



- قَسَمًا بِمَنْ رَفَعَ السَّمَاءُ • قَسَمًا بِمَنْ نَشَرَ الضِّيَاءُ
 قَطْرٌ سَتَّبَقَى حُرَّةً • تَسْمُو بِرُوحِ الْأَوْفِيَاءِ
 سِيرُوا عَلَى نَهْجِ الْأَلَى • وَعَلَى ضِيَاءِ الْأَنْبِيَاءِ
 قَطْرٌ بِقَلْبِي سِيرَةٌ عَزُ • وَأَمُّ جَادُ الْإِبَاءِ
 قَطْرُ الرَّجَالِ الْأَوَّلِينَ • حُمَاتِنَا يَوْمَ النُّدَاءِ
 وَحَمَائِمُ يَوْمِ السَّلَامِ • جَوَارِحُ يَوْمِ الْفِدَاءِ

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



علم دولة قطر



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 جيلاً بعد جيل. حيث تحدد الرؤية الوطنية لدولة قطر النتائج التي يسعى البلد لتحقيقها على المدى الطويل كما أنها توفر إطاراً عاماً لتطوير إستراتيجيات وطنية شاملة وخطط تنفيذها. وتستشرّف الرؤية الوطنية الآفاق التنموية من خلال الركائز الأربع المترابطة التالية :

التنمية البشرية	التنمية الاجتماعية	التنمية الاقتصادية	التنمية البيئية
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الركيزة الأولى - التنمية البشرية الغايات المستهدفة:

سكان متعلمون :

- نظام تعليمي يرقى إلى مستوى الأنظمة التعليمية العالمية المتميزة ويزود المواطنين بما يفي بحاجاتهم وحاجات المجتمع القطري، ويتضمن:

- مناهج تعليم وبرامج تدريب تستجيب لحاجات سوق العمل الحالية والمستقبلية.
- فرصاً 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 النشء 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 دولياً في مجالات النشاط الثقافي والفكري والبحث العلمي.
- استقطاب التوليفة المرغوبة من العمالة الوافدة ورعاية حقوقها وتأمين سلامتها، والحفاظ على أصحاب المهارات المتميزة منها.

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الأمانة العامة للتخطيط التنموي

Upstream

Grade 11 Foundation

WORKBOOK

Virginia Evans - Jenny Dooley



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Standards Tracker

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Module A

1

Vocabulary

1

1.1 Choose the correct item.



- 1 The Doha Cultural Festival takes **part/place** every March.
- 2 There were lots of **treasures/fortunes** in the museum.
- 3 The mayor **contributed/donated** some artefacts to the museum.
- 4 There is a **type/variety** of ancient coins on display in the museum.
- 5 The festival **lasted/remained** for two days.
- 6 The audience **applauded/approved** the mayor at the end of his speech.
- 7 People rose from their seats when the minister **attended/appeared**.
- 8 Thousands of **viewers/spectators** filled the stadium to watch the final game of the season.

2

1.3.1 Fill in the correct preposition.

- 1 They were excited going to the museum.
- 2 When the mayor finished his speech, the audience burst applause.
- 3 There are some fascinating outfits display at the local museum.
- 4 A celebration was held honour of the local hero.
- 5 You should always book your tickets advance.
- 6 Thanks the Internet, booking tickets for events has become much easier.

3

1.3.1 Fill in the correct particle.

- 1 He used to make **up/out** stories.
- 2 We couldn't make **up/out** what the name on the envelope was.
- 3 They made **up/for** after the quarrel.
- 4 A happy family makes **up/for** happy children.

4

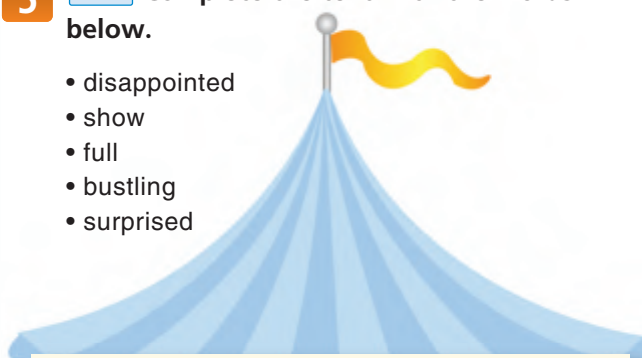
1.1 Choose the correct item.

- 1 The price of this suit was **lavish/outrageous**!
- 2 The museum is hoping to **draw/drag** more visitors with cheaper tickets.
- 3 The painter created **stunning/thrilling** works of art.
- 4 They hung a large poster on the **outer/ exterior** of the museum.
- 5 From the top of the building there was a truly **breathtaking/eye-watering** view.

5

1.1 Complete the text with the words below.

- disappointed
- show
- full
- bustling
- surprised



Last year, I was really **1)** when my friends presented me with tickets to the Cirque de Soleil, the most famous circus in the world. When we arrived, the theatre was crowded with people, all **2)** with excitement. And we weren't **3)** either; it was truly a fascinating spectacle. The costumes were beautiful and the whole show was **4)** of incredible circus tricks. It was an amazing **5)** and the best experience I have ever had.

6

1.1 Complete the sentences. Use:

- **chronological** • **character** • **spelling**
- **person** • **plot** • **sequence**

- 1 The protagonist is the main in a story.
- 2 Stories can be written as first-or third- narratives.
- 3 The is the events that happen in a story.
- 4 A reader can easily follow a story if events are presented in order.
- 5 The word "feellings" has got a mistake.
- 6 Writers use linkers to show the of events.

Grammar

1

Module A

1

5.4 Underline the correct item.

- Alan **was buying/bought** a one-way ticket to Australia yesterday.
- Trevor **has travelled/was travelling** to most countries in Europe.
- My parents **used to/would** have a ski lodge in the Alps when I was a child.
- Rebecca didn't have any food during the flight because she **had already eaten/was already eating**.
- We **had been walking/would walk** through the forest for two hours before we reached the lake.
- Ben **was driving/had driven** to the hotel when his car broke down.

2

5.4 Put the verbs in brackets into the correct past form.

- A: I **went** (go) to New Zealand last year.
B: Really? My brother
(live) there about ten years ago.
- A: Why didn't you wait for us at the hotel?
B: We thought you
(already/leave)!
- A: You were so late! We almost
..... (miss) the flight!
B: I'm sorry. I (drive)
for half an hour when I realised I
..... (forget) my passport,
so I had to go back home and get it.
- A: (you/have) a good holiday?
B: No! Mike (not/
confirm) our reservations so by the time
we (get) to the hotel
they (give) our
room to someone else and we were
forced to stay at a horrible motel.

3

5.4 Put the verbs in brackets into the correct past form.

- Lisa **had just finished** (just/finish) packing her suitcase when the taxi
..... (arrive) to take us to the airport.
- We (drive) back to the hotel when it started to rain.
- John (travel) all night, so when he finally reached home he was exhausted.
- Shaila (work) in Dubai for three years when she decided to move there permanently.
- While Sam (swim) in the pool Les (write) some postcards.

4

5.2.1 React to the situations. Use the modals in brackets.

- Tell your friend that you didn't get to the shops before they closed. (wasn't able to)
.....
- You want to go to a theme park. Ask your parents. (can)
.....
- You are sitting at a dinner table. You want the salt. Ask your sister to pass it to you. (could)
.....
- You are thirsty. Ask your friend for a sip of their drink. (might)
.....
- You want to borrow your brother's football. Ask him for it. (may)
.....
- Your friend wants you to play tennis now. You want to go later. Tell your friend. (will)
.....
- Someone wants to go into a locked room. Tell them that they don't have permission. (can't)
.....
- Explain to your father that your team won the football game. (was able to)
.....

5

5.4 Put the verb in brackets into the correct past form.

When Jim Harrison 1) **organised** (organise) a weekend in Paris for himself and his brother Tom, he didn't know that it would turn out to be a disaster.

The trouble 2) (start) at the train station. They 3) (only/queue) for the Eurostar for five minutes when they 4) (hear) an announcement that their train had been delayed for four hours! And when Jim and Tom finally 5) (arrive) in Paris, they discovered that, instead of the hotel Jim thought he 6) (book), they were staying in a dirty, cramped room!

On Saturday, they 7) (go) sightseeing. As the sun 8) (set), Jim suggested they visit the Eiffel Tower. He 9) (reserve) a table on the second floor the day before. They 10) (sit) at their table for only a few minutes, when Jim discovered that he 11) (lose) his bag. Inside were his wallet and his passport. They 12) (spend) the next day getting Jim a new passport.

Module A

1

Listening skills

1

1.3.1 You are going to listen to someone narrating an experience he had. Before you listen check these words/phrases in your dictionary.

- *look forward*
- *board a plane*
- *headphones* • *tough*
- *sandy* • *drift off*
- *clap of thunder* • *rip*
- *jolt* • *awake* • *flicker*
- *shake* • *breathe*
- *sigh of relief*
- *lightning storm*

2

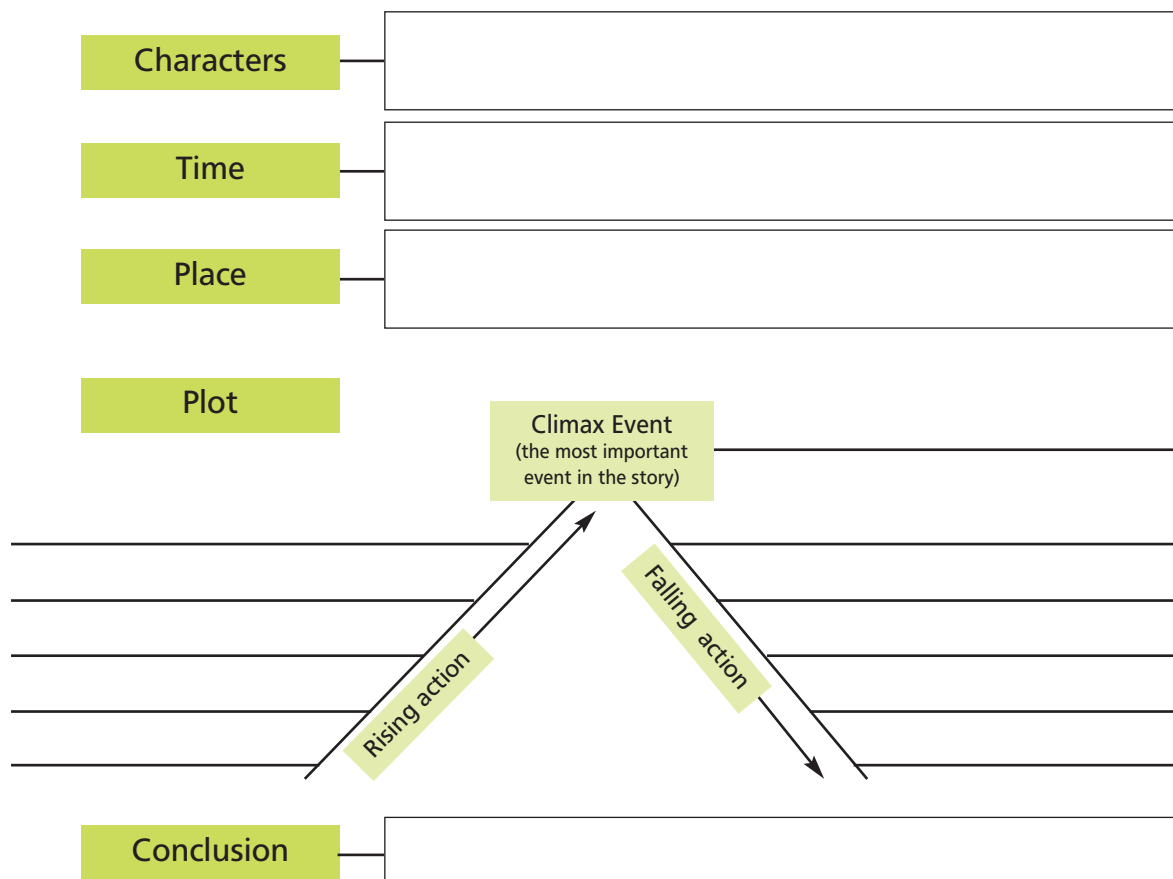
3.1.1-3 Read the prompt and the sentences, then do the listening task.

You will hear a man narrating an experience he had. For questions 1-5, choose the correct option A, B or C.

- 1 The narrator went on holiday
A with friends. B alone. C with a relative.
- 2 The narrator had
A worked in a university.
B a tiring year at university.
C finished his studies.
- 3 While they were flying to Thailand, they
A fell asleep. B watched a film.
C experienced bad weather conditions.
- 4 One of the passengers
A started screaming. B turned off the lights.
C started shaking.
- 5 The narrator found the experience
A unsafe. B scary. C relieving.

3

a) **3.1.1-2** Listen again and make notes to complete the diagram.



b) **7.3.2** Use your notes to give the class a summary of the story.

Speaking skills

1

Module A

1

1.1 Look at the picture. Choose the correct word.



The picture shows a street 1) **ceremony/parade** in which a group of men are wearing 2) **costumes/masks** and hats. They are all 3) **dressed/worn** in yellow dresses with blue belts, except the man at the front. He is 4) **performing/leading** the parade. All the men are 5) **hiking/marching** in step with their right legs moving forward together. A(n) 6) **audience/crowd** of spectators has 7) **lined/drawn** both sides of the street to watch the parade. The streets seem to be closed off to traffic for the parade, so they are probably marching in celebration of a 8) **cultural/national** holiday.

2

4.2.1, 3 Use the stems to describe the photograph to the class.

- 1 The picture shows
- 2 They are preparing
- 3 They are wearing
- 4 They seem to be



Speaking Evaluation

	Excellent	Very Good	Good	Fair	Weak
Content & Ideas	ideas are very organised & it is easy to identify the plot, characters & the setting	ideas are organised & it is quite easy to identify the plot, characters & the setting	ideas are fairly well organised & it is possible to identify the plot, characters & the setting	ideas are little disorganised & it is a little difficult to identify the plot, characters & the setting	ideas are very disorganised & it is very difficult to identify the plot, characters & the setting
Accurate and Appropriate Use of Vocabulary & Pronunciation Stress and Intonation	rich use of vocabulary with a wide range of idiomatic expressions; pronunciation is clear & easy to understand, almost no difficulties with intonation & stress patterns	rich use of vocabulary but no use of idiomatic expressions; pronunciation is clear & easy to understand, almost no difficulties with intonation & stress patterns	use of everyday vocabulary with occasional use of more advanced vocabulary; pronunciation clear & easy to understand	use of everyday vocabulary with wrong usage of idiomatic expressions; sentence & word stress is wrong at times	use of everyday vocabulary only; sentence & word stress & pronunciation hinder understanding
Accurate & Appropriate Use of Grammar & Language Structures	accurate use of grammar with complex & basic language structures	mostly use of grammar with basic language structures	appropriate use of grammar & basic language structures	inaccurate use of basic language structures	use of basic language structures with occasional mistakes; a lot of grammar mistakes
Appropriate Use of Cohesive Devices to Link & Organise Ideas	appropriate use of a range of cohesive devices to link ideas; sentences flow smoothly	appropriate use of cohesive devices to link ideas; most sentences flow	adequate use of cohesive devices to link ideas but not organised at times	use of basic cohesive devices to link ideas; inappropriate organisation	occasional use of basic cohesive devices but ideas are not linked or organised
Fluency	fluent speech without pauses	fluent speech with few pauses	fluent speech with some hesitation	responses contain short phrases & some repetition	responses contain short phrases & are very repetitive

Module A

1

Writing A narrative

- 1** a) **7.3.1** Read the prompt. What tenses should you mainly use: *present* or *past*?

A travel magazine has asked its readers to send in articles about an event they attended. Write your **narrative** (120-180 words).

- b) **7.3.1** Read the model and put the paragraphs (A-D) in the correct order (1-4).

A During the festival, there were exciting events and activities for people to do. We first watched the ice sculptors making amazing ice statues. Then we went to see the canoe races held along the river. My cousins persuaded me to take part in a canoe race with them. It was very exciting. We had lunch and then we went ice skating with my uncle. In the evening, we watched a fireworks display. There were a lot of people there wearing belts like Bonhomme. My uncle bought one belt for me to take back home as a souvenir.

B Last January while we were visiting our cousins in Canada, we had the opportunity to experience the Quebec Winter festival. This annual festival celebrates winter in all of its power and severity. It lasts 17 days and attracts lots of locals and tourists.

C We really enjoyed the celebration. Although it was freezing cold with temperatures below zero, it was a truly unique and unforgettable experience for all of us.

D The week before the festival started, the people built an enormous Ice Palace for the festival's mascot, Bonhomme. He is a huge snowman with a red hat and a traditional belt. The opening ceremony took place at the Ice Palace.



- 2** **8.2** Make notes to complete the table.

Name of festival	
Date	
Place	
Reason	
Preparations	
Events in the order they happened	
Feelings	

- 3** **1.1** **9.1.2** Fill in:

• **colourful** • **crowded** • **traditional**
• **huge** • **unforgettable**

- 1 It was truly a(n) experience for all of us.
- 2 They built a(n) snowman with a red hat.
- 3 The kids hung decorations inside their houses.
- 4 They served dishes at the end of the event.
- 5 All the shops were with people.

- 4** **1.1** **9.1.2** Fill in:

• **slowly** • **hurriedly** • **gently** • **happily**

- 1 Ahmed accepted the invitation to the event.
- 2 He tapped the young boy on the shoulder.
- 3 The procession moved through the city's narrow streets.
- 4 The boys made their way to the park.

- 5** **1.1** **9.1.2** Fill in:

• **excited** • **delighted** • **exhausted**
• **disappointed** • **impressed**

- 1 No one was by this festival. It was really great!
- 2 The women were after cooking and serving food all day long.
- 3 I was very by how well the festivities were organised.
- 4 Everyone was very about going to the event and woke up very early.
- 5 We were with the variety of food available at the event.

6 **8.2 9.2.1-8 Read the prompt. Plan your narrative.**

Think of an interesting event you attended in your country last year.
Write a **narrative** for your teacher. (120-180 words).

PLANNING

NAME OF EVENT

.....
.....

DATE

.....
.....

PLACE

.....
.....

REASON

.....
.....

PREPARATIONS

.....
.....

EVENTS IN CHRONOLOGICAL ORDER

.....
.....

FEELINGS/COMMENTS

.....
.....

Writing

9.2.1-8 Use your notes in Ex. 6 to write your narrative. Follow the plan.

(Para 4) *feelings/comments*

Writing Evaluation

9.2 Writing narratives

	Excellent	Very Good	Good	Fair	Weak
Planning	the plan presents a very clear outline of the story & there is a clear correlation between the plan & the narrative writing	the plan presents a clear outline of the story & most of the ideas are presented in the narrative writing	the plan presents a fairly clear outline of the story & some ideas are presented in the narrative writing	the plan does not present a clear outline of the story & few ideas are presented in the narrative writing	the plan is minimal and there is no correlation between the plan & the narrative writing
Content	the content is totally relevant to the task	the content is relevant to the task	the content is partially irrelevant to the task	the content is mostly irrelevant to the task	the content is totally irrelevant to the task
Progression of Events in Chronological Sequence	the events are clearly presented in the order they happen & lead logically from one to another to reach a clear conclusion	the events are presented in the order they happen & are related to one another & the overall topic	there are elements of a beginning middle & end but some details are missing	some elements of beginning, middle & end are missing; the flow of events is disconnected making it difficult for the reader to connect ideas	progression of events is awkward making it difficult for the reader to connect ideas
Vocabulary	the story contains a wide range of vocabulary & advanced vocabulary successfully used together with linking words	the story contains rich vocabulary & a variety of sequence words	the story contains basic vocabulary with some attempts to use more advanced lexis & correct use of sequence words	the story contains everyday vocabulary with inappropriate use of less common lexis & occasional use of sequence words	the story contains everyday vocabulary & very few sequence words
Grammar	the story includes a great variety of complex & simple sentences to create interest, emphasis, tension, very few grammar mistakes	the story includes some complex sentences & a variety of simple sentences with few grammar mistakes	the story includes very few complex sentences & a variety of simple sentences with some grammar mistakes	the story includes mostly simple sentences & the attempt of using complex sentences is unsatisfactory	the story includes simple sentences & serious grammar mistakes
Structure	the story is perfectly organised in well structured paragraphs; the sentences flow smoothly	the story is organised in paragraphs; most sentences flow smoothly	the story is organised in paragraphs but some parts are not clearly connected	the story is divided in paragraphs but there is no clear connection between them	the story consists of one paragraph which lacks cohesion & makes the story difficult to follow

Total: _____

Module A

2

Vocabulary

1 1.1 Match the headlines (A-F) to the phenomena (1-6).**A** Huge wave engulfs Japanese coastal town.**B** Hikers lucky to escape when rocky cliff collapses.**C** Many old buildings destroyed by tremors.**D** Ski resort in Alps cut off by snow.**E** No rain for the third month in a row.**F** Villagers flee approaching lava flows.**1** ☐ earthquake**2** ☐ landslide**3** ☐ tsunami**4** ☐ drought**5** ☐ volcanic eruption**6** ☐ avalanche**2** 1.1 Underline the correct item.

- 1 He's finding it difficult to cope **with/at** the heat.
- 2 The guide warned us to beware **about/of** sudden snowfalls in the mountains.
- 3 Julie is frightened **of/about** storms.
- 4 The hurricane destroyed everything **in/on** its path.
- 5 The flood caused extensive damage **in/to** many properties in the area.
- 6 The children are complaining **for/about** the rainy weather because they can't go out to play.

3 1.3.1 Underline the correct word.

- 1 The water **flooded/flew** into the town centre.
- 2 The wind was strong enough to **sweep/swamp** people off their feet.
- 3 A huge landslide left the village in **mess/ruins**.
- 4 The river burst its banks, causing two people to **drown/dive**.
- 5 Emergency services are **urging/wanting** people to stay inside until the storm is over.
- 6 The city was **smacked/hit** by a massive earthquake earlier today.

4 1.1 Fill in:

• **scale** • **trapped** • **shake** • **ruins** • **heaps**
 • **huddled** • **collapsed** • **pull**

Yesterday evening, there was a huge earthquake in our town. When the house began to **1**) , my family and I **2**) together under the dining table. After it was over, we went outside and saw the true **3**) of the devastation. Several buildings had **4**) and there were **5**) of rubble everywhere. Rescue workers were called immediately and they are still trying to rescue people **6**) beneath the debris. I saw them **7**) our neighbour out from the **8**) of her house earlier today. I just hope no one else I know has been hurt.

5 1.3.2 Choose the correct item.

- 1 The way a story ends is the **plot/resolution**.
- 2 The person who tells the story is the **narrator/main character**.
- 3 The most important event in a story is the **resolution/climax**.
- 4 The **plot/setting** of a story is when and where the story takes place.

