9.5.1-2** Write appropriate supporting sentences to these topic sentences. Use the ideas in brackets.
 - Without a doubt social networking sites improve people's lives. (easier contact – increase chances of making new friends)
 - On the other hand, there are certain drawbacks to using social networking sites. (sharing information can be dangerous – people become addicted)

Writing Bank 7a

Informal e-mails/letters are pieces of writing we send to people we know well. We usually start an informal e-mail/letter with **Dear**, and the **person's first name**.

In the **first paragraph**, we write our **opening remarks** (*Hi! How are you?*) and the **reason for writing**.

In the main body we write about **specific points** the rubric asks for in **separate paragraphs**.

In the **last paragraph**, we write our **closing remarks** (*Must go now.*) and **sign off with an informal ending** (*Yours,*) and our **first name**.

We use **informal style**. This includes:

- **everyday language** (*I'm having a great time. He's really cool.*)
- **colloquial expressions/idioms** (*Drop me a line.*)
- **informal linkers** (*so, and, too, with, etc*)
- **short verb forms** (*I can't, I'll be, etc*)
- **omission of pronouns** (*Have to go now.*)

► Useful Language

Starting an informal e-mail/letter

- Dear Mum/Dad, Dear Uncle Steve,
- Dear Grandma, Dear Rosa/Fred, etc

Opening remarks

- Hope you're OK. • How are you doing?
- Thanks for your e-mail/letter.
- Sorry I didn't write earlier, but I ...
- I'm sorry for not getting back to you sooner. • Hi! How are you?
- It was good to hear from you.
- I haven't heard from you for a while.

Reason for writing

- I wanted to drop you a line to tell you my news./to tell you about ... • I just wanted to ask/remind/thank you ...
- Just a quick e-mail/letter to tell you ...
- I wondered if you'd like to ... • This is just to let you know ... • I'm sorry to hear about ... • I was a bit worried and wanted to see if you're OK.

Closing remarks

- I'd better get going./Bye for now.
- I must go now./Got to go now.

Making reference to future contact

- Drop me a line sometime.
- I hope to hear from you soon.
- Give me a call later. • I'm looking forward to hearing from you.
- Can't wait to hear from/see you.
- Say hello to your parents for me.
- E-mail me soon./Write soon.

Ending an informal e-mail/letter

Yours,/Best wishes,/Take care, etc + your first name.

Informal e-mails/letters

Your English pen-friend, Mark, has asked you to send him an e-mail about your favourite relative. Write him an e-mail describing the person's appearance and character and explaining why you like them (120-180 words).

Dear Mark, ^{opening remarks} ^{colloquial expression}
 It was good to hear from you. Just a quick reply to tell you a bit about my favourite cousin, Olly. ^{short verb form} He's the son of my mum's sister and he's 20 years old.

Olly's tall and well-built with dark brown eyes, black hair and a curly black beard. He's very sporty looking and he likes wearing casual clothes like jeans and tracksuits. You often see him in a leather jacket and leather boots, too, as he rides a motorbike. ^{informal linker}

Olly is a really ^{everyday language} cool person. He's kind and thoughtful. He's also very generous and likes surprising me with little presents. What I like best about him is his sense of humour; he always makes me laugh. Sometimes he can be a bit moody, though.

The reason I like Olly is because I can tell him everything. He listens to all my problems and gives me good advice. In fact, he's my best friend, not just my cousin.

Got to go now. ^{closing remarks} Say hello to your parents for me.

Yours, ^{omission of pronoun} ^{sign off}
 Chris

Plan

(Para 1) opening remarks & reason for writing

(Para 2) appearance

(Para 3) character

(Para 4) reason you like the person

(Para 5) closing remarks

Practice

- 7.9 Read the e-mail. What is each paragraph about?
- 9.6 Rewrite the first paragraph. Use phrases/sentences from the Useful Language section.
- 4.4.2 Suggest a different ending to the e-mail.
- 9.1.3 Join the sentences. Use appropriate linkers.
 - Peter is short. He has got short, straight, fair hair. He has got blue eyes.
 - Ann is polite. She is generous. She is caring. She likes helping others. She can be a bit lazy.

Writing Bank 7b

Letters/E-mails with notes/prompts

A **letter/e-mail with notes/prompts** is a piece of writing which responds to written information. This can be a letter/e-mail, an advert, a note, etc as well as visual prompts and notes. We must use all the notes/prompts, expanding them with relevant ideas and information to write our response. These letters/e-mails can contain a range of functions such as requesting for and giving information, apologising, thanking, expressing preference, inviting, giving advice, complaining, etc. The style depends on who the target reader is.

We start **formal letters/e-mails** with **Dear Sir/Madam** or **Dear + person's full name** and end them with **Yours faithfully** (when we don't know the person's name) or **Yours sincerely** (when we know the person's name) + **our full name**.

We present each point in separate paragraphs. Note that in formal style we use **formal expressions** (*I look forward to hearing from you ...*); **full verb forms** (*I am writing ...*); the **passive** (*I can be reached ...*).

► Useful Language

F – Formal & *I* – Informal

Inviting → • We'd love you to come and stay ... *I* • I'd love to see you again. *I*

• You would be more than welcome to stay ... *F* • It would be wonderful if you could come ... *F*

Giving advice/Suggesting → • Why don't you ...? *I* • How about ...? *I* • You should ... *I* • I would suggest (that you) ... *F* • If I were you, I would ... *F* • I think it would be a good idea to ... *F* • You could possibly ... *F*

Asking for information → • Can you tell me ...? *I* • Can you let me know ...? *I* • I am writing to inquire about ... *F* • I would be grateful if you could inform me ... *F*

Giving Information → • You wanted me to tell you a few things about ... *I* • I am writing in reply to your letter/e-mail ... *F*

Complaining → • I want to complain about ... *I* • I really didn't like ... *I* • I am writing to express my dissatisfaction with ... *F* • I feel we should be fully compensated ... *F* • I find this kind of behaviour totally unacceptable. *F*

Apologising → • I'm really sorry I didn't ... *I* • I can't tell you how sorry I am ... *I* • I would like to apologise for ... *F* • Please accept my sincere apologies for ... *F*

You recently entered a short-story competition in an English magazine for teenagers. You have received an e-mail from the magazine with news about the competition. Read the e-mail and the notes you have made. Then write an e-mail using all your notes. (120-180 words)

From: Teen Magazine
Subject: Short-story competition winner

Congratulations!

We are happy to announce that your story has won first prize in our competition. Your story will be printed in April's magazine and you will receive a £1,000 prize. **WOW!**

Along with the story we would also like to include a short piece about you. Firstly, is your story based on an experience of yours? If not, how did you get inspired to write it? Also, would you be available for an interview in the London area? If so, please suggest a date. **Suggest**

We look forward to hearing from you. **Yes**

Yours sincerely,
Sam Reid
Editor of Teen Magazine **Explain**

Dear Mr Reid,

Thank you for your e-mail. I was delighted to hear that I won first prize in the short-story competition. I am really looking forward to seeing my story appear in the April edition of your magazine.

In reply to your question, my story is not based on a personal experience. My inspiration actually came from an article I read in my local newspaper last year. The article was about a boy who started his own charity organisation. I thought he was an amazing person, so I decided to write a fictional story based on his life.

I would certainly be available for an interview in the London area. The most suitable date for me would be Wednesday, 24th April.

I look forward to hearing from you soon.

Yours sincerely,
Alex Denton

Practice

1 9.6 Read the second e-mail. Answer the questions.

- 1 What style has the writer used? Why?
- 2 What is each paragraph about?
- 3 Has the writer included all the points in the prompt?
- 4 Suggest a different way to start/end the e-mail.
- 5 How would the writer have started/ended the e-mail if the recipient's name was Mr Smith?

Writing Bank 8

Information texts

Information texts are texts which present information objectively. These texts often tend to group information moving from general to more specific detail.

e.g. Dublin has everything a tourist might need from a city break. (general) Culturally, it has a wealth of attractions including the National Museum of Archaeology and History and the National Gallery of Ireland. (specific)

Details can be organised under subheadings to help the reader make sense of the information.

These texts are normally written in the third person and present simple. They contain facts.

Before writing an information text it is necessary to research the topic and plan how the information collected will be used. Spidergrams or grids can be very helpful in the planning process.

The opening should attract the reader and make it clear what is being written about.

► Useful Language

Giving opinions

- general information: ... is located/situated in/on/at ... ; ... is famous/well known for ...; ... in 1966/the fifteenth century; over seven hundred years ago
- recommendations: ... is a must(-see); ... something to suit every (visitor/tourist, etc) taste, etc
- directions: Please inform/contact ...; Do not ...; Make sure you ...; Please see ... for further/more information.; For further/more information, see/apply to/visit ...; Book at ... before/in advance ..., etc
- modals: must; have to; should; ought to
- imperatives: Take ...; Go ...; Turn left/right at ..., etc
- discourse markers: firstly; secondly; after that; then; finally, etc
- passive and impersonal forms: ... must be informed; ... is said to be ...
- formal expressions: ... are kindly requested to ...; ... per person; As requested, ...; Regarding, ... etc
- subheadings: Day One/Two/Three, etc; Step One/Two/Three, etc;

You work at Hotel Oasis. The manager has asked you to write an **information text** about tours in Qatar the hotel offers to visitors. Describe the tours (120-180 words).

Qatar Tours

Qatar is a unique country which has something to suit every visitor's taste. If you don't feel like travelling around independently, our excursions offer a stress-free way to see aspects of its culture. Please book your place at least a day in advance at the reception desk of the Hotel Oasis.

Wednesday AM - The Golden Souk

Qatar is famous for the quality of its gold, and today you can see why. We'll take you to Al Ashat street, where the shopkeepers are not just sellers of gold; many of them work it by hand. It's not unusual to have a piece of jewellery made to your own unique design.

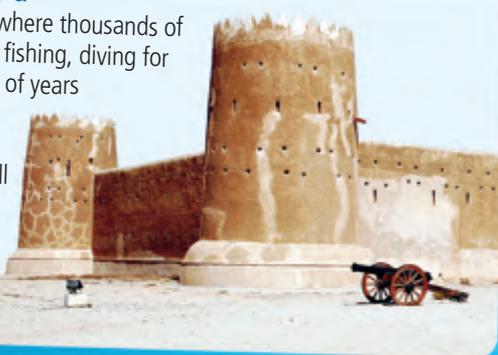


Friday full day - Khor Al Adaid

Khor Al Adaid is one of Qatar's most impressive natural wonders. Situated at the southernmost tip of Qatar, it's an area of enormously wide sand dunes where the desert meets the sea near a tidal lake. We'll provide a picnic in this magnificent beauty spot. There'll also be an opportunity to experience a camel ride. Sunscreen is a must.

Saturday PM - Al Zubara

Al Zubara was a fortress city where thousands of people made a living through fishing, diving for pearls and trade for hundreds of years until it was destroyed in 1878. Archaeological work is now revealing its secrets. We'll be able to see the remains of the city walls, people's homes and watchtowers.



Practice

1 9.3 Read the model and answer the questions.

- 1 Does the writer give us a clear idea of what the text is about in the opening?
- 2 What tenses have been used?
- 3 How has the writer organised the text?
- 4 Which adjectives has the writer used to describe the following:

- 1 design; 2 natural wonders;
- 3 sand dunes; 4 beauty spot

Further Practice

MODULE A

Unit 1	
Standard	Exercises
1.1	Exs 1-3 p. FP1
7.1.1	Ex. 4 p. FP1
7.1.4	Ex. 5 p. FP2
1.1	Ex. 6a p. FP2
3.1.2	Ex. 6b p. FP2
5.4	Exs 7-9 p. FP2

Unit 2			
Standard	Exercises	Standard	Exercises
1.2	Ex. 1a p. FP3	1.1	Ex. 6a p. FP4
4.7.1	Ex. 1b p. FP3	3.1.1	Ex. 6b p. FP4
1.1	Ex. 2a & 4 p. FP3	3.1.2	Ex. 6b p. FP4
1.3.1	Ex. 3 p. FP3	5.3.4	Ex. 7 & 8 p. FP4
2.1	Ex. 5 p. FP3	1.1	Ex. 9 p. FP4

Unit 1

Art

1 1.1 Read the blog entry and complete the gaps with words from the list.

- exhibition • display • demonstrations
- technology • exhibits

Blog Entry

Hi everyone! I had a really enjoyable time at the **1)** fair today. It was held in a(n) **2)** centre in the city and included **3)** from over 100 global electronics companies. It was really interesting to see the range of electronics products on **4)** and there were also **5)** of some of the latest gaming equipment. The whole event was like stepping into the future!



Tony

Feelings

2 1.1 Fill in the gaps in the paragraph with adjectives from the list.

- sad • unforgettable
- friendly • incredible

When the book fair was over, I felt a bit **1)** and I didn't want to go home. I had had a(n) **2)** weekend, so at least I had my memories! Everyone had been so **3)** and all the authors had been absolutely **4)** I am already thinking about booking my ticket for next year!

3 1.1 Think of the word that best fits each gap. Use only one word in each gap. There is an example at the beginning (0).



I've always thought French cheeses were **0) much** tastier than British cheese varieties,

but recently I decided to visit the Great British Cheese Festival and **1)** really changed **2)** mind. This two-day event was held in the historical setting **3)** Cardiff Castle **4)** Wales and it was a wonderful opportunity **5)** sample the rich variety of cheeses from all around the British Isles. This festival is **6)** just about trying different cheeses, though; **7)** are also competitions for the best cheeses. **8)** the end of the festival, a panel of judges chooses the champion cheese maker. The winner **9)** the competition while I was there, was Helen Flanagan from Dublin **10)** said her goat's cheese won **11)** the wetter grass in Ireland gives the milk more flavour **12)** the others. Having tried the winning cheese, I couldn't agree more.

4 7.1.1 Use the word given in capitals to form a word that fits in the gap. There is an example at the beginning (0).

I had an **0) amazing** time at my brother's **1)** ceremony. The weather was fantastic. The sun was shining and it was a **2)** day. I was absolutely **3)** when I saw him walk onto the stage in his **4)** robe and special hat. He told me later that it is called a mortarboard. After the ceremony, all the graduates threw their mortarboards into the air and we all took photographs. There were lots of **5)** activities in the evening. Some people went for dinner with their parents and others celebrated with their friends. It was **6)** one of the best celebrations I've ever attended.

AMAZE
GRADUATE

BEAUTY
SPEECH

COLOUR

DIFFER

DEFINITE



Further Practice

MODULE A

5 **7.1.4** Look at the sentences. Mark whether the words in **bold** are examples of simile (S), metaphor (M), personification (P) or onomatopoeia (O).

- 1 Maryam's been **as busy as a bee** today!
- 2 The empty building looked **sad and lonely**.
- 3 I listened to the **chirping** of the birds outside.
- 4 As the minutes **ticked** by, Sophie realised that Lucy wasn't coming.
- 5 Through the window, we saw the trees **dancing in the wind**.
- 6 He had blond hair and eyes **as blue as the sky**.
- 7 I felt that the painting by Picasso really **spoke to me**.
- 8 Although he's poor, he's got **a heart of gold**.
- 9 Suddenly the machine **jumped** into action.
- 10 Kate's news was **music to my ears**.

Listening

6 a) **1.1** You will hear an interview about travel experiences. Before you listen, check these words in the *Word List*.

• *resort* • *disastrous* • *thrill-seeker*
• *check-in* • *exhilarating*

b) **3.1.2** Listen to the interview and for questions 1-4 choose the correct answer A, B or C.

- 1 The radio presenter wants listeners to talk about
 - A a bad experience in a restaurant.
 - B the attractions of Rome.
 - C a disastrous holiday experience.
- 2 They missed their plane because
 - A they were stopped by the police.
 - B their reservation was incorrect.
 - C they had car trouble.
- 3 Katie went to Vietnam because
 - A she could afford it.
 - B she had never been to another country before.
 - C she had always wanted to go there.
- 4 The competition ends
 - A in the afternoon. B at midnight.
 - C tomorrow afternoon.

c) **3.1.3** How does each speaker feel?

Grammar Past Simple

7 **5.4** Put the verbs in brackets into the correct past tense to complete the exchanges. Justify your answers.

- 1 A: How (you/miss) your flight?
B: We (be) in the duty-free shop and we (not/hear) the announcement.
- 2 A: (you/stay) in a hotel during your holiday?
B: No. We (rent) an apartment for two weeks.
- 3 A: Jane (look) exhausted when I saw her.
B: That's because she (spend) the last three weeks working long hours.

Past simple/Present perfect

8 **5.4** Match the sentences (1-2) to the uses (A-B).

- A** action which finished in the past
- B** action which started in the past and continues up to the present

Past simple/Present perfect

- 1 I **have lived** in Spain since 2008.
- 2 I **went** to Spain last May.

➤ see p. GR1

9 **5.4** Put the verbs in brackets into the correct tense.

- 1 She (visit) Rome twice.
- 2 She (get) into the taxi and (head) for the station.
- 3 They (move) to Madrid in 2010.
- 4 (you/ever/try) scuba diving?
- 5 We (not/book) our flight yet.
- 6 What time (they/arrive) last night?

Further Practice

MODULE A

Unit 2

The Weather

- 1** a) **1.2** Use the verbs in their correct form to complete the sentences. Check any unknown words in your dictionary.

• **blow** • **drizzle** • **howl** • **freeze**
• **pour** • **shine**

- 1 In England it a lot, which makes everything damp and miserable.
- 2 It's with rain, so wear your wellington boots.
- 3 If you go out without your jacket, you will because the temperature outside is -2°C.
- 4 When the sun it makes everyone happier.
- 5 The strong wind a tree down last night and it blocked the road.
- 6 I could hear the wind all night.

- b) **4.7.1** Now listen to the sounds and the music. What is the weather like? Draw a picture of the scene. Describe your picture to the class.

- 2** a) **1.1** Fill in the gaps with these words.

• **ray** • **stone** • **clap** • **flash**
• **gust** • **flake** • **sheet** • **drop**

- 1) a of thunder; 2) a of sunshine; 3) a of lightning; 4) a of ice; 5) a rain ; 6) a snow ; 7) a of wind; 8) a hail

- b) Use words from Ex. 2a to complete the gaps.
- 1 There was and the noise made me jump.
 - 2 shone through the window.
 - 3 A lit up the dark stormy sky.
 - 4 There was over the road that made driving very dangerous.
 - 5 I felt on my face and I was glad I had brought my umbrella.
 - 6 is formed from a crystal of ice.
 - 7 blew the leaves around her feet.
 - 8 A large fell on the car and damaged the bonnet.

- 3** **1.3.1** Choose the correct word. Check in your dictionary.

- 1 The **chilly/cool** air from the fan felt refreshing after their long walk.
- 2 Temperatures in the interior of Antarctica remain **under/below** zero all year.
- 3 Did you see the **lightning/thunder** last night?
- 4 The weather **forecast/prediction** said it would be cold today.
- 5 Don't sit in the **heating/blazing** sun all day or you'll get sunstroke.

- 4** **1.1** Match the weather conditions: **blizzard, hailstorm, heatwave, thunderstorm, tornado, torrential rain** to the sentences. What do you think happened afterwards?

- 1 All we wanted to do was find some shade and drink some cold water.
- 2 I was soaking wet when I arrived at work.
- 3 We were woken up by the noise; the whole sky lit up.
- 4 When we came up from the basement, we saw all the damage it had done.
- 5 Everything was white; I could barely see the road I was driving on.
- 6 We could hear the small white balls beating continuously against the windows.

- 5** **2.1** Use the word given in capitals to form a word that fits in the gap. There is an example at the beginning (0).

Super Volcano

Last year we visited Yellowstone National Park in the USA. It has awe-0) **inspiring** scenery, over 290 waterfalls and one of the world's 1) petrified forests. But that isn't all. Apart from an enormous 2) of animal and plant 3), Yellowstone is also sitting on top of a giant volcano. 640,000 years ago there was a "super eruption". This was an event so huge that it 4) blew away the top of the volcano. The landscape after the eruption was 5) Today people believe that Yellowstone is quite 6) to erupt again, and if it did, it would probably be a small 7) event. If, however, there is another super eruption, it would change the 8) climate, which would in turn cause the 9) of crops. Some experts think it could be 90,000 years before another super eruption at Yellowstone. But the truth is, neither 10) nor anybody else really knows.

INSPIRE
LARGE

DIVERSE
LIVE

COMPLETE
RECOGNISE

LIKE
SIGNIFY

GLOBE
DESTROY

SCIENCE

Further Practice

MODULE A

Listening

- 6** a) **1.1** You will hear a news reporter talking to a radio show presenter about a fire in a local warehouse. Before you listen, check these words in the Word List.

• **blaze** • **docklands** • **extinguish**
 • **flammable materials** • **formal statement**
 • **police custody** • **motive**
 • **prior convictions** • **financial difficulties**
 • **allegedly** • **insurance consultant**

- b) **3.1.1** **3.1.2** Listen and for questions 1-6 choose the correct answer A, B or C.



- 1 The fire service
 - A was called out last night.
 - B managed to put out a large fire.
 - C went to a fire in the town centre.
- 2 The fire was first thought to be accidental because
 - A easily ignited items were stored there.
 - B more than one warehouse was damaged.
 - C it started in a run-down warehouse.
- 3 The police
 - A stated the fire was set deliberately.
 - B said they have arrested a suspect.
 - C haven't stated anything formally.
- 4 What is true of Mr Sanders?
 - A His business is in debt.
 - B He runs a successful business.
 - C He had no motive to start the fire.
- 5 The reporter suggests that the reason for arson could be
 - A to save his business.
 - B to redeem insurance coverage.
 - C to destroy surrounding warehouses.
- 6 The reporter will talk to the presenter again
 - A during the next news report.
 - B if the investigation finds anything.
 - C when Mr Sanders is charged.

Grammar Conditionals

- 7** **5.3.4** Complete the sentences. Which type of *conditional* is each one?

- 1 When she finishes her project, she
..... (e-mail) it to her teacher.
- 2 Unless you (be) careful, you'll lose your files.
- 3 Supposing you had been more careful, you
..... (not/delete) the file.
- 4 Provided you read the manual, you
..... (know) how to save the file.
- 5 If you had clicked on 'shut down', the computer
..... (switch off).

- 8** **5.3.4** Read Rob's thoughts, then make sentences using the *second conditional*.

- 1 My laptop is very slow. I can't do my work fast.
.....
- 2 I don't have any friends. I feel lonely.
.....
- 3 I don't earn enough money to buy a tablet PC.
.....
- 4 I don't have enough time. I can't join a gym.
.....
- 5 I don't have the Internet, so I can't chat online.
.....

- 9** **1.1** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use **two to five words**, including the word given. Here is an example (0).

- 0 All the buildings were destroyed in the earthquake apart from the school. **ONLY**
The school was the *only building not to be* destroyed in the earthquake.
- 1 Scientists think there won't be another hailstorm soon. **PREDICT**
The scientists say that they
..... another hailstorm soon.
- 2 The level of flood water is the same as yesterday. **CHANGED**
The level of flood water
..... since yesterday.
- 3 The villagers had hardly any help after the landslide. **ALMOST**
The villagers had
..... after the landslide.

Further Practice

MODULE A

Grammar

1 Choose the correct item.

- 1 By the time we finished the report, everyone else home.
A has gone C went
B had gone D was going
- 2 "We really need a break."
"Yes, we since 9 o'clock this morning."
A have been revising C revise
B are revising D were revising
- 3 "Luckily the mistake last night before the article went to the printer's."
"That saved us a lot of work!"
A discovered C has discovered
B been discovered D was discovered
- 4 I carry my money in my pocket because I am afraid
A of losing them C of losing it
B that I lose it D I lost them
- 5 We didn't finish on time our best efforts.
A because of C regardless
B in spite of D even
- 6 Help to some cookies!
A yourself B ourselves C herself D you
- 7 Helen's never late so she be held up in traffic.
A should C must
B can D needs to
- 8 Randy succeeded for the 100 m sprint.
A to qualify C qualify
B in qualifying D qualifying
- 9 Northern Europe's economies are heavily natural resources.
A depended with C depending on
B depended for D dependent on
- 10, I didn't look forward to exercising at the gym, but now I really enjoy it.
A Firstly C At first
B First D In the first
- 11 If you'd been more attentive, you what the teacher was saying.
A would hear C would have heard
B could hear D must hear
- 12 As soon as Ann in, ask her to help you.
A comes C is coming
B will come D would come

Vocabulary

2 Choose the correct item.

- 1 It's preferable to buy vegetables in small for your immediate use.
A numbers C quantities
B volumes D loads
- 2 I took great in telling everyone they had been given a pay rise.
A amusement C enjoyment
B pleasure D fun
- 3 The new school rule applies to all students without
A exception C distinction
B alteration D exclusion
- 4 He is to working long hours.
A shown C exposed
B accustomed D acquainted
- 5 Twenty miners were underground when the mine collapsed.
A caught C hidden
B held D trapped
- 6 It will take two to four weeks to your university application.
A process C progress
B proceed D programme
- 7 Some people think that the Internet is a form of information to newspapers.
A better B higher C superior D greater
- 8 When you go mountain climbing for the first time, you must be of all the potential dangers.
A awake B aware C alert D attentive
- 9 Everyone clapped when the tennis players appeared on the
A pitch C court
B stadium D course
- 10 The sea was and I got seasick.
A wavy B uneven C fierce D rough
- 11 There were twenty for the job, but only Jane was hired.
A entrants C employees
B employers D candidates
- 12 You are required to fill in this application and send it to us via email.
A letter C paper
B form D document

Further Practice

MODULE A

Grammar

3 Choose the correct item.

- 1 "Was the accident the driver's fault?"
"That's most people say."
A where B what C how D why
- 2 "This area used to have a lot of wildlife."
"I know. It's sad that you hardly see animals
around here nowadays."
A many B some C no D any
- 3 It's getting to find employment these days.
A more hard C more and harder
B hardest D harder and harder
- 4 I have very little experience using this
computer program.
A on B about C in D over
- 5 Some people like wearing labels.
A designer C designing
B design D designed
- 6 "I'm looking for Mr Patterson."
"He's the brown-haired gentleman at the
reception desk."
A sitting C who's he sitting
B who sitting D that sitting
- 7 A helicopter was seen flying over the city.
A report C reportedly
B reported D reporting
- 8 "I'm having trouble with geometry."
"..... studying together this weekend?"
A Why not C Why don't we
B How about D Should we
- 9 Fred can't go to the event because his parents
.....
A not let it C won't let him
B don't allow D won't allowed him
- 10 All students at our school to wear a school
uniform.
A require C have required
B are required D they require
- 11 Joe staying in a hotel to staying at a
campsite.
A would rather C had better
B would prefer D prefers
- 12 scientists predict that the Earth will get
warmer.
A Most of the C The most
B Most D Most of

Vocabulary

4 Choose the correct item.

- 1 The population of this country is 10 million.
A closely C approximately
B generally D clearly
- 2 You are required to have the proper to work
as an accountant.
A qualifications C experiments
B qualities D experiences
- 3 Have you seen the edition of our school
magazine?
A freshest C latest
B highest D foremost
- 4 The building was completely in the fire.
A harmed C destructed
B crushed D destroyed
- 5 I'm going to a visit to my great-grandmother
next week.
A have C pay
B do D give
- 6 You aren't allowed to set up camp here unless
you get
A licence C pass
B authority D permission
- 7 You must follow the safety instructions to
accidents.
A decline C refuse
B avoid D resist
- 8 It's cruel to keep animals in
A slavery C captivity
B prison D detention
- 9 David was not in the class discussion.
A inserted C participated
B involved D taken
- 10 I had feelings about my parents' decision to
move to France.
A mingled C messed
B merged D mixed
- 11 His new book will not be on until next month.
A purchase C market
B sale D retail
- 12 I don't mind going to the post office; it's no at
all.
A matter C concern
B difference D trouble

Further Practice

MODULE B

Unit 3	
Standard	Exercises
1.1	Exs 1, 2b & 3 p. FP7
1.2	Ex. 2a p. FP7
2.3.1	Ex. 2c p. FP7
1.3.1	Ex. 3 p. FP7
5.9.4	Ex. 4 p. FP8
2.3.2	Ex. 5 p. FP8

Unit 4	
Standard	Exercises
1.1	Exs 1 & 2 p. FP9
1.2	Ex. 3 p. FP9
2.1.2	Ex. 4 p. FP10
5.5.2	Ex. 5 & 6 p. FP10
5.5.4	Ex. 7 & 8 p. FP10

Unit 3

Types of animals

1) 1.1 Choose the correct word.

