



Academic Year
2020-2021

10A

**PORTAL
TO ENGLISH**

STUDENT'S BOOK

H. Q. Mitchell
Marileni Malkogianni



GRADE **10**

SEMESTER 1



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PORTAL

TO ENGLISH

STUDENT'S BOOK

School

Name

Class

H. Q. Mitchell - Marileni Malkogianni

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حضرة صاحب السمو الشيخ تميم بن حمد آل ثاني
أمير البلاد القطري

النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءَ قَسَمًا بِمَنْ نَشَرَ الضِّيَاءَ
قَطْرٌ سَتَبَقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِيَاءِ
سِيرُوا عَلَى نَهْجِ الأَلَى وَعَلَى ضِيَاءِ الأنْبِيَاءِ
قَطْرٌ بِقَلْبِي سِيرَةٌ عِزٌّ وَأَمْجَادُ الإِبَاءِ
قَطْرُ الرِّجَالِ الأُولَى حَمَاتُنَا يَوْمَ النِّدَاءِ
وَحَمَائِمُ يَوْمَ السَّلَامِ جَوَارِحُ يَوْمِ الفِدَاءِ

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QNCf Competencies



Creative and critical thinking



Inquiry and research



Communication



Cooperation and participation



Problem-solving

1 Feels like home

Discuss:

- Read the phrases. Do you understand what they mean?
- Do you agree with what they are trying to say?
- What things are important when making a home?
- What's the difference between a 'house' and a 'home'?

In this module you will learn...

- to distinguish between permanent and temporary situations
- different ways to say where you live
- to form different types of questions
- to ask for information formally and informally
- to give information
- to ask for somebody's opinion and express opinion
- to express agreement and disagreement
- to give news
- to respond to news by showing enthusiasm
- to write an informal email

2 Endurance

Discuss:

- Can you do any of the things shown in the pictures?
- Which do you think is the hardest?
- Are you good at endurance activities?

In this module you will learn...

- to read and locate facts in newspaper clippings
- to distinguish between words easily confused
- to talk about past events and habits
- to describe weather conditions
- to emphasise facts when speaking
- to narrate past events/experiences
- to report incidents

3 Globetrotting

Discuss:

- Look at the map and match the cities with the countries: Shanghai, London, Lima, Copenhagen, Warsaw, Dubai, Rio de Janeiro.
- Which of them is the capital of each?
- Where would you like to travel in the future? Do you have a favourite? Do you have a holiday there? How often?

In this module you will learn...

- to talk about holidays and travelling experiences
- to use appropriate tenses to link the past with the present
- to distinguish between words easily confused (-ion, -ation and -ment)

4 Job seeking

Discuss:

- Look at the pictures. Which do you think people consider important when looking for a job?
- Can you think of other things that are important?
- What would your ideal job be?

In this module you will learn...

- to express obligation, lack of obligation, and prohibition
- to express strong advice, threat and warning
- to express regret, disapproval and criticism
- to talk about jobs and employment
- to express possibility or certainty about the present/future
- to make deductions about the present
- to write a formal email asking for and giving information

5 Get the message

Discuss:

- Look at the pictures. Do people still use these forms of communication?
- Where are/were they used?
- What sort of messages are/were sent with these forms of communication?

In this module you will learn...

- to define people, places, things and ideas
- useful phrases that help you gain time when you need more time to think
- useful phrases that help you when you want to politely interrupt someone or when you want to get back to the topic of discussion
- to understand warning signs
- how to say whether something is permitted or not
- to express an opinion
- to write a report

Feels like home 1

Home is where
the heart is

Live out of
a suitcase

MAKE
YOURSELF
AT HOME

A HOME
AWAY
FROM
HOME

HAVE
A ROOF
OVER
YOUR
HEAD

*There's no place
like home*

Discuss:

- Read the phrases. Do you understand what they mean?
- Do you agree with what they are trying to say?
- What things are important when making a home?
- What's the difference between a 'house' and a 'home'?

In this module you will learn...

- to distinguish between permanent and temporary situations
- different ways to say where you live
- to form different types of questions
- to ask for information formally and informally
- to give information
- to ask for somebody's opinion and express opinion
- to express agreement and disagreement
- to give news
- to respond to news by showing enthusiasm
- to write an informal email

Reading

A.  Discuss in pairs/groups.

- What unusual places can you think of to live in?
- What makes a home unusual?
- Would you like to live somewhere unusual? Why? / Why not?

B.  Read the texts A-C. What is the three people's overall attitude/opinion about their homes? Choose a, b, c or d.

- They regret moving into their unusual home.
- They don't want to change anything in their home.
- They aren't satisfied with their home but they have to stay.
- They are satisfied with their home but are facing certain difficulties.

C.  Read again and answer the questions below. Write A, B or C.

- Who doesn't find his home comfortable or easy to live in?
- Who mentions that the place will be his home for a short time?
- Who has to spend more money than before?
- Who has more space than he really needs?
- Who has to sometimes cope with loneliness?
- Who wants other people to know about his experiences?
- Who mentions making changes to the place?

D. Answer the following questions.

- What makes the place in text A recreational?
- To what extent are the people living in the houseboat satisfied with their choice?

C.



A few months ago my wife and I bought a houseboat. In the beginning, we only stayed for a few days at a time, but now we've decided to make it our permanent home and we're moving in at the end of this week. The truth is that we face many difficulties and we're still trying to get used to it. For one thing, it's a little bit cramped, and we have to use space wisely. Also, we don't have electricity all the time and when we go shopping, we can't buy a lot, because it's a long walk to the boat with heavy bags. We might be far from shops, but we're in a great location and we still have our peace and quiet. Not many people wake up and see swans outside their window or 'float away' if they get tired of the view!

My unusual house

A.



I live in an old fire station that I converted into a house last year, when I decided to leave my old house. My friends thought I was out of my mind at first, but now they love it, too. It's a spacious building, so I have plenty of room to put all my belongings. I even have my own gym and entertainment room! My friends often drop by, so I never get lonely living here. The only drawback is that I have more expenses than before, for heating during the winter and furniture to fill up the space. Most people want to know if I use the fire pole. The answer is: all the time!

B.



People usually wonder why I chose to live in a lighthouse. The truth is I wanted first-hand experience as I'm currently writing a book about living in a lighthouse. So I chose it as my temporary residence. I settled in very quickly and I try to enjoy every minute of it. I'm a long way away from shops and restaurants, but I don't mind, though. I love being so near the sea. Every morning I climb the spiral stairway to the top of the tower and drink my coffee while admiring the view. That's when I remember how fortunate I am at the moment. Of course, there are days when it seems like the loneliest and most isolated place in the world, but at least I have access to the Internet and I can stay in touch with my friends and family.



E. Find words in the texts and match them with the meanings below.

1. the things that you own and can carry with you (text A)
2. disadvantage (text A)
3. at the present time (text B)
4. a place where sb lives (text B)
5. a tall narrow building or part of a building (text B)
6. far away from other buildings, towns, etc. and difficult to reach (text B)
7. lasting for a long time, not temporary (text C)
8. to have to deal with a problem or situation (text C)

Speaking

A. Talk in pairs. Discuss the following questions.

- Which of the three unusual homes would you like to live in? Why?
- Which home do you think is the strangest one to live in? Why?

B. Find information about another unusual home and present it to the class.

Vocabulary

A. Read the sentences below from the texts A-C. What do the adjectives in bold mean? Which clues in the text helped you guess the meaning? Check your answers in a dictionary.

*For one thing, it's a little bit **cramped**, and we have to use space wisely.*

*It's a **spacious** building, so I have plenty of room to put all my belongings.*

B. Read the sentences and match the adjectives in bold with the meanings a-c. Then check your answers in a dictionary.

1. I want to rent a **furnished** flat, because I don't have money to buy my own things.
2. Our hotel room was very **luxurious**, with a large bed and bathroom and a breathtaking view.
3. It was an **inviting** garden with beautiful flowers.

- a. attractive, makes you feel welcome
- b. containing furniture
- c. comfortable, expensive and beautiful

Grammar Present Simple vs Present Progressive, Stative verbs → p. 78

A. Look at text B and answer the questions.

1. What does the writer do every morning? Which tense is used? Why?
2. What is the writer writing? Which tense is used? Why?
3. What do people usually wonder about this person? Which tense is commonly used with adverbs of frequency (e.g. usually, often)?

B. Read about the uses of the Present Simple and the Present Progressive and think of one more example for each use.

The Present Simple is used for:

1. permanent situations, e.g. *He **lives** in an old fire station.*
2. repeated habitual actions, e.g. *My friends often **drop by**.*
3. general truths, e.g. *Birds **fly** south in the winter.*

The Present Progressive is used for:

1. actions happening now, e.g. *He **is having** breakfast right now.*
2. temporary situations, e.g. *I **am** currently **writing** a book about my experiences.*
3. future arrangements, e.g. *We're **moving** in at the end of this week.*

C. Read the examples from the texts A-C. Which tense is used and why? Can you find more examples in the texts?

- I even **have** my own gym...
- ...now they **love** it, too.
- Most people **want** to know if...
- We **don't have** electricity...
- ...it **seems** like the loneliest...

Stative verbs (see, notice, like, need, believe, know, belong, etc.) are not usually used in the Present Progressive.

D. Complete with the Present Simple or the Present Progressive of the verbs in brackets.

1. **A:** Whose coat is this?

B: It's Olivia's. She 1 _____ (stay) with us for the weekend.

A: Really? Where is she? I really 2 _____ (want) to talk to her and find out how she 3 _____ (cope) in London.

B: She's fine. I 4 _____ (think) she 5 _____ (get) used to her new life.

She also 6 _____ (have) a part-time job. Anyway, you can ask her for yourself. She

7 _____ (make) chocolate cake with Patricia in the kitchen. The two of them

8 _____ (always / like) to spend time together.

2. **A:** So, when 9 _____ you _____ (visit) your friend in Doha?

B: Next week. I 10 _____ (leave) on Sunday afternoon. Are you sure you 11 _____ (not want) to come with me?

A: Positive. You 12 _____ (know) how much I 13 _____ (hate) travelling by plane.

B: It's only a short flight. Come on!

A: No, thanks. Anyway, I'm pretty busy this week. Jack and I 14 _____ (paint) the flat.

B: You are? I 15 _____ (hope) you do a good job. I'll drop by to see it when I come back.

E. Talk in pairs. Go to the Speaking Activities section on page 71.

Vocabulary

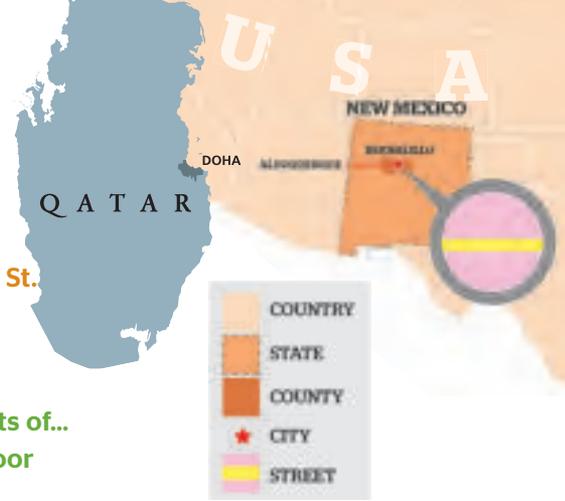
A. Read and talk in pairs. Tell each other about where you live.

I live...

- | | |
|-----------------------------------|-------------------------------------------|
| in | a suburban/rural/urban area |
| Qatar / the US (<i>country</i>) | the country(side) |
| Florida (<i>state</i>) | a flat in the city centre |
| Yorkshire (<i>county</i>) | a cabin/cottage/bungalow |
| Doha/London (<i>city</i>) | Rainbow Street/Road/Avenue/
Lane, etc. |
| the suburbs of... | |

at
56 Webster St.
(*address*)

on
the outskirts of...
the third floor
campus



B. Read the sentences and match the phrasal verbs in bold with their meanings. Then check your answers in a dictionary.

A phrasal verb consists of a verb (e.g. *get, break*) and an adverb (e.g. *back*) and/or one or more prepositions (e.g. *for, on, with*). The meaning of the phrasal verb is different from the meaning of the verb and the adverb/preposition(s) it includes.

- | | | |
|-----------------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------|
| 1. They settled in quickly at their new school. | <input type="checkbox"/> | a. to get used to a new place, job, etc. |
| 2. Could you put me up when I come to Rome? | <input type="checkbox"/> | b. to make a short visit |
| 3. All guests should check out by noon. | <input type="checkbox"/> | c. to let sb stay in your house |
| 4. Tyler doesn't live with his parents any more. He moved out a long time ago. | <input type="checkbox"/> | d. to start living in your new home |
| 5. We checked in at a luxurious hotel by the beach. | <input type="checkbox"/> | e. to report that you have arrived at a hotel or airport |
| 6. My friend was in the neighbourhood, so she dropped by . | <input type="checkbox"/> | f. to leave a hotel after paying the bill |
| 7. A: I found a new flatmate!
B: Really? When is he moving in ? | <input type="checkbox"/> | g. to leave your home for another one |

Listening

A. Discuss in pairs/groups.

- Would you rather live in a house or a flat?
- Do you prefer life in the city or in the countryside? Why?

B. You will hear people talking in five different situations. For questions 1-5, choose the best answer a, b, c or d.

1. You will hear two friends talking about accommodation. Where does Will live?
a. on campus b. near the university c. in a house in the suburbs d. in a flat in the city centre
2. You will hear a telephone conversation between two friends. Where is Julie going to go next?
a. to the bank b. to Susie's house c. to the supermarket d. to Susie's neighbourhood
3. You will hear a brother and a sister talking. How long did it take Pam to get used to living in the countryside?
a. one year b. one month c. 2-3 months d. less than a month
4. You will hear a conversation taking place at a hotel reception. What is the man doing there?
a. checking in b. complaining c. checking out d. making a reservation
5. You will hear a telephone conversation about a flat advertisement. What is NOT true about the flat?
a. It's fully-furnished. b. It's on the fifth floor. c. It's got two bedrooms. d. It's got a view of the park.

Speaking

Talk in pairs. Go to the Speaking Activities section on page 71.

Writing

Imagine you are looking for a place to live. Write an email to someone who is looking for a flatmate, requesting information about the house/flat. Use the ideas from the Speaking Activities section on page 71 (Student B).

Reading

A.  Discuss in pairs/groups.

- Would you like to move to another country?
- What kind of problems do you think you would come across?

B.  Read the first paragraph of the text and the box showing the four phases of culture shock.

What do you think people should do to get over the problems caused by culture shock?

Read the rest of the text and compare your answers. Then choose the best title for the text a, b or c.

- There's no place like home
- Disadvantages of living abroad
- Feeling at home when living abroad

When people decide to move abroad for work or study, they might experience culture shock at first. This is the phenomenon of disorientation people feel when they move to a country with a different lifestyle and culture. Studies have shown that there are four phases a person goes through when they have to **adjust** to an unfamiliar environment.

The 4 phases of culture shock

Honeymoon phase

(0 → 3 months): This phase occurs when you first move to a new culture. You **observe** your new environment and make new discoveries. You are **fascinated** by everything – the food, the lifestyle, the language and the cultural differences.

Negotiation phase

(3 → 6 months): The **initial** enthusiasm turns into **anxiety**. You become aware of the differences between the old and new culture as well as the difficulties in the language, and you often get **frustrated**. Feelings of loneliness and homesickness are common.

Adjustment phase

(6 → 12 months): Things start to feel normal, and you start thinking positively. You get used to the new culture, which you can now understand and appreciate.

Mastery phase

(12 months+): This phase occurs when you start feeling like a 'local.' You finally feel comfortable and you no longer have communication problems. You can participate in more aspects of the new culture without forgetting your own.



Keep in mind that there are many new and positive experiences waiting for you in the new culture. Culture shock can cause problems, however, remember that there are things you can do to **get over these problems.**

MAKE YOURSELF AT HOME: Decorate your new home with familiar things that remind you of your old culture. This can include furniture, paintings and photographs of friends and family.

KEEP IN TOUCH: It can sometimes be difficult to stay in touch with loved ones if you're in a different time zone. However, phone calls, email and Skype are all ways that can help you catch up on their news and make you feel like you are not missing out on important events in other people's lives.

EXPLORE NEW SURROUNDINGS: After finishing with the sightseeing, go out and explore your new neighbourhood. Walk around or ride a bike to discover every corner of it and get to know it better.

DEVELOP A NEW ROUTINE: This helps you get used to the new lifestyle in a shorter period of time. Go to a café that you like every morning for breakfast or visit the same bakery. Small things like this can make you feel less 'foreign'.

GET INVOLVED IN THE LOCAL COMMUNITY: Join the local library or book club. Find out about any interesting entertainment events. Sign up for classes or sports that will help you meet new people and discover new hobbies. Also, take classes to learn the language if it is different from your **native** one.

C. 🧠 Read again and answer the questions.

1. What can contact with an unfamiliar lifestyle cause some people to feel?
2. During which phase do people have the most negative feelings?
3. During which phase do people start recognising the good qualities of a new culture?
4. How long does it take for people to get used to a new culture?
5. Does keeping in touch with family and friends make people feel more homesick? Why? / Why not?
6. Why does the writer suggest doing activities like riding a bike in the new neighbourhood?
7. What does the writer mean by *Small things like this can make you feel less 'foreign'*?
8. How can you make new friends when living abroad?

D. 🔑 Look at the highlighted words in the text and match them with their meanings. Then check your answers in a dictionary.

- | | | |
|-----------------|--------------------------|-------------------------------------------------------------------------------------|
| 1. adjust | <input type="checkbox"/> | a. very interested |
| 2. observe | <input type="checkbox"/> | b. related to the place where you were born |
| 3. fascinated | <input type="checkbox"/> | c. happening at the beginning |
| 4. initial | <input type="checkbox"/> | d. annoyed or impatient because you can't achieve what you want |
| 5. anxiety | <input type="checkbox"/> | e. to become familiar with a new situation by changing the way you think and behave |
| 6. frustrated | <input type="checkbox"/> | f. everything that is around a person; the environment |
| 7. get over | <input type="checkbox"/> | g. to find a way to deal with sth difficult |
| 8. surroundings | <input type="checkbox"/> | h. to watch sth carefully and learn more about it |
| 9. native | <input type="checkbox"/> | i. a worried feeling you have about sb or sth |

TIP
When trying to guess the meaning of an unknown word, always look for clues in the context (the words before and after it, as well as the previous and following sentences). Also look for clues in the word itself. See if it is similar to any other words that you know and try to analyse it into its parts - root, ending, prefix, suffix. Then try to determine:

- what part of speech it is (verb, noun, adjective, etc.).
- if it has a positive, negative or neutral meaning.
- what general topic it is related to.
- what it means approximately.

E. 🧠 Discuss in pairs/groups.

- Do you think the text gives useful advice? Why? / Why not?
- Which advice would you follow if you had to move abroad? Why?

Vocabulary

Read the note and the sentences. What does 'get' mean in these examples?

The verb **'get'** can be found in a variety of phrases, expressions and phrasal verbs and has many different meanings. Below are four broad categories to help you remember what it means:

OBTAIN: buy, receive, bring, begin to have, etc.
(*get some milk, get an invitation, get the kids, get a cold*)

BECOME / START TO BE
(*get frustrated, get ready, get older, get in trouble*)

MOVE: arrive, reach, leave, enter, rise, etc.
(*get to, get home, get off, get into, get up*)

IDIOMS
(*get rid of, get down to business*)



1. It is also a good idea to **get involved** in the local community.
2. Walk around or ride a bike to discover every corner of your new neighbourhood and **get to know** it better.
3. I accepted the job because I want to **get** some teaching **experience**.
4. When you **get out of** the underground station, turn right and go down Maple Road. My house is number 48.
5. Please call me when you **get there**.
6. I always **get excited** when I **get email** from family and friends now that I'm living abroad.

Grammar Question words, Subject-Object questions, Indirect questions → pp. 78-79

A. Complete the questions below with question words.

- A:** To _____ are you going to give this gift?
B: My cousin.
- A:** _____ can arrange the doctor's appointment for Mr Smith?
B: The secretary.
- A:** _____ was it you wanted me to bring you?
B: My keys.
- A:** Just _____ far do you intend to go running every morning?
B: About ten kilometres.
- A:** _____ car is parked in the garage?
I don't recognise it.
B: It's Martin's. He's just arrived.
- A:** Under _____ circumstances will the flight be cancelled?
B: If it snows heavily.
- A:** _____ is it like to take part in such an important event?
B: It's quite amazing!
- A:** _____ did you decide to look for a job during the school holidays?
B: I needed the money.

B. Read the examples and answer the questions 1-3.

- A:** Who **lives** on campus?
B: Leslie (lives on campus).
- A:** Who **does** Leslie **live** with?
B: (She lives with) Karen, her flatmate.

- Which question asks about the subject of the verb?
- Which question asks about the object of the verb?
- In which question is the verb in question form?

C. Write questions. The words in bold are the answers.

- A:** What _____?
B: I ordered **a milkshake and a doughnut** at the café.
- A:** Which _____?
B: Greg bought **the red** jacket.
- A:** Who _____?
B: **Mohammed** is going bowling with Khalifa.
- A:** Who _____?
B: I want to visit **Ali** tomorrow afternoon.
- A:** What _____?
B: **A motorbike** crashed into that tree.

D. Read the examples and answer the questions.

Direct Questions	Indirect Questions
What time does the train leave?	Would you tell me what time the train leaves ?
Can we check out later than 12 p.m.?	I'd like to know if/whether we can check out later than 12 p.m.

- What is the difference in word order between direct and indirect questions?
- How are indirect questions formed when the direct question does not begin with a question word?



E. Read the direct questions and form indirect questions.

- How long will the meeting last?
Excuse me, do you know _____?
- Where does Miss Davis live?
Could you _____?
- Is the flat furnished?
I'd like to _____.
- When did you graduate?
Can you _____?
- Do I need to buy any books for the French course?
I was wondering _____.

Intonation

Listen and repeat. Is the intonation rising ↗ or falling ↘ ?

1. Could you inform me what time the lesson starts?
2. Can you tell me how I can get to Green Avenue?
3. Where's the new café?
4. Do you know if Andy has changed his mobile number?
5. Who lives in that cottage?

Listening

A.  Discuss in pairs/groups.

- Have you ever lived abroad?
- If yes, what problems did you face and how did you get over them?
- If not, what problems do you think you'd have abroad? What would you do to get over them?

B.  Listen to a radio programme about the problems three people had when they moved abroad. Match the speakers with the statements a-e. There are two extra statements which you do not need to use.

Speaker 1

a. I didn't expect to like my new life.

b. I had difficulty understanding the language.

Speaker 2

c. I didn't get much help from my friends in the beginning.

d. Learning about the culture helped me settle in.

Speaker 3

e. I discovered ways to stop feeling homesick.



C.  Discuss in pairs/groups.

- What advice would you give to a friend or relative who is planning to live abroad?

Speaking

A.  Talk in pairs.

Student A: Go to the Speaking Activities section on page 71.

Student B: Ask Student A questions to complete Pierre Clermont's profile.

When asking for information, indirect questions are usually more polite and appropriate for formal situations. Begin your indirect questions with some of the following phrases:

Can/Could/Would you tell me...?
Can/Could/Would you inform me...?
Can/Could/Would you let me know...?
Do you know...?
I'd like to know...
I was wondering...

TIP

Pierre Clermont	
Age:	_____
Nationality:	_____
Likes:	_____, _____ _____, _____ _____
Dislikes:	_____, _____

B.  Talk in pairs. Pierre Clermont has decided to study in one of the three cities below. Read his profile and the information about the three UK cities. Discuss the cities and decide which is the most suitable for him. Give reasons for your choices. Use the phrases in the box on page 71.

Bath

- museums and galleries
- fascinating sights and parks to visit
- lots of theatres & festivals

Bournemouth

- great beaches
- fantastic sports facilities
- peaceful parks

Brighton

- great beaches and activities
- lots of shopping opportunities
- huge variety of restaurants

☞ *I think the most suitable city for Pierre is... because he's interested in...*

☞ *I disagree. I think the ideal city for him is... because...*

☞ *Very true, but he'll probably enjoy... more because...*

☞ *Yes, but don't you agree that...? ☹*

- Express your opinion giving reasons. Don't worry if you disagree with your partner. Remember, no answer is right or wrong as long as it is justified.
- If one of you gets stuck, help each other by asking a question, for instance.

TIP

Writing An informal email

A.   Read the two emails and find:

- features that make them informal.
- set phrases used to begin and end them.

Inbox

Hello John,

How's life? Guess what! I was accepted by the University of Brighton, so I'm coming to study in the UK too. However, I'm still trying to get organised and I have a few questions for you.

As I don't want to live on campus, I'll have to rent a place of my own. Which area do you consider convenient? I'm also thinking about bringing my bike. Do you think it's safe to travel by bike in the city? And can you tell me if there are any good places to ride it in my spare time?

Thanks for your help!

Bye for now,
Hamad

Hey Hamad!

I've been meaning to get back to you since yesterday, and I finally managed today. Anyway, that's great news! I'm really glad you're going to study here.

If you ask me, I think you should live in Hanover or Preston Park. These areas are great for students as they're both close to the city centre as well as the university. Don't worry about anything! I'll show you around and you'll soon get the hang of it.

Of course, you should definitely bring your bike. Brighton is a bicycle-friendly city with lots of bicycle lanes that allow you to ride safely. There are also lots of parks and a beautiful beach. When the weather's nice, I go riding along the beachfront, so I'm sure you'll love it too! Cycling is difficult in the winter, but don't worry. There are lots of buses that run all day and a few night buses as well.

I'm really excited about you coming here. Keep me posted!

See you soon,
John

Send

B.   Read the emails again and answer the questions.

- What's the relationship between Hamad and John?
- Why is Hamad writing to John?
- Does John answer all his questions?
- Does he give him extra information?
- In which email are the following functions expressed? Write 1 or 2.

a. giving information	<input type="checkbox"/>	d. expressing enthusiasm	<input type="checkbox"/>
b. expressing opinion	<input type="checkbox"/>	e. asking for information	<input type="checkbox"/>
c. asking for an opinion	<input type="checkbox"/>	f. giving news	<input type="checkbox"/>



C. Read John's email again and compare it to the model layout on page 76. Does John's email have an appropriate layout? Justify your answer.

