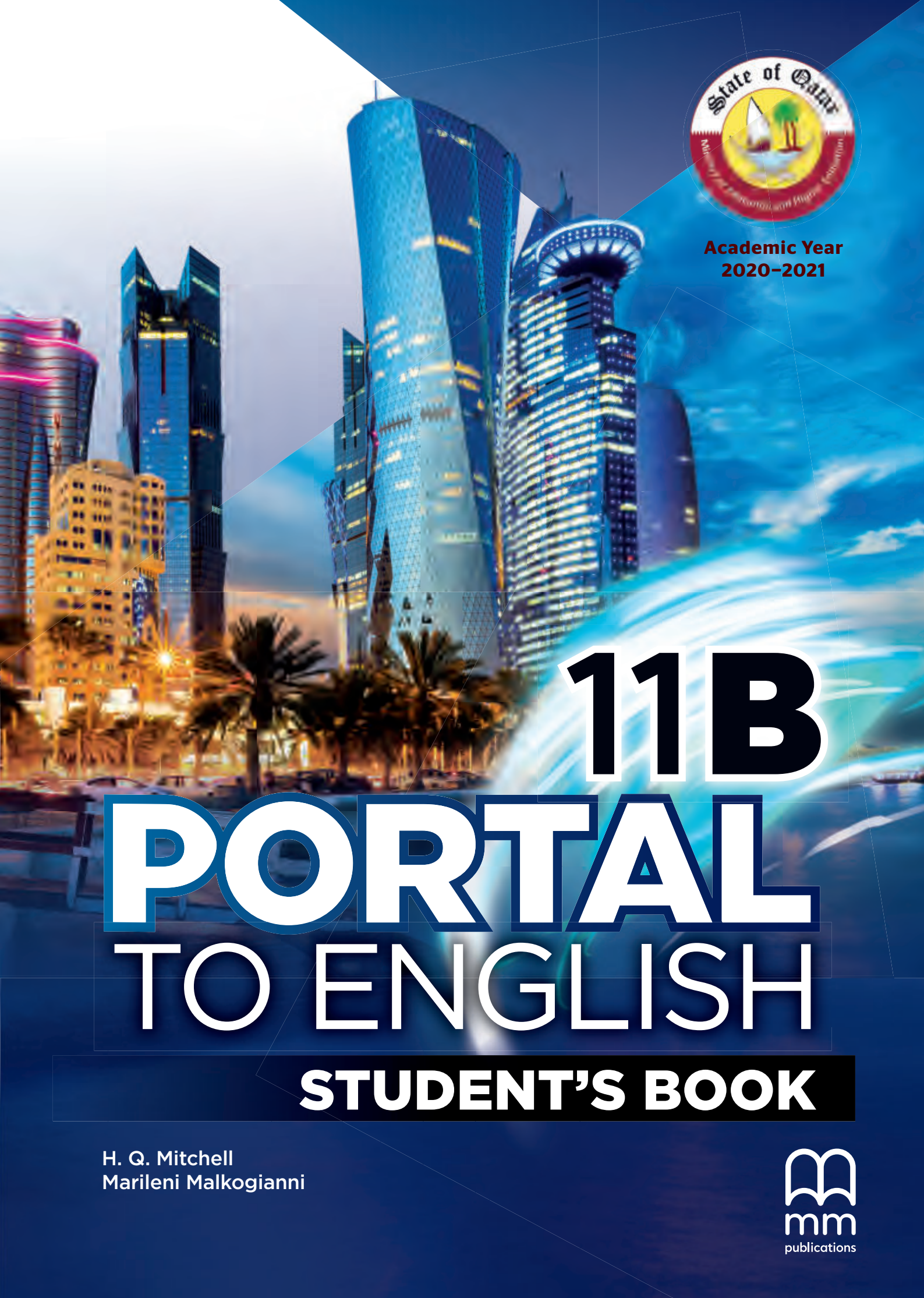

State of Qatar
Ministry of Education and Higher Education

Academic Year
2020–2021

11B PORTAL TO ENGLISH

STUDENT'S BOOK

H. Q. Mitchell
Marileni Malkogianni

mm publications

GRADE 11 SEMESTER 2

State of Qatar

11B PORTAL TO ENGLISH

STUDENT'S BOOK

School .....

Name .....

Class .....

H. Q. Mitchell - Marileni Malkogianni

Academic Year
2020–2021

mm publications

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

النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءْ قَسَمًا بِمَنْ نَشَرَ الضِّيَاءْ
قَطَرٌ سَتَبْقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِيَاءْ
سِيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِيَاءِ الأَنْبِيَاءْ
قَطَرٌ بِقَلْبِي سِيرَةٌ عِزٌّ وَأَمْجَادُ الإِبَاءْ
قَطَرُ الرِّجَالِ الأَوَّلِينْ حُمَاتُنَا يَوْمَ النِّدَاءْ
وَحَمَائِمٌ يَوْمَ السَّلَامْ جَوَارِحٌ يَوْمَ الفِدَاءْ

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Reading	Listening	Speaking	Writing	QNCF Competencies
• A personality quiz: *Are you a Keeper, a Free Spirit, a Scholar, or a Dreamer?* • A text about values based education	• A radio programme: A biographical account • Five people talking about values	• Pair work: Self-awareness questionnaire • Group work game: *How well do you know your classmates?*	• A description of a goal • An opinion essay **Developing skills:** • Focusing on the features and organisation of an opinion essay • Using topic sentences	
• A magazine article: *Internet History: The first..* • A text about citizenship in the digital age.	• A radio interview with an expert on social media • A radio interview with a documentary filmmaker	• Pair work: A phone call to IT support • Class debate: *Television has a negative influence on viewers*	• A procedural text • A summary based on a pie chart **Developing skills:** • Focusing on text organisation, register and style	
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QNCF Competencies	Creative and critical thinking	Inquiry and research
Communication	Cooperation and participation	Problem-solving

6 Private lives

Discuss:

Read the quotations about self-awareness and answer the questions that follow.