Listen and check.

Cheetahs, the fastest animals on Earth, are 1) *endangered/threatened* by habitat 2) *loss/waste* because people cut down trees. People also hunt them for their spotted pelt. Farmers kill them in order to



3) *protect/preserve* their livestock.

The **blue whale**, the 4) *biggest/largest* of all whales, is now legally 5) *supported/protected* against hunting and killing. There are only 2,500 left.

The **Mediterranean monk seal** is in 6) *danger/trouble* because people hunt it for its skin and because they get 7) *trapped/grabbed* in fishing nets. Nowadays, a lot of countries protect this species by 8) *law/rule*.



The **Thailand giant catfish** is 9) *meeting/facing* 10) *extinction/disappearance* due to overfishing and habitat loss.

2) a) 1.2 Read the definitions. What are these words in Arabic?

mammals: warm-blooded animals that give birth to live babies and feed their young milk

birds: creatures with feathers and wings

amphibians: animals that live both on land and in water

reptiles: cold-blooded animals which have scaly skin and lay eggs

rodents: small mammals with sharp front teeth

insects: small animals that have six legs and most of them have wings

fish: cold-blooded creatures that live in water and usually have gills and fins

b) 1.1 Which type of animal are each of the animals below? Decide in pairs.

Listen and check.

- mouse • fly • monkey • whale • beetle
- frog • dolphin • seal • eagle • squirrel
- butterfly • parrot • crocodile • toad • tuna
- jaguar • iguana • salmon • kangaroo
- chameleon • bear

c) 2.3.1 Write the plural form of each word. What are the spelling rules?

Environmental problems

3) 1.1 1.3.1 Match the environmental problems (A-H) to the pictures (1-8). Check any unknown words in your dictionary.

A deforestation

E endangered species

B forest fire

F landfills full of rubbish

C air pollution

G oil spill

D melting ice caps

H water pollution



Further Practice

MODULE B

Grammar Linkers

4 5.9.4 Join the sentences using the word in brackets.

- The ecologists wear protective clothing. They are not in danger of contamination. **(As a result)**
.....
.....
.....
- Sandbags have been placed along the river bank. There is less chance of flooding. **(As a result)**
.....
.....
.....
- Lots of bins have been put in the park. There isn't as much litter. **(Therefore)**
.....
.....
.....
- They use solar-heating panels. They use less electricity and save money. **(Consequently)**
.....
.....
.....
- The animal's natural habitat is getting smaller and smaller. It is close to extinction. **(Consequently)**
.....
.....
.....
- He wanted to live a more natural life. He moved to the countryside. **(Therefore)**
.....
.....
.....

Present Simple

5 2.3.2 Put the verbs in the list in the correct *present simple* form to complete the gaps.

- A** • involve • be (x2) • open • help



Learning Station 1) a non-profit organisation that 2) bring quality education to developing countries around the world. Our latest project 3) setting up a school for orphan children in Calcutta. Donations of pencils, pens and textbooks 4) very welcome. Our offices 5) every weekday at 9:00. Join us!

- B** • be • live • not join • feed • work

The Iberian lynx is a type of big cat that 1) in southern Spain. This animal mostly 2) on rabbits. Nowadays, there 3) only around 300 Iberian lynxes living in the wild. Conservation groups such as SOS Lynx 4) hard to save this animal from extinction.

Why 5) you us and help us rise its population?



Further Practice

MODULE B

Unit 4

Technology

1

1.1 Fill in the gaps with.

- chat • design • print
- read • save • surf

- 1 We use Skype to online with our friends in Australia.
- 2 My computer won't the DVD, so I can't watch the film.
- 3 They websites for various companies.
- 4 Please the document and leave it on my desk.
- 5 I usually the Net in the evening.
- 6 your documents in different folders to find them easily.

2

1.1 Fill in the gaps with:

- click • connect • copied
- disconnect • search • turn • upload

How to 1) ... videos from your digital video camera to your computer

- First, 2) on your digital video camera and 3) it to the computer.
- Then, 4) for your video files in 'My Computer'. 5) on the video you want to upload.
- Click on 'Upload selected video'. The video will automatically be 6) to your computer.
- Finally, 7) the video camera from your computer.

3

1.2 Complete the text with the words in the list. What are these words in Arabic?

- networking • processing • transfer
- employs • format • browser • files
- installing

A new Smartphone hits the high street!



A new mobile phone was introduced yesterday which is expected to revolutionise the use of keyboards on mobile devices. Modern phones encourage communication through texting with SMS and on social 1) sites. However, these phones are not actually very easy to type on! This new phone 2) innovative text-prediction software. The makers have also redesigned the keypad for effortless typing. Included with the phone is its own word 3) software which allows users to 4) text – including font, layout and spacing. You can even link wirelessly to your PC! This means you can 5) any document with a simple click. There is no need to access your Internet 6) to download a file from your web-mail. By 7) a simple application to your PC, the software can retrieve 8) from your phone automatically.

Further Practice

MODULE B

4 **2.1.2** Use the word given in capitals to form a word that fits the gap. There is an example at the beginning (0).

Take time out from the (digital) world

Digital slaves

Nowadays, the 0) temptation to

1) check phones and social media sites can be overpowering, leading to information overload, technology 2) and stress! So how can we switch off?

Natural benefits of going tech-free

Have you ever considered going on a digital detox? Scientists say we don't need 3) holidays for 4) – all we need to do is go 'off-line'. A simple walk in the countryside away from gadgets is the best cure for digital overload – just look at the evidence:

- 5) research shows that reconnecting with nature releases feel-good chemicals called endorphins into our brains, chemicals that are 6) for our well being.
- A recent US study showed that a group of backpackers scored 50% higher on a 7) test after spending four days in 8) surroundings away from digital devices.
- Going on nature walks or hikes improves our ability to 9) information.

Real results

In fact, going on a digital detox can truly help us reconnect with ourselves – improving our powers of 10), our ability to think deeply, and to simply enjoy the world around us!

- TEMPT
- CONSTANT
- ADDICT
- TROPIC
- RELAX
- MEDICINE
- ESSENCE
- CREATE
- NATURE
- MEMORY
- CONCENTRATE

6 **5.5.2** Say what the speakers actually said.

- 1 Jimmy said that he wanted to exchange his mobile for a smartphone.
- 2 Kate told her son that when he had cleaned his room, he could watch a DVD.
- 3 Jane said that they hadn't replaced their old computer screens.
- 4 Paula said to Lisa that Tina had applied for a job at the new tech company the previous month and she was hoping to work in the development lab.
- 5 Jack said to me that he would help me install the new program if I couldn't do it.

7 **5.5.4** Look at the Grammar Reference section. Choose a verb from the list to report the statements. Tell your partner.

- promised • offer • suggested
 - explained • denied
- 1 "Let's go and buy a digital camera," Pat said.
 - 2 "I didn't take your keys," Kathy shouted.
 - 3 "I'll bring your DVD player back tomorrow. Really!" Alex said.
 - 4 "We can't play a game today, my console is broken," Sam said.
 - 5 "I'll help you find your memory stick," he said.

Grammar Reported speech

5 **5.5.2** Choose what the speaker actually said.

- 1 John told Simon his computer wasn't working.
 - a "My computer isn't working."
 - b "My computer wasn't working."
- 2 He said he had seen Ken's MP3 player on the table.
 - a "I can see Ken's MP3 player on the table."
 - b "I saw Ken's MP3 player on the table."
- 3 Ian said they would collect the new hard drive after lunch.
 - a "I'll collect the new hard drive after lunch."
 - b "We'll collect the new hard drive after lunch."
- 4 Pam said she had been working in the recording studio the previous afternoon.
 - a "I was working in the recording studio yesterday afternoon."
 - b "I have been working in the recording studio this afternoon."

8 **5.5.4** Turn the following sentences into reported speech.

- 1 Sam: 'We're having trouble finding a good sales assistant.'
Sam complained that they were having trouble finding a good sales assistant.
- 2 Dave: 'We've been interviewing people for two weeks.'
- 3 Lucy: 'Why don't you contact the Job Centre?'
- 4 Ann: 'I think that Julie Smith is looking for a job.'
- 5 Tom: 'Yes, right. We forgot that she has been looking for a job.'
- 6 Dave: 'Actually, Julie might be perfect for the job. Ann, do you have her phone number?'
- 7 Ann: 'Yes, I do. I'll give her a call if you like.'
- 8 Sam: 'Don't forget to ask her if she can work flexible hours.'

Further Practice

MODULE B

Grammar

1 Choose the correct item.

- 1 My teacher me to research all my options before I applied to a specific university.
A recommended C advised
B suggested D insisted
- 2 The curator asked us any of the statues.
A to not touch C not touching
B please stop touching D not to touch
- 3 "You know, we're running out of time on this project."
"It's precisely we need more time that we should ask for an extension."
A since that C though
B due to D because
- 4 "Can you afford such an expensive car and maintain it?"
"Yes, I've recently been promoted."
A to buying C to buy
B buying D buy
- 5 "The factory caught fire yesterday."
"I know! The flames several miles away."
A could be seen C could see
B saw D were seeing
- 6 The local residents were the council's decision to demolish the old building.
A disappointed of C disappointed to
B disappointed from D disappointed with
- 7 the rain, they decided to leave.
A Because of C However
B Although D In spite of
- 8 "Which one of computer games should I buy Todd?"
"I think he'd like that one."
A this B them C these D theirs
- 9 We cleaned up the beach without the help of volunteers.
A never have C could never have
B may not be D had never
- 10 "Have you seen my mobile anywhere?"
"Yes, you left it on the"
A kitchen's table C kitchen table
B kitchen tables D kitchens' table
- 11 I spent weekend revising for my final exams.
A most of the C the most of the
B most of D the most

Vocabulary

2 Choose the correct item.

- 1 Charles works as a driver to a living.
A gain B earn C win D take
- 2 Tony has the to become a champion tennis player.
A potential C advantage
B efficiency D operation
- 3 I picked up the phone, dialled the number, but realised the line was
A empty B dead C wasted D beat
- 4 A recent study that there is a connection between poverty and crime.
A calculates C records
B expresses D indicates
- 5 I didn't realise setting up my own business so much hard work.
A engaged C involved
B surrounded D contained
- 6 She was sitting in the of a large apple tree.
A shade B shelter C dark D cover
- 7 The T-shirts and sweaters cost £15 and £30
A simultaneously C primarily
B cooperatively D respectively
- 8 There was such a wide range of goods on that I didn't know what to buy.
A exhibition C display
B shop D shelves
- 9 The news of her transfer to another branch as a real surprise to Muriel.
A went B made C came D was
- 10 I really enjoy science, but my brother is with it this year.
A struggling C conflicting
B fighting D worrying
- 11 Stephen likes old motorbikes and putting them back together again.
A destroying C dismantling
B uncovering D demolishing
- 12 Stan was from school for playing truant.
A expelled C evacuated
B excluded D extracted
- 13 Hanna has a good knowledge of Chinese.
A obtained C registered
B acquired D accessed

Further Practice

MODULE B

Grammar

3 Choose the correct item.

- “How long have you been studying English?”
“..... I was in primary school.”
A When C Whenever
B Ever since D By the time
- “What did you buy for Nicholas?”
“I bought him polo shirt.”
A an expensive, cotton, blue
B an expensive, blue, cotton
C a cotton, blue, expensive
D a blue, cotton, expensive
- “Are you ready to give your presentation tonight?”
“I’ve read my speech times that I know it will be perfect.”
A many more C quite a few
B so many D too many
- “You didn’t send me the information I requested.”
“I , but my Internet connection was down.”
A would C would have
B can’t have D could
- being overpopulated, many metropolitan cities are highly polluted.
A Besides C However
B Because D In addition
- “Does he know anything about the latest advances in computing?”
“Yes, he’s very”
A knowing C knowledgeable
B knowledge D known
- All my life I’ve dreamt a pilot.
A to be C of being
B I am being D being
- “How did your interview go, Vince?”
“I have a feeling they might ”
A to me offer the job
B offer the job me
C offer to me the job
D offer me the job
- More people would enrol on the course if it offered earlier.
A were B would be C should D will be
- She was thrilled I told her the good news.
A as B before C as soon D when

Vocabulary

4 Choose the correct item.

- Bad weather has slowed down the for survivors.
A chase B research C search D quest
- My history textbook is into six sections.
A divided B shared C broken D parted
- Fire quickly through the building and all residents were evacuated.
A covered C spread
B extended D flew
- A secretary’s include answering the phone and typing letters.
A duties B chores C works D services
- Sal stood back to the view from the top of the mountain.
A adore B admire C praise D value
- Lara kept the children by doing jigsaw puzzles with them.
A employed C occupied
B concentrated D engaged
- We were completely taken by when they showed up at the meeting.
A astonishment C surprise
B shock D amazement
- I didn’t know how to the bad news to her so I said nothing at all.
A spread C break
B broadcast D declare
- There’s no extra for having your books delivered by post.
A price B money C sum D charge
- It was a difficult time, but in the end things all right.
A set back C picked up
B put off D turned out
- We decided to go for a walk along the of the river.
A edges B borders C banks D limits
- Most people support the new law banning traffic from the city centre, but a few it.
A deny B disagree C oppose D argue
- It was amazing to see pandas in their natural
A residence C territory
B habitat D location

Further Practice

MODULE C

Unit 5			
Standard	Exercises	Standard	Exercises
1.1	Exs 1-3 p. FP13	5.9.4	Ex. 6 & 7 p. FP14
2.1.1	Ex 4 p. FP13	6.4.5	Ex. 6-8 p. FP14
5.9.3-4	Ex. 5 p. FP13	5.9.2	Ex. 7 p. FP14
6.4.5	Ex. 5 p. FP13	1.1	Ex. 9 p. FP14

Unit 6	
Standard	Exercises
1.1	Ex. 1 p. FP14
5.11	Exs 2-4 p. FP15
2.3.2	Ex. 5 p. FP15
6.4.5	Ex. 6 & 7 p. FP16
1.3.1	Ex. 8 p. FP16

Unit 5

Crimes and criminals

1 1.1 Complete the gaps with:

- **attempting** • **verdict** • **escape** • **court**
- **innocent** • **break into** • **caught**
- **found guilty** • **crime** • **sentence** • **weapon**
- **get away with** • **accused**

- A: Silence in the **1)** ! You have been **2)** of the **3)** of murder and I hereby **4)** you to life in prison.
- B: My client is **5)** , Your Honour! This is an unfair **6)** !
- A: Put your **7)** on the ground very slowly! There's no point **8)** to **9)** , we' ve got the place surrounded. How did you ever think you'd **10)** it?
- B: You may have **11)** me this time, but I'll be back!
- A: Ms Danes, is the **12)** standing in front of you the man you saw?
- B: Yes, sir, he is. I was looking out of my window and I saw him **13)** the corner shop across the road.

2 1.1 Fill in:

- **prison** • **convict** • **security**
- **police** • **traffic**

- 1 I was given a parking ticket by a warden today.
- 2 When the inspector entered the room, the officers stood up.
- 3 The guard waited patiently outside the cell.
- 4 My bank has two guards standing by the door all the time.
- 5 The was allowed out of his cell for two hours a day.

3 1.1 Choose the correct word.

- 1 The thief got a prison **verdict/sentence** of five years.
- 2 He was sentenced to six weeks of **social/ community** service.

- 3 Tom got a **serious/heavy** fine for being caught speeding.
- 4 The murderer was given a **live/life** sentence.
- 5 The policeman let me off with a **threat/warning**.

Word formation (prefixes to express opposite meanings)

4 2.1.1 Read the theory, then use the word given in capitals to form a word that fits in the gap.

These prefixes express opposite meaning: **de-** (*forest-deforest*), **dis-** (*appear-disappear*), **in-** (*complete-incomplete*), **il-** (*before l*) (*logical-illogical*), **im-** (*before b, m, p*) (*polite-impolite*), **ir-** (*before r*) (*rational-irrational*), **un-** (*lucky-unlucky*)

- 1 Despite his to run fast, he is a great footballer. (**ABILITY**)
- 2 He is rather and lazy. (**COMPETENT**)
- 3 I'm afraid these clothes are quite for hiking. (**PRACTICAL**)
- 4 The description he gave was ; we need a correct one. (**ACCURATE**)
- 5 They found the man lying on the floor. (**CONSCIOUS**)
- 6 I'm afraid the answer is to the question. (**RELEVANT**)
- 7 Hunting endangered animals is (**LEGAL**)

Grammar Linkers

5 5.9.3-4 6.4.5 Fill in:

- **conclude** • **result** • **reason**
- **more** • **particular**

- 1 As a of the robbery, he received a ten-year prison sentence.
- 2 In, the number of driving offences has declined in recent years.
- 3 To, I believe that prison sentences are often not long enough.
- 4 What is, some households have been burgled more than once.
- 5 For this, there should be more police officers on the streets at weekends.

Further Practice

MODULE C

6 5.9.4 6.4.5 Expand the prompts below into full sentences using *linking words* and *phrases* from the box.

• *In short* • *because* • *for example*
• *furthermore* • *both .../and ...*

- 1 lose licence / commit driving offence (reason)
- 2 must do more / prevent crime (conclusion)
- 3 playground bullying / online bullying/ be unacceptable (comparison)
- 4 police / should have more contact / community (adding points)
- 5 improve road safety / teach drivers / respect others (example)

7 5.9.2 5.9.4 6.4.5 Choose the correct answer.

- 1 Last but not , good street lighting helps people feel safer.
A less B least C lesser
- 2 More police are being recruited to the rising crime rate.
A because B as C due
- 3 To it simply, there are too many complicated parking regulations these days.
A take B put C let
- 4 One would be to organise neighbourhood watch schemes.
A possible B possibly C possibility
- 5 On the one , people want to see more police on the streets.
A hand B side C view

Key word transformations

8 6.4.5 Use the word in bold to complete the second sentence so that it means the same as the first. Use two to five words. Do not change the word in bold.

- 1 Although he pleaded guilty to the theft, he was let off with just a warning. **DESPITE**
He was let off with just a warning
..... the theft.
- 2 He had to go to the police station because he'd lost his wallet. **DUE**
He had to go to the police station
..... his wallet.
- 3 Most people agree that street crime is a problem and cyber-crime is too. **BOTH**
Most people agree that
..... cyber-crime are a problem.

9 1.1 Choose the correct item. Then complete the gaps with the correct word.

Community Service

In the past, criminals **1) were sent/are sent** to prison, but nowadays an alternative exists – community service. Instead of **2) locking up/being locked up**, some offenders do community service, **3)** example, they might pick up rubbish in a park. This offers many benefits, although it is not suitable in every case.

There are many advantages **4)** community service. It could actually help to change some criminals' lives **5)** giving them positive work experience. Furthermore, it saves money; useful tasks can be completed, while the high cost **6)** keeping people in prison **7) be avoided/is avoided**.

On the other hand, community service is **8)** always a good idea. Firstly, the public must **9)** protected from violent criminals; in these cases, the offender must go to prison. Also, some criminals may **10) not be willing/not have been willing** to work or cooperate.

Overall, I believe **11)** community service is a great idea, although it is not suitable for every crime. But if the offenders who take part **12) choose/are chosen** carefully, then the whole community can benefit.

Unit 6

Sport

1 1.1 Choose the correct word.

- 1 There was a big celebration after our football team **won/beat** the defending champions.
- 2 The referee **blew/threw** his whistle to start the match.
- 3 Fiona's **personal/private** trainer demonstrated how to use the gym equipment safely.
- 4 We must **gain/win** this match if we are to stay in the tournament!
- 5 Gary never worries about getting **hurt/damaged** when he plays rugby.
- 6 A football match usually **keeps/lasts** 90 minutes.
- 7 If you want to play water polo, it is **main/essential** that you know how to swim!
- 8 Karen went jogging every morning to help her **train/work** for the marathon.
- 9 The footballer ran up and **kicked/pulled** the ball past the keeper.
- 10 The weightlifter went on a special diet to **fix/build** up his muscles.

Further Practice

MODULE C

Grammar Infinitive / -ing forms

2 5.11 Fill in the gaps with the verbs in brackets in the correct form. Check in the Grammar Reference section. Give reasons.

- 1 A: Joy wants (**start**) a school netball team.
B: Can I (**join**) it?
- 2 A: What do you want (**say**) to me?
B: I'd like to apologise for (**hurt**) your feelings.
- 3 A: I'm not allowed (**take**) part in the sports gala.
B: You should (**talk**) to the headmaster!
- 4 A: Let's (**go**) to the park and play football.
B: I can't. I must (**buy**) new boots first.
- 5 A: Do you enjoy (**go**) swimming at the local pool?
B: Not really. I can't stand all the (**splash**) there.
- 6 A: We're so late, there's no point in (**leave**) now.
B: How about (**watch**) the game at my place then?

3 5.11 Choose the correct item. Then, put the verbs in brackets into the correct form.

Dear Helen,
I apologise for **1** (**not/write**) back earlier, but I've been really busy. Anyway, I finally decided **2** (**go**) to the sports camp. The problem is I still need **3** to **get/getting** some equipment. I have a swimsuit and mask but I will also **4** (**need**) a snorkel. Do you think you can **5** **lend/to lend** me yours? I'd also like **6** (**borrow**) your flippers. I think we wear the same size. I can **7** (**collect**) the things myself.
Let me **8** **know/to know** soon, please.
Sandra

4 5.11 Read the exchanges and put the verbs in brackets into the correct form.

- 1 A: Why didn't you tell me you can't train on Saturday?
B: I'm so sorry. I really regret (**not/phone**) to tell you.
- 2 A: I'm truly sorry for (**speak**) out of turn yesterday.
B: You shouldn't have done it.
- 3 A: I didn't mean (**upset**) you. I'm really sorry.
B: Never mind.
- 4 A: I'd really like to apologise for (**not/play**) well in the match.
B: You'll have to try better next time.

Tenses of the infinitive & -ing form

	infinitive	-ing form
Present	(to) play	playing
Present Continuous	(to) be playing	-
Perfect	(to) have played	having played
Perfect Continuous	(to) have been playing	-

see p. GR6

5 2.3.2 Look at the table then rewrite the sentences using the verbs in brackets in the correct form.

- 1 She has put on a lot of weight. (**seem**)
She seems to have put on a lot of weight.
- 2 He is training hard. (**appear**)
- 3 Ali plays squash on Saturdays. (**enjoy**)
- 4 They usually win home matches. (**tend**)
- 5 They are sorry they have lost the match. (**regret**)
- 6 He says he has been practising for four months. (**claim**)

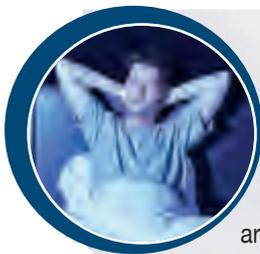
Further Practice

MODULE C

6 **6.4.5** Join the sentences using the *linkers* in brackets, as in the example.

- 1 Fruit is incredibly healthy. Most of us don't eat enough. (**but**)
Fruit is incredibly healthy, but most of us don't eat enough.
- 2 Tom likes eating out. His brother prefers homemade food. (**whereas**)
.....
- 3 The price of potatoes has gone up. Onions are now more expensive. (**similarly**)
.....
- 4 Eating more vegetables is good for the body. It can fight off diseases. (**as a result**)
.....
- 5 Garlic has fantastic health properties. It's called a 'super-food'. (**in fact**)
.....
- 6 Anna can't go running today. She hurt her back. (**since**)
.....
- 7 Exercise can be difficult. We often do not have the time. (**besides**)
.....

7 **6.4.5** Read the text. Match the underlined *linkers* to their functions below.



SLEEP WELL!

Sleep is perhaps the best exercise we can get, **1) yet** it is often ignored as a way to health and well-being. Although scientists aren't quite sure why we sleep, they recognise the benefits and, **2) indeed**, the necessity of those hours of shut-eye. A good eight hours refreshes the mind and **3) also** allows the body to repair itself from the stresses and strains of daily life. For learners, sleep is essential. After a hard night studying, the mind needs to rest and consolidate the information it has taken in. **4) In other words**, without it all those hours hitting the books would be wasted. **5) So** make sure you get a good night's sleep tonight because we wouldn't want all that learning to go to waste, would we?

Which linker expresses:

- A** sameness?
- B** opposition?
- C** addition?
- D** cause & effect?
- E** logical connection of an unspecified type?

8 **1.3.1** For questions 1-12, read the text below and decide which answer (A, B, C, D) best fits each gap. There is an example at the beginning (0).

Laugh to Keep Fit

We all know what an important part exercise **0) A** in our lives, but more and more of us are getting less of it. People are often advised to take **1)** a sport, but it can often be hard to choose one that you enjoy. At our local community centre, this is set to change with the new laughter yoga classes on **2)** . Laughter yoga is the perfect **3)** of exercise for those who are looking for a fun way to keep fit. You don't need to **4)** any special skill; just a combination of a positive attitude and a desire for a fun filled workout. Classes **5)** place every Friday afternoon and involve breathing exercises and controlled laughter. A **6)** session begins with gentle warm-up techniques which include stretching, clapping and body movement; followed by a series of laughter exercises in groups to **7)** confidence. Time passes by very quickly and before you **8)** it, you've done an hour's exercise. Not surprisingly, this method of **9)** out is extremely popular **10)** all ages and attracts people from a wide **11)** of backgrounds. Even relatively shy people really enjoy themselves. So, if you have a sense of humour and are **12)** for a fun way to keep fit, this is definitely the right workout for you.