6 7.1.4 Identify the figurative language used in the phrases.

• **alliteration** • **metaphor** • **assonance**
 • **simile** • **personification**

- 1 "The rain came down in long knitting needles." E. Bagneld
- 2 "The rain in Spain stays mainly in the plains." G.B. Shaw
- 3 "It is better, O day, that you go to your rest." H. Kendall
- 4 "So are you to my thoughts, as food to life." W. Shakespeare
- 5 "Doubting, dreaming dreams." E.A. Poe

Grammar

2

Module A

1

5.3.4 Put the verbs in brackets into the correct tense.

- When you switch on your mobile, it **requires** (require) your personal identification number.
- If I (be) you, I would call the police.
- You'll miss the flight unless you (leave) now.
- If he (set off) earlier, he wouldn't have been late.
- If Ahmed (call), tell him I'll be back in ten minutes.
- If his computer had more memory, it (run) faster.
- If we had taken our camcorder on the cruise, we (shoot) a video of the event.
- Provided he (ask) me, I'd have told him not to do it.

2

5.3.4 Make conditional sentences, as in the example.

- I can't send the files. The Internet connection is down. *If the Internet connection wasn't down, I could send the files.*
- Don't leave your laptop on all night. It overheats.
- Maria didn't sign into her account. She didn't see the email.
- Tony's PC is too old. He can't play any of his new games on it.

3

5.2.2 Rewrite the sentences using wishes.

- John failed his test.
John wishes he hadn't failed his test.
- Ben dropped his smartphone.
.....
- He lost his wallet.
.....
- He was late for work yesterday.
.....
- Ahmed ate too much yesterday.
.....

4

5.1 5.3 Underline the correct verb tense and then identify its use.

- 5.3.1 We all hope that we are living/will live in a cleaner environment in the future.
(will: expresses hope for the future)
- 5.3.1 Carmen is going to join/will join Greenpeace; she has already applied.
- 5.3.2 Valerie will have come/is coming to clean up the local beach with us tomorrow.
- 5.3.3 Our flight leaves/will have left at 6:00, so there's plenty of time to get to the airport.
- 5.1.1 Kenneth will be sleeping/will sleep at 7:00 tomorrow morning; call him later.

5

5.1 5.3 Put the verbs in brackets into the correct future form.

- 5.3.2 1 A: Mr Harris needs to speak to you.
B: I'll call (call) him right away.
- 5.3.3 2 A: I (start) work at 9:00 am. Can you give me a lift?
B: Of course.
- 5.1.2 3 A: I'm getting tickets for the concert on Friday.
B: Don't bother. They (sell out) by then.
- 5.3.2 4 A: What (they/do) about that huge oil spill off the coast?
B: They haven't announced anything yet.
- 5.3.2 5 A: What are your plans for tonight?
B: I (not/do) anything special.

6

5.3.1 5.3.4 What would you do if you ...

- found a wallet on the street?
.....
- were on holiday and lost your passport?
.....
- saw a robbery?
.....
- were the President of the USA?
.....

7

5.2.3 Continue the sentences.

- If I had been more patient,
- Supposing I had lost my mobile phone,
- What would you have done ?

Module A

2

Listening skills

1

1.1 List the words under the headings.

- eye of the storm • aftershock • overflow • rubble • air current • tremor • strong winds • fault line • shaking
- rising tide • gales • burst its banks • wash away

Earthquake

.....

.....

.....

.....

.....

Tsunami

.....

.....

.....

.....

.....

Flood

.....

.....

.....

.....

.....

Tornado

.....

.....

.....

.....

.....

2

3.1.1-3 Listen to a radio interview with a man talking about an earthquake he experienced. For questions 1-6, choose the correct answer A, B, C or D.

- What was Peter doing just before the earthquake?
A planning his weekend
B teaching in a classroom
C marking essays
D getting ready to go home
- What part of the building was Peter in when the earthquake struck?
A a classroom C the head teacher's office
B the staff room D the school yard
- How did Peter initially react to the earthquake?
A He got terrified. C He was confused.
B He felt calm. D He was in shock.
- What did Peter do when all the teachers sprang into action?
A He stayed where he was.
B He helped the teachers who had classes.
C He made an announcement for everyone to stay calm.
D He turned on the TV to watch the news.
- Why did the students have the cushions on their heads?
A To help the teachers count them.
B To play games in the playground.
C To protect their heads from the sun.
D To be seen more easily.
- How did Peter feel later that evening?
A He felt terrific for the rest of the night.
B He was worried about aftershocks.
C He was relieved to speak to his parents.
D He suffered from motion sickness.

3

3.1.2 You will hear a woman talking about a flood that hit her home town.

Listen and mark the sentences below as True or False.

- It had started raining that morning.
- The town had never had such heavy floods before.
- The woman was living in a house on the riverside.
- She heard the flood before she saw it.
- The whole town drove to higher ground to find safety from the flood.
- Everyone got back to their daily routines when the flood calmed.
- Other communities came to the rescue.
- She doesn't believe the town could be flooded again.

4

9.7.3 Use the phrases to write a few sentences summarising what happened.

- heavy rain broke the dam
- water rushed towards our town
- washed away houses and cars
- hundreds of injured people
- homes destroyed
- people left homeless

.....

.....

.....

.....

.....

Speaking skills

2

Module A

1

4.2.1-4 Look at the pictures.

Choose the correct words in the sentences below.



- 1 Families can take various types of holiday **also/both** in winter and summer.
- 2 **Both/Neither** of the activities are suitable for families.
- 3 The people in the second photo are wearing summery clothes; **nonetheless/however**, in the first photo the people are dressed in winter clothing.
- 4 Children are more likely to enjoy sledging in the snow **than/as well as** sightseeing.
- 5 A holiday in a ski resort is always expensive. **Despite/However**, a city break can be cheap.
- 6 You don't have to pack very much for a summer holiday, **whereas/even though** for a winter holiday you need a lot of clothes.

2

4.2.1-4 Compare and contrast the pictures.



Speaking Evaluation

	Excellent	Very Good	Good	Fair	Weak
Content & Ideas	ideas are very organised & it is easy to identify the plot, characters & the setting	ideas are organised & it is quite easy to identify the plot, characters & the setting	ideas are fairly well organised & it is possible to identify the plot, characters & the setting	ideas are a little disorganised & it is a little difficult to identify the plot, characters & the setting	ideas are very disorganised & it is very difficult to identify the plot, characters & the setting
Accurate and Appropriate Use of Vocabulary & Pronunciation Stress and Intonation	rich use of vocabulary with a wide range of idiomatic expressions; pronunciation is clear & easy to understand, almost no difficulties with intonation & stress patterns	rich use of vocabulary but no use of idiomatic expressions; pronunciation is clear & easy to understand, almost no difficulties with intonation & stress patterns	use of everyday vocabulary with occasional use of more advanced vocabulary; pronunciation clear & easy to understand	use of everyday vocabulary with wrong usage of idiomatic expressions; sentences & word stress is wrong at times	use of everyday vocabulary only; sentence & word stress & pronunciation hinder understanding
Accurate & Appropriate Use of Grammar & Language Structures	accurate use of grammar with complex & basic language structures	accurate use of grammar with basic language structures	appropriate use of grammar & basic language structures	inaccurate use of basic language structures, occasional mistakes	use of basic language structures with occasional mistakes; a lot of grammar mistakes
Appropriate Use of Cohesive Devices to Link & Organise Ideas	appropriate use of a range of cohesive devices to link ideas; sentences flow smoothly	appropriate use of cohesive devices to link ideas; sentences flow	adequate use of cohesive devices to link ideas but not organised at times	use of basic cohesive devices to link ideas; inappropriate organisation	occasional use of basic cohesive devices but ideas are not linked or organised
Fluency	fluent speech without pauses	fluent speech with few pauses	fluent speech with some hesitation	responses contain short phrases & some repetition	responses contain short phrases & are very repetitive

Module A

2

Writing A narrative

1

5.4 Read the prompt, then read the model and put the verbs in the correct tense.

Your favourite English magazine is having a short story competition. The story should be entitled **A Holiday to Remember**. Write your story (120-180 words).

I was on a fishing trip with a group of friends and it was a perfect summer's day. When we 1) (**take**) the boat out on the lake that afternoon, we had no idea what 2) (**happen**).

As we 3) (**sit**) in the boat, however, the sky suddenly 4) (**go**) dark and the light breeze turned into a strong, cold wind. After that, it started to rain heavily. We all looked at each other and 5) (**wonder**) what we should do. "Let's go back to shore," I suggested.

While we 6) (**row**) back to the shore, we 7) (**spot**) a tall, shadowy object towering over the trees at the end of the lake. "What's that?" I exclaimed. Then, one of my friends replied, "It's a tornado!" We all 8) (**scream**) and started to row faster. It seemed like an eternity before we made it to the shore. We ran into our cabin to take shelter from the tornado.

When the storm 9) (**pass**), we went back outside and saw that trees had been ripped up by the tornado. We all realised how lucky we were to have escaped such a terrifying force of nature.

2

9.1.2 Replace the adjectives in bold with adjectives from the list.

• **crowded** • **luxurious** • **peaceful**
• **scorching** • **vast**

As soon as I arrived at the 1) **nice** hotel, I grabbed my swimsuit and towel from my suitcase, and headed straight to the beach. It was 2) **big**, but it was quite 3) **busy**. I walked along the beach until I found a 4) **quiet** spot. Then, I dived into the cool water and felt instant relief from the 5) **hot** sun.

3

9.1.2 Fill in the gaps with:

• **safely** • **anxiously** • **heavily**
• **slowly** • **quickly**

- The hotel was evacuated after the fire alarm went off.
- The traffic moved as the rain fell
- Everyone waited to hear that their relatives and friends were safe after the earthquake.
- I was so relieved when the plane finally landed on the ground.

4

8.1.5 Join the sentences with the words in the brackets.

- I went out for dinner. Before that, I took a walk. (**after**)
.....
- I arrived at the train station. I went straight to my hotel. (**and then**)
.....
- The building started to shake from side to side. I decided to crawl under a table. (**when**)
.....
- I visited one last museum. I left for the airport. (**before**)
.....
- I was anxious. I had never tried skiing before. (**because**)
.....
- The aeroplane landed. I started to feel safe. (**as soon as**)
.....

5

1.1 9.1.2 Fill in the gaps with:

• **terrified** • **disappointed**
• **exhausted** • **glad**

- We were really when our flight was delayed due to bad weather.
- I spent a couple of days in hospital, but I was just to have survived the tsunami.
- I was so after my adventure that I slept for a full day.
- I'll never forget the earthquake. I'm always that the ground will begin to shake again.

6

8.2

9.2.1-8

Read the prompt, then plan your story.

An online English teen magazine has asked its readers to post stories entitled **An Unforgettable Day**. Write your **story** for the magazine (120-180 words).

PLANNING

Characters

Time

Place

Plot

Climax Event

Falling action

Rising action

Conclusion

2 Writing

9.2.1-8

nar

Introduction

Main Body

Conclusion

(Para 4) *end the story – feelings*

Writing Evaluation

9.2 Writing a narrative

	Excellent	Very Good	Good	Fair	Weak
Planning	the plan presents a very clear outline of the story & there is a clear correlation between the plan & the narrative writing	the plan presents a clear outline of the story & most of the ideas are presented in the narrative writing	the plan presents a fairly clear outline of the story & some ideas are presented in the narrative writing	the plan does not present a clear outline of the story & few ideas are presented in the narrative writing	the plan is minimal and there is no correlation between the plan & the narrative writing
Content	the content is totally relevant to the task	the content is relevant to the task	the content is partially irrelevant to the task	the content is mostly irrelevant to the task	the content is totally irrelevant to the task
Progression of Events in Chronological Sequence	the events are clearly presented in the order they happen and lead logically from one to another to reach a clear conclusion	the events are presented in the order they happen & are related to one another & the overall topic	there are elements of a beginning middle & end but some details are missing	some elements of beginning, middle & end are missing; the flow of events is disconnected making it difficult for the reader to connect ideas	progression of events is awkward making it difficult for the reader to connect ideas
Vocabulary	the story contains a wide range of vocabulary & advanced vocabulary successfully used together with linking words	the story contains rich vocabulary & a variety of sequence words	the story contains basic vocabulary with some attempts to use more advanced lexis & correct use of sequence words	the story contains everyday vocabulary with inappropriate use of less common lexis & occasional use of sequence words	the story contains everyday vocabulary & very few sequence words
Grammar	the story includes a great variety of complex & simple sentences to create interest, emphasis, tension, very few grammar mistakes	the story includes some complex sentences & a variety of simple sentences with few grammar mistakes	the story includes very few complex sentences & a variety of simple sentences with some grammar mistakes	the story includes mostly simple sentences & the attempt of using complex sentences is unsatisfactory	the story includes simple sentences & serious grammar mistakes
Structure	the story is perfectly organised in well structured paragraphs; the sentences flow smoothly	the story is organised in paragraphs; most sentences flow smoothly	the story is organised in paragraphs but some parts are not clearly connected	the story is divided in paragraphs but there is not clear connection between them	the story consists of one paragraph which lacks cohesion & makes the story difficult to follow

Total: _____

Module B

3

Vocabulary

1

1.1 Fill in:

• **species** • **reefs** • **greenhouse** • **warming**
• **barrier** • **benefits** • **supports** • **life saving**

- The protesters made a physical between the hunters and the lions.
- Some of fish are being damaged by water pollution.
- The ecosystem of the world millions of different types of life.
- Coral are good places to see interesting marine life.
- Aid workers are trying hard to get medicines to those who need them.
- Switching to renewable energy can have big economic for a country.
- Global is a problem that we need to take care of before it's too late.
- Scientists believe that gases are damaging our atmosphere.

2

1.1 Choose the correct word.

- The Amazon **pine forest/rainforest** is the biggest in the world.
- The average person's **waistline/eye line** has increased in the last few decades.
- A large **proportion/fraction** of trees are cut down every day.
- Conservation is important to preserve **biodiversity/biology** across the world.

3

1.3.2 Match the words to their definitions.

1	maintain	5	vanish
2	protect	6	surround
3	remove	7	depend on
4	damage		

- To disappear completely.
- To rely on for support.
- To take away.
- To keep at the same level.
- To form a circle around.
- To keep safe from harm.
- To cause harm to something.

4

1.1 Fill in the correct preposition.

- There is a lack clean water in this arid region.
- According zoologists, pandas raised in captivity don't have the skills to survive in the wild.
- The government has to open a new landfill site as the current one is full rubbish.
- Lions live the wild.
- a doubt, this is one of the most polluted cities in the world.

5

1.1 1.3.1 Choose the correct particle.

- He lost consciousness but the nurse brought him **round/up**.
- They brought **round/up** their four children to be kind and respectful.
- Her new book about the Amazon Rainforest will be brought **out/about** next month.
- A sincere apology will bring **on/about** his forgiveness.

6

2.1.2 Fill in the gaps with the correct form of the words in brackets.

The Global Day of Action on Climate Change

The Global Day of Action on Climate Change is an annual demonstration aimed at focussing the worldwide awareness of global warming 1) (**prevent**). It first started in 2005 with rallies taking place in 34 countries. By 2007, the Global Day of Action involved the 2) (**participate**) of 84 different countries and by 2011, citizens and 3) (**organise**) from a further 30 countries also took part. Environmentalists hope they can encourage governments to come to an agreement on ways to tackle climate change. Some scientists believe we only have a decade left to reverse the growth of greenhouse gas 4) (**emit**). If there is no 5) (**reduce**) in the levels of greenhouse gases being emitted, then climate change will become impossible to prevent. 6) (**pollute**) from vehicles, homes and industry threatens the future of our planet. Clean and renewable energy is the best 7) (**solve**) to the problem of climate change, but action must be taken soon. We can all play a part in the 8) (**conserve**) of our planet.

Grammar

3

Module B

1

7.6.1 Put the verbs in brackets into the present simple.

A Bottle-nosed dolphins **1)** **(be)** a very amazing species of animal. They **2)** **(communicate)** with a variety of sounds and **3)** **(have)** a very sensitive sense of taste, much higher than humans. Dolphins are extremely intelligent. Compared to humans, they have double the brain size. Also, they **4)** **(not sleep)**! During the night, the left and right sides of their brain **5)** **(rest)** in turns, allowing the animal to come to the surface in order to breathe and carry on basic survival behaviours.

B Protecting wildlife from extinction is always a battle. This fight is no more obvious than in Africa. Poachers **1)** **(hunt)** elephants for their ivory tusks and they **2)** **(destroy)** their natural habitats. Alistair McEwan **3)** **(run)** a successful elephant nature reserve in Kenya that **4)** **(help)** these endangered animals. In this one-off documentary, watch how he **5)** **(protect)** the elephants and see how their numbers are growing.

C The Philippine Eagle **1)** **(inhabit)** four islands in the Philippines. They are mostly found in mountainous forest regions. Due to deforestation on the islands, the Philippine Eagle has had to inhabit much smaller areas of land. The food of the eagles **2)** **(vary)** depending on where it is living. A large part of their diet is made up of small mammals, birds and reptiles, including large snakes. The eagles **3)** **(build)** their nests high up in the Philippine's native giant trees about 30 metres off the ground. The adults **4)** **(raise)** only one baby bird per year and both male and female eagles **5)** **(take)** turns to feed their young.

2

5.9.4 Join the sentences using the words in brackets.

- 1 The robbers were making noise. She heard them and called the police. **(so much ... that)**
The robbers were making so much noise that she heard them and called the police.
- 2 The fire was serious. It took the firefighters three hours to put it out. **(so ... that)**
.....
- 3 There were no witnesses to the theft. The police had no leads. **(therefore)**
.....
- 4 There was heavy rain last night. The streets were flooded. **(consequently)**
.....
- 5 He was a clever criminal. He escaped from prison twice. **(such ... that)**
.....
- 6 There was hardly any evidence. The police couldn't charge him. **(so little ... that)**
.....
- 7 A lot of gold and diamonds were stolen from the jewellery shop. It had to close down. **(as a result)**
.....
- 8 Emma has a lot of expensive electronics in her house. She has installed a burglar alarm. **(therefore)**
.....
- 9 John was walking alone at night time. Two people mugged him. **(as a consequence)**
.....

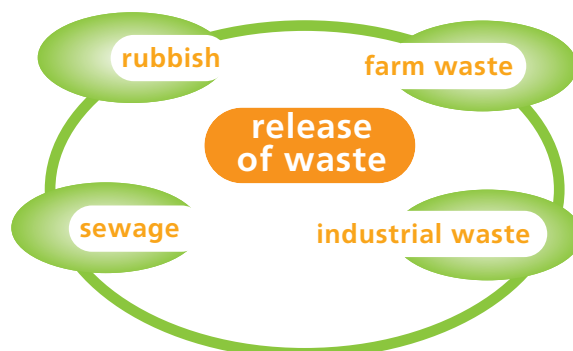
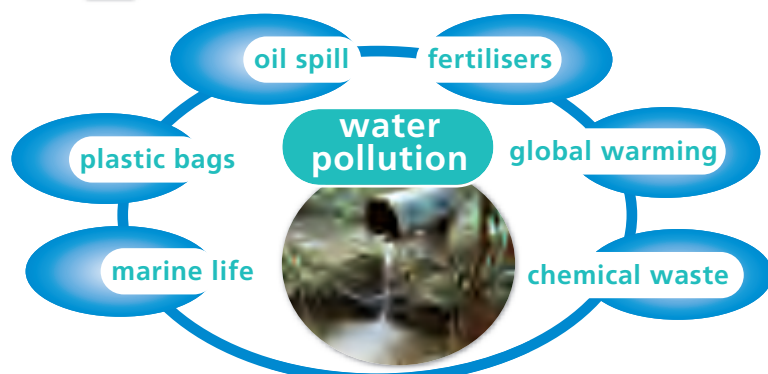
Module B

3

Listening skills

1

1.1 1.3 Check these words in your dictionary.



2

3.2.1 You are going to listen to a professor talking about an environmental problem. For questions 1-8, choose the best answer A, B or C. Read the statements and possible answers. Underline the key words.

3.2.1 Listen and choose the correct answer.

- What/Who most influenced Professor Wycliffe's choice of career?
A his parents B his professor C an incident
- What is the focus of his current research?
A marine biology B oil spills C chemical waste
- Professor Wycliffe says that a lot of people
A are deliberately polluting the seas.
B are polluting without knowing it.
C don't realise that water pollution is a problem.
- Most experts agree that
A natural phenomena are causing pollution.
B natural phenomena don't cause any real pollution.
C pollution is in part a natural phenomenon.
- According to the professor, what causes most water pollution?
A farming B shipping C factories
- What percentage of coral reefs was damaged in the Indian Ocean?
A 19% B 25% C 90%
- Since the 1980s, certain whale populations
A have decreased. B have almost doubled.
C have remained the same.
- The most common waste found on beaches is
A oil. B cigarettes. C plastic bags.

3

3.2.1 Listen again and complete the sentences.

- Professor Wycliffe specialises in the study of
- His parents used to take him when he was a child during summer.
- When he was a teenager he was shocked to see and dead fish on the beach.
- According to Professor Wycliffe, a lot of people don't know how causes water pollution.
- Coral reefs are destroyed by, which is caused by people's actions.
- Apart from factories, ships and oil companies, is the main cause of water pollution.
- Reduction in oxygen in water and rises in water temperatures are for marine life.
- Plants absorb and cause fish and sea mammals to get sick and die.
- Marine animals mistake for food.
- Professor Wycliffe believes that if each of us helps, we can solve the problem.

4

3.2.4 7.6 Listen again. What persuasive techniques did the professor use?

Speaking skills

3

Module B

1

4.6.1 4.6.3 The photographs show some ways of reducing air pollution in big cities. Can you think of others? In pairs, discuss how we can help solve the problem. Make sure you suggest reasons. Use techniques to maintain the conversation. Rehearse and organise utterances before speaking. Stop and restart utterances that are not clear or pause to rephrase.



Speaking Evaluation

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

Module B

3

Writing A persuasive essay

1 7.6 Read the essay. Which paragraph:

- 1 ☐ restates the writer's opinion?
- 2 ☐ presents the third viewpoint & reasons/examples?
- 3 ☐ presents the first viewpoint & reasons/examples?
- 4 ☐ states the topic and the writer's opinion?
- 5 ☐ presents the second viewpoint & reasons/examples?

2 a) 7.6 Underline the writer's opinion in the model essay.

b) Complete the table with information from the essay.

Viewpoints	Reasons/Examples
.....
.....
.....