'Rather, man, against himself, will be a witness.' (The Holy Qur'an 75:14)

'Self-awareness gives you the capacity to learn from your mistakes as well as your successes. It enables you to keep growing.'

'What is necessary to change a person is to change his awareness of himself.'

'Self-awareness involves deep personal honesty. It comes from asking and answering hard questions.'

- What point does each quotation make?
- Based on the quotations, what do you understand self-awareness to be?
- How can you benefit from increasing your self-awareness?

In this module you will...

- discuss issues relating to self-awareness, personality traits, values, goals and relationships with family and friends
- learn vocabulary relating to personality traits, idioms with *break*, and to distinguish between easily confused words
- learn how to refer to, define, and give additional information about people, places and things
- learn how to refer to countable and uncountable nouns and describe quantity using quantifiers
- learn how to ask and answer questions about personality, values, strengths, weaknesses, emotions, goals and ambitions
- learn how to make speculations and express agreement and disagreement
- write an opinion essay

7 Information age

Discuss:

- How do you usually get your information? Do you read the paper or watch the news on TV? Do you use any other media to stay informed?
- How has technology affected the way that we receive news?
- In what ways can you judge the validity of certain news?

In this module you will...

- discuss issues relating to the media and communication
- learn vocabulary related to the Internet, idioms with *touch*, topic-related vocabulary and prepositional phrases with *in*
- learn how to emphasise an action rather than the doer of the action using the Passive Voice
- learn how to express emphasis
- ...ve suggestions/instructions and respond
- ...ructure discourse by interrupting, asking ...ating a wish to continue, and indicating ...ming to an end
- ...terpret information in a pie chart

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8 At your service

Discuss:

- Read the following quotations. What are they trying to say? How far do you agree with these statements?
- *This customer is always right.*
- *Courteous treatment will make a customer a walking advertisement.*
- *There is only one boss. This customer. And he can fire everybody in his company from the chairman on down simply by spending his money somewhere else.*
- *If you make customers unhappy in the physical world, they might each tell six friends. If you make customers unhappy on the internet, they can each tell 6,000 friends.*

Hospitality services

Food & Beverage services

Healthcare services

Construction, Maintenance & Cleaning services

Utility services

Education

In this module you will...

- discuss various services provided by the service sector
- learn vocabulary relating to the hospitality industry, banking and finance, prepositional phrases with *of* and *by*, and easily confused words
- learn how to express purpose and result
- learn how to offer assistance, make a request, agree willingly and refuse politely
- ...a graph, express agreement with ...like decision through negotiation
- ...ages I have/will see on a graph

9 Where on earth...?

Discuss:

- Can you identify any of these iconic buildings in Qatar?
- What do you know about these buildings?
- Which building appeals to you most? Why?

Read the quotation and answer the questions that follow.

'Beauty is the harmony of purpose and form.'

- What do you think the quotation means?
- Do you agree with it?

In this module you will...

- discuss issues relating to places of interest and different aspects of culture
- learn vocabulary relating to places, geographical features and architectural features, and descriptive adjectives
- learn how to form derivations with the suffixes *-fy*, *-ence*, *-ence*, and *-ness*
- learn how to report statements, questions, commands and requests
- learn how to write a persuasive essay

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10 A penny saved is a penny earned

Discuss:

- How important is money in your life?
- Do you consider money to be a means to an end or an end in itself?
- Do you think that society places too much importance on material possessions?
- When you go shopping, what kind of things do you spend money on?
- How is money dealt with according to Islamic principles?

charity

online shopping

consumerism

budgeting

banking

advertising

In this module you will...

- discuss issues relating to charity, money, shopping, consumerism and advertising
- learn verbs, idioms and collocations relating to money, shopping and budgeting, and prepositions used in expressions
- learn to distinguish between easily confused words and to form nouns denoting occupations
- learn how to express hypotheses about what is likely or unlikely to happen in the present/future, express general truths and facts, express opinion, give advice, express uncertainty and ask for confirmation
- write an essay discussing advantages and disadvantages

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6 Private lives

Discuss:

Read the quotations about self-awareness and answer the questions that follow.

'Rather, man, against himself, will be a witness.' (The Holy Qur'an 75:14)

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- learn how to ask and answer questions about personality, values, strengths, weaknesses, emotions, goals and ambitions
- learn how to make speculations and express agreement and disagreement
- write an opinion essay

Reading

A. Discuss in pairs/groups.

- What do you know about personality types?
- Are you more introvert (focused on your inner world) or more extrovert (focused on other people and the outer world)?
- Describe some of the most striking features of your personality.

B. Read a description of four different personality types and choose the one you think best describes your personality. Explain why.

A. The Keepers

People belonging in this category consider security and stability to be very important, and therefore they are not fond of change. They also give importance to tradition and believe that rules should be respected. They are individuals who can be very kind and trustworthy, and they dislike breaking promises. They display patience and have a very good ability to concentrate. They get disappointed if others let them down because it is something that they try to avoid doing. They pay attention to detail and can be very sensitive; however, sometimes they might find it difficult to cope with criticism or conflict with other people.

B. The Free Spirits

This category describes people who are confident and spontaneous, and therefore planning things is not their cup of tea. They are generally sociable, extrovert and direct. They enjoy being the centre of attention and are usually very popular. They are adventurous types and they enjoy action. They don't enjoy theoretical ideas or philosophical discussions, which they usually consider to be a bore. This category dislikes rules and laws and believes them to be mere suggestions rather than strict principles that somebody should live by. These individuals are usually optimistic and always work hard to achieve their goals. However, they can get bored easily if something does not excite them.