- | | | | | |
|----|-----------|-----------|-----------|---------------|
| 0 | A plays | B does | C acts | D means |
| 1 | A on | B up | C down | D after |
| 2 | A offer | B demand | C display | D request |
| 3 | A shape | B way | C style | D form |
| 4 | A possess | B own | C keep | D hold |
| 5 | A get | B fill | C take | D have |
| 6 | A typical | B normal | C plain | D standard |
| 7 | A expand | B build | C grow | D rise |
| 8 | A see | B think | C know | D note |
| 9 | A testing | B trying | C going | D working |
| 10 | A with | B to | C at | D by |
| 11 | A choice | B variety | C mix | D selection |
| 12 | A needing | B asking | C looking | D considering |

Further Practice

MODULE C

Grammar

1 Choose the correct item.

- 1 I was made for hours before I had my leg examined at the emergency room.
A wait C waiting
B to wait D to have waited
- 2 There weren't any new members at the tennis club, I can remember.
A as far as C as much as
B as long as D as well as
- 3 "We by Leo's announcement that he was leaving the company."
"I know! I was left speechless."
A surprised ourselves C were surprised
B had surprised D found surprise
- 4 My mother cooked dinner she came home.
A just B after C before D when
- 5 "Did you hear that Nick had his car into last night?"
"Oh no! That's terrible!"
A breaking B broken C broke D break
- 6 "My parents are really keen on my studying law."
"Oh really? I thought you were in pursuing a career in medicine."
A interesting C interested
B interest D interestingly
- 7 "Could I talk to Peter, please?"
"Well, I'd rather you him while he's sleeping."
A didn't disturb C weren't disturbing
B don't disturb D hadn't disturbed
- 8 "You really must finish your chores before you go out this afternoon."
"I know. I'm nearly done."
A to be doing C doing
B to do D to have done
- 9 "Have you finished typing up that report?"
"No. Sorry, but I'm not capable typing any faster."
A of B for C with D at
- 10 Dalia English since she was 10.
A is learning C learns
B has been learning D was learning

Vocabulary

2 Choose the correct item.

- 1 Passengers are kindly requested to the plane.
A go up B climb C board D get up
- 2 Our company plans to open seven new across the country in the next few months.
A categories C wings
B divisions D branches
- 3 After the tornado struck the area, many farmers to the government for help.
A appealed C submitted
B addressed D proposed
- 4 The study that children's behaviour is influenced by the media.
A consented C concerned
B concluded D complained
- 5 You can't walk through that field. It's property.
A personal C private
B exclusive D reserved
- 6 Unless you have extensive experience, it's difficult to a business.
A work B act C make D run
- 7 The of the experiment is to find better ways of treating infection.
A result C necessity
B direction D purpose
- 8 I was when my exams were over.
A relieved B pleasant C eased D calmed
- 9 Helen was upset because she'd had a with her sister.
A fuss B complaint C battle D quarrel
- 10 I was so with the noise and pollution in the city that I moved to the countryside.
A put up C fed up
B taken up D taken back
- 11 Julie herself badly when she slipped on the icy pavement.
A damaged C harmed
B wounded D hurt
- 12 Having access to a clean water supply is important for everyone in the village.
A considerably C vitally
B totally D completely
- 13 He is a very person and makes friends easily.
A outspoken C outlying
B outright D outgoing

Further Practice

MODULE C

Grammar

3 Choose the correct item.

- We'd better tidy up the kitchen Mum will get angry.
A although **C** instead
B or else **D** elsewhere
- The new head teacher has a huge difference since he arrived.
A done **C** taken
B made **D** marked
- The sales assistant was very and I bought a new laptop, a scanner and a printer!
A convince **C** convincingly
B convinced **D** convincing
- "..... I borrow your netbook?" "Sure, go ahead!"
A Would **B** Should **C** Will **D** May
- There was no mention the burglary on the evening news.
A for **B** to **C** with **D** of
- "Edward, you have taken the early train because the meeting was cancelled last night."
 "I wish someone had told me about it."
A can **B** might **C** could **D** may
- Does Mary speak English her brother?
A as good **C** as good as
B as well as **D** as well is
- "More and more people are becoming involved conservation projects."
 "Yes, and that's very encouraging."
A about **C** in
B on **D** of
- Tommy won't go to bed you tell him a story.
A unless **C** if
B supposing **D** provided
- "I now regret school so young."
 "Well, it's never too late to carry on with your studies, you know."
A leave **C** leaving
B to leave **D** to be leaving
- The shop assistant told me that I produce a receipt to exchange my goods.
A will **B** may **C** might **D** had to

Vocabulary

4 Choose the correct item.

- The police asked me to describe the man's physical
A character **C** appearance
B properties **D** qualities
- My children have the age when they can care for themselves.
A achieved **C** realised
B reached **D** arrived
- There was a blank on Helen's face so I had no way of knowing whether she was upset.
A expression **C** impression
B attitude **D** image
- The police officer admitted that the man was arrested by
A fault **C** error
B mistake **D** defect
- Honey and lemon is a home for sore throats.
A solution **C** help
B medicine **D** remedy
- The northeast of the country gets a lot of rain in the autumn.
A district **B** region **C** field **D** land
- Scientists have formulated a new theory to explain the of the universe.
A seed **B** origin **C** spring **D** root
- The story has a lot of attention in the press.
A appealed **C** drawn
B invited **D** attracted
- I can't make our appointment today; we'll have to it off until next week.
A pull **B** get **C** put **D** set
- Max made progress in his language class.
A rapid **B** active **C** speed **D** lively
- The first book in the series was a huge success, but the was rather disappointing.
A sequel **C** continuation
B author **D** chain
- Some of my college courses are, while others are optional.
A vital **C** essential
B compulsory **D** forced

Further Practice

MODULE D

Unit 7			
Standard	Exercises	Standard	Exercises
1.2	Ex. 1a p. FP19	2.1.1-2	Ex. 6 p. FP20
4.2.1	Ex. 1b p. FP19	1.1	Ex. 7 p. FP21
1.1	Exs 2a, b & c p. FP19	6.3.1	Ex. 8 p. FP21
1.3.2	Ex. 2b p. FP19	8.2	Ex. 8 p. FP21
2.1.2	Ex. 3 & 4 p. FP20	7.9	Ex. 9 p. FP21
6.3.2	Ex. 5 p. FP20		

Unit 8	
Standard	Exercises
1.1	Exs 1-3a pp. FP 21-22
4.2	Ex. 3b p. FP22
5.14	Ex. 4-6 p. FP22
5.13	Ex. 5-7 p. FP22
2.1	Ex. 8 p. FP22
1.1	Ex. 9 p. FP23
5.4	Ex. 10 p. FP23

Unit 7

Moods and feelings

1 a) 1.2 Circle the odd word out. Check in your dictionary.

- 1 petrified, sleepy, scared
- 2 pleased, afraid, terrified
- 3 ecstatic, happy, bored
- 4 exhausted, sad, tired
- 5 shy, surprised, shocked

b) 4.2.1 Use adjectives from Ex. 1a, and the ideas below, to act out exchanges as in the example.

- 1 watch a horror film
- 2 hear good news
- 3 find a mouse in the kitchen
- 4 almost crash my bike
- 5 see a snake in the garden
- 6 witness a bank robbery
- 7 have my tooth taken out
- 8 have a bad dream
- 9 spend all night studying

A: *I watched a horror film last Friday.*

B: *Were you scared?*

A: *Scared? I was petrified!*

Personality

2 a) 1.1 Match the adjectives in A with their opposites in B.

Positive

- | | | | |
|----------------------------|-------------|-----------------------------|------------------|
| 1 <input type="checkbox"/> | optimistic | 7 <input type="checkbox"/> | patient |
| 2 <input type="checkbox"/> | modest | 8 <input type="checkbox"/> | truthful/ honest |
| 3 <input type="checkbox"/> | hardworking | 9 <input type="checkbox"/> | cheerful |
| 4 <input type="checkbox"/> | interesting | 10 <input type="checkbox"/> | gentle |
| 5 <input type="checkbox"/> | organised | 11 <input type="checkbox"/> | polite |
| 6 <input type="checkbox"/> | caring | 12 <input type="checkbox"/> | generous |

Negative

- | | |
|------------------------|----------------|
| A greedy | G pessimistic |
| B rude | H impatient |
| C arrogant | I rough |
| D lazy | J indifferent |
| E dishonest/ deceitful | K disorganised |
| F gloomy | L dull |

b) 1.1 1.3.2 Choose words from Ex. 2a to complete the sentences.

- 1 people always see the positive side of things.
- 2 people don't like talking about their achievements.
- 3 people are kind and calm.
- 4 people tell a lot of lies.
- 5 people think they are more important or talented than others.
- 6 people often become sad or angry for no particular reason.
- 7 people always want to start fights.
- 8 people are helpful and sympathetic to others.
- 9 people want everything for themselves and not others.
- 10 people get easily annoyed when they have to wait for something.

c) 1.1 Which adjectives best describe you/your friends?

I'm quite organised and polite.

Further Practice

MODULE D

Jobs

3 2.1.2 Add a suffix **-ant -ian -er -or** to the verbs in the list to make names of jobs. Match the jobs to the descriptions (1-10).

- electric • beauty • bake • clean • translate • mine
- farm • music • account • act

- 1 I change written words from one language into another.
translator
- 2 I work underground to remove coal.
- 3 I play roles in films.
- 4 I keep and check the financial records of people.
- 5 I grow crops and keep animals.
- 6 I fix problems with electrical wires.
- 7 I do hair and nails.
- 8 I make bread and cakes and sell them in a shop.
- 9 I tidy other people's houses.
- 10 I play the piano very well.

Word formation (adjectives from verbs & nouns)

4 2.1.2 Read the theory, then complete the sentences (1-8) with the adjectives derived from the words in bold.

We can form adjectives from verbs and nouns by using the following endings: **-ful** (*care-careful*), **-ic** (*drama-dramatic*), **-ible** (*response-responsible*), **-ive** (*decide-decisive*), **-ine** (*crystal-crystalline*), **-ious** (*superstition-superstitious*), **-less** (*self-selfless*), **-ish** (*child-childish*), **-y** (*pick-picky*), **-ous** (*pore-porous*), **-ing** (*care-caring*) Other adjective suffixes are: **-ar** (*polar*), **-able** (*unable*), **-ary** (*ordinary*), **-ial** (*menial*)

- 1 John is very He never remembers where his things are. (**FORGET**)
- 2 Luke is I think he'll become a painter. (**CREATE**)
- 3 He's very He wants to become rich and famous. (**AMBITION**)
- 4 Ann's She's always talking about the same things. (**BORE**)
- 5 Don't be Think of others first. (**SELF**)
- 6 He's very He tells the best jokes. (**FUN**)
- 7 Sue's quite She's very good at drawing. (**ART**)
- 8 Jess is and often offends people. (**TACT**)

Grammar

The Passive

5 6.3.2 Use *with* or *by* to complete the following sentences.

- 1 The orphaned lion cub was hand-fed a zoo keeper.
- 2 His home is fitted energy saving lights.
- 3 The house has been constructed recycled materials.
- 4 The problem was solved an environmental scientist.
- 5 The eco-houses were designed an award-winning architect.

6 2.1.1-2 Fill in the correct form of the words in bold.



Whether there is life on other planets has always been one of the greatest questions in science but it remains difficult to prove. In 2010, a group of NASA scientists made a discovery that aroused a lot of

1) (**excite**). Using the Kepler, a telescope that is mounted on a satellite in space, they spotted a planet that is very similar to Earth. They called it Kepler 10b. After eight months of 2) (**observe**), scientists were able to estimate the size of the planet and concluded that Kepler 10b is the 3) (**small**) known planet outside our solar system and the only one that is rocky. This means that Kepler 10b is like Mars or Earth; it has a solid surface as opposed to one formed 4) (**entire**) of gases. However, scientists think that Kepler 10b is 5) (**like**) to support any form of life. They came to this 6) (**disappoint**) conclusion because temperatures on its surface can rise to around 1,300 degrees Celsius. Nevertheless, its discovery can be described as an important scientific breakthrough.

Further Practice

MODULE D

7 1.1 Read the letter and choose the correct word.

Dear Mr Savage,

- 1 I am writing to **1) apply/ask** for the position of part-time shop assistant at Cobweb Records as **2) published/advertised** in *The Evening Post* yesterday.
- 2 I am an eighteen-year-old student. I am **3) recently/currently** studying Music at Preston College.
- 3 I have some **4) experience/knowledge** as I worked in a department store last summer. I am very friendly and polite, which I **5) believe/rely** are necessary **6) qualities/experiences** for dealing with customers. I am also hardworking and don't mind **7) working/operating** shifts.
- 4 I hope you will **8) consider/think** me for the job. I would be happy to **9) appear/attend** an interview. I look forward to hearing from you soon.

Yours sincerely,
Simon Smith
 Simon Smith

8 6.3.1 8.2 Read the letter again and complete the paragraph plan.

- age/qualifications • reason for writing
- closing remarks • experience/personality

Para 1
 Para 2
 Para 3
 Para 4

9 7.9 Which of the following characterise the style of the letter in Ex. 8? Give examples.

- *personal, chatty* • *polite*
- *everyday language* • *phrasal verbs*
- *short forms* • *full forms*

Unit 8

Transport

1 1.1 Complete the sentences with these words.

- *cabin* • *flight* • *luggage* • *brakes*
- *handlebars* • *compartment* • *platform*

- 1 Flying over the Alps was breathtaking and our landed on time.
- 2 We had a on E deck, so we could see out over the sea.
- 3 I remember my first bike had a bell on the
- 4 You can take 23 kg of on the flight without extra charge.
- 5 Drivers should have the car's serviced regularly for safety reasons.
- 6 We hadn't booked in advance, but we found seats in the last on the train.
- 7 The train leaves from D.

2 1.1 Fill in the gaps with these words.

- *by* • *on* • *along* • *towards* • *off*

- 1 I really enjoy travelling plane.
- 2 He walked the platform, looking for his carriage.
- 3 The stewardess walked the rear of the plane.
- 4 Jenny got her bike and went into the library.
- 5 When they got the ship, they went to their cabin.

Further Practice

MODULE D

Facilities/Services

3 a) **1.1** Match the symbols (a-n) to what they stand for (1-14).

a		b		1	<input type="checkbox"/>	swimming pool		
				2	<input type="checkbox"/>	gym		
				3	<input type="checkbox"/>	telephone in room		
c		d		e		4	<input type="checkbox"/>	babysitting service
						5	<input type="checkbox"/>	TV room
						6	<input type="checkbox"/>	room service
f		g		h		7	<input type="checkbox"/>	facilities for the disabled
						8	<input type="checkbox"/>	air-conditioning
i		j		k		9	<input type="checkbox"/>	restaurant
						10	<input type="checkbox"/>	hairdryer in room
l		m		n		11	<input type="checkbox"/>	conference facilities
						12	<input type="checkbox"/>	children (over the age indicated) welcome
						13	<input type="checkbox"/>	pets welcome
						14	<input type="checkbox"/>	dry-cleaning service

b) **4.2** Which facilities/services are important to you when you go on holiday?

I always choose hotels where pets are allowed.

Modal verbs

4 **5.14** Rewrite the sentences using appropriate *modal verbs*. Tell your partner.

- It's against the law to hunt blue whales.
*We **mustn't** hunt blue whales.*
- It's a good idea to join an environmental group.
- It's against the law to hunt cheetahs.
.....
- It's the right thing to protect endangered species.
- It's wrong to hunt animals for their fur.
.....

5 **5.13** **5.14** Rewrite the sentences. Use *modal verbs*.

- You aren't allowed to** enter the area.
- It isn't necessary to** book tickets in advance.
- I advise you to** go and see a doctor.
- Is it OK for me to** go fishing on Saturday?
- It isn't necessary to** attend the lecture.
- It isn't necessary for you to** chop the carrots.
- I'm obliged to** cook dinner tonight.

6 **5.13** **5.14** Complete the second sentence with the correct *modal verb*.

- It's forbidden** to dive into the pool.
You dive into the pool.
- I advise you to** eat more vegetables.
You eat more vegetables.
- We are allowed to** use the gym.
We use the gym.
- It's just possible** that walking will help you relax.
Walking help you relax.
- It isn't necessary to** cook dinner tonight.
You cook dinner tonight.
- He is obliged to** lose weight.
He lose weight.
- You are not allowed to** kick the ball in hockey.
You kick the ball in hockey.
- It's a good idea to** eat fruit every day.
You eat fruit every day.
- Is it necessary** for Paul to buy new trainers?
Does Paul buy new trainers?
- If it's impossible for you to** come, I can go on my own.
If you come, I can go on my own.

7 **5.13** Give advice to your friend who is going hiking next week. Use these ideas as well as your own.

- take a mobile phone
- not go alone
- take a map and compass
- tell family/friends where you are going
- know about the location
- take water and food

8 **2.1** Complete the gaps with the correct form of the words in capitals.

- We were taken up the mountain by a climber. **PROFESSION**
- My brother has visited some really places. **ORDINARY**
- The thing I remember most about Spain is the amazing **SCENE**
- Weekend breaks have grown in over the last decade. **POPULAR**
- We learned some facts at the museum. **FASCINATE**

Further Practice

MODULE D

- 9** **1.1** For questions 1-12, read the text below and decide which answer (A, B, C, D) best fits each gap. There is an example at the beginning (0).

Tourism and the Cairngorm Mountain Railway

Stretching from the east to the west of central Northern Scotland **0)** A the rare and fragile environment of the Cairngorm National Park. After driving about eight miles on the road south of Aviemore, you come **1)** the Cairngorm Mountain Railway, which takes visitors on a scenic ride up the mountain until they **2)** the Cairngorm plateau.

Since its construction in 2001, the Mountain Railway has **3)** many visitors and, despite the **4)** effects this has had on the region's economy, **5)** tourism has also done a great deal of **6)** to the fragile environment of the national park.

The region's council has **7)** the issue of whether the benefits of the railway outweigh the disadvantages, and environmentalists have been looking at **8)** in which tourism can be continued while **9)** damage to the region at the same time.

Finally, a series of talks and negotiations between environmental organisations and local authorities has **10)** to a compromise according to which visitors will still be **11)** to use the railway, but with some restrictions. For now at least, it seems that the **12)** of whether the railway is good or bad for the area has been resolved.

- | | | | | |
|----|--------------|-------------|---------------|-------------|
| 0 | A lies | B occupies | C reaches | D spreads |
| 1 | A on | B across | C against | D along |
| 2 | A get | B arrive | C reach | D come |
| 3 | A drawn | B attracted | C dragged | D grabbed |
| 4 | A real | B true | C decisive | D positive |
| 5 | A deep | B strong | C mass | D thick |
| 6 | A hurt | B injury | C harm | D trouble |
| 7 | A put | B caused | C raised | D brought |
| 8 | A ways | B manners | C directions | D routes |
| 9 | A preventing | B helping | C influencing | D defending |
| 10 | A led | B driven | C directed | D guided |
| 11 | A let | B allowed | C granted | D offered |
| 12 | A demand | B request | C question | D challenge |

Present Perfect

- 10** **5.4** Read the exchanges and choose the correct tense, *present perfect* or *past simple*.

- A: Did you go to Paris last summer?
 B: No. I **didn't go/haven't been** to Paris since I was a child.
- A: We're going to the Museum of Islamic Art.
 B: Really. I **didn't visit/haven't visited** it yet.
- A: Did you buy some souvenirs for your family?
 B: Yes, I **went've been** shopping this morning.
- A: So far, we **saw've seen** five museums.
 B: Which one did you like the best?
- A: Have you been to all the tourist sites?
 B: Not yet, but we **visited've visited** a beautiful beach last weekend.
- A: I **wasn't/haven't been** abroad for three years.
 B: Haven't you had any time off?
- A: Should I postpone my flight until Saturday?
 B: You **changed've changed** your ticket three times already!
- A: How long have you been waiting for your flight?
 B: We **arrived've arrived** at the airport at 3pm.

Further Practice

MODULE D

Grammar

- 1 Choose the correct item.**
- “Do we have to hand in the assignment by Friday?”
“I’m afraid we’ve got choice.”
A no any other **C** not another
B no other **D** not any other
 - I’m determined to travel to China much it costs.
A considering how **C** no matter how
B more over **D** whatever
 - “I’m so disorganised!”
“How about changing the order you do things?”
A in which **C** within that
B which **D** where
 - “It’s not very polite to laugh a fellow classmate who gets an answer wrong.”
“I am sorry, it won’t happen again.”
A with **B** at **C** to **D** for
 - My brothers are good at Maths.
A equally **B** unequal **C** equality **D** equal
 - “Basketball practice starts at 6 o’clock, it?”
“Yes, that’s right.”
A doesn’t **B** won’t **C** hasn’t **D** isn’t
 - of his suitcases was large enough to fit all his clothes.
A Both **B** Neither **C** Every **D** All
 - “Look at those graphics!”
“That picture must have been taken a professional camera.”
A by **B** with **C** from **D** of
 - It is only the second time I Tim raise his hand in class.
A saw **C** see
B have seen **D** had seen
 - Fortunately, I find the USB stick I’d misplaced the other day.
A could **C** was able to
B managed in **D** succeeded to
 - The charity event attracted many politicians, some of I knew by sight.
A whom **B** them **C** which **D** who
 - According to a study, three ten people find maths too challenging.
A from **B** of **C** in **D** for

Vocabulary

- 2 Choose the correct item. Check in your dictionaries.**
- Sam has always liked paragliding and other outdoor
A actions **C** practices
B activities **D** strategies
 - What was Tanya’s when you announced her promotion?
A reaction **C** action
B reflection **D** reception
 - When no one came to the door, she through the window to see if anyone was home.
A gazed **B** glanced **C** stared **D** peered
 - The art museum an entrance fee.
A prices **C** calculates
B values **D** charges
 - The students their goal of improving their grades by the end of the term.
A handled **C** accomplished
B controlled **D** succeeded
 - The art gallery is running an art competition in with the local council.
A influence **C** direction
B association **D** guidance
 - Do we have to tickets in advance?
A engage **B** conserve **C** reserve **D** retain
 - We’re all working overtime as our department has a very deadline.
A tense **B** tight **C** stiff **D** close
 - How did the thieves gain into the museum?
A entry **C** entrance
B access **D** admission
 - Please take a seat in the waiting room and I’ll be with you
A generally **C** shortly
B recently **D** quickly
 - It’s totally to chew gum in class.
A unimpressive **C** harmful
B useless **D** unacceptable
 - Ben tried desperately to Mark, but he was driving too fast for him.
A catch up with **C** live up to
B take up with **D** join in with

Grammar Reference

Module A

Unit 1

Past Simple

Form

The **past simple** affirmative of regular verbs is formed by adding **-ed** to the verb. Some verbs have an irregular past form (see list of Irregular Verbs).

AFFIRMATIVE
I/You/He/She/It/We/They lived/went .

NEGATIVE
I/You did not/didn't live/go . He/She/It did not/didn't live/go . We/You/They did not/didn't live/go .

INTERROGATIVE	SHORT ANSWERS
Did I/you/he/she/it/we/they live/ go ?	Yes , I/you/he/she/it/we/ they did ? No , I/you/he/she/it/we/they didn't ?

Spelling

- We add **-d** to verbs ending in **-e**. *I change – I changed*
- For verbs ending in **consonant + y**, we drop the **-y** and add **-ied**. *I try – I tried*
- For verbs ending in **vowel + y**, we add **-ed**. *I play – I played*
- For verbs ending in one stressed vowel between two consonants, we double the last consonant and add **-ed**. *I stop – I stopped*

Use

We use the **past simple** for:

- actions which happened at a **specific time** (stated, implied or already known) **in the past**.
They spent their holiday in Italy last summer. (When? Last summer – time stated)
They had a lovely time. (When? Last summer – time implied/ already known.)
- **past habits**. *As a child, she stayed with her grandparents every summer.*
- past actions which happened **one immediately after the other**. *Janet boarded the plane, sat in her seat and waited for take-off.*
- past actions which **won't take place again**. *Dr Livingstone explored South and Central Africa between 1842 and 1846.*

Time expressions used with the past simple: yesterday, yesterday morning/evening etc, last night/week etc, two weeks/a month ago, in 2010, etc.

Present Perfect vs Past Simple

PRESENT PERFECT	PAST SIMPLE
an action which happened at an unstated time in the past. <i>He has made a reservation.</i> (We don't know when.)	an action which happened at a stated time in the past. <i>Dina bought some souvenirs last week.</i> (When? Last week. The time is mentioned.)
an action which started in the past and is still continuing in the present. <i>He has been a tour guide for five years.</i> (He's still a tour guide.)	an action which started and finished in the past. <i>They lived in Norway for four years.</i> (They don't live there now.)

Past Continuous

Form: was/were + verb **-ing**

AFFIRMATIVE	NEGATIVE
I/He/She/It was staying . We/You/They were staying .	I/He/She/It wasn't staying . We/You/They weren't staying .

INTERROGATIVE	SHORT ANSWERS
Was I/he/she/it staying ?	{ Yes , I/he/she/it was . { No , I/he/she/it wasn't . { Yes , we/you/they were . { No , we/you/they weren't .
Were we/you/they staying ?	

We use the **past continuous** for:

- an action which was in **progress** at a stated time in the past. We do not know when the action started or finished.
They were sunbathing on the beach at noon yesterday.
- a **past action** which was **in progress** when another action **interrupted** it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action).
He was driving to the airport when his car broke down.
- two or more actions which were happening at the same time in the past (**simultaneous actions**).
While I was getting our tickets, Matt was buying some popcorn.
- to give **background information** in a story.
It was hot and sunny and a light breeze was blowing. We were looking forward to our boat trip.

Time expressions used with the past continuous: while, when, as, all day/night/morning, yesterday, etc.

Past Simple vs Past Continuous

PAST SIMPLE	PAST CONTINUOUS
actions which happened at a stated time in the past. <i>He went to Italy last June.</i>	actions in progress at a stated time in the past. <i>At 9:00 yesterday we were touring the city.</i>
actions which happened one after the other in the past. <i>They checked in at the hotel and went to their rooms.</i>	two or more actions which were happening at the same time in the past. <i>He was reading a magazine while he was waiting for the bus.</i>

Past Perfect

Form: subject + **had** + past participle

AFFIRMATIVE	NEGATIVE
I/You/He, etc had eaten .	I/You/He, etc had not/hadn't eaten .

INTERROGATIVE	SHORT ANSWERS
Had I/you/he, etc eaten ?	Yes , I/you/he, etc had . No , I/you/he, etc hadn't .

Grammar Reference

We use the **past perfect**:

- for an action which **finished before another past action** or **before a stated time in the past**. *She **had already left** when we arrived.* (past perfect: *had left* before another past action: *arrived*). *The sightseeing tour **had finished** by 3:00.* (before stated time in the past: *by 3:00*).
- for an action which finished in the past and whose result was visible at a later point in the past. *Tony was upset because he **had lost** his luggage.*

Time expressions used with the past perfect: before, after, already, just, for, since, till/until, by, never, etc.