The use of wild animals in entertainment should be banned

- A** Every year, thousands of wild animals are used in circus acts, stage shows and on film sets for entertainment purposes. In my opinion, this is a highly unethical and irresponsible practice that should be banned.
- B** Firstly, it is harmful for the animals involved. For instance, many circus animals are kept in cramped conditions that are nothing like their natural habitat. Many wild animals are also neglected or mistreated by their handlers.
- C** In addition, using wild animals can be dangerous for the people who work with them. For example, killer whales can be unpredictable and have killed handlers in the past.
- D** Finally, people get a false impression of wild animals. They are not simply cute and amusing animals for entertainment. People should learn about the real natural history of wild animals and their habitats.
- E** In conclusion, I strongly believe that wild animals should not be used for entertainment. I believe it should be banned to protect the welfare of the animals, the safety of animal handlers and to promote better education.



3 7.6 Find the linking words the writer uses to:

- 1 list viewpoints:
- 2 introduce examples:
- 3 express opinion:
- 4 conclude:

Replace them with synonymous ones.

- 1
- 2
- 3
- 4

4 7.6 Underline and replace the topic sentences in the main body paragraphs with other appropriate ones.

-
-
-
-

5

8.2

9.4

Read the prompt. Plan your essay.

You have had a class discussion about animals kept in captivity. Your teacher has asked you to write a **persuasive essay** expressing your opinion on the topic (120-180 words)

PLANNING

TOPIC/OPINION

Viewpoint 1

Viewpoint 2

Viewpoint 3

Examples/Reasons

Examples/Reasons

Examples/Reasons

SUMMARY OF POINTS/
RESTATE OPINION

3

Writing

6

9.4.1-5

Plan

Introduction

(Para 1) state the topic and give your opinion

Main Body

(Para 2) *first viewpoint with examples/results/reasons/justifications*

(Para 3) *second viewpoint with examples/results/reasons/justifications*

(Para 4) *third viewpoint with examples/results/reasons/justifications*

Conclusion

(Para 5) *summarise your points and restate your opinion*

[illegible]

Writing Evaluation

9.4 Writing a persuasive essay

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

Total: _____

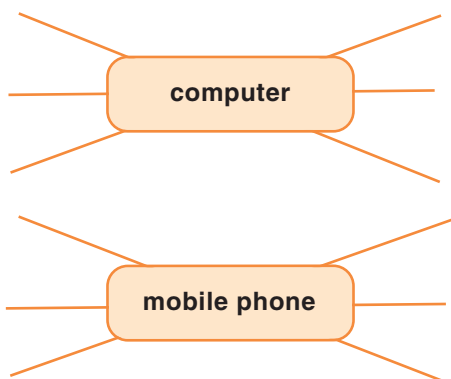
Module B

4

Vocabulary

- 1** 1.1 Complete the spidergrams with the words below. Check in your Learner's Advanced English to English dictionary.

• monitor • antenna • SIM card • modem
• keyboard • ringtone • hard drive • signal
• texting • mouse • Android • speakers



- 2** 1.1 Fill in:

• on (x2) • in (x2) • from • to

- Is there something interesting TV tonight?
- Speech recognition programs can create text speech.
- Ever since my friend moved abroad, we keep touch through Skype.
- Every time I try to open this file, a warning message comes up the screen.
- I'm so busy; there aren't enough hours the day!
- I can't connect the Internet.

- 3** 1.1 Choose the correct item.

- I usually **send/take** text messages to my friends instead of calling them.
- You can **control/plug** your charger in here.
- This new model allows you to **plug/convert** the typed message to speech.
- Left-click on the icon to **upload/update** the photo onto your homepage.
- It's a good idea to **scroll/surf** online for a better price.
- If you **disconnect/forget** your password, follow the on-screen instructions.

- 4** 1.1 Choose the correct answer A, B or C.

- You should add some more folders to your documents more efficiently.
A record B scroll C manage
- I need to buy a removable hard drive to my files.
A create B store C plug
- You can files from one computer to another using a USB stick.
A scroll B convert C transfer
- Once you have inserted the DVD, the computer will your software.
A install B take C store
- He often the Net.
A allows B surfs C downloads

- 5** 1.1 Fill in:

• appears • delete • scroll • access
• click • connect • restart

- A: Hey, James. What's up?
B: I can't **1)** my instant messenger account.
A: What's the problem exactly?
B: A message **2)** on the screen saying I've forgotten my password. But I haven't!
A: You're probably using an outdated version.
B: What do you suggest?
A: First, go into the control panel and **3)** on Messenger.
B: OK. Now what?
A: **4)** the program from your hard drive.
B: OK. Then, what do I do?
A: **5)** to the Internet and look for updates of the software. When you've done that, **6)** down to the newest version and select it.
B: Then I just install it, right?
A: Exactly. **7)** the program and see if it will let you in this time.
B: What if it doesn't?
A: Then, I'm all out of suggestions. Check the troubleshooting section.
B: OK. Thanks for your help.



Grammar

4

Module B

1

5.5.3-5 Turn the following sentences into reported speech.

- 1 "It's going to be thirty-five degrees tomorrow," Emily said.
Emily said that it was going to be thirty-five degrees the next/following day.
- 2 "Shall we take our coats with us?" Ann asked.
.....
- 3 "Get on the raft!" the rescuers told us.
.....
- 4 "We must evacuate the village," she said.
.....
- 5 "I've finished my project on volcanoes," Alex told me.
- 6 "How high was the tsunami?" Beth asked.
.....

2

5.5.2 Choose the correct direct speech.

- 1 I asked if there had been any victims in the previous day's fire.
a "Were there any victims in yesterday's fire?"
b "Had there been any victims in yesterday's fire?"
- 2 He told us the town had been completely destroyed.
a "The town is completely destroyed."
b "The town was completely destroyed."
- 3 Jenny offered to help us with the clean-up operation.
a "Shall I help you with the clean-up operation?"
b "I'm helping with the clean-up operation."
- 4 Frank said he had witnessed a volcanic eruption two years before.
a "I witnessed a volcanic eruption two years ago."
b "I have witnessed a volcanic eruption two years before."
- 5 She said she was afraid of earthquakes.
a "I have been afraid of earthquakes."
b "I am afraid of earthquakes."
- 6 He said the authorities had issued a tsunami warning earlier that day.
a "The authorities issued a tsunami warning earlier today."
b "The authorities had to issue a tsunami warning earlier today."

3

5.5.4 Complete the sentences.

- 1 "I'm sorry I didn't follow your instructions," Michelle told the teacher.
Michelle apologised *for not following the teacher's instructions.*
- 2 "Please, please help us," the man said to the passer-by.
The man begged
- 3 "Who should I call in case of an emergency?" he asked himself.
He wondered
- 4 "You must learn the evacuation procedure," the headmaster told us.
The headmaster insisted
- 5 "There is a blizzard approaching," the man told us.
The man warned
- 6 "Yes, it was a terrifying experience," Larry said.
Larry agreed

4

5.5.3-4 Use the words in bold to complete the second sentence so that it means the same as the first. Use two to five words including the word given.

- 1 "Get away from the rubble," the rescue worker said to me. **ORDERED**
The rescue worker *ordered me to get* away from the rubble.
- 2 "It wasn't me that left the washing outside in the rain," said Robert. **DENIED**
Robert the washing outside in the rain.
- 3 "You'd better stay inside," Ian said to me. **ADVISED**
Ian inside.
- 4 "Shall we play in the snow?" said Dave. **SUGGESTED**
Dave snow.
- 5 "The tsunami was caused by an underwater earthquake," said the teacher. **EXPLAINED**
The teacher been caused by an underwater earthquake.
- 6 "I will not lend you my skis," Lucy said to Anna. **REFUSED**
Lucy her skis.

Module B

4

Listening skills


1

1.1 Which of these words/phrases could be used in relation to Internet safety or Internet civility?

- chat room • virtual world • password
- message board • sign up • cyber-bully
- post comments • hacker • troll
- social network • instant messaging • scam
- virus • remain anonymous • avatar
- spam mail • digital community • pop-up ads

2

3.2.1-2 You are going to listen to a lecture by an IT teacher about Internet safety and civility.

 Listen and for questions 1-6 choose the correct answer A, B or C. What persuasive techniques did the lecturer use to make his argument more convincing?

- 1 What assignment will the students be set?
 - A write an essay
 - B research and write a blog
 - C create a website
- 2 How does the teacher recommend people buy products online?
 - A by hacking into someone's email account
 - B by using an authentic website
 - C by only using online shops recommended by Facebook and Twitter
- 3 How does the teacher describe trolls?
 - A They are people who behave politely.
 - B They are role models for people who use the Internet safely.
 - C They conduct themselves uncivilly.
- 4 What does the teacher mean when he says: "differences can arise"?
 - A People can start arguing.
 - B People can feel left out.
 - C People can make a lot of money.
- 5 Why does the speaker say moderating comments is difficult for social networking sites?
 - A There are too many trolls.
 - B The posters are anonymous.
 - C They have too many users.
- 6 Why is the teacher talking to the class?
 - A to instruct them on how to keep their computers secure
 - B to teach them how to write a blog
 - C to inform them about issues of security and courtesy online

3

3.2.4 Write down three things you have learnt from the lecture.


.....

.....

.....

4

3.2.1 You are going to listen to five people giving their opinion about computer games.

 Listen and match the speakers (1-5) to the statements (A-F). There is one extra statement you do not need.

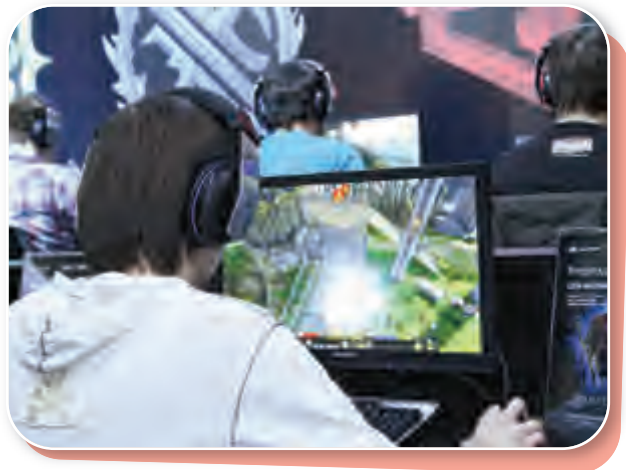
- A Computer games can improve problem solving skills.
- B Computer games contain too much violence.
- C Playing computer games can provide relief from stress.
- D Playing computer games can become addictive.
- E Playing computer games can make people anti-social.
- F Playing computer games can be an enjoyable social activity.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

5

3.2.4 What is your opinion about computer games? Tell your partner.

4.5.3 Your partner asks you follow-up questions.

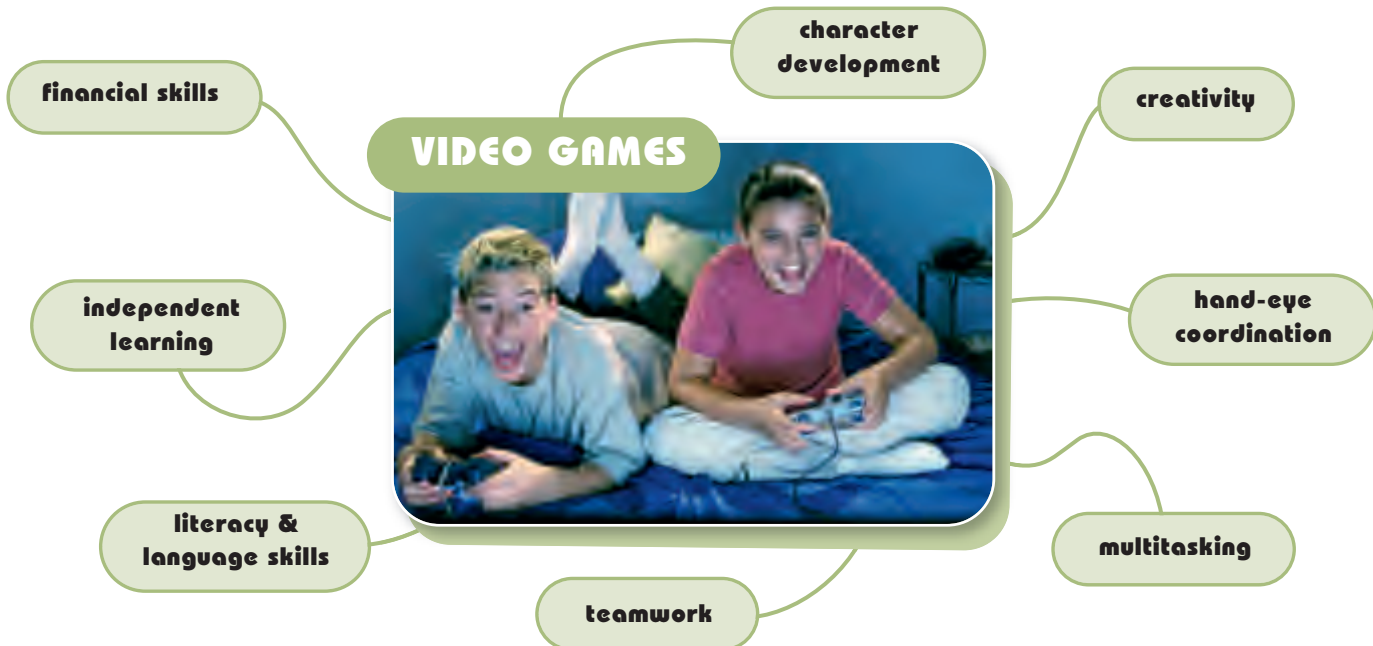


Speaking skills

4

Module B

- 1** a) **5.9.1-4** Your teacher has asked you to give a presentation on the benefits of video games. Use the ideas in the diagram to prepare your presentation. Use some persuasive techniques.



- b) **5.8** **5.9** Using your notes make your presentation. Make sure you use phrases from the Useful Language on p. 61 in the Student's Book. Invite questions at the end.

Speaking Evaluation

	Excellent	Very Good	Good	Fair	Weak
Topic/Ideas/Style	ideas are very closely related to the topic; engages audience through a variety of means	ideas closely related to the topic; engages audience interest at most times	ideas fairly well related to the topic; sometimes engages audience interest through 1 or 2 means	ideas a little disorganised; difficult to follow; audience partly neglected	ideas unrelated to the topic; shows limited awareness of audience
Language	language appropriate for topic & audience; extended stretches of language with ease	language quite appropriate to topic and audience	language is mainly appropriate to topic & audience but with some lapses	some attempt to structure the presentation but with lapses which affect audience understanding	no structure in the presentation which negatively affects audience understanding
Discourse Management	relevant contributions to the topic, coherent & varied;	relevant contribution to the topic with very little hesitation;	relevant contribution to the topic with some hesitation;	stays on topic with some repetition and hesitation; not very clear organisation of ideas	contributions irrelevant to topic; repetitive & hesitant; unclear organisation of ideas
Time	10-15 minutes	8-10 minutes	6-7 minutes	5-6 minutes	less than 5 minutes
Pronunciation	effective intonation, clearly understood	clearly articulated sounds, appropriate intonation	most times is clearly understood	understood at times; occasional wrong stress	not very easy to understand; poor intonation
Feedback	handles anticipated & unanticipated questions posed by the audience successfully; engages in further dialogue as appropriate	handles anticipated & unanticipated questions posed by the audience quite well; engages in further dialogue	attempts to handle anticipated & unanticipated questions posed by the audience successfully; attempts to engage in further dialogue	handles questions posed by the audience with support; poor engagement in further dialogue	unable to handle questions posed by the audience at most times even with support; attempts to engage in further dialogue inappropriately

Module B

4

Writing A persuasive letter to an editor

1

7.6.1 6.4.5 Read the prompt, then read the model. Fill in the correct linkers from the list.

- consequently • all in all
- last but not least • secondly
- to begin with • after all
- for example • moreover

You've just read a newspaper article about the negative effects of mobile phones on teenagers. You have decided to write a **persuasive letter** with the opposite point of view to the newspaper. Write your letter (120-180 words).

Dear Editor,

I read the article about mobile phones in your newspaper. I agree that there are some negative effects of mobile phones on teenagers, but I would like here to stress the positives.

1), mobile phones provide teens with greater safety. 2), they can use their mobile phones to get in contact with the police if they feel in danger. 3), teens involved in an accident can telephone for help.

4), mobile phones are a great communication tool. For instance, teens can call or text their friends or cousins to organise a meeting. 5), they plan their social lives effectively and make the most of their time.

6), mobile phones offer teens a form of portable entertainment. 7), all teenagers enjoy playing their favourite video game while they're on the move.

8), in my view, mobile phones are a really important part of teens' lives today and can help them in many situations. Why, then, should we see only their negative side?

Yours faithfully,
Jane Farmsworth

2

6.4.5 Join the sentences using the words in brackets.

- 1 People still lose contact with friends. Mobile phones make it easier to stay in touch with people. (**despite**)
.....
.....
- 2 Mobile phones can be used to check your emails. Your mobile's Internet connection is not as secure as your home computer's. (**although**)
.....
.....
- 3 People are able to play music on their smartphones. They often buy a separate MP3 player, too. (**in spite of**)
.....
.....
- 4 The latest mobile phones can play video games. It's very hard to watch videos on such a small screen. (**even though**)
.....
.....

3

a) 7.6 Decide which of the points below (a-f) are pros/cons about playing computer games.

- a Playing computer games can be a great social activity.
- b Computer games often contain a lot of violence.
- c Playing computer games can make people anti-social.
- d Some games can help you improve your problem-solving skills.
- e Many children become addicted to computer games.
- f Computer games can assist in teaching children.

b) 6.4.5 Match the justifications below (1-6) to the points (a-f).

- 1 ☐ This means that young people can often grow up thinking aggressive behaviour is acceptable.
- 2 ☐ Consequently, they play them too much and stop doing their homework or any exercise.
- 3 ☐ For instance, puzzle and adventure games usually require you to think of solutions to problems.
- 4 ☐ It is believed that many children learn better using educational computer games.
- 5 ☐ For example, you can interact with many people when playing games at a party or online.
- 6 ☐ For example, children won't learn how to interact with other people if they spend too much time alone playing games.

4

7.7 Which sentence(s) in the model:

- a directly state(s) an opinion
- b introduce(s) a viewpoint

5

9.4.1-5 8.2

Read the prompt. Plan your letter.

You have just read an article about video games in a newspaper. You have decided to write a **persuasive letter** to the editor about the advantages of playing video games (120-180 words).

PLANNING

TOPIC/OPINION

Viewpoint 1

Justifications

Viewpoint 2

Justifications

Viewpoint 3

Justifications

SUMMARY OF POINTS/
RESTATE OPINION

4

6

9.4.1-5

Plan

Introduction

Main Body

(Para 4) *third argument & examples/reasons*

(Para 5) *restate your opinion*

[illegible]

Writing Evaluation

9.4 Write a persuasive letter

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

Total: _____

Module C

5

Vocabulary

1 1.1 1.3.2 Match the sentences to the crimes.

- | | |
|---------------------------------------|--|
| 1 <input type="checkbox"/> mugging | 4 <input type="checkbox"/> robbery |
| 2 <input type="checkbox"/> kidnapping | 5 <input type="checkbox"/> pickpocketing |
| 3 <input type="checkbox"/> vandalism | 6 <input type="checkbox"/> shoplifting |

- a The jogger was held at knifepoint and ordered to hand over his wallet.
- b The man was held hostage for three days before he was released to his family.
- c The three men stormed into the bank and demanded money at gunpoint.
- d The man had his wallet taken from his back pocket on the train.
- e A woman was caught on the store's security camera putting various items in her bag.
- f The park benches had been covered with graffiti, the flowers uprooted and the rubbish bins knocked down.

2 1.1 1.3.2 Fill in the correct word.

• **pickpocket** • **robber** • **hacker**
• **shoplifter** • **thief** • **burglar**

- 1 A person who steals things from a shop is called a
- 2 A is a thief who breaks into a house to steal something.
- 3 A computer is a person who tries to break into computer systems.
- 4 A is a person who steals someone's purse.
- 5 A is someone who tries to steal something from another person.
- 6 A is someone who steals money from a bank at gunpoint.

3 1.3.2 Use the words in the box to fill in the gaps. Check in your Advanced Learner's English dictionary.

• **in** • **on** • **into** • **for** • **with** • **under**

- 1 My neighbour was charged reckless driving.
- 2 I refuse to take the blame all the things you've done.
- 3 The burglar broke the family's house while they were sleeping.
- 4 The shopkeeper is arrest for fraud.
- 5 His father had to see the officer charge to get a visitor's permit.
- 6 The police force is call day and night to keep the city safe.

4 1.1 1.3.1 Use the verbs in their correct form to complete the sentences.

• **access** • **collect** • **take** • **locate** • **commit**
• **replace** • **pick up** • **solve** • **catch** • **save**

- 1 Paramedics spend all day people's lives.
- 2 The local police force information on crimes in the area.
- 3 They hiked to the top of the hill to try and a phone signal.
- 4 The real painting was with a fake copy made by an art thief.
- 5 Sophie always precautions when walking alone at night.
- 6 The police over 1,000 criminals already this year.
- 7 crimes is a dangerous, but rewarding, job.
- 8 They forgot to lock the door and the robbers their house freely.
- 9 People who crimes are sent to prison.
- 10 The police finally the suspect hiding in an alley way.

5 4.6.6-7 Fill in the correct word.

• **made** • **resting** • **touch** • **crosses**
• **tapped** • **nodded**

- 1 Ella her head to show she understood me.
- 2 James was tired so he was his head in his hands.
- 3 Jane eye contact with the waitress and called her over.
- 4 When Kevin is angry he always his arms.
- 5 Lydia was thinking hard and reached up to her chin.
- 6 Ian his foot impatiently as he waited for Nell to get ready.

Grammar

5

Module C

1 6.4.5 Circle the correct answer.

- it was late, Rick decided to go out with friends.
A Despite B Although C In spite of
- My friend Bob is a risk taker, I'm more cautious.
A and B also C whereas
- it was windy outside, he didn't want to wear a coat.
A Even though B However C Despite
- of rushing to the airport, we missed our flight.
A Despite B In spite C Although
- Laura was in a car accident., she wasn't injured.
A Even though B Whereas C However
- He loves to play sports. He doesn't like to watch football games,
A while B yet C though
- We followed their directions, we got lost.
A yet B whereas C on the other hand
- The actors starring in the film were great, the plot was rather predictable.
A in spite of B but C despite

2 6.4.5 Fill in:

• **despite** • **in spite of** • **even though**
• **although** • **though** • **whereas**

- A: Frank's car is always at the garage.
B: Yes. *Even though/Although/Though* he has money, he refuses to buy a new one.
- A: This mobile phone is better than that one.
B: Not really. That one has a touch screen this one does not.
- A: Do you think Lyn should enter the competition?
B: Maybe. She certainly can't jump very high; she runs very fast,
- A: How did you do in the swimming competition?
B: trying hard, I didn't make it to the final round.
- A: Did you get to the meeting on time?
B: No. having left early, I arrived 15 minutes late.
- A: he spent weeks rehearsing his lines, he wasn't chosen for the part.
B: Yes, he was very disappointed.