C. The Scholars

This category describes personalities which exhibit strong intuition and logic. These are people who put reason above all other things. They are very rational and quick-witted people and display excellent communication skills. People belonging in this category are natural-born leaders because of their decisiveness and willpower. They dislike showing emotion and consider it to be a sign of weakness. This does not mean that these individuals cannot be compassionate; they can show understanding for people who are suffering. However, it is an area which they could try to develop more. Some of the individuals in this group can be very shy when meeting new people, but they are very friendly when they interact with people they know. They are also individuals who can be very honest but at times can also be considered rude.

D. The Dreamers

The people who belong in this category are very imaginative and observant. They are usually people who are shy or introvert. They are emotional and believe that feelings should be expressed and not hidden. Some of the people that have this personality type can be mesmerising when giving a speech or talking to others, while others have excellent writing skills. They also don't like conforming but prefer to take their own path instead of following others. However, their sensitivity, which can make them overthink situations or other people's feelings, can sometimes cause them a lot of stress.

C. Now, do the quiz and see which personality type you are. Is it the same as the one you chose in the previous activity? Which of the characteristics described in the category have you got?

QUIZ

1

I like to be in control of my life and I don't like unpredictable situations.

I agree	A
I disagree	B

2

I tend to rely on my feelings more than my thoughts.

I agree	D
I disagree	C

3

I am more interested in philosophical discussions than practical matters.

I agree	D
I disagree	B

4

I prefer to use reason to solve a personal problem rather than emotion.

I agree	C
I disagree	D

5

I hardly ever focus on the future, but prefer to deal with the present.

I agree	B
I disagree	C

6

I think that a logical decision is better, even if it hurts somebody's feelings.

I agree	A
I disagree	D

7

I believe that rules are meant to be followed.

I agree	A
I disagree	B

8

If somebody criticises me, it affects me emotionally.

I agree	A
I disagree	C

After you have done the quiz, count how many answers you have from each category/personality type (A, B, C or D) to see which category you belong in. If you have the same number of answers from two categories, this might be because you have certain characteristics from both categories.

D. Which personality type (A, B, C or D) do you think each of the people 1-8 belong in?

1. a person who is considered a fascinating speaker ☐
2. a person who never wants others to see him/her crying ☐
3. a person who wouldn't enjoy a conversation about abstract concepts ☐
4. a person who is very reliable and hardly ever disappoints others ☐
5. a person who cannot deal with negative comments from others easily ☐
6. a person who would like to do extreme sports ☐
7. a person you can depend on to tell the truth ☐
8. a person who shows deep concern for other people's feelings ☐

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

1. able to hold somebody's attention completely:

   _____

2. easily upset by what other people say about you:

   _____

3. showing kindness to others:

   _____

4. reliable and able to be trusted:

   _____

5. willing to do things without planning them:

   _____

F. Discuss in pairs/groups.

- What personality traits do you consider important in a friend? Why?
- Think of a member of your family that you admire. What personality traits make this person admirable? Why?

Vocabulary

A. Look at the following adjectives and their definitions, and complete the sentences with an appropriate adjective relating to people's personalities.

aggressive = angry and violent
ambitious = wanting to achieve success in sth/life
conscientious = making an effort to do things carefully and correctly
greedy = never being satisfied with what one has; always wanting more
selfish = caring only about one's own interests
snobbish = looking down on others, believing oneself to be better than them
stubborn = not willing to change
tolerant = able to accept other people's views or behaviour
irritable = becoming angry or annoyed easily
generous = willing to give money, time, help, etc. to others

1. I can accept all sorts of behaviour but I am not _____ of liars!
2. You know what? You're turning into a(n) _____ old man who is never happy and complains about everything.
3. Some people are _____ and think that they never have enough money.
4. Noora has always been _____ towards the poor. She often makes donations to different organisations.
5. When their team started losing, the fans became _____ and started shouting at the referee.
6. The _____ sister did not let her siblings use her computer.
7. Talal was a(n) _____ student at school, but he's changed. He doesn't study at all at university!
8. Adrian won't change his mind about this; he's so _____.
9. Maria is a(n) _____ person who thinks that people who have less money than her aren't as good as she is.
10. Mohammed is extremely _____. He wants to start his own business immediately after he finishes university.

B. Look at the extract from text A on page 82. What does the phrase in bold mean?

*...and they dislike **breaking promises**.*

Match the idioms 1-8 with the meanings a-h.

1. break the news ☐
2. break a/the habit ☐
3. break the ice ☐
4. break the law ☐
5. break a/the record ☐
6. break the rules ☐
7. break the silence ☐
8. break someone's heart ☐

a. to beat a previous record
b. to do something illegal
c. to make someone feel very sad
d. to stop or give up doing something you usually did
e. to say something or make a noise after a period of quiet
f. to make something, usually unpleasant, known to someone
g. to refuse to obey common standards of behaviour
h. to make people feel relaxed by saying or doing something, especially at the beginning of a discussion, meeting, lesson, etc.

C. Complete the sentences using the correct form of the idioms above.

1. It was a quiet, beautiful morning... Suddenly, the sound of a police siren _____.
2. I'm sorry to be the one to _____ to you, but somebody just crashed into your parked car.
3. Whoever doesn't buy a ticket before getting on the train is _____.
4. Before he started his lecture, Professor Richards told a joke in order to _____.
5. It nearly _____ when her pet cat died.
6. Students who _____ at this school will be in serious trouble.
7. After a lifetime of smoking, Tony found it hard to _____.
8. He wanted to _____ for the 100-metre race, but he just couldn't run fast enough.