Modals (will-can-could-may-might-be able to)

- Can/May** = used to ask for permission (informal/formal). *Mum, **can** I go out? **May** I see the manager, please?*
- Could/Might** = used to ask for permission (polite/more formal). *Excuse me, sir. **Could** you please allow me to go now? **Might** I use your telephone, Mr Harris?*
- Can't** = used to refuse permission (informal). *Sorry, but you **can't** go out now.*
- Was(n't) able to** = used to express (in)ability in a particular situation in the past. *He **was able to** win the race. I tried to find Mr Jones but I **wasn't able to**.*

Modals in the Past

- Could/May/Might + perfect infinitive** refer to sth in the past that was possible but didn't happen. *I **could have gone** to the stadium with them, but I had to study.*
- Can't + perfect infinitive** = certain that this was impossible. *Jack **can't have gone** to school. He was sick.* (negative logical assumption)
- Must + perfect infinitive** = certain that sth happened. *They **weren't** at home. They **must have gone** to the cinema.* (positive logical assumption)
- Should + perfect infinitive** = criticism. *You **shouldn't have lied**.* (but you did)

Exclamations

Exclamations are words or sentences used to express admiration, surprise, etc. To form **exclamatory sentences**, we can use *how*, *what (a/an)*, *so*, *such (a/an)*, or a **negative question form**.

- how + adjective/adverb**
How smart he looks in that suit! How fast he runs!
- what a/an (+ adjective) + singular countable noun**
What a brilliant performance! What an extraordinary film!
- what (+ adjective) + plural/uncountable noun**
What pretty flowers! What interesting news!

Unit 2

Conditionals: types 0/1/2/3

Conditional clauses consist of two parts: the **if-clause** (hypothesis) and the **main clause** (result).

When the **if-clause** comes before the **main clause**, the two clauses are separated with a comma. *If you order online, we'll deliver the goods immediately.*

	IF-CLAUSE (hypothesis)	MAIN CLAUSE (result)
0 conditional general truth or scientific fact	<i>if/when</i> + present simple	present simple
	<i>If you click this button, the computer restarts.</i>	
1st conditional real situation, likely to happen in the present/future	<i>if</i> + present simple	simple future, imperative, can/must/may , etc + bare infinitive
	<i>If there's enough time, we will visit the science exhibition.</i>	
2nd conditional • unreal imaginary situation in the present/future • advice	<i>if</i> + past simple	would/could/might + bare infinitive
	<i>If we had a faster computer, we could play this online game. BUT We don't have a faster computer. (untrue in the present). If I were you, I wouldn't touch those wires. (advice)</i>	
3rd conditional • imaginary situation in the past • regrets • criticism	<i>if</i> + past perfect	would/could/might have + past participle
	<i>If you had listened to me, you wouldn't have got into trouble. (but you didn't) If you hadn't forgotten the password, I could have accessed the program.</i>	

- We can use **were** instead of **was** for all persons in the **if-clause** of Type 2 conditionals. *If he **weren't/wasn't** so tired all the time, he **would take up** a hobby.*
- With type 1 conditionals we can use **unless** + affirmative verb or **if** + negative verb. *They will not be considered qualified for the job **unless** they have experience.* (They will not be considered qualified for the job if they don't have experience.)
- We use **if** to show that something might happen, whereas we use **when** to show that something will definitely happen. *If she comes over tonight, I'll tell her.* (= she might come over.) *When she comes over tonight, I'll tell her.* (= she will definitely come over.)

Grammar Reference

Wishes

We can use **wish/if only** to express a wish.

WISH/IF ONLY	USE
+ could + bare infinitive	<i>I wish I could design a website.</i> to express wish/regret in the present concerning lack of ability
+ past perfect	<i>I wish I had taken a computer course at college.</i> (but I didn't) <i>If only I hadn't lent Tim my iPhone.</i> (but I did) to express regret about something which happened or didn't happen in the past

WISH/IF ONLY	USE
+ subject + would + bare infinitive	<i>I wish Sue would reply to my emails! If only you wouldn't borrow my CDs without asking me.</i> to express: • a polite imperative • a desire for a situation or person's behaviour to change

Notes:

- **If only** is used in exactly the same way as **wish** but it is more emphatic or more dramatic. *If only I weren't so tired all the time.*
- We can use **were** instead of **was** after **wish** and **if only**. *I wish I weren't/wasn't so busy.*

Future Simple

Form: subject + **will** + main verb

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will /'ll go.	I/You/He/She/It/We/They will not / won't go.
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they go?	Yes , I/you/he/she/it/we/ they will . No , I/you/he/she/it/we/ they won't .

Use

We use the **future simple**:

- for **on-the-spot decisions**.
It's dark. I'll turn on the lights.
- for **future predictions based on what we believe or imagine will happen** (usually with the verbs: **hope, think, believe, expect, imagine**, etc; with the expressions: **I'm sure, I'm afraid**, etc; with the adverbs: **probably, perhaps**, etc). *I hope overfishing will soon become a thing of the past. Perhaps scientists will find a solution to the world's energy problems.*
- for **promises**. (usually with the verbs **promise, swear**, etc.)
I promise we'll go to the animal park tomorrow., threats Make fun of me again and I'll tell the teacher., warnings We should protect nature or it will turn against us., hopes She hopes they will accept her proposal., offers We'll give you a lift home.
- for actions/events/situations which will **definitely happen** in the future and which **we cannot control**.
The sun will set soon.

Be going to

Form: subject + verb **to be (am/is/are)** + **going to** + bare infinitive of the main verb

AFFIRMATIVE	I am He/She/It is We/You/They are	} going to play.
	I am not He/She/It is not We/You/they are not	
INTERROGATIVE	Am I Is he/she/it Are we/you/they	} going to play.
	Yes, I am./No, I'm not. Yes, he/she/it is./ No, he/she/it isn't. Yes, we/you/they are./ No, we/you/they aren't.	
SHORT ANSWERS		

Use

We use **be going to**:

- to talk about **future plans and intentions**. *James is going to buy a new hybrid car.* (He's planning to ...)
- to make **predictions based on what we see or know**. *Be careful! You are going to step in that puddle.*
- to talk about **things we are sure about or we have already decided to do** in the near future. *We are going to join an environmental organisation this year.* (We have already decided to do it.)

Time expressions used with the future simple and be going to: tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year, etc.

Future Continuous

Form: subject + **will + be** + verb **-ing**

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will /'ll be eating.	I/You/He/She/It/We/They will not /won't be eating.
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they be eating?	Yes , I/you/he/she/it/we/ they will . No , I/you/he/she/it/we/ they won't .

We use the **future continuous**:

- for actions which will be **in progress** at a **stated future time**. *This time on Monday, we'll be travelling to Milan.*
- for actions which **will definitely happen** in the future as a result of a **routine or arrangement**. *She'll be having a piano lesson as usual later today.*
- when we **ask politely** about people's plans to see if they can do sth for us. *Will you be going to town today? Can I come with you?*

Time expressions used with the future continuous: this time tomorrow, next week/month, at one o'clock tomorrow, three hours from now, later, etc.

Grammar Reference

Future Perfect

Form: *will + have + past participle of the main verb*

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/'ll have stayed.	I/You/He/She/It/We/They will not/won't have stayed.
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they have stayed?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the **future perfect** for actions that **will have finished** before a stated time in the future. *He will have finished the report by Friday.*

Future Perfect Continuous

Form: *will + have + been + verb -ing*

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/'ll have been living.	I/You/He/She/It/We/They will not/won't have been living.
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they have been living?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the **future perfect continuous** for actions that **will have been happening** for a period of time or up until a particular time in the future. The emphasis is on the **duration** of the action. *Harry will have been working in this school for twelve years before he leaves to work abroad next month.*

Time expressions used with the future perfect and the future perfect continuous: before, by, by then, by the time, until/till (only in negative sentences), etc.

Simple/Complex sentences

Simple sentences are sentences formed using one verb form. *He likes chess.*

Complex sentences are sentences consisting of one clause and a main clause.

Although he was tired, he agreed to come with us.

Module B

Unit 3

Present Simple

AFFIRMATIVE	I/You/We/They play. He/She/It plays.
NEGATIVE	I/You/We/They do not/don't play. He/She/It does not/doesn't play.
INTERROGATIVE	Do I/you/we/they play? Does he/she/it play?
SHORT ANSWERS	Yes, I/you/we/they do. Yes, he/she/it does.
	No, I/you/we/they don't. No, he/she/it doesn't.

Spelling (3rd-person singular affirmative)

- Most verbs take *-s* in the third-person singular.
I work – She works
- Verbs ending in *-ss, -sh, -ch, -x* or *-o* take *-es*.
I kiss – he kisses, I wash – he washes, I catch – he catches, I fix – he fixes, I go – he goes
- Verbs ending in **consonant + y** drop the *-y* and take *-ies*.
I tidy – he tidies
- Verbs ending in **vowel + y** take *-s*. *I play – he plays*

Use

We use the **present simple** for:

- daily routines/habits** (especially with adverbs of frequency: *often, usually, always*, etc).
They usually go to school by bus.
- repeated actions.** *She exercises at the gym every afternoon.*
- permanent states.** *She works as a teacher.*
- timetables/schedules** (future meaning).
The concert begins at 9 pm.
- general truths and laws of nature.**
The sun rises in the east.
- reviews/sports commentaries/narrations.**
Julia Roberts acts brilliantly in this film.

Time expressions used with the present simple: every day/month/hour/summer/morning/evening, etc, usually, often, sometimes, always, etc, on Sundays/Tuesdays, etc.

Adverbs of frequency

- Adverbs of frequency** tell us how often sth happens. These are: *always* (100%), *usually* (75%), *often* (50%), *sometimes* (25%), *rarely/seldom* (15%), *never* (0%).
- Adverbs of frequency** go **before** the **main verb** but **after** the auxiliary verbs *be, have, do* and modals such as *will, may*, etc. *He always performs well at school. John is never late for football practice.*

Clauses of Result

Clauses of result are used to express result. They are introduced with the following words/phrases:

- as a result/therefore/consequently/as a consequence**
He acted quickly. As a result/Therefore/Consequently/ As a consequence, he managed to catch the pickpocket.

Grammar Reference

- **such a/an + adjective + singular countable noun ... that**
*It was **such a mysterious crime** that nobody could solve it.*
- **such + adjective + plural/uncountable noun ... that**
*They were **such hard-working employees** that they were given a pay rise. We were having **such bad weather** that we decided to stay indoors.*
- **such a lot of + plural/uncountable noun ... that**
*There were **such a lot of people** at the concert that we couldn't see the stage. There was **such a lot of noise** that he couldn't hear the guest speaker.*
- **so + adjective/adverb ... that**
*The plot was **so interesting** that I couldn't put the book down. The thief was running **so fast** that the policeman couldn't catch him.*
- **so + adjective + a(n) + noun ... that**
*It was **so hard a task** that we gave up.*
- **so much/little + uncountable noun ... that**
*There was **so little time** between the two explosions that people didn't have enough time to escape. We have spent **so much money** on security cameras that it's a wonder how the thief got into our house.*
- **so many/few + plural noun ... that**
*There have been **so many burglaries** in the neighbourhood that we've begun to worry. He's committed **so many crimes** that he will spend a long time in prison.*

Unit 4

Reported speech

Direct speech is the exact words someone said. We use quotation marks in direct speech.

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word **that** can either be used or omitted after the introductory verb (say, tell, etc).

Say – Tell

- **say + no personal object** *Henry **said** (that) he was scared.*
- **say + to + personal object** *Henry **said to me** (that) he was scared.*
- **tell + personal object** *Henry **told me** (that) he was scared.*
- We use **say + to-infinitive** but never **say about**. We use **tell sb, speak/talk about**.
*The authorities **said to evacuate** the area.
She **told us/spoke/talked about** her ambitions.*

SAY	hello, good morning/afternoon, etc something/nothing, so, a few words, no more, for certain/sure, sorry, etc.
TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc.
ASK	a question, a favour, the price, about somebody, the time, around, for something/somebody, etc.

Reported statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence. *Sarah **said**, "I've lost all **my** belongings."* (direct statement) *Sarah **said** (that) **she** had lost all **her** belongings.* (reported statement)

- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech: *Tony **said**, "I **was** in the flood."*

Reported speech: *Tony **said** that he **was/had been** in the flood.*

Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

DIRECT SPEECH	REPORTED SPEECH
Present simple → Past simple	
<i>"I like cold weather," she said.</i>	<i>She said (that) she liked cold weather.</i>
Present continuous → Past continuous	
<i>"It's snowing," he said.</i>	<i>He said (that) it was snowing.</i>
Present perfect → Past perfect	
<i>"They have set up camp," she said.</i>	<i>She said (that) they had set up camp.</i>
Past simple → Past simple or Past perfect	
<i>"We survived the avalanche," they said.</i>	<i>They said (that) they survived/had survived the avalanche.</i>
Past continuous → Past continuous or Past Perfect continuous	
<i>"I was helping the flood victims," she said.</i>	<i>She said (that) she was helping/ had been helping the flood victims.</i>
Will → Would	
<i>"I will watch the weather forecast," he said.</i>	<i>He said (that) he would watch the weather forecast.</i>

- Certain words and time expressions change according to the meaning as follows:

now	→ then, immediately
today	→ that day
yesterday	→ the day before, the previous day
tomorrow	→ the next/following day
this week	→ that week
last week	→ the week before, the previous week
next week	→ the week after, the following week
ago	→ before
here	→ there

Reported questions

- Reported questions are usually introduced with the verbs **ask, inquire, wonder** or the expression **want to know**.
- When the direct question begins with a question word (**who, where, how, when, what**, etc), the reported question is introduced with the same question word.
*"**When** did it start snowing?" he **asked**.* (direct question) *He **asked** **when** it had started snowing.* (reported question)
- When the direct question begins with an auxiliary (**be, do, have**) or a modal verb (**can, may**, etc), then the reported question is introduced with **if** or **whether**. *"**Do** you like ice-hockey?" he **asked** her.* (direct question) *He **asked** her **if/whether** she liked ice-hockey.* (reported question)

Grammar Reference

- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as *please, well, oh*, etc are omitted. The verb tenses, pronouns and time expressions change as in statements. *"Can you lend me your umbrella, please?" he asked her.* (direct question) *He asked her if she could lend him her umbrella.* (reported question)

Reported commands/requests/suggestions/orders

- Reported commands/requests/suggestions** are introduced with a special introductory verb (*advise, ask, beg, suggest*, etc) followed by a **to-infinitive**, an **-ing form** or a **that-clause**, depending on the introductory verb. *"Take your coat with you," he told us.* → *He told us to take our coats with us.* (command) *"Remain calm, please," she said.* → *She asked us to remain calm.* (request) *"Let's help out at the shelter," he said.* → *He suggested helping out at the shelter.* (suggestion) *"You'd better drive carefully in the snow," she said.* → *She suggested that I (should) drive carefully in the snow.* (suggestion)
- To report orders or instructions, we use the verbs **order** or **tell + sb + (not) to-infinitive**. *"Stop running," she told them.* (direct order) *She told them to stop running.* (reported order) *"Don't enter the building," the policeman told the man.* (direct order) *The policeman ordered the man not to enter the building.* (reported order)

Modal verbs in reported speech

Note how the following modal verbs change in reported speech when the reported sentence is out of date. *can* → **could** (present reference)/**would be able to** (future reference), *may* → **might**, *shall* → **should** (asking for advice/asking for information)/ **offer** (expressing offers), *must* → **must/had to** (obligation) (**must* remains the same when it expresses possibility or deduction), *needn't* → **didn't need to/didn't have to** (present reference)/ **wouldn't have to** (future reference). *Would, could, used to, mustn't, should, might, ought to* or *had better* remain unchanged in reported speech.

DIRECT SPEECH	REPORTED SPEECH
He said, "I can't help you now."	→ He said (that) he couldn't help me then. (present)
He said, "I can send the parcel next week."	→ He said (that) he would be able to send the parcel the following week. (future)
He said, "It may snow tonight."	→ He said (that) it might snow that night.
He said, "Where shall we stay the night?"	→ He asked me where they should stay the night. (information)
He said, " Shall I apply for the job?"	→ He asked (me) if he should apply for the job. (advice)
He said, " Shall I help you pack your suitcase?"	→ He offered to help me pack my suitcase. (offer)
He said, "You must fill in the form."	→ He said (that) we had to fill in the form. (obligation)
He said, "They must be the rescue team."	→ He said (that) they must be the rescue team. (deduction)
He said, "We had better prepare for the hurricane."	→ He said (that) they had better prepare for the hurricane.

DIRECT SPEECH	REPORTED SPEECH
He said, "You needn't mow the lawn today."	→ He said (that) I didn't need to/didn't have to mow the lawn that day.
He said, "They needn't worry about the weather for tomorrow."	→ He said (that) they wouldn't have to worry about the weather for the next/ following day. (future)
He said, "You should keep warm."	→ He said (that) I should keep warm.

Grammar Reference

SPECIAL INTRODUCTORY VERBS		
Introductory Verb	Direct Speech	Reported Speech
+ to-inf agree demand offer promise refuse threaten claim	"Yes, I'll meet you after dinner," he said. "I want to speak to you now!" he said. "Would you like me to shovel the snow?" he asked. "I'll help at the shelter," he said. "No, I won't leave my house," he said. "Stop screaming or I'll punish you," he said. "I saw the tornado rip through the city," he said.	→ He agreed to meet me after dinner. → He demanded to speak to me immediately. → He offered to shovel the snow. → He promised to help at the shelter. → He refused to leave his house. He threatened to punish him, if he didn't stop screaming. → He claimed to have seen the tornado rip through the city.
+ sb + to-inf advise allow ask beg command encourage forbid instruct invite sb order permit/allow remind urge warn want	"You should put on some sunscreen," he said. "You can go to the park," he said. "Please, turn off all electrical appliances," he said. "Please, give me some water," he said. "Crawl under your desks!" he said. "Go on, try it," he said. "You mustn't drive in a blizzard," he said. "Remove your shoes," he said. "Would you like to go on a tour with us?" he asked. "Be quiet!" he said. "You may leave early," he said. "Don't forget to turn off the heater," he said. "Drive carefully," he said. "Don't sit in the sun too long," he said. "I'd like you to take a first-aid course," he said.	→ He advised me to put on some sunscreen. → He allowed me to go to the park. → He asked us to turn off all electrical appliances. → He begged me to give him some water. → He commanded us to crawl under our desks. → He encouraged me to try it. → He forbade me to drive in a blizzard. → He instructed me to remove my shoes. → He invited me to go on a tour with them. → He ordered me to be quiet. → He permitted/allowed me to leave early. → He reminded me to turn off the heater. → He urged me to drive carefully. → He warned me not to sit in the sun too long. → He wanted me to take a first aid-course.
+ -ing form accuse sb of apologise for admit (to) boast about complain to sb about deny insist on suggest + -ing form	"You lied to me!" he said. "I'm sorry I lost my temper," he said. "Yes, I lost the keys," he said. "I'm more popular than you," he said. "You never help out," he said. "No, I didn't meet Ann that night," he said. "You must evacuate the building now," he said. "Let's take a break," he said.	→ He accused me of lying/having lied to him. → He apologised for losing/having lost his temper. → He admitted (to) losing/having lost the keys. → He boasted about being more popular than us. → He complained to me about my never helping out. → He denied meeting/having met Ann that night. → He insisted on us/our evacuating the building immediately. → He suggested taking a break.
+ that-clause agree boast claim complain deny exclaim explain inform sb promise suggest	"Yes, it is an original idea," he said. "I'm an expert journalist," he said. "I survived a lightning strike," he said. "You never ask for my opinion," he said. "I never used your iPhone," he said. "It's brilliant!" he said. "It is a very rewarding job," he said. "Your home loan has been approved," he said. "I'll stay indoors during the storm," he said. "You should wear an anorak," he said.	→ He agreed that it was an original idea. → He boasted that he was an expert journalist. → He claimed that he had survived a lightning strike. → He complained that I never asked for his opinion. → He denied that he had ever used my iPhone. → He exclaimed that it was brilliant. → He explained that it was a very rewarding job. → He informed me that my home loan had been approved. → He promised that he would stay indoors during the storm. → He suggested that I wear an anorak.
explain to sb + how	"This is how you turn off the alarm system," he said.	→ He explained to me how to turn off the alarm system.
wonder <i>where/what/why/how</i> + clause (when the subject of the introductory verb is not the same as the subject in the reported question) wonder + <i>whether</i> + to-inf or clause	He asked himself, "Where is Alice?" He asked himself, "What is she saying?" He asked himself, "Why is the area deserted?" He asked himself, "How did they survive?" He asked himself, "Should I ask her out?"	→ He wondered where Alice was. → He wondered what she was saying. → He wondered why the area was deserted. → He wondered how they had survived. → He wondered whether to ask her out.
wonder <i>where/what/how</i> + to-inf (when the subject of the infinitive is the same as the subject of the introductory verb)	He asked himself, "Where should I stay?" He asked himself, "What can I do?" He asked himself, "How can I repair this?"	→ He wondered where to stay. → He wondered what to do. → He wondered how to repair that.

Grammar Reference

Module C

Unit 5

Linking Words

Linking words show the logical relationship between sentences or parts of a sentence.

- **positive addition:** and, both ... and, too, besides (this/that), moreover, what is more, in addition (to), also, as well (as this/ that), furthermore, etc.
*She is **both** creative **and** imaginative.*
- **negative addition:** neither ... nor, neither, either
*Neither Mum **nor** Dad can use a computer.*
- **contrast:** but, although, in spite of, despite, while, whereas, even though, on the other hand, however, yet, still, etc. *Beth is **hardworking**, **but** not very social.*
- **giving examples:** such as, like, for example, for instance, especially, in particular, etc. *I like all James Bond films, **especially** 'Skyfall'.*
- **condition:** if, whether, only if, in case (of), provided (that), providing (that), unless, as/so long as, otherwise, or (else), on condition (that), etc. *I'll lend you my car **provided** you drive carefully.*
- **purpose:** to, so that, so as (not) to, in order (not) to, in order that, etc. *I went to bed early **so that** I wouldn't be tired during the exam.*
- **time:** when, whenever, as, as soon as, while, before, until/till, after, since, etc. *I'll leave **when** I'm ready.*
- **exception:** except (for), apart from *Everyone attended the meeting, **apart from** Dennis.*
- **summarising:** in conclusion, in summary, to sum up, on the whole, all in all, altogether, in short, etc. ***All in all**, I thoroughly enjoyed the film.*

Unit 6

-ing form

Tenses of the -ing form		
	Active voice	Passive voice
Present	playing	being played
Perfect	having played	having been played

The **-ing form** is used:

- as a **noun**. *Skydiving is a thrilling sport.*
- after certain verbs: **admit, appreciate, avoid, consider, continue, deny, go** (for activities), **imagine, mind, miss, quit, save, suggest, practise, prevent**. *Have you **considered taking part** in a triathlon?*
- after **love, like, enjoy, prefer, dislike, hate** to express general preference. *She **prefers doing** outdoor sports.* BUT for a specific preference (**would like/would prefer/would love**) we use **to-infinitive**. *She **would prefer to join** an aerobics class.*
- after expressions such as: **be busy, it's no use, it's no good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, have difficulty (in), have trouble**, etc. *John **can't help stressing** about the race.*
- after **spend, waste** or **lose** (time, money, etc). *He **spends two hours training** at the gym.*

- after the preposition **to** with verbs and expressions such as: **look forward to, be used to, in addition to, object to, prefer** (doing sth to doing sth else).
*She's **used to waking up** at dawn.*
- after other **prepositions**. *He was **thinking of getting** a personal trainer.*

Infinitive

Tenses of the infinitive		
	Active voice	Passive voice
Present	(to) write	(to) be written
Present Continuous	(to) be writing	—
Perfect	(to) have written	(to) have been written
Perfect Continuous	(to) have been writing	—

Forms of the infinitive corresponding to verb tenses
present simple/will → present infinitive
present continuous/future continuous → present continuous infinitive
past simple/present perfect/past perfect/future perfect → perfect infinitive
past continuous / present perfect continuous / past perfect continuous → present perfect continuous

The **to-infinitive** is used:

- to express **purpose**. *He's joined a gym **to build** muscle.*
- after certain verbs that refer to the future (**agree, appear, decide, expect, hope, plan, promise, refuse**, etc). *She **hoped to qualify** for the Olympic Games.*
- after **would like, would prefer, would love**, etc to express a specific preference. *We **would love to watch** the football match with you tonight.*
- after adjectives which describe feelings/emotions (**happy, glad, sad**, etc), express willingness/unwillingness (**eager, reluctant, willing**, etc) or refer to a person's character (**clever, kind**, etc); and the adjectives **lucky** and **fortunate**. *I'm **glad to see** you are well again.*
- after **too/enough**. *It **wasn't cold enough to go** skiing.*
- in the expressions **to tell you the truth, to be honest, to sum up, to begin with**, etc.
***To be honest**, I forgot to pick up the tickets for the match.*

The **infinitive without to** (bare infinitive) is used:

- after modal verbs. *They **might win** the relay race.*
- after the verbs **let, make, see, hear**, and **feel**.
*The coach **made him run** around the track.*
BUT we use the **to-infinitive** after **be made, be heard, be seen**, etc (passive form). *He **was made to run** around the track.*
- after **had better** and **would rather**.
*I **would rather take up** scuba-diving lessons.*
- **help** can be followed by either the **to-infinitive** or the **infinitive without to**. In informal or spoken English the **infinitive without to** is often used. *She **helped me (to) put on** my gear.*

Grammar Reference

Difference in meaning between the <i>to</i> -infinitive and <i>-ing</i> form	
Some verbs can take either the <i>to</i> -infinitive or the <i>-ing</i> form with a change in meaning.	
<ul style="list-style-type: none"> forget + <i>to</i>-infinitive = not remember <i>She forgot to bring her tennis racket.</i> forget + <i>-ing</i> form = not recall <i>I'll never forget winning a silver medal.</i> 	
<ul style="list-style-type: none"> remember + infinitive = not forget <i>Did you remember to take your vitamin pills?</i> remember + <i>-ing</i> form = recall <i>I remember telling you about the basketball match yesterday.</i> 	
<ul style="list-style-type: none"> mean + <i>to</i>-infinitive = intend to <i>He didn't mean to hit you.</i> mean + <i>-ing</i> form = involve <i>Playing sport professionally means training very hard.</i> 	
<ul style="list-style-type: none"> regret + <i>to</i>-infinitive = be sorry to (normally used in the present simple with verbs such as <i>say, tell, inform</i>) <i>I regret to inform you that your request has been denied.</i> regret + <i>-ing</i> form = feel sorry about <i>He regrets not accepting the promotion.</i> 	
<ul style="list-style-type: none"> try + <i>to</i>-infinitive = attempt, do one's best <i>He tried to jump over the hurdle, but he couldn't.</i> try + <i>-ing</i> form = do something as an experiment <i>Try following a balanced diet. You'll feel fitter.</i> 	
<ul style="list-style-type: none"> stop + <i>to</i>-infinitive = stop temporarily in order to do something else <i>The marathon runner stopped to have a drink.</i> stop + <i>-ing</i> form = finish doing something <i>Ian stopped eating sugary snacks.</i> 	
<ul style="list-style-type: none"> would prefer + <i>to</i>-infinitive (specific preference) <i>I'd prefer to go bowling tonight. It's quieter on weekdays.</i> prefer + <i>-ing</i> form (general preference) <i>I prefer swimming in the sea to swimming in a pool.</i> 	

Module D

Unit 7

The passive

Form

We form the **passive** with the verb *to be* in the appropriate tense and the **past participle** of the main verb.