D. Read the expressions/phrases below and the situations 1-4. How would you reply?

Giving news

Guess what! I've recently...
 Did I tell you about...? Let me fill you in.
 You won't believe what happened to me!
 I haven't told you the latest, have I?
 Just thought I'd drop you a line to let you know that...

Expressing enthusiasm

Wow! That's great/fantastic news!
 How exciting/wonderful!
 I am/was happy/glad/pleased to hear that...
 I couldn't believe it when I read that...



1. I haven't told you the latest, have I? I bought a motorbike!

2. Guess what! I have some time off work and I was thinking of going hiking or skiing. What do you think?

3. Guess what! I got a job at the Chinese restaurant in the town centre. I know where it is, but can you tell me the best way to get there from our area?

4. I'm finally moving out! Can you believe it? I only have one problem. Should I rent a furnished flat or not?



E. Imagine you have received the following email from a friend. Read the TIP. Then go to the Workbook pp. 11-14 to plan and then write your reply.



When writing an informal email:

- use the appropriate layout (see Writing Reference Section).
- organise it into paragraphs and use set phrases as shown in the plan.
- use informal language and expressions (e.g. *well, of course, anyway, you know, you see, actually, by the way*).
- use standard grammar and spelling conventions. Don't use forms such as *wanna, CU L8R*, etc.
- use short forms (e.g. *I'm, don't*).
- use exclamations (e.g. *Guess what!*) and direct questions (e.g. *What have you been up to?*).
- read the rubric and the email you are replying to carefully. Make sure you understand why you are writing (to give information, to express your opinion, etc.) and respond to all the requests suitably.
- use appropriate expressions/phrases to express enthusiasm, give news, express your opinion, etc.

TIP

A. Circle the correct words.

1. She lives in a nice cabin in the forest. However, sometimes she feels kind of **cramped / isolated** because she's far from town.
2. It took Billy a few months to **adjust / occur** to his new school, but now he loves it.
3. Mary went out with Anna and they **missed / caught** up on each other's news.
4. One of the **surroundings / drawbacks** of living in a city is the traffic and noise.
5. I don't have a big suitcase, so I will have to pack my things **currently / wisely**.
6. Don't be so **impatient / fascinated**. Dinner will be ready in twenty minutes!
7. I live in a city that has many bicycle **lanes / avenues**, so I use my bike all the time.

B. Complete the sentences with the correct preposition (in, out, up, of, with, on).

1. I really want to get rid _____ all our old furniture.
2. Liam's flatmate moved _____ because they didn't get along.
3. I don't think you're aware _____ the expenses of living alone.
4. It took us a few months to settle _____, but now we love our new flat.
5. Carl put me _____ for the night, because I didn't have anywhere else to stay.
6. Tracy finds it difficult to cope _____ the stress at work.
7. Our house is _____ the outskirts of the city.
8. I'm going to sign _____ for the creative writing course at college.

C. Complete with the Present Simple or the Present Progressive of the verbs in brackets.

1. **A:** This weekend we _____ (have) a barbecue at our house. _____ you _____ (want) to come?
B: Sure, that sounds great! Is it a special occasion?
A: Not really. We just _____ (like) inviting friends over. We _____ (do) it often.
2. **A:** So, when _____ you _____ (leave) for France?
B: Next month. I _____ (enjoy) taking trips in the autumn. I am very excited about it.
3. **A:** I heard about your new job. _____ you _____ (live) in Toronto now?
B: Well, yeah. I _____ (stay) at my cousin's house for a few days but I _____ (look) for a flat in the city centre.
4. **A:** Where's Dan? Don't tell me he _____ (work) again this weekend!
B: No, he _____ (shop) for some furniture.
A: He should go to *Happy Home*. It's a furniture shop that _____ (sell) nice and cheap furniture.

D. Write questions. The words in bold are the answers.

1. **A:** _____
B: I'm moving **next Saturday**.
2. **A:** _____
B: I took a picture of **the lighthouse**.
3. **A:** _____
B: **Ahmed** dropped by this morning.
4. **A:** _____
B: My new flat is **spacious**.
5. **A:** _____
B: Well, it takes me **about half an hour** to get to work.
6. **A:** _____
B: We usually invite **our neighbours** to our barbecues.

E. Match. Choose from the responses a-h. There are two extra responses which you do not need to use.

1. Could you tell me what happened at the meeting yesterday?
2. I'd really like to live in a location with some peace and quiet.
3. Guess what! I got accepted by the University of Chester!
4. The car is filthy! When are you going to clean it?
5. I was wondering how far the art gallery is from here.
6. If you ask me, this coffee maker is useless!

- a. I couldn't believe it when I heard it.
b. Wow! That's fantastic news.
c. You'll soon get the hang of it.
d. Well, then I suppose somewhere in the suburbs will suit you.
e. I think living on the outskirts of the city is boring.
f. It's about ten minutes by bus.
g. OK. Let me fill you in.
h. I know. I've been meaning to do it.

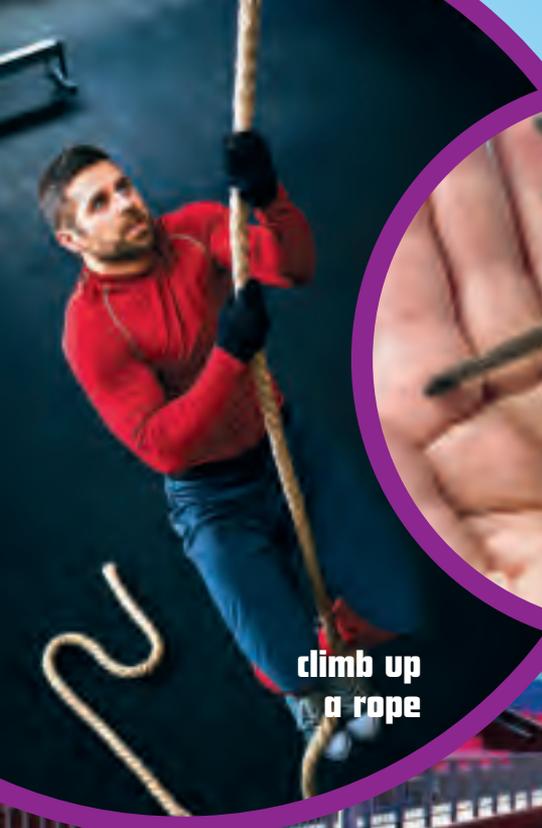
Self-assessment

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

NOW I CAN...

- distinguish between permanent and temporary situations
- say where I live in different ways
- form different types of questions
- ask for information formally and informally
- give information
- ask for somebody's opinion and express opinion
- express agreement and disagreement
- give news
- respond to news by showing enthusiasm
- write an informal email

Endurance 2



climb up
a rope



hold
a tarantula

Discuss:

- Can you do any of the things shown in the pictures?
- Which do you think is the hardest?
- Are you good at endurance activities?



bungee
jump



hold your
breath
underwater
for one
minute



run
a marathon

In this module you will learn...

- to read and locate facts in newspaper clippings
- to distinguish between words easily confused
- to talk about past events and habits
- to describe weather conditions
- to emphasise facts when speaking
- to narrate past events/experiences
- to report incidents
- to describe people's character and appearance
- to talk about feelings
- to respond to bad news and show concern
- to recognise how the plot develops in a story
- to make your stories interesting with the use of 'strong' adjectives
- to write a story



go without
food for
24 hours

Reading 🗣️

A. 🗣️ **Read 'The Rule of 3' and discuss in pairs/groups.**

- How important is it to prepare for trips in the wild?
- What are the most important things to have with you?
- Do you think you would be good at surviving in the wild?

B. **Read the headlines of the newspaper clippings below. What do you think happened?**

C. 🗣️ **Skim through the newspaper clippings and find information to complete the table below. Then read the clippings more carefully and check your answers.**

	A	B	C
Who?			
Where?			
How long?			

THE RULE OF 3

In extreme conditions you cannot survive for more than...

- 3 minutes without oxygen
- 3 hours without shelter
- 3 days without water
- 3 weeks without food

B

19 Feb 2012

MAN SURVIVES 2 MONTHS IN SNOW-COVERED CAR

Doctors treating a Swedish man who survived two months in a snow-covered car say he is awake and able to communicate. But they are **stunned** he is alive at all. Peter Skyllberg, 44, was found by **passers-by** near the northeastern town of Umeå. They thought his vehicle was an **abandoned**, crashed car, and dug down through about three feet of snow. To their surprise, they found Skyllberg lying on the back seat. He could barely move or speak. His car had broken down on 19 December and during the time he was trapped, temperatures dropped to -30 °C. He only ate snow and stayed inside his warm clothes and sleeping bag. Doctors believe that the only reason Skyllberg managed to survive against all odds was because his car formed a natural igloo. This kept his body temperature high enough to prevent him from freezing to death. Police are interested in finding out why nobody reported Skyllberg's disappearance. It is extremely rare for someone to be missing for such a long period of time without friends and family alerting the police.

16 September 2011



A

HIKER CRAWLS THROUGH DESERT WITH BROKEN LEG FOR 4 DAYS

Amos Richards, 64, from Concord, North Carolina, was rescued on Monday after spending four days **crawling** through the Utah Desert with a broken leg. Richards was camping in Canyonlands National Park and went for a day hike in Little Blue John Canyon, an area that is about a five-hour drive from the national park. While he was climbing, he fell and broke his leg in several places. With no one around to help him and no one knowing his location, he was forced to drag his body through the desert. He had neither warm clothing for the cold nights nor a map, and only ten pints of water and two power bars. Richards tried to follow his footprints back to his car and managed to cover five miles before he was found. Fortunately, national park **rangers** realised he was missing on 9 September when they discovered his abandoned camp. Search parties were sent out and two days later his car was discovered. Richards was spotted a few hours later by a helicopter a couple of miles from the car. Richards used the flash on his camera to get the pilot's attention. He was taken to Moab Regional Hospital, where he's expected to **recover** very soon.

C

4 January 2005

TSUNAMI SURVIVOR FOUND OUT AT SEA

It has been over a week since the catastrophic tsunami in the Indian Ocean, but rescue teams are still finding survivors. An Indonesian man, Rizal Shahputra, 23, was found yesterday floating on a tree branch 100 miles off the coast. When the tsunami **struck** on 26 December, he was working on a building site in Banda Aceh on the northern tip of Sumatra. He was swept out to sea along with several others, but, one by one, they **drowned**. Rizal survived by eating floating coconuts and drinking rainwater. At least one ship passed by but didn't notice Rizal, who was waving frantically. Eventually, a Japanese ship **spotted** him and took him to Port Klang in Malaysia.

D.  Read the newspaper clippings again and the statements below. Which clipping do they refer to? Write A, B or C.

- | | | | |
|-----------------------------------------|---------------------------------------------------|------------------------------------------------|--------------------------|
| 1. He had supplies with him. | <input type="checkbox"/> | 5. In the beginning, he wasn't alone. | <input type="checkbox"/> |
| 2. He survived a natural disaster. | <input type="checkbox"/> | 6. He was injured. | <input type="checkbox"/> |
| 3. He was discovered by accident. | <input type="checkbox"/> <input type="checkbox"/> | 7. He was fortunate enough to find food. | <input type="checkbox"/> |
| 4. He had appropriate clothes with him. | <input type="checkbox"/> | 8. He tried to signal for help, and it worked. | <input type="checkbox"/> |

E.  Imagine you are Rizal and retell the story. Start with 'When the tsunami struck, I...'

F.  Represent the development of events of the story in text A in the form of a story map (see Workbook page 23).

G.  Look at the highlighted words in the texts and match them with their meanings. Then check your answers in a dictionary.

- | | | |
|---------------|--------------------------|-------------------------------------------------------------|
| 1. crawl | <input type="checkbox"/> | a. to die from being underwater and unable to breathe |
| 2. ranger | <input type="checkbox"/> | b. people who are walking past sb/sth by chance |
| 3. recover | <input type="checkbox"/> | c. a person whose job is to look after a park or forest |
| 4. stunned | <input type="checkbox"/> | d. to happen suddenly and cause harm or damage |
| 5. passers-by | <input type="checkbox"/> | e. extremely surprised or shocked |
| 6. abandoned | <input type="checkbox"/> | f. to notice sb/sth especially when it is not easy to do so |
| 7. strike | <input type="checkbox"/> | g. left by the people who owned or used it |
| 8. drown | <input type="checkbox"/> | h. to move on hands and knees |
| 9. spot | <input type="checkbox"/> | i. to get better after an illness, accident, shock, etc. |



H.  Discuss in pairs/groups.

- Which of the three situations do you think would be the most difficult to survive in?
- Have you heard of any other survival stories?
- If you were Richards in text A and you didn't have a camera flash, how would you attract the attention of the pilot?

Vocabulary

Complete the sentences with the correct form of the words in the boxes. In some cases, there may be more than one answer.

harm hurt injure

- I was skiing all day and now my knees _____.
- Pollution can _____ our health.
- Only two people were seriously _____ in the accident.

damage destroy ruin

- The bad weather _____ our plans to go on a picnic in the countryside.
- Several buildings were completely _____ by the fire.
- Don't put that hot pot on the table. You'll _____ the surface.

carry pull drag

- We couldn't lift the bookcase, so we _____ it to the other side of the room.
- A complete stranger helped me _____ the shopping bags to my car.
- The scuba diver _____ the rope to show that he wanted to go back up to the surface.

Grammar Past Simple, *used to* → p. 79

A. Read the examples below from the text and answer the questions.

They **thought** his vehicle **was** an abandoned, crashed car.
He **could** barely move or speak.
At least one ship **passed** by but **didn't notice** Rizal...

1. How do we form the Past Simple of regular and irregular verbs? How do we form the negative and question forms?
2. What's the Past Simple of the verbs *be* and *can*? How do we form questions with these verbs?
3. What kind of actions does the Past Simple describe?

B. Read the example below. What does it mean? In which cases can we use either the Past Simple or *used to*?

I **used to go** rock climbing a lot when I was younger.

C. Complete the dialogues with the Past Simple of the verbs in brackets. Use *used to* where possible.

1. A: 1 _____ (you / know) that Mark 2 _____ (go) hiking every weekend before he 3 _____ (move) to the city?
B: Yes. Don't tell me that you 4 _____ (not know) that!
2. A: I 5 _____ (not mind) driving in extreme weather conditions before I 6 _____ (have) the accident. Now, I never drive if the weather is bad.
B: Good for you.
3. A: 7 _____ (your uncle / live) in an igloo when he 8 _____ (be) in Alaska?
B: Don't be silly. Inuits don't live in igloos. My uncle 9 _____ (stay) in an igloo for a couple of days during his hunting trips.
A: Wow! It sounds like a great experience.
B: It is. When I 10 _____ (visit) him last winter, we 11 _____ (go) hunting together once and we 12 _____ (spend) a night in an igloo. It 13 _____ (be) amazing!

D. Write four sentences about yourself using *used to* / *didn't use to*.

When I was younger, ...



Vocabulary

A. Read through the groups of weather words in the table below and label them using the words in the box.



SUN

RAIN

STORM

TEMPERATURE

CLOUD

WIND



	SUN	RAIN	STORM	TEMPERATURE	CLOUD	WIND
mild chilly freezing boiling	shine clear skies	shower drizzle pour wet	blow breeze	foggy overcast dull	thunder lightning blizzard	

B. Circle the correct words.

1. You don't need an umbrella. It's only **pouring** / **drizzling**.
2. It will be **overcast** / **mild** all day tomorrow without any sunshine, with the possibility of showers in the afternoon.
3. We were sitting outside and a light **blizzard** / **breeze** was blowing. It was very pleasant.
4. There was a violent storm during the night and lots of trees were struck by **lightning** / **thunder**.
5. Winters here are usually mild, but you sometimes get some **boiling** / **freezing** cold days in January.



Speaking

🌟 Talk in pairs. Discuss the following questions.

- What different types of weather do you have in your country?
- What's the weather like today?
- Is it normal for this time of year?
- What's your favourite type of weather?
- What's the worst weather you've ever experienced? Where were you? What did you do?



Listening

A.  Discuss in pairs/groups.

- Have you ever heard any stories of people surviving a plane crash? If yes, what happened?

B.  Listen to a radio interview and choose the correct newspaper headline.

A TWO MEN DISCOVER
CRASHED PLANE IN JUNGLE

B JUNGLE PLANE CRASH
SURVIVOR DISCOVERED

C NO SURVIVORS
AFTER JUNGLE PLANE CRASH

C.  Listen again and answer the questions.

- Where did the plane crash?
 - in Peru
 - in Brazil
 - in Bolivia
 - in the USA
- Why did the plane crash?
 - The engine caught fire.
 - There was too much turbulence.
 - The plane was struck by lightning.
 - The pilot couldn't see in the storm.
- What was the first thing Conrad found?
 - a river
 - the plane
 - some fruit
 - other survivors
- Who found Conrad?
 - a rescue boat
 - two fishermen
 - a rescue helicopter
 - a man from a village
- How many people initially survived the plane crash?
 - 1
 - 8
 - 9
 - 89
- How does Conrad feel about going back to the crash site?
 - He's excited.
 - He's terrified.
 - He doesn't really want to.
 - It doesn't mean anything to him.

D.  Discuss in pairs/groups. • What do you think helped Conrad survive?
• What was the most serious danger that he faced?

Intonation

A. Listen to the following extract from the listening activity above and underline the words that the speaker stresses. Why do you think he does this?

'Three years ago, a young man survived an aeroplane crash and then lived ten days in the jungle before he was rescued.'

We stress words in a sentence usually when we want to emphasise, compare, correct or clarify something. The words we stress are important because they make the meaning of the sentence clear.

B. Read the sentences below. Which words would you stress? Listen and compare your answers.

- I was driving through a terrible storm.
- We didn't go swimming because the water was freezing.
- Twenty houses were completely destroyed in the earthquake.
- We were walking through the forest for three hours.
- The accident happened in Bell Avenue, not in Clyde Avenue.

Speaking **Role play**

A. Talk in pairs. Go to the Speaking Activities section on page 72.

B.  Think of a rescue story and find out more information about it. Then present a summary of what happened to the class.

- When summarising events, be sure to include the main points in chronological order.
- Use your own words as far as possible. Do not give any unnecessary information or express your personal opinion.
- When you make a presentation, use short and simple sentences. Also, speak clearly and confidently.

TIP

Writing

 Write a paragraph about a rescue event you have experienced, seen or heard of.

Reading

A. Discuss in pairs/groups.

- What classic novels have you read or heard of?
- What features make a novel/story interesting?
- What aspects of the main character(s) are usually described?

B.  Below is an extract from an adapted version of the novel *Great Expectations*. Read the extract quickly. Which of the following are included in this extract?

1. how Pip feels
2. what Pip looks like
3. how the stranger feels
4. what the stranger looks like
5. Pip's character when he was a young boy



Great Expectations

When he was a young boy, Pip met a strange man out on the marshes. The man asked for his help and Pip, terrified, brought him food and tools from his family's house. Years passed, and Pip almost forgot about the meeting. His life went well; one day, a lawyer named Jaggers contacted him to tell him that he had been chosen to receive a large amount of money and property. With this fortune, Pip moved to London and started his education and his life as a wealthy gentleman.

CHAPTER XXXIX

One cold and stormy evening, Pip was alone reading when he heard footsteps upon the stairs. For a moment, he thought he had imagined it, but then he heard the sound again. He picked up his reading lamp and went out to the top of the stairs. Whoever was there stopped when they saw the light. There was no sound from below.

5 'Is there anyone there?' called Pip, trying to see into the darkness.

'Yes,' came a voice from below.

'Who are you looking for?'

'Mr Pip,' came the reply.

'That's my name,' said Pip. He started to feel a little anxious.

10 The footsteps started again, and eventually a man stepped out into the light of Pip's reading lamp. He was dressed in travelling clothes, and had long, iron-grey hair. He seemed to be around sixty, but he was tall and strong, and well-built, although he looked as though he had spent much of his life outside. When he reached the top of the stairs, he approached Pip and held out his hands to him. Pip backed away. 'What is your business?' he asked.

15 'My business?' the man repeated. 'Yes, I will explain, if you let me.'

'Come in then,' said Pip, and he led him inside and put the lamp down on the table.

The man looked around the room at the rich furniture and he seemed pleased by what he saw. He took a chair by the fire and sat down. Pip stared at him closely, but he couldn't recognise him at all. Then, suddenly, he knew. The man's face was still strange to him, but he remembered being back in windy marsh country when he was a child, and he remembered a most unpleasant, unfriendly man asking for his help – and he somehow knew that this was the same man that sat in front of him now. 20 The man took Pip's hands. 'You acted nobly, my boy,' he said. 'You were a good, kind child. I have never forgotten it.'

Looking horrified, Pip pushed him away. 'Keep away from me,' he said. 'If you are here to thank me 25 for helping you when I was a child, it isn't necessary.'

The man looked at the room again. 'You've done well for yourself, my boy. May I ask how? You were a poor boy... your family had no money.'

Pip told him that he had been chosen to receive some property.

'What property? Whose?'

30 'I don't know,' said Pip uncertainly.

'I see. Let me make a guess. You've been receiving a good income for many years now. You have a lawyer... a man by the name of Jaggers, perhaps?'

Pip stared at him. He was so surprised that he started to feel dizzy. He grabbed the back of the chair, and the man caught him and helped him onto the sofa. Then he sat next to him and continued:

35 'Pip, my dear boy, I made a gentleman of you. I promised, after you helped me, that if I ever made enough money, I would send it to you and make you rich – and Pip, my boy, I did it.'

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

1. Which of the following is the first thing Pip does when he hears the footsteps?
 - a. He asks who it is.
 - b. He stands still and waits.
 - c. He puts out his reading lamp.
 - d. He goes to the top of the stairs.
2. What is NOT true of the stranger?
 - a. He is older than Pip.
 - b. He acts politely to Pip.
 - c. He wants Pip to help him.
 - d. He seems to be a healthy man.
3. When Pip realises who the stranger is, he feels
 - a. guilty that he couldn't help him more.
 - b. horrified by how different he looks now.
 - c. worried that he wants to ask him for money.
 - d. scared because he remembers how unpleasant he was.
4. What do we learn about the property Pip received?
 - a. It does not really exist.
 - b. It came from Pip's family.
 - c. Pip didn't know who it belonged to.
 - d. It will be worth a lot more money soon.
5. How does the stranger know that Jaggers is Pip's lawyer?
 - a. Jaggers helped him a long time ago.
 - b. He is the one who employed Jaggers.
 - c. Jaggers sent him there to look for Pip.
 - d. He is also receiving money from Jaggers.

D. Answer the following questions.

- What effect does the use of direct speech have on the readers?
- How do you think Pip's attitude towards the stranger will change now that he knows who he is?

E.  Discuss in pairs/groups.

- Why do you think the man came to see Pip? What do you think he wants?
- What do you think happens next in the story?

Vocabulary

A. Read the sentences below from the extract. Decide whether the adjectives in bold express feelings, character or appearance.

He seemed to be around sixty, but he was **tall and strong**, and **well-built**.
 He remembered a most **unpleasant, unfriendly** man asking for his help.
 He was so **surprised** that he started to feel dizzy.

Character descriptions usually provide information about a character's traits, appearance and feelings. They are an important feature of writing because they help readers create a picture in their minds of the character they are reading about. This makes the reading experience more real, and helps the reader connect with the characters they are reading about.

B. Read the extract again and find additional adjectives that refer to the characters in the story. Decide whether they express feelings, character or appearance.

C. Put the adjectives in the box in the correct category in the table below.

bald arrogant devoted irritated offended witty pale overjoyed
 underweight reserved discouraged handsome

Feelings	Character	Appearance
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____

D. Use some of the adjectives in the previous activity to complete the sentences.

1. He was a(n) _____ husband and father, and did his best to provide for his wife and children.
2. Jane is very _____ and feels terribly uncomfortable when she has to speak to people she doesn't know.
3. The boy was terribly weak and _____; it was obvious that he had not eaten in days.
4. I was _____ to hear that my brother who lives in Canada is visiting us in July.
5. I felt _____ when Brian spoke to me so rudely the other day.
6. I had really made an effort, so when my boss criticised my work, I felt really _____.
7. James is really _____; his comments are not only clever but also funny.
8. I don't like working with Derrick; he has a big idea of himself and is terribly _____.

Grammar Past Progressive; Past Simple vs Past Progressive → pp. 79-80

A. Read the examples and notice the words in blue. Then match them with the rules about the uses of the Past Progressive a-c.



1. The men **were working** on a building site when the tsunami struck.
2. I **was holding** the ropes while my friend **was climbing**.
3. It **was pouring** and we couldn't find shelter.

The Past Progressive is used:

- a. to give background information
- b. for an action in progress in the past which was interrupted by another action
- c. for actions that were happening at the same time in the past



B. Read the examples and answer the questions.

- a. Richards **was climbing** when he **fell**.
- b. When the rescue team **found** Richards, they **took** him to hospital.

1. In which example did the two actions happen one after the other?
2. In which example did one action happen while another action was in progress?

C. Choose a, b, c or d.

A Trip to Remember

When I was younger, I 1 _____ camping with my father all the time. Once, though, things 2 _____ as planned. While we 3 _____ dinner outside our tent, the weather suddenly 4 _____ and strong winds started blowing. We knew that a sandstorm 5 _____, so we ran towards our car. We got into the car, and for a few minutes we could see absolutely nothing. The sandstorm didn't last long, but it was a frightening experience. We spent the night in the car and the next day we 6 _____ up very early in the morning and 7 _____. As we 8 _____ home, my father looked at me and said, 'This is the first and last time that we go camping without checking the weather forecast!'

- | | | | |
|------------------------------|------------------------|--------------------|--------------------|
| 1. a. used to go | b. use to go | c. go | d. was going |
| 2. a. didn't use to turn out | b. weren't turning out | c. not turning out | d. didn't turn out |
| 3. a. had | b. were having | c. used to have | d. was having |
| 4. a. were changing | b. used to change | c. changed | d. was changing |
| 5. a. was coming | b. came | c. used to come | d. coming |
| 6. a. used to get | b. got | c. was getting | d. were getting |
| 7. a. was leaving | b. were leaving | c. left | d. leave |
| 8. a. was driving | b. drive | c. are driving | d. were driving |

Listening

A. Discuss in pairs/groups.

- What do you think a cycling endurance race is?

B. You are going to listen to a live radio report of the final stage of a cycling endurance race in three parts. The first part is before the race, the second one is during the race and the third one is after the race. Listen to each part and answer the questions.