Grammar Defining and non-defining relative clauses → *p. 166*

A. Read the following sentences and answer the questions that follow.

1. That's the hospital **where** Ali works.
2. Saturday is the only day **when** I go out with friends.
3. The woman **who** helped me find my car keys lives next door.
4. That is the woman to **whom** I was referring.
5. The man **whose** son won the race is a doctor.
6. The house **which** is next to mine has a swimming pool.

Which pronoun/adverb refers to:

a. people? ☐ ☐
b. a place? ☐
c. time? ☐
d. a thing or an idea? ☐
e. possession? ☐

B. Read the sentences below and answer the questions that follow.

a. Pulitzer Prizes, which are awards for achievements in journalism, literature and music, are awarded every year in April.
b. Habits which are considered good for our health include working out and getting a good night's sleep.
c. The reasons which he gave for quitting his job didn't make sense.
d. Hamad offered to help me with my project, which was very nice of him.

1. In which sentence(s) does the relative clause provide information which is needed to understand the sentence?
2. In which sentence(s) does the relative clause provide extra information about the person, thing or idea it refers to?
3. How is this indicated by the punctuation?
4. Can **which** be replaced by **that** in any of these sentences? Which one(s)?
5. In which sentence(s) can the relative pronoun be omitted?
6. In which sentence(s) does the relative pronoun refer to the whole preceding clause?

C. Complete the sentences with *who, whom, which, whose, when* or *where*. In which sentences can *that* replace the relative pronoun? In which of them can the relative pronoun be omitted?

1. Our modern-day lifestyle, _____ leaves us with little or no spare time, has a negative effect on our health.
2. There are those _____ believe that social networking sites have a positive impact on people's social lives.
3. There was a time _____ I enjoyed staying indoors, but now I like being outdoors.
4. I don't like people _____ mood changes from one moment to the next.
5. The restaurant _____ I worked before getting married is owned by an old woman.
6. The people _____ I trust to give me good advice are usually family members.
7. The house in _____ we lived when I was young is now my sister's.
8. Carol, _____ husband is Spanish, has just been offered a job in Australia.
9. The film _____ I watched last night was depressing.

D. Join the sentences using *who, which, whose, when* or *where*. Add commas where necessary. In which sentences can *that* replace the relative pronoun? In which of them can the relative pronoun be omitted?

1. We stayed at the Grand Canyon Suites. It is a five-star hotel.

_____

2. James lives on the first floor. His sister won a medal in the Olympic Games.

_____

3. My alarm clock goes off. I always get out of bed at that time.

_____

4. This house has been turned into a museum. A famous author was born there in the 20th century.

_____

5. My brother is talking to a man. The man is my brother's science teacher.

_____

6. You were looking for a CD. Did you find it?

_____

E. Work in groups. Turn to page 157 in the Speaking Activities section and do the Grammar Production Task.

Helen Keller

Listening

A. Discuss in pairs/groups.

- What personality traits play an important role in helping a person achieve success?
- Do you think you have any of the traits you mentioned above? If yes, which ones?
- Which of these personality traits do you feel you lack and would like to develop?

B. You will hear part of a radio programme. What is its purpose?

1. to entertain the audience by telling them a funny story from a famous person's life
2. to inform the audience about the life and achievements of a famous person
3. to express the speaker's opinion about a famous person
4. to instruct the audience on how to achieve success similar to that of a famous person

C. Listen to the radio programme again and write T for True or F for False.

1. As a baby, Helen seemed to be developing certain skills earlier than expected. ☐
2. Helen lost her ability to see and hear after burning up with fever for several days. ☐
3. The person who suggested that Anne become Helen's instructor was a famous inventor. ☐
4. Helen's instructor was also deaf and blind. ☐
5. The word *water* was one of the first words that Anne taught Helen. ☐
6. Helen became skilled at reading a number of foreign languages. ☐
7. Helen was in her thirties when she got her Bachelor of Arts degree. ☐
8. The last book that Helen wrote was her autobiography. ☐

D. Now choose from the statements below the key features of the biographical account that you heard. Tick those that apply.

The biographical account:

1. presents information that is real or factual. ☐
2. provides an account of the speaker's life. ☐
3. presents the information using the first person. ☐
4. includes key dates and time references. ☐
5. presents the information in chronological order using past tenses. ☐
6. focuses on one aspect of the person's life. ☐

E. Discuss in pairs/groups.

- What is your opinion of Helen Keller?
- Which of the personality traits that you mentioned above do you think Helen Keller had?
- Tell your partner/s about a person, famous or otherwise, who has overcome huge difficulties to achieve greatness.

Speaking

The following activity requires you to work individually first, then to pair and share.

1. Work alone to answer the questions on the self-awareness questionnaire.

Discovering Myself

1. How would I describe myself?

_____

2. What is important to me? Why?

_____

3. What are my greatest strengths?

_____

4. What do I consider my greatest accomplishment to be? What did I do that helped me achieve it?

_____

5. What do I consider my greatest failure to be? What could I do differently next time?

_____

6. What emotions do I most often experience and what causes them?

_____

7. What would I like to change about myself? Why?

_____

8. What are my goals and ambitions for the future? How do I plan on accomplishing them?

_____

2. After you have completed the questionnaire, work in pairs and share your responses to the questions above.

Writing

Write a detailed description of one of the goals you mentioned in the questionnaire above. Use the questions below to come up with the details.