Read the table:

	ACTIVE	PASSIVE
Present Simple	<i>Ben installs burglar alarms.</i>	<i>Burglar alarms are installed by Ben.</i>
Present Continuous	<i>Ben is installing a burglar alarm.</i>	<i>A burglar alarm is being installed by Ben.</i>
Past Simple	<i>Ben installed a burglar alarm.</i>	<i>A burglar alarm was installed by Ben.</i>
Past Continuous	<i>Ben was installing a burglar alarm.</i>	<i>A burglar alarm was being installed by Ben.</i>
Present Perfect Simple	<i>Ben has installed a burglar alarm.</i>	<i>A burglar alarm has been installed by Ben.</i>

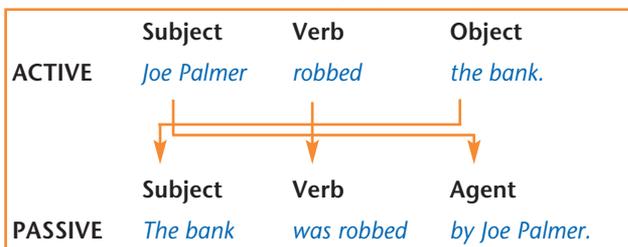
	ACTIVE	PASSIVE
Past Perfect Simple	<i>Ben had installed a burglar alarm.</i>	<i>A burglar alarm had been installed by Ben.</i>
Future Simple	<i>Ben will install a burglar alarm.</i>	<i>A burglar alarm will be installed by Ben.</i>
Infinitive	<i>Ben wants to install a burglar alarm.</i>	<i>Ben wants a burglar alarm to be installed.</i>
Modal Verbs	<i>Ben might install a burglar alarm.</i>	<i>A burglar alarm might be installed by Ben.</i>

We use the **passive**:

- when the person/people doing the action is/are **unknown, unimportant** or **obvious from the context**. *The house was burgled.* (We don't know who broke into it).
A verdict will be reached this morning. (Who will reach the verdict is unimportant).
The robber was arrested. (It's obvious that the police arrested him).
- when the **action** itself is **more important** than the **person/people** doing it, as in **news headlines, newspaper articles, advertisements, instructions, formal notices, processes**, etc. *Bags mustn't be left unattended.*
- when we want to **avoid taking responsibility** for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame. *My computer has been hacked.*
- to **emphasise** the agent. *The announcement was made by the Mayor.*
- to make statements **more formal** or **polite**. *My wallet has been stolen.* (More polite than saying "You stole my wallet.")

Changing from the active to the passive:

- The **object** of the active sentence becomes the **subject** in the passive sentence.
- The active verb remains in the same tense but changes into passive form.
- The **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition *by* or is omitted.



- Only transitive verbs (verbs that take an object) can be changed into the passive. *The accident took place on the motorway.* (intransitive verb; **no passive form**).

Note: Some transitive verbs (*have, fit* (= be the right size), *suit, resemble*, etc) cannot be changed into the passive. *The blue uniform suits you.* (NOT: ~~*You are suited by the blue uniform.*~~)

- Let** becomes **be allowed to** in the passive. *They let us appear in court.* – *We were allowed to appear in court.*
- We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly. *The windows got smashed in the explosion.*

Grammar Reference

- **By + agent** is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used. *The safe was broken into by a professional. It was opened with explosives.*
- The agent can be **omitted** when the subject is *they, he, someone/somebody, people, one*, etc. *The building has been vandalised.* (= Someone has vandalised the building.)
- The agent is **not omitted** when it is a **specific or important person**, or when it is **essential** to the meaning of the sentence. *The document was signed by the witness.*
- With verbs which can take two objects, such as *bring, tell, send, show, teach, promise, sell, read, offer, give, lend*, etc, we can form two different passive sentences. *She sent me a mysterious parcel.* (active) *I was sent a mysterious parcel.* (passive, more common) *A mysterious parcel was sent to me.* (passive, less common)
- In passive questions with *who, whom* or *which* we do not omit *by*. *Who wrote this story? Who was this story written by?*
- The verbs *hear, help, see* and *make* are followed by a **bare infinitive** in the active, but a **to-infinitive** in the passive. *Mum made me apologise.* (active) *I was made to apologise.* (passive)

Impersonal/Personal Passive Constructions

The verbs *believe, consider, expect, know, report, say, think*, etc have both personal and impersonal constructions in the passive.

- active:** *People expect that the police will catch the mugger.*
passive: *It is expected that the police will catch the mugger.* (impersonal construction)
The police are expected to catch the mugger. (personal construction)
- active:** *They say that he was a smuggler.*
passive: *It is said that he was a smuggler.* (impersonal construction)
He is said to have been a smuggler. (personal construction)

Present Perfect

Form: *have/has* + past participle

AFFIRMATIVE	NEGATIVE
I/You/We/They have/ 've forgotten. He/She/It has/'s forgotten.	I/You/We/They have not/ haven't forgotten. He/She/It has not/hasn't forgotten.
INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they forgotten? Has he/she/it forgotten?	Yes, I/you/we/they have./ No, I/you/we/they haven't. Yes, he/she/it has./ No, he/she/it hasn't.

Use

We use the **present perfect**:

- for actions which **started in the past** and **continue** up to the **present** especially with stative verbs such as *be, have, like, know*, etc. *Mr Barnes has been an accountant at this company for two years.* (= He started working at this company two years ago and he's still working here.)
- to talk about a **past action** which has a **visible result** in the **present**. *They've redecorated their house. It looks lovely.*

- for actions which happened at an **unstated time** in the **past**. The action is more important than the time it happened. *They have done the washing-up.* (When? We don't know; it's not important.)
- with *today, this morning/afternoon/week, so far*, etc when these periods of time are not finished at the time of speaking. *She has taken two exams this week.* (The time period – this week – is not over yet. She may take another exam.)
- for **recently completed actions**. *They've just finished their meal.* (The action is complete. Dinner is now over.)
- for **personal experiences/changes** which have happened. *It's the first time they have watched an opera.*

Time expressions used with the present perfect:

- **already** (normally in affirmative sentences) *You don't need to take the dog out. I have already taken him out for a walk.*
- **yet** (normally in interrogative or negative sentences) *Have you met our new teacher yet?* *Phillip hasn't typed up the report yet.*
- **just** (normally in affirmative sentences to show that an action finished a few minutes earlier) *I've just sent you the email.*
- **ever** (normally in affirmative and interrogative sentences) *This is the best play I've ever seen.* *Have you ever been to Iceland?*
- **never** (negative meaning) *I have never been to China.* *Miranda has never run a marathon.*
- **for** (over a period of time) *We haven't been camping for months.*
- **since** (from a starting point in the past) *She has worked as a teacher since 1990.*
- **recently** (normally in affirmative or interrogative sentences) *She has recently bought a new iPod. Have you seen Tom recently?*
- **so far** (normally in affirmative sentences) *She's attended two meetings so far.*

Have gone (to)/Have been (to)/Have been in

- *Helen has gone to the bazaar.* (She's on her way to the bazaar or she's there now. She hasn't come back yet.)
- *John has been to London.* (He went to London but he isn't there now. He's come back.)
- *They have been in Barcelona for three months.* (They are in Barcelona now.)

Unit 8

Modal Verbs

Modal verbs:

- don't take *-s, -ing* or *-ed* suffixes.
- are followed by the bare infinitive (infinitive without *to*).
- come before the subject in questions and are followed by **not** in negations.
- don't have tenses in the normal sense. When followed by a present bare infinitive, they refer to an incomplete action or state (i.e. present or future). *We should stop wasting natural resources.* When followed by a perfect bare infinitive, they refer to a complete action or state. *They should have taken measures against water pollution earlier.*

Grammar Reference

Note: The tenses of the infinitive are:

Present: (to) run
Present continuous: (to) be running
Perfect: (to) have run
Perfect continuous: (to) have been running

Obligation/Duty
must/have to/should/ought to

- **Must** expresses **duty/strong obligation** to do sth and shows that sth is essential. We generally use **must** when the speaker has decided that sth is necessary (i.e. subjective). *We must do something to protect endangered species. You must turn off the light when you leave the room.* (It is your duty./You are obliged to do sth.)
- **Have to** expresses **strong necessity/obligation**. We usually use **have to** when somebody other than the speaker has decided that sth is necessary (i.e. objective). *Mum says that we have to pick up any litter we drop.* (It's necessary. Mum told us so.)
- **Had to** is the past form of both **must** and **have to**.
- **Should/Ought to** express **duty, weak obligation**. *You should do the washing-up tonight.* (It's your duty. – less emphatic than **must**)

Absence of necessity
(don't have to/don't need to/needn't)

- **Don't have to/Don't need to/Needn't:**
It isn't necessary to do sth in the present/future. *You don't have to bring any special equipment with you. You don't need to water this plant very often. You needn't pay for a ticket to enter the new conservation park.*
- **Didn't need to/Didn't have to:**
It wasn't necessary to do sth. We don't know if it was done or not. *They didn't have to participate in the nature walk.* (We don't know if they participated.)
- **Needn't have + past participle:**
It wasn't necessary to do sth, but it was done. An action happened in the past, even though it wasn't necessary. *You needn't have bought oranges, there are plenty in the fridge.* (but you did)

Prohibition (mustn't)

Mustn't: It is forbidden to do sth; it is against the rules/law; you are not allowed to do sth. *You mustn't light a campfire in the forest.*

Advice (should, ought to)

- **Should:** general advice – *You should join our school's eco-club.* (It's my advice./I advise you to ...)
- **Ought to:** general advice – *You ought to use solar power.* (It's a good idea/thing to do.)

Time Clauses

- **Time clauses** are introduced by: *after, as, as long as, as soon as, before, by the time* (= before, not later than), *every time, immediately, just as, once, the moment* (that), *until/till* (= up to the time when), *when, while*, etc.
We should do something to help the environment before it is too late.

- When the verb of the **main clause** is in a **present** or **future** form, the verb of the **time clause** is in the **present** form and when the verb of the **main clause** is in a **past** form, the verb of the **time clause** is in a **past** form, too. We don't use **will/would** in a clause of time.
We'll leave as soon as our taxi gets here. (NOT: ~~as soon as our taxi will get~~)
- When the time clause precedes the main clause, a comma is used. When the time clause follows, no comma is used. *Every time it rains, the streets flood.*
BUT *The streets flood every time it rains.*
- **When (time conjunction) + present/past.** *I'll send you a postcard when I go to Rome.*
- **When (question word) + will/would.** *When will they deliver our new sofa?*

Future Continuous

Form: *will + be + main verb + -ing*

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/'ll be going?	I/You/He/She/It/We/They will not/won't be going.

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they be going?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the **future continuous**:

- for actions which will be **in progress** at a stated future time. *We'll be having lunch with the Smiths tomorrow at noon.*
- for actions which **will definitely happen** in the future as a result of a **routine** or **arrangement**. *Don't come around at 7:00 tonight. I will be having a dance lesson.*
- when we **ask politely** about someone's plans for the near future (what we want to know is if your wishes fit in with their plan). *Will you be driving to work today? I need a ride to the station.*

Time expressions we use with the future continuous are: this time tomorrow, next week/month, etc., at one o'clock tomorrow, three hours from now, later, etc.

Future Perfect

Form: *will + have + past participle of the main verb*

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/'ll have arrived.	I/You/He/She/It/We/They will not/won't have arrived.

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they have arrived?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the **future perfect** for actions that **will have finished** before a stated time in the future.

She will have finished her interview by 3 o'clock.

Grammar Reference

Future Perfect Continuous

Form: *will + have been + main verb + -ing*

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will have been watching.	I/You/He/She/It/We/They will not/won't have been watching.
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they have been watching?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the **future perfect continuous** to emphasise the duration of an action up to a certain time in the future. The **future perfect continuous** is often used with: *by ... for*. *By the time he finishes, he will have been working for sixteen hours.*

Time expressions used with the future perfect and the future perfect continuous: before, by, by then, by the time, until/till, etc.

Note: *by* or *not ... until/till* are used with future perfect. *Until/Till* are normally used with future perfect only in negative sentences.

Exclamations

Exclamations are words or sentences used to express admiration, surprise, etc. To form exclamatory sentences we can use **what (a/an)**, **how**, **such**, **so** or a **negative question**.

- **so/how + adjective/adverb** – *This muffin is so tasty! She sings so beautifully! How brilliant she is!*
- **such + a/an (+adjective) + singular countable noun** – *This is such an original idea!*
- **such (+adjective) + uncountable/plural noun** – *They are such clever students!*

Rules of Punctuation

Capital Letters

A capital letter is used:

- to begin a sentence.
Here we are.
 - for days of the week, months and public holidays.
Friday, August, New Year's Day
 - for names of people and places.
My teacher's name is Sally and she's from Chester, Vermont.
 - for people's titles.
Mr and Mrs Parker; Dr Mortimer; Professor Riggs etc.
 - for nationalities and languages.
They are Chilean.
He's fluent in German and Russian.
- Note:** The personal pronoun *I* is always a capital letter.
Gus and I are going on holiday together.

Full stop (.)

A full stop is used to end a sentence that is not a question or an exclamation.

We're having a great time. You can never get bored here in Rio.

Comma (,)

A comma is used:

- to separate words in a list.
We need sugar, milk, tomatoes and apple juice.
 - to separate a non-essential relative clause (i.e. a clause giving extra information which is not essential to the meaning of the main clause) from the main clause.
Tony, who is a doctor, lives in Africa.
 - after certain joining words/transitional phrases (e.g. *in addition to this, moreover, for example, however, in conclusion, etc.*).
Moreover, Jenny is very patient with children.
 - when **if-clauses** or other dependent clauses begin with compound or complex sentences.
If you have any questions, don't hesitate to ask.
- Note:** No comma is used, however, when they follow the main clause.
- to separate tag questions from the rest of the sentence.
Mr Stevens is your Maths teacher, isn't he?
 - before the words **asked, said,** etc when followed by direct speech.
"Turn down the music," said Sarah.

Question Mark (?)

A question mark is used to end a direct question.

Where are the children?

Exclamation Mark (!)

An exclamation mark is used to end an exclamatory sentence (i.e. a sentence showing admiration, surprise, joy, anger, etc).

That's a lie!

What awful weather!

Quotation Marks (' ' " ")

- Single quotes are used when you are quoting someone in direct speech (nested quotes).
Ann said, "The teacher asked us, 'How many of you have read Hamlet?'"
- Double quotes are used in direct speech to report the exact words someone said.
"What's your name?" she asked him.

Colon (:)

A colon is used to introduce a list.

There were three of us on the boat: my brother, my cousin Lyn and me.

Brackets ()

Brackets are used to separate extra information from the rest of the sentence.

The most popular newspapers (i.e. The New York Times, The Observer, etc) can be found almost anywhere in the world.

Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out.
I'm (= I am) writing to complain about ...
She left for Italy in the winter of '98. (= 1998)
- before or after the possessive **-s** to show ownership or the relationship between people.
Tom's car, my friend's husband (singular noun + 's)
my parents' friends (plural noun + ')
women's dresses (irregular plural + 's)

Pronunciation

Vowels

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

Consonants

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

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

Diphthongs

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

Double letters

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



American English – British English Guide

American English	British English	American English	British English
A account airplane anyplace/anywhere apartment	bill/account aeroplane anywhere flat	P pants/trousers pantyhose/nylons parking lot pavement pedestrian crossing (potato) chips public school purse	trousers tights car park road surface zebra crossing crisps state school handbag
B bathrobe bathtub bill billion=thousand million busy (phone)	dressing gown bath banknote billion=million million engaged (phone)	R railroad rest room	railway toilet/cloakroom
C cab call/phone can candy check closet connect (telephone) cookie corn crazy	taxi ring up/phone tin sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad	S sales clerk/sales girl schedule shorts (underwear) sidewalk stand in line store, shop subway	shop assistant timetable pants pavement queue shop underground
D desk clerk dessert downtown drapes drugstore/pharmacy duplex	receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached	T truck two weeks	lorry, van fortnight/two weeks
E eggplant elevator	aubergine lift	V vacation vacuum (v.) vacuum cleaner vest	holiday(s) hoover hoover waistcoat
F fall faucet first floor, second floor, etc flashlight French fries front desk (hotel)	autumn tap ground floor, first floor, etc torch chips reception	W with or without (milk/cream in coffee)	black or white
G garbage/trash garbage can gas gas station grade	rubbish dustbin/bin petrol petrol station/garage class/year	Y yard	garden
I intermission intersection	interval crossroads	Z (pronounced, "zee") zero zip code	(pronounced, "zed") nought postcode
J janitor	caretaker/porter	Grammar	
K kerosene	paraffin	He <u>just went</u> out./ He <u>has just gone</u> out.	He <u>has just gone</u> out.
L lawyer/attorney line lost and found	solicitor queue lost property	Hello, is <u>this</u> Steve?	Hello, is <u>that</u> Steve?
M mail make a reservation motorcycle movie movie house/theater	post book motorbike/motorcycle film cinema	<u>Do you have</u> a car?/ <u>Have you gotten</u> a car?	<u>Have you got</u> a car?
N news-stand	newsagent	Spelling	
O office (doctor's/dentist's) one-way (ticket) overalls	surgery single (ticket) dungarees	aluminum analyze center check color honor jewelry practice(n,v)	aluminium analyse centre cheque colour honour jewellery practice(n) practise(v) programme realise tyre traveller
		Expressions with prepositions and particles	
		different <u>from/than</u> live <u>on</u> X street <u>on</u> a team <u>on</u> the weekend Monday <u>through</u> Friday	different <u>from/to</u> live <u>in</u> X street <u>in</u> a team <u>at</u> the weekend Monday <u>to</u> Friday
		Dates	
		02.14.2012 (month.day.year)	14.02.2012 (day.month.year)

Word List

Abbreviations	(adj)	adjective	(phr)	phrase	(pl n)	plural noun	(v)	verb
	(adv)	adverb	(phr v)	phrasal verb	(prep)	preposition	(sb)	somebody
	(conj)	conjunction	(pp)	past participle	(pron)	pronoun	(sth)	something
	(n)	noun						

Module A

Unit 1

Special Places

- artefact** /ɑ:tɪfækt/ (n) = an object made by a person which is historically interesting
- attraction** /ə'trækʃən/ (n) = sth you can visit that is interesting or enjoyable
- cast** /kɑ:st/ (n) = all the people who act in a film
- exhibit** /ɪg'zɪbɪt/ (n) = a painting, a sculpture, etc on display
- feature** /fi:tʃə/ (n) = an important part or aspect of sth
- gift shop** /gɪft ʃɒp/ (n) = a shop selling things that people give or receive as presents
- on display** (phr) = arranged for people to look at
- period** /pɪəriəd/ (n) = an amount of time during which sth happens
- screening** /skri:nɪŋ/ (n) = the display of a film
- sightseeing** /saɪtsi:ɪŋ/ (n) = travelling around and visiting interesting places
- title** /taɪtl/ (n) = the name of a book, poem, film, play or other work of art
- tour guide** (phr) = a person who shows tourists around
- work** /wɜ:k/ (n) = a book, piece of music, painting

1a

- architectural** /ɑ:kɪ'tektʃərəl/ (adj) = relating to architecture
- artefact** /ɑ:tɪfækt/ (n) = an object made by a person which is historically interesting
- artistic triumph** (phr) = a creative achievement
- defence** /dɪ'fens/ (n) = protection
- dome** /dəʊm/ (n) = a round roof
- exhibit** /ɪg'zɪbɪt/ (n) = a painting, a sculpture, etc on display
- extensive** /ɪk'stensɪv/ (adj) = very large in amount or degree
- fountain** /'faʊntɪn/ (n) = a decorative structure from which flows a stream of water
- heritage** /'herɪtɪdʒ/ (n) = traditions that continue over many years
- main** /meɪn/ (adj) = the most important
- must-see attraction** (phr) = sth that everyone should see
- on the edge of the harbour** (phr) = near the port
- promenade** /prə'mə'nɑ:d/ (n) = a road by the sea
- research** /rɪ'sɜ:tʃ/ (n) = the detailed study of sth in order to discover new facts
- rich** /rɪtʃ/ (adj) = having a lot of sth
- stunning design** (phr) = an impressive plan
- tree-lined promenade** (phr) = a road by the sea with trees along its sides
- truly breathtaking** (phr) = amazing

1b

- appear** /ə'piə/ (v) = to start to be seen
- attend** /ə'tend/ (v) = to be present at an event or activity
- audience** /'ɔ:diəns/ (n) = all the people who watch a television programme, listen to a radio broadcast, or are reached by advertising
- contribute** /kən'trɪbjʊ:t/ (v) = to be a part of a group or an activity and help it to be successful
- defend** /dɪ'fend/ (v) = to protect from attack
- design** /dɪ'zaɪn/ (v) = to make drawings of sth
- divide** /dɪ'vaɪd/ (v) = to separate into two
- donate** /də'neɪt/ (v) = to give goods to an organisation or charity
- draw** /drɔ:/ (v) = to make sb notice sth
- easy** /i:zi/ (adj) = not difficult
- excited (about)** /ɪk'saɪtɪd/ (adj) = looking forward to sth
- feature** /fi:tʃə/ (n) = an important part or aspect of sth
- full of** /fʊl əv/ (adj) = having a lot of sth
- fortune** /'fɔ:tʃən/ (n) = a very large amount of money
- make it up to** /meɪk ɪt 'ʌp tə/ (phr v) = to do sth good for sb you have upset
- make (sth) up** /meɪk 'ʌp/ (phr v) = to invent sth, usually a story or lie
- make out** /meɪk 'aʊt/ (phr v) = to manage to see or hear sth with difficulty
- make up** /meɪk 'ʌp/ (phr v) = to become friends again
- opening** /ə'pəʊnɪŋ/ (adj) = showing that sth is open or has begun
- plan** /plæn/ (v) = to organise
- protect** /prə'tekt/ (v) = to keep sb or sth safe from harm, injury, damage or loss
- public** /pʌblɪk/ (n) = people in general
- pull** /pʊl/ (v) = to move sb/sth towards you
- quality** /'kwɒləti/ (n) = how good or bad sth is
- share** /ʃeə/ (v) = to give a part of sth to sb
- simple** /sɪmpəl/ (adj) = plain
- spectator** /spek'teɪtə/ (n) = sb who watches a public activity or event
- type** /taɪp/ (n) = a group of people or things with similar qualities or features
- variety** /və'reɪəti/ (n) = a collection or number of people, things, ideas, etc that are all different from one another
- viewer** /'vju:ə/ (n) = sb who watches television programmes
- visit** /'vɪzɪt/ (v) = to go and see sb and spend some time with them
- witness** /'wɪtnəs/ (v) = to see a crime, accident or other event happen

1d

- alive** /ə'laɪv/ (adj) = living and not dead
- counter** /'kaʊntə/ (n) = a long narrow table where customers are served

- companion** /kəm'pæniən/ (n) = sb who travels with you or spends a lot of time with you
- due** /dju:/ (adj) = expected to arrive at a particular time
- scales** /skeɪlz/ (pl n) = an instrument for weighing people or things
- sort** /sɔ:t/ (n) = a group of people or things with the same qualities or features
- squeeze** /skwi:z/ (v) = to force sb into a small place

1e

- car breaks down** (phr) = when your car stops working
- cramped** /kræmpt/ (adj) = small and crowded
- cramped hotel room** (phr) = a hotel room which does not have enough space for the people in it
- credit card** (phr) = a small plastic card that you use to buy things and pay for them later
- dirty** /dɜ:ti/ (adj) = not clean
- dirty beach/sea** (phr) = a beach/sea which is not clean
- flight** /flaɪt/ (n) = a journey in air
- food poisoning** (phr) = an illness affecting your stomach caused by a harmful food
- get sunburnt** (phr) = to have red and painful skin as a result of spending too much time in the sun
- get food poisoning** (phr) = to become ill because you have eaten food that has gone bad
- have credit card stolen** (phr) = when sb takes your credit card illegally
- have terrible weather** (phr) = when the weather is not good
- hotel staff** (phr) = the people who work for a hotel
- local** /ləʊkəl/ (adj) = related to an area that you live in
- lose luggage** (phr) = to lose the bags that you carry when travelling
- luggage** /'lʌgɪdʒ/ (n) = bags and suitcases that you take on a journey
- miss flight** (phr) = to arrive too late to get on the plane
- not speak the language** (phr) = when you are not able to talk in a particular language
- out of date** (phr) = old and no longer suitable for anything new/modern
- passport** /'pɑ:spɔ:t/ (n) = an official document containing your photograph and showing which country you are a citizen of
- passport is out of date** (phr) = when your passport is no longer valid
- recommendation** /ˌrekə'men'deɪʃən/ (n) = a suggestion or piece of advice about how to solve a problem
- rude** /ru:d/ (adj) = not polite

Word List

rude hotel staff (phr) = people who work in a hotel and are not polite
terrible /tɛrəbəl/ (adj) = very bad
weather /wɛðə/ (n) = the conditions that exist in the atmosphere

1g

calendar /kælɪndə/ (n) = a set of pages showing the days, weeks and months of a particular year
demonstration /dɛmən'streɪʃən/ (n) = a show (of how sth works)
take place (phr) = to happen at a certain time

Language Knowledge 1

annual /'ænjʊəl/ (adj) = happening once every year
appeal /ə'pi:l/ (v) = to attract sb
avoid /ə'vɔɪd/ (v) = to keep away from sb/sth
last /lɑːst/ (v) = to continue for a particular period of time
bench /bentʃ/ (n) = a long seat for two or more people made of wood
exhibition /ˌɛksɪ'bɪʃən/ (n) = (at a museum/art gallery) a display of paintings, sculptures, etc
last /lɑːst/ (v) = to continue for a particular period of time
live /laɪv/ (adj) = (of a performance) seen while it is happening, not recorded
living /'lɪvɪŋ/ (adj) = alive at the present time
opening ceremony (phr) = the formal beginning of an event
remain /rɪ'meɪn/ (v) = to continue to be in a particular situation or condition
run /rʌn/ (v) = to organise
stall /stɔːl/ (n) = a large table with goods

Unit 2

Nature Attacks

aftershock /ɑːftəʃɒk/ (n) = a smaller earthquake that occurs after a large one
avalanche /ævələntʃ/ (n) = a large amount of snow, ice and rock falling down a mountainside
cloud of ash (phr) = a collection of soft grey powder from a volcano in the sky
collapse /kə'læps/ (v) = to fall down
drought /draʊt/ (n) = a long period of time in which no rain falls
eruption /ɪ'rʌpʃən/ (n) = an event when hot rocks and ash explode out of the top of a volcano
landslide /lændslaɪd/ (n) = a sliding mass of earth or rock from a cliff or mountain
lava /lɑːvə/ (n) = very hot liquid rock which comes out of a volcano when it erupts
overflow /'əʊvəfləʊ/ (v) = when sth gets too full and spills over
roof /ruːf/ (n) = the top outer part of a building
rubble /rʌbəl/ (n) = bricks, glass and other material that remain after a building is destroyed