Before the race

- How many miles do competitors have to cover on the last day of the race?
 - 10
 - 80
 - 800
- Why couldn't Alex take part in the Extreme Bicycle Race last year?
 - He was injured.
 - He was in a race in Australia.
 - He didn't have time to train for it.

C. Listen to two extracts taken from the live radio report. What do the following words mean?

- | | |
|------------------------------------|--------------------------------|
| 1. amateur | 2. devastated |
| a. doing an activity as a job | a. very excited and happy |
| b. doing an activity for enjoyment | b. very disappointed and upset |

D. Discuss in pairs/groups.

- Would you like to take part in a cycling endurance race? Why? / Why not?

Speaking

A. Talk in pairs.

Student A

Imagine you found yourself in a dangerous situation, but fortunately you managed to survive. Tell Student B about your experience, explaining what happened, what you did and how you felt. Answer any questions he/she may have. Use some of the words/phrases in the box.

hiking snake step on shake with fear slip hang off hold on edge cliff terrified panic shout be fortunate rescue pull up relieved

Student B

Go to the Speaking Activities section on page 72.

B. Discuss in pairs/groups.

- What's the most dangerous or unusual situation you have ever been in?
- How did you react?
- How did you feel?



- Read the options quickly before you hear each part.
- Don't work on a question when the next part is being spoken.

TIP

After the race

- How many cycling races has the winner won?
 - 3
 - 4
 - 5
- What is he going to do in the future?
 - become a cycling trainer
 - train for the Tour de France
 - take part in more competitions



6 What's up with you? You don't look very well.

You won't believe what happened to me yesterday. As I was walking in the...

What? Are you serious?

Yeah, I'm still in shock! 9



Writing A story

1.  Read the story below and answer the questions.

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

The fog hung low over the water.

The fog hung low over the water. Even on a clear mild night, keeping watch for danger was a difficult task, and the freezing wind and foggy weather only made it worse. The darkness played tricks on Devin's eyes, making him see strange shapes that weren't there.

The boat moved gently from side to side, and he began to feel sleepy. He was completely exhausted. He closed his eyes for a second... only a second, before he opened them again. He had to stay awake; the safety of the boat depended on him. He turned back to look at the sea – and froze in shock. Even through the fog, he could see that something was floating on the water up ahead, moving towards the boat.

'There's something in the water!' His panicked shout woke the rest of the crew. All around him, men began to pour out onto the deck. They grabbed torches and shone them into the water, searching. Devin felt sick with fear. Was it too late? It could be ice ahead, and even a small amount could cause enormous damage to their fishing boat. He had closed his eyes for one second and because of that, he hadn't seen it in time. Had he put the crew in danger? Then he heard a shout from the other end of the ship: 'That's a man down there!'

Everyone rushed over to the side. 'He must be from another boat. Is he still alive?' asked one of the crew. The man in the water didn't react as the light from the torches fell on him. When they pulled him onto the boat, he was still breathing, but he didn't move or give any sign that he understood that he was rescued. The crew members moved quickly to find a first aid kit and get him out of the dreadful cold.

Devin returned to his position. After a while, the captain passed by with news that the survivor had recovered enough to tell his story: he had been at sea for nearly four days after his boat hit a piece of sea ice and sank. 'It's incredible that he endured so long,' the captain said. 'I don't know how you spotted him down there in this weather, but it's a very good thing you did.' He clapped Devin on the back. 'You did well,' he said. 'Go and get some sleep'.



1. In which paragraph is the main character of the story introduced?
 2. Where does the story take place?
 3. What tenses does the writer use throughout the story?
 4. Which event do you think forms the climax of the story? In which paragraph does it take place? How does the main character feel?
 5. Does the atmosphere of the story change after the climax? How?
 6. Why does the writer use direct speech?
 7. Which adjectives or adjective phrases does the writer use to describe the characters' feelings?
8. The table shows the five different stages of the story in order. Read the story again and complete the table with the functions a-d of each stage.
- a. shows the main event of the story
 - b. gives extra detail and builds towards a problem
 - c. shows how the characters react after the event
 - d. shows how everything goes back to normal



Plot Development

Introduction	<i>presents the main character and sets the scene</i>
Rising action	
Climax	
Falling action	
Conclusion	

B. Read the first paragraph of the story again. What does 'freezing' mean?

STRONG AND WEAK ADJECTIVES

- 'Strong' adjectives are a stronger version of other more common adjectives, often called 'weak' adjectives, e.g. *freezing* means very cold.
- Before 'weak' adjectives, we often use adverbs such as *very, really, extremely, incredibly, terribly* and *a little (bit)* to describe their intensity.
- To describe the intensity of 'strong' adjectives, we use adverbs such as *really, completely, absolutely* and *totally*.

C. Read the story again and find 'strong' adjectives with the following meanings.

1. very tired (paragraph 2) _____
2. very scared (paragraph 3) _____
3. very big (paragraph 3) _____
4. very bad (paragraph 4) _____
5. very surprising (paragraph 5) _____

D. Replace the 'strong' adjectives in the sentences 1-7 below with an appropriate adverb and the 'weak' adjectives in the box.

surprised interesting hungry dirty hot
beautiful angry

1. I was **furious** with myself when I lost my mobile phone.
2. It's **boiling** outside. We should go for a swim.
3. I watched a **fascinating** documentary about dolphins last night.
4. My cousin Stephanie has **gorgeous** blue eyes.
5. I was **astonished** to hear that Frank got fired.
6. Your hands are **filthy**. You'd better wash them before dinner!
7. I haven't had anything for breakfast and I'm **starving**.

E. Read the writing task and underline the key words. Then answer the questions.

GO THE DISTANCE

Our magazine is looking for new short stories about adventure and survival. Your story must include:

- a tent
- a car

1. Why are you writing the story?
2. Who will read it?
3. What should the story be about?

F. Think about the following questions. Then talk in pairs.

INTRODUCTION

Who is the main character?
Where is the story set?
What is the place/weather like?

RISING ACTION

What is the main character doing?
Is anyone with him/her?

CLIMAX

What is the main event / highest point of tension in the story?
What do the characters do/say/think/feel?
How is the event resolved?

FALLING ACTION

How do the characters respond to what happened?
What do they do to try to get everything back to normal?

CONCLUSION

What happens in the end?
How do the characters feel afterwards?

G. Read the TIP below. Then go to the Workbook pp. 23-25 to plan and write your story.

When writing a story:

- use past tenses.
- keep the plot simple and divide your story into one paragraph for each stage.
- try to make your story interesting by using
 - direct speech, questions, exclamations
 - a variety of adverbs and 'weak' or 'strong' adjectives
 - figurative language (idioms, expressions, metaphors, etc.) such as:
 - ...froze in shock/fear.
 - ...nearly jumped out of his/her skin.
 - ...couldn't believe his/her eyes/ears.

TIP

A. Choose a, b or c.

- I fell down the stairway and I ____ my ankle.
a. injured b. harmed c. damaged
- There is a ____ of rain, so don't forget your umbrella.
a. safety b. fortune c. possibility
- After searching for a while, we found ____ in a cave.
a. shock b. side c. shelter
- Don't be ____ if you don't get it right the first time. It's quite difficult, you know.
a. discouraged b. reserved c. overjoyed
- The sky was ____ and it began to drizzle.
a. wet b. overcast c. clear
- The temperature ____ ten degrees today.
a. dropped b. dragged c. drowned
- After a week in the hospital, George ____ from his illness.
a. recovered b. endured c. treated
- It's ____ hot outside today, so we should go to the beach.
a. mild b. freezing c. boiling

B. Complete the sentences with the words in the box.

ranger amateur chilly spotted
offended devoted landed

- It's quite _____ tonight, so you should put on a coat before you go out.
- The manager told Mr Spencer that he was the most _____ employee in the company, and that they were sorry to see him leave.
- Saud won a photography competition and he's only a(n) _____ photographer.
- You know he didn't mean what he said, so please don't feel _____.
- As we were walking, we _____ a bear in the distance.
- The aeroplane _____ at the nearest airport due to an engine problem.
- The park _____ told us not to light a fire.

C. Complete the dialogues with the Past Simple of the verbs in brackets. Use *used to* where possible.

- A:** When I _____ (be) younger, I _____ (play) basketball on the school team.
B: Really? I _____ (not know) that! I never _____ (like) basketball that much.
- A:** When I was a student, I _____ (camp) with my friends on this beach every summer.
B: That's nice. I _____ (not go) to the beach very often, because it _____ (be) pretty far from where I _____ (live).

- A:** _____ you _____ (participate) in the marathon that _____ (take) place last weekend?
B: Yes, and I also _____ (manage) to reach the finish line!

D. Complete the sentences with the Past Simple or the Past Progressive of the verbs in brackets.

- The police officer _____ (stop) me because I _____ (talk) on my mobile phone while I _____ (drive).
- The baby _____ (crawl) on the floor while Mary _____ (cook) in the kitchen.
- The car _____ (hit) the side of the bridge and immediately _____ (overturn).
- We _____ (try) to find our way through the fog when we _____ (hear) someone calling for help.
- As soon as the ambulance _____ (arrive), the paramedics _____ (take) care of the injured.

E. Put the dialogue in order. Write 1-8.

- Tom, what are all those scratches on your arm?
- Poor thing? I'm the one with all the scratches!
- A cat attacked me.
- Yeah. It was stuck in a tree and I climbed up to save it.
- What? Are you serious?
- You're right. But why did it scratch you? Didn't it want to get down?
- The poor thing!
- I think it was scared. That's why it started scratching me.

Self-assessment

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

NOW I CAN...

- locate important facts in newspaper clippings
- talk about past events and habits
- describe weather conditions
- emphasise important facts when speaking
- narrate past events/experiences
- report incidents
- describe people's character and appearance
- talk about feelings
- respond to bad news and show concern
- recognise how the plot develops in a story
- make your stories interesting with the use of 'strong' adjectives
- write a story

A.  Discuss in pairs/groups.

- What do you know about Moataz Barsham?
- Why do you think people say he's an amazing athlete?

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

Moataz Barsham: an amazing athlete

Moataz Barsham was given the perfect name. Moataz means proud and, as one of the best high jumpers of all times, he is definitely the pride of Qatar and the Arab world in general.

Moataz Barsham was born and raised in Doha. Like his four brothers, he became active in the field of athletics because of his father who was also an athlete. He never forgets sitting in front of the TV and watching his father cross the finish line first in a Gulf Championship and how proud he felt. His father later became the coach of a local club and would take Moataz with him to the club. There, he tried the sports his father did - race walking and running - but found them boring. So he decided to try jumping - long, triple and high jumping - finally specialising in high jumping. He enjoyed it. It was fun - like jumping on a trampoline - but he wasn't very good at it. Again it was his father who encouraged him by telling him to be patient and not give up. At age 16, he began attending Aspire Academy, the secondary school for athletes, and by 17 he began clearing 2 metres. That's when he decided to take the sport more seriously.

After graduating from the Aspire Academy in 2009, Barsham began studying at Qatar University. That same year he won a bronze medal at a Gulf Championship and met his current coach, Stanislaw, 'Stanley', Szczyrba. One day, when Stanley saw Barsham playing basketball and saw how high he could jump, he told him he had a natural talent and could become great. It was then that Barsham decided to concentrate on his sport.

It proved to be a good choice. In 2010, Barsham cleared 2.30 m and became the Junior World Champion. In 2012, despite a back injury, he won a bronze medal at the 2012 Olympics in London. In 2014, he completed the second highest jump in history at 2.43 m to become the World Indoor Champion. It was the first time any Arab had won a gold medal for high jump at the world level. He won a silver medal at the 2016 Olympics in Rio de Janeiro and a silver medal at the 2018 World Indoor Championships in Birmingham.

Moataz Barsham has achieved so much, and his success has inspired Arab athletes to believe in themselves and dream bigger. He recognises this and constantly works to remain at the top. He even plans to break the world record of 2.45 m.

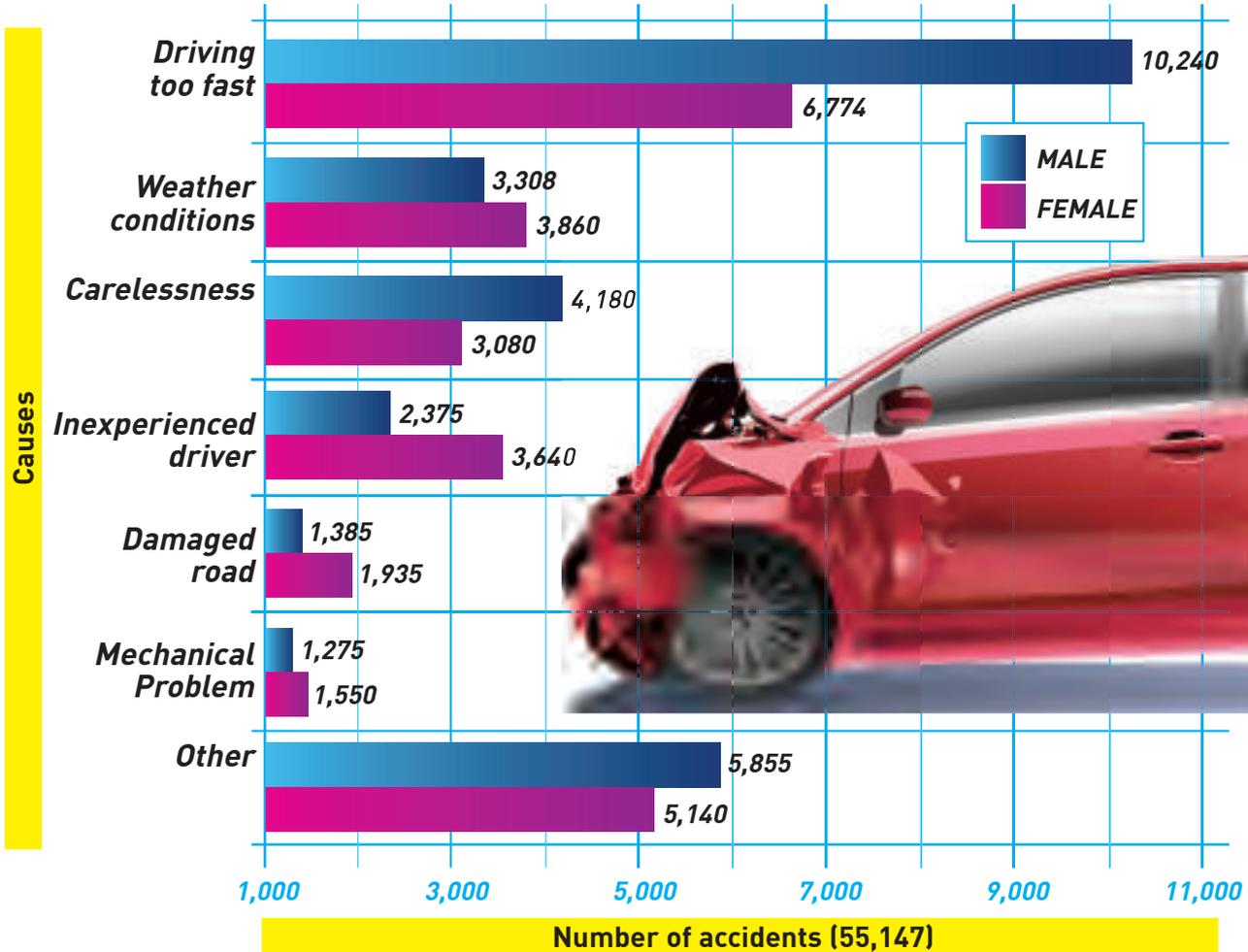
1. When did Moataz Barsham try high jumping for the first time?
 - a. when he saw his father win a race on TV
 - b. when his father took him to the local club
 - c. when he got bored of the sports his father did
 - d. when his father encouraged him to take up this sport
2. What did Stanley tell Barsham?
 - a. that he should try to jump higher
 - b. that he could become a high jumping champion
 - c. that he wasn't good enough to become a great high jumper
 - d. that he should become a basketball player rather than a high jumper
3. What has Barsham not won yet?
 - a. a gold Olympic medal
 - b. a silver Olympic medal
 - c. a bronze Olympic medal
 - d. a gold medal at the World Indoor Championships



A. How much do you know about bar graphs? Look at the bar graph below and answer the questions.

CAR ACCIDENTS

according to gender in South Dakota, USA (2010-2012)



1. What is the subject the bar graph presents?
2. What data is presented on the x-axis (horizontally)?
3. What data is presented on the y-axis (vertically)?
4. How many bars are there per category?
5. What data does the key provide?

B. Look at the bar graph again. Are the statements below True or False?

1. Driving too fast caused the most accidents.
2. More accidents were caused by damaged roads than by weather conditions.
3. More accidents were caused by inexperienced women drivers than by inexperienced men drivers.

C. Talk in pairs. Discuss the data in the bar graph above using some of the phrases in the box.

This bar graph shows that...
 Fewer/More women drivers... than men...
 Not many accidents...
 The most/least common cause of accidents was...
 The fewest/most accidents were caused by...
 Another interesting fact is that...
 It suggests that men/women are more likely to...

D. Write a short analysis of the data in the bar graph using your ideas in the previous activity.

E. Discuss.

- Which piece of information in the bar graph was the most interesting or surprising for you? Why?
- What are the main causes of car accidents in your country?
- Do you think bar graphs are a good way of presenting data? Why? / Why not?
- Where have you seen a bar graph before?
- Do you think bar graphs are useful for project work or presentations? Why? / Why not?

Discuss:

- Look at the map and match the cities below with the countries.
- Which of them are capital cities?
- Where would you like to travel in the world? Why?
- What does the phrase below mean? Do you agree with it?

Casablanca
Acapulco

Warsaw
Doha

Shanghai
Lima

Travel broadens the mind.



In this module you will learn...

- to talk about holidays and travelling experiences
- to use appropriate tenses to link the past with the present
- to distinguish between words easily confused
- to form nouns (ending in *-ion*, *-ation* and *-ment*) from verbs
- to compare and contrast people and situations
- to express preference and make suggestions
- to use descriptive language
- to write an article describing a place

Reading

A. Discuss in pairs/groups.

- Is there somewhere in the world that you have always wanted to visit? Where?
- Why do you want to go to this particular place?

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

a. Reaching Babylon at last

b. In the footsteps of Ibn Battuta

c. Journey to an unknown destination

Since high school I have been interested in ancient history. We had a history teacher who was fascinated by the ancient Babylonians and would describe in detail their culture and civilisation. I remember listening in wonder to him speak about kings like Nebuchadnezzar and Hammurabi, about early forms of writing made on **clay tablets**, and about the famous *Epic of Gilgamesh*, a poem dating back over four thousand years.

So when I was sent by my boss to Basra in southern Iraq for a month, I knew I had to find a way to get to Hillah, a town 500 km away, and from there to make the short car journey to the famous ruins of Babylon. And fortunately, it just so happened that one of my colleagues had an uncle in Hillah, who was, believe it or not, also a history teacher. As it turned out, he had just as much enthusiasm for ancient Babylon as my teacher in high school!

One week after my colleague had spoken to his uncle, Mr Rasheed, and made the necessary arrangements for our visit, we were on a plane to Al Najaf International Airport, from where Mr Rasheed took us straight to the ruins of the ancient city. As we crossed a bridge over a wide river, he started to speak. 'This is the Euphrates River,' he said. 'It was water from here that fed the Hanging Gardens of Babylon, one of the seven wonders of the ancient world!' We passed fields growing vegetables. 'And,' he said, 'we still use its water on our fields to this day'.

We drove straight through Hillah town, which is larger than I expected, then over a bridge across another part of the Euphrates. It was already hot, and the air conditioning in the car had stopped working. 'Ibn Battuta stopped in Hillah on his way to Baghdad' said Mr Rasheed. 'I think he liked it here.' He continued, 'They say that over three thousand years ago the Babylonians built a tunnel almost one kilometre long **underneath** the Euphrates. No other civilisation tried to do anything like that until 1824, when the British built a tunnel under the River Thames. The Babylonians were way ahead of their time!'

Finally, we turned, parked and stepped out into the intense heat. The first thing we saw was the copy of the famous Ishtar Gate with its blue **tiles**, which forms the entrance to the site. Then we walked along a wide street which is part of the ancient city and still has many of the original **paving stones** in place. We walked for two hours around the whole area and I took photos of the landscape, huge walls, animal designs and pieces of ancient writing. I returned to the car hot, thirsty and **sunburnt**, but very satisfied.

When we returned to Hillah, we went to one of the nice cafés people have built beside the river and drank fresh juice, before going to Mr Rasheed's house, where we spent the night. Mr Rasheed has a large collection of books, but also a large collection of very loud cats, and the **combination** of heat and noise made it difficult to sleep, so I spent most of the time until the sun came up reading more about ancient Babylon.



C. Read again and choose a, b, c or d.

- How did the writer react to his history teacher's lessons about the ancient Babylonians?
 - He was bored.
 - He was amazed.
 - He was confused.
 - He was frightened.
- What does the word 'there' in paragraph two refer to?
 - Hillah
 - Basra
 - Babylon
 - southern Iraq
- Who drove the writer to ancient Babylon?
 - his boss
 - his uncle
 - his colleague's uncle
 - his old school teacher
- What does the text say the Babylonians did much earlier than anyone else?
 - They created a system of writing.
 - They built a bridge over the Euphrates.
 - They constructed a tunnel under a river.
 - They used river water for growing plants.
- What is mainly discussed in paragraph five?
 - how the ancient Babylonians lived
 - the copy of the famous Ishtar Gate
 - what the writer took photographs of
 - the time the men spent at the ruins of ancient Babylon
- Based on paragraph 6, what type of person do you think Mr Rasheed is?
 - a cat lover
 - an art lover
 - a good driver
 - an adventurous person

D. Answer the following questions.

• Did the writer enjoy his trip to Babylon? What makes you think so?

E. Look at the highlighted words in the text and match them with their meanings. Then check your answers in a dictionary.

- | | | |
|------------------|--------------------------|----------------------------------------------------------------------------|
| 1. clay tablets | <input type="checkbox"/> | a. directly below sth else |
| 2. underneath | <input type="checkbox"/> | b. a mixture of different things |
| 3. tiles | <input type="checkbox"/> | c. thin flat pieces of pottery used to cover walls or floors |
| 4. paving stones | <input type="checkbox"/> | d. reddening of the skin from spending too much time in the sun |
| 5. sunburnt | <input type="checkbox"/> | e. flat objects that have been written on and then baked in an oven |
| 6. combination | <input type="checkbox"/> | f. large flat pieces of stone used as part of an outdoor floor or pavement |

F. Discuss in pairs/groups.

- Did you enjoy the article? Why? / Why not?
- Is ancient Babylon a place you would like to visit? Why? / Why not?



Vocabulary

Complete the sentences with the words in the boxes. Use your dictionary to find examples of the usage of these words.

location site area

1. Mr Brown went to the building _____ to check the progress of the housing complex that was under construction.
2. How many parks are there in your _____?
3. If you want to open a restaurant, you should make sure that its _____ is close to public transport.

landscape countryside nature

4. Ian is a _____ lover; when he is not working he often goes to the forest and spends hours studying plants and animals.
5. I prefer to live in the _____; it's much safer and quieter than the city.
6. Hills and trees were the main features of the _____ as we drove through the beautiful village.



Grammar Present Perfect Simple vs Past Simple → p. 80

A. Read the examples from the text, refer to the text and answer the questions.

...one of the nice cafés people **have built** beside the river...
 ...over three thousand years ago the Babylonians **built** a
 tunnel almost one kilometre long underneath the Euphrates.

1. What's the difference between *have built* and *built*?

Since high school I **have been** interested in ancient history.

2. Is the writer still interested in history? Which tense is used?

B. Read the examples again and complete the rules with the correct tenses.

- Use the _____ for an action which happened in the past, but the exact time is not mentioned.
- Use the _____ for an action or state which started in the past and continues up to the present.
- Use the _____ for an action which happened in the past, and the exact time is mentioned.

C. Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

I 1 _____ (always / like) travelling and experiencing new things, which is why, two months ago, I 2 _____ (decide) to try something different. Five years ago, Mark, a friend of mine, 3 _____ (have) the idea of travelling to different countries while working at the same time. So far, he 4 _____ (visit) ten different countries, including countries like Finland and Argentina. I 5 _____ (like) the idea and so I 6 _____ (decide) to do the same thing. I 7 _____ (choose) to go to New Zealand. I 8 _____ (start) working here two months ago and I feel like it's a unique way to learn about a different culture without spending a lot of money. I'm working on a horse farm, so I 9 _____ (learn) how to take care of horses as well as how to ride a horse, of course! I 10 _____ (never / live) on a farm before, so this experience 11 _____ (be) very educational for me. Now I'm thinking about where to go next year. I think that both South America and India sound pretty interesting, but I 12 _____ (not decide) yet.

Vocabulary

A. Find nouns in the text in the reading activity which derive from the verbs below. Which suffixes are added to the verbs?

arrange _____
 collect _____
 combine _____

Many nouns are formed by adding a suffix such as *-ion*, *-ation* and *-ment* to a verb. Pay attention to spelling irregularities:
 decide - decision describe - description
 introduce - introduction explain - explanation

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

1. I've noticed a great _____ in your work.
2. There were many flight _____ due to extreme weather conditions.
3. I'm having problems with my Internet _____. Who should I call?
4. The lecture I attended was on space _____.
5. I want to put an _____ to sell my car in the local paper.
6. Please call the restaurant and make a _____ for tonight.
7. I would like to make an important _____. Jane and I are getting married.
8. Please complete the _____ form and send it to us by next Monday at the latest.

IMPROVE
CANCEL
CONNECT
EXPLORE
ADVERTISE
RESERVE
ANNOUNCE
APPLY

Listening

A.  Discuss in pairs/groups.

- What do you think ecotourism is?
- What are its advantages?

B.  You will hear part of a radio documentary about ecotourism. Listen and check your answers in activity A.

C.  Listen again and answer the questions.

1. Before ecotourism existed, how were things different?
 - a. Natural beauty was not considered important.
 - b. Travellers were not interested in learning about the places they visited.
 - c. There was less food, water and wood for the people living in areas of tourism.
 - d. People didn't care about how tourism might cause damage to the environment.
2. Who benefits from ecotourism?
 - a. wildlife
 - b. tourists
 - c. local people
 - d. all of the above
3. What did some local people in Kenya use to do?
 - a. teach tourists about the wildlife
 - b. earn money by killing wild animals
 - c. learn how to protect animals in danger
 - d. help tourists hunt elephants and rhinos
4. Why is ecotourism getting more popular?
 - a. More people are choosing not to travel by car.
 - b. Accommodation and transport have improved a lot.
 - c. There is a greater choice of incredible holiday destinations now.
 - d. People care more now about the negative effects humans are having on the world.