1. What is the goal that you wish to achieve? Remember to make it as specific and realistic as possible.
2. Why is it important to you?
3. What do you need to do to achieve this goal?
4. What personal skills do you need or will you have to develop to achieve this goal?
5. What sacrifices will you have to make?
6. What obstacles might you encounter in your pursuit of this goal?
7. How do you plan on dealing with these obstacles?
8. When would you like to have achieved this goal by?
9. How will you feel when you manage to achieve it?
10. How will achieving this goal impact your life?
11. Will anyone else benefit from you achieving this goal? Who and why?

Reading

A. Discuss in pairs/groups.

- How would you define the term *values*?
- How important are values in our lives?
- What resources do we obtain our values from?

Read the quotations and answer the questions that follow.

'Education is teaching our children to desire the right things.'

'Intelligence plus character – that is the goal of true education.'

'The aim of education is the knowledge, not of facts, but of values.'

'Education is what remains after one has forgotten what one has learnt in school.'

- What do these quotations have in common and what point are they trying to make?
- To what extent do you agree with these statements?

B. Read the text quickly and answer the questions that follow.

1 When considering the purpose of education, one should take into account that it changes to meet the demands of the times. So, what is the role of education in the 21st century, an era characterised not only by rapid technological and social change but also by a constant flow of easily accessible information? It seems clear to me that education should focus on teaching values. A value-based education will help children develop good morals and strength of character, and will give them a sense of direction in an unpredictable world that is constantly changing.

2 To begin with, instilling important moral values in children will go a long way towards building their character. Children with a strong moral character will be better-equipped to deal with the uncertainties of the modern world. Their strong value system will enable them to achieve a higher level of self-awareness and a clearer sense of purpose. They will, as a result, be better decision-makers as they will be able to think critically and make ethical choices. A strong value system will also enable them to maintain a positive attitude and make it easier for them to deal with failure, as they will understand the role that perseverance and hard work play in achieving success.

3 In addition, instilling shared values helps children understand the importance of belonging and of contributing to the greater good. If we wish to create a society that lives in peace, understanding and unity and has the ability to make progress, we have to instil the religious, cultural and moral values that we consider important in our children. Doing so will ensure that they will grow up respecting and protecting the value system that forms the basis of our national identity. It will also ensure that they will become responsible, compassionate, contributing members of society.

4 Finally, teaching positive human values prepares children for their role as global citizens. The world is becoming increasingly interconnected. This means that children need to develop a value system that will enable them to interact with people that come from completely different cultural backgrounds. They need to develop an appreciation of and respect for different viewpoints and ways of life while maintaining a strong sense of self and cultural identity.

5 To sum up, I believe that the main purpose of education in the 21st century is to teach values. Our values are an important part of who we are. They impact our lives by informing our decisions and determining how we approach, view and interact with the world around us. Actively teaching them to students has, in my opinion, never been as important as it is today. In our uncertain times, what greater purpose could there possibly be than fostering children's moral development?

1. What type of text is it?

a. a story **b.** a report **c.** an essay **d.** an announcement

2. Which option best indicates the purpose of the text?

a. to outline solutions to a problem
b. to express the writer's personal opinion on an issue
c. to outline the findings of a research project and make recommendations
d. to discuss the advantages and disadvantages of a specific course of action

C. Now read the text carefully and do the activities that follow.

1. Complete the summary using one word from the passage in each gap.

The writer argues that the main aim of education is to teach **a** _____. He feels this will help create individuals capable of coping with the **b** _____ nature of the era in which we live. He raises three arguments to justify his opinion. The first argument is that values help to develop a child's **c** _____. In discussing this point, he mentions benefits to the child, such as the increased ability to make **d** _____ decisions and to cope with **e** _____. The second argument concerns the role **f** _____ values play in developing children's sense of **g** _____ and their desire to actively contribute to society. He feels that these values make children both responsible and **h** _____. The third argument is about how an awareness of human values promotes **i** _____ citizenship and intercultural appreciation and **j** _____.

2. Indicate which paragraph contains the following information. Write the correct number **1-5** in the boxes **a-f**. One of the options will be used more than once.

- **a.** what it takes to succeed ☐
- **b.** a question the writer is attempting to answer ☐
- **c.** a reference to increased interaction between countries ☐
- **d.** the conditions required to create a strong national identity ☐
- **e.** a question the writer asks to persuade readers that he is right ☐
- **f.** something that must be kept in mind when thinking about the role of education ☐

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

1. rapid	☐	**5.** perseverance	☐
2. flow	☐	**6.** identity	☐
3. unpredictable	☐	**7.** interconnected	☐
4. instil	☐	**8.** appreciation	☐

a. to put a concept, feeling or idea into somebody's mind

b. smooth, steady movement in one direction

c. having parts that are somehow joined or linked together

d. happening very quickly

e. an understanding and admiration of the value that someone or something has

f. the quality of not giving up

g. likely to change without warning

h. the combination of characteristics that defines a person or thing

E. Read the extract again and answer the questions that follow.

1. What is the function of the underlined sentences in the text?

2. How do these sentences differ from the ones that follow in the paragraph?

3. How does using sentences such as these make writing and reading the text easier?

F. Discuss in pairs/groups.

- Do you agree with the writer's opinion? Why? / Why not?
- What do you think a person needs in order to be able to cope with the uncertainty of the modern world?

Vocabulary

A. Complete the sentences using the correct form of the words in the boxes.

sibling spouse

1. I have one brother. How about you? Have you got any _____?
2. I first met my _____ at her father's house.

inheritance heritage

3. You can learn a lot about your _____ by visiting the National Museum.
4. The _____ was shared between the two brothers.

ancestor descendant

5. One of my _____ was a fisherman in Portugal.
6. Charles and Brenda Turnbull moved to this town in 1890, and their _____ still live in the area.

marriage wedding

7. What are you going to wear to the _____?
8. They were very happy together and their _____ lasted for many years.

bride groom

9. The _____ wore a beautiful long white dress.
10. The _____ looked at his new wife and smiled.

nuclear family extended family

11. A(n) _____ consists of parents, children, uncles, aunts, grandparents, cousins, etc.
12. A(n) _____ consists of parents and their children.

grow grow up raise

13. Tina's parents died in an accident so she was _____ by her aunt and uncle.
14. Ahmed has _____ so much since I last saw him! Look how tall he is now!
15. I was born in India but I _____ in Qatar.