3 6.4.5 Fill in each gap with one of the items in the list.

• except • apart • in short • instead • but for

A

- He's rude, dishonest and unreliable; *in short*, he's terrible to work with.
- I like all fruits from kiwis and avocados.
- Everyone paid attention for Rob and Steve, who were whispering to each other.
- Jason's quick thinking, there would have been a disaster.
- If you don't like juice, you can have water

• not only ... but also • both ... and
• either ... or • neither ... nor • whether ... or

B

- You can choose to go to the concert your friend's party, but not both.
- We don't know to take a cruise stay at a resort.
- They're so lucky! They bought their own flat, a brand new car.
- I wanted to invite the Taylors the Clarks to the dinner party, but there wasn't enough room.
- I have the money the time to take up a hobby, unfortunately.

4 5.9.4 6.4.5 Replace the words in bold with appropriate synonyms from the list.

• besides this • while • since • in order to
• except for • for instance • at last
• only if • at first • all in all

- On the whole**, we had a great time at the festival.
All in all, we had a great time at the festival.
- Initially**, the company needed to hire more staff.
- Everyone passed the test **apart from** Rick, who hadn't studied.
- I'll help you with your assignment **provided** you make an effort to complete it.
- Brenda likes to shop **whereas** Ben doesn't.
- Rick is very forgetful. **For example**, he rarely remembers his friends' birthdays.
- Her stomach was rumbling **because** she hadn't eaten all day.
- He bought a bike **so as to** commute to work.
- What is more**, global warming affects our wildlife.
- Finally**, they arrived at the airport.

Module C

5

Listening skills

1

1.1 1.3.3 List the words under the headings.

- alarm • arrest • burglar • incident • robber • escape • break-in • threaten • witness • hold-up • prime suspect • guard • hide • statement • police officer • baton

CRIME

verbs

nouns

people



2

3.2.1-2 3.3.1 Listen to a talk from a police officer about arming the police. For questions 1-6, choose the correct answer A, B or C.

- What is the purpose of the talk?
 - to inform residents about a decision
 - to present two sides of an issue
 - to suggest ways to reduce crime
- Why does the police officer mention other police forces?
 - to make a comparison
 - to state a preference
 - to propose a change
- 3.3.1 The police officer suggests that the local community
 - does not get on with the police.
 - feels uneasy talking to armed police.
 - try to solve local crime themselves.
- Which drawback to arming policemen with guns is mentioned?
 - The public would feel threatened.
 - Criminals might use guns more often.
 - Police officers might be more reckless.
- Unarmed police officers
 - cannot catch criminals.
 - might hurt criminals.
 - are in more danger.
- How does the officer end his talk?
 - by inviting the audience to consider the issue 'deeply'.
 - by suggesting arming the police
 - by explaining why he doesn't use a gun

3

3.2.1 3.3.3 Listen again and decide whether statements 1-7 are T (true) or F (false).

- Some residents want more police on the streets of Stockton.
- British police are sometimes allowed to carry guns.
- Some countries have thought about arming their police forces.
- Armed police can sometimes be a danger to the public.
- It might be easier to fight crime if the police were armed.
- Police with batons could lead to less criminal activity.
- There has been a rise in violence in society.

4

9.7.3 Write a short summary of the talk.

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Speaking skills

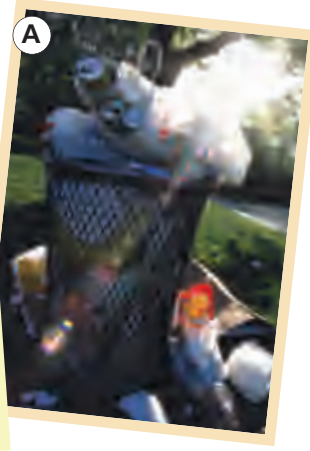
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Module C

1

6.4.5 Look at the pictures and fill in the correct words from the list.

- although • both
- whereas
- on the other hand
- in contrast



1) pictures show common ways in which people break the law. 2) the first picture shows rubbish in a bin, people also have just thrown their litter on the ground. You can get a fine for littering in public places. The second picture shows a woman using her mobile phone while driving. 3) to dropping litter, talking on a mobile phone while driving can actually result in a serious accident. 4), littering is bad for the environment and can make our streets and parks untidy. I believe using a phone while driving is life-threatening and irresponsible, 5) littering is unattractive and can cause health problems.

2

5.8.1-3 Prepare and make a presentation to the rest of the class, discussing the pros and cons of working as a police officer. You can use ideas from the notes. Handle questions from the audience at the end of the presentation.



Pros

- exciting rewarding career
- serve & protect community
- highly respected

Cons

- unusual work schedules
- often placed in dangerous/stressful situations
- high risk of injury

Speaking Evaluation

	Excellent	Very Good	Good	Fair	Weak
Topic/Ideas/Style	ideas are very closely related to the topic; engages audience through a variety of means	ideas closely related to the topic; engages audience interest most of the time	ideas fairly well related to the topic; sometimes engages audience interest through 1 or 2 means	ideas a little disorganised; difficult to follow; audience partly neglected	ideas unrelated to the topic; shows limited awareness of audience
Language	language appropriate for topic and audience; extended stretches of language with ease	language quite appropriate to topic and audience	language is mainly appropriate to topic and audience but with some lapses	some attempt to structure the presentation but with lapses which affect audience understanding	no structure in the presentation which negatively affects audience understanding
Discourse Management	relevant contributions to the topic, coherent and varied	relevant contribution to the topic with very little hesitation	relevant contribution to the topic with some hesitation	stays on topic with some repetition and hesitation; not very clear organisation of ideas	contributions irrelevant to topic; repetitive and hesitant; unclear organisation of ideas
Time	10-15 minutes	8-10 minutes	6-7 minutes	5-6 minutes	less than 5 minutes
Pronunciation	effective intonation, clearly understood	clearly articulated sounds, appropriate intonation	most times is clearly understood	understood at times; occasional wrong stress	not very easy to understand; poor intonation
Feedback	handles anticipated & unanticipated questions posed by the audience successfully; engages in further dialogue as appropriate	handles anticipated & unanticipated questions posed by the audience quite well; engages in further dialogue	attempts to handle anticipated & unanticipated questions posed by the audience successfully; attempts to engage in further dialogue	handles questions posed by the audience with support; poor engagement in further dialogue	unable to handle questions posed by the audience at most times even with support; attempts to engage in further dialogue inappropriately

Module C

5

Writing A pros and cons essay

You have had a class discussion about downloading files. Write your **argumentative essay** for your teacher describing the pros and cons of downloading files (120-180 words).



Should we download films or not?

A When was the last time you bought a DVD? As more and more people find it easier to download their favourite films from the Internet without paying, DVD sales are suffering.

B Downloading offers certain advantages. **First**, it is very simple. You can easily and quickly download your favourite films and avoid buying the DVD. **Second**, it is convenient. **For instance**, you can store the films on various devices such as your laptop, computer and mobile phone and watch them wherever you are.

C **However**, there are disadvantages to free downloading. Many sites do not pay royalties to the companies for the films you download, which is illegal. **In addition**, you can sometimes get viruses while sharing files with unknown users.

D **To sum up**, downloading films is certainly more practical and convenient. Nevertheless, we must download through a legal site. Paying to download films makes sure both companies and fans can benefit from it.

1 **7.8.1** Read the model. What is each paragraph about?

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2 **9.5.1-2** Find the topic sentences in the main body paragraphs. Which are their supporting sentences? Suggest alternative topic sentences.

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.....

.....

.....

3 **9.5.1** Find the points for and against the topic. What supporting points/justifications does the writer use? Complete the table in your notebooks.

Pros	Supporting points/Justifications
Cons	Supporting points/Justifications

4 **9.5.2** Look at the linkers in bold. Which are used to: *list/add points? show contrast? introduce examples? conclude?*

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5

8.2 Read the prompt. Plan your essay.

You have had a class discussion about working as a police officer. Write your **argumentative essay** describing the pros and cons of this job (120-180 words).

PLANNING

TOPIC

Argument 1 for

Examples/Justifications

Argument 2 for

Supporting points

Argument 1 against

Supporting points

Argument 2 against

Supporting points

CONCLUSION

5

Writing

6

9.5.1-2

Introduction

Main Body

(Para 3) *arguments against with supporting points & justifications*

Conclusion

(Para 4) *restate supporting points*

Writing Evaluation

9.5.1-2 Write argumentative texts

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

Total: _____

Module C

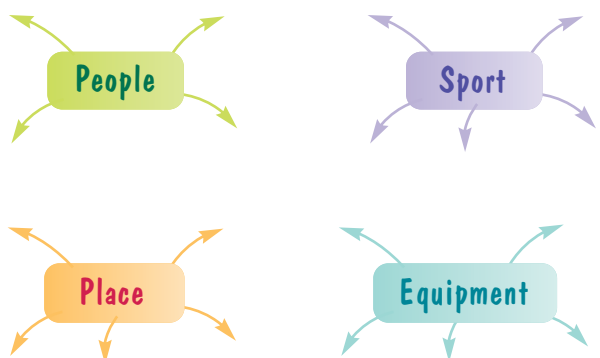
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Vocabulary

1

1.1 Complete the spidergrams using the words below. Add two more words in each category. Check in your Advanced Learner's Dictionary.

• *umpire* • *puck* • *ice skating* • *pool*
 • *skis* • *athlete* • *rink* • *boxer* • *bat*
 • *track* • *archery* • *baseball* • *opponent*
 • *martial arts* • *javelin* • *water polo*
 • *cyclist* • *court* • *ring* • *sledge*



2

1.1 Complete the sentences with the correct words.

• *level* • *safety* • *extreme* • *taking*
 • *everyday* • *high-risk* • *injuries*
 • *consequences* • *hours* • *sense of*

- Eric never goes cycling without gear and a bottle of water.
- It took him hundreds of of practice to get a black belt in martial arts.
- Although they are fun, a lot of sports can be very dangerous.
- If a player fouls their opponent, the referee makes sure there are
- part in sports can give people more confidence and make them healthier.
- Sports such as boxing can lead to serious
- It is easy to make diet and exercise part of your life.
- Some people don't like activities like skiing and ice skating.
- Winning a medal gives people a achievement and pride.
- The tennis court is very popular and sees a high of use.

3

1.1 Fill in the gaps with:

• *indoor* • *personal* • *physical*
 • *individual* • *natural* • *outdoor*

- Jamaican sprinter Usain Bolt's talent for his sport is what makes him an amazing athlete.
- sports such as skiing and rafting offer athletes the chance to train in the fresh air.
- Patrick is not a very sociable person, so he prefers sports like skiing and snowboarding.
- Many celebrities hire a(n) trainer to help them exercise and get into shape.
- Boxing requires a combination of skill, speed and great strength.
- Our sports centre has a(n) pool so we can swim no matter what the weather is like.

4

1.3.1 Fill in the gaps with:

• *up* • *at (x2)* • *with* • *to* • *into*

- The bungee jumper gazed the distance before leaping off the bridge.
- All athletes have to deal many difficult challenges throughout their careers if they want to be the best.
- My swimming coach says that the key professional success is practice.
- Weightlifters need to spend hours in the gym to build their muscle power.
- Any skier knows that their sport puts them risk of serious injury.
- The trekkers had to stop regular intervals so that they could rest.

5

1.1 1.3.2 Complete the definitions with the words in the list.

• *referee* • *defender* • *champion*
 • *coach* • *spectator*

- In football, a is a player who tries to stop the other team scoring by protecting the goal.
- A is someone who watches live sport.
- A is someone who has defeated all the other participants in a competition.
- A makes decisions and enforces the rules of a game.
- A is someone who helps people train to compete in a sport.

Grammar

6

Module C

1

2.3.2 8.1.5 Put the verbs in brackets into the correct *infinitive* or *-ing* form.

- 1 It took me months to get used to *running* (run) 5 kilometres a day.
- 2 Paul should (rest) all these days, but he went back to training instead.
- 3 We regret (inform) you that the gym is closed until further notice.
- 4 I feel lucky (play) hockey for the national team in the past.
- 5 I've regretted (quit) the basketball team.
- 6 You need (drink) water regularly when you exercise.
- 7 Julian must (have) a training session right now; that's why he's not answering his phone.
- 8 Jane will never forget (climb) Mount Kilimanjaro for the first time.
- 9 Jenny can't wait (start) her tennis lessons.
- 10 He tried (do) the exercise as his trainer showed him, but he couldn't do it properly.
- 11 Did you remember (get) tickets for the match?

2

2.3.2 8.1.5 Put the verbs in brackets into the correct *infinitive* or *-ing* form.

- 1 A: Do you play much sport?
B: No, I prefer *swimming* (swim) to (play) sports.
- 2 A: You'd better (train) hard if you want to complete the marathon.
B: I'm planning (do) just that!
- 3 A: Can I (borrow) your badminton racquet tomorrow?
B: Sorry, I can't let you (have) it because I'll be using it.
- 4 A: Would you like to watch television?
B: No, I'd prefer (go out) for a walk rather than (stay in) today.
- 5 A: I can drive you to the gym if you like.
B: No thanks, I'd rather (walk) there myself.

3

2.3.2 8.1.5 Underline the correct item.

- 1 Everyone over the age of 5 should **to know/ know** how to ride a bike.
- 2 He has a headache because he claims **to use/to have been using** the computer all morning.
- 3 Jane went to the supermarket **to buy/buy** some vegetables.
- 4 I'm happy **to announce/announce** my engagement.
- 5 The woman came home only **to find/to have found** that her house had been burgled.
- 6 Colin ought **apologise/to apologise** for his mistake.
- 7 The holiday company told us **to book/book** in advance.
- 8 Pat wasted a lot of time trying **to find/find** a bargain.
- 9 We could see smoke **come/coming** out of the house.
- 10 If you feel ill, you had better **see/to see** a doctor.

4

5.11 Write sentences to apologise for the following situations.

- 1 You lost your brother's gloves.
.....
.....
- 2 You forgot to tell your mum her sister had called earlier asking for her.
.....
.....
- 3 You spilt your orange juice on your sister's coat.
.....
.....
- 4 You accused your friend of taking your wallet. You found it in your bag.
.....
.....
- 5 You spoke rudely to your brother.
.....
.....

Module C

6

Listening skills

1 1.1 List the activities under the correct headings.

- gardening • boxing • tennis • stamp collecting • skiing • hockey • archery • bird-watching
- rugby • darts • basketball • surfing



team sports

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individual sports

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hobbies

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2 a) 3.2.1 You are going to listen to five people talking about contact sports. For speakers 1-5, choose each person's opinion from the list (A-F). Use the letters only once. There is one extra letter which you do not need to use.

- A Contact sports promote violence.
- B Contact sports are the most entertaining to watch.
- C Contact sports should be adapted for certain age groups.
- D Contact sports build character.
- E The risks involved in contact sports are exaggerated.
- F Contact sports should be banned in schools.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

b) 3.2.1 3.2.3 Listen again and mark the sentences T (true) or F (false). Which sentences express: facts? opinion?

Speaker 1

- 1 The speaker had an accident as a teenager.
- 2 The speaker has got a family of his own.

Speaker 2

- 3 Contact sports are very popular.
- 4 The speaker suggests changing the rules of contact sports.

Speaker 3

- 5 The speaker likes watching contact sports.
- 6 Watching tennis is boring.

Speaker 4

- 7 Contact sports are dangerous.
- 8 You need to be aggressive to succeed in the game.

Speaker 5

- 9 The speaker plays in a rugby team.
- 10 Playing rugby is as risky as playing football.

3 4.2.1-2 Do you think that contact sports promote violence? Why? Why not? Write a few sentences.

.....

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.....

.....

.....

Speaking skills

6

Module C

1

1.1 Look at the picture and complete the gaps with words from the list.

- partner • cliffs
- wristband • middle
- course • shot • club
- adults



In this picture, I can see two elderly 1) playing golf. The person on the left, who is wearing blue shorts, a yellow T-shirt and a white 2), is getting ready to take a 3) The person on the right is standing watching, and has a blue cap on his head and a golf 4) clasped in his hands. Perhaps he is giving his golfing 5) some advice on how to hit the ball. The golf 6) is in a beautiful location. In the background, you can see some 7) and the ocean. It is a gorgeous sunny day and it is probably the 8) of summer as both players are very tanned.

2

4.2.1-2 4.6.11 Compare the pictures. While speaking, correct yourself if you make a mistake.



B



Speaking Evaluation

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

Module C

6

Writing A pros and cons essay

- 1** **7.8.1** Read the prompt, then the model and list the advantages and disadvantages the writer presents in the essay. How is each point justified? Complete the table.

You have had a class discussion about team sports. Write an **essay** for your teacher expressing the pros and cons of the topic (120-180 words).

Hippocrates, the great physician of ancient Greece, said: "Sport is a preserver of health." But which is the best option for improving your wellbeing – an individual sport or a team sport?

Although team sports such as football and basketball require more organisation than individual sports like jogging and cycling, there are many advantages to taking part in them. **To start with**, playing sport with other people develops someone's teamwork skills, which can be useful in your job. **Moreover**, team sports provide social opportunities. It is a good way of making friends.

However, choosing a team sport does have its disadvantages. Because you can't play sports such as hockey and volleyball on your own, you may not be able to play as regularly as you would like. **Additionally**, some people find team sports too competitive. Young people, especially, may become obsessed with winning and go to unhealthy extremes such as over-training.

Taking everything into consideration, team sports are a good option for people who want to do more exercise. Wouldn't we all benefit from a weekly workout in the company of friends?



Pros	Examples/Justifications
Cons	Examples/Justifications

- 2** **9.5.2** Find examples of the present simple for generalisation and the zero article.

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- 3** **6.4.5** Replace the linkers in bold with other synonymous ones.

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- 4** **9.5.1.2** Read the main-body topic sentences from essays and think of two supporting arguments, in addition to the examples given.

- 1** There are certain drawbacks to choosing a professional sport as a career.

career only lasts as long as the body is capable

.....

.....

.....

- 2** Working as a sports coach certainly has its advantages.

less stressful than competing

.....

.....

.....

- 3** There are many arguments in favour of participation in extreme sports.

builds character

.....

.....

.....

5 8.2 Read the prompt, then plan your essay.

You have had a class discussion about participating in extreme sports. Your teacher has asked you to write an **essay** expressing the pros and cons of participating in extreme sports. Write your essay (120-180 words).

PLANNING

TOPIC

Argument 1 for

Examples/Justifications

&

Argument 2 for

Examples/Justifications

Argument 1 against

Examples/Justifications

&

Argument 2 against

Examples/Justifications

CONCLUSION

6

Writing

6

9.5.1-2

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*

Writing Evaluation

9.5 Write argumentative texts

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

Total: _____

Module D

7

Vocabulary

1

1.1 Write the words under the correct headings. Then write sentences describing yourself and your classmates, as in the example.

- skinny • freckles • blue • fairly short • spiky
- handsome • mid-twenties • curly • sporty
- plump • of average height • late teens • big
- pretty • tall • shoulder-length • early thirties
- slim • dimples • small • beard

Age	<i>mid-twenties,</i>
Height	<i>fairly short,</i>
Build	<i>skinny,</i>
Hair	<i>spiky,</i>
Eyes	<i>blue,</i>
Special features	<i>freckles,</i>
General	<i>handsome,</i>

I am fairly short, with blue eyes and spiky hair.

2

1.1 Find the odd word.

- 1 plump – skinny – obese – modest **body**
- 2 dark – fair – gentle – soft **complexion**
- 3 fat – long – wavy – thick **hair**
- 4 pointed – tall – stubby – slender **nose**
- 5 clear – bright – deep-set – slim **eyes**

3

1.3.2 1.1 Match the adjectives to the people they describe. Check in your English dictionary.

1 <input type="checkbox"/>	polite	4 <input type="checkbox"/>	outgoing
2 <input type="checkbox"/>	caring	5 <input type="checkbox"/>	calm
3 <input type="checkbox"/>	arrogant	6 <input type="checkbox"/>	gentle

- a Someone who is kind and not aggressive.
- b Someone who thinks a lot about other people.
- c Someone who doesn't panic when things go wrong.
- d Someone with very good manners.
- e Someone who finds it easy to talk to new people.
- f Someone who thinks they are the best at everything.

4

1.1 Fill in the correct word.

• **consider** • **dedicated** • **worth** • **eligible**
• **nominate** • **encourage** • **qualified**

- 1 Mr Smith is a teacher who really cares about his students.
- 2 The student worked hard and eventually as an engineer.
- 3 Organising your notes after class is a job doing.
- 4 Teachers their students to get the best grade they can.
- 5 If Emma's grades are good, the university will her for the graduate programme.
- 6 After seeing his work, the company decided Ray was an candidate for the job.
- 7 Mrs Jones wants to her class for a good behavior award.

5

1.1 Read the following post from a student forum and fill in:

• **hot-tempered** • **patient** • **sympathetic**
• **nosy** • **caring** • **annoyed** • **polite**

Check in your Advanced Learner's English dictionary.

Hi everyone! I'm having some problems with my best friend. She is usually very happy and 1), but lately she's been quite 2) and gets angry with practically everyone over the smallest things. I've asked her to tell me what's bothering her lots of times, but she just tells me that I'm 3) and that I should mind my own business. Honestly, I'm starting to get a bit 4) with her behaviour.

Alison, Edinburgh

Alison,
You need to be 5) with your friend and wait for her to approach you with what's eating her. And when she does, be 6) about her problem and show that you are a 7) friend. Just be there to listen to her worries and try to get her through this tough period.

Jenny, London

Grammar

7

Module D

1

5.12 Write requests for the following.

- 1 Ask your mum to iron your shirt.
.....
.....
- 2 Ask your teacher to check if your answers were correct.
.....
.....
- 3 Ask your father to give you a lift to school.
.....
.....
- 4 Ask your aunt to take you to the gym.
.....
.....
- 5 Ask your uncle to show you how to use his camera.
.....
.....

2

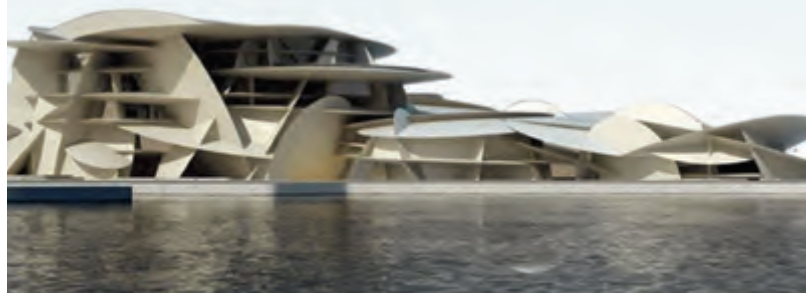
6.3.2 Rewrite the sentences in the *passive*.