D.  Search the Internet and find more information about ecotourism holidays. Then discuss in pairs/groups.

- Would you like to go on an ecotourism holiday? Why? / Why not?
- Why do you believe it is important to take care of places you visit?
- How do some people harm places they visit when on holiday?
- Why is it important to educate people about the environment?

Speaking

A.  Discuss in pairs/groups.

- Where do you usually go on holiday?
- What type of holiday do you usually go on?
- What type of accommodation do you usually choose?
- What type of holiday have you never tried but would like to? Why?

B.  Talk in groups. Go to the Speaking Activities section on page 73.

Writing

 Think of a holiday or day trip that you went on. Write a post for a travel blog about this holiday or day trip. Include the following:

- where, when and who you went with
- what you saw and did
- what you liked and didn't like



Reading

A. Discuss in pairs/groups.

- Do you download apps for your mobile phone or tablet?
- What sort of apps do you use?
- What is the most useful app you know of?

B. Discuss in pairs/groups.

- Where can you find the texts below?
- What is the purpose of these texts?
- Who is the target audience?

C.  Read the information about the five people below. Match each person with one of the apps on the right that you think would suit him/her the most and give reasons for your choice. Write a-f. There is one extra app which you do not need to use.

TIP
First read the descriptions of the people carefully. Then scan each text and look for the specific information mentioned in each of the descriptions.

1

Wendy is studying to be a reporter and travels abroad frequently to find topics to write about. She enjoys keeping a digital record of her experiences.

2

Roger takes a lot of domestic flights because of his job. His company pays for all his travel expenses but he prefers to use public transport to get around and rarely takes a taxi or rents a car. It's important for him to arrive on time for meetings.

3

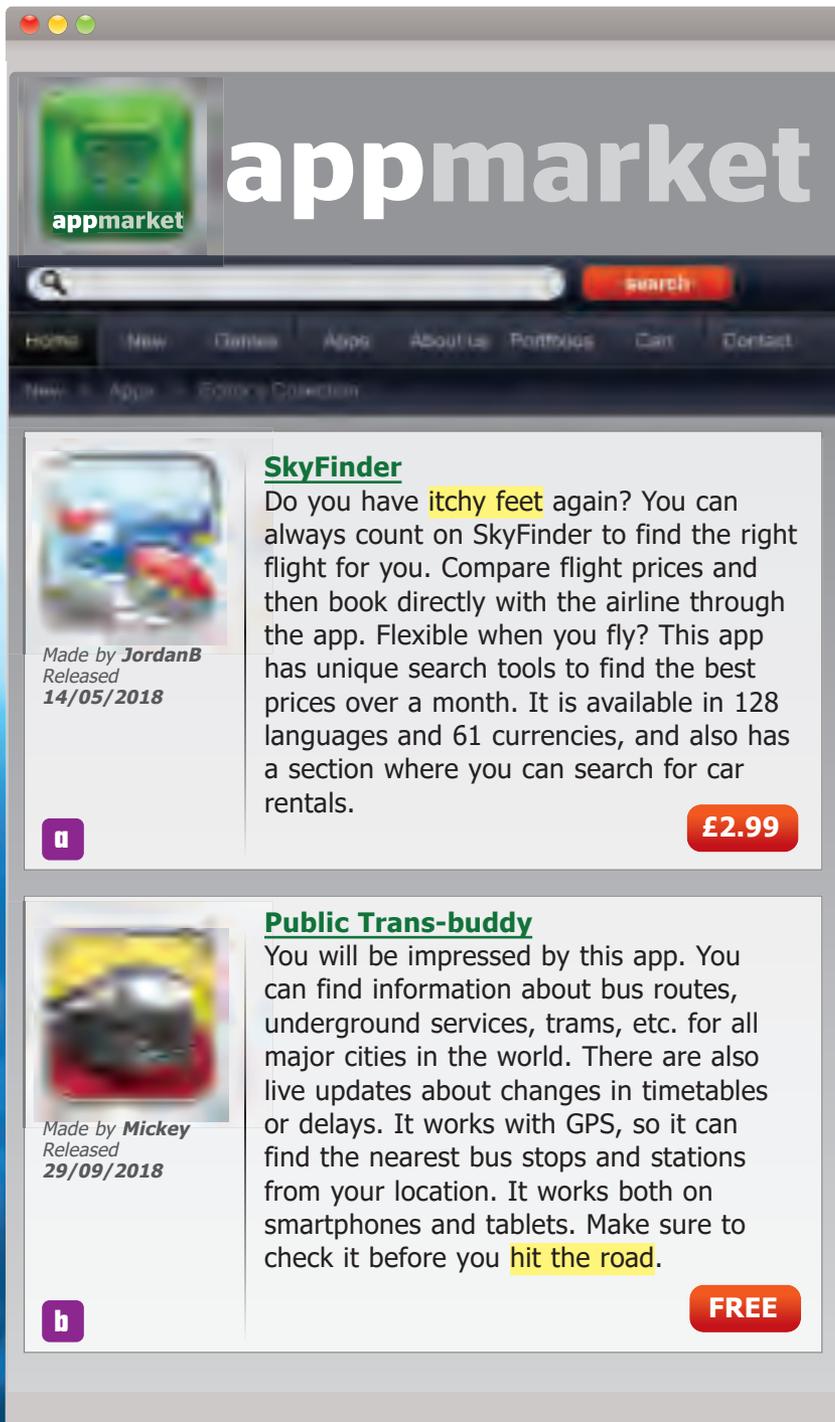
Jessica loves travelling and whenever she can afford to, she books a trip. She has travelled to lots of cities and is now looking for more unusual places to visit. Since she's unemployed at the moment, she has no time restrictions. Anytime she comes across a bargain, she can take it.

4

John has read lots of books about other cultures but finds travelling a hassle. The only times he has travelled abroad was to stay with friends. He really enjoyed this because he felt safe and relaxed. He would like to start seeing the world on his own, but feels anxious about it.

5

Natasha used to be a tour guide. She loves going abroad with her family, but it can be a struggle as she has four children. Just trying to remember everything each of them needs and packing it all makes her exhausted! As a result, she often has a lot of anxiety before a trip but once she's away, she has a great time.



The screenshot shows a website titled 'appmarket'. It features a search bar and navigation links for Home, New, Games, Apps, About Us, Portfolio, Can, and Contact. Below the navigation, there are two app listings:

- SkyFinder**: Do you have itchy feet again? You can always count on SkyFinder to find the right flight for you. Compare flight prices and then book directly with the airline through the app. Flexible when you fly? This app has unique search tools to find the best prices over a month. It is available in 128 languages and 61 currencies, and also has a section where you can search for car rentals. Price: £2.99. Made by JordanB, Released 14/05/2018. Label: a
- Public Trans-buddy**: You will be impressed by this app. You can find information about bus routes, underground services, trams, etc. for all major cities in the world. There are also live updates about changes in timetables or delays. It works with GPS, so it can find the nearest bus stops and stations from your location. It works both on smartphones and tablets. Make sure to check it before you hit the road. Price: FREE. Made by Mickey, Released 29/09/2018. Label: b



Made by **Vicky**
Released
25/01/2018

c

MyJournal

This is a handy app for keeping a journal while travelling. Through GPS you can record your location when a picture is taken. You can easily take notes, record voice messages and even videos and store them on a daily schedule. Then, you can upload your journal to social media sites to show to your friends. It's an app you simply can't do without!

£0.79



Made by **OfficeBox**
Released
16/11/2018

d

Local M8

Have you ever wanted to create your own personalised travel guide? Just enter your destination and how long you plan to stay and Local M8 recommends places, things to do and how to get around. This app will help you explore **the highways and byways** of any place. It's just like staying with a local. What's more, you can share info and photos directly with social media sites. You can even access this app offline if you're somewhere without a signal.

£0.99



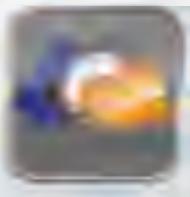
Made by **Norman Colt**
Released
12/12/2018

e

B4 U go

Are you fed up with forgetting things when going on a trip? Well, this app helps you get organised, makes sure you pack everything, and creates useful 'to do' lists. It also remembers previous trips and uses them as templates. Or you can choose from business, leisure, family holiday, etc. It will also remind you when to do things. If you have a trip coming up, it's an essential app to download B4 U go.

£1.99



Made by **AppTribe**
Released
28/06/2018

f

Landmarx

With a complete list of 900 famous landmarks, this app is ideal for globetrotters. It includes information and over 650 photographs. There's an interactive world map and you also have the ability to check the landmarks you have visited. Have pictures of your own? Save them in the photo gallery. This app works with GPS so it can inform you about landmarks that are nearby. Perfect for those who want to explore the world.

£4.99

D. Read texts 1-5 again and find antonyms for the following words.

1. seldom
2. international
3. private
4. often
5. ordinary
6. relaxed

E. Read texts a-f again and find synonyms for the following words.

1. look for
2. useful
3. suggest
4. necessary
5. perfect

F.  Look at the highlighted idioms in the texts a-f and try to guess their meaning. Then check your answers in a dictionary.

G.  Discuss in pairs/groups.

- Which of these apps would you like to have? Why?

H.  Search the Internet for more information about travel apps and choose one you like. Then write a short description of its main features and how useful it is.

Listening

A.  Listen to a conversation between a brother and a sister. Which three apps did the man download for his trip?

B.  Listen again and write T for True or F for False.

1. Tony is meeting some friends in Beijing.
2. Tony travelled to Moscow last year.
3. Tony's app finds a restaurant that his sister has heard of.
4. Tony's sister is worried that using the app on the plane may be dangerous.



5. Tony says that he has always planned the details of his trips very carefully.
6. Tony's sister doesn't think that Tony's apps are very useful.

Grammar Adjectives, Adverbs of Manner, Comparisons → pp. 80-81

A. Read the examples below. Which of the words in blue is an adjective and describes a noun and which is an adverb of manner and describes how something happens?

- Mr Rasheed has a large collection of very **loud** cats.
- My history teacher speaks **loudly** so we can all hear him.

B. Read the examples and answer the questions.

- The journey lasted **longer than** we expected.
- I think that ancient history is **more interesting than** modern history.
- The day we visited Babylon was **the hottest** day of the month.
- **The most difficult** part of the trip was when we ran out of water.

1. How are the comparatives and superlatives of one-syllable adjectives and adverbs formed?
2. How are the comparatives and superlatives of multi-syllable adjectives and adverbs formed?
3. Which form is used to compare two people, things or actions?
4. Which form is used to compare one person, thing or action with several of the same kind?

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

- In my opinion, travelling by train is **as tiring as** travelling by car.
- It was raining this morning but now the weather is getting **better and better**.

1. What does **as... as...** mean?
 - a. more than
 - b. less than
 - c. the same as
2. What does **better and better** indicate?
 - a. a continual change
 - b. a comparison between two actions
 - c. the result of an action

D. Choose a, b, c or d.

Desert Safari

I was tired of the same old holidays, so last year I decided to try something **1** _____. I searched the Internet but I couldn't find anything **2** _____. I was getting **3** _____ annoyed when I finally came across a site advertising a competition to win a desert safari in Qatar. Qatar was a destination that I always wanted to go to, so I entered the competition. Usually, I'm not the **4** _____ person in the world, but **5** _____, I won! The next day, I went to the travel agency and they presented me with the prize tickets. They also gave me a full description of what would happen on the safari. It sounded **6** _____ than I thought. And I have to say, it was the **7** _____ experience I have ever had. I will never forget it.

1. **a.** excitingly **b.** as exciting
c. most exciting **d.** more exciting
2. **a.** interesting **b.** as interesting
c. most interesting **d.** more interesting
3. **a.** more **b.** mostly
c. the most **d.** more and more
4. **a.** lucky **b.** luckier
c. luckiest **d.** more lucky
5. **a.** surprising **b.** surprisingly
c. most surprising **d.** more surprisingly
6. **a.** the best **b.** the better
c. much better **d.** better and better
7. **a.** amazing **b.** as amazing as
c. most amazing **d.** more amazing

E.  **Talk in groups.** Look at the table below and give each means of transport a rating from 1 to 4. Give 1 to the least cheap/safe/comfortable/tiring/exciting means of transport and 4 to the cheapest/safest/most comfortable/most tiring/most exciting means of transport. Then discuss and find out how much you have in common with the rest of your group.

	cheap	safe	comfortable	tiring	exciting
plane					
car					
train					
ferry					

*'I think we will all agree that the... is... means of transport of all.
Yes, definitely. However, I find it...
Well, I find the...'*

Speaking

 **Talk in pairs.** Imagine that you and your partner are in London, England and have enough time to go on only one of the tours below. Discuss and decide which one, using the information you have and giving reasons. Use some of the words/phrases in the boxes.

historic ideal enjoyable
adventurous impressive
educational
spectacular/magnificent/
breathtaking views
unforgettable experience
great opportunity
get seasick too tiring

Making recommendations/ suggestions:

I think we should go...
because...
Let's choose...
If we choose..., we can/will
see/enjoy...
Why don't we...?
Why not visit...?
What/How about...?
What if we...?
We can/could... What do you
say?

Agreeing/Disagreeing with a suggestion:

I agree. It'll be fun.
Yes, let's...
Why not?
(That's a) good idea!
Don't you think we'd enjoy...
more?
I don't think so.
I think we'd enjoy going to...
more because...

Expressing preference:

I'd prefer (not) to... because...
I'd rather (not)... because...

A

Discovering Camden Town on foot

Duration: 6 hours
Price: £30 per person

Tour includes:

- English tour guide and audio guide in Arabic, Spanish, French, etc.
- Visit to Camden Market
- Boat ride and walk along Regent's Canal
- Lunch at one of the many popular restaurants
- Visit to London Zoo, one of the oldest zoos in the world
- A fantastic view of London from Primrose Hill

B

Hopping on & off a London tour bus

Duration: 9 hours
Price: £50 per person

Tour includes:

- English tour guide and audio guide in Arabic, Spanish, French, etc.
- Stops at Trafalgar Square (see Nelson's Column and pigeons), Buckingham Palace (see where the royal family lives), Hyde Park (one of the largest parks in the UK), etc.
- Visit to the London Eye (enjoy spectacular views)

Writing An article describing a place

A. The following announcement was published in an international magazine. Read it and underline the key words.

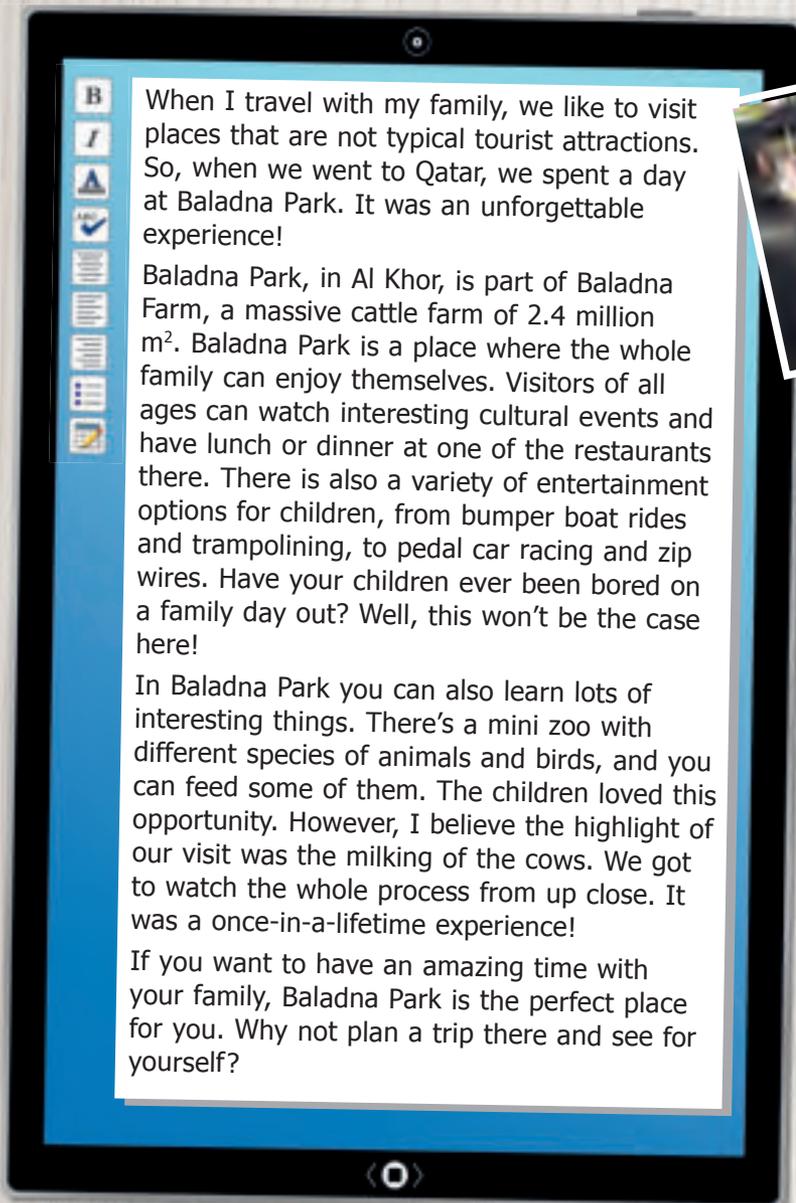


Write an article for worldsights.com!

Tell us about a sight or interesting place you have visited. Describe the place, say what attracts visitors to it and refer to any other special features of the place. The most interesting articles will be published in the next issue.

B.  Read the article one visitor to worldsights.com wrote and answer the questions.

1. Which of the two titles below is more suitable? Why?
 - a. Discover the amazing Baladna Park
 - b. Baladna Park
2. What kind of information does the writer give in each paragraph?



B When I travel with my family, we like to visit places that are not typical tourist attractions. So, when we went to Qatar, we spent a day at Baladna Park. It was an unforgettable experience!

Baladna Park, in Al Khor, is part of Baladna Farm, a massive cattle farm of 2.4 million m². Baladna Park is a place where the whole family can enjoy themselves. Visitors of all ages can watch interesting cultural events and have lunch or dinner at one of the restaurants there. There is also a variety of entertainment options for children, from bumper boat rides and trampolining, to pedal car racing and zip wires. Have your children ever been bored on a family day out? Well, this won't be the case here!

In Baladna Park you can also learn lots of interesting things. There's a mini zoo with different species of animals and birds, and you can feed some of them. The children loved this opportunity. However, I believe the highlight of our visit was the milking of the cows. We got to watch the whole process from up close. It was a once-in-a-lifetime experience!

If you want to have an amazing time with your family, Baladna Park is the perfect place for you. Why not plan a trip there and see for yourself?



C.  When we write an article, we want to attract and keep the reader's interest. We can do that by:

1. having a title that catches the reader's attention.
2. using descriptive language, e.g. colourful adjectives.
3. addressing the reader personally.
4. asking rhetorical questions.

Find examples of these in the article and underline them.

D.  **Read the note. Then rewrite the sentences 1-6 using the adjectives in the box to make them more lively. There is more than one correct answer.**

When describing something, think about the following:

- **sight:** colour, shape, size (e.g. *green, colourful, square, round, huge, tiny*)
- **sound:** type and volume (e.g. *quiet, peaceful, noisy, loud, soft*)
- **smell:** scent and strength (e.g. *sweet, pleasant, disgusting, strong*)
- **taste:** flavour and strength (e.g. *delicious, spicy, strong, tasteless*)
- **touch:** texture and temperature (e.g. *soft, hard, cool, cold, warm, hot*)
- **emotions:** (e.g. *fascinated, impressed, excited*)
- **general opinion:** (e.g. *ideal, magnificent, luxurious, isolated*)

spectacular peaceful sweet-smelling
impressive enjoyable noisy massive
mouth-watering fascinating

1. You can taste some local dishes at the market.

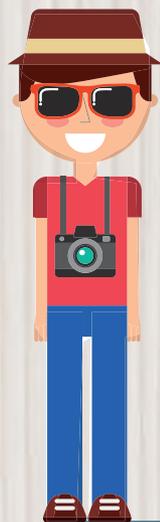
2. The square is full of flowers and there are always children running around.

3. In the middle of this town there's a building with a tower.

4. People visit this place for the view.

5. I spent an afternoon walking by the river.

6. Beijing is a city for anyone who is interested in Chinese culture.



E.  **Think of an interesting place you have visited or know well. Do research on the Internet to find more information about the history, sights/attractions of the place and about the things you can see and do there. Then talk in pairs and share your ideas with your partner.**

F.  **Read the announcement in activity A again and the TIP below. Then go to the Workbook pp. 35-37 to plan and write your article.**

When writing an article describing a place, you want to catch the reader's attention and interest. You should:

TIP

- use a catchy title.
- write about a place you are familiar with; for example, one you have been to.
- think about the purpose of the article and who will read it in order to write in an appropriate style (formal, semi-formal, informal).
- organise the article in paragraphs which expand on, describe or give examples of the topic.
- use the Present Simple to describe the place and the Past Simple to talk about its history.
- use lively colourful language (e.g. a variety of words/phrases/expressions, direct and indirect questions, exclamation marks).



A. Complete the sentences with the words in the box.

civilisations benefits
original essential seasick

- One of the many _____ of ecotourism is that it helps protect local wildlife.
- This is just a copy. You can see the _____ painting in the local art gallery.
- I don't like sailing, because I often get _____.
- I am fascinated by the history of ancient _____ like that of the Babylonians.
- Pieces of equipment like tents and sleeping bags are _____ when going camping.

B. Circle the correct words.

- The university is the oldest building in the **area / location**.
- We didn't spend much money this summer because we stayed at an **inexpensive / impressive** hotel.
- I **compared / arranged** the flight prices, and Express Airlines has the cheapest flights.
- Did you hear the **announcement / explanation**? There is going to be a delay!
- The best part of my trip to Qatar was that I got to enjoy the peace and quiet offered by the desert **countryside / landscape**.
- Mary had to change her hotel reservations due to the flight **connection / cancellation**.

C. Complete the sentences with the Past Simple or the Present Perfect Simple of the verbs in brackets.

- A:** _____ you ever _____ (travel) abroad?

B: Yes, I _____ (be) to many different places, and just last month I _____ (visit) Brazil.

A: Amazing! _____ you _____ (like) it?

B: It _____ (be) an unforgettable experience!
- A:** My cousin Jack _____ (arrive) from Houston last night. He _____ never _____ (come) to Australia before.

B: Interesting! _____ you _____ (go) sightseeing in the morning?

A: No, he _____ (feel) tired, but he _____ (already / decide) where he wants to go tomorrow!
- A:** _____ you _____ (finish) with the tablet? I want to download a new app.

B: Which one?

A: It's a travel app that keeps a record of all the places you _____ (be) to and organises all the photos that you _____ (take).

B: Oh, good! Gary _____ (tell) me about it yesterday, but I _____ (not download) it yet.

D. Choose a, b or c.

- Going on a safari was _____ exciting thing I have ever done.
a. the most b. more c. as
- Our house by the beach is _____ peaceful than the one we have in the city centre.
a. the more b. much more c. much
- Teenagers get bored _____.
a. very easy b. easier c. easily
- Alice's daughter is getting taller and _____ every day!
a. more tall b. tallest c. taller
- I don't think that travelling by ship is _____ frightening as travelling by plane.
a. as b. more c. so much
- Look at this diagram _____ and you will see that some of the lines are too short.
a. close b. closely c. closest
- I'll start with this one; I think it's the _____ difficult exercise of all.
a. much b. less c. least
- She is very kind and always speaks _____ of other people.
a. best b. good c. well

E. Complete the dialogue with the phrases a-e.

- a. You have a point.
b. This is a once-in-a-lifetime experience.
c. I think we should go tomorrow.
d. Why don't we go to the Louvre?
e. I'd rather not go today.

- A:** I'm so glad we chose to visit Paris this summer!
- B:** Me too. 1 _____
- A:** You can say that again! What are we going to do now?
- B:** 2 _____ We can't leave Paris without visiting it.
- A:** 3 _____ But it's 3 p.m. and the museum closes at six today.
- B:** So, let's go.
- A:** 4 _____
- B:** Why not?
- A:** 5 _____ That way, we'll have the whole day ahead of us and we'll get to see more.
- B:** That's a good idea!

Self-assessment

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

NOW I CAN...

- talk about holidays and travelling experiences
- use appropriate tenses to link the past with the present
- form nouns ending in *-ion*, *-ation* and *-ment*
- compare and contrast people and situations
- express preference and make suggestions
- write an article describing a place

4 Job seeking

work environment



Discuss:

- Look at the pictures. Which do you think people consider important when looking for a job?
- Can you think of other things that are important?
- What would your ideal job be?

Total Gross Pay TD
Gross for Tax TD
Tax paid TD
Earnings For NI TD
National Insurance TD
Pension TD (Inc AVC)

salary

work/life
balance



prospects



colleagues



benefits



In this module you will learn...

- to express obligation, lack of obligation, and prohibition
- to express strong advice, threat and warning
- to express regret, disapproval and criticism
- to talk about jobs and employment
- to express possibility or certainty about the present/future
- to make deductions about the present
- to write a formal email asking for and giving information

Brian's Borneo Blog

[About](#)
[Gallery](#)
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Reading

R.  Discuss in pairs/groups.

- Have you ever done any volunteer work?
- If yes, what did you do and why?
- If not, would you like to?

B.  Read the blog quickly. What is the purpose of the texts?

- to inform people about Borneo and its people
- to encourage people to visit Borneo
- to explain what it's like to be a volunteer in Borneo
- to advise people who are planning to travel to Borneo

Log in

Search

Hi! I'm Brian Callaghan from Killarney, Ireland. I studied English Literature, but somehow found myself working in an office. My income was fairly good, but I wasn't satisfied. I had long working hours and my job was stressful. One day I had enough, so I made the decision to take a career break and do something I would enjoy. That's when I learnt about the volunteer programmes in Borneo, and I was willing to try.

So here I am, in Borneo, trying to make a difference to the lives of these people as a volunteer teacher. So far, it's been rewarding, and I've made plenty of friends along the way! If you wish to sponsor me, you should subscribe to this blog.



At last, I got an Internet connection and I can write about my experience in Tawau, where I'm teaching English to twenty-four local teens. I think they really needed me at the school here because, as soon as I got off the bumpy bus from Kota Kinabalu, the headteacher put me in a classroom! 'You can't be serious,' I said to him, but he was.