B. Read the sentences below and try to guess what the phrases in bold mean. Then try to create your own sentences using these phrases.

1. I'm usually **a good judge of character**, but I was wrong about Nancy. She's very reliable.
2. Alan will always be very ambitious. It's **in his DNA**.
3. She can be annoying sometimes, but she's a good person **at heart**.
4. Kevin is very shy. It's not really **in his nature** to be loud and outgoing.
5. Khalid has a reputation for being strict, but **deep down** he's a gentle guy.

Grammar Countable / Uncountable nouns, Quantifiers ➜ *pp. 166-167*

A. Which of the words below are usually countable (C), which are usually uncountable (U) and which are commonly used as both (B)? Write the correct letter in each box.

meat	☐	chocolate	☐	job	☐	health	☐	time	☐	flour	☐
milk	☐	work	☐	chicken	☐	trip	☐	money	☐	hair	☐
problem	☐	cake	☐	light	☐	flower	☐	bread	☐		
information	☐	advice	☐	glass	☐	vegetable	☐	trouble	☐		

B. Read the examples below. Which of the words/phrases in blue refer to countable nouns, uncountable nouns or to both?

1. Would you like **some** milk and **some** cookies?
2. I can't make a cake because there is **no** milk and there are also **no** eggs.
3. There isn't **much** flour left for me to make waffles with.
4. She gave me **a lot of / lots of** advice and **a lot of / lots of** suggestions as to how I could deal with the problem.
5. She has a constant supply of fresh eggs, even though she doesn't have **many** chickens.
6. You need **plenty of** meat and **plenty of** potatoes to prepare a meal for ten people.
7. I wasn't feeling well so I had **a little** soup and went to bed early.
8. There's very **little** coffee left, so I'll run to the supermarket to get some.
9. Get me **a few** flowers from the shop so that I can make an arrangement for the dinner table.
10. **Few** people have good communication skills.
11. Your diet can't be healthy if there is **hardly any** fruit or **hardly any** vegetables in it.

C. Read the text below and circle the correct words.

If I had known how badly things would turn out, I would never have decided to have so 1 **many / much** people over for dinner. Because I had worked overtime the day before, I got off work early to start my preparations. On my way home, I decided to stop at the florist's to buy 2 **few / some** flowers. After waiting in the long queue, I finally got to the counter only to find that I didn't have 3 **much / many** money on me. In fact, I had so 4 **few / little** that I had to leave the shop empty-handed. When I got home, I realised that I had 5 **hardly any / some** time to prepare the meal I had planned to serve my guests. So, I decided to order 6 **some / little** chicken and bake 7 **a few / a little** potatoes in the oven. After making a huge salad and boiling 8 **plenty / a lot of** vegetables, I was on my way to making a success of my dinner party. I had 9 **much / a little** time to spare, so I decided to quickly make a basic butter cake. I was relieved to find that I had 10 **little / a little** milk and 11 **a few / few** large eggs, which I quickly mixed with the rest of the ingredients. As I was about to put the mixture in the cake pan, the bowl slipped from my hands and 12 **some / many** of the mixture landed on the floor. Unfortunately, I had 13 **any / no** time to clean up the mess before my first guests arrived. How embarrassing!

Listening

A. Discuss in pairs/groups. Look at the values listed below. Which one is the most important to you? Why? Can you give an example from your life that shows why it is so important?

a. compassion
b. family
c. self-respect
d. hard work
e. truthfulness
f. perseverance

B. You will hear five people talking about values. Which of the values above does each person consider the most important? Write a-f in the boxes 1-5 below. There is one extra letter which you do not need to use.

Speaker 1	☐	Speaker 4	☐
Speaker 2	☐	Speaker 5	☐
Speaker 3	☐		

C. Listen again and match the statements below to the correct speaker. Write a-f in the boxes 1-5 below. There is one extra letter which you do not need to use.

a. It may be necessary to work on building this value before trying to help others.
b. I learnt the importance of a value through a difficult situation.
c. Without this value, even the best natural talent could go to waste.
d. People sometimes mistakenly think it's best to go against this value.
e. This value is about not giving up easily when we face obstacles.
f. Some people are born with this value while others have to try to develop it.

Speaker 1	☐	Speaker 4	☐
Speaker 2	☐	Speaker 5	☐
Speaker 3	☐		

Speaking

Work in groups. Turn to page 158 in the Speaking Activities section and do activity 6b.

Writing An opinion essay

A. Discuss in pairs/groups.

- In your opinion, are people born with a personality, or do they develop one?

B. Read the writing task and the essay below. Then do the activities that follow.

Some people argue that our personality is determined only by our genes. Do you agree?
Write an essay in which you express your opinion on the issue and provide a justification for your point of view.

formal education

People have always been interested in the factors responsible for differences in personality. Initially, it was believed that one's personality was only determined by one's genes. However, developments in the social sciences have since shed light on other factors which are now considered equally important. I am convinced that these play an important role in shaping our personality.

To begin with, the influence that our environment has on the development of our personality cannot be ignored. We are brought up in different physical, social and cultural environments and experience different events and circumstances. These factors play a very important role as they determine which aspects of our personality will find expression.