- 1 Someone broke into the shop last night.
The shop was broken into last night.
- 2 They are washing the graffiti off the walls.
.....
- 3 Has anyone notified the authorities?
.....
- 4 A police officer was recording everything the witness said.
.....
- 5 We need to phone the fire brigade.
.....
- 6 The police will call in Mr Smith for questioning.
.....
- 7 The police patrol the city streets every day.
.....
- 8 The burglars had hidden the money before the police captured them.
.....

3

5.6.1 Use the notes to present the National Museum of Qatar to be opened in 2016. Use the *passive*.

- 1 located / south end of Doha's Corniche
- 2 designed / Jean Nouvel
- 3 inspired / the desert rose
- 4 history presentations / held inside
- 5 treasures / displayed
- 6 gardens / designed specifically for the intense climate of Qatar



4

5.7 Expand the prompts into complete sentences. Use the *passive voice*.

How CHOCOLATE is made

- 1 beans/ship/to chocolate factory
.....
- 2 they/inspect/and/clean
.....
- 3 Then, they/roast
.....
- 4 Next, the inner parts/grind/into/thick paste
.....
- 5 Sugar and milk/add/chocolate paste/and/blend
.....
- 6 The chocolate/heat/and/cool several times to make the chocolate smooth
.....
- 7 Finally/chocolate/shape/into bars
.....

7

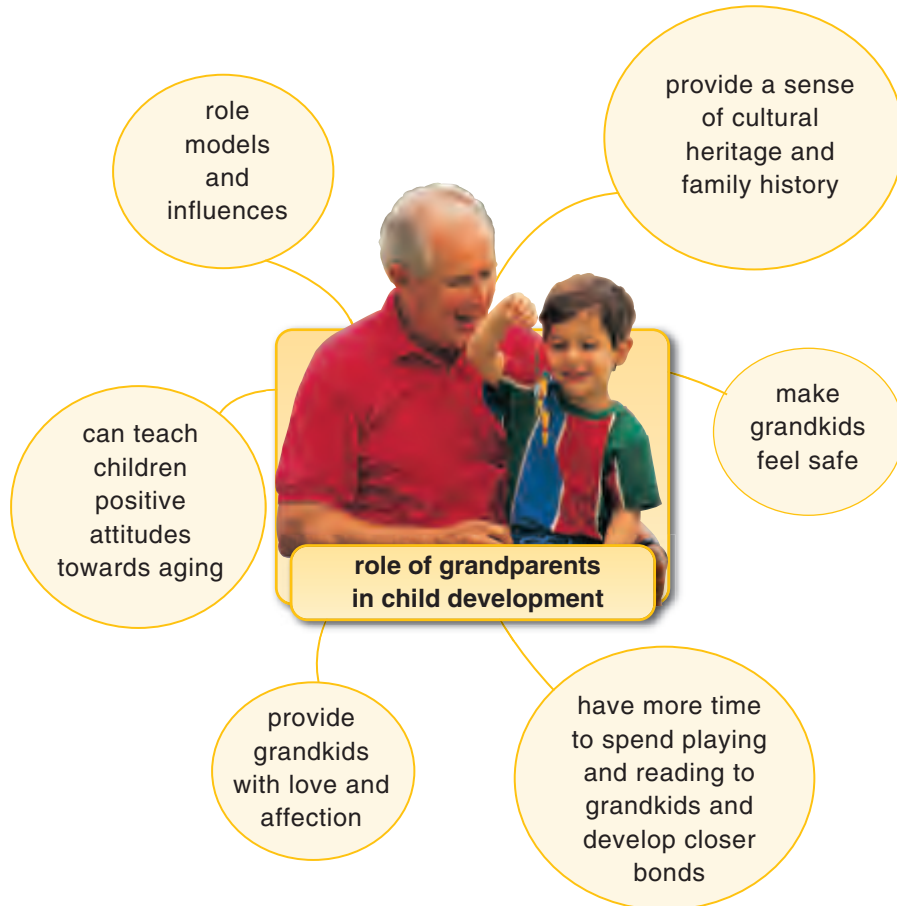
Speaking skills

7

Module D

1

5.8.1-3 Use these notes as well as your own ideas to prepare and give the class a presentation on the role of grandparents in child development. Use phrases from below.



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>

Speaking Evaluation 5.8

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

Module D

7

Writing An e-mail describing a person

- 1** **7.9** Read the prompt, then the model. Fill in the sentences below.

You have joined a new school, but you are having difficulty making new friends. One student, in particular, is being very rude to you. Write an **e-mail** to your English pen-friend describing this person, including their appearance and personality. At the end of the e-mail ask how you could solve the problem (120-180 words).

- A** I really don't know what to do.
B But unfortunately, her character doesn't really match her appearance.
C Her appearance really stands out.
D Thanks for your last email.

Dear Pamela,

1 I was glad to hear you enjoyed your summer holiday. I've also returned to school recently, in my new school in Kent, but I'm finding it really difficult to make friends and one girl in particular is being very mean to me.

2 Everyone thinks she is really pretty. She is quite tall and slim with a tanned complexion and brown eyes. And she has a great sense of fashion. She always wears beautiful platform shoes, jeans and bright tops.

3 Keira can be really rude, especially to me. She always makes fun of my clothes and laughs at me when I get a question wrong in class. Also, she tends to be a bit arrogant at times. She often talks about how much pocket money she gets and where she spends her holidays.

4 I've tried to make friends with her, but she never gives me a chance. I'm at my wits' end. Do you have any advice you could give me?

All the best,
 Rachael

What is the style of the language used? Support your answers with examples from the e-mail.

.....

- 2** **9.1.3** Join the sentences or link the ideas using the linking words in brackets.

- 1** Paul is a generous man. He gives money to charity. (**who**)

2 Fred has a great sense of humour. He can be a bit arrogant at times. (**but**)

3 Kate is very cheerful. She is sometimes bossy to her friends. (**however**)

4 Henry is short and skinny. He has curly brown hair. (**with**)

5 Linda is very attractive. She has a great sense of fashion. (**also**)

- 3** **8.4** Punctuate the sentences below.

- 1** im glad youre having a good time in england
2 youll never believe what paul told me
3 thats all for now see you soon
4 jane harry and i are going to rome next week
5 who is your best friend at school

- 4** **8.4** Put the words in the correct order to form sentences. Add punctuation where necessary.

- 1** softly/speaks/Jane/very

2 eaten/never/Thai food/Tina/has

3 to the cinema/rarely/Oliver/goes

4 very/Richard/always/writes/clearly

5 annoyed/gets/by/impatient/people/Ken

5 **8.2** Read the prompt and underline the key words. Then plan your e-mail.

You have just joined an after-school sports club, but one of the members is being very rude to you. Write an **e-mail** to your English pen-friend describing this person, including their appearance and personality. At the end of the e-mail ask for advice on how to solve the problem (120-180 words).

PLANNING

NAME

RELATIONSHIP WITH PERSON

PHYSICAL APPEARANCE

HEIGHT:

AGE:

WEIGHT:

EYES/COMPLEXION:

CLOTHES:

PERSONALITY & SUPPORTING DETAILS/EXAMPLES

.....

ADVICE

.....

Module D

7

Writing

6

9.6.1-2 Use your answers in the plan in Ex. 5 to write your e-mail. Follow the plan.

Plan

Dear + (your pen-friend's first name),

Introduction

(Para 1) *opening comments, name of person & relationship with them*

Main Body

(Para 2) *person's physical appearance & clothes*

(Para 3) *person's personality & supporting examples*

Conclusion

(Para 4) *closing comments & request for advice*

All the best + (your first name)

The screenshot shows a classic email client window. At the top is a toolbar with icons for 'Get Msg', 'New Msg', 'Reply', 'Reply All', 'Forward', 'File', 'Next', 'Print', 'Delete', and 'Stop'. Below the toolbar is a header area with 'Date' and 'Priority' dropdown menus. The main body of the window is a large, empty text area for composing the email. On the left side of the text area, there are labels for 'To', 'Cc', 'Bcc', and 'Attached', each followed by a text input field. The Microsoft Edge logo is visible in the top right corner of the window frame.

Writing Evaluation

9.6 Write informal e-mails

	Excellent	Very Good	Good	Fair	Weak
Planning	the plan presents a very clear outline of the informal e-mail and there is a clear correlation between the plan and the text	the plan presents a clear outline of the informal e-mail and there is a clear correlation between the plan and the text	the plan presents a fairly clear outline of the informal e-mail and some ideas are presented in the text	the plan does not present a clear outline of the informal e-mail and not many ideas are presented in the text	the plan is minimal and there is no correlation between the plan and the text
Content and Target Reader	relevant to the task; clear, concise and to the point; makes use of the accepted layout for informal e-mails; target reader is fully informed	relevant to the task; clear; uses the accepted layout for informal e-mails; target reader is clearly informed	clear but it lacks emphasis for conviction; some elements of the layout for this type of writing are missing; target reader is informed	irrelevancies and partial misinterpretation of the task; purpose not clear; missing many elements of the layout for informal e-mails; target reader is unclearly informed	mostly irrelevant to the topic; prompt misinterpreted, too many elements of the layout for informal e-mails are missing; target reader is not informed
Organisation	text excellently organised; information is clear, complete, accurate and sufficient to achieve the purpose; it uses structure to full advantage	text clearly organised; information is clear and accurate, and sufficient to achieve the purpose; it uses structure to advantage	text not clearly organised; it lacks clarity and accuracy at times; lack of structure diminishes effectiveness	text misses many elements of the layout; information lacks clarity and there is almost no organisation or structure	text has no elements of organisation or structure; information is irrelevant to the task
Grammar	a variety of simple and complex sentence forms to create interest; errors, if present, do not detract from the meaning of the writing	a variety of simple and complex sentence forms; mostly appropriate use of connectors; errors seldom distract from the meaning of the writing	a variety of simple sentence forms with occasional use of connectors; errors begin to detract from the meaning of the writing and a fluent reading of the text	simple sentence forms mostly used; use of connectors is very limited; errors detract from the meaning of the writing and a fluent reading of the text	simple sentence forms used; grammar errors make it very difficult to follow the writing; the response provides too little text for evaluation
Language	rich use of vocabulary; uses less common lexis effectively and precisely	variety of vocabulary including successful usage of less common lexis	lexis often departs from the expected norm	language frequently departs from the expected norm	language totally inappropriate for the expected norm

Total: _____

Module D

8

Vocabulary

1

1.1 Put the words in the list under the correct categories.

- buffet car • boarding pass • boot • deck
- carriage • pedal • platform • take-off
- compartment • check-in desk • cabin



Road travel

Air travel



Train travel

Sea travel



2

1.1 Fill in: *in, on or by*. Check in your Advanced Learner's English dictionary.

- 1 He goes to work foot.
- 2 She enjoys travelling plane.
- 3 He got a taxi and left.
- 4 They got the plane to Bahrain.

3

1.1 Fill in:

- **deck** • **chalet** • **destination** • **request**
- **charge** • **deserted** • **tourist**
- **souvenir** • **safari** • **sightseeing**

- 1 They found a peaceful, beach and went swimming.
- 2 The resort provides transport to and from the airport on
- 3 The history museum is the town's most popular attraction.
- 4 The train will reach its just before midnight.
- 5 Daniel went to the observation to watch the planes take off.
- 6 Tracey saw lions and elephants on her holiday in Kenya.
- 7 They went in Paris and visited the Eiffel Tower and Notre Dame.
- 8 Can we go shopping before we go to the airport tomorrow?
- 9 We stayed in a lovely in the mountains when we went skiing.
- 10 Our flight was cancelled, but the hotel allowed us to stay an extra night free of

4

1.1 Fill in:

- **spectacular** • **bright** • **ancient**
- **architectural** • **powerful** • **crowded**
- **deserted** • **scorching** • **friendly**
- **adventurous**

Dear Joanna,

I'm in Mexico on holiday and I'm having a great time! Yesterday, I went to Chichén Itzá. It's an 1) monument made in an interesting 2) style. It was amazing to see and there were 3) views from the top. After that, I went to a festival in a nearby town. The 4) colours and 5) streets created an exciting atmosphere. The 6) locals really made it fun as well. The only problem was that it was 7) hot. I decided to go to a 8) beach to cool down. There were 9) winds coming off the sea. Overall, it's been an 10) trip for me; I don't want to come home!

Hope you're well,

Martin

5

2.1.2 Put the verbs in brackets into the -ing or -ed form.

- 1 The flight was very (TIRE)
- 2 The children were about the possibility of travelling abroad. (EXCITE)
- 3 I was extremely by the waiter's rude behaviour. (ANNOY)
- 4 We couldn't find the way to the hotel. We felt (CONFUSE)
- 5 The service was (SHOCK)
- 6 Travelling all day long was really (EXHAUST)

6

1.1 1.3.1 Choose the correct particle.

- 1 Ahmed has come **into/down with** the measles.
- 2 We came **round/across** this vase while on holiday in Doha.
- 3 He came **up with/down with** the idea of visiting the caves by boat.
- 4 They came **across/into** a lot of money when their grandfather passed away.

Grammar

8

Module D

1 5.14 Fill in the gaps with the words/phrases below. Then match the sentences to the responses.

- ought not to • must • should • mustn't
- have to • don't have to

- 1 *d* You **must** throw your rubbish in the bin.
- 2 You really read this article on carnivorous plants.
- 3 You clean out the fish tank today.
- 4 We fish in this lake.
- 5 People have exotic animals as pets.
- 6 Experts say we all try harder to protect the environment.

- a I agree. They belong in the wild.
- b Why? Have you done it already?
- c I think they're right.
- d I know, I will.
- e I know. It says so on that sign.
- f I will. It looks interesting.

2 5.14 Fill in an appropriate modal verb that matches the meaning of the phrase in brackets.

- 1 You **don't need** to change the light bulb. (It **isn't necessary**.)
- 2 You respect the company's dress code. (You **are obliged to**.)
- 3 We make fun of other people's appearance. (It's **not a good thing to do**.)
- 4 You replace all your ordinary light bulbs with energy-efficient ones. (I **advise you to**.)
- 5 Pedro do an assignment on the problem of deforestation in Spain. (It **is necessary**.)
- 6 You buy products made from endangered species. (It **is forbidden**.)
- 7 You recycle as much as possible. (It's **a good idea**.)
- 8 Young people respect the elderly. (I **advise them to**.)
- 9 People hunt endangered species. (It's **against the law**.)
- 10 You forget to wear sunscreen. (It's **not a good idea**.)

3 5.1 Put the verbs in brackets into the *future perfect* or the *future perfect continuous*.

- 1 I hope it (stop) raining by the time we leave.
- 2 He (live) in Qatar for three years by the end of December.
- 3 Mr Harris (work) in the company for 30 years by the end of this year.
- 4 We (wait) for two hours when the bus arrives.
- 5 She (arrive) before you come back from work.
- 6 He (learn) English for three years by next May.
- 7 I (finish) this book by the end of this week.
- 8 She (cook) dinner by the time we come back.

4 5.1 Put the verbs in brackets into the correct future tense.

Hi Sonia,

How are things? Kate and I 1) **are going (go)** skiing this weekend. Would you like to join us? We 2) (stay) at a chalet a friend of ours told us about. 3) (I/reserve) a room for you there?

I really hope they 4) (repair) the ski lift by the time we go as John said it was broken when he last went. My sister 5) (probably/come) with us if she has time. Hopefully, I 6) (buy) the tickets by Friday, so if you could let me know by then.

By the time you read this email, I 7) (already/finish) work, so leave me a message on my mobile phone, OK? Speak to you soon,

Nancy

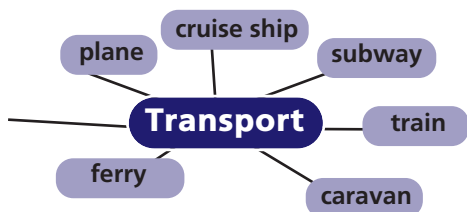
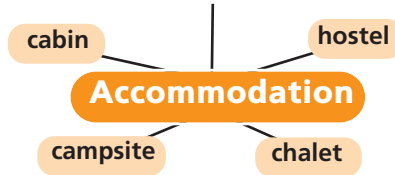
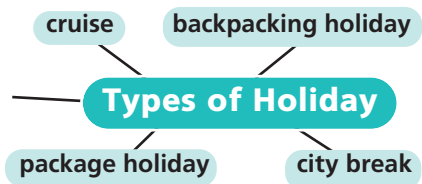
Module D

8

Listening skills

1

1.1 Check these words in the Word List. Add one more to each spidergram.



2

a) 3.4.1 3.4.4 You will hear part of a meeting between members of a town council. Listen to the recording and choose the best answer (A, B or C).

- 1 What are the people talking about?
 A turning their town into a holiday resort
 B attracting more tourists to their town
 C improving their town's appearance
- 2 How does Jane react to Tom's suggestion?
 A She believes it has problems.
 B She suggests another activity.
 C She thinks it is a good idea.
- 3 What does Max suggest?
 A opening a museum
 B consulting locals and tourists
 C improving public transport
- 4 How does the chairman conclude the meeting?
 A He decides on one of the options.
 B He makes a suggestion of his own.
 C He summarises all the suggestions.

b)

3.4.1 3.4.4 Listen again and decide if the sentences are *T* (true) or *F* (false).

- 1 Tourists seem to prefer other towns in the area.
- 2 Beckslea is in the middle of the countryside.
- 3 Beckslea does not have enough accommodation.
- 4 The chairman wants a speedy solution to the problem.
- 5 The council spends a lot of money on maintaining the trams.
- 6 The chairman believes countryside activities might help Beckslea.

3

4.6.11 6.6.6 Compare Doha to the town in Exs 2a & 2b. Discuss:

- types of holiday • accommodation
- transport • activities

If you make any mistakes while speaking correct them.

Speaking skills

8

Module D

1 **5.1** Think of yourself in 15 years' time. What will you be doing/will you have done? In pairs, make up sentences for each of the ideas below.

- education • work
- house • family
- travel

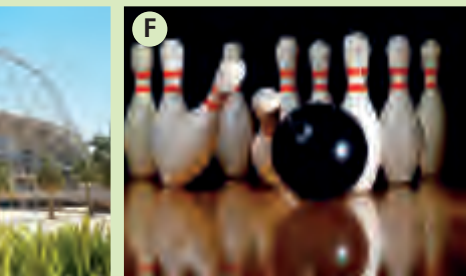
A: I'll have finished my studies in 15 years' time.

B: I'll be living in my own house in 15 years' time.

2 **5.1** How do you think life will have changed in 30 years' time? Make up sentences using the ideas below.

- transport • holidays
- medicine • education
- food • health

3 **5.12** **5.13** Work in pairs. Your cousin, Ahmed, is visiting you for a week. Use the pictures to decide where to go and what to do with him.



Speaking Evaluation

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

Module D

8

Writing An information text

- 1** **9.3.4** Read the prompt then the model and fill in the gaps with the correct adjectives from the list.

You have read a text about Krakow. 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).

• long • modern • huge • famous • interactive
• perfect • live • unofficial



Krakow

Perfect city break

Krakow, the second largest city in Poland, is located deep in the south of the country. It is the **1)** destination for a city break and has something to offer every type of visitor.

Capital of Culture

Krakow is considered to be the **2)** cultural capital of Poland; it has a(n) **3)** number of attractions for those interested in art and history. The Czartoryski Museum, for instance, contains many **4)** works by Leonardo and Rembrandt while the Krakow Underground Museum has a variety of **5)** exhibits that trace the history of the city from medieval to **6)** times.

Evenings out

After a(n) **7)** day sightseeing, it's time to discover what else Krakow has to offer. One popular spot is Groteska Theatre where both young and old can enjoy a(n) **8)** performance of puppet theatre. Also, Krakow has amazing restaurants, particularly around the Old Town, where people can taste local dishes!

- 2** **1.1** Choose the correct word.

- The city is **located/put** in the **heart/middle** of the English countryside.
- It's an hour's **road/drive** from the capital.
- You can get **lost/missed** in the **narrow/thin** cobbled streets.
- The market is **filled/crowded** with people.
- We sailed around the harbour on a **historic/traditional** dhow.
- For a short city **break/stop**, Dublin is perfect.

- 3** **9.1.2** **9.3.4** Fill in: *reasonably, popular, local, seaside, sights, tourist, sandy, view.*

- New York has a lot of attractions worth visiting.
- It's a charming resort and the perfect destination for a relaxing holiday.
- Visitors can admire the spectacular of the city from the top of the tower.
- Doha is a tourist destination.
- The area is well-known for its – priced restaurants which offer a great variety of dishes.
- There are plenty of quiet beaches to choose from.
- Doha has a lot of impressive to see.

- 4** **8.3** **8.4** Read the extract and correct the spelling, grammar and punctuation mistakes.

Sri Lanka is locate at the crossroads of sea routes that conect the West and the east. The island has white sand beaches; beautiful mountainous regions and fifteen national parks? There is also 350 waterfalls and 250 acres of botannical gardens.

.....

.....

.....

.....

.....

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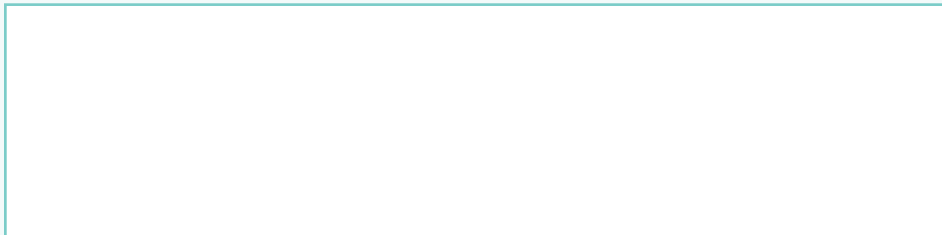
5

9.3.1-2 Read the prompt then plan your writing.

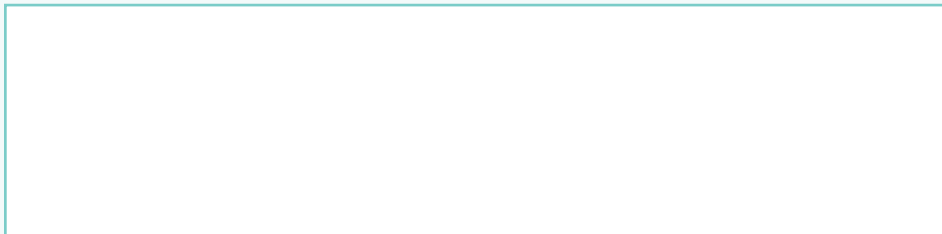
Your teacher has asked you to write an **information text** about an area in your town tourists should visit. Describe the area and say what the tourists can see and do there (120-180 words).