After a sleepless night on a crowded bus, teaching was the last thing on my mind, but I made an effort to do my best. In return, the students immediately made me feel at home. 'Welcome, Sir! You are our family now,' they sang together. The best thing was the smiles on their faces. They made

me feel so important!

When they greeted me into their 'family', they sure meant it! We are all one big family here as we study, cook, eat, clean, play sports and share happy moments together even when not in school. Also, because we interact in English, they're benefiting even more. These young cheerful teens are great teachers as well as enthusiastic students. They are always so eager to teach me about their culture and customs.

Being in a classroom with students who are so motivated to learn is a wonderful experience. It's not all work, work, work, though. A few days ago, the headteacher encouraged me to take a trip to Sepilok Orangutan Centre. I was delighted! Orangutans are fascinating creatures, and I was allowed to feed a baby orangutan!

My first two weeks in Tawau have passed by quickly, and I'm sure the next three will fly by. I really don't want to leave so soon, but I have to, so I'm going to try to make the most of my short stay. When I leave, I'm going to miss the school, the students, the other teachers, and the wonderful sounds of the mynah birds singing when the sun rises in the morning. I still don't know my plans for next year, so hopefully I may be able to come back again soon.

[Leave a comment](#)

[Click here to read all 32 comments](#)

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

1. What can we infer about Brian?
 - a. He stresses out easily.
 - b. He is difficult to please.
 - c. He considers money important.
 - d. He gets satisfaction from helping people.
2. What made Brian think that they really needed him at the school?
 - a. He was asked to teach at night.
 - b. He had a lot of students to teach.
 - c. He had to teach upon getting there.
 - d. The headteacher did not understand him when he spoke in English to him.
3. What is true of the trip to the centre?
 - a. It was the headteacher's idea.
 - b. It took a long time to get there.
 - c. It required a lot of work to organise.
 - d. The writer was forced to take the trip even though he didn't want to.
4. How long is Brian's stay in Tawau?
 - a. a year
 - b. two weeks
 - c. five weeks
 - d. three weeks

D.  Answer the following questions. Justify your answers with details from the text.

- What can be inferred about Brian's students?
- What emotion does Brian express at the end of his blog?

E.  Discuss in pairs/groups.

- Would you consider travelling abroad to be a volunteer? Why? / Why not?
- Would you become a volunteer teacher? Why? / Why not?



Vocabulary

Complete with *make* or *do* to form phrases. Some of the phrases appear in the blog.

Do emphasises the process of performing an action, whereas **make** focuses more on the result of the action.

- | | |
|---------------------------|-----------------------------------------|
| 1. _____ a decision/guess | 10. _____ research |
| 2. _____ my best | 11. _____ a suggestion / an arrangement |
| 3. _____ up my mind | 12. _____ a mistake |
| 4. _____ as you please | 13. _____ my hair |
| 5. _____ sb a favour | 14. _____ some exercise |
| 6. _____ a difference | 15. _____ sense |
| 7. _____ an effort | 16. _____ well/badly |
| 8. _____ a project | 17. _____ a good/bad impression |
| 9. _____ the most of sth | 18. _____ an experiment |

Grammar Modals I (must / have to / need, should / ought to / had better) → pp. 81-82

A. Match the functions in the box with the modal verbs in blue in the sentences below.

lack of obligation/necessity in the present/future
obligation in the present/future

necessity in the past
absence of necessity in the past
prohibition in the present/future

1. You **must** be a native speaker to teach in Borneo.
2. You **don't need to** stay for the whole summer. It isn't necessary.
3. You **can't** take the students on a trip without asking the headteacher. You're not allowed.
4. I **needed to** send them a CV before they accepted me.
5. You **didn't have to** bring warm clothes with you. It's very warm in Borneo.

B. Which of the verbs in the box can we use to replace the ones in blue in the sentences above so that the sentences have a similar meaning?

needn't have to had to need to mustn't didn't need to don't have to

C. Read the examples and find the modal verb that expresses a stronger piece of advice or threat/warning.

1. You **should** be on time for the staff meeting.
2. You **ought to** be at the staff meeting at seven.
3. You **had better not** be late for the staff meeting.

D. Complete the sentences with the words in the box. Sometimes more than one answer is possible.

have shouldn't had to ought had better

1. You _____ to talk to the headteacher before you arrange a football match at the school.
2. Hassan was happy to hear that he doesn't _____ to finish the project by Thursday.
3. You _____ take off those dirty boots before coming into the house.
4. We _____ be late, because we will miss the train.
5. He _____ finish his work before he left the office.

Vocabulary

Circle the correct words.

1. I quit my job because the **income / salary** I was getting was too low.
2. Our only **income / salary** at the moment is the rent we receive from our flat in the city centre.
3. Mr Edison **hired / rented** three graphic designers this week.
4. Mr Edison **hired / rented** a flat near his office.
5. The company I work for always looks for the best person to fill the **position / job**.
6. Roger is not very experienced, so he doesn't always do his **position / job** correctly.
7. Unfortunately, I don't have any **knowledge / experience** of history.
8. Peter has no previous **knowledge / experience** as an accountant.



Listening

A. Discuss in pairs/groups.

- Have you ever had a part-time job? If yes, what was it and what did you like about it?
- If no, would you like to get one?

B. Listen to Peter Wilson, an employee trainer at Yum Cha Chicken restaurants, talking to a group of people. For questions 1-4, choose the best answer a, b, c or d.

1. Why has Peter Wilson called the meeting?
 - a. to prepare the young people for the job interview
 - b. to speak to employees about the history of YCC
 - c. to give training to employees
 - d. to invite young people to apply for a job at YCC
2. Why were the current employees chosen?
 - a. They are teenagers.
 - b. They are well-trained.
 - c. They have got the qualities required.
 - d. They can work part time.
3. Why does Peter think that his audience is nervous?
 - a. They don't trust him.
 - b. They don't know if they'll be able to balance school and work.
 - c. They may not trust the training programme.
 - d. They have never worked before.
4. What point is Peter making when he mentions YCC's managers?
 - a. that the staff also run the restaurant
 - b. that the YCC rewards the staff's dedication with promotion
 - c. that managers at YCC also need to be able to wait tables
 - d. that when waiters are away, the managers wait tables

C. Discuss in pairs/groups.

- How important do you think training for a job is?
- Do you believe experience in a job is more important than qualifications? Why? / Why not?

Speaking

Talk in groups of three.

Student A: Choose one of the situations below and tell Students B and C what happened. Discuss what you think went wrong. Use some of the phrases in the box.

- You've just lost your job because you were late every morning.
- Your boss told you off for taking too many breaks.
- You left your job without finding a new one and are now unemployed.
- Your boss offered you a more important position but you refused it.
- You went to a job interview but you didn't get the job.
- You complained about a colleague at work and they got fired.
- You were playing online games at work, and your computer got a virus.

Expressing regret

I regret (not) doing...
That was thoughtless/careless of me...
I don't know what I was thinking.
I've got no excuse for my behaviour.
I didn't mean to...

Students B and C: Listen to Student A and give him/her advice on what he/she can do now. Use some of the phrases in the box.

Expressing disapproval and criticism

You did what?
That wasn't very wise of you.
What were you thinking?
You know better than that!
Why on earth did you do that?
How thoughtless of you!

Giving advice

If I were you, I'd...
You'd better...
I suggest you...
You should definitely...
I would strongly advise you to...
It might be a good idea to...
You ought to...

What's the matter, Paul? You seem worried.

Well, I just got back from a job interview and things didn't work out well for me.

Why? What happened?

Well, I started yelling at the guy who was interviewing me when he commented negatively on my qualifications and my previous work experience.

Why on earth did you do that? That wasn't very wise of you.

I don't know what I was thinking.

Well, if I were you, I'd call and apologise to him.

Writing

A.  Imagine you have a problem. Write an email to a friend asking for advice. State your problem, describe how you feel and ask for advice.

B.  Swap emails with your partner and write a reply expressing disapproval/criticism and giving advice. Use some of the phrases in the tables above.



Vocabulary & Speaking

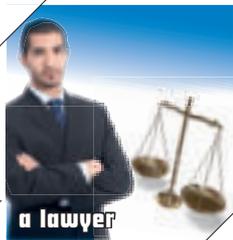
A. Read the sentences. What do the adjectives in bold mean? Match them with the definitions a-j.

1. Mark is such a **sociable** young man. He can easily start a conversation with a complete stranger.
2. You need to be **imaginative** to create something unique.
3. Frank is a very **rational** person. He never lets his feelings affect his decisions.
4. Abdulrahman was very **courageous**. He ran into the burning house to save the girl.
5. Olivia is the most **spontaneous** person I know. She doesn't think twice about anything.
6. Karen is a very **honest** young lady. You should believe her.
7. Whenever I'm in trouble, I go to my sister. She's the most **reliable** person I know.
8. Harry is an **ambitious** young man who will do anything to achieve what he wants.
9. Liv is too **disorganised** to become a successful accountant.
10. Our teacher is **patient**. She never gets angry with us.

- a. really wanting to become successful
- b. able to think calmly and make decisions that are not based on emotions only
- c. always telling the truth
- d. able to stay calm for a long time
- e. good at thinking of new and interesting ideas
- f. enjoying meeting and talking with other people; outgoing
- g. brave; showing courage
- h. doing things without planning them first
- i. can be trusted when needed for help or support
- j. bad at arranging or planning things

B. **Talk in groups.** Use some of the phrases in the boxes and some of the adjectives from the vocabulary activity above and answer the questions.

- What characteristics do you need for the jobs in the pictures below? Why?
- What are the advantages and disadvantages of each job?
- Would you like to do any of these jobs in the future? Why? / Why not?



be hard-working
be a role model
have good communication skills
like helping other people
deal with emergencies
provide medical care
work well as part of a team
be organised

If you want to become...
People who want to become...
In my opinion, you have to be able to...
I think/believe you must have the ability to...
You definitely need to...
This job involves being...

Reading

A. Do the quiz to find out what kind of job you are best suited for.

FIND THE

Extrovert or **I**ntrovert?

1. Working as part of a team feels:

- uncomfortable. I prefer working alone. (I)
- good. I feel more confident when others can help me with my ideas. (E)

2. Your idea of a perfect evening is:

- staying in with a book. (I)
- going out with friends and meeting new people. (E)

3. When you communicate:

- you take your time to think before you speak. (I)
- express yourself freely without thinking too much. (E)

E or **I**? Which do you have more of?

Creative or **R**ational?

1. If a device or appliance breaks down:

- you are the person people call to fix it. (C)
- you're useless. You have to call a technician. (R)

2. At work, you prefer tasks to be:

- clear with rules and instructions. (R)
- without rules so that you have the freedom to be creative. (C)

3. You prefer to learn through:

- reading and research. (R)
- trying things out for yourself. (C)

C or **R**? Which do you have more of?

Organised or **S**pontaneous?

1. You've made plans to meet a friend at 4 p.m. You're:

- on time, as always. (O)
- ten minutes late. Never mind. (S)

2. Your desk or the area in which you work is usually:

- well-organised and neat. (O)
- a mess. (S)

3. When you travel, how do you usually prepare?

- At the last minute. (S)
- I always know all the details for the entire trip before I leave. (O)

O or **S**? Which do you have more of?

PERFECT JOB FOR YOU



RESULTS *****

Which personality type are you?

E R O types are sociable, confident and comfortable working with other people. They are honest and organised. They usually like structure and working with rules and instructions.

Possible careers: lawyer, scientist, engineer, doctor, accountant

E R S types are usually confident, patient people who express themselves well and get along well with lots of different people. They hate routine and are more interested in complex issues than everyday concerns.

Possible careers: consultant, online business manager, journalist, sales manager

E C O types enjoy being in a variety of social situations. They are usually artistic. They are reliable and organised, and they work well with deadlines.

Possible careers: graphic designer, politician, marketing manager

E C S types are usually outgoing and need to feel free to express themselves. They are spontaneous and don't like planning or rules. They often come up with original ideas. They can get bored with routine or in structured environments.

Possible careers: writer, performer, public speaker, director

I R O types are quiet and hard-working. They read a lot and enjoy learning about a variety of things. They are well-organised and practical, and like to plan ahead. They are good at finding solutions to problems.

Possible careers: politician, engineer, lawyer, computer programmer, scientist, editor

I R S types are usually pretty quiet and shy. They like to follow instructions and are practical. They prefer to learn by reading. However, they like variety in life and do not like to plan into the future very much.

Possible careers: police detective, accountant, vet, writer

I C O types are imaginative and usually good at working with their hands. They prefer to work on their own, in their own organised way, without having strict rules. They like testing new ideas.

Possible careers: architect, writer, artist, teacher, designer, mechanic

I C S types are usually shy people who are happier working alone. They have a creative imagination, but are often considered kind of disorganised by others because of the way they work.

Possible careers: artist, interior designer, researcher, academic, scientist

B.  Talk in groups. Find out which personality type your classmates are. Do you agree or disagree with the results? Why? / Why not? Discuss in pairs/groups.

C.  Choose one of the jobs suggested in the possible careers that match your personality, and think of other characteristics you may need for this profession. Then discuss in groups.

Grammar Modals II (may/might/could, must/can't) → p. 82

A. Read the example. Which statement correctly describes the situation? Choose a or b.

Learning a foreign language **may/might/could help** you get a better job.

- a. It is likely to happen.
b. It will certainly happen.

B. Read the examples. What do they mean? Choose a or b.

1. Salem **must be** good at his job, because he got a pay rise.

- a. Salem has to be good at his job.
b. I believe Salem is good at his job.

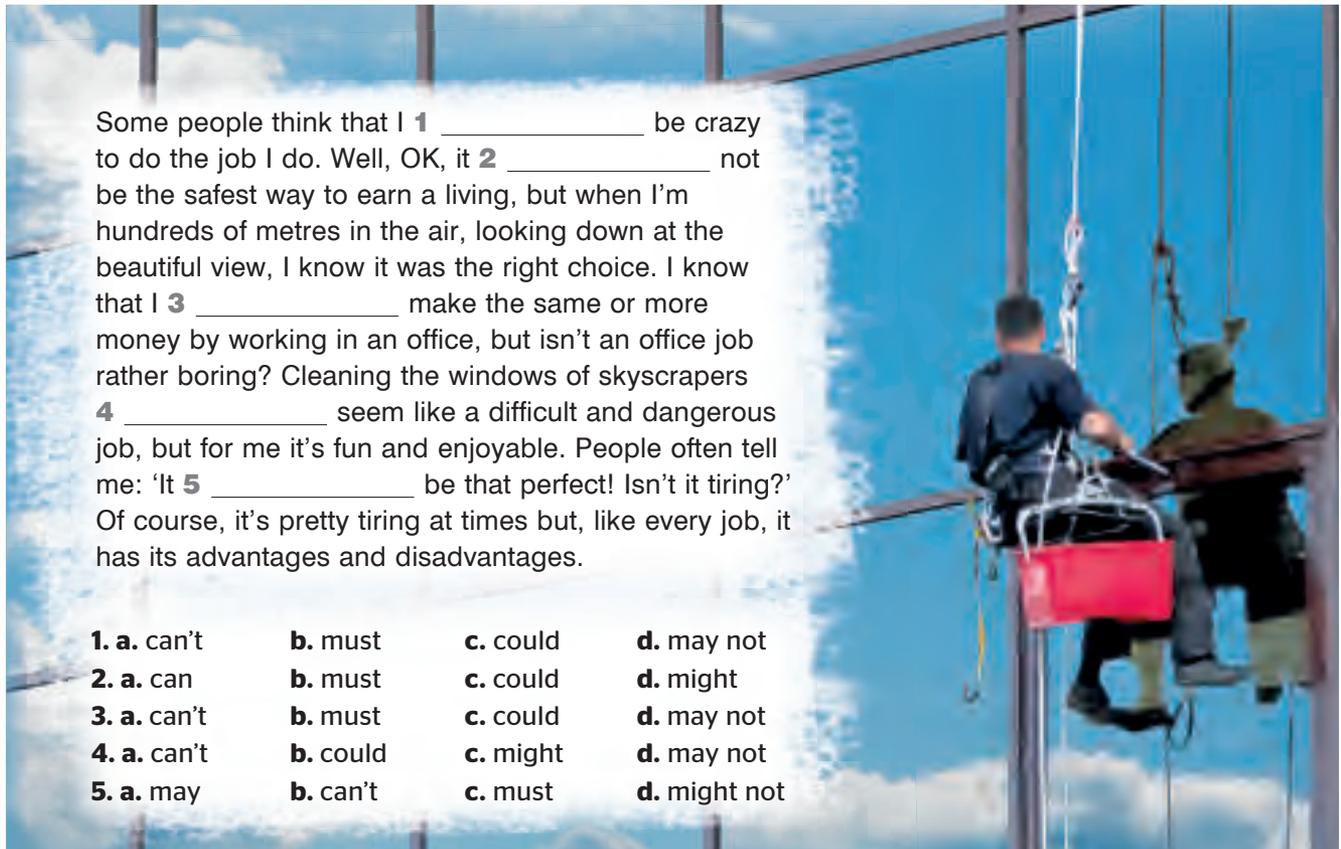
2. She **can't be** the manager of the company. Look at how young she is!

- a. I'm sure she isn't the manager.
b. She isn't able to be the manager.

C. Choose a, b, c or d.

Some people think that I **1** _____ be crazy to do the job I do. Well, OK, it **2** _____ not be the safest way to earn a living, but when I'm hundreds of metres in the air, looking down at the beautiful view, I know it was the right choice. I know that I **3** _____ make the same or more money by working in an office, but isn't an office job rather boring? Cleaning the windows of skyscrapers **4** _____ seem like a difficult and dangerous job, but for me it's fun and enjoyable. People often tell me: 'It **5** _____ be that perfect! Isn't it tiring?' Of course, it's pretty tiring at times but, like every job, it has its advantages and disadvantages.

- | | | | |
|-------------|----------|----------|--------------|
| 1. a. can't | b. must | c. could | d. may not |
| 2. a. can | b. must | c. could | d. might |
| 3. a. can't | b. must | c. could | d. may not |
| 4. a. can't | b. could | c. might | d. may not |
| 5. a. may | b. can't | c. must | d. might not |



D. Work in pairs. Look at the pictures of Andy's and Gary's bedrooms and, in turn, make sentences about each of the boys. Use may/might/could/must/can't.

ANDY'S BEDROOM



GARY'S BEDROOM



Intonation

Listen and repeat. Notice the stressed words.

1. Natalie might come with us.
2. You mustn't talk in the classroom.
3. Albert can't become a paramedic. He hasn't got the qualifications.
4. I have to be at work very early tomorrow.



Listening

A.  Talk in pairs. Look at the following problems which are related to work. Say which problem you think is the most serious and which is the least serious, giving reasons for your choices.

- losing/deleting an important document
- having to work overtime
- working long hours
- having an argument with the boss
- giving a bad presentation
- not being able to make a deadline

B.  Listen to four people talking about their work. Match the speakers with the statements a-e. There is one extra statement which you do not need to use.

- Speaker 1 Speaker 3
 Speaker 2 Speaker 4



- a. This person does not enjoy their job because they have to work long hours.
- b. This person is bored at work and is thinking of a career change.
- c. This person likes their job because they enjoy working with people.
- d. This person is disappointed because their career does not have good prospects.
- e. This person did not like their job at first but now enjoys it very much.

C.  Discuss in pairs/groups.

- Which do you enjoy more, working alone or working with other people? Why?
- Would you prefer to work in a variety of outdoor locations or would you prefer to work indoors in the same surroundings? Why?

Speaking Role play

 Talk in pairs.

Student A: You work for an agency that helps young people find work during the summer holidays. A young person (Student B) has come to register as a job seeker. Student A go to the Speaking Activities section on page 74.

Student B: You are looking for temporary work over the summer holidays. You have gone to an agency that helps match job seekers with suitable employers. Speak to a member of staff (Student A) and provide any information you think will help them to match you with a suitable employer and then set up an interview. Use some of the phrases in the boxes.

I'm looking for a job that involves...
 I would be interested in working in...
 I have some experience in...

Well, let's see now.
 How shall I put it?
 Let me think/see.
 I've never actually given it a lot of thought. You see...

Something else I'd like to say is that...
 Something else I'd like to mention is that...

Let me repeat that.
 I said 'xxx' (xxx spoken slowly and clearly)
 As I said...



Writing A formal email asking for and giving information

A. Discuss in pairs/groups.

- Have you ever been to a job fair?
- Do you think they are useful for finding a job?

B. Read the flyer about a job fair. Then answer the questions.

Riverdale Workforce and Development Network invite you to

Riverdale Community

JOB FAIR

Coby Wayde Recreation Centre
Saturday, 29 October
9 a.m.

- Showcasing 50+ companies
- Candidates of all ages and experience levels welcome
- Companies will be looking to fill positions or offer internship opportunities
- Please come prepared with CVs and dress professionally

Guest speaker: **John Fitzwilliam**
giving a talk on: **'Tips for finding a job'**

For information and to reserve a place contact:
info@riverdalecommunity.net

1. How can you contact the organisers?
2. What kind of style would you use?



C. Read the email Tony wrote in response to the flyer. Then answer the questions.

New mail

To: info@riverdalecommunity.net
Subject: Request for extra information

Dear Sir or Madam,

I am interested in attending the Riverdale Community job fair as advertised in your flyer, and I am hoping you can provide some more information on the event.

My name is Tony Richards and I am in the final year of an Economics degree at Riverdale University. I am interested in staying in Riverdale after I graduate, and am looking for ideas about the types of careers available. I am really looking forward to the fair and wish to reserve a place now.

However, in order to be fully prepared, I would like some information about the following issues. Firstly, I would like to know what time the fair closes. In addition, could you tell me whether companies will be promoting only full-time positions, or part-time options as well? Finally, the flyer mentions 'professional dress'. Is it the case that a suit and tie are necessary?

Thank you for your assistance.

Yours faithfully,
Tony Richards

B I A

1. How does Tony address the person he is writing to?
2. What information does Tony give about himself?
3. Do you find any of this information irrelevant?
4. What information does Tony ask for?
5. Does he use direct or indirect questions?
6. What is the topic of each of the paragraphs?
7. How does Tony sign off?
8. What features make this email formal? Compare it to the emails on page 16.

D.  Below is another email someone wrote in response to the flyer in activity B. Divide it into paragraphs and improve the underlined sections.

Dear Riverdale,

I saw the flyer for the Riverdale Community Job Fair on my school notice board and I am very interested in attending. My name is Kelly White and I am 22 years old. I am a final year student so I was very excited to read about the job fair. As I have never attended something similar before, it will give me the chance to learn what career opportunities are available with my degree. So, I would really like to reserve a place. However, here are a few questions for you. First of all, I would like to know how much it costs to attend. This information is not mentioned on the flyer. Furthermore, why don't you mention what time Mr Fitzwilliam's talk begins? Do I need to book a seat? I look forward to hearing from you.

Bye for now.

Kelly

E.  You have seen the following flyer. You are interested in taking part but you need more information before you decide. You want to ask:

- about the cost
- if accommodation is provided
- how long the exchange programme lasts

Write an email requesting information about ILEP.

SIGN UP FOR AN UNFORGETTABLE SUMMER EXPERIENCE!
International Language Exchange Programme

Each term, ILEP connects hundreds of students from all over the world so they can help each other learn more about languages, cultures and customs. ILEP is a great opportunity to stay in touch with a language you have already learnt or to learn a new one.

AUTHENTIC SPEAKING OPPORTUNITIES FOR ALL STUDENTS!

To sign up, contact us, giving name, age and saying which country you are interested in going to.

Registration ends on 7 May.

Contact information:
info@languageexchange.net

Read the flyer and the TIP below. Then go to the Workbook pp. 47-50 to plan and write your email.

A formal letter/email:

- is written to a person you don't know or when you want to be polite and respectful.
- begins with **Dear Mr/Miss/Mrs/Ms/Dr + last name** or with **Dear Sir/Madam** and ends with **Yours sincerely** or **Yours faithfully**.
- is formal in style, e.g. formal greetings and signing offs, verbs not contracted.

When writing a formal letter/email asking for and giving information:

- use the appropriate layout (see Writing Reference Section).
- write in an appropriate style.
- read the information given carefully and cover all the points required.
- organise the information into paragraphs.
- use standard grammar and spelling conventions.
- avoid using direct questions too often.
- use formal linking words/phrases to list your questions

- *firstly, first of all, to begin with*
- *secondly, moreover, what is more, furthermore, in addition, apart from that*
- *finally, lastly*

TIP

A. Choose a, b or c.

- Derek is a(n) ____ person and he doesn't usually plan things ahead.
a. spontaneous b. rational c. ambitious
- What do you do to ____ a living?
a. earn b. rise c. get
- Salman immediately got the job because he ____ a good impression.
a. made b. had c. did
- Mona is new at work, but she is very ____ to learn new things.
a. delighted b. eager c. honest
- Olga is never afraid to ____ her feelings, whether she is happy or sad.
a. greet b. express c. interact
- It's difficult to find ____ and hard-working employees nowadays.
a. rewarding b. courageous c. reliable
- A colleague at work got ____ because he was never on time.
a. hired b. rented c. fired
- Fred studied to be a(n) ____.
a. accountant b. appliance c. candidate

B. Complete the sentences with the words in the box.

trust registration fair incomes
deadline promotion knowledge

- Don't worry. You can _____ me to keep your secret.
- A:** Martin is looking for a job.
B: He should attend next week's job _____ then.
- I have been in this company for three years and I soon hope to get a _____.
- I have just a few days to finish this project; the _____ is on Monday.
- I was amazed at Saeed's _____ of English literature.
- To attend the seminar, you need to pay a _____ fee.
- There are lots of people living on low _____ nowadays.

C. Circle the correct words.

- I **may / must** go shopping later today. If I do, do you need anything?
- You **mustn't / don't have to** drive a car without a driving licence.
- Tony **ought to / can't** apologise for his behaviour.
- You **had better not / didn't have to** be late for work again.
- Brian **can't / mustn't** be asleep. I can hear him talking.
- Penny **ought / had better** to go on the volunteer programme. It's a great opportunity.

- You **don't have to / shouldn't** forget to make an appointment with the doctor.