Another factor that must be taken into consideration is our education. Our education consists of the formal education we receive and the beliefs, customs, values and ideals that we are brought up with. To a great extent, these determine the way we perceive the world around us and how we think, feel and act in specific situations.

In addition, we must keep in mind that as human beings we have the ability not only to think and feel but also to make choices. Our free will enables us to pursue personal growth and development. It makes it possible for us to make conscious decisions about who we want to be and what aspects of our personality we wish to work on improving.

To sum up, I believe that our personality is the outcome of a combination of factors. Although our genes play an important role, they are by no means the only factor at play in the development of our personality. Our environment, education and free will are clearly important parts of the equation. Their influence in shaping us is evident in the complexity and uniqueness of each individual that exists.

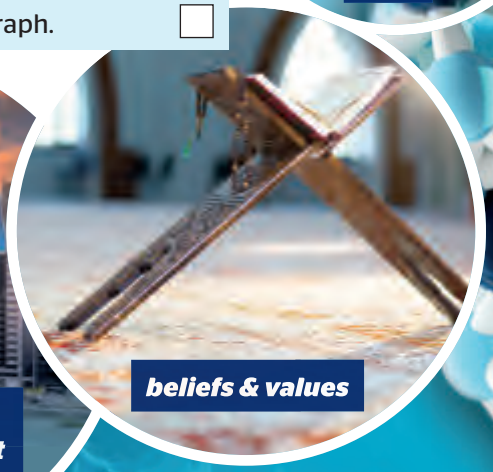
1. Read the following statements. Tick (✔) those that apply to the essay.
The writer:

- **a.** gives a title. ☐
- **b.** uses informal language. ☐
- **c.** uses linking words/phrases. ☐
- **d.** actively expresses his/her opinion. ☐
- **e.** uses short forms and abbreviations. ☐
- **f.** raises new arguments in the conclusion. ☐
- **g.** provides justification for the ideas he/she mentions. ☐
- **h.** uses topic sentences to introduce the topic of each paragraph. ☐

DNA

2. Has the writer done what he/she was requested to do? What makes you say so?
3. What is the writer's point of view? How does he/she justify his/her opinion?
4. What style is this text? What are the characteristics of this writing style?
5. Is the text written in an informal, formal or neutral register?

physical, social and cultural environment


beliefs & values

C. The three paragraphs below form the main part of an essay about today's parents and their relationship with their children. Read the paragraphs and the topic sentences a-e. Then choose the topic sentence that is most suitable for each paragraph. In which part of the essay would you expect to find the other two sentences. Why?

1 ☐ They are not only in a position to do research online on issues that concern them as parents, but also to obtain advice on forums from both experts and parents with hands-on experience. They are, therefore, a lot more informed than they used to be which enables them to deal with parenting issues more effectively.

2 ☐ As a result, they choose to use a more open-minded and communicative approach to raising their children. Because they are more responsive to their children's needs, they tend to foster a stronger and more open relationship with them.

3 ☐ For example, a lot of parents go to the gym, surf the net or even play computer games with them. Consequently, they find common ground and relate more easily to each other.

a. Regarding personal interests, it is not uncommon nowadays for parents to share the same interests as their children.

b. To sum up, nowadays parents are indeed more informed and actively involved in their children's lives.

c. Moreover, parents tend to be more mindful of the impact that their parenting style has on their relationship with their children and their children's development.

d. The information age has brought about a significant transformation in the parent-child relationship.

e. Nowadays, parents have access to a lot of information about parenting.

D. Read the writing task below and underline the key words/ phrases. Then answer the questions that follow.

Having one or two really close friends is better than having many casual acquaintances. Do you agree? Write an essay expressing your opinion and justifying your point of view.

1. What is the topic of discussion?
2. What have you been requested to do?
3. What writing style should you use?

E. Read the writing task in activity D again and the TIP below. Then go to the Workbook pp. 79-81 to plan and write your essay.

TIP

When writing an opinion essay:

- **think about the topic carefully.**
- **use topic sentences to present the central idea of each paragraph.**
- **develop the paragraphs by justifying and expanding on the idea in the topic sentence. When possible, illustrate your ideas through the use of evidence and examples.**
- **write in a formal style.**
- **summarise the points you raised and restate your opinion in the conclusion. Remember not to raise any new ideas when concluding your essay.**
- **use a variety of linking words/phrases to introduce points, add points, give examples, give your opinion and conclude the essay.**

6 REVIEW

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

spontaneous	stubborn	characteristics	
intuition	greedy	extrovert	ideals
caring	reliable	ambitious	

Mike and Tom are brothers, so it is not surprising that they share some 1 _____. For example, if they say that they will do something, you can be sure that they will do it; they are both very 2 _____. They are also both very 3 _____ and will never accept that they are wrong about something. There are, however, many differences between the two brothers. Mike likes going out with friends, while Tom isn't 4 _____ at all and prefers to be on his own. That doesn't mean that Tom is not a(n) 5 _____ person. On the contrary, he shows great concern for his family and loved ones. The problem is that Tom is too involved in his career. He is very 6 _____ and hopes to become the CEO of the company he works for one day. Some say that he is very 7 _____ and that no amount of money could ever satisfy him. The truth, however, is that Tom likes to set goals and work hard to achieve them. Mike, on the other hand, is very 8 _____ and does not like to plan his life out. He likes to rely on 9 _____ rather than logic. However, what people admire most in him is that he fights for his 10 _____.