2a

coastline /kəʊstlaɪn/ (n) = the outline of a country's coast

colossal wave (phr) = a huge line of water
crack /kræk/ (n) = a big opening in a surface
destruction /dɪ'strʌkʃən/ (n) = serious damage
drown /draʊn/ (v) = to die because you have gone or been pushed under water and cannot breathe
duty /djuːti/ (n) = a responsibility
flooded /flʌdɪd/ (pp) = covered with water
gather /gəθə/ (v) = to come together to form a group
give up /gɪv 'ʌp/ (phr v) = to stop trying
helplessly /'helpləsli/ (adv) = without the ability to do anything
howl /haʊl/ (v) = (of the wind) to blow hard and make a loud noise
huddle (together) /'hʌdəl/ (v) = to sit closely hugging each other
huge /hjuːdʒ/ (adj) = extremely large in size
huge wave (phr) = a very large wave
in its path (phr) = in the area where sth has passed
massive /mæsɪv/ (adj) = huge
massive tsunami (phr) = a huge wave after an earthquake
nightmare /'naɪtmɛə/ (n) = a very frightening dream
rubble /rʌbəl/ (n) = broken stones or bricks from a building
ruins /ruːnz/ (pl n) = pieces that are left after sth has been destroyed
scale /skeɪl/ (n) = the size or level of sth
scale of the destruction (phr) = the amount of destruction
shake head (phr) = to move your head from one side to the other
siren /saɪərən/ (n) = sth that makes a loud noise, usually found on ambulances, police cars and fire engines
state of shock (phr) = an unpleasant feeling caused by sth unexpected
sweep off /swɪp 'ɒf/ (v) = to move with force in a particular direction
the ground started shaking (phr) = the earth started moving
urge /ɜːdʒ/ (v) = to strongly advise
wash away /wɒʃ ə'weɪ/ (phr v) = (of water) to carry sth away and make it disappear
wave /weɪv/ (n) = a raised line of water that moves across the sea
wonder /wʌndə/ (v) = to think about sth because you are not sure about it

2b

arise /ə'raɪz/ (v) = to exist or start developing because of sth
arrive /ə'raɪv/ (v) = to reach a place
beat /bi:t/ (v) = to hit sth/sb several times
beware /bi'weə/ (v) = to be careful
complain (about) /kəm'pleɪn/ (v) = to be unhappy about sth
cope (with) /kəʊp/ (v) = to deal successfully with sth
damage /dæmɪdʒ/ (n) = harm or injury
drop /drɒp/ (v) = to become less
escape /ɪ'skeɪp/ (v) = to get away from a place
frightened /'fraɪtənd/ (adj) = afraid; feeling fear

give away /gɪv ə'weɪ/ (phr v) = to give sth to sb because you don't want it anymore
give in /gɪv 'ɪn/ (phr v) = to acknowledge defeat in an argument or debate
give out /gɪv 'aʊt/ (phr v) = to distribute
give up /gɪv 'ʌp/ (phr v) = to stop doing sth
hailstorm /'heɪlstɔːm/ (n) = a storm in which a lot of small balls of ice fall like rain
heavy rain (phr) = too much rain
hit /hɪt/ (v) = to touch sth with force
huddle /'hʌdl/ (v) = (of people/animals) to gather closely together
in its path (phr) = as it moves forward
raise /reɪz/ (v) = to increase
rise /raɪz/ (v) = to move upwards
reach /ri:tʃ/ (v) = to arrive somewhere
strike /straɪk/ (v) = to hit against
strong /strɒŋ/ (adj) = powerful
thunderstorm /θʌndəstɔːm/ (n) = a heavy storm with thunder
tornado /tɔːneɪdəʊ/ (n) = a violent wind storm
urge /ɜːdʒ/ (v) = to try hard to persuade sb to do sth

2d

anxiously /æŋkʃəsli/ (adv) = in a worried way
blind /blaɪnd/ (v) = made blind
chest /tʃɛst/ (n) = front upper part of body below the neck
cruelly /kruːəli/ (adv) = in a way that deliberately hurts others
giant /dʒaɪənt/ (n) = huge creature that looks like a human
rage /reɪdʒ/ (n) = extreme anger
reflection /rɪ'fleksʃən/ (n) = an image in/on something shiny, e.g. a mirror
roll /rɒl/ (v) = move something by turning it over and over, e.g. a ball
snore /snɔː/ (v) = breath noisily through the nose when asleep
stare /steə/ (v) = look at attentively
swallow /'swɒləʊ/ (v) = take food or drink into the mouth and down to the stomach
yawn /jɔːn/ (v) = open mouth wide to take in air when tired

2e

ambulance /æm'bju:ləns/ (n) = a vehicle for taking people to hospital
assistance /ə'sɪstəns/ (n) = help
fire brigade (phr) = an organisation whose job is dealing with fires in a particular area
police /pə'liːs/ (n) = an organisation that checks that people obey the law

2f

get to /get tə/ (v) = to finally reach a destination
wrecked /rekt/ (pp) = to be destroyed or badly damaged

Language Knowledge 2

approach /ə'prəʊtʃ/ (v) = to get closer to sb or sth

Word List

blazing sun (phr) = very hot/burning sun
blizzard /'blɪzəd/ (n) = a very bad snowstorm
breeze /bri:z/ (n) = a gentle wind
complain /kəm'pleɪn/ (v) = to say that sth is wrong
downpour /daʊnpɔ:/ (n) = a sudden and unexpected heavy fall of rain
drizzle /'drɪzəl/ (v/n) = light rain falling in fine drops
flood /flʌd/ (n) = a large amount of overflowing water
gale /geɪl/ (n) = a very strong wind
hail /heɪl/ (n) = small balls of ice that fall like rain
hurricane /'hʌrɪkən/ (n) = a powerful storm with strong winds
prediction /prɪ'dɪkʃən/ (n) = a statement about what you think will happen in the future
shower /'ʃaʊə/ (n) = a short period of rain
sleet /sli:t/ (n) = partly frozen rain
snowdrift /'snəʊdrɪft/ (n) = a deep pile of snow blown together by the wind
snowfall /'snəʊfɔ:l/ (n) = the amount of snow that falls in a period of time in a particular place
storm /stɔ:m/ (n) = bad weather with heavy rain, wind, thunder and lightning
sunshine /'sʌnʃaɪn/ (n) = the light and heat that comes from the sun
torrential rain (phr) = very heavy rainfall

Progress Check Module A

beat /bi:t/ (v) = (of heart) to make regular rhythmic movements
donate /dəʊneɪt/ (v) = to give sth, especially money to sb in need
draw /drɔ:/ (v) = to attract sb
evacuate /ɪ'vekjueɪt/ (v) = to move people out of an area
heat wave /hi:t weɪv/ (n) = a period of unusually hot weather
shine /ʃaɪn/ (v) = to give out or reflect light; to be bright
tornado /tɔ:'neɪdə/ (n) = a violent storm with strong winds moving in a circle

Module B

Unit 3 The Environment

area /eəriə/ (n) = part of the earth's surface
cover /'kʌvə/ (v) = to be all over a surface
drop /drɒp/ (v) = to reduce/get less
insect /ɪnsekt/ (n) = a small animal that has six legs and a body divided in three parts
lack /læk/ (n) = a situation in which you do not have any, or enough, of something that you need or want
land surface (phr) = the area of the Earth not covered by water
mammal /mæməl/ (n) = an animal that gives birth to babies and feeds them on milk
occupy /'ɒkjʊpaɪ/ (v) = to fill an amount of space
provide /prə'vaɪd/ (v) = to give someone something that they want or need
shelter /'ʃeltə/ (n) = a place where people are protected from bad weather or from danger

3a

atmosphere /ætməsfiə/ (n) = the air round the earth
biodiversity /baɪəʊdaɪ'vɜ:sɪti/ (n) = the variety of different types of plant and animal life in a particular region
breath-takingly /'breθteɪkɪŋli/ (adv) = in an extremely shocking way
build /bɪld/ (v) = to make a structure
coastline /kəʊstlaɪn/ (n) = the land along a coast, especially when seen from the sea or the air
community /kə'mju:nəti/ (n) = the people who live in an area
contain /kən'teɪn/ (v) = to include something
creature /kri:tʃə/ (n) = anything that lives except plants
damage /dæmɪdʒ/ (v) = to harm or spoil sth
earn /ɜ:n/ (v) = to receive money from business
economic benefit (phr) = an advantage you get from a situation which concerns money
endangered /ɪn'deɪndʒəd/ (adj) = sth in danger of being damaged or destroyed
essential /ɪ'senʃəl/ (adj) = completely necessary
get rid of (phr) = to take action that stops something annoying
global /gləʊbəl/ (adj) = happening in or affecting all parts of the world
greenhouse gas (phr) = a gas that stops heat from escaping from the atmosphere and causes the greenhouse effect
harm /hɑ:m/ (v) = to injure
inspire /ɪn'spaɪə/ (v) = to give someone the enthusiasm to do or create something
level /'levəl/ (n) = standard/status
life-saving /laɪf,seɪvɪŋ/ (adj) = done in order to prevent someone from dying
physical /fɪzɪkəl/ (adj) = relating to nature
poor /pɔ:/ (adj) = not rich
proportion /prə'pɔ:ʃən/ (n) = a quantity of something that is a part of the whole
related /rɪ'leɪtɪd/ (adj) = two or more things connected
skeleton /skelətən/ (n) = a structure that supports something
slow down /sləʊ 'daʊn/ (phr v) = to become less active
species /spi:ʃi:z/ (pl n) = a group of animals or plants which have the same main characteristics and can breed together
stunning /stʌnɪŋ/ (adj) = very impressive
support /sə'pɔ:t/ (v) = to encourage sb to succeed
surround /sə'raʊnd/ (v) = to be all around something
survival /sə'vaɪvəl/ (n) = the state of continuing to live
tourism /tuə'rɪzəm/ (n) = travelling for holiday
useful /'ju:sfəl/ (adj) = helpful for doing something
vanish /vænɪʃ/ (v) = to disappear suddenly
wave /weɪv/ (n) = a raised line of water
wonder /'wʌndə/ (n) = a feeling of surprise

3b

at risk /ət 'rɪsk/ (prep phr) = in danger
benefit /'benəfɪt/ (v) = to get an advantage from something
bring about /brɪŋ ə'baʊt/ (phr v) = to cause sth to happen
bring out /brɪŋ 'aʊt/ (phr v) = to release a book, album, etc and put in on sale
bring round /brɪŋ 'raʊnd/ (phr v) = to help sb regain consciousness
bring up /brɪŋ 'ʌp/ (phr v) = to raise a child
comparison /kəm'pærɪsn/ (n) = the process of comparing two or more people or things to show that sb or sth has more of a quality
conserve /kən'sɜ:v/ (v) = to use as little of sth so that it is not wasted
contaminate /kən'tæmɪneɪt/ (v) = to make sth dirty by putting chemicals or poison in it
die out /daɪ 'aʊt/ (phr v) = to stop existing
emotive language (phr) = the deliberate choice of words to create an emotional impact
endangered species (phr) = animals or plants that may soon become extinct
exaggeration /ɪg,zædʒə'reɪʃn/ (n) = the act of making sth seem more important or worse than it really is
in the wild /ɪn ðə 'waɪld/ (prep phr) = in nature; in land not inhabited by people
protect (from) /prə'tekt (frəm)/ (v) = to keep sth safe from sth else
rely on /rɪ'laɪ ɒn/ (v) = to depend on
repetition /repə'tɪʃn/ (n) = the act of saying the same thing many times
rhetorical question (phr) = a question asked in order to make a statement rather than get an answer
save from extinction (phr) = to save an animal from dying out completely
statistics and facts (phr) = a set of numbers which represents true information or measurements
switch off /swɪtʃ 'ɒf/ (phr v) = to turn a light, machine, etc off using a switch
turn off /tɜ:n 'ɒf/ (phr v) = to switch off
unplug /ʌn'plʌg/ (v) = to take the plug of a piece of electrical equipment out of a socket
waste /weɪst/ (v) = to use too much of sth than is needed

3c

reptile /reptal/ (n) = a cold-blooded animal with scaly skin that lays eggs

3d

accidental poisoning (phr) = the act of causing sb/sth to take poison without meaning to
breed /bri:d/ (v) = to have babies
critically endangered species list (phr) = a collection of names of animals which are in danger of becoming extinct
cure /kjʊə/ (n) = medicine or treatment that causes an illness to end
game reserve /geɪm rɪzɜ:v/ (n) = a large area of land, where animals live safely

Word List

habitat loss /ˈhæbɪtæt ˌlɒs/ (n) = the state of an animal's natural surroundings no longer existing
hunting /ˈhʌntɪŋ/ (n) = chasing and killing animals for food or as a sport
in danger /ɪn ˈdeɪndʒə/ (prep phr) = at risk
land surface (phr) = the outside layer of the Earth
life-threatening disease (phr) = an illness that could kill a person or animal
medicinal use (phr) = the function of sth as a medicine
oxygen supply /ˈɒksɪdʒən səˈplaɪ/ (n) = the amount of breathing air available
poacher /ˈpəʊtʃə/ (n) = an illegal hunter of wild animals
raise awareness (phr) = to make people notice sth
urban areas (phr) = places occupied by towns or cities
vanish /ˈvænɪʃ/ (v) = to disappear

3e

affect /əˈfekt/ (v) = to influence
consumer /kənˈsju:mə/ (n) = someone who buys and uses goods and services
energy waste /ˌenədʒi ˈweɪst/ (n) = the act of using more energy than is needed
maintain a conversation (phr) = to continue a discussion
manufacturer /ˌmænɪʃəˈfæktʃərə/ (n) = a person or company that creates a product
profit /ˈprɒfɪt/ (n) = sth that you gain
variety /ˈvəriəti/ (n) = a collection of things different to one another

3f

landfill /ˈlændfɪl/ (n) = a hole where large amounts of rubbish are put

Language Knowledge 2

due to /dju: tə/ (prep) = because of
educational /ˌedʒuˈkeɪʃən/ (adj) = relating to education
rapid /ˈræpɪd/ (adj) = quick
running water (phr) = water that comes out of pipes
slum /slʌm/ (n) = a very poor and crowded area
urban /ˈz:bən/ (adj) = connected with a city

Unit 4

Technology

charger /tʃɑ:dʒə/ (n) = a device used for passing an electrical current through a battery to make it more powerful or last longer
communicate /kəmˈju:mikeɪt/ (v) = to be in contact with
control /kənˈtrəʊl/ (v) = to have complete power over sb or sth
convert /kənˈvɜ:t/ (v) = to change in order to use for a different purpose
display /dɪˈspleɪ/ (v) = to put objects in a place where they can be seen easily
download /ˌdaʊnˈləʊd/ (v) = to copy or move programs or information into a computer's memory, especially from a website

plug in /plʌg ɪn/ (phr v) = to connect an appliance to the electricity supply
record /rɪˈkɔ:d/ (v) = to put sth on tape or film
scroll /skrəʊl/ (v) = to move up and down on a screen
store files (phr) = save data on a computer
surf online (phr) = browse the Internet
upload /ˌʌpˈləʊd/ (v) = to transfer data onto a computer
voice command /ˌvɔɪs kəˈmɑ:nd/ (n) = verbal instruction

4a

common interests (phr) = activities that people share
creativity /kri:ˈeɪtɪvɪti/ (n) = the ability to do things using your imagination
decision-making (phr) = the process of deciding what to do about something
details /ˈdi:teɪlz/ (n) = information
educational content (phr) = containing information which has knowledge as a goal
exposed /ɪkˈspəʊzd/ (adj) = without protection
hand-eye coordination (phr) = the ability to do things that involve your hands and eyes working together
interact /ɪntərˈækt/ (v) = two things performing an activity together
loner /ˈləʊnə/ (n) = someone who likes to be alone and has few friends
problem-solving skills (phr) = the ability to find solutions to problems
reaction times (phr) = the time sb needs to act quickly
shared goals (phr) = when you want to achieve the same things with sb else
smart /smɑ:t/ (adj) = clever
threat /θret/ (n) = a situation or an activity that could cause harm or danger
violent /ˈvaɪələnt/ (adj) = using physical force

4b

achieve /əˈtʃi:v/ (v) = to succeed
act /ækt/ (v) = to do sth
appear /əˈpiə/ (v) = to become noticeable
aware /əˈweə/ (adj) = knowing about a situation or a fact
be after /bi: ɑ:ftə/ (phr v) = want
be off /bi ˈɒf/ (phr v) = leave
be on /bi ˈɒn/ (phr v) = be shown on TV
be out of /bi ˈaʊt əv/ (phr v) = have no more
connect (to) /kəˈnekt/ (v) = to join sth to sth else
connection /kəˈnekʃən/ (n) = a relationship between things
cooperate /kəʊˈɒpəreɪt/ (v) = to work together
harm /hɑ:m/ (v) = to hurt
in moderation (phr) = in a sensible way
interact /ɪntərˈækt/ (v) = to communicate with sb
keep in touch with (phr) = to communicate with sb, especially by writing to or phoning them
offer /ɒfə/ (v) = to give

on a computer screen (phr) = when sth appears on the screen of a computer
plug sth into sth /plʌg ˈɪntə/ (phr v) = to connect an electrical device to an electrical system so that it can work
remove (from) /rɪˈmu:v/ (v) = to take sth away
require /rɪˈkwaɪə/ (v) = to need someone or something

4c

install /ɪnˈstɔ:l/ (v) = (of a piece of equipment) to put it somewhere and connect it

4d

acceptable /əkˈseptəbəl/ (adj) = good enough, suitable
assignment /əˈsaɪnmənt/ (n) = a piece of usually written work, such as an essay, given to students at school or university
automatically /ˌɔ:təˈmætɪkli/ (adv) = without conscious thought or intention
blog /blɒg/ (n) = a type of diary on a website that is changed regularly to give the latest news
click on /kɪk ɒn/ (v) = to make an action on a computer by using a computer mouse
concern /kənˈsɜ:n/ (n) = a feeling of worry about a situation
content /ˈkɒntent/ (n) = the subject, ideas, or story that a piece of writing deals with
earn a living (phr) = to gain enough money to pay for everything you need
educational tool (phr) = an object/device that helps with learning
experience /ɪkˈspɪəriəns/ (n) = gained knowledge or skill
plagiarism /ˈpleɪdʒərɪzəm/ (n) = the act of taking sb's ideas and using them as your own
profitable /ˈprɒfɪtəbəl/ (adj) = giving you a benefit or advantage
research /rɪˈsɜ:tʃ/ (n) = a serious study of sth
search word /ˈsɜ:tʃ ˌwɜ:d/ (n) = the word used to target items on the Internet
section /sekʃən/ (n) = a separate part of a book, newspaper, magazine, etc
software /ˈsɒftweə/ (n) = computer program
sponsor /ˈspɒnsə/ (n) = a person or business that pays money to support an event
survey /ˈsɜ:veɪ/ (n) = a study, research
usage /ˈju:sɪdʒ/ (n) = the way in which sth is used

Progress Check Module B

body language (phr) = your body movements which show how you feel
display /dɪˈspleɪ/ (v) = to show sth to people
networking /ˈnetwɜ:kɪŋ/ (n) = interaction with other people to exchange information and develop contacts, especially to further one's career
store /stɔ:/ (v) = to keep information in a computer
upload /ˌʌpˈləʊd/ (v) = to move data from a small computer to a larger one

Word List

Module C

Unit 5

Crime

- attack** /ə'tæk/ (n) = use violence to harm
be caught (phr) = to get arrested
break into /breɪk 'ɪntə/ (phr v) = enter a place to steal
bullying /'bʊliɪŋ/ (n) = behaviour that frightens or hurts someone smaller or weaker
burglary /bɜːgləri/ (n) = break-in, robbery
burgle /bɜːgl/ (v) = to enter a building and steal things
escape /ɪ'skeɪp/ (v) = to get away from something bad
flee /fliː/ (v) = to leave a place quickly
hacking /'hækiŋ/ (n) = to use a computer to connect to someone else's computer secretly and often illegally, so that you can find or change information on it
illegal downloading (phr) = to move information to your computer from the internet against the law
masked /mɑːskt/ (adj) = wearing sth that covers the face
missing /mɪsɪŋ/ (adj) = not being somewhere that sth should be
rise /raɪz/ (v) = to increase
robbery /'rɒbəri/ (n) = the crime of stealing
steal /stiːl/ (v) = to take without permission
surveillance camera /sə'veɪləns 'kæməərə/ (n) = a camera used to watch over buildings or areas
terrorise /tə'reɪz/ (v) = to frighten people by threatening them or by using violence
theft /θeft/ (n) = the crime of stealing

5a

- access** /'ækses/ (v) = to get information, especially from a computer
burgle /bɜːgl/ (v) = to enter a building and steal things
emergency /ɪ'mɜːdʒənsi/ (n) = an unexpected situation involving danger in which immediate action is necessary
equipped /ɪ'kwɪpt/ (adj) = sb/sth having the things that are needed for a particular purpose
fight crime (phr) = to try to stop illegal activities
global positioning system (phr) = a system for finding exactly where you are anywhere in the world using satellites
identity /aɪ'dentəti/ (n) = who you are, or what your name is
in orbit (phr) = the path that is taken by an object moving around a larger object in space
locate /ləʊ'keɪt/ (v) = to find out the exact place where someone or something is
post /pəʊst/ (v) = to put information or pictures on a website
precaution /preɪ'kɔːʃən/ (n) = something done to protect people or things against possible harm or trouble
radio signal (phr) = pictures, sound or other information sent by radio

- satellite** /sætəlaɪt/ (n) = an object that is sent into space to travel round the earth in order to receive and send information
smartphone /smɑːt'fəʊn/ (n) = a mobile phone that also works as a small computer, allowing you to store information and write letters and reports
solve /sɒlv/ (v) = to find a solution to something that is causing difficulties
track /træk/ (v) = to follow or find sb/sth by looking for evidence that shows where they have gone
valuable /væljuəbəl/ (adj) = very useful and important

5b

- access** /'ækses/ (v) = to get information on a computer
admit /əd'mɪt/ (v) = to agree that sth is true
advanced /əd'vɑːnst/ (adj) = based on the most recent methods or ideas
appear in court (phr) = to be seen by a judge about a crime
break down /breɪk 'daʊn/ (phr v) = (of a person) to lose control and be very upset
break in /breɪk 'ɪn/ (phr v) = to enter somewhere by force
break into /breɪk 'ɪntə/ (phr v) = to enter a building by force
break out /breɪk 'aʊt/ (phr v) = to start suddenly
break up /breɪk 'ʌp/ (phr v) = (of a relationship, etc) to end
bring sb before a judge (phr) = to make sb appear in court to answer a criminal charge
burgle /bɜːgl/ (v) = to break into and steal
charge with /tʃɑːdʒ wɪð/ (v) = to accuse formally
crime /kraɪm/ (n) = an illegal action
emergency services (phr) = organisations which deal with emergencies: the police, fire, ambulance, etc.)
escape /ɪ'skeɪp/ (v) = to get away
get into the wrong hands (phr) = when sth is discovered by sb who may use it to harm people
handcuffs /'hændkʌfs/ (pl n) = metal rings which are fastened round a prisoner's wrists
hunt /hʌnt/ (v) = to look for sb/sth that is difficult to find
incorrect /ɪn'kɔːrɪkt/ (adj) = not accurate or true
location /ləʊ'keɪʃn/ (v) = the position of sth
oppose /ə'pəʊz/ (v) = to disagree strongly with sb's plan or idea
pickpocketing /'pɪk'pɒkɪtɪŋ/ (n) = act of secretly taking sth (usu a wallet or money) out of sb's pocket
prison /'prɪzən/ (n) = an institution where people are kept as punishment for committing a crime
scene of the crime (phr) = the place where an illegal action happened
sentence to /sentəns tə/ (v) = to be punished by a law court

- shoplift** /ʃɒp'lɪft/ (v) = to steal goods from a shop while pretending to shop
superior /suː'prɪəri/ (adj) = better than sb/sth else
the accused /ə'kjuzd/ (n) = sb who is on trial for committing a crime
trace a call (phr) = to discover the origin of a phonecall
under arrest /ˌʌndər ə'rest/ (prep phr) = be put in prison
urgent /ɜːdʒənt/ (adj) = that needs attention immediately because it is important

5d

- controversial issue** /kɒntrə'vɜːʃəl 'ɪʃuː/ (n) = a subject about which people have different opinions
dangerous driving (phr) = the crime of driving a vehicle in a way that is likely to hurt or kill people
enforce /ɪn'fɔːs/ (v) = to make sure that a law or rule is obeyed by people
heavy fine (phr) = a large amount of money that you have to pay because you have broken the law
impose /ɪm'fɔːs/ (v) = to introduce something new and force people to accept it
in anger (phr) = feeling that someone has treated you badly or unfairly that makes you want to hurt them or shout at them
offender /ə'fendə/ (n) = someone who has committed a crime
on impulse (phr) = a situation in which you have a sudden strong feeling that you must do something
parking area (phr) = an area where you can put your car and leave it for a long time
residential area (phr) = a place in which most of the buildings are houses
risky /rɪski/ (adj) = involving the possibility of danger, harm, or failure
speed limit (phr) = the fastest speed allowed for vehicles in a particular area
surveillance /sə'veɪləns/ (n) = the process of carefully watching a person or place that may be involved in a criminal activity
think twice (phr) = to carefully consider whether what you are planning to do is a good idea
time-consuming /taɪm'kɒn'sjuːmɪŋ/ (adj) = sth that takes a long time to do
well-lit /wel'lɪt/ (adj) = with enough brightness

5f

- drawback** /drɔː'bæk/ (n) = a feature of something that makes it less useful than it could be
evidence /eɪdɪəns/ (n) = facts or physical signs that help to prove something

Language Knowledge 5

- aim** /eɪm/ (v) = to intend to do sth
clue /kluː/ (n) = a piece of evidence that helps sb solve a crime

Word List

confiscate /kɒnsfɪkeɪt/ (v) = to officially take private property away for sb, especially as a punishment
delete /dɪ'li:t/ (v) = to remove sth stored on a computer
direct /daɪ'rekt/ (v) = to aim sth in a particular direction
dismiss /dɪs'mɪs/ (v) = to say that a legal case should not continue because of lack of evidence
focus /'fəʊkəs/ (v) = to give attention
hint /hɪnt/ (n) = sth you say to suggest sth to sb
trace /treɪs/ (n) = a sign of sb/sth