D. Rewrite the sentences using the words given.

- It's a good idea to dress professionally for the job interview. (**better**)

- It isn't necessary to call a technician for the printer. (**need**)

- I suggest you look for a job near your house. (**should**)

- I'm pretty sure Liam is still at home. (**must**)

E. Complete the dialogue with the phrases a-d.

- You should definitely apologise for your behaviour.
- That wasn't very wise of you.
- I don't know what I was thinking.
- You did what?

A: What's the matter, William?

B: I feel horrible. I got into a really bad argument with my colleague Robert.

A:1 _____

B: You can say that again.

A: What exactly happened?

B: I asked him a question about a project we're working on together and he didn't answer me.

A: And what did you do?

B: Well, I started shouting at him.

A:2 _____

B: I know, but it's too late now! He's really angry with me. **3** _____ It was so thoughtless of me.

A: That's true. **4** _____ Maybe he'll forgive you.

Self-assessment

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

NOW I CAN...

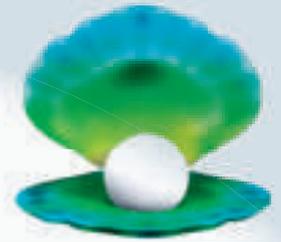
- | | |
|-----------------------------------------------------------|--------------------------|
| express obligation, lack of obligation, and prohibition | <input type="checkbox"/> |
| express strong advice, threat and warning | <input type="checkbox"/> |
| express regret, disapproval and criticism | <input type="checkbox"/> |
| talk about jobs and employment | <input type="checkbox"/> |
| express possibility or certainty about the present/future | <input type="checkbox"/> |
| make deductions about the present | <input type="checkbox"/> |
| write a formal email asking for and giving information | <input type="checkbox"/> |

A. Discuss in pairs/groups.

- What did people in Qatar do in the past to earn a living?
- What do you know about pearl diving?

B.  Read the text and write T for True, F for False or NM for Not Mentioned.

Pearl Diving in Qatar

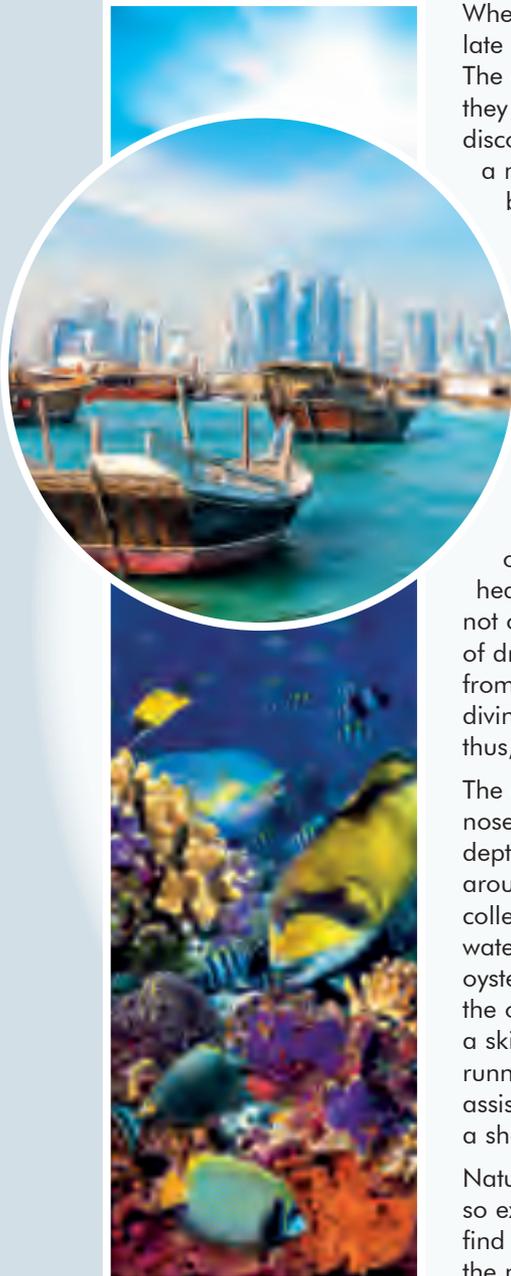


When visiting the impressive cities of Qatar, one would not believe that up until the late 1940s residents near the coastal regions survived mainly by fishing for pearls. The amazing structures that line its coast do not tell us anything about its past nor do they tell us anything about the difficulties the Qatari people experienced before the discovery of oil. The truth, however, is that before oil was discovered, pearl diving was a major industry and an important feature of the Qatari culture – a culture that had been around since ancient times. Natural oyster pearls were fished in the Persian Gulf from as early as the first millennium BCE. It made it possible for a large majority of Qataris to survive and provide for their families. The water in the Gulf is rich in minerals and salt and it is also not very deep. It was, thus, ideal for pearl diving.

Each year during the four months of summer, the Gulf would become the destination for a large number of pearling boats manned by crews consisting of sailors, divers and ‘pullers’. These people used to spend months at a time out in the open sea. The conditions on the boats were terrible, and the men on these pearl-diving expeditions experienced many difficulties. They did not have access to fresh food and water, so their diets were very poor and consisted mainly or, very often, only of fish. As a result, they were often very weak and in bad health. The pearl divers themselves faced additional risks. Being a pearl diver was not only physically challenging but also extremely dangerous. They faced the real risk of drowning or being attacked by sharks or other big fish. Besides this, many suffered from a serious medical condition called *the bends*. The bends resulted from the divers diving to great depths and being pulled out of the water too quickly. Collecting oysters, thus, required a lot of skill, strength and courage.

The equipment that was used was very basic and consisted of ropes, a large stone, a nose clip, a knife and a leather bag. The diver would free-dive into the water, often to depths of up to 50, or even 60 metres, with the assistance of a stone which was tied around his foot. It helped him reach the bottom of the sea quickly so that he could collect some oysters before he ran out of breath. He wore a nose clip, which prevented water from getting into his nose, and carried a knife, which he used to remove the oysters from the rocks. The leather bag, which hung from his neck, was used to store the oysters that he collected. Most divers spent about a minute under the water, but a skilled diver could hold his breath for two minutes or more. When the diver began running out of breath he would pull at a rope which was tied around his waist and an assistant, called a ‘puller’, would pull him up to the surface. The diver would then take a short rest and dive a couple of minutes later.

Natural pearls do not form in every oyster, but occur at a rate of one in ten thousand, so expeditions were not always a success. If, however, the men were lucky enough to find pearls and make their way back home alive, they could survive in comfort until the next pearling season.



- | | |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 1. Pearl diving had existed in Qatar for thousands of years before oil was discovered. <input type="checkbox"/> | 5. The bends was a condition that only the divers suffered from. <input type="checkbox"/> |
| 2. The Qataris who lived further inland did not go on pearl-diving expeditions. <input type="checkbox"/> | 6. Divers held a rock in their hands. <input type="checkbox"/> |
| 3. Pearl-diving expeditions took place throughout the year. <input type="checkbox"/> | 7. Divers would pull at a rope to signal that they wanted to be pulled out of the water. <input type="checkbox"/> |
| 4. Most divers lost their lives after being attacked by very big fish. <input type="checkbox"/> | 8. A rock was used to break open the oysters. <input type="checkbox"/> |
| | 9. The success of an expedition was determined by how many oysters had been collected. <input type="checkbox"/> |

A.  Read the leaflet below. Which of the following are included in the leaflet?

- cost of the tour
- date of the tour
- contact information
- duration
- hotel address
- availability

B.  Work in pairs to modify the tour. First, look at the information below, discuss the different places and decide what changes you would like to make to the tour. Use some of the phrases in the box.

Amsterdam – Home to many world-class museums, such as the Van Gogh and Rijksmuseum. Great for walking along the canals, or renting a bike to admire the fascinating architecture and historic buildings. Excellent restaurants, cafés and shops.

- 4-star hotel from €120
- 3-star hotel from €105

Biesbosch – One of the Netherlands' larger national parks, near Dordrecht. Take a relaxing boat trip around the large river network to see many different species of birds.

Accommodation from €80

Utrecht – Lively student town with a beautiful traditional old town centre. Lots of lively cafés and restaurants, as well as plenty of shops. Close to several interesting castles such as De Haar Castle.

- 4-star hotel from €94
- 3-star hotel from €85

Hoge Veluwe National Park – Large sandy area with lakes and small forests. Ideal for cycling, horse riding and guided walks. Home to lots of wildlife.

Accommodation from €70

Gouda – Historic town with attractive architecture. Interesting cheese museum and excellent cheese market every week during the summer. Beautiful 15th-century city hall.

- 4-star hotel from €98
- 3-star hotel from €52

Rotterdam – Busy city with rich history and the largest port in Europe. Excellent art museums and large cultural area with lots of galleries. Regular art festivals throughout the year.

- 4-star hotel from €100
- 3-star hotel from €70

I think the tour should include...

We can also include a visit to...

I believe travellers may find this... because...

This type of tour would be more suitable for...

I think that... would be more fun for travellers...

This would be more popular with...

Travellers will be able to...

... is famous for... so travellers will have the opportunity to...

I don't think the tour should last longer than...

I don't think travellers will want to spend...

C.  Work in pairs to design a leaflet of your country/city.

THE NETHERLANDS

Welcome to an amazing tour in the Netherlands

Day 1: Learn the rich history of the city of Amsterdam. On this walking tour, our guides will take you over beautiful bridges and past interesting canal houses, explaining the different styles. Finally, the walking tour finishes in the colourful Bloemenmarkt – the world's only floating flower market. After an early lunch, it is on to Utrecht. Our first stop is De Haar Castle – the largest castle in the Netherlands. You will learn all about the unusual history of this fascinating castle and find out all about the famous guests who stayed there. Then, we'll spend the evening, exploring the streets of Utrecht.



Day 2: We will go to Gouda, a town famous for its cheese. You may feel like you have gone back in time when we visit the Cheese Market where farmers sell their cheese just like they have for hundreds of years. After walking around the city, we will head for Rotterdam. There, you'll see Rotterdam's amazing architecture at places like the Erasmus Bridge, the Cube Houses and the Markthal. Return to Amsterdam at about 9 p.m.

Price: €135 per person

What's Included

- Accommodation (one night in a four-star hotel, breakfast included)
- Entrance fee to castle
- Transportation by coach

There is limited availability, only 30 guests, so book your place soon.

Phone: 020 555 3333

Email: landtour@netherlands.com

Get the message 5

pigeon post



Discuss:

- Look at the pictures. Do people still use these forms of communication?
- Where are/were they used?
- What sort of messages are/were sent with these forms of communication?

smoke signals



semaphore flags



maritime flag signals



Morse code



In this module you will learn...

- to define people, places, things and ideas
- useful phrases that help you gain time when you need more time to think
- useful phrases that help you when you want to politely interrupt someone or when you want to get back to the topic of discussion
- to understand warning signs
- how to say whether something is permitted or not
- to express an opinion
- to write a report

sign language



Reading 

A.  Read the text quickly. Where would you find this text?

- a. encyclopedia b. blog c. magazine d. travel guide

Whistled Languages

There are more than 6,500 different languages in the world which all have one thing in common: we use our voices to speak them. What many people are not aware of, however, is that there are some languages that do not require speech at all. **Sign language**, which uses hand gestures to communicate, is the most well-known of these. Less familiar are some other systems of communication found in small communities across the globe, whose origins still remain somewhat of a mystery.

On the Spanish island of La Gomera, off the coast of Africa, there is an unusual language that has been around since before the 15th century. As well as talking, people there whistle to communicate. The local landscape, which is hilly and mountainous and covered in mist, may explain why this whistling became so widely used. The sound created by whistling travels much further than the human voice, so it's an **effective** way to communicate quickly across valleys or long distances. Also, locals find that it can sometimes be convenient to be able to communicate in a secret way that outsiders cannot understand.

Whistled communities are also found in parts of Greece, Mexico, Turkey and France. In Turkey there is a village where it's difficult to tell the difference between humans 'talking' and birds 'tweeting'. At least, most foreigners would say so. It's called 'Kuskoy', which means 'village of the birds'. Here, like on La Gomera, whistling was used for communicating across mountainous regions and long distances, when telephones and other methods were not available. Even today, when phones are more **commonplace**, there are people from older generations who still prefer to whistle. They find it much simpler and, of course, it does not cost anything.

Education in the fine art of whistling begins at an early age with the older generations passing down their skills to the young. It's not easy of course; in Kuskoy, for example, there are 29 **separate** whistled noises, one for each letter of the Turkish alphabet. However, it's pretty much like learning to talk. Practice makes perfect and local children pick it up in the end.

On La Gomera, residents, who want to protect their tradition, have gone a step further and made learning whistling **compulsory** in schools. Unfortunately though, they complain that the everyday use of whistling is becoming rarer as modern technology **takes over** and younger generations move to towns and cities. We will have to wait and see if efforts by locals to protect their unusual culture can survive the many changes of the modern world.



B.  Read the text again and answer the questions. Write T for True and F for false.

- Sign language is the only language in the world that does not require speech.
- Whistled languages can be used to communicate over greater distances than spoken languages.
- In Kuskoy, people used to send messages to one another using birds.
- In Kuskoy, only old people now understand the whistled language.
- Children on La Gomera must learn how to whistle at school.

C.  Answer the following questions.

- Why do people use whistled language?
- How do people in some communities try to protect this kind of language? What's your opinion about it?

D.  Look at the highlighted words/phrases in the text and match them with their meanings. Then check your answers in a dictionary.

- | | | | |
|------------------|--------------------------|---------------|--------------------------|
| 1. sign language | <input type="checkbox"/> | 4. separate | <input type="checkbox"/> |
| 2. effective | <input type="checkbox"/> | 5. compulsory | <input type="checkbox"/> |
| 3. commonplace | <input type="checkbox"/> | 6. take over | <input type="checkbox"/> |

- a. a system of communication used by people who cannot hear
- b. different
- c. that must be done because of a law or rule
- d. to take control of sth
- e. successful; producing the result that is wanted
- f. existing in many places

E.  Discuss in pairs/groups.

- Would you be interested in learning a whistled language? Why? / Why not?

Vocabulary

A.  Read the extracts from the text. What do the phrases in bold mean?

...it's difficult to **tell the difference** between humans 'talking' and birds 'tweeting'
At least, most foreigners would **say so**.

B. Complete the sentences with the correct form of *tell* or *say* to form collocations.

1. You should _____ **thank you** to Amanda for buying you such a nice gift.
2. I was in the neighbourhood so I decided to stop by and _____ **hello**.
3. Hessa would never _____ **a secret** that she promised to keep. You can trust her.
4. Tina _____ us **a joke** yesterday but I don't remember it.
5. I can't believe that Frank didn't _____ **sorry** after he accidentally pushed me. How rude!
6. Mohammed's going to buy his younger brother a watch now that he's learnt to _____ **the time**.
7. Don't just sit there. _____ **something!**
8. OK, children. Let me _____ you **a story**.
9. I asked my brother if I could borrow his car and he _____ **yes**.
10. I always know when Jack is _____ **lies** and when he's _____ **the truth**.

A. Read the examples and answer the questions.

- a. There are some languages **which** do not require speech at all.
 b. Aiden is a student **who** has to learn whistling at his school.
 c. Sign language is something **which** you can learn quite easily.
 d. In Mexico there is a region **where** people use whistling to communicate.
 e. I was at university with a girl **whose** grandfather was a professor of chemistry.
 f. The time **when** whistling languages were invented remains somewhat of a mystery.

1. Which of the words in blue refers to:
 • people?
 • places?
 • time?
 • things and ideas?
 • possession?
2. In which of the examples can we replace the word in blue with *that*?
3. In which of the examples can we omit the word in blue?

B. Complete with *who, which, that, whose, where* or *when*. If they can be omitted, put them in brackets.

A: Do you know a good language school 1 _____ I can learn Russian?

B: Yes. Actually, I have a colleague 2 _____ wife is a secretary at a very good language school in the city centre.

A: Great!

B: Hold on! Remember that day 3 _____ I had a barbecue at my house? I'm pretty sure you met him then. His name is George.

A: Is that the guy 4 _____ was making the sandwiches?

B: No, that was Brian. George is the one 5 _____ I was talking to about sports.

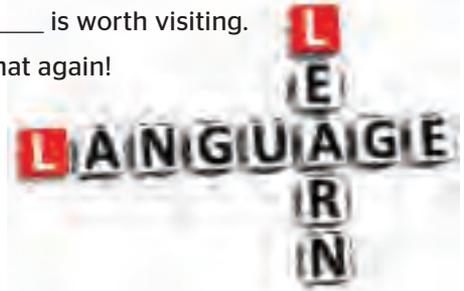
A: Oh, I remember him. The Manchester United fan.

B: Right! Well, I can give you his number and he can talk to his wife about the details. But why Russian?

A: It's a language 6 _____ might help my career. I can't stop thinking about the time 7 _____ I went to Moscow with some colleagues for a sales event and we couldn't speak a word of the language. It was embarrassing!

B: You've been to Moscow? Wow! It's certainly a city 8 _____ is worth visiting.

A: You can say that again!



Intonation 🗣️

Listen and repeat. Notice the intonation and rhythm.

- UNICEF is an organisation which helps take care of the health and education of children around the world.
- The country where my mother was born is Argentina.
- The man who is talking on his mobile phone works with my brother.
- The boy who had a problem with the site deactivated his account.

Vocabulary

A. 🗣️ 🔑 What do the verbs in bold in the sentences mean? Match them with the definitions a-h. Then use a thesaurus to find synonyms of the verbs in bold.

- | | |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 1. I'm not sure where Ali is. He mentioned something about meeting Ahmed. <input type="checkbox"/> | 5. We need to discuss the problem with Maryam first. <input type="checkbox"/> |
| 2. My flatmate and I keep arguing about who will do the washing-up. <input type="checkbox"/> | 6. Hector and John spend all their spare time chatting on Skype. <input type="checkbox"/> |
| 3. Can you please explain to me how this washing machine works? <input type="checkbox"/> | 7. Mark is complaining about his computer. I think it crashed again. <input type="checkbox"/> |
| 4. 'Stop right there!' yelled the police officer. <input type="checkbox"/> | 8. It's not polite to gossip about other people. <input type="checkbox"/> |

- | | |
|-------------------------------------------------------|------------------------------------------------------------|
| a. to shout | e. to speak angrily because you disagree |
| b. to talk about other people and their private lives | f. to speak about or refer to sth without using many words |
| c. to talk informally, usually with a friend | g. to talk to sb about sth in order to come to a decision |
| d. to say that you are not pleased with sth | h. to make sb understand sth |

B. Complete with the verbs in the box.

COMPUTER VOCABULARY install drop shut down scroll drag tap attach press deactivate

1. Another way of saying 'turn off' your computer is _____.
2. To make the keys on a keyboard or phone write letters, numbers, etc. you have to _____ them.
3. When you select part of a text or image, then move it and place it in its new position, you _____ and _____ it.
4. After you download a new program onto your computer, you need to _____ it.
5. The verb used instead of 'press' or 'click' on a touchscreen device is _____.
6. When you want to send an image or a separate document with an email, you have to _____ it.
7. When you want to stop using an email account, you _____ it.
8. When you move up or down a web page or document, you _____.

Listening

A. Discuss in pairs/groups.

- Do you ever listen to news bulletins on TV or the radio?
- What kinds of topics are often discussed?
- What other sources of news information exist?

B. Listen to a news bulletin. What is each news item about?

C. Listen again and answer the questions.

1. Who did Ahmad design his website for?
 - a. his neighbours
 - b. people who live in Al Wakra
 - c. people who make video calls
 - d. people needing help with technology
2. Why was it hard to rescue the two climbers?
 - a. The weather was very bad.
 - b. Nobody knew where they were.
 - c. The helicopter couldn't reach them.
 - d. There were no experienced climbers to help.
3. Which athletes broke a record?
 - a. Ashura and Jeff
 - b. Patricia and Jeff
 - c. Ashura and Patricia
 - d. Ashura, Patricia and Jeff
4. When did the Robert Burns Shopping Centre open?
 - a. today
 - b. last February
 - c. last December
 - d. six months ago

D. Listen to two extracts taken from the news bulletin. What do the following words mean?

- | | |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. assistance <ol style="list-style-type: none">a. helpb. communication | 2. incident <ol style="list-style-type: none">a. something that happenedb. something that is impossible to happen |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|

E. Discuss in pairs/groups.

- What do you think of the Qatari teenager's 'HelpMe' website?
- What mistake did the British climbers make?
- How do you think each of the athletes mentioned in the sports bulletin felt?
- What can people do in the Robert Burns Shopping Centre?

Speaking

  Talk in groups. Go to the Speaking Activities section on page 75.

Writing

Write a post on a forum on the following topic:

FORUM

What's your opinion about electronic communication?

Discussion started by akat24, 24 April, 2019

Reading 🗣️

A. Discuss in pairs/groups.

- What is a warning sign?
- Where are warning signs needed? Why?
- How do warning signs or labels get the message across?

B. 🧠 Look at the signs below and read through them quickly. Where would you find these signs?

C. 🧠 Read again and choose from the sentences (a-d) on the next page the one that is correct for each sign.



**ON-BOARD
EMERGENCY INSTRUCTIONS**

ALWAYS Use the passenger emergency intercom to contact a member of staff.
Listen for announcements. 

FIRE Move to an unaffected carriage.
Remain inside - tracks are electrified.
Follow instructions of emergency workers.
Fire extinguishers are located at the end of each carriage. 


MEDICAL If a passenger needs medical attention, notify a member of staff.
If you are medically qualified and able to assist, identify yourself to a member of staff. 

POLICE Notify a member of staff of any unlawful or suspicious activity on board - they can contact the police. 

EVACUATION Lift plastic cover above side door.
Pull red handle down.
Slide door open.
Evacuate only when instructed by the staff. 

Warning Flag Meanings:

	LOW HAZARD: Calm conditions. Normal care and caution required.
	CAUTION! Moderate waves and/or currents. Use extra care.
	HIGH HAZARD! Large waves and/or strong currents. Swimmers are strongly advised not to enter the water.
	ATTENTION! DANGER! No swimming or surfing permitted.

SITE SAFETY

 All visitors and drivers must report to the site office and obtain permission before entering the site or any work area.

  
Wear protective equipment at all times on this site.

  
Wear eye, ear and hand protection where appropriate.

 **Caution! Construction work in progress.**
Beware of lorries.

 **Vehicles parked at owners' risk.**
Park only in the specified areas.



CAUTION
THIS SIGN HAS
SHARP EDGES
DO NOT TOUCH THE EDGES OF THIS SIGN

Sign A

- a. In an emergency, always give instructions to other passengers to help them.
- b. In case of fire, evacuate the train immediately.
- c. If you are a doctor, you should inform a member of staff in an emergency.
- d. If you see someone behaving in an unusual or dangerous manner, call the police.

Sign B

- a. When there is a red flag, swimming is considered dangerous.
- b. When there are strong winds and waves, there is a green flag.
- c. Surfers are allowed in the water only when there is a yellow flag with a black circle.
- d. Swimmers are warned to keep out of the water when there is a yellow flag.

Sign C

- a. If you see someone entering the site, notify the site office.
- b. You can enter the work area only if you have permission.
- c. Parking is not permitted.
- d. Lorries are not permitted on this site.

D. Find words in the signs that mean the same as the following:

- 1. to inform (sign A)
- 2. not legal (sign A)
- 3. to move out of a dangerous place to somewhere safe (sign A)
- 4. extreme care and attention (sign B)
- 5. not too big nor too small in amount or degree (sign B)
- 6. to get (sign C)
- 7. happening at this time (sign C)



Listening

R. Listen to five conversations, take notes and match them with the signs a-g. Write 1-5. There are two signs which you do not need to use.



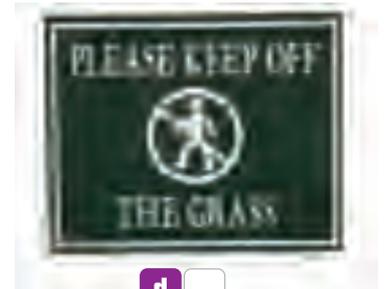
a



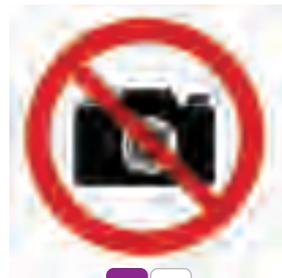
b



c



d



e



f



g

B. Look at the signs again and in pairs discuss what they mean. Use the phrases in the box.

Saying whether something is permitted or not

- ... is (not) allowed.
- You're (not) allowed to...
- ... is (not) permitted.
- ... is strictly forbidden.
- It's strictly forbidden to...
- It's (not) illegal to...
- ... is (not) against the law.
- People/You can/may/must/should (not)...
- People/You are (not) supposed to...

Grammar Passive Voice (Present Simple - Past Simple) → p. 83

A. Look at the examples and answer the questions that follow.

Fire extinguishers **are located** at the end of each carriage.

Swimmers **were** strongly **advised** not to enter the water.

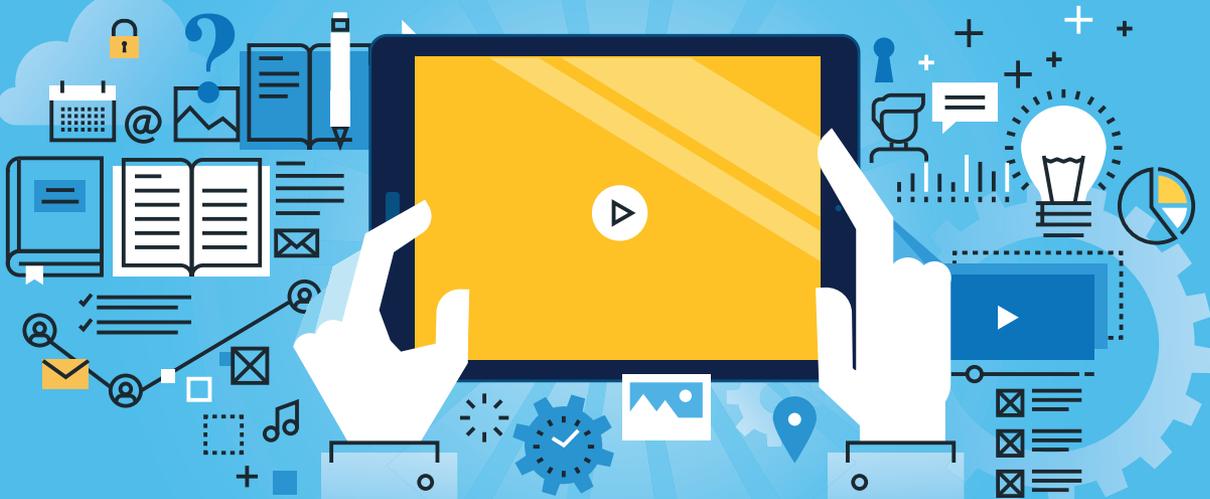
1. Why has the writer used the Passive Voice?
 - a. to emphasise the action itself
 - b. to emphasise the person who does the action
2. How is the Passive Voice formed?
 - a. subject + *is* or *was* + Past Simple
 - b. subject + verb *to be* + past participle

In relative clauses in the Passive Voice, we can omit the relative pronoun (who, which or that) and the verb form of *to be*.