PLANNING

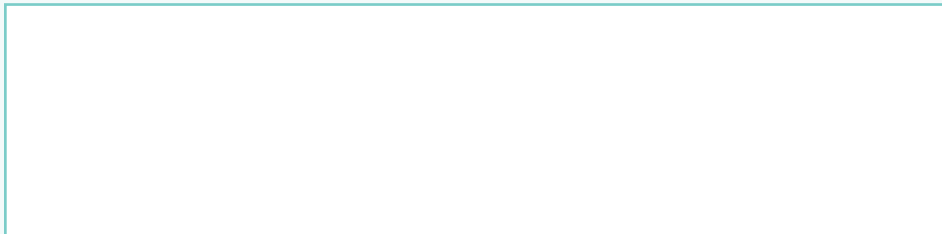
PLACE



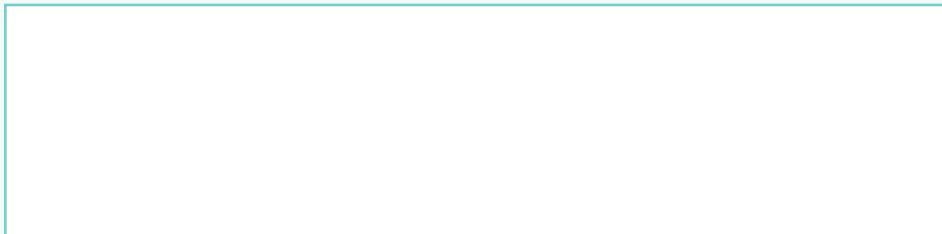
LOCATION



WHAT TO SEE



WHAT TO DO



8

Writing

6

9.3.1-4 Use your notes in Ex. 5 to write your information text.

This image shows a full page of a document template designed for writing. It features a series of evenly spaced, horizontal grey lines that run across the entire width of the page. The lines are thin and light, providing a guide for text alignment without being distracting. There are no margins, headers, footers, or other markings present on the page.

Writing Evaluation

9.3 Writing an information text

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

Total: _____

Appendix 1

Verbs/Adjectives/Nouns with Prepositions

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

Appendix 1

Verbs/Adjectives/Nouns with Prepositions

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

Appendix 1

Verbs/Adjectives/Nouns with Prepositions

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

Appendix 1

Verbs/Adjectives/Nouns with Prepositions

R	<p>rave about (v) react to (v) reaction to (n) ready for (adj) reason for (n) reason with (v) rebel against (v) receive from (v) (keep) a record of (n) recover from (v) reduction in (n) refer to (v) (in/with) reference to (n) refrain from (v) regard as (v)</p>	<p>regardless of (prep) related to (adj) relationship between (n) (BUT a relationship with sb) relevant to (adj) rely on (v) remind sb of/about (v) remove from (v) replace sth with sth else (v) reply to (n/v) report on (n/v) reputation for/of (n) research on/into (n) respect for (n) respected for (adj)</p>	<p>respond to (v) responsibility for (n) responsible for (adj) result from/in (v) (= be the consequence of) result in (v) (= cause) result of (n) resulting from (adj) rhyme with (v) rich in (adj) (get) rid of (phr) rise in (n) (make) room for (n) roll across (v) rude to (adj)</p>
S	<p>safe from (adj) same as (adj) satisfied with/by (adj) save sb from (v) save sth for sb (v) scared of (adj) search for (v/n) (be) in search of (n) sensible of sth (adj) (= aware of sth) sensitive to (adj) sentence sb to (v) separate from (v) serious about (adj) settle for/on (v) share in/of sth (n) shelter from (v) shocked at/by (adj) shoot at (v) short of/on (adj) shout at (v) shy of (adj)</p>	<p>sick of (adj) silly to do sth (adj) (BUT it was silly of him) similar to (adj) skilful/skilled at (adj) slam into (v) slow in/about doing sth/to sth (adj) smell of (n/v) smile at (v) solution to (n) sorry about (adj) (= feel sorry for sb) (BUT I'm sorry for doing sth) speak to/with sb about (v) specialise in (v) specialist in (n) spend money on sth (v) spend time in/doing sth (v) split into/in (v) spy on (v) stare at (v) strain on (n)</p>	<p>stranded on/in/by (adj) study for (v) subject to (adj/v) submit to (v) (BUT submit sth for publication) subscribe to (v) succeed in (v) suffer from (v) sufficient for sth/sb (adj) suitable for (adj) superior to (adj) sure of/about (adj) surprised at/by (adj) surrender to (v) surrounded by (adj) survive on (v) suspect sb of (v) suspicious of (adj) sweep sb/sth away (v) sympathetic to/towards (adj) sympathise with (v)</p>
T	<p>take sth to sb/sth (v) talent for sth (n) talk to sb about sth (v) (have) taste in (n) taste of (v) terrible at (adj) terrified of (adj) thank sb for (v)</p>	<p>thankful for (adj) think about/of (v) threat to sb/sth/of sth (n) threaten sb with sth (v) throw at (v) (in order to hit) throw to (v) (in order to catch) tire of (v) tired of (adj) (= fed up with)</p>	<p>translate from ... into (v) tread on (v) trip over (v) trouble with (n) turn into/to (v) typical of (adj)</p>
U	<p>unaware of (adj) understanding of (n) uneasy about (adj)</p>	<p>upset about/over sth (adj) (make) use of (n)</p>	<p>used to (adj) useful for/to (adj)</p>
V	<p>valid for (length of time) (adj) valid in (places) (adj)</p>	<p>value sth at (v) vote against/for (v)</p>	<p>vouch for (v)</p>
W	<p>wait for (v) warn sb against/about/of (v) waste (time/money) on (v) weak in/at (adj)</p>	<p>wink at (v) wonder about/over (v) work as/in/at sth (v) worry about (v)</p>	<p>worthy of (adj) write about (v) write to sb (v) wrong about (adj)</p>

Appendix 1

Verbs/Adjectives/Nouns with Prepositions

Fill in the correct preposition.

- 1 An accountant can give you advice these tax bills.
- 2 Candidates should apply writing for the position.
- 3 Her latest book will be available the public from next Friday.
- 4 The coach said his athletes were capable running faster.
- 5 Mary stopped working to concentrate raising her children.
- 6 I have confidence our team and I think we'll win today's match.
- 7 The public believe the government aren't conscious real social issues.
- 8 John was punished as his behaviour was contrary school rules.
- 9 I should call Adam to congratulate him his promotion.
- 10 The storm caused some damage our roof.
- 11 This building dates back the 4th century CE.
- 12 There has been an increase unemployment in recent years.
- 13 There was a delay the plane's departure due to bad weather.
- 14 Take your old batteries to an electrical shop to be disposed properly.
- 15 Mike dressed a formal suit for the dinner.
- 16 We failed our attempt to get a home loan, but we'll try again.
- 17 Most people are unaware how much energy they waste each day.
- 18 I only glanced the back of the book, but it seems very interesting.
- 19 The jury found the defendant guilty kidnapping.
- 20 Eating disorders can be very harmful a teenager's health.
- 21 Luke's injury had a negative impact his sporting career.
- 22 Flights, accommodation and meals are all included the price.
- 23 You should think very carefully before investing money the stock market.
- 24 The key reducing unemployment is a better educational system.
- 25 I was surprised the fact that Julie quit her job.
- 26 A university education will lead better opportunities in life.
- 27 Jack apologised and said that he didn't mean break the camera.
- 28 I can't believe you take pleasure watching golf!
- 29 How did Sue react the news about her cousin?
- 30 You can always rely Sam to help out in difficult circumstances.
- 31 His hard work resulted him getting the top mark in the class.
- 32 We can move the sofa to the left to make room the coffee table.
- 33 Peter travelled the world in search adventure.
- 34 He is a popular boss as he is sensitive the needs of his employees.
- 35 Laura translates English novels German as her profession.
- 36 Will was late! That's so typical him!
- 37 Brian made use old computer parts to build his own PC.
- 38 Debbie's house is valued twice as much as it was ten years ago.
- 39 I wouldn't waste my money these if I were you.
- 40 It is now the law to send text messages while driving.
- 41 They managed to sell their small business a profit of 10%.
- 42 You should be grateful for all you have and not take anything granted.
- 43 He made that mistake purpose. He was trying to be funny.
- 44 Are you the mood for eating out?
- 45 Cindy and I had a falling out last month, but now we're good terms again.
- 46 The streets were crowded shoppers on the first day of the sales.
- 47 The train to Birmingham will depart platform 6.
- 48 I've arranged have the day off to go for a medical exam.
- 49 The journalist typed some words in bold to put extra emphasis them.
- 50 The bookshop is at the end of the street, adjacent the pharmacy.

Appendix 1

Verbs/Adjectives/Nouns with Prepositions

- 51 Chris was confined bed until he recovered from the virus.
- 52 Employees won't respect a manager who is indifferent their personal problems.
- 53 The film was mostly faithful the book, though the ending was changed slightly.
- 54 Poor nutrition in childhood is a major cause health problems in adulthood.
- 55 It never occurred me to exercise more until I started putting on weight.
- 56 Two former world champions will compete each other in the final.
- 57 Our teacher will comment our essays in class tomorrow.
- 58 The young soldiers were subjected tough exercises by their sergeant.
- 59 This cat looks identical the one I had when I was younger.
- 60 Darren held a grudge me for years, but now we get on very well.
- 61 What is he famous ?
- 62 It is important arrive on time for a job interview.
- 63 The photographer was guilty of an invasion their privacy.
- 64 Lucy doesn't care much TV and prefers reading.
- 65 The Prime Minister was accompanied two bodyguards.
- 66 It's important to understand the difference right and wrong.
- 67 He is regarded one of the best writers of all time.
- 68 Frank continued studying hard regardless his illness.
- 69 My dad subscribes an online newspaper these days.
- 70 Steve is quite weak chemistry and will need some extra tuition.
- 71 The contestants were picked random.
- 72 You can't enter the office. There's a meeting progress.
- 73 I was the impression that you were going on holiday today.
- 74 The witness accused them starting the fire.
- 75 You should check all food packaging if you're allergic nuts.
- 76 I'd like to apologise submitting my essay late, Ms Green.
- 77 A lot of people believe life on Mars.
- 78 Mary is really upset and blames herself the accident.
- 79 George has been complaining serious back pain.
- 80 The officers asked the robber who else was involved the hold up.
- 81 Max is quite stressed because he's a lot of pressure at work.
- 82 Police officers are obliged to stop a criminal act even if they are not duty.
- 83 There's been an alarming decrease in gorilla populations the wild in recent years.
- 84 The runner was disqualified the race after his false start.
- 85 After years of failure, fans are eager the club to get a new manager.
- 86 He is very kind his parents.
- 87 Students can change their chosen subject if they are dissatisfied the course.
- 88 Maria has always been fond her children.
- 89 We forgave Jim lying. He didn't mean to hurt anyone.
- 90 The teacher insisted all students writing their essays again.
- 91 I used to be jealous Adam being so popular at school.
- 92 Malcolm is notorious coming to work late.
- 93 Amy will be operated by the best surgeon in the country.
- 94 The students never object the amount of homework they're given.
- 95 I'm sorry. I mistook you my neighbour.
- 96 I'm a loss as to what to say to Amanda.
- 97 Tell Peter to collect the package my behalf.
- 98 The politician asked to speak the record because he didn't want details to be made public.
- 99 Paul was called short notice for an interview in the city centre.
- 100 The bus stopped suddenly warning.

Word Distractors

Choose the correct item.

- 1 You'll your eyes if you insist on sitting so close to the computer screen.
A stumble C strive
B struggle D strain
- 2 The sports club charges a monthly membership
A price C fee
B cost D expense
- 3 Laura was with her daughter's decision to go to college.
A pleased C fulfilled
B gratified D entertained
- 4 You don't happen to Pete's email, do you?
A reminisce C retain
B recall D remind
- 5 They let me use the computer game on for 30 days.
A example C sample
B model D trial
- 6 My passport will expire in June so I need to it as soon as possible.
A recharge C renew
B refresh D revive
- 7 Milk is before it is stored in cartons.
A enlarged C developed
B processed D progressed
- 8 My teacher supports the free of ideas in the classroom.
A exchange C dialogue
B conversation D gossip
- 9 The landlord asked for a month's rent in advance and a £300
A donation C deposit
B payment D grant
- 10 I could barely the dark shape moving towards me.
A make out C make off
B make over D make up
- 11 Mark was caught truant and was given extra homework for a week.
A going C behaving
B acting D playing
- 12 Could you explain that again? I'm totally!
A confused C misunderstood
B mistaken D misinterpreted
- 13 Most landlords don't allow their to keep pets.
A residents C inhabitants
B tenants D dwellers
- 14 A meeting of EU political leaders was called to find a solution to the crisis.
A summit C head
B peak D tip
- 15 The captain and would like to welcome you on board Flight 567 to Melbourne.
A cast C staff
B team D crew
- 16 My sister comes out in a if she eats strawberries.
A rash C bruise
B mark D spot
- 17 Dad likes to spend Sunday mornings on the golf with his friends.
A pitch C ring
B court D course
- 18 James crossed the finishing first and won the gold medal.
A boundary C line
B limit D border
- 19 Harris has been with smuggling antique goods into the country.
A accused C sentenced
B arrested D charged
- 20 Police have warned the locals to look out for £20 notes.
A artificial C false
B unreal D counterfeit
- 21 Catherine her school bag before breakfast.
A wrapped C covered
B packed D folded
- 22 How did he imagine he was going to lying to his teacher?
A get over C get by
B get down D get away with
- 23 Andy after his father, who was also well-built and handsome in his youth.
A goes C takes
B turns D looks
- 24 going to the gym twice a week, she plays hockey on Saturdays.
A In spite of C Even though
B Besides D Although
- 25 They were struggling financially and on very little money.
A got by C got around
B got ahead D got away
- 26 The unemployment rate by 20% last year.
A widened C enlarged
B broadened D increased

Word Distractors

- 27 You may up to five books from the library at any given time.
A hire **C** borrow
B lend **D** rent
- 28 Bob caught a of Tony in the crowd.
A glance **C** stare
B glimpse **D** wink
- 29 If you return your purchase within 10 days, you will receive a full
A refund **C** bargain
B discount **D** exchange
- 30 It's taken me two weeks to this terrible flu.
A get around **C** get over
B get by **D** get across
- 31 The was deep and needed eighteen stitches.
A harm **C** wound
B injury **D** damage
- 32 My little brother at the sight of the blood flowing from his knee.
A passed out **C** passed by
B passed away **D** passed through
- 33 The local residents a protest outside the city council.
A played **C** acted
B performed **D** staged
- 34 You should phone the dentist's secretary if you want to an appointment.
A take **C** put
B make **D** give
- 35 Claire went upstairs to some board games.
A deliver **C** carry
B take **D** fetch
- 36 His suspicious smile the police officer's attention.
A caught **C** gripped
B seized **D** snatched
- 37 CDs vinyl records in the late 1980s.
A shifted **C** moved
B transferred **D** superceded
- 38 A crowd of had gathered at the scene of the accident.
A spectators **C** witnesses
B onlookers **D** observers
- 39 Are you interested in taking out a monthly to 'Teen Life' magazine?
A membership **C** subscription
B fare **D** fee
- 40 Nick's determined to visit Iceland how much it costs.
A no matter **C** however
B in spite **D** even though
- 41 This year's exhibition includes a range of events.
A wide **C** lasting
B plentiful **D** long
- 42 I'm going to be in trouble because my library books are
A behind **C** delayed
B backward **D** overdue
- 43 Daniel the papers before we commenced the exam.
A took on **C** gave out
B filled out **D** passed by
- 44 I'll meet you outside the entrance in half an hour.
A major **C** main
B greater **D** higher
- 45 It seems that TV is losing its appeal to younger
A crowds **C** observers
B watchers **D** viewers
- 46 To the of his proud parents, he graduated from medical school.
A delight **C** pleasure
B merit **D** happiness
- 47 Forecasters snow in mountainous areas this weekend.
A ask **C** expect
B require **D** request
- 48 All students are encouraged to be in regular with their teachers.
A connection **C** expression
B consideration **D** communication
- 49 Can you describe the burglar's physical?
A characters **C** characteristics
B personality **D** presence
- 50 Lily can't people shouting at her.
A stand **C** hold
B hold **D** support
- 51 Michelle became jealous when Jack's acting career
A came by **C** started out
B took off **D** set up
- 52 The receptionist asked me to on while she transferred my call.
A hold **C** wait
B keep **D** call

Word Distractors

- 53 It was their first meeting and Jake was determined to make a impression.
A constant C fixed
B lasting D eternal
- 54 I asked my sister to me with my history project.
A assist C aid
B support D provide
- 55 She tidied up the books and put them in a neat
A mound C pile
B heap D bundle
- 56 A team of volunteers the task of painting the orphanage.
A got off C took off
B set about D made out
- 57 English is not the language of the students in my class.
A original C birth
B native D local
- 58 He has already in a number of TV commercials.
A shown C appeared
B presented D exhibited
- 59 I the doorbell, but no one answered.
A smacked C rang
B hit D knocked
- 60 It will take many years to repair the caused by the tornado.
A harm C damage
B hurt D injury
- 61 We're having our first of 'King Lear' tonight.
A rehearsal C practice
B training D workout
- 62 I'm going to get these two pictures and framed.
A increased C boosted
B enlarged D broadened
- 63 Is it really essential to research on animals?
A produce C carry
B conduct D make
- 64 The students had difficulty the meaning of the poem.
A gripping C grasping
B holding D apprehending
- 65 The researchers went on an expedition through unexplored
A place C area
B territory D region
- 66 The Internet has become a(n) source of information.
A invaluable C worthless
B priceless D valueless
- 67 Make sure you choose a word-processing program that your needs.
A fits C suits
B matches D agrees
- 68 The work had to be completed within a limited of time.
A point C period
B stage D phase
- 69 Every child should have to basic education.
A access C availability
B freedom D entry
- 70 The volunteers their own time to the local animal shelter.
A presented C participated
B contributed D granted
- 71 Some of the villagers were from the Vikings.
A linked C descended
B related D originated
- 72 Roger into the room to see who was making the noise.
A peeped C stared
B peered D gazed
- 73 Barry sat in front of the TV on a bag of crisps.
A chewing C munching
B crunching D sucking
- 74 The doorbell rang and he answered it
A once C right away
B straight D shortly
- 75 Earthquakes, tsunamis and tornadoes are forces of nature.
A destructive C harmful
B damaging D destroyed
- 76 All of the patients well to the new medical treatment.
A grew C responded
B matched D replied
- 77 He suffers from a rare hearing
A disease C complaint
B sickness D disorder
- 78 When I look my childhood, I realise how happy I was growing up in the countryside.
A up to C back on
B round D down on

Word Distractors

- 79 If a problem happens to, please notify us immediately.
A raise **C** rise
B uplift **D** arise
- 80 The hostel for university students who are unable to find affordable accommodation.
A protects **C** attends
B caters **D** supplies
- 81 Computers have had a positive on the way we do business.
A consequence **C** impact
B power **D** result
- 82 All students must strictly to the school rules.
A adopt **C** adhere
B obey **D** adapt
- 83 The coach was in a bad and was shouting at everyone.
A disposition **C** mind
B mood **D** temperament
- 84 The hikers headed towards the snow-covered mountain
A head **C** tip
B peak **D** climax
- 85 Our teacher advised us to better use of our time.
A get **C** take
B do **D** make
- 86 He needed a valid passport to cross the
A border **C** limit
B boundary **D** threshold
- 87 Watching the documentary made me much more to the needs of the disabled.
A insensible **C** sensible
B senseless **D** sensitive
- 88 It was very lightly so I took my umbrella with me.
A spraying **C** sprawling
B showering **D** drizzling
- 89 Chris's photographs were first put on in the local gallery last month.
A presentation **C** display
B sight **D** view
- 90 Joanne has got really taste in clothes.
A worthy **C** positive
B good **D** nasty
- 91 Gift cards popular as presents for the holiday season.
A continue **C** remain
B persist **D** maintain
- 92 Richard voyaged across the Atlantic Ocean in a small yacht.
A lonely **C** solo
B alone **D** lonesome
- 93 They weren't allowed to enter the field as it was property.
A personal **C** own
B particular **D** private
- 94 I seem to have temporarily my glasses. Have you seen them anywhere?
A misused **C** lost
B mislaid **D** missed
- 95 Extreme designs go out of as quickly as they come in.
A fashion **C** habit
B trend **D** custom
- 96 Their water supply will only for a limited time.
A endure **C** stay
B last **D** survive
- 97 I waved at them, but they took no of me.
A care **C** notice
B interest **D** attention
- 98 We came to the village in the of finding a simpler way of life.
A need **C** desire
B belief **D** hope
- 99 What a beautiful woollen cardigan! Did you it yourself?
A stitch **C** knit
B sew **D** sow
- 100 There has been a in the number of students studying physics.
A cut **C** deduction
B reduction **D** discount
- 101 The bus driver swerved and only just managed to an accident.
A evade **C** avoid
B stop **D** lose
- 102 The police searched the flat, but there was no sign of the jewellery.
A robbed **C** snatched
B taken **D** stolen
- 103 The fire completely the secondary school, but no one was injured.
A destroyed **C** damaged
B hurt **D** harmed
- 104 Many modern fantasy authors are by the works of J. R. R. Tolkien.
A aspired **C** acquired
B inspired **D** interested

Language Knowledge

1

Grammar

1 Choose the correct item.

- 1 You should take the job in France the problems it might cause.
A however C nevertheless
B in spite D despite
- 2 Tony hasn't had any training, but he can play hockey a professional.
A more like C as like
B just like D really like
- 3 'What were you doing in August 2008?'
'..... that time, I was backpacking through South America.'
A At C Until
B On D Since
- 4 My doctor informed me that it some days for the wound to heal.
A will have taken C takes
B would take D can take
- 5 My car is in the shop so we have choice but to take a taxi.
A none other C not a
B no other D not any other
- 6 The Coen brothers made a movie the main character is played by George Clooney.
A where C in which
B when D which
- 7 Is Julie the event again this year?
A being organised for
B going to be organising
C to be organising
D being organised
- 8 Your daughter seems to be getting at cooking.
A better and better C more better
B best and better D so good
- 9 'Who won the competition?'
'Two players – they for first place.'
A tie C are tying
B tied D had tied
- 10 Don't be silly! Of course they weren't laughing you!
A with B for C at D from
- 11 These cups are plastic. I think I prefer the glass ones.
A made with C made of
B made in D made by
- 12 Hardly had Dad walked in the door my brother asked him for some money.
A than C as
B after D when