Unit 6 Sports & Fitness

adventure /əd'ventʃə/ (n) = an exciting, unusual and sometimes dangerous experience
aerobics /eə'reʊbɪks/ (n) = a type of exercise
archery /ɑ:tʃəri/ (n) = sport in which the player shoots arrows at a target using a bow
baseball /'beɪsbɔ:l/ (n) = game played by two teams using a ball and bat
bowling /'bəʊlɪŋ/ (n) = game in which a heavy ball is rolled from one end of a wooden alley towards wooden pins set up at the opposite end
boxing /'bɒksɪŋ/ (n) = sport that involves fighting with fists
bungee jumping /'bʌndʒi dʒʌmpɪŋ/ (n) = activity done by jumping off sth high above the ground whilst attached to a long elastic rope
competitive /kəm'petɪtɪv/ (adj) = eager to be more successful than other people
conveyor /kən'veɪə/ (n) = a moving device used for moving on a surface
extreme /ɪk'stri:m/ (adj) = great in amount
gaze /geɪz/ (v) = to look at sth for a long time because it is attractive or interesting or because you are thinking of sth else
gymnastics /dʒɪm'næstɪks/ (n) = physical exercises performed indoors, often using bars, rings and ropes
hang-gliding /'hæŋ glɑɪdɪŋ/ (n) = to fly with a kite like aircraft
height /haɪt/ (n) = measurement from the bottom to the top of sth
ice skating /aɪs skeɪtɪŋ/ (n) = sport in which you move across ice using special boots
individual /ɪndɪ'vɪdʒʊəl/ (adj) = of only one person or thing
indoor /ɪn'dɔ:/ (adj) = inside a building
injury /ɪn'dʒəri/ (n) = physical harm
lane /leɪn/ (n) = narrow path on an athletics track which is marked by lines
lead to /'li:d tə/ (v) = to result in
martial arts /'mɑ:ʃəl 'ɑ:ts/ (n) = methods of fighting that come from the Far East, like kung fu and karate
outdoor /aʊt'dɔ:/ (adj) = done in the open air, outside
paintball /'peɪntbɔ:l/ (n) = a game with guns that fire paint

paragliding /'pærəglɑɪdɪŋ/ (n) = jumping off a hill or tall building while wearing a special parachute, which allows you to control the way you land
popular /'pɒpjələ/ (adj) = sth/sb that many people like
require /rɪ'kwaɪə/ (v) = to need
skydiving /'skaɪdaɪvɪŋ/ (n) = activity in which people jump out of an aeroplane and float through the sky, sometimes joining with others before pulling their parachutes open
snow tubing /'snəʊ tju:biŋ/ (n) = sport of moving across the snow in an inflated tube
squash /skɒʃ/ (n) = game for two or four people played in a marked, indoors area by hitting a small ball against a wall
team /ti:m/ (adj) = describing sth a group of people do
training /'treɪnɪŋ/ (n) = preparation or education for a sport, an academic subject or a job
zip lining /zɪp laɪnɪŋ/ (n) = activity in which people travel down a cable suspended above a slope in a harness

6a

advantage /əd'vɑ:ntɪdʒ/ (n) = a good feature or quality
conclude /kən'klud/ (v) = to decide that something is true after looking at all the evidence you have
consequence /kɒnsəkwəns/ (n) = the result of sth
demand /dɪ'mɑ:nd/ (v) = to say in a very firm way that you want something
disadvantage /dɪsəd'vɑ:ntɪdʒ/ (n) = a bad feature or quality
discipline /dɪ'sɪplɪn/ (n) = the ability to control your own behaviour
emphasise /em'fæsəɪz/ (v) = to give special importance to sth
examine /ɪg'zæmɪn/ (v) = to look at sth carefully
extreme sport (phr) = a sport or activity that is exciting and dangerous
hang-gliding /'hæŋ glɑɪdɪŋ/ (n) = an activity that you do with a simple aircraft with no engine that you hang under and control by moving your body
individual /ɪndɪ'vɪdʒʊəl/ (adj) = existing or considered separately from other people or things
involve /ɪn'vɒlv/ (v) = to include something as a necessary part of an activity
level /levl/ (n) = the amount of sth
paralysis /pə'reɪlɪsɪs/ (n) = the loss of the ability to move your body or a part of it
participant /pɑ:'tɪsɪpənt/ (n) = someone who takes part in something
risk /rɪsk/ (n) = the possibility of sth bad happening
safety gear (phr) = equipment used to make sth less dangerous
strict /strɪkt/ (adj) = that must be obeyed exactly
suffer /sʌfə/ (v) = to experience something very unpleasant or painful

supervise /su:pəvaɪz/ (v) = to be in charge of sth
team sports (phr) = activities done by many people together
tend to /tend tə/ (v) = to usually do a particular thing

6b

afraid of /ə'freɪd əv/ (adj) = scared; feeling fear
at risk /ət 'rɪsk/ (prep phr) = in a dangerous situation
athlete /æθli:t/ (n) = a person who is skilled in a sport
boxer /'bɒksə/ (n) = a person skilled in the sport of boxing
broken /brəʊkən/ (adj) = (of bones) cracked because you have had an accident
cheerful /tʃɪəf/ (adj) = happy and positive
coach /kəʊtʃ/ (n) = instructor, tutor
confident /kɒnfɪdənt/ (adj) = sure about your ability to do things successfully
cyclist /'saɪklɪst/ (n) = a person who rides a bicycle
discus /dɪskəs/ (n) = a round, plate-like object used in a sport
event /ɪ'vent/ (n) = an organised competition
excited (about) /ɪk'saɪtɪd/ (adj) = extremely happy and enthusiastic
fear /fɪə/ (n) = the feeling sb has when they are afraid or worried
field event (phr) = a sports event in which athletes take part one after the other rather than racing
firm /fɜ:m/ (adj) = strong and steady
focused /'fəʊkəst/ (adj) = concentrating on one particular thing
high jump /haɪ dʒʌmp/ (n) = a sport in which athletes try to jump over a bar
hurdles /'hɜ:dlz/ (n) = frames for jumping over in a race
hurt /hɜ:t/ (adj) = injured or in pain
in danger /ɪn 'deɪndʒə/ (prep phr) = a situation where injury or death is possible
javelin /dʒævəlɪn/ (n) = a long spear used in sports competitions
key /ki:/ (n) = the best way to achieve sth
level /levl/ (n) = the amount or number of sth
long jump /lɒŋ dʒʌmp/ (n) = a sport in which a person jumps as far forward as they can
opposition /ɒpə'zɪʃn/ (n) = strong disagreement
pleasure /'pleʒə/ (n) = a feeling of happiness
pole vault /'pəʊl vɔ:lt/ (n) = a sport in which you use a long stick to jump over a high bar
pool /pu:l/ (n) = small area of still water
put aside /put ə'saɪd/ (phr v) = to keep sth to be used at a later time, save
put off /put 'ɒf/ (phr v) = to delay doing sth until later
put on /put 'ɒn/ (phr v) = to get dressed in sth
put up with /put 'ʌp wɪð/ (phr v) = to tolerate

Word List

referee /ˈrefəˈriː/ (n) = an official who controls a sports event and ensures rules are followed

relay /ˈriːleɪ/ (n) = a type of race where you pass sth from one person to another

safety /ˈseɪfti/ (n) = the state of being protected from danger

sense /sens/ (n) = a feeling about sth important

serious /ˈsɪəriəs/ (adj) = sincere, not joking

strict /strikt/ (adj) = demanding that behaviour rules should be obeyed

remove /ˈriːmuːv/ (v) = to take sth/sb away

threat /θret/ (n) = the possibility or danger or disaster

track /træk/ (n) = a type of road or path used for races

track event (phr) = a sports event in which athletes run a race on a track

umpire /ʌmpaɪə/ (n) = a person whose job is to make sure that a sports match (e.g. of baseball, tennis or cricket) is played fairly and that rules are not broken

6d

agility /əˈdʒɪlɪti/ (n) = the ability to move quickly and easily

arena /əˈriːnə/ (n) = level area with seating where sports or other events take place

beneficial /ˌbenəˈfiʃəl/ (adj) = helpful and good

brochure /ˈbrɔʊʃə/ (n) = booklet containing pictures and information about sth, often holiday places

combatant /kɒmbətənt/ (n) = a person who fights

court /kɔːt/ (n) = an area for playing a game like tennis or basketball

discipline /ˈdɪsəplɪn/ (n) = self-control

evolve /ˈiːvɒlv/ (v) = gradually develop

hazardous /ˈhæzədəs/ (adj) = dangerous

hire /haɪə/ (v) = to use sb's services or sth in return for payment

lane swimming (phr) = swimming in designated rows in a pool

membership /ˌmembəʃɪp/ (n) = state of belonging to a private group, club, etc

multi-purpose hall (phr) = an area inside a building with many uses

relatively /ˌrelatɪvli/ (adv) = to a certain degree

steam room /ˈstiːm ˌru:m/ (n) = a steam-filled and heated room to cause sweating

strict /strikt/ (adj) = demanding that behaviour rules should be obeyed

unlimited access (phr) = use with no restrictions

6f

combination /kɒmbɪˈneɪʃən/ (n) = the process of putting, using, or mixing things together

competitive /kəmˌpetətɪv/ (adj) = trying to be more successful than other people

discipline /ˈdɪsəplɪn/ (n) = the ability to control your own behaviour

force /fɔːs/ (v) = to make someone do something that they do not want to do

interact /ˌɪntərˈækt/ (v) = to communicate/affect other people

on the whole (phr) = generally

pitch /pɪtʃ/ (n) = an area of ground that is marked and used for playing a game such as baseball, soccer, etc

valuable qualities (phr) = useful and important features is sb's character

Language Knowledge 6

audience /ˈɔːdiəns/ (n) = a group of people gathered to watch sth

bat /bæt/ (n) = a broad piece of wood with a long handle used to play cricket and baseball

catch /kætʃ/ (v) = to take hold of sth

champion /tʃæmpiən/ (n) = person or team who has won a competition

contest /kɒntest/ (n) = a competition

defender /dɪˈfendə/ (n) = a player whose main task is to try and stop the other side from scoring

miss /mɪs/ (v) = to fail to do sth/go somewhere, etc

puck /pʌk/ (n) = the small rubber disc in a game of ice hockey

rink /rɪŋk/ (n) = a large area covered with ice for ice skating, or concrete for roller skating

score /skɔː/ (v) = to achieve a number or an amount of points

serve /sɜːv/ (v) = to throw a ball or shuttlecock up and hit it to start the game

shuttlecock /ˈʃʌtlkɒk/ (n) = a small object used in the game of badminton, which is rounded at one end and has real or artificial feathers fixed to the other end

society /səˈsaɪəti/ (n) = a large group of people sharing laws, traditions etc

spectator /spekˈteɪtə/ (n) = sb who watches a sporting event

team /tiːm/ (n) = a group of people who do sth together, especially a sport

throw /θrəʊ/ (v) = to move the hand quickly and let the object you are holding go so that it flies through the air

tournament /tuənəmənt/ (n) = a sports competition

viewer /ˈvjuːə/ (n) = a person who watches television

win /wɪn/ (v) = to achieve a prize for coming first in a competition or race

winner /ˈwɪnə/ (n) = someone who is successful in a competition

Progress Check Module C

challenge /tʃælɪndʒ/ (n) = a difficult situation that demands effort

Module D

Unit 7

People

arrogant /ærəˈɡænt/ (adj) = too confident

beard /bɪəd/ (n) = hair growing on a man's chin and cheeks

calm /kɑːm/ (adj) = not affected by strong emotions

cardigan /kɑːdɪɡən/ (n) = a jacket knitted from wool

caring /keərɪŋ/ (adj) = kind, helpful, and sympathetic towards other people

casual /kæʒuəl/ (adj) = relaxed/informal

curly /kɜːli/ (adj) = (of hair) in the form of tight curves and spirals

dark complexion (phr) = not fair skin

fair complexion (phr) = light skin

gentle /dʒentl/ (adj) = sb who has good manners

go bald (phr) = lose hair gradually

handsome /hænsəm/ (adj) = very attractive

jumper /dʒʌmpə/ (n) = a warm piece of clothing, made of wool

kind /kaɪnd/ (adj) = sb who cares about other people and wants to help them

moustache /məʊstɑːʃ/ (n) = hair that grows above a man's upper lip

of medium height (phr) = neither tall or short, average

optimistic /ɒptɪˈmɪstɪk/ (adj) = someone who tends to expect that good things will happen

outgoing /aʊtɡəʊɪŋ/ (adj) = someone is friendly and enjoys meeting and talking to people

overweight /ˌəʊvəˈweɪt/ (adj) = having excess weight

pale complexion (phr) = having lighter than normal skin

pointed nose (phr) = long sharp nose

polite /pəˈlaɪt/ (adj) = kind

shoulder-length /ˈʃəʊldə leŋθ/ (adj) = (of hair) long enough to reach your shoulders

skinny /skɪni/ (adj) = extremely thin

spiky /spaɪki/ (adj) = (of hair) sticking straight up from the head

straight /streɪt/ (adj) = (of hair) without curls

striped /straɪpt/ (adj) = with a pattern of horizontal/vertical lines

tie /taɪ/ (n) = narrow cloth for neck

trainers /ˈtreɪnəz/ (n) = strong, comfortable shoes which are designed for doing sports

wrinkles /rɪŋkəlz/ (n) = lines formed on your face when you grow old

7a

afraid /əˈfreɪd/ (adj) = worried that something bad might happen

astronaut /æstrɒnɔːt/ (n) = someone who travels and works in space

be meant to (phr) = to have a particular responsibility or duty

candidate /kændɪdeɪt/ (n) = one of the people competing in an election

charity /tʃærɪti/ (n) = an organization to which you give money so that it can help other people

consider /kənˈsɪdə/ (v) = to think about

curious /kjuəriəs/ (adj) = wanting to find out about sth

dedicated /dedɪkeɪtəd/ (adj) = spending all your time and effort on something

definitely /defənətli/ (adv) = without any doubt

Word List

encourage /ɪn'kʌrɪdʒ/ (v) = to provide conditions that help something to happen

hardworking /hɑ:d'wɜ:kiŋ/ (adj) = a person who puts a lot of energy into his/her work

highly /haɪli/ (adv) = very/very well

important /ɪm'pɔ:tənt/ (adj) = having a major effect/influence on others

nominate /nɒmɪneɪt/ (v) = to officially suggest that someone should be given a job, or that someone or something should receive a prize

perfect /pɜ:fɪkt/ (adj) = as good, correct or accurate as it is possible to be

properly /prɒpəli/ (adv) = in a manner that is suitable for the purpose or situation

qualified /kwaɪlɪfaɪd/ (adj) = able to do something because you have the knowledge, skill, or experience that is needed

recommendation /rekəmen'deɪʃən/ (n) = suggestion

social studies (phr) = a school or college subject that includes the study of history, government, and world cultures

suitable /su:təbəl/ (adj) = right for a particular purpose

work ethic /wɜ:k'eθɪk/ (n) = the belief that hard work is important for developing someone's moral character

7b

anticipate /æn'tɪsɪpeɪt/ (v) = to expect sth
attached to /ə'tætʃt̩ tə/ (adj) = emotionally close to

care about /keə əbaʊt/ (v) = to be interested in

impatient /ɪm'peɪʃənt/ (adj) = annoyed because of waiting too long for sth to happen

interested in /ɪntrəstɪd ɪn/ (adj) = wanting to know about a subject or take part in sth

jealous of /dʒələs əv/ (adj) = feeling resentment because of sb's success

look after /lʊk ɑ:ftə/ (phr v) = to take care of

look forward /lʊk 'fɔ:wəd/ (phr v) = to eagerly anticipate

look out /lʊk 'aʊt/ (phr v) = used to warn sb to be careful when there is danger

look up /lʊk 'ʌp/ (phr v) = to find in a book/list

look up to /lʊk 'ʌp tə/ (phr v) = to admire and respect sb

rude to /ru:d tə/ (adj) = being impolite towards sb

scared /skeəd/ (adj) = frightened

shocked /ʃɒkt/ (adj) = very surprised and upset

7d

confident /kɒnfɪdənt/ (adj) = sure about your ability to do things successfully

modest /mɒdəst/ (adj) = fairly small in amount

optimistic /ɒptɪ'mɪstɪk/ (adj) = always looking at the positive side of people and situations

organised /'ɔ:gənəɪzd/ (adj) = arranged, put in order

understanding /ʌndə'stændɪŋ/ (adj) = kind about people's problems

7e

can't stand (phr) = used for saying that a person dislikes sb/sth

composer /kəm'pəʊzə/ (n) = someone who writes music

honest /'ɒnəst/ (adj) = frank, sincere

7f

appearance /ə'piərəns/ (n) = the way that someone or something looks

at times /ət 'taɪmz/ (prep phr) = occasionally

cheerful /tʃɪəfəl/ (adj) = happy, joyful

drop a line (phr) = to write a letter to sb

funny /fʌni/ (adj) = sb/sth that makes you laugh

make difference (phr) = to be very important

omission /ə'vɪʃən/ (n) = sth not included

personality /pɜ:sənə'leɪtɪ/ (n) = sb's character and the way he behaves

Language Knowledge 7

crush /krʌʃ/ (v) = to squeeze sth very hard

generous /dʒenərəs/ (adj) = willing to give more of sth than is usual or expected

melt /melt/ (v) = to make sth become liquid after heating

mould /məʊld/ (v) = to make a soft substance a particular shape

Unit 8

Travel & Holidays

cheap /tʃi:p/ (adj) = not expensive

clean /kli:n/ (adj) = fresh and tidy

cosy /kəʊzi/ (adj) = comfortable

crowded /kraʊdəd/ (adj) = containing too many people

crystal clear (phr) = clean and transparent

delicious /dɪ'lɪʃəs/ (adj) = with a very pleasant taste or smell

deserted /dɪ'zɜ:tɪd/ (adj) = abandoned, empty

dirty /dɜ:ti/ (adj) = not clean

exciting /ɪk'saɪtɪŋ/ (adj) = interesting and full of action

expensive /ɪk'spensɪv/ (adj) = costing a lot of money

experience /ɪk'spɪəriəns/ (v) = to be in a particular situation or have sth happen to you

fascinating /fæsə'neɪtɪŋ/ (adj) = very interesting or attractive

freezing cold (phr) = extremely cold

friendly /frendli/ (adj) = pleasant and helpful

major /meɪdʒə/ (adj) = very important

peaceful /pi:sfəl/ (adj) = calm and quiet

quiet /kwaɪət/ (adj) = making very little or no noise

safe /seɪf/ (adj) = protected from harm

scorching hot (phr) = extremely hot

secluded /sɪ'klu:dd/ (adj) = (of place) quiet and private

thrilling /θrɪlɪŋ/ (adj) = interesting and exciting

ugly /ʌgli/ (adj) = sth/sb that is ugly/unpleasant to look at

8a

amazed (phr) = surprised

architectural wonder (phr) = sth built so well that it looks unreal

column /kɒləm/ (n) = tall thick post

decoration /dekə'reɪʃən/ (n) = something nice that you put on or in something else to make it look more attractive

discover /dɪs'kʌvə/ (v) = to find something new

dome /dəʊm/ (n) = a roof shaped like half of a ball

entirely /ɪn'taɪəli/ (adv) = completely

explorer /ɪk'splɔ:rə/ (n) = someone who travels to a place that other people do not know much about in order to find out what is there

guide /gaɪd/ (n) = sb/sth giving advice

imagine /ɪ'mædʒən/ (v) = to form a picture of sth/sb in your mind

impressive /ɪm'presɪv/ (adj) = so good that people admire it

inventiveness /ɪn'ventɪvnes/ (n) = thoughts of new and original ideas or methods

lap of luxury (phr) = very comfortable and expensive conditions

luxury villa (phr) = a very expensive and large house

mall /mɔ:l/ (n) = a large building with a lot of shops, restaurants

man-made (phr) = created by people

medieval /medi'i:vəl/ (adj) = relating to the period of European history between about the year 1000 AD and the year 1500 AD

minaret /mɪnə'ret/ (n) = a tall tower that is traditionally part of a mosque

monument /mɒnɪ'mənt/ (n) = a structure built in a public place to celebrate an important person or event

observation deck (phr) = a very high place from where you can notice things around

observe /əb'zɜ:v/ (v) = to watch sth carefully to learn about it

palm tree /pɔ:m tri:/ (n) = a tropical tree without branches that has large wide leaves growing from the top of its trunk

represent /reprə'zent/ (v) = to be a picture/image of sth

scuba diver (phr) = sb who swims under water with a container of air on his back and a tube for breathing through

shaped /ʃeɪpt/ (adj) = with a particular figure

skyscraper /skaɪ'skreɪpə/ (n) = a very tall building containing offices or flats

spectacular /spek'tækjələ/ (adj) = extremely impressive

traditional /trə'dɪʃənəl/ (adj) = relating to or based on very old customs, beliefs, or stories

turquoise /tɜ:kwɔ:z/ (adj) = bright green-blue in colour

unique /ju:'ni:k/ (adj) = very special, unusual

Word List

8b

- annoyed** /ə'noɪd/ (adj) = slightly angry or impatient
- appalling** /ə'pɔ:lɪŋ/ (v) = very unpleasant and shocking
- boarding pass** /'bɔ:dɪŋ pɑ:s/ (n) = a card which a passenger must have when boarding a plane or a boat
- boot** /bu:t/ (n) = a type of shoe that covers your foot and part of your leg
- brake** /breɪk/ (n) = a device in a vehicle that makes it stop or go slower
- break** /breɪk/ (n) = a rest from working
- buffet car** /'bʊfeɪ kɑ:/ (n) = a part of a train where sb can buy food and drinks
- cabin** /kæbən/ (n) = a private room on a ship/the part of a plane where the passengers sit
- carriage** /kærɪdʒ/ (n) = one of the separate sections of a train that carries passengers
- check-in desk** (phr) = a desk where you go to give in your bags and cases and have your ticket checked at an airport
- come across** /kʌm ə'krɒs/ (phr v) = to discover or to notice
- come down with** /kʌm 'daʊn wɪð/ (phr v) = to get an illness
- come round** /kʌm 'raʊnd/ (phr v) = to visit sb
- come up with** /kʌm 'ʌp wɪð/ (phr v) = to think of sth, an idea
- compartment** /kəm'pɑ:tmənt/ (n) = one of the sections into which a railway carriage is divided
- cruise** /kru:z/ (n) = a journey on a boat taken for pleasure
- deck** /dek/ (n) = a flat, open surface on a ship
- extravagant** /ɪk'strævəgənt/ (adj) = spending or costing a lot of money
- flight** /flaɪt/ (n) = journey in the air
- landing** /lændɪŋ/ (n) = bringing an aircraft down to the ground
- luggage** /'lʌgɪdʒ/ (n) = bags and suitcases that you take on a journey
- man-made** /mæn 'meɪd/ (adj) = made by people, not natural
- platform** /'plætfɔ:m/ (n) = where you get on a train
- port** /pɔ:t/ (n) = an area of water where ships stop
- road map** (phr) = a map that shows all the main roads and motorways in a region or country
- seatbelt** /si:tbel/ (n) = a strong belt in a car or plane that you fasten around yourself to hold you in your seat
- station** /steɪʃən/ (n) = where vehicles stop
- takeoff** /teɪkɒf/ (n) = the beginning of a flight, when a plane leaves the ground
- turquoise** /tɜ:kwo:ɪz/ (n) = a greenish-blue colour
- tyre** /taɪə/ (n) = a thick rubber cover that fits round the wheel of a vehicle

8d

- firework display** (phr) = a performance of objects that explode in the air, producing coloured lights and loud noises

- preparation** /ˌpreɪpə'reɪʃən/ (n) = the process of making someone or something ready for something
- race** /reɪs/ (n) = a competition that decides who will be the best on doing sth
- regatta** /rɪ'gætə/ (n) = a series of boat races
- rower** /rəʊə/ (n) = sb who moves a boat through water using long poles with flat ends called oars
- visitor** /'vɪzɪtə/ (n) = someone who goes to a place for a short period of time

8f

- admire** /əd'maɪə/ (v) = to have a feeling of great respect for sb/sth
- aimlessly** /eɪmləsli/ (adv) = without clear purpose
- bridge** /brɪdʒ/ (n) = narrow piece of land used to cross a river/road
- cobbled** /kɒbəld/ (adj) = (of street) with surface made up of small smooth round stones
- comfortably** /kəm'fɜ:əbli/ (adv) = with a physically relaxed feeling
- cosy** /kəʊzi/ (adj) = warm and comfortable
- cottage** /kɒtɪdʒ/ (n) = a small house, usually in a village or the countryside
- donkey** /dɒŋki/ (n) = a grey or brown animal similar to a horse
- engine room** (phr) = a place where machines which produce movement are kept
- enjoyable** /ɪn'dʒɔɪəbəl/ (adj) = giving pleasure
- exhibition** /eksə'brɪʃən/ (n) = a public show where art or other interesting things are put so that people can go and look at them
- feature** /fi:tʃə/ (n) = an important part of sth
- high level walkways** (phr) = paths that have been built for people to walk along and which are placed at great height
- impressive** /ɪm'presɪv/ (adj) = admirable because it is very good
- increasingly** /ɪn'kri:sɪŋli/ (adv) = continuously, more and more
- landmark** /lændmɑ:k/ (n) = a famous building or object that you can see and recognise easily
- luxuriously** /lʌ'gʒʊəriəsli/ (adv) = in a beautiful and expensive way
- narrow** /nærəʊ/ (adj) = small in width
- observation** /ˌɒbzə'veɪʃən/ (n) = the process of watching someone or something carefully
- peaceful** /pi:sfl/ (adj) = quiet and calm
- perspective** /pə'spektɪv/ (n) = a way of thinking about something
- picturesque** /pɪktʃərəsk/ (adj) = a place that is attractive and natural in appearance
- renovated** /renə'veɪtɪd/ (adj) = to make something old look new again by repairing and improving it
- sights** /saɪts/ (n) = places of interest
- spectacular** /spek'tækjələ/ (adj) = extremely impressive
- strike** /straɪk/ (v) = to chime (of a clock)
- stunning** /stʌnɪŋ/ (adj) = very impressive or beautiful

- tranquil** /træŋkwɪl/ (adj) = calm, still and quiet
- tunnel** /tʌnl/ (n) = an underground passage through which vehicles travel
- turtle** /tɜ:tl/ (n) = an animal with a shell and four short legs
- warm** /wɔ:m/ (adj) = fairly hot in a way that is comfortable and pleasant

Language Knowledge 8

- all** /ɔ:l/ (pron) = everyone
- ample** /æmpəl/ (adj) = enough, and often more than you need
- area** /eəriə/ (n) = a particular part of somewhere
- circle** /sɜ:kəl/ (n) = a round shape
- city break** /sɪtɪ 'breɪk/ (n) = a short period away in a city
- dry-cleaning service** (phr) = a professional service that cleans clothes
- equipment** /ɪ'kwɪpmənt/ (n) = tools needed for a particular activity
- facilities** /fə'sɪlɪtɪz/ (pl n) = services provided for a particular purpose
- free** /fri:/ (adj) = no charge
- free of charge** (phr) = not having to pay money
- locate** /ləʊ'keɪt/ (v) = to find the exact position of sth
- none** /nʌn/ (pron) = not one
- open** /əʊpən/ (adj) = not closed
- position** /pə'zɪʃən/ (v) = to place sth or sb somewhere
- round-the-clock** (phr) = happening 24 hrs a day
- rural** /rʊərəl/ (adj) = being far away from a city
- servant** /sɜ:vənt/ (n) = person employed to work at someone's home
- space** /speɪs/ (n) = an area that is available for a particular purpose
- staff** /stɑ:f/ (n) = all the employees of an organisation
- urban** /'ɜ:bən/ (adj) = relating to a town or city