*Less familiar are some other systems of communication (which are) **found** in small communities across the globe...*

B. Choose a, b, c or d.

1. The language which _____ in this region is of very old origin.
 - a. speaks
 - b. spoken
 - c. is spoken
 - d. is speaking
2. Several dictionaries _____ for free on the Internet.
 - a. offers
 - b. are offered
 - c. was offered
 - d. are offering
3. The emails _____ yesterday. We have to send them today.
 - a. were sent
 - b. aren't sent
 - c. are sending
 - d. weren't sent
4. Please read the document which _____ to the email I am sending you.
 - a. attached
 - b. attaches
 - c. is attached
 - d. is attaching
5. On La Gomera, whistling _____ by people who live in the city.
 - a. often used
 - b. isn't often used
 - c. doesn't often use
 - d. weren't often used
6. I would like to see the photos which _____ during our holidays.
 - a. is taken
 - b. are taking
 - c. were taken
 - d. were taking
7. This app _____ by the company where my brother works.
 - a. created
 - b. is created
 - c. is creating
 - d. was created
8. This course _____ to improve the computer skills of first-year university students.
 - a. design
 - b. designed
 - c. was designed
 - d. was designing



C. Choose one of the headlines below and write a few sentences describing what happened. Use the Passive Voice wherever possible.

1

**LOST HIKERS
FOUND BY POLICE
ON GREENHOOD
MOUNTAIN**

2

**3-YEAR-OLD
SAVED
BY CAMEL**

3

**NEW
SWIMMING POOL
BUILT
IN ROSEDALE**

4

**23 KILLED IN
ROLLER COASTER
ACCIDENT**

1. A group of friends went hiking on Greenhood Mountain last Saturday and they got lost. Thankfully, a few days later, they were found by the police.

Speaking

A.  Talk in groups. Discuss the following questions.

- What are some of the advantages of face-to-face communication?
- Why is face-to-face communication more effective than other means of communication?
- How do facial expressions and body language contribute to a person's ability to communicate?
- What are some of the disadvantages of face-to-face communication?

B.  Read the communication practices in the box. Discuss how you think they can make communication more effective.

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • maintaining eye contact • speaking slowly and clearly • speaking in a friendly way • using suitable hand gestures • sitting in a respectful way • showing the other person that you are listening to them | <ul style="list-style-type: none"> • accepting and encouraging questions • asking for an explanation when you don't understand something • giving someone enough time to answer without interrupting them • respecting the other person's opinion |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

C.  Look at the pictures. How are the people communicating in each picture? Which of the practices in the box above do you think the people in the pictures are using / not using?



D.  Which of the practices in the box do the other members of your group do well? Which ones do they need to practise?

Writing A report

A. Discuss in pairs/groups.

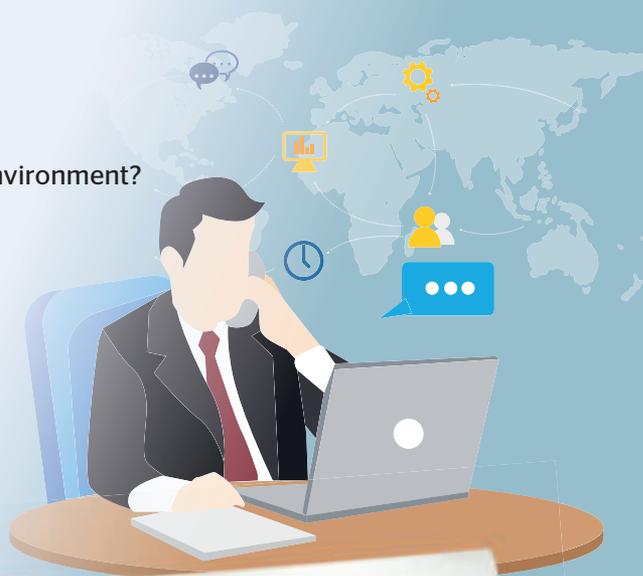
- What means of communication are used in a work environment?
- Which do you consider to be most effective? Why?

B. Read the writing task below and answer the questions that follow.

The manager of the company that you work for has asked you to write a report discussing communication within the company. In your report you should deal with:

- the means of communication in use
- who uses them and why
- what changes can be made to improve communication

1. Who do you have to write the report for?
2. Which of the following should you do in the report?
 - a. provide a detailed description
 - b. discuss advantages and disadvantages
 - c. provide information and express your opinion
3. What characteristics should the report have?
 - a. be descriptive
 - b. be brief and to the point
 - c. be lively and enthusiastic
 - d. be amusing and entertaining
 - e. be organised and well-structured
 - f. be clear and easily understandable
 - g. be written in a formal style



C.  Now read the report and choose the most appropriate heading for each paragraph.

Workplace Communication at ThinkTank Product Developers

- The staff members
- Purpose
- Topic

This report discusses how members of staff at *ThinkTank Product Developers* communicate and provides recommendations as to how communication within the company can be strengthened and improved.

- The benefits of communication
- The importance of electronic communication
- Means of communication in use

Different means of communication are used at *ThinkTank Product Developers*. Electronic means of communication, such as email, play an important role, but so do written means of communication in the form of letters, memos, notices, announcements and the company's monthly newsletter. Face-to-face and over-the-phone communication are also used, but to a lesser extent.

- Where they are used and when
- Who uses them and why
- What is used and where

Firstly, junior members of staff communicate among themselves in the workplace mainly through electronic means of communication. They may also, at times, have a phone conversation if something is very important and needs to be dealt with as soon as possible. Written means of communication are usually used by the company to keep members of staff informed about major decisions and important changes. As for face-to-face communication, it is limited and is only really used among senior members of staff or when meetings are held to advise or instruct junior members of staff.

- Recommendations
- Key points
- Our company

Although different communication methods are used at *ThinkTank Product Developers*, I am convinced that the company would benefit from using more face-to-face communication. Face-to-face communication plays an important role in building stronger working relationships and getting people more involved. Increasing face-to-face communication could, thus, make our company more efficient and effective.

D.  Now read the report again and answer the questions.

1. Is the language in the report formal or informal? Give examples.
2. What linking words/phrases does the writer use?
3. How do the paragraphs and headings help the organisation of the report?

E. Read the writing task below and underline the key words.

An educational publisher is interested in foreign language learning in different countries. You have been asked to write a report about foreign language learning in your country. In your report you should deal with the following:

- the foreign languages that people learn in your country
- who learns foreign languages and why
- how foreign language learning can be improved in your country

F.    Read the TIP below. Then go to the Workbook pp. 59-61 to plan and write your report.

When writing a report:

- read the information given carefully and cover all the points required.
- organise your ideas into separate paragraphs for every major point.
- use headings to indicate what topic each paragraph focuses on.
- present the information in an impersonal, formal way.
- use standard grammar and spelling conventions.
- use linking words/phrases.

TIP

A. Choose a, b or c.

- Khalid might be at the shopping centre, because he ____ something about going shopping.
a. warned b. mentioned c. referred
- I ____ a new antivirus program on my computer today.
a. installed b. scrolled c. attached
- The younger ____ uses social media sites much more often than mine does.
a. generation b. origin c. progress
- It is ____ for all drivers to wear seat belts.
a. compulsory b. monthly c. protective
- Jack's no good at ____ jokes. Nobody laughs when he does.
a. saying b. telling c. explaining
- Warning signs are ____ at the entrance of the building site.
a. separate b. supposed c. located
- Everybody ____ the building because of the fire on the fifth floor.
a. deactivated b. obtained c. evacuated
- I ____ to the manager about the bad service at the restaurant.
a. complained b. gossiped c. notified
- The boy asked for his mother's ____ to go to the park.
a. gesture b. law c. permission
- We walked through the construction site with extreme ____.
a. warning b. hazard c. caution

B. Rewrite the sentences using the word given.

- It is illegal to talk on your mobile while driving. **law**

- Smoking in this building is not allowed. **permitted**

- You mustn't use the staff lift. **forbidden**

- I know I should be at home in bed, but I came to work anyway. **supposed**

C. Circle the correct words.

- The boy **whose / who** grandparents can use a whistled language is from Turkey.
- We can meet at the café **where / which** is in Grandview Avenue.
- I've got a classmate **who / which** can use sign language.
- The hotel **which / where** we stayed was a bit far from the beach.
- The lift **where / that** is next to the reception desk is out of order.
- 2017 is the year **which / when** I went to university.

D. Rewrite the sentences using the Present Simple Passive or the Past Simple Passive. Start with the words given.

- The company's employees send hundreds of emails every day.
Hundreds _____
- The teacher explained the exercises once more.
The exercises _____
- All workers wear protective equipment at the building site.
Protective equipment _____
- The creative team didn't discuss the new project in yesterday's meeting.
The new project _____
- Nasser posted a comment on the school blog.
A comment _____

E. Put the dialogue in the correct order. Write 1-6.

- So by tapping on it, I can do things that I normally do on my computer?
- Oh, dear! This tablet is too difficult for me to use! I can't even find the keyboard. How do I write on this thing?
- Exactly.
- First of all, this is a touchscreen. So, you tap on it if you want to do something...
- Right now, it's locked. You have to drag this bar to the right and then enter your password. Then you can send email, download and install applications...
- Well, I think that mine just doesn't work, because I've been tapping on it for...

Self-assessment

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

NOW I CAN...

- | | |
|---------------------------------------------------------------------------------------|--------------------------|
| › define people, places, things and ideas | <input type="checkbox"/> |
| › use phrases to help me gain time when I need more time to think | <input type="checkbox"/> |
| › use phrases to politely interrupt someone or to get back to the topic of discussion | <input type="checkbox"/> |
| › understand warning signs | <input type="checkbox"/> |
| › say whether something is permitted or not | <input type="checkbox"/> |
| › express an opinion | <input type="checkbox"/> |
| › write a report | <input type="checkbox"/> |

1a Grammar

Complete the following sentences below about yourself. Then talk in pairs.

Student A: Ask your partner questions in order to find out how he/she behaves in different situations.

Student B: Answer Student A's questions.

Then swap roles. Finally, report your partner's most interesting answers to the class.

1. When I get up in the morning, _____.
2. When something scares me, _____.
3. The moment I hear the phone ring, _____.
4. As soon as I get home from work/school, _____.
5. When I meet a new person, _____.
6. Whenever I'm bored, _____.
7. Whenever I have some free time, _____.
8. As soon as I realise that somebody is angry with me, _____.
9. Whenever I feel stressed, _____.
10. When I can't have something I want, _____.

1a Speaking

 **Talk in pairs.**

Student A: Imagine that you are looking for a new flatmate. Student B is looking for a place to live and calls you. Ask him/her questions and hold a conversation to find out about him/her and see if he/she is suitable to become your new flatmate. Use the ideas in the box.

personal information (age, nationality, family, etc.) personality studies
job daily habits spare time

Student B: Imagine you are looking for a place to live. Student A is looking for a flatmate and you call him/her. Answer his/her questions requesting information about you and ask questions to find out about the house/flat. Use the ideas in the box.

type of accommodation exact location
number of rooms public transport nearby
if it's spacious/furnished, etc.

Hello?
Hi. I'm calling about the ad... ➤

1b Student A

A. Look at Pierre Clermont's profile and answer Student B's questions.



Pierre Clermont	
Age:	24
Nationality:	French
Likes:	eating out, sports, art, reading, cycling
Dislikes:	shopping, swimming



Expressing opinion

I think...
Personally, I believe...
In my opinion,...
It seems that...
The way I see it,...
If you ask me, he should(n't)...

Agreeing/Disagreeing

I agree/disagree with you.
I think so, too. / I don't think so.
You're right/wrong about that.
You have a point.
I'm not so sure about that.
Very true, but...

Asking a question

What do you think?
What is your opinion?
Don't you think that...?
Don't you agree that...?

2a

A.  Talk in pairs.



Student A: Imagine that you are a reporter. Interview Student B, an eyewitness, about the accident. Use the prompts below and keep notes.

Where / you / be / and / what / you / do?
 What / weather / be / like?
 What / exactly / happen?
 What / you / think / when / first / see / accident?
 How / people / rescue?
 What / you / think / cause / accident?

Student B

Imagine that you were an eyewitness to the accident. Student A is a reporter. Answer his/her questions using the information in the news article, your imagination and some of the words/phrases in the box.

snowstorm skid lose control panic
 helpless break windows ambulance

2b

A.  Talk in pairs.

Student B

You see your friend (Student A) who doesn't look very well. Ask him/her what is wrong, listen to him/her carefully and respond appropriately. Ask questions to find out more about his/her unfortunate experience. Use some of the phrases in the box.

Responding to bad news and showing concern

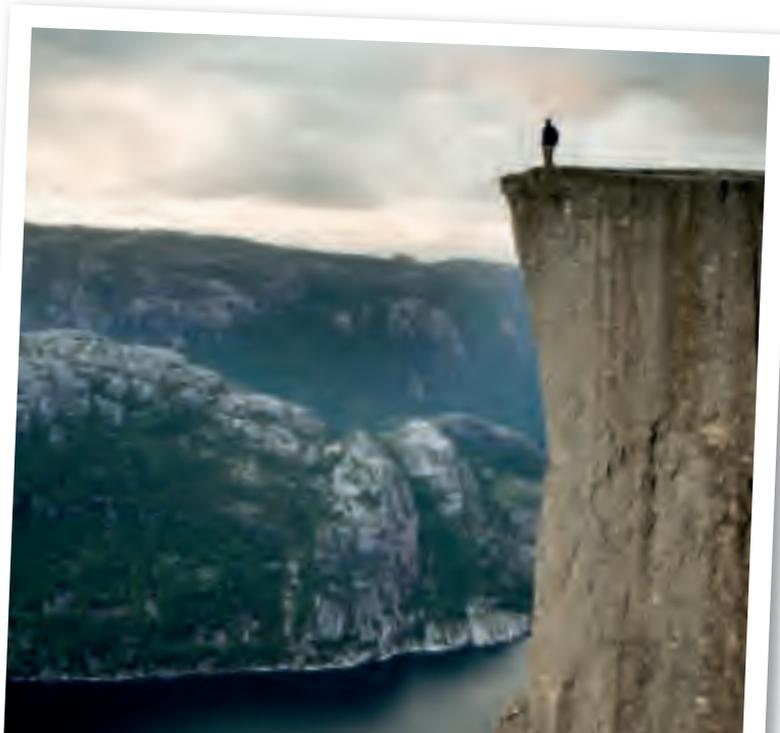
How awful!	And then what? Didn't you...?
Really? That's terrible!	Don't tell me you...!
What? Are you serious?	Are you all right?
Oh dear!	Is everything OK?
Poor you!	Is there anything I can do to help?
That's so scary!	You aren't hurt, are you?
What a frightening experience!	Don't worry. It's over.
You're joking/kidding, right?	

In conversation, it is important for the listener to respond to what the speaker is saying by showing interest, surprise, concern, sympathy, etc. You can respond by:

TIP

- making exclamations (*How awful!, Poor you!, That's so scary!*).
- asking different types of questions (*Is there anything I can do?, Who rescued you?*) as well as negative questions (*Wasn't anyone with you?*) and tag questions (*You aren't hurt, are you?*).

6 *What's up with you? You don't look very well. You won't believe what happened to me yesterday. As I was walking in the... What? Are you serious? Yeah, I'm still in shock! 9*



3a

B.   **Talk in groups. Look at the pictures showing three different types of holiday. Compare them and discuss the questions. You can use the words/phrases in the box.**



- What are the advantages and disadvantages of each holiday?
- What kind of people do you think prefer to go on each holiday?
- Which holiday would you prefer to go on?

<p>Type of holiday safari camping cruise</p> <p>Advantages exciting observe wildlife never get bored beautiful scenery environmentally friendly inexpensive luxurious exotic destinations explore nature safe</p>	<p>relaxing convenient comfortable stress-free adventurous</p> <p>Disadvantages dangerous expensive uncomfortable need your own equipment run out of supplies boring spend a lot of time on board exhausting</p>	<p>When going camping / on a safari / on a cruise,...</p> <p>One of the best/worst things about... is that...</p> <p>The main advantage/disadvantage of... is...</p> <p>Another advantage/disadvantage is...</p> <p>In my opinion, ... is better/worse than...</p> <p>I think that... are ideal for...</p> <p>I'd really like to go...</p> <p>I'd prefer to go...</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4b Role play

Student A

You work for an agency that helps young people find work during the summer holidays. A young person (Student B) has come to register as a job seeker. Ask him/her to provide you with his/her personal details and some information about the type of work he/she would like to do. Make sure to repeat back to the person what you have written down to check you have recorded it correctly. Use some of the phrases in the box.

Job Seeker Information Form

Name: _____

Date of Birth: _____

Email Address: _____

Availability for work: From ___/___/___ to ___/___/___

Type of work wanted: _____

Other things that will do: _____

Relevant qualifications/experience: _____

Personal qualities: _____

Languages spoken and level of proficiency: _____

Hobbies/Interests: _____

Future plans: _____

Other useful information: _____

Driving licence: yes / no

Own transport: yes / no

Introducing a subject

First, let me begin by...

One/Another thing we need to discuss is...

Now, let's talk about...

Let's move on to your...

Confirmation check

Could you repeat that for me, please?

Sorry, I didn't quite understand what you said.

Could you say that more slowly, please?

Repeating back information

OK, so that's....

So, you said your name / date of birth was..., is that right?

So, you have/own/speak etc..., correct?

Let's go through that again. So, you...

Let me see if I understood that correctly. You...

Sorry, did you say that you...?



5a

  **Talk in groups. Use some of the words/phrases given.**

- How do you communicate with the different people in your life?
- What are some popular social networking sites people your age use and what do they use them for?
- What are the advantages and disadvantages of smartphones?
- How has electronic communication changed people's lives?
- What do you think the future of communication will be like?



Useful apps

instant messaging
Skype
video chat

Advantages

user-friendly
handy
practical
portable
time-saving
convenient
store huge amounts of data
know latest news instantly
help people keep in touch
have got all the functions of a computer
almost like face-to-face communication

Disadvantages

time-consuming
viruses
inconvenient
outdated
costly
need to keep up to date
not socialise
spend hours downloading apps

- When discussing a topic, take turns to speak.

Listen to what the other person is saying and try not to interrupt him/her frequently. If you need to interrupt, do it politely.

- When it's your turn to speak and you need more time to think about what to say, avoid long pauses. Use phrases which help you gain time.

TIP

Taking time to think

Well, let's see now...
Well, let me think...
Umm, give me a minute...
You know,...

Interrupting politely

Sorry to interrupt, but...
Can I add something?
Could I say something before you continue?
May I interrupt you for a second?
Hold on. Are you saying that...?

Getting back to the topic

Anyway, as I was saying...
Now, what was I saying?
Now, where was I?



1b An informal email

An informal email/letter is usually sent to a friend, a relative or an acquaintance. Note the layout below:

Subject: a brief phrase that indicates what the content of the email is.

Greeting: on the left-hand side of the page. Put a comma after the name.

Paragraphing: write in blocked paragraphs leaving a blank line in between the paragraphs.

Signing off: on the left-hand side of the page. Use your first name.



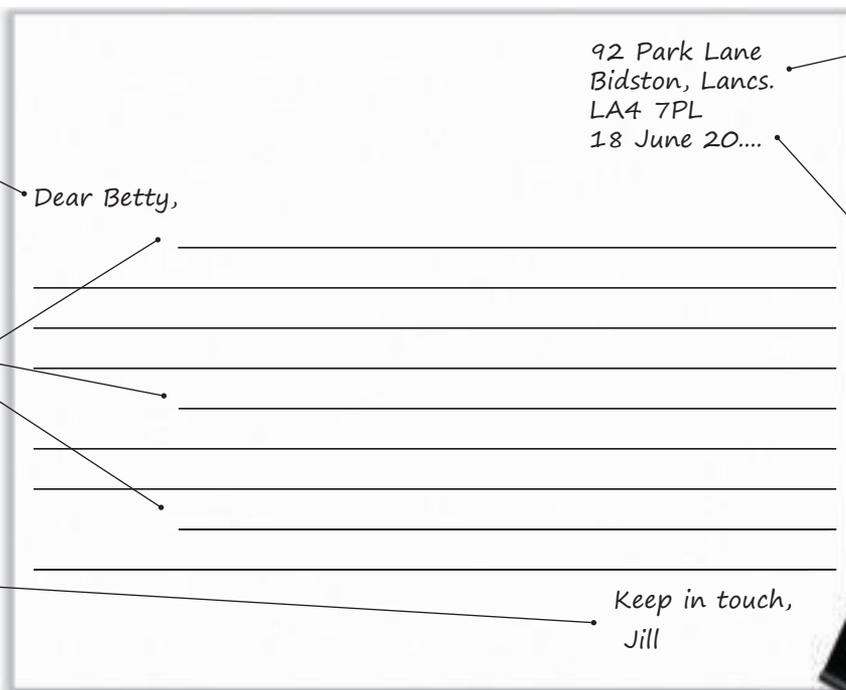
An informal letter

An informal letter is a personal letter usually written to a friend, a relative or an acquaintance. Note the layout below:

Greeting: on the left-hand side of the page. Put a comma after the name.

Indent paragraphs: start the first line of each paragraph under the comma.

Signing off: towards the right-hand side of the page (e.g. Yours, Best wishes). Don't forget the comma followed by your first name written underneath.



Your address: on the right-hand side of the page (not always necessary).

Date: below the address.

4b A formal letter

A formal letter is written to someone you don't know personally and it is usually of a business nature. Note the layout below:

Position of the person you are writing to and/or name of company (start one line below the date).

92 Park Lane
Boston, MA
02215

18 June, 20...

Your address: on the right-hand side of the page (without your name).

Address of the person or company you are writing to.

Human Resources Manager
Jacksonville Swimming Pool
72 Albany Ave.
Chicago, IL 60616

Date: below the address, leaving a blank line in between.

Greeting: on the left-hand side of the page (leave a blank line before and after the greeting).

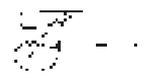
Dear Sir or Madam, / Dear Mr Jones,

Paragraphing: You can indent or write in blocked paragraphs leaving a blank line in between the paragraphs. Note that when using blocked paragraphs, everything begins on the left-hand side of the page, except your address and the date.

Signing off: on the left-hand side of the page, followed by a comma.

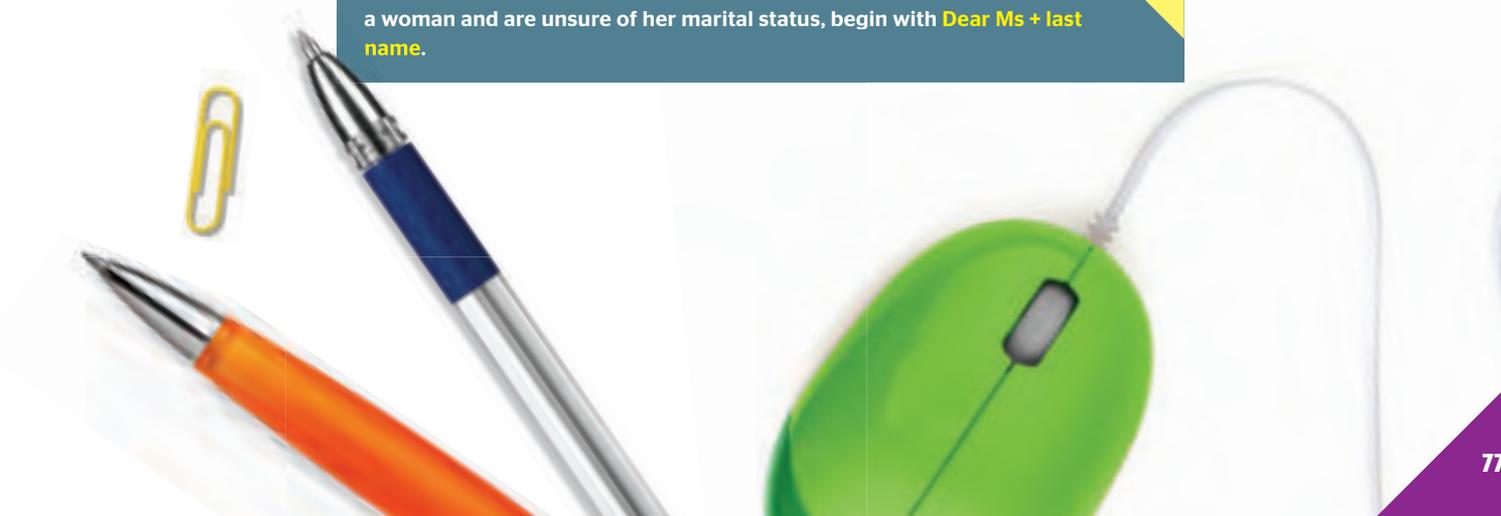
Your signature and your full name clearly written underneath.

Yours faithfully, / Yours sincerely,


Gareth Thomas (Mr)

In a formal letter/email, when you don't know the name of the person you are writing to, begin with **Dear Sir/Madam**. When you are writing to a woman and are unsure of her marital status, begin with **Dear Ms + last name**.

TIP



Module 1

Present Simple vs Present Progressive

I work.	He sleeps.
Do you work?	Does she sleep?
They don't work.	It doesn't sleep.

Present Progressive

I'm working.	He's sleeping.
Are you working?	Is she sleeping?
They aren't working.	It isn't sleeping.

We use the Present Simple:	We use the Present Progressive:
<ul style="list-style-type: none"> for permanent states. <i>Harry works for an international company.</i> for habits or actions that happen regularly. <i>I visit my grandparents every weekend.</i> for general truths. <i>Water boils at 100 °C.</i> 	<ul style="list-style-type: none"> for temporary states. <i>I'm staying with my brother's family this week.</i> for actions happening at the moment of speaking. <i>Alice is talking on the phone right now.</i> for situations which are changing or developing around the present time. <i>Air pollution is increasing in our city.</i> for future arrangements. <i>Helen and I are going shopping tomorrow.</i>

Time Expressions

Present Simple	Present Progressive
usually, always, often, etc. every day/week, etc. in the morning/spring, etc. on Mondays / Monday morning, etc. at the weekend, etc. once/twice/three times, etc. a week/day, etc.	now, right now, at the moment, today, these days, this week/year, etc. tonight, tomorrow, etc., next week/year, etc.