Vocabulary

2 Choose the correct item.

- 1 I was really surprised to see Peter on the news.
A show B enter C emerge D appear
- 2 My teacher me to apply for university.
A supported C cheered
B urged D insisted
- 3 I tried to call you, but my mobile phone was
A dead B beat C empty D flat
- 4 In the war, officers wrote using secret
A systems C codes
B policies D representations
- 5 You can't join the club unless you all the requirements.
A satisfy C fill
B prepare D use
- 6 A good night's sleep will improve your in class.
A concern C concentration
B care D command
- 7 She spilled the juice and it left a large on the carpet.
A shade B shadow C dye D stain
- 8 We're approaching the issue of waste disposal from many different
A angles C views
B aspects D points
- 9 By 6 o'clock, a huge crowd had to watch the fireworks display.
A joined C gathered
B mixed D collected
- 10 The news item was broadcast on television and radio.
A collectively C respectively
B simultaneously D commonly
- 11 My sister made the travel for our trip to Dubai.
A engagements C acknowledgements
B arrangements D appointments
- 12 Even though it was dark, we saw the bus in the distance.
A approaching C arriving
B reaching D accompanying
- 13 The police are going to the burglary.
A investigate C seek
B search D inquire
- 14 In making their decision, the judges had to consider many
A applications C factors
B selections D motives

2

Language
Knowledge

Grammar

1 Choose the correct item.

- 1 'Which jacket is yours?'
'..... has the big wooden buttons.'
A One that it C The one with
B The one that D One that
- 2 to come home late again.
A You should never C Never are you
B You are never D Never will you
- 3 They have friendship. They've known each other since school.
A a lasting-long C the long-lasting
B a long-lasting D the lasting-long
- 4 Dad insisted on me a documentary on TV.
A watching C watch
B to watch D to be watching
- 5 Why my clothes without asking me?
A you must always borrow
B will you always borrow
C would you always borrow
D are you always borrowing
- 6 I've got enough money. I appreciate your asking,
A therefore C though
B besides D although
- 7 The politician spoke about the issue.
A more eloquent C eloquent
B most eloquent D eloquently
- 8 'We're out of coffee.'
'I'll get some on my way home from work.'
A almost C not at all
B hardly D not quite
- 9 Did you see my roses? They!
A smell wonderful C have wonderful smell
B wonderfully smell D smell wonderfully
- 10 Aunt Edna acts she were my mother.
A only as C as long
B just as D as though
- 11 I bought my mother a dressing gown for her birthday.
A beautiful, Chinese, silk
B Chinese, beautiful, silk
C silk, Chinese, beautiful
D Chinese, silk, beautiful
- 12 I got used to jogging in the morning within the months of starting.
A four first C fourth first
B first four D first fourth
- 13 I didn't expect so happy about the news.
A Cheryl to be C that Cheryl is
B Cheryl being D for Cheryl to be

Vocabulary

2 Choose the correct item.

- 1 He bought his coursebooks with his own money, but his parents paid for his college
A tuition B price C fee D payment
- 2 You'll have to the floor very hard to get the stains out.
A scrub B polish C sweep D dust
- 3 The tour guide at the castle will be free tours this Sunday afternoon.
A supplying C providing
B catering D equipping
- 4 The train reaches a(n) speed of 300 kph.
A ultimate C absolute
B extreme D maximum
- 5 Hard hats must be worn as a safety when you are on the building site.
A prevention C precaution
B protection D proportion
- 6 People with pale skin are generally more to sunburn.
A inclined C contagious
B susceptible D responsive
- 7 We tried to Ben from playing football in case he injured his leg again.
A discourage C convince
B encourage D influence
- 8 The old power plant is out of bounds because it could still be harmful gases.
A omitting C admitting
B permitting D emitting
- 9 Amanda made such a scene in the supermarket that she was from the premises.
A removed C released
B forbidden D declined
- 10 A lot of rubbish had been on the beach during the night.
A washed down C washed up
B washed out D washed over
- 11 Is there any I could borrow your new running shoes for the race tomorrow?
A prospect C probability
B occasion D chance
- 12 The priority is to make sure all the residents are safe, then we can start the clean-up operation.
A lead B main C head D great
- 13 Simon was under to finish his assignment by Friday.
A pressure C demand
B force D weight
- 14 Jack is prone to headaches.
A harsh B severe C crucial D critical

Language Knowledge

3

Grammar

1 Choose the correct item.

- 1 My uncle, Joe, spent last four years building a large sailing boat.
A the most of C more of
B the more D most of the
- 2 exercising at the gym twice a week and cutting down on sweets, I managed to lose ten pounds.
A By B As C With D When
- 3 You have to really look around if you want to find a job you are totally
A satisfied in C satisfied by
B satisfied of D satisfied with
- 4 The painters have done a good job; my only is that they dripped some paint on the floor.
A complaint C complained
B complainer D complain
- 5 Do you see my brother anywhere? a green shirt and a pair of jeans.
A He is to wear C His wearing
B He's wearing D He wears
- 6 After a lot of thought, the committee decided what they wanted the that semester.
A children to learn to school
B children to learn in school
C in school to learn children
D in school children learning
- 7 It is precisely there is so much crime in the city that my parents want to move to the country.
A due to C on account
B in case D because
- 8 Mark couldn't speak Arabic, but now he speaks Arabic fluently.
A first C first of all
B at first D at the first
- 9 You may apply for the job if you meet the stated in the advertisement.
A requirements C requires
B require D required
- 10 What to get a call from Becky! I hadn't heard from her for ten years!
A was the surprise C a surprise it was
B a surprise was D was it a surprise
- 11 As know, Mr Phelps is retiring next week so we wanted to present him with a gift.
A will you C you all
B all you will D all you

Vocabulary

2 Choose the correct item.

- 1 The businessman the advice of professional accountants about his company's finances.
A explored C searched
B sought D researched
- 2 The manager was asked to to the main office to sign for the delivery.
A appear C show
B report D present
- 3 Max is between looking for a job and studying for a postgraduate degree.
A divided C stretched
B separated D torn
- 4 The council must to your plans before you can start building a house.
A confess C conclude
B conform D consent
- 5 Members of the club share a(n) interest in science.
A mutual C comparable
B suitable D adequate
- 6 The lady gave a small reward to the young boy who her missing cat.
A placed C invented
B located D found out
- 7 Mr Davies is the best candidate for the job due to his experience.
A extensive C expansive
B expanded D extended
- 8 The few guests helped clear up the dishes.
A remaining C surviving
B lasting D attending
- 9 I had to an apartment with four other students when I was studying in Wales.
A have C join
B gain D share
- 10 "I can you that I've never seen those men before," the witness told the police.
A secure C confirm
B assure D ensure
- 11 I'm concerned about my brother because his new friends seem like a bad on him.
A association C influence
B guidance D direction
- 12 I'll have to my dirty clothes to the laundrette tomorrow.
A do B make C put D take

4

Language
Knowledge

Grammar

1 Choose the correct item.

- 1 there is life in outer space?
A Are you believing C Have you believed
B Do you believe D Would you believe
- 2 Did you know that this restaurant by a Frenchman?
A is owned C owns
B is belonged D belongs
- 3 the truth, I really don't want to go out tonight.
A To tell you C Telling you
B Having told you D To be telling you
- 4 I can't believe I lost my wallet. It's been horrible day!
A so B very C such D such a
- 5 to painting with oils, I also enjoy sketching with charcoal.
A Besides C Apart
B In addition D Except
- 6 Fran isn't used to to school in the mornings.
A having walked C have to walk
B walk D having to walk
- 7 I'm very upset. I had my flat into at the weekend.
A break B broken C broke D breaking
- 8 'Can I go to the park, Mum?'
'.....'
A I hope that C I hope not
B I'm afraid so D I'm afraid not
- 9 Peter skates as as I do.
A good C better
B best D well
- 10 I wish you down the radio.
A would turn C have been turning
B were turning D turn
- 11 We suggest your bags on the bus.
A to leave C leaving
B that you will leave D you to leave
- 12 It's about time you ready for school!
A be C were
B should be D have been
- 13 I have to take the rubbish out today,?
A have I C don't I
B do I D haven't I
- 14 I hope she remembered out the rubbish.
A taking C having taken
B to have taken D to take

Vocabulary

2 Choose the correct item.

- 1 Those cakes are very expensive. I'd like to try a(n) before I buy one.
A part B example C sample D section
- 2 The mechanic couldn't see the problem at first, so he said he would take a look.
A nearer B firmer C tighter D closer
- 3 It's a good dye, but the results may depending on the fabric.
A vary C fluctuate
B deviate D alter
- 4 The building has been to its original state and is open to the public from Monday.
A revived C restored
B recovered D repaired
- 5 Without this key, you won't have to the warehouse.
A access C entrance
B passage D opening
- 6 The shop has a lot of customers and now the council has agreed to the of the building.
A increase C enlargement
B multiplication D expansion
- 7 The police officer said he would Dan the maximum amount for parking illegally.
A punish C fine
B sentence D charge
- 8 There is great in the wildlife of Madagascar, a large island in the Indian Ocean.
A contrast C range
B arrangement D diversity
- 9 The young author all of his time to writing crime novels.
A engaged C devoted
B consumed D concentrated
- 10 You always my advice, even when you ask for it.
A refuse B regard C ignore D disobey
- 11 After she read the letter, Clara was upset.
A visibly C prominently
B watchfully D highly
- 12 The advertisement was designed to a teenage audience.
A aim C reach
B target D gather
- 13 We've done really well to our goal in only two weeks.
A make C succeed
B perform D accomplish

Language Knowledge

5

Grammar

1 Choose the correct item.

- 1 Expensive it was, he still bought the watch.
A although C nevertheless
B despite D though
- 2 In the survey, the responses of teenagers varied greatly adults.
A to these of C from those of
B as those of D these from
- 3 'I saw *Macbeth* at the theatre last night; it was great!'
'Well, myself, I'd have to disagree.'
A seen it C having seen it
B have seen it D seeing it
- 4 My mother told us so naughty.
A stop being C to stop to be
B to stop being D stop to be
- 5 No sooner had I hung out the laundry it started raining.
A but B when C than D after
- 6 The film starts at nine, so it's important that you here on time!
A will be C be
B are being D will have been
- 7 my favourite dress, but she also borrowed my new shoes.
A She not wore only
B Not only she wore
C Not only did she wear
D She only not wore
- 8 'She's thinking of sending Bobby to a private school.'
'Well, private schools have good and bad points.'
A both C also
B neither D either
- 9 'I have a terrible toothache.'
'You to my dentist – he's amazing.'
A must go C will go
B would rather go D had to go
- 10 The meal will be over by the time he here.
A has got C will get
B gets D will have got
- 11 It isn't to snow.
A cold enough C too cold
B very cold D much colder
- 12 They by the sound of the scream.
A were frightened
B frightened themselves
C were frightening
D felt fright

Vocabulary

2 Choose the correct item.

- 1 The painting will be on until June.
A demonstration C exhibition
B illustration D display
- 2 The picture on the television screen was much better after we made a small to the aerial.
A advancement C adjustment
B expansion D development
- 3 I will take the for breaking the computer.
A fault B guilt C blame D shame
- 4 My alarm is set to go off at 7 o'clock.
A exactly C correctly
B accurately D immediately
- 5 It's your own that you have a stomach ache; you ate far too much chocolate.
A error B mistake C fault D accident
- 6 He wore a suit to make a good on his new boss.
A impression C response
B reaction D imitation
- 7 Tony breaking the window, but I know he did it.
A claims B admits C refuses D denies
- 8 His company is doing well and now he is looking for a business
A component C partner
B member D contact
- 9 It's known that many animals are facing extinction.
A highly C broadly
B widely D deeply
- 10 The police could not find any to the car accident.
A observers C onlookers
B spectators D witnesses
- 11 She tried really hard to the respect of her colleagues.
A catch B gain C collect D gather
- 12 I helped the new charity organisation by collecting for the children's hospital.
A allowances C payments
B offers D donations
- 13 A lot of people consider him to be a living
A myth C tradition
B legend D star
- 14 The students were analysing tiny dust from the Sahara.
A particles C substances
B materials D pieces

6

Language
Knowledge

Grammar

1 Choose the correct item.

- 1 Thanks for your email. I look forward you tomorrow.
A to be seeing C to see
B to seeing D seeing
- 2 They here for three years now.
A are living C have been living
B were living D got living
- 3 It was to go to the cinema so we watched a DVD instead.
A much later C late enough
B too late D so late
- 4 We would rather go to the game it on TV.
A than watching
B instead of watching
C than watch
D to watch
- 5 'Would it be OK if I used your computer?'
'Of course! I don't mind it at all.'
A you are using C you use
B if you use D you to use'
- 6 'Can I get you some more coffee?'
'No, thanks. I've had'
A none C much
B a little D enough
- 7 Are of the supermarkets near here open on Saturdays?
A few C much
B any D one
- 8 If you don't want to eat your lunch, I'm not making you anything else, though!
A be it so C then so be it
B then it is so D then so it be
- 9 Yoga a very good form of exercise.
A is considering C considers to be
B considers being D is considered to be
- 10 '..... put on some music?'
'Yes, that would be great.'
A Shall I C Must I
B Do I have to D Need I
- 11 'I think I'll leave. Mr Smith isn't coming.'
'You're right. We'
A might as well leave
B might leave
C might have left
D must have left
- 12 'Do you want me to set the table?'
'Actually, I'd rather you that later.'
A did C had done
B were doing D will do

Vocabulary

2 Choose the correct item.

- 1 In this course you will have of opportunities to improve your writing skills.
A enough C plenty
B sufficient D ample
- 2 He had to his mobile phone after he spilt some water on it.
A replace C return
B renew D renovate
- 3 Be careful on the ice. You might and fall.
A drop B bump C slip D slide
- 4 These days, small businesses are having difficulty with larger companies.
A conflicting C fighting
B battling D competing
- 5 Your passport has expired so I'm afraid it's no longer
A genuine C true
B valid D credible
- 6 If it hadn't been for the of Allah and His mercy on us, not one of us would ever have been pure from sins.
A trace B beauty C grace D charm
- 7 Andrea has shown great interest in a(n) in social work.
A career C work
B employment D occupation
- 8 It seemed that Albert was going to join us.
A unlike C unlikely
B likeable D likewise
- 9 The teacher went to great to make sure her students passed the test.
A lengths B widths C heights D depths
- 10 Jim couldn't figure out the riddle, so Paul gave him a
A sign B hint C point D key
- 11 The event nearly the politician's career.
A injured B faulted C ruined D harmed
- 12 The project is only completed. It will take two more months to finish it.
A moderately C mainly
B shortly D partially
- 13 The writer is the script to make it more realistic.
A reviewing C revisiting
B revising D reviving
- 14 My sister and I have a(n) not to enter each other's rooms without permission.
A argument C settlement
B commitment D agreement

Language Knowledge

7

Grammar

1 Choose the correct item.

- 1 We're not sure for you to pay to register.
A is necessary C it be necessary
B it is necessary D it necessarily
- 2 Kevin arrived at the party than expected.
A quite earlier C much earlier
B more early D more earlier
- 3 His broken leg will keep him football for two months.
A for playing C to play
B without playing D from playing
- 4 I think you should talk about it.
A hers B to hers C with her D to her
- 5 My teacher astonished at how well I had done in my exam.
A became C got
B was D seems
- 6 The latest developments in their research
A appear promised
B appear promising
C are appearing to promise
D appear to promise
- 7 There are too many documents; you'll never get them to fit in filing cabinet.
A same C one of the same
B the same D the same one
- 8 I wasn't Helen about the visit to the zoo because I had been there before.
A as excited as C so exciting as
B as exciting as D so excited than
- 9 The disadvantage of moving house is that it'll cost us a lot of money.
A most great C greatest
B greater D much greater
- 10 Did you ask Kitty to see at the cinema tonight?
A she wants C does she want
B what she wants D what does she want
- 11 After the baby went to sleep, Mum managed a little of her work done.
A to get C to be getting
B to have got D in getting
- 12 If the government a proposal banning all hunting, there would be fewer endangered species.
A should have adopted
B have adopted
C will adopt
D were to adopt

Vocabulary

2 Choose the correct item.

- 1 Increasing levels of greenhouse gas emissions can to climate change.
A lead B turn C drive D direct
- 2 The government has a new for tackling unemployment this year.
A aim B strategy C activity D plot
- 3 I'll call you from my landline as my mobile phone has got a bad right now.
A action C connection
B reaction D attraction
- 4 We enjoyed every of our stay at the hotel resort.
A practice C feature
B aspect D outlook
- 5 You can't wear that jacket. It isn't for a job interview.
A appropriate C functional
B substantial D fundamental
- 6 Mark his favourite toy car away from his little sister.
A caught C trapped
B grabbed D grasped
- 7 He at his watch to see if it was time to leave.
A gazed B peered C stared D glanced
- 8 Many publishers have him to write a new book.
A advanced C approached
B accessed D progressed
- 9 It's too expensive to pay the prices for a whole family in cinemas these days.
A admission C acceptance
B intermission D permission
- 10 I recently that I spend half of my income on rent and paying the bills.
A figured C valued
B priced D calculated
- 11 The young children round their teacher while she read them a story.
A directed C gathered
B collected D hung
- 12 It isn't for people like us to afford such expensive holidays.
A natural C daily
B common D ordinary
- 13 There were many failed at climbing Mount Everest before Hillary and Tenzing reached the summit in 1953.
A attempts C tries
B efforts D approaches

8

Language
Knowledge

Grammar

1 Choose the correct item.

- 1 The cost of heating oil by 30% this year.
A is expected that it will rise
B is expected that it rises
C expects to be rising
D is expected to rise
- 2 We're not going skiing! Bill nor I like sports.
A Or B Either C Both D Neither
- 3 If you read this manual carefully, be able to put the cupboard together in minutes!
A will you C you could
B could you D you will
- 4 Aunt Etta didn't make the biscuits for you alone, for your little sister as well.
A neither B but C as D nor
- 5 'Can you hear your neighbour when she plays the piano?' 'Only if the windows'
A get opened C are opening
B are opened D are open
- 6 I know about Russian history, but we can look it up online if you want.
A few B some C little D none
- 7 Having a quick shower after work makes me feel and energetic.
A more refresh C refreshed
B refreshing D refresh
- 8 I work computers in my job; I'm a programmer.
A in B with C on D about
- 9 They to the airport by my older brother.
A drove C had driven
B were driven D could drive
- 10 I just ran sugar and now I don't have enough to make the cake.
A up B through C out of D away from
- 11 It a waste of time going to visit Pete because he's in France for the week.
A would be C could have been
B must be D should be
- 12 I don't want to take my camera to the football match because I'm afraid it.
A that I lost C losing
B of losing D to losing
- 13 Kevin hasn't been back to his hometown he left secondary school.
A since B after C until D for
- 14 Joe walked into the office without even 'hello' to any of his colleagues.
A say C saying
B to say D having said

Vocabulary

2 Choose the correct item.

- 1 A credit card the need to carry cash.
A eliminates C disregards
B cancels D disposes
- 2 Editing a book requires great attention to
A detail C aspect
B occasion D function
- 3 He is really brave. He has had to so many difficulties.
A override C overcome
B overtake D overdo
- 4 You should the coffee in an airtight jar.
A pile B stack C store D save
- 5 The director a speech at the beginning of the management conference.
A declared C delivered
B demanded D defended
- 6 The atmosphere in the hospital waiting room was extremely
A tight B tense C stiff D firm
- 7 After all the possibilities, the scientists decided to abandon the experiment.
A inquiring C exploring
B noticing D reckoning
- 8 You need a strong character to get by in the of finance these days.
A area B zone C globe D world
- 9 We were all laughing because Sam made a funny
A remark C sentence
B conversation D phrase
- 10 Teresa showed me a(n) of her drawings.
A entry C option
B selection D assortment
- 11 The pilot told everyone to in their seats.
A hold B contain C take D remain
- 12 It took us a while to the extent of the damage after the earthquake.
A recognise C regard
B realise D observe
- 13 The man said he would us to park outside his house.
A allow B admit C grant D let
- 14 Jenny sat down to the pain in her legs.
A feel B ease C release D comfort
- 15 If you eat too many sweets, you will weight.
A take B win C gain D earn
- 16 Summer schools offer extra for studying.
A potentials C advantages
B opportunities D advances

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Module A

Unit 1 – Listening

Exercises 2 & 3a (p. 10)

Two years ago, my cousin and I decided to go on holiday to Thailand. We had been studying hard all year, so we were looking forward to finally having a break.

As soon as we boarded the plane, I sat back in my seat and put on my headphones. After a tough year at university, I finally felt relaxed. Soon, we would be walking on a sandy beach, I thought to myself as I drifted off to sleep.

Suddenly, a loud clap of thunder ripped through the air, jolting me awake. Then, the plane started to rock from side to side. We were flying through the middle of a huge storm. The lights on board the plane began flickering and after a few moments, everything went black. "We're going down!" shouted a passenger. It was a truly horrifying experience.

After a few minutes, the plane stopped shaking and the lights came back on. Everyone on board breathed a sigh of relief. I usually find lightning storms fascinating, but while I was on the plane, it felt very unsafe.

We were so thankful when we arrived at the airport several hours later. Now, we could start our holiday.

Unit 2 – Listening

Exercise 2 (p. 18)

Presenter: I hope people are finding today's show about natural disasters informative. We want to hear more from our listeners who've been through floods, volcanic eruptions or any other natural disasters. Now, though, we're talking to Peter Connelly. Hello, Peter. Tell us about your experience.

Peter: Well, I was working my way through the Far East at the time. I was at work in a small school about 80km outside of Tokyo. It was a Friday and I'd had a break before my final lesson of the day. I was marking some essays and looking forward to a lazy weekend at home, but at quarter past one, I got to experience my first earthquake – something I never want to go through again.

Presenter: So, what happened?

Peter: I was in the teachers' office and I could hear the wind outside in the yard so when the first shock hit, I just thought it was a strong gust of wind. But then, I noticed that things were shaking in the room. My coffee cup danced off the table and books were flying off bookshelves.

Presenter: It must have been very strange.

Peter: To be honest, I didn't realise what was happening at first. I couldn't work out why the desk was moving. The tremors were getting stronger and stronger though and I realised it was an earthquake. It must have carried on for about half a minute. When everything stopped moving, the other teachers sprang into action. They ran to the classrooms to get the students out; an announcement was made over the school's tannoy system for everyone to remain calm and someone turned the TV on to get any reports. I was in shock – I couldn't move.

Presenter: That wasn't the end though, was it?