Further Practice 1

- check-in** /tʃek ɪn/ (n) = the place you go first when you arrive at an airport
- demonstration** /ˌdemə'nstreɪʃən/ (n) = an act of showing how sth works
- disastrous** /dɪ'zɑ:stərəs/ (adj) = very bad, harmful
- exhibit** /ɪg'zɪbɪt/ (n) = an object put in a public place where people can see it
- exhibition** /ˌeksɪbrɪʃən/ (n) = a collection of things shown to the public
- exhilarating** /ɪg'zɪləreɪtɪŋ/ (adj) = very exciting and enjoyable
- incredible** /ɪn'kredəbl/ (adj) = difficult to believe
- miss** /mɪs/ (v) = to not be present at
- on display** (phr) = sth put in a place where people can look at it
- resort** /rɪ'zɔ:t/ (n) = a place where people go on holiday
- technology** /tek'nɒlədʒi/ (n) = advanced scientific knowledge used for practical purposes, especially in industry

Word List

thrill-seeker /θrɪl 'sɪkə/ (n) = sb who does dangerous things because they like the excitement it gives them

Further Practice 2

a clap of thunder (phr) = a sudden loud noise of thunder
a flash of lightning (phr) = a very bright light in the sky during thunderstorms
a gust of wind (phr) = a short, strong, sudden rush of wind
a ray of sunshine (phr) = a narrow beam of light
a sheet of ice (phr) = a wide area covered in frozen water
allegedly /ə'ledʒɪdli/ (adv) = apparently
below zero (phr) = weather temperatures that are minus zero
blaze /bleɪz/ (n) = a large fire that causes a lot of damage
blazing /bleɪzɪŋ/ (adj) = extremely hot
charge /tʃɑːdʒ/ (adj) = accuse sb officially
chilly /tʃɪli/ (adj) = rather cold
consultant /kən'sʌltənt/ (n) = an expert whose job is to give advice
cool /kuːl/ (adj) = cold but pleasant
cope /kəʊp/ (v) = to deal with sth
deliberately /dɪ'lɪbərətli/ (adv) = with a definite intention
docklands /dɒkləndz/ (n) = the area of a town/city around its docks
enormous /ɪ'nɔːməs/ (adj) = extremely large
extinguish /ɪk'stɪŋgwɪʃ/ (v) = to make a fire stop burning
financial difficulties (phr) = problems with owing money
flammable materials (phr) = substances which can be burnt very quickly
formal statement (phr) = sth you say/write officially
freeze /friːz/ (v) = (of liquids) to become solid because of the low temperature
heating /hiːtɪŋ/ (n) = equipment that produces heat
ignited item (phr) = sth that is on fire
in debt (phr) = owing money
insurance /ɪn'ʃʊərəns/ (n) = giving money to a company so as to get aid back in case of sth bad happening to you
insurance consultant (phr) = sb who advises people about life and health insurance or property and casualty insurance
investigation /ɪn'vestɪ'geɪʃən/ (n) = the process of trying to find out the facts about sth
motive /məʊtɪv/ (n) = the reason why you do sth
police custody (phr) = a situation in which sb is kept by the police until they go to court for trial
pour /pɔː/ (v) = (of rain) to fall heavily
prior conviction (phr) = a previous decision by court that sb is guilty of a crime
run down /rʌn 'daʊn/ (adj) = in a bad condition
surrounding /sə'raʊndɪŋ/ (adj) = near or all around a place
suspect /sə'spekt/ (n) = sb who the police believe may have committed a crime

warehouse /'weəhaʊs/ (n) = a big building where large amounts of goods are stored

weather forecast /'weðə fəʊkɑːst/ (n) = a report of what the weather is going to be like in the next few days

Further Practice 3

amphibian /æm'fɪbiən/ (n) = an animal that can live both in water or on land
beetle /biːtl/ (n) = a small black insect with a hard covering
deforestation /diːfɒrɪ'steɪʃən/ (n) = the act of cutting down or destroying all the trees in an area
extinction /ɪk'stɪŋkʃən/ (n) = the death of all the members of a species
feather /'feðə/ (n) = a collection of soft hairs on a bird's body
fishing net /'fɪʃɪŋ net/ (n) = a piece of material used to catch fish
forest fire /fɒrɪst 'faɪə/ (n) = a fire in a wooded area
gill /gɪl/ (n) = one of the parts on the side of fish which allow it to breathe
grab /græb/ (v) = to take or pick up sth quickly and roughly
ice caps (phr) = a large area of ice that covers the land and sea around the north or south pole
legally /liːgəli/ (adv) = according to the law
melting ice caps (phr) = large pieces of ice which are changing into liquid
oil spill /ɔɪl spɪl/ (n) = a layer of oil floating on the sea after an accident
preserve /prɪ'zɜːv/ (v) = to maintain
rodent /rəʊdənt/ (n) = a small mammal with sharp front teeth (e.g. rats, mice, squirrels)
salmon /sæmən/ (n) = a large, silver-coloured fish with pink flesh
save (from) /seɪv (frəm)/ (v) = to stop sb or sth from being destroyed or killed
scaly /skeɪli/ (adj) = having scales, small flat pieces of skin that cover a fish
spotted pelt (phr) = the skin of an animal with coloured dots
threatened /θretənd/ (adj) = at risk of suffering harm
toad /təʊd/ (n) = a frog-like animal with warty skin
trap /træp/ (v) = to prevent sb escaping from a dangerous place
warm-blooded /wɔːm 'blʌdɪd/ (adj) = with a body temperature not affected by the surrounding temperature
water pollution /wɔːtə pə'ljuːʃən/ (n) = the contamination of rivers, seas, etc

Further Practice 4

browser /braʊzə/ (n) = the software on a computer that enables you to search the Internet
chat online (phr) = to talk on the Internet
copy /kɒpi/ (v) = to produce sth that looks like the original thing, to imitate
design /dɪ'zaɪn/ (v) = to create the plan or drawing for sth

disconnect /dɪskə'nekt/ (v) = to cut off, stop the supply of sth (water, electricity, telephone, etc)

employ /ɪm'plɔɪ/ (v) = to give sb a job
file /faɪl/ (n) = information stored on a computer

format /fɔːmæt/ (v) = to arrange text on a computer in a particular way

print /prɪnt/ (v) = to put sth in ink or dye using a machine

processing /prə'sesɪŋ/ (n) = a series of actions carried out in a computer to deal with information

save /seɪv/ (v) = to make a computer keep sb's work

transfer /træns'fɜː/ (v) = to move sth from one place to another

Further Practice 5

accuse (of) /ə'kjuːz/ (v) = to say that sb is guilty of sth
attempt /ə'tempt/ (v) = to try to do sth
community service (phr) = work that someone does as a punishment instead of going to prison
convict /kɒnvɪkt/ (n) = sb who has been found guilty of a crime and sent to prison
court /kɔːt/ (n) = the place where trials take place
fine /faɪn/ (n) = an amount of money paid as punishment for breaking a law
found guilty (phr) = to be legally responsible for committing a crime
get away with /get ə'weɪ wɪð/ (phr v) = to manage to do something bad without being punished
innocent /ɪnəsənt/ (adj) = not guilty
life sentence (phr) = a punishment in which someone is sent to prison for the rest of their life
security /sɪ'kjʊərəti/ (n) = safety from attack, harm or damage
sentence /sentens/ (v) = to state in court what a punishment will be
sentence /sentens/ (n) = the punishment given by a court
traffic warden /træfɪk 'wɔːdn/ (n) = sb whose job is to check that cars are not parked illegally
verdict /vɜːdɪkt/ (n) = a decision in a court of law saying if sb is guilty or not
warning /wɔːnɪŋ/ (n) = a statement that informs someone that sth unpleasant or dangerous may happen
weapon /wepən/ (n) = an object that can be used to hurt people or damage property

Further Practice 6

beat /biːt/ (v) = to defeat sb in a game
confidence /kɒnfədəns/ (n) = the belief that you are able to do things well
damaged /dæmɪdʒd/ (adj) = harmed or spoiled
essential /ɪ'senʃəl/ (adj) = extremely important, absolutely necessary
gain /geɪn/ (v) = to get sth you need or want
group /gruːp/ (n) = a number of people or things that are put together or considered as a unit

Word List

kick the ball (phr) = to hit a ball with your foot in order to move it through the air
last /lɑːst/ (v) = to continue for a particular period of time
main /meɪn/ (adj) = leading or central
personal trainer /ˌpɜːsənəl ˈtreɪnə/ (n) = a person paid by sb to help them exercise
place /pleɪs/ (n) = someone's home
strain /streɪn/ (n) = pressure
there's no point in... (phr) = there's no purpose in doing sth
train /treɪn/ (v) = to prepare sb for a sport by doing a lot of exercise
whistle /ˈwɪsl/ (n) = a small tube you blow in order to make a loud sound

Further Practice 7

accountant /əˈkaʊntənt/ (n) = sb who keeps or checks financial accounts
actor /ˈæktə/ (n) = performer in a film or play
ambitious /æmˈbɪʃəs/ (adj) = aspiring
arrogant /ærəˈɡænt/ (adj) = behaving in a proud, unpleasant way because you believe that you are more important than others
artistic /ɑːtɪstɪk/ (adj) = creative
baker /ˈbeɪkə/ (n) = a person who makes and sells bread
bored /bɔːd/ (adj) = feeling not interested in sth
caring /keərɪŋ/ (adj) = affectionate
cleaner /ˈkliːnə/ (n) = a professional who cleans clothes
creative /kriˈeɪtɪv/ (adj) = able to bring sth into existence, inventive
deceitful /dɪˈsiːtfl/ (adj) = deliberately cheating
dishonest /dɪsˈɒnəst/ (adj) = inclined to lie, cheat or deceive
disorganised /dɪsˈɔːɡənəɪzd/ (adj) = not planned or organised well
dull /dʌl/ (adj) = boring
ecstatic /ɪkˈstætɪk/ (adj) = extremely happy or pleased
electrician /ɪˌlektʀɪʃjən/ (n) = sb whose job is to put in, check or repair electrical equipment
exhausted /ɪɡˈzɔːstɪd/ (adj) = extremely tired and without enough energy to do anything else
farmer /ˈfɑːmə/ (n) = a person who owns or manages a farm
gentle /dʒentəl/ (adj) = calm and peaceful
gloomy /ˈɡluːmi/ (adj) = feeling sad and without hope
greedy /ˈɡriːdi/ (adj) = wanting more things than you need
hardworking /ˈhɑːd ˈwɜːkɪŋ/ (adj) = a person who puts a lot of energy into his/her work
indifferent /ɪnˈdɪfərənt/ (adj) = not interested in
miner /ˈmaɪnə/ (n) = a person who works underground in a mine
modest /ˈmɒdɪst/ (adj) = not talking about your abilities or achievements
musician /ˈmjuːzɪʃjən/ (n) = sb who plays a musical instrument as a job

optimistic /ɒptɪˈmɪstɪk/ (adj) = expecting good things to happen
patient /ˈpeɪʃnt/ (adj) = able to stay calm when facing difficulties
pessimistic /ˌpesɪˈmɪstɪk/ (adj) = expecting bad things to happen
petrified /ˈpetrɪfaɪd/ (adj) = extremely frightened
pleased /pliːzd/ (adj) = happy and satisfied
polite /pəˈlaɪt/ (adj) = kind
rough /rʌf/ (adj) = not gentle/violent
selfish /ˈselfɪʃ/ (adj) = caring only about themselves
shy /ʃaɪ/ (adj) = nervous and embarrassed
sleepy /ˈsliːpi/ (adj) = feeling tired and wanting to sleep
surprised /səˈpraɪzd/ (adj) = having the feeling that you get when something unexpected happens
tactless /ˈtæktləs/ (adj) = being inconsiderate
terrified /təˈrɪfaɪd/ (adj) = too frightened
tired /taɪəd/ (adj) = needing to rest or sleep
translator /ˈtrænzˈleɪtə/ (n) = person whose job it is to change sth (usu sth written) from one language into another
truthful /ˈtruːθfʊl/ (adj) = being honest and not telling lies
witness /ˈwɪtnəs/ (v) = to see a crime/accident happen

Further Practice 8

apply (for) /əˈplai/ (v) = to make a formal request for a job
brake /breɪk/ (n) = a device for slowing or stopping a vehicle
cabin /kæbɪn/ (v) = a small room in a ship
challenge /ˈtʃælɪndʒ/ (n) = sth new and difficult
compartment /kəmˈpɑːtmənt/ (n) = one of the separate areas on a train
conference facilities (phr) = furniture and objects found in a conference room
currently /ˈkʌrəntli/ (adv) = at the present time
handlebar /ˈhændəlbɑː/ (n) = metal part used to steer and control a bicycle
indicated /ɪndɪkeɪtɪd/ (pp) = shown
platform /ˈplætfɔːm/ (n) = a flat, raised structure at a train station, where people get on/off trains
rely (on) /rɪˈlaɪ/ (v) = to trust sb
room service /ruːm ˌsɜːvɪs/ (n) = meals or drinks provided to hotel guests in their rooms
site /saɪt/ (n) = a place where sth is/was
work shifts (phr) = to work for a particular period of time during day or night

Curriculum 1

bead /biːd/ (n) = a small piece of coloured glass, wood or plastic with a hole in the middle
blend /blend/ (n) = a mixture of things
disabled facilities (phr) = amenities that help the disabled
drama /drɑːmə/ (n) = acting
exhibit /ɪɡˈzɪbɪt/ (v) = to show or display
film roll /fɪlm ˌrɔːl/ (n) = spool-wound photographic film
garment /ˈɡɑːmənt/ (n) = item of clothing

individual /ɪndɪˈvɪdʒuəl/ (n) = person
movement /ˈmuːvmənt/ (n) = a group of people who share the same beliefs, ideas or aims
promote /prəˈməʊt/ (v) = to advertise sth in order to sell it
props /prɒps/ (pl n) = theatrical supports
represent /ˌreprɪzent/ (v) = to show sth
scholarship /ˈskɒləʃɪp/ (n) = an award of money given to a very good student for further study
spectacular /spekˈtækjʊlə/ (adj) = impressive
wire /waɪə/ (n) = a metallic or plastic strand made in many lengths

Curriculum 2

accompany /əˈkʌmpəni/ (v) = to go somewhere with sb
basement /ˈbeɪsmənt/ (n) = a floor built below ground level
column /ˈkɒləm/ (n) = a tall, solid post which is used to support a roof or as decoration in a building
deadly /ˈdedli/ (adj) = lethal
emergency kit /ɪˈmɜːdʒənsi ˌkɪt/ (n) = a set of supplies in a container to use in case of emergencies
escape /ɪˈskeɪp/ (v) = to get away from a place
funnel-shaped cloud (phr) = a cloud that looks like a cone
horizontally /ˌhɒrɪzəntli/ (adv) = parallel to the horizon
injured /ɪndʒəd/ (adj) = hurt or wounded
inspect /ɪnˈspekt/ (v) = to examine or review
lie flat (phr) = to be in a level position
occur /əˈkɜː/ (v) = to happen, take place
phenomena /fɪˈnɒmənə/ (pl n) = occurrences (of nature)
radiator /ˈreɪdɪeɪtə/ (n) = a metal device with pipes used to heat a room
rotate /ˈrəʊteɪt/ (v) = to move in a circular motion
sink /sɪŋk/ (n) = a water basin fixed to the wall/floor
spin /spɪn/ (v) = to turn around quickly
spirit /ˈspɪrɪt/ (n) = the attitude sb has towards sth
strike /straɪk/ (v) = to hit
suck into /sʌk ɪntə/ (v) = to pull into
supplies /ˈsʌplaɪz/ (pl n) = stored provisions
tap /tæp/ (n) = a device that controls the flow of liquid from a pipe or container
torch /tɔːtʃ/ (n) = a small electric light held in the hand
trapped /træpt/ (adj) = in an unpleasant situation which you feel you cannot get out of
vacuum /ˈvækjuəm/ (n) = a place or position that needs to be filled by sb or with sth
vertically /ˈvɜːtɪkli/ (adv) = at an angle of 90° to a surface

Curriculum 3

absorb /əbˈsɔːb/ (v) = to take sth in
bath tub /ˈbɑːθtʌb/ (n) = the container in a bathroom in which you take a bath
evaporate /ɪˈvæpəreɪt/ (v) = (of liquid) to change into gas

Word List

fresh water /ˈfrɛʃ ˈwɔːtə/ (n) = containing no salt
hose /həʊz/ (n) = a long pipe from which water comes out, to put out fires, water plants, etc
population /pɒpjʊˈleɪʃn/ (n) = all the people living in a city or country
salt water /sɔːlt ˈwɔːtə/ (n) = water from the sea with salt in it
saying /ˈseɪɪŋ/ (n) = a popular phrase
supply /səˈplaɪ/ (n) = the amount of sth that is available to be used
wasteful /ˈweɪstfəl/ (adj) = using more of sth than is needed
water shortage /ˈwɔːtə ʃɔːtɪdʒ/ (n) = the state of there not being enough water

Curriculum 4

adjust /əˈdʒʌst/ (v) = to change so as to match or fit
button /ˈbʌtn/ (n) = part of a machine that you press to make sth happen
come up with /kʌm ˈʌp wɪð/ (phr v) = to think of an idea, invent
developer /dɪˈveləpə/ (n) = a person who helps invent or improve sth
drain /dreɪn/ (v) = to cause the water or liquid in sth to run out
earn /ɜːn/ (v) = to obtain sth (a college degree)
long-lasting /ˌlɒŋ ˈlɑːstɪŋ/ (adj) = existing in the same state for a long time
mode /məʊd/ (n) = an option leading to a change in the operation of a device (standby mode)
power-option (phr) = a list of available settings
recharge /ˈriːtʃɑːdʒ/ (v) = to store electrical power in a device again
setting /ˈsetɪŋ/ (n) = the way in which a device is set to operate

Curriculum 5

bar chart (phr) = a graph using parallel bars to show comparative sizes, costs, etc
breed /briːd/ (n) = animals or plants within a species having been developed by deliberate selection
bullet-proof /ˈbʊlɪt pruːf/ (adj) = material that cannot be penetrated by a bullet
chase /tʃeɪs/ (v) = to go after
detect /dɪˈtekt/ (v) = to search and find

diagram /ˈdaɪəgræm/ (n) = a simple drawing or plan
enforce the law (phr) = to make people obey a law
line graph (phr) = a line that is used in a mathematical graph
measurement /ˈmeʒəmənt/ (n) = the size or dimension of sth
oblong /ˈɒblɒŋ/ (adj) = in the form of a rectangle with one dimension longer than the other
pie chart (phr) = a round mathematical diagram
police badge (phr) = an emblem worn by a police officer as identification
proportion /ˈprɒpɔːʃən/ (n) = a portion or part of the whole
section /ˈsekʃən/ (n) = a part of sth
vest /vest/ (n) = a waist-length piece of clothing without sleeves

Curriculum 6

breathe /briːð/ (v) = to take air into your lungs and send it out again
flipper /ˈflɪpə/ (n) = a large rubber shoe that helps you swim faster
goal /gəʊl/ (n) = the point scored by getting the ball into the goal
line up /ˌlaɪn ˈʌp/ (phr v) = to put in a (straight) line
puck /pʌk/ (n) = the small rubber disc in a game of ice hockey
score /skɔː/ (v) = to achieve a number or an amount of points
scuba-diving /ˈskuːbə ˌdaɪvɪŋ/ (n) = underwater swimming with a breathing equipment
snorkel /ˈsnɔːkəl/ (n) = tube through which a person swimming just under the surface of the sea can breathe
snorkelling /ˈsnɔːkəlɪŋ/ (n) = swimming with the use of a snorkel
stick /stɪk/ (n) = a piece of wood used for playing games

Curriculum 7

characteristic /ˌkærəktəˈrɪstɪk/ (n) = a typical quality of sb
depend on /dɪpend ɒn/ (v) = to be affected or decided by sth
environment /ɪnˈvaɪrənmənt/ (n) = the conditions that influence sb's life

identical /aɪˈdentɪkl/ (adj) = exactly the same
inherited /ɪnˈherɪtɪd/ (adj) = given at birth
language /ˈlæŋgwɪdʒ/ (n) = the system of communication used by people in a country
partly /ˈpɑːtli/ (adv) = not completely, to some degree
pass down sth /pɑːs ˈdaʊn/ (phr v) = when sth is inherited
tell apart /tel əˈpɑːt/ (phr v) = to distinguish between
trait /treɪt/ (n) = a certain quality, characteristic or tendency sb or sth has
variety /vəˈraɪti/ (n) = many different kinds of things or people

Curriculum 8

beauty /ˈbjʊti/ (n) = attractiveness, loveliness
concern /kənˈsɜːn/ (n) = worry or anxiety about sth
traffic jam /ˈtræfɪk dʒæm/ (n) = a long line of vehicles unable to move or moving very slowly
depend /dɪpend/ (v) = to need sb/sth
income /ɪnˈkʌm/ (n) = the amount of money earned over a given period of time
motorway /ˈməʊtəweɪ/ (n) = a major road that has been built for fast-moving traffic travelling long distances
Native American /ˈneɪtɪv əˈmerɪkən/ (n) = sb who belongs to one of the races that lived in North America before Europeans arrived
nightmare /ˈnaɪtmɛə/ (n) = a bad dream
outskirts /ˈaʊtskɪts/ (pl n) = parts of a town or city furthest from the centre
peak times (phr) = periods of heavy traffic
reduce /rɪˈdjuːs/ (v) = to become smaller or less in price, number, etc
route /ruːt/ (n) = a way from one place to another
volume /ˈvɒljʊm/ (n) = the amount of sth
zebra crossing /ˌzebrə ˈkrɒsɪŋ/ (n) = a place on the road marked with black and white stripes where people can safely walk across

Verbs, adjectives, phrases with prepositions

absent from (adj), accuse of (v), afraid of (adj), attached to (adj), beware of (adj), bring sb before a person (v), burst into applause (phr), charge with (v), connect to (v), complain about (v), cope with (v), damage to (n), deal with (v), disqualified from (adj), excited about (adj), frightened of (adj), focus on (v), full of (adj), give birth to (phr), hide from (v), interested in (adj), jealous about (adj), keep in touch with (phr), key to (n), major in (v), place under arrest (v), plug into (v), protect from (v), rely on (v), remove from (v), rude to (adj), save from (v), sentence to (v), study for (an exam) (v), take advantage of (phr), take pleasure in (phr), thanks to (n)

Prepositional phrases

at least, at risk, by train/car/plane, in advance, in captivity, in control, in court, in custody, in danger of, in handcuffs, in honour of, in the kingdom, in its path, in the wild, on display, on foot, on screen, on time, on the whole, under arrest, without a doubt

Upstream

Grade 11 Foundation

Upstream Grade 11 Foundation is a secondary-level course for learners of the English language. The course combines active English learning with a variety of lively topics.

Key Features

- 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
- 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 section
- composition analysis and practice in various types of writing with full models plus a Writing Bank
- study skills & tips promoting students' autonomy
- a Further Practice section
- Cultural and Curricular sections
- Progress check sections

Components

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



Express Publishing

ISBN 978-1-4715-3037-1



9 781471 530371

Upstream Grade 11 Foundation Student's Book

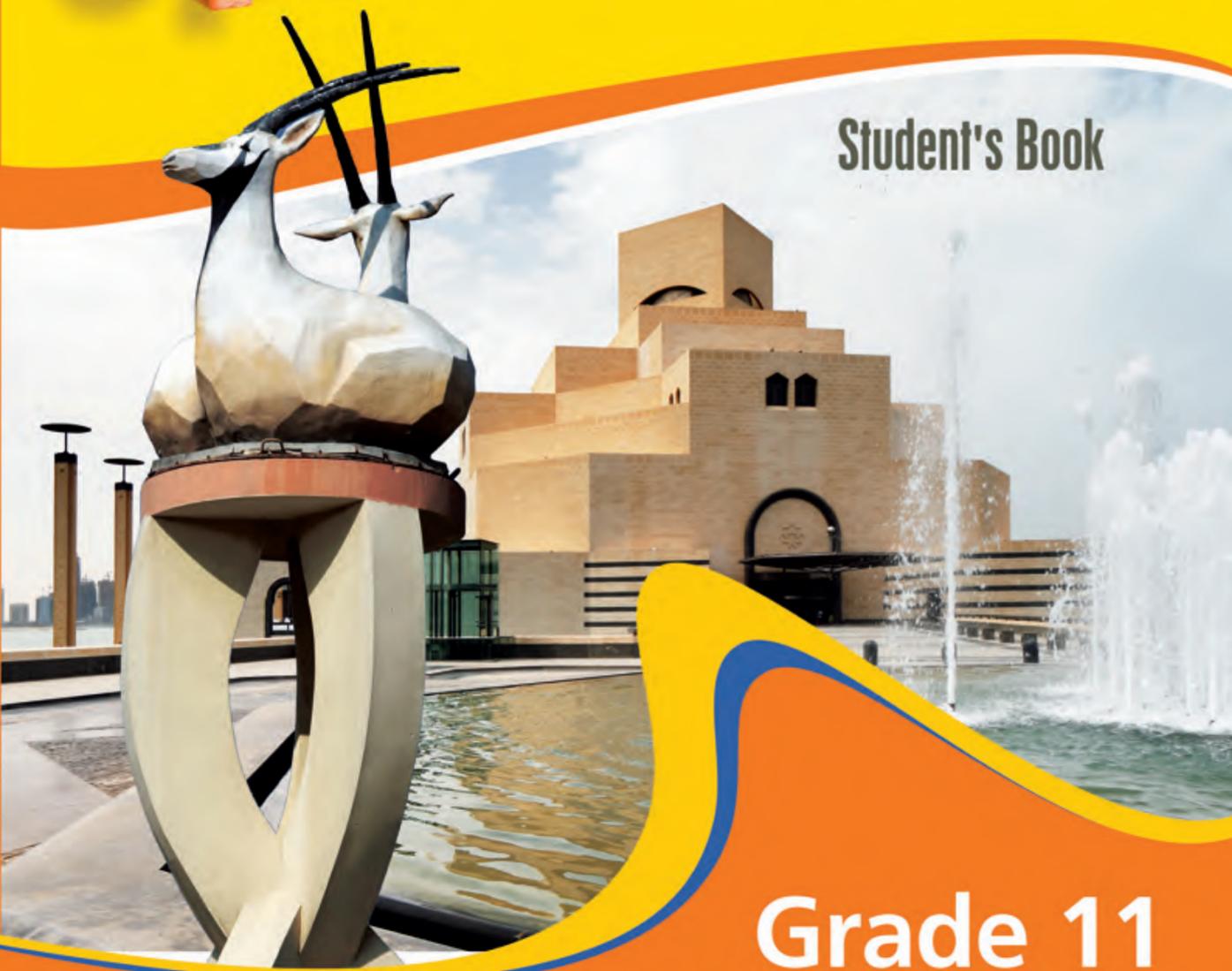
Virginia Evans - Jenny Dooley

Express Publishing

Upstream



Student's Book



Grade 11
Foundation

ACADEMIC YEAR
2016-2017

Virginia Evans - Jenny Dooley



Express Publishing