Stative Verbs

The following verbs are usually **not** used in progressive tenses:

- Verbs of the senses:** see, feel, hear, smell, taste, seem, look (=seem), notice, appear, etc.
- Verbs of emotion:** like, dislike, love, hate, want, need, prefer, mind, etc.
- Verbs of perception and opinion:** know, mean, think (=believe), understand, agree,

remember, forget, imagine, hope, believe, etc.

Other verbs:

be, have (= possess), own, belong, cost, etc.

The verbs *see, hear, smell, taste* and *feel* are commonly used with **can** to indicate an action happening now.

I can hear a strange noise coming from the kitchen.

Certain stative verbs can be used in progressive tenses when they express actions rather than states but with a difference in meaning:

- think (= consider)
I'm thinking of buying a car.
- have (= drink, eat, taste)
Greg is having lunch at the cafeteria right now.

Question words

Question words	We ask about	Examples
Who	people (subject or object)	<i>Who is your best friend?</i> <i>Who are you talking to?</i>
Whom	people (object)	<i>With whom are you going to the celebration?</i>
Which	people or things (limited choice)	<i>Which students will participate in the survey?</i> <i>Which of these jumpers do you like best?</i>
What	things (unlimited choice) actions and activities general descriptions specific information	<i>What did you buy?</i> <i>What happened?</i> <i>What is your brother like?</i> <i>What kind of cars do you like driving?</i>
Whose	possession	<i>Whose are these trainers?</i>
Why	reason, purpose	<i>Why did she call you?</i>
When	time	<i>When are your parents coming?</i>
Where	place	<i>Where would you like to go tonight?</i>
How	manner specific information quantity someone's health frequency	<i>How did you fix this?</i> <i>How far is it to the station?</i> <i>How long are you staying?</i> <i>How much coffee is left?</i> <i>How's your sister?</i> <i>How often do you travel?</i>

Subject - Object Questions

• **Subject Questions:** When we use the question words **who**, **which** and **what** to ask about the subject of the verb, we form the question without auxiliary verbs (**who / which / what + verb** in the **affirmative form**).

*Who saw the accident? Tom (saw the accident).
What happened outside? An accident (happened).*

• **Object Questions:** When we use the question words **who**, **which** and **what** to ask about the object of the verb, we form the question with auxiliary verbs (**who / which / what + verb** in the **question form**).

*Who did you see at the restaurant?
(I saw) Tom and June.*

*What are you eating?
(I'm eating) Chinese food.*

Indirect questions

We use indirect questions when we ask for information. Indirect questions begin with phrases like:

*Can/Could/Would you tell me...?
Can/Could/Would you inform me...?
Can/Could/Would you let me know...?
Do you know...?
I'd like to know...
I was wondering...*

Direct Question

Where is the post office?

Indirect Question

*Can you tell me **where** the post office is?*

Direct Question

Is the museum open today?

Indirect Question

*Do you know **if/whether** the museum is open today?*

- If the direct question begins with a question word, the indirect question also begins with **the same question word**.
- If the direct question does not begin with a question word, the indirect question begins with **if/whether**.
- In indirect questions, the word order is the same as in affirmative sentences and the tenses do not change.

Module 2

Past Simple

I worked.	He slept.
Did you work?	Did she sleep?
They didn't work.	It didn't sleep.

Irregular verbs in the Past Simple don't take **-ed**. For a list of irregular verbs go to page 84.

We use the **Past Simple** for:

- actions that started and were completed at a specific time in the past.
My family and I went on a cruise last month.
- habitual or repeated actions in the past.
I went camping every summer when I was younger.
- completed actions that happened one after the other in the past.
Eddie got up at eight o'clock, had breakfast and left for school.
- permanent situations in the past.
I lived in London for 20 years.

The Past Simple of the verb *can* is **could**.
The Past Simple of the verb *to be* is **was/were**.

TIME EXPRESSIONS

yesterday / yesterday morning, etc.
in + years / centuries
last night / month / Friday / summer, etc.
two days / a week ago

used to

I used to work.	He used to sleep.
Did you use to work?	Did she use to sleep?
They didn't use to work.	It didn't use to sleep.

used to + base form is used:

- to describe permanent past states.
I used to be overweight when I was younger.
- to describe past habits.
My father used to drive to work, but now he walks.
- to describe repeated actions in the past, that no longer happen.
We used to go out every day, but we don't anymore.

Used to is **NOT** used for isolated actions or events that happened in the past.

Past Progressive

I was working.	He was sleeping.
Were you working?	Was she sleeping?
They weren't working.	It wasn't sleeping.

We use the **Past Progressive**:

- for actions that were happening at a specific point of time in the past.

Mum was making dinner at four o'clock yesterday afternoon.

- to describe background scenes in a story.
The sun was shining and the birds were singing as we were having a picnic at the park.
- for actions that were happening at the same time in the past. In this case, we usually use **while** or **as**.
While Kate was ironing the clothes, Jane was tidying her room.

› **Past Simple vs Past Progressive**

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while**, **when** or **as**.

As/While I was watching TV, the telephone rang. We were walking in the street when it started to rain.

We can use **as soon as** with the **Past Simple** to express that one thing happened a short time after the first.

As soon as they left, we started cleaning up the house.

Module 3

› **Present Perfect Simple**

I have worked.	He has slept.
Have you worked?	Has she slept?
They haven't worked.	It hasn't slept.

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly.
I've read this book twice.
- for a state which started in the past and continues up to the present.
Mark has had this car since September.
- for actions which happened in the past and finished, but their results are obvious in the present.
I can't get into my house. I've lost my keys. Look! Jerry has got a new bike.

For a list of irregular verbs go to page 84.

TIME EXPRESSIONS

always, ever, never, before, once, twice, many times, so far, just, recently, lately, for, since, already, yet, etc.

have been to = have visited and come back
have gone to = have not returned yet
Mum has been to the supermarket twice this week.
Mum isn't here; she's gone to the supermarket.

› **Present Perfect Simple vs Past Simple**

We use the Present Perfect Simple:	We use the Past Simple:
<ul style="list-style-type: none"> • for actions that happened in the past, but we don't say when exactly. <i>I have tasted Mexican food.</i> • for actions that started in the past and are still happening in the present. <i>Ted has worked as a waiter for two years. (=he is still working).</i> 	<ul style="list-style-type: none"> • for actions that happened at a definite time in the past. We say when. <i>I tasted Mexican food last night.</i> • for actions that started and were completed in the past. <i>Ted worked as a waiter when he was a student.</i>

We use **for** and **since** for actions that started in the past and continue up to the present.

for + a period of time

I've lived in this neighbourhood for ten years.

since + a specific point in time

I've known Jane since 2015.

Present Perfect Simple + since + Past Simple

Julia has changed jobs three times since she came to Lakewood.

› **Adjectives / Adverbs**

- Adjectives describe nouns.
- Adverbs of manner describe how something happens.

We form most adverbs of manner by adding -ly to the adjective.	<i>quiet</i> → <i>quietly</i> <i>careful</i> → <i>carefully</i>
Adjectives ending in a consonant + -y , drop the -y and take -ily .	<i>easy</i> → <i>easily</i>
Adjectives ending in -le , drop the -e and take -ly .	<i>terrible</i> → <i>terribly</i>

Irregular adverbs

good → well
fast → fast
hard → hard
late → late
early → early

Comparatives and superlatives of adjectives and adverbs

- We use the **comparative** of adjectives and adverbs when we compare two people, animals or things. Adjectives and adverbs are usually followed by **than**.

Jack is better at football than his brother.

Living with your family can be easier than living on your own.

- We use the **superlative** of adjectives and adverbs when we compare one person, animal or thing with several of the same kind. Adjectives and adverbs always take the definite article **the** and are usually followed by the prepositions **of** or **in**.
- That's the most interesting book I've ever read.*
My brother drives the most carefully of all of us.

All one-syllable and most two-syllable adjectives take -er/-est	<i>short - shorter - the shortest happy - happier - the happiest big - bigger - the biggest</i>
Adjectives with three or more syllables and some two-syllable adjectives take: more + adjective / most + adjective	<i>interesting - more interesting - the most interesting</i>
All one-syllable adverbs and early take -er/-est	<i>fast - faster - the fastest early - earlier - the earliest</i>
Adverbs with two or more syllables take: more + adverb / most + adverb	<i>carefully - more carefully - the most carefully</i>

Irregular Comparative and Superlative Forms

Positive Form	Comparative Form	Superlative Form
good/well	better	the best
bad/badly	worse	the worst
little	less	the least
far	farther/ further	the farthest/ furthest
many/much	more	the most

Some two-syllable adjectives form comparative and superlative forms in both ways.
clever - cleverer / more clever - cleverest / most clever
common - commoner / more common - commonest / most common
narrow - narrower / more narrow - narrowest / most narrow
simple - simpler / more simple - simplest / most simple

Other forms of comparison

- less + adjective/adverb + than** (to show inferiority)
The jumper is less expensive than the shirt.
Terry paints less terribly than his sister.
- the least + adjective/adverb + of/in** (to show inferiority)
This is the least interesting book in the world!
- as + adjective/adverb + as** (to show similarity)
The skirt is as colourful as the shirt.
Kevin runs as fast as Scott.
- not as/so + adjective/adverb + as** (to show difference)
The jumper isn't as expensive as the shirt.
Kevin doesn't run as/so fast as Scott.
- comparative + and + comparative** (to indicate continual increase or decrease)
The car was going faster and faster.

To emphasise a comparative, we use the words **much, a lot, rather, a little, even** and **far**.
She's much prettier than her friend Sally.

Module 4

Modals I

must / have to / need

- We use **must + base form** to express **personal obligation** in the present/future.
I must finish this by tonight. (= I say so)
- We use **have to + base form** to express **external obligation** in the present/future.
You have to drive on the left when you're in England. (= it's the law)

We use **have to** to form all the other tenses, expressing either personal or external obligation.

When I was at school, I had to wake up at seven o'clock every morning.

We'll have to work really hard to finish this project.

- We use **need to + base form** to express **necessity** in the present or future.

I need to know how many people will be at the seminar.

› **mustn't / can't**

- We use **mustn't/can't + base form** to express **prohibition**.
You mustn't / can't park here. (= you aren't allowed to)

› **don't have to / don't need to / needn't**

- We use **don't have to / don't need to / needn't + base form** to express **lack of obligation/necessity** in the present or future.

You don't have to call us again. (= it isn't necessary)

She doesn't need to buy us presents.

You needn't worry. Everything is under control.

- We use **didn't have to / didn't need to + base form** to express **absence of necessity** in the past (something wasn't necessary, but it is not clear if it was done or not).

I didn't have to / didn't need to pick up the kids from school.

Need means that something is necessary. It is used:

- as a **main verb** in all tenses, in the affirmative, negative and question form. It is followed by **to + base form** and forms the negative and question form with auxiliary verbs.
- as a **modal verb** only in the negative and question form of the **Present Simple**. It is followed by a **base form** and forms the negative and question form without auxiliary verbs.

Affirmative	Questions
I need to go. He needs to go.	Do I need to go? / Need I go? Does he need to go? / Need he go?

Negative

I don't need to go. / I needn't go. He doesn't need to go. / He needn't go.

› **should / ought to**

Should / Shouldn't + base form refers to the present or future and is used:

- to ask for or give **advice**.
Should I apologise to John for shouting at him?
You shouldn't eat so much sugar.
- to express an **opinion**.
He should be more careful when he drives.
- to make a **suggestion**.
You should go to that new restaurant. It's fantastic!
- to express mild **obligation**.
You should go to work on time.

Should can be replaced with **ought to** in all of the above examples.

You ought to go to that new restaurant. It's fantastic!

You ought not to eat so much sugar.

› **had better**

We use **had better + base form** to give strong advice. It often expresses **threat** or **warning** and it's stronger than *should / ought to*. It refers to the present or future, not the past. Its negative form is **had better not**. In spoken English the short form is commonly used (*I'd better, you'd better, etc.*).

You'd better ask a doctor about it.

You'd better not lie to me again.

Modals II

› **may / might / could**

- We use **may / might / could + base form** to express possibility in the present or future.
He could/may/might be at home now.
- We use **may not / might not + base form** to express improbability in the present or future.
We may not / might not go to the meeting tomorrow.

› **must / can't**

- We use **must + base form** to express a **positive deduction** about the present or future. We are almost certain that something is true.
My parents must be at work now.
- We use **can't + base form** to express a **negative deduction** about the present or future. We believe that something is impossible.
You can't be over 20 years old. You've just finished school!

Module 5

Relative pronouns (who, which, that, whose) Relative adverbs (where, when)

The relative pronouns *who*, *which*, *that*, *whose* and the adverbs *where* and *when* introduce relative clauses.

	Pronouns	Examples
PEOPLE	who/that	<i>The boy who/that is playing football in the park is my brother.</i> <i>The person (who/that) I admire the most is my grandfather.</i>
THINGS ANIMALS IDEAS	which/that	<i>The house which/that is next to the bakery is my aunt's.</i> <i>The smartphone (which/that) my brother bought last week was very expensive.</i>
POSSESSION	whose	<i>That's the woman whose son I go to school with.</i>

	Adverb	Examples
PLACE	where	<i>This is the town where I grew up.</i>
TIME	when	<i>I still remember the day when I graduated from university.</i>

Relative Clauses

Defining relative clauses give information which is needed to understand the meaning of the sentence. They are not separated from the main clause by commas.

She's the girl who/that lives next door.

The book (which/that) you bought is on the desk.

- **Who, which** and **that** can be omitted if they refer to the object of the sentence. **Whose, where** and **when** cannot be omitted or replaced with **that**.
The man (who/that) you met at my house is my cousin.
- In **formal language** prepositions appear at the beginning of the relative clause.
- In **informal language** they appear at the end of the relative clause.
*The chair **on** which I'm sitting isn't very comfortable. (formal)*
*The chair (which/that) I am sitting **on** isn't very comfortable. (informal)*

Passive Voice

Use

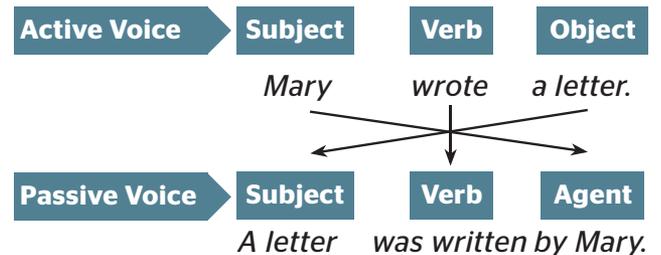
We use the **Passive Voice** to emphasise the action rather than who or what is responsible for it.

Formation

The Passive Voice is formed with the verb **to be** in the appropriate form and the **past participle** of the verb.

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

- when the action interests us more than the agent.
- when we don't know the agent.
- when it is easy to figure out who the agent is.
My bag was stolen! (by someone who we do not know)
BMW cars are made in Germany. (by factory workers)



Present Simple	Past Simple
I am called. Are you called? They aren't called.	I was called. Were you called? They weren't called.

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	lie	lay	lain
beat	beat	beaten	light	lit	lit
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bite	bit	bitten	mean	meant	meant
bleed	bled	bled	meet	met	met
blow	blew	blown	mow	mowed	mowed/mown
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
burn	burnt/burned	burnt/burned	ride	rode	ridden
burst	burst	burst	ring	rang	rung
buy	bought	bought	rise	rose	risen
catch	caught	caught	run	ran	run
choose	chose	chosen	say	said	said
come	came	come	see	saw	seen
cost	cost	cost	sell	sold	sold
cut	cut	cut	send	sent	sent
deal	dealt	dealt	set	set	set
dig	dug	dug	shake	shook	shaken
do	did	done	shine	shone/shined	shone/shined
draw	drew	drawn	shoot	shot	shot
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt/smelled	smelt/smelled
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt/spelled	spelt/spelled
fly	flew	flown	spend	spent	spent
forget	forgot	forgotten	spill	spilt/spilled	spilt/spilled
freeze	froze	frozen	spread	spread	spread
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	stick	stuck	stuck
grow	grew	grown	sting	stung	stung
hang	hung	hung	swim	swam	swum
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hide	hid	hidden	tell	told	told
hit	hit	hit	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt	understand	understood	understood
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
lead	led	led	win	won	won
learn	learnt/learned	learnt/learned	withdraw	withdrew	withdrawn
leave	left	left	write	wrote	written
lend	lent	lent			
let	let	let			

Module 1**cover (p.7)**

(A) home away from home
 Feels like home
 Have a roof over your head
 Home is where the heart is
 Home sweet home
 Live out of a suitcase
 Make yourself at home
 There's no place like home

1a (pp. 8-9)

access (n.)
 admire
 belongings
 cope with
 cramped
 currently
 drawback
 drop by
 expenses
 face (v.)
 fill up
 furnished
 get tired of
 get used to
 go shopping
 heating
 houseboat
 inviting
 isolated
 lighthouse
 location
 loneliness
 luxurious
 narrow
 out of one's mind
 peace and quiet
 permanent
 recreational
 regret (v.)
 residence
 settle in
 spacious
 stairway
 temporary
 tower
 wisely

1a (pp. 10-11)

bungalow
 campus
 check in
 check out
 cottage
 county
 lane (=street)
 move in
 move out
 outskirts
 put sb up
 rural
 suburb
 suburban

university
 urban

1b (pp. 12-13)

adjust
 anxiety
 appreciate
 bakery
 become aware of
 catch up on
 community
 discovery
 enthusiasm
 fascinated
 frustrated
 get down to business
 get involved
 get over
 get rid of
 get to know
 homesickness
 impatient
 initial
 loved ones
 miss out on
 native (language)
 no longer
 observe
 obtain
 occur
 period of time
 phase
 remind
 shock
 sign up
 surroundings
 turn into

1b (pp. 14-15)

ideal
 inform
 suitable

Phrases/Expressions

Personally, I believe...
 Very true, but...
 You have a point.

1b (pp. 16-17)

as well (=too)
 beachfront
 bicycle lane
 get the hang of sth
 option
 pleased
 run (for buses)
 town centre

Phrases/Expressions

All the best.
 Best wishes.
 Drop me a line.
 Email me when you get the chance.
 Get back to me soon.
 How are you keeping?
 I haven't told you the latest, have I?
 I'd better finish off here.
 It's taken me ages to

reply.
 I've been meaning to...
 Just thought I'd drop you a line.
 Keep me posted.
 Let me fill you in.

Module 2**cover (p. 19)**

bungee jump
 endurance
 go without food
 hold
 hold one's breath
 rope
 run a marathon

2a (pp. 20-21)

abandoned
 against all odds
 barely
 branch
 breathe
 catastrophic
 coconut
 cover (=travel a distance)
 crawl
 damage (v./n.)
 dig
 drag
 drop (temperature)
 drown
 eventually
 extreme conditions
 float (v.)
 footprint
 force (v.)
 form (v.)
 harm (v./n.)
 hiker
 igloo
 injure
 one by one
 oxygen
 passer-by
 prevent
 ranger
 recover
 ruin (v.)
 several
 shelter
 signal (v.)
 spot (v.)
 strike (tsunami)
 stunned
 supplies
 survivor
 trapped
 treat (v.) (in hospital)
 wave (v.)

2a (pp. 22-23)

ambulance
 block (v.)
 bystander
 emergency services
 jungle

land (v.)
 overturn
 possibility
 resident
 skid
 slide (v.)
 violent

Words related to the weather

blizzard
 blow
 boiling
 breeze
 chilly
 clear skies
 drizzle (v.)
 dull
 foggy
 freezing
 icy
 lightning
 mild
 overcast
 pour (v.)
 shine
 shower
 snowstorm
 thunder

2b (pp. 24-25)

although
 anxious
 expectation
 fortune
 gentleman
 grab
 hold out
 horrified
 lawyer
 nobly
 stormy
 uncertainly
 well-built
 whoever

Character

arrogant
 devoted
 reserved
 witty

Appearance

bald
 handsome
 pale
 underweight

Feelings

discouraged
 irritated
 offended
 overjoyed

2b (pp. 26-27)

amateur
 annual
 be fortunate
 be in shock
 be over
 cliff
 compete

competitor
cyclist
devastated
edge
hang
hold on
professional (n.)
race (n.)
relieved
shake with fear
trainer (person)

2b (pp. 28-29)

astonished
clap (v.)
darkness
deck
distance
dreadful
endure
enormous
filthy
fog
furious
gently
gorgeous
in time
keep watch
play tricks on
rush (v.)
sick with fear
sink (v.)

Phrases/Expressions

be/freeze in shock
I couldn't believe my eyes/ears.
I nearly jumped out of my skin.

Module 3

cover (p. 33)

broaden the mind
globetrotting

3a (pp. 34-35)

air conditioning
area
arrangement
article
be ahead of one's time
believe it or not
civilisation
clay
colleague
combination
construct
copy (n.)
countryside
date back
directly
intense

in the footsteps
in wonder
landscape
nature
original
paving stone
progress
site
skin
southern
sunburnt
tablet
tile
turn out
under construction
wonder (n.)

3a (pp. 36-37)

accommodation
advertise
announce
announcement
application
beauty
benefit
cancellation
combine
connection
description
educate
environmentally friendly
exotic
explanation
exploration
improvement
inexpensive
introduction
on board
relaxing
reservation
reserve
scenery
stress-free
wildlife

3b (pp. 38-39)

access (v.)
bargain (n.)
car rental
come across
come up
compare
do without sth
domestic flight
essential
fed up with
frequently
handy
hassle (n.)
hit the road
interactive
itchy feet
journal
landmark
leisure
major
offline
once (sth happens)

ordinary
private
record (v.)
seldom
store (v.)
struggle (n.)
the highways and
byways
timetable
tram
unique
update (n.)

3b (pp. 40-41)

educational
enjoyable
get seasick
magnificent
opportunity
recommendation
spectacular
suggestion

Phrases/Expressions

I'd prefer (not) to...
I'd rather (not)...

3b (pp. 42-43)

from up close
highlight (n.)
massive
once in a lifetime
publish
species
typical

Phrases/Expressions

See for yourself.

Module 4

cover (p. 45)

balance (n.)
prospects
salary

4a (pp. 46-47)

be willing to
career break
delighted
eager
emotion
enthusiastic
even though
express (v.)
fairly
greet
headteacher
hopefully
income
infer
interact
motivated
on one's mind
plenty of
require
rewarding
rise (v.)
satisfaction

sleepless
somehow
stress out
teens

Collocations with 'make'

make a decision/guess
make a difference
make a good/bad impression
make a mistake
make a suggestion / an arrangement
make an effort
make sense
make the most of sth
make up one's mind

Collocations with 'do'

do a project
do an experiment
do as you please
do my hair
do one's best
do research
do sb a favour
do some exercise
do well/badly

4a (pp. 48-49)

careless
CV (curriculum vitae)
experience (work)
get fired
hire
knowledge
position
previous qualifications
quit
rent
tell sb off

Phrases/Expressions

I didn't mean to...
I've got no excuse for my behaviour.
I would strongly advise you to...
That was thoughtless of you.
That wasn't very wise of you.
Why on earth did you do that?

4b (pp. 50-51)

affect
come up with
concern (n.)
deadline
extrovert
freedom
get along with
introvert
issue
medical care
role model
solution

take one's time
technician
trust (v.)

Jobs

academic
accountant
consultant
detective
engineer
interior designer
marketing manager
mechanic
politician
public speaker
researcher
vet

Personality adjectives

ambitious
artistic
courageous
disorganised
honest
imaginative
patient
rational
reliable
sociable
spontaneous
strict
well-organised

4b (pp. 52-53)

career change
delete
document
earn a living
employer
match (v.)
pay rise

Phrases/Expressions

As I said...
How shall I put it?
I have some experience
in...
I'm looking for a job that
involves...
I've never actually given
it a lot of thought.
I would be interested in
working in...
Let me repeat that.
Let me think/see.
Something else I'd like to
mention is that...
Something else I'd like to
say is that...
You see...
Well, let's see now.

4b (pp. 54-55)

apart from that
candidate
dress (v.)
exchange programme
final (year)
furthermore
give a talk

in addition
internship
job fair
notice board
promote
registration
what is more

Module 5

5a (pp. 60-61)

accidentally
be around
commonplace
compulsory
effective
encyclopedia
foreigner
generation
gesture
hilly
method
mist
mountainous
mystery
origin
pass down
pick sth up (learn)
practice makes perfect
rare
separate (adj.)
sign language
speech
take control
take over
valley
well-known
widely

Collocations with 'tell'

tell a joke
tell a lie
tell a secret
tell a story
tell the difference
tell the truth
tell the time

Collocations with 'say'

say hello
say so
say sorry
say sth
say thank you
say yes

5a (pp. 62-63)

argue
chat
complain
costly
discuss
explain
gossip (v.)
inconvenient
instantly
mention
outdated
place (v.)
portable

refer
socialise
time-consuming
time-saving
up to date
user-friendly
yell

Words/Phrases related to technology

account (e.g. email)
attach
crash
data
deactivate
drag and drop
function
install
instant messaging
key
keyboard
press
scroll
select
shut down
tap (v.)
touchscreen
virus

Phrases/Expressions

Anyway, as I was saying...
Can I add something?
Could I say something
before you continue?
Hold on. Are you saying
that...?
May I interrupt you for a
second?
Now, what was I saying?
Now, where was I?
Sorry to interrupt, but...

5b (pp. 64-65)

against the law
at all times
be located
be supposed to
behave
beware of
carriage
caution
circle (n.)
evacuate
evacuation
fire extinguisher
handle (n.)
hazard (n.)
in case of
in progress
keep off
keep out
legal
manner
notify
obtain
permission
permit (v.)
protection
protective
qualified

required
strictly forbidden
suspicious
track
unaffected
warn
warning
wave (n.)

5b (pp. 66-67)

body language
eye contact
face-to-face
facial expression
maintain
means of communication

5b (pp. 68-69)

amusing
at times
brief
descriptive
detailed
efficient
entertaining
importance
in use
informed
involved
limited
lively
monthly
over-the-phone
to the point
topic
workplace

Phrases/Expressions

As for...
I am convinced that...

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