Peter: No, not at all. It started again a few seconds later and this time it was much, much stronger. Everything was crashing down, people were taking cover under desks and door frames. It was terrible. Everyone else seemed to know what they were doing, though. When the earthquake stopped, we had to get everyone out of the building. The students were led out into the yard. It was a bizarre sight, all the students wearing yellow cushions on their heads. Apparently, yellow is easier to spot in the rubble after an earthquake and it helps the rescue workers.

After about fifteen minutes, parents were arriving to get the children and some teachers took others home themselves.

Presenter: What did you do?

Peter: I went back to my flat, but the rest of the day and night, I was terrified. I was expecting it all to start again. The good news was that no-one got hurt, just a few buildings were damaged in the north. I kept remembering the feeling of the school building swaying. It felt like I was on a boat in rough sea. I phoned my parents later and they were very relieved to hear I was OK. They'd heard about it from the TV and they'd been really worried.

Exercise 3 (p. 18)

It happened about five years ago in my home town. The disaster stretched the resources and the emotions of the whole community. People who have never experienced something similar can never really comprehend the full horror of a flood. It left a deep scar on the minds of everyone in my town.

I was in my living room eating breakfast when it happened. It must have been a little before nine on a Saturday morning. There had been heavy rain the previous day and it hadn't stopped. It wasn't unusual for the river to burst its banks, and the town was well-equipped to deal with small floods. What had never happened before was for the dam upstream to break. My house was in the west of the town about two miles away from the river. That dam was holding back millions of gallons of water, so when it broke, all the water came rushing towards our town. It took seconds for the river to overflow. Then the water came through the streets of the town. I heard it coming and looked out of my window. It was like a big wave, metres high, which actually covered the roofs of some of the smaller houses. I called my parents from upstairs and we ran out to our car. As my dad was driving off, we saw our neighbour running and screaming from her house. We stopped and picked her up and drove quickly up the hill to find higher ground. We got to a height which seemed safe and we looked back over the valley. I could see houses and cars being washed away in the great torrent of water. We could see people seeking refuge on the tops of their houses. Others had managed to climb up tall trees for safety. You could see them yelling for help and waving their arms around in the air. But, there was nothing you could do. The water was just too high, and it just surged through the valley.

Once the water calmed, the nightmare wasn't over. People had to be rescued. There were hundreds of injured people found all through the town. Thousands of homes were completely destroyed, which left so many people homeless. Eventually help arrived from neighbouring towns, but it took weeks for people to find out if their friends and neighbours had all survived. It took months for everyone to start getting back to their daily lives. And it took years to rebuild the town into what it was. The hardest thing was rebuilding our community. Of course, our homes were important. They represent us, but the feeling of not being able to help those who had always given you support was very difficult. We were all helpless for a while. As I think of that day now, I can almost see the rising tide sweeping away everything in its path. I can hear the thundering roar of the water washing away houses and cars. I can smell the stench of the river water mixed with all the waste that it took with it on its destructive path through the town. I will never forget that day. It was a nightmare and I am always terrified that the water might come back one day.

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Module B

Unit 3 – Listening

Exercises 2b, 3 & 4 (p. 26)

- A:** Welcome to Our World. Today, we have marine biologist and environmentalist, Professor Wycliffe, with us to talk about the worrying issues of waste and water pollution. Welcome Professor Wycliffe.
- B:** I'm glad to be here.
- A:** Professor, you've been studying and monitoring water pollution for over fifteen years now. Before we get onto the subject of marine pollution, could you tell us how you ended up studying pollution?
- B:** Sure! My parents were both professors of Spanish and as a child I spent most of my summers in Mexico. We had a beach house and I remember how the water was crystal clear until one day in 1979 there was an oil spill. I was sixteen and I remember walking through thick lumps of oil and seeing dead marine animals lying on the beach ... I guess it shocked me and I knew I would dedicate my life to fighting pollution. I started reading everything I could about environmental protection and of course decided to study marine biology at university and then environmental science.
- A:** So, what are you researching now exactly?
- B:** Well, my research concentrates on the long-term effects of chemical waste on marine life and ecosystems, which is quite vast and, trust me, it keeps me busy. For example, I've just been to a conference on the most recent disastrous oil spill of two years ago but that's another topic in itself and today I would like to talk about water pollution in general.
- A:** Of course!
- B:** Right! So, let me begin by reminding everyone what water and particularly marine pollution involves because unfortunately many people are actually unaware of how human activity is polluting seas. And as a matter of fact, even though everyone knows that water pollution is a problem, many of us are polluting rivers and seas without even realising it.
- A:** Go ahead.
- B:** Firstly, there is no mystery as to what causes marine pollution. It is nothing more than the release of waste from human activity such as sewage, farm waste, industrial waste and general rubbish into the sea that causes harm to living organisms and the natural marine ecosystem.
- A:** So what ever harm is caused, it is solely due to human activity and not anything natural, right?
- B:** Yes, that's right. Anything caused by natural phenomena cannot be considered pollution. For example, scientists agree that global warming is responsible for damage to coral reefs but most experts also agree that global warming is caused by human activity and so on ... and that is why it is essential that people understand what they are doing.
- A:** Sure ...
- B:** Now, although some people rightly believe that factories, ships, or oil companies are causing water pollution, believe it or not, one of the main problems, in my opinion, is farming.
- A:** Really?
- B:** Yes, a huge amount of plant and animal waste and fertiliser ends up in our rivers and then our seas and when this decays it reduces the amount of oxygen in the water. This can lead to what we call 'toxic blooms' that in turn kills plants and thousands of fish. This goes along with a rise in

water temperature, which has disastrous effects. Usually, when the temperature rises, the oxygen level goes down. This is what happened to coral reefs in the 1980s and 1990s when about 90% of the reefs in the Indian Ocean were damaged. Imagine, the world's reefs provide homes for about 25% of all marine life. If we lose the reefs, it will be disastrous ...

- A:** I can imagine ...
- B:** The next problem I would like to discuss is one which many people are unaware of but concerns us all. Chemical waste from industry is being absorbed by plants and is then eaten by fish and sea mammals. So, although certain whale and seal species have been protected from hunting since the 1980s, their populations are not increasing. In fact, there has been an increase in deaths due to diseases and so a drop in numbers. Toxic chemicals are also found in seashells that people are eating by the way. And now, I'd like to come to the problem that many of us are responsible for without really knowing it. Our beaches and sea are littered with waste, especially plastic and glass, which can be devastating for marine life. But did you know that a lot of the rubbish actually gets to the sea from our cities through the sewage system so it isn't the people who walk the beach who are to blame. One survey showed that the most common type of waste found on beaches near cities was not oil, but firstly cigarette ends and then plastic bags. A number of marine animals die from trying to eat plastic bags they mistake for food.
- A:** I see ...
- B:** Yes, so there is a lot we can individually do to help.
- A:** Definitely ... Let's take a short break and you can tell us what we all need to do in a few minutes ...

Unit 4 – Listening

Exercise 2 (p. 34)

Today, I'm going to discuss issues of safety and civility on the Internet. Later, you're going to search online for articles related to Internet safety and civility, so we can post a blog on the school's website on Friday.

I'm sure you're all familiar with Internet safety. Since its early years, Internet users have held fears about hackers stealing information or sending computer viruses. I'm sure everyone has received spam mail and you've all had those annoying pop-up ads appear when you're browsing. Well, programmers are constantly creating new software to deal with these problems. It's always a good idea to change your passwords regularly, update your spam lists and check your email, Facebook and Twitter account settings frequently. Internet safety has been a concern since the birth of the Internet. People were reluctant to buy products online in case their credit card information was stolen. Hackers are still a potential problem. You should always keep anti-virus software up-to-date and you should only purchase products from verified websites. Check for the confirmation emails of anything you paid for online.

A more recent issue with the Internet, though, regards the civility of users on the web. These days, so many people are part of digital communities that differences can arise. Most of us use avatars which help us to remain anonymous and interact with others using their avatars. Many people though go onto Internet forums or post comments on blogs just to get a reaction. They write things with the intention of upsetting people. These people are called 'trolls'. Trolls can pop up anywhere, from a newspaper's comments section to message boards. They use the fact that no one knows who they really

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are to act aggressively or abusively. But, why should people be allowed to behave like this on the Internet?

Internet civility has become a major talking point and people are trying to tackle the issue. Today, many bloggers can moderate comments before they are posted online. Anything which is not appropriate can be deleted before it is ever seen by other users. That's a great solution for smaller websites, but that's not possible with social network sites which can have millions of people posting at the same time. Many people say you should just ignore trolls. The good news is that many people who have written hateful messages online have eventually been caught. While you might be anonymous, your computer's location can always be found.

Exercise 4 (p. 34)

Speaker 1

It was around two years ago when I decided that computer games were not for me. At the time, I was in college and was sharing a flat with a maths student called Greg. Most nights, he and his friends would gather around the TV and play a game called 'Instant Doom' while I would stay in my room alone and study. One night, though, I decided to join them and see what all the excitement was about. I got quite a shock. It was like watching a horror film only a hundred times worse! But while I was cringing at all the bloodshed on the screen, Greg and his friends were cheering enthusiastically. I know there are other games out there that aren't so extreme, but that night put me off computer games for good.

Speaker 2

I know some people claim that they can become addictive, but I've always been able to put computer games in perspective. For instance, it's never been difficult for me to put down the controller if I have something more important to do like homework or household chores, and I'm certainly not the type to play computer games on my own in my bedroom till the early hours. Actually, the only time I play computer games these days is at the weekends with my friends. We have a great time joking around with each other. For me, that's the real advantage of owning a games console. Computer games can really help bring a group together.

Speaker 3

As a serious gamer for more than ten years, I think I'm qualified to say a thing or two about computer games. At one stage, I was even going to gaming competitions abroad. And while it was a great experience to see different parts of the world, it didn't make up for the torture I put myself through for all those years. Many people will say that computer games aren't the same as cigarettes or alcohol, but in my experience, they can be just as dangerous. There were times when I would feel physically sick if I didn't get the opportunity to play computer games at some point in the day. Thankfully, with the help of family and friends, I've got over my obsession. Now, I'm trying to get schools and local councils to take this problem more seriously.

Speaker 4

Most parents I meet are totally against computer games. One mother even told me that she would prefer her son to watch TV all day rather than spend one hour playing computer games. We, on the other hand, have no problem with our child playing computer games. In our eyes, the benefits far outweigh the drawbacks. We even noticed an improvement in our son's Maths marks since we bought our games console. You see, Brendan particularly likes adventure games that involve

working out various puzzles. As far as I see it, that's having a positive effect on his school performance.

Speaker 5

After a long day at school, there's nothing I like more than playing computer games, especially before I start on my homework. These days, a lot is expected of students. I'm in my last year of secondary school and I feel a lot of pressure to get good enough marks to get into university. A lot of my friends play sports after school, but I've never been sporty. So, for me, playing computer games is the perfect way to take a break and concentrate on something other than schoolwork. I don't play for hours on end, and if my friends are free, I always choose to spend time with them rather than sitting in front of the TV. But, now and then, playing computer games is just what I need.

Module C

Unit 5 – Listening

Exercises 2 & 3 (p. 42)

Good evening and thank you for coming to this community policing meeting. My name's P.C. Rogan. As we all know, the crime rate in Stockton has risen recently and a number of residents have suggested that crime would be lower if police officers on the streets had guns. I'm not here tonight to make any decisions, but I will look at the pros and cons of what is a highly controversial issue.

Around the world, the British police force is famous for not carrying guns except in special circumstances, but we're actually not the only country with this policy. Police officers in Ireland and New Zealand also don't carry guns and like their British colleagues they have to rely on a simple baton to protect themselves on the streets. In recent years though, these countries have seriously considered allowing their officers to carry guns. The question is: is it the right policy?

One of the main advantages of an unarmed police force is that it allows the police to have a better relationship with the local community. Citizens usually feel more comfortable talking to police officers who aren't carrying guns and therefore it's easier for these officers to get the information they need to deal with local crime. Another advantage is that not having a gun makes police officers more cautious. In many cases, having a gun has led police officers to put themselves and members of the public at risk. Unarmed police officers mean much less force used in combating crime.

On the other hand, denying police officers the right to carry guns has its negatives. Firstly, unarmed police could struggle to reduce crime. For example, when criminals see police officers who are only carrying batons, they may be more likely to commit crimes in that area. Secondly, by not carrying guns, police officers may be at more risk of serious injury. For instance, when criminals are cornered, they might be more likely to use violence to escape an unarmed police officer and that's dangerous.

All in all, it's clear that police officers who don't carry guns have a better relationship with the community and lower the risk for themselves and the public. However, today's society is becoming increasingly violent and we need to protect our police officers just as much as we need to protect our citizens. Having said that, I still believe that we need to think long and hard before police officers take to the streets with loaded guns. Shall we take a short break there?

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Unit 6 – Listening

Exercises 2a & b (p. 50)

Speaker 1

I started playing rugby in my first year of secondary school and I've never looked back. Even after I broke my leg when I was 16, I never considered giving up, even though my parents encouraged me to. Now, I'm 28, so that means I've been playing for 16 years. Looking back, I can't imagine my life without it. In fact, I think it's made me into the person I am today. Before I started, I was a shy, insecure teen, but now I'm an outgoing, confident adult. I think that's all down to rugby. If I ever have children, I'm going to encourage them to play contact sports, too. The life lessons you learn are well worth the bangs and bruises.

Speaker 2

While they're certainly not my cup of tea, there's no getting away from the fact that contact sports are hugely popular. Personally, I much prefer watching non-contact sports, like table tennis or golf, but, as they say, each to his own. Something does need to be done, though, about the injury risks associated with contact sports, especially for teenagers. There's no point in banning them. If teens can't play them in school, they will just play them in a park without supervision – an even more dangerous scenario. As far as I'm concerned, I think that contact sports in schools should be made more teen-friendly. I'm no expert, but surely the rules of these games can be altered so as to make them safer for younger players.

Speaker 3

As a doctor, I'm well aware of the risks involved in contact sports. A lot of people are surprised therefore to find out that I'm a huge boxing fan. I boxed a little when I was in secondary school, but after I started medical college, I didn't really have the time. But I never stopped being a spectator. For me, there's nothing more exhilarating than witnessing two men give it all inside the ring. But I don't just like boxing. I'm also a fan of American football. Generally, I think sports need that physical battle. Watching tennis or athletics, for example, just makes me fall asleep!

Speaker 4

As a parent of two teenage boys, I've thought long and hard about the pros and cons of contact sports. And I've often brought up the issue with other parents of students at the local secondary school. Generally, my main concern is not the fact that contact sports can cause serious injuries; it's the psychological consequences of playing contact sports that I'm worried about. My boys play ice hockey and, as far as I can see, in the game it's necessary to be aggressive to succeed. But what happens when the game finishes? Do teenagers have the maturity to turn off those feelings when they return to ordinary daily life? I'm not sure they can. I can't tell them not to play, but I really do worry.

Speaker 5

As a coach of a secondary school rugby team, I know a thing or two about contact sports. And it seems to me that the people who are most against them have never played them and know little or nothing about them. As I always tell concerned parents, at this level of the game, there's as much risk getting a serious injury playing rugby as there is playing a non-contact sport like football. In rugby, for example, if a player tackles using the correct technique, there is very little chance he will get injured. But so-called experts will always overstate the risks. I can't tell you how angry that makes me feel.

Module D

Unit 7 – Listening

Exercises 1b & 2a (p. 58)

Good evening, ladies and gentlemen. Today, I will be giving you a presentation on the importance of friendships. In particular, I'll be talking about the changing role of friendship throughout a person's life and the health benefits that friendship carries.

Before we begin, however, I would like to talk a little about the state of friendships in the modern world. According to a recent study by Matthew Brashears of Cornell University, the average American adult has only two close friends. This number may seem surprisingly low at a time when social networking sites such as Facebook and Twitter are allowing people to stay in contact with friends more easily than ever before. However, it's important to remember that if someone has a hundred Facebook friends, only a small number of them will be real, close friends that they trust fully and who they can go to for support and advice. Many of the others will just be acquaintances, that is to say, someone you know slightly but not that well. It is the close friendships which are most important to us, but in order to build up good, strong, close friendships, we need to spend time developing them. If we spend too much time staying in contact with a large number of acquaintances on social networking sites, we risk not having enough time to maintain the relationships which really matter. Now, I'll begin the main part of my presentation by looking at how the role and importance of friendships change throughout a person's life, starting with childhood. Friendships are a very important part of a child's life as they help children discover their own sense of identity and develop emotional and social skills. Children first make contact with others of their own age when they are still learning to walk and they choose certain other children to play with. Very young children obviously have very limited social, cognitive and linguistic skills but pre-school friendship is about sharing playtime rather than communicating in words.

Some young children prefer playing with one friend, some in small groups and others in larger groups, and they may be the shy, bossy or confident members of these groups. Young children are likely to be friends with the children of their parents' friends, but as they get older they have a greater choice of potential friends and tend to make friends with those they have most in common with. School-age children also become more group-orientated. Groups help make children feel they belong. As children become older, cliques start to form. Cliques are groups of people in a school or other setting who choose to interact with each other on a regular basis. Clique membership can often be exclusive which means that it is difficult for non-members to join.

Moving on to the teenage years, this is the age when friends have the most influence on you. Teenagers often feel a lot of pressure to act in a similar way to their friends as they want to feel accepted. This is called peer pressure and it affects people of all ages, but it is most powerful for those in their mid-teens. This is both because teenagers have a strong need to feel accepted and because their personality is still being shaped. This is also probably the time in life when friendships are most important. Friends help teenagers to discover their own sense of identity and give them someone to talk to during a difficult phase of their life.

As an adult, it can be more difficult to make friends. Adults spend much of their time at work, but workplaces can be very competitive environments. People often prefer not to expose weaknesses or share personal information or concerns with their work colleagues. It can be difficult to know at what point a

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relationship crosses the line from being only a business relationship to being a real friendship. In addition, as you get older, you gain a much clearer idea of what you like and dislike, and your time for socialising with new people becomes more limited because of work and family commitments. When you are younger you are still discovering yourself and you are more welcoming both of new friendships and of new experiences. But when you are older, you are going to choose your friends more carefully. Furthermore, major life changes like getting married or having children can make it harder to stay in contact with old friends as you will take on important new commitments and responsibilities.

Friendships are often particularly important in later life. Your children may have grown up and moved out and you may rely on friends for support and company. Networks of friends are very valuable for older people, especially if they are living alone for the first time after their husband or wife has died. People who are retired no longer meet people throughout their working day as part of their professional life. Retired people often choose to join clubs and societies and socialise with people who share their interests in order to maintain plenty of social contact. However, many elderly people cannot drive or walk very far and this makes it harder for them to go out and socialise. Friends who visit them or take them out are especially important to them, as they prevent them from feeling lonely because of lack of social contact.

Lastly, I will talk about how friendships can have a positive effect on someone's health. This is especially true for elderly people. A study by Australian scientists using data about elderly people which was collected over a ten-year period found that those with the strongest networks of friends were most likely to still be alive ten years later. On the other hand, close contact with children and other family members had little impact on the rates of survival.

Similar results were found by researchers from Brigham Young University and the University of North Carolina. Their study suggests that social connections improve our chances of surviving illnesses by 50%. This would mean that being lonely is as harmful to our health as smoking fifteen cigarettes a day. However, friends don't always just have positive effects. One study suggests that someone is nearly 60% more likely to become obese if one of their friends also became obese in the same period. If friends really do have such a strong influence on our health, it becomes even more important to choose your friends wisely.

In conclusion, friendships are important at all stages of human life, although the role and effects of friendship changes over time. Friendship is particularly important for the young, who are developing their identity, personality and social skills, and the old, when the support and company of friends is especially valuable. Friendship also has clear health benefits and can help someone to recover successfully from an illness or to live longer in old age. New social networking sites threaten real friendship because they can make people believe that they have strong social connections when in fact they don't. When you are in need of support or assistance it is your real close friends that will be there for you and whom you will rely on. Spending time building friendships will be time well spent, and a strong long-term friendship is very rewarding. Thank you very much for listening to my talk, ladies and gentlemen. Does anyone have any questions?

Unit 8 – Listening

Exercises 2a & b (p. 66)

Chairman: Right, shall we get started? The main item on the agenda today is tourism. As I mentioned in Friday's memo, the tourist figures show a clear decline from the previous year. Now, it's not that tourists are staying at home because they can't afford to go on holiday. No, we're actually losing tourists to neighbouring towns. Beckslea used to be the number one resort along this stretch of the coast, but it isn't any more. I gave you the weekend to come up with ideas that will make Beckslea the place for families, so let's start with Tom. What have you got for us, Tom?

Tom: Well, I thought that I'd focus on the type of holiday that we can offer. We are in a unique position here. We're a seaside town with, let's be honest, some magnificent countryside in the surrounding area and we could really use that to our advantage by promoting backpacking and trekking. I haven't got specific details yet, but I'm looking at similar schemes across the country.

Chairman: That's worth considering, Tom. Does anyone have anything to add to that particular idea? Yes, Jane.

Jane: My main concern about backpacking holidays is accommodation. Beckslea has good hotels and a large campsite, but it seems to me that we'd need some sort of hostel, something we don't have at the moment. Another point is that it's not really a family activity. I thought we were concentrating on getting more families to stay.

Chairman: That is true. So what did you have in mind, Jane?

Jane: Well, as I said, we've got plenty of good hotels – but what we really need are luxury hotels. Now, I realise that the council can't build its own, but it can provide financial incentives to businessmen who might want to invest in the area. Luxury hotels would have the added benefit of bringing in a wealthier kind of tourist which would be excellent for the local economy.

Chairman: Mmm, it's an interesting idea, but it sounds like a long-term plan to me. I was hoping for something that we could put into practice for next year's tourist season. Max, is there anything you want to say?

Max: Yes. I think we might be losing visitors because of local transport. The bus service along the seafront has been in need of investment for some years now. The old trams are attractive, but they're old-fashioned, they're slow and they break down a lot. Constantly repairing them is costing the council a fortune. They really ought to be in a museum. I've received a lot of complaints from tourists and locals and I think getting rid of the trams and having a conventional bus system would not only save the council money, but also make tourists a lot happier.

Chairman: OK, we've got a few options there, but, to be honest, we need more. Get some more details about all your ideas, but have a think about what else we can do. Personally, I would like to see Beckslea offer more activities. Tom's suggestion was OK, but I'd prefer something that is centred in the town or at the beach, not in the surrounding countryside. Harmouth has started an annual water sports competition that is really popular and perhaps we should be considering something along those lines. Anyway, we'll talk some more about this at next week's meeting. Moving on, we are having some issues with street lighting in the ... [fade out]

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Grade 11 Foundation

WORKBOOK

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

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UPSTREAM Grade 11 Foundation Workbook

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Upstream



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Express Publishing

ACADEMIC YEAR
2016-2017

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Irregular Verbs

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