B. Choose a, b, c or d.

1. Everyone looked nervous, so I decided to ____ by telling a funny story.
   a. break the ice **c.** break the law
   b. break a record **d.** break their hearts
2. Don't talk to him in the morning; he is always very ____ when he wakes up.
   a. conscientious **c.** generous
   b. irritable **d.** tolerant
3. Many people think he is a bad person, but I can tell you that he's really a good person ____ heart.
   a. at **c.** of
   b. in **d.** with
4. The bride was dressed ____ in white on the day of her wedding.
   a. initially **c.** constantly
   b. steadily **d.** entirely
5. Nasser always takes other people's feelings into consideration. He's ____.
   a. quick-witted **c.** sensitive
   b. stubborn **d.** selfish
6. Don't be so childish! It's time for you to ____ and face your fears!
   a. raise **c.** grow up
   b. grow **d.** bring up
7. She may have many ____, but she has few close friends.
   a. uncertainties **c.** motives
   b. acquaintances **d.** circumstances
8. Aisha always helps the poor; it is in her ____ to be kind.
   a. nature **c.** mood
   b. sense **d.** principle

C. Join the sentences using *who, whom, which, whose, when* or *where*. Add commas where necessary.

1. My colleague is from Sheffield. He does karate.
   _____
2. That's Mrs Miller. Her daughter has a degree in law.
   _____
3. I gave you a book. Did you read it?
   _____
4. The restaurant is in Markland Avenue. My father used to work there.
   _____
5. It was last September. I joined the team then.
   _____
6. Kevin bought me a new car. It cost a fortune.
   _____
7. Aliyah has two sisters. One sister is in my class.
   _____

D. Circle the correct options.

1. **A:** Do we have **no / any** carrots? I want to make soup for dinner.
   B: Well, not that **some / many**. How **much / many** soup do you want to make?
   A: Just **a little / little**. Only enough for the two of us.
   B: OK, then I think we have enough.
2. **A:** Since Britney went to a new school, she has **few / hardly any** time for us.
   B: She's probably made **much / some** new friends.
   A: Well, that's **little / no** excuse. I have **plenty of / lots** new friends, but I still have time for my old ones.
3. **A:** Would you like **some / little** coffee?
   B: Yes, but just **a little / few**. I'm trying to cut down.
   A: Why? Is it affecting your sleep?
   B: Not all the time, but there have been **a few / hardly any** times when I could not fall asleep. And when I don't get **plenty / lots of** sleep, I'm in a bad mood all day.

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...

- discuss issues relating to self-awareness, personality traits, values, goals and relationships with family and friends ☐
- use vocabulary relating to personality traits and idioms with *break* ☐
- refer to, define, and give additional information about people, places and things ☐
- refer to countable and uncountable nouns and describe quantity using quantifiers ☐
- learn how to ask and answer questions about personality, values, strengths, weaknesses, emotions, goals and ambitions ☐
- learn how to make speculations and express agreement and disagreement ☐
- write an opinion essay ☐

CULTURE PAGE

A. Discuss in pairs/groups.

- Do you think stories are a good way to teach values? Why? / Why not?
- Do you know any famous stories with a moral? If yes, share it with your partner/s.

B. Read the three stories quickly and write 1, 2 or 3 next to the moral/s that correspond to each story.

a. Do not underestimate the value of knowledge and experience. ☐

b. In life, you get what you give. ☐

c. With perseverance comes success. ☐

d. You never know how you will benefit from work well done. ☐

e. Choose your words wisely, as they have the power to impact another person's life. ☐

1 The Tale of Two Frogs

Some frogs were hopping through the forest when suddenly two of them fell into a hole in the ground. They tried to jump out, but the hole was too deep.
The other frogs looked into the hole and told the two frogs to give up. 'You will never be able to jump high enough,' they said.
The two frogs in the hole kept jumping, while the other frogs continued to shout that it was no use. Time passed, and the two frogs soon became tired.
'You're right,' said the first one. 'I can't jump that high.' He gave up and lay down on the ground, exhausted. Then, amazingly, the second frog gave a huge leap and managed to jump out of the hole. The other frogs gathered around him.
'Why did you keep jumping?' they asked. 'We told you it was impossible.'
'I can't hear very well,' said the frog. 'I saw you up there waving your hands and I thought you were cheering me on!'

2 The Ship Engine that Failed

One day, the owner of a large ship found that his ship's engine would not start. He had no idea how to fix it. He spent a long time working on it, but eventually he called an old man who knew a lot about ships and had been fixing them all his life. The old man arrived with his bag of tools and inspected the engine carefully. Then, after a few minutes, he opened his bag and took out a small hammer. He took the hammer and tapped it against the engine. Immediately, the engine burst into life. The old man put his hammer away and nodded at the ship's owner.
'I will send you the bill,' he said, and left.
The next day, the bill arrived. The ship's owner was horrified when he opened it.
'This bill is for 30,000 riyals!' he cried. 'But all he did was tap the engine with a hammer. He hardly did anything!' He wrote back to the old man, asking why the bill was so expensive.
The next day, a new bill arrived. It said:
Tapping the engine with a hammer: QR1,000
Knowing exactly where to tap: QR29,000

3 The Story of the Carpenter

There was once an old carpenter who was ready to retire. He was very skilled, and his employer was sad to lose him.
'Before you retire,' his employer asked, 'would you build one last house? Do it as a favour to me.'
The carpenter agreed, but his heart wasn't really in it. As a result, he didn't pay much attention to his work. He even used poor materials. It was the worst house he had ever built, but he no longer cared because he was just looking forward to retiring.
When the house was ready, the carpenter's employer came to see him. To the carpenter's surprise, his employer handed him a pile of papers and the key to the house.
'Here, this is your house,' he said. 'It is my gift to you for your retirement.'

C. Read the stories and write T for True, F for False or NM for Not Mentioned.

STORY 1

a. The first frog gave up without making any effort to get out of the hole. ☐

b. The second frog thought the other frogs were giving him encouragement. ☐

STORY 2

c. The old man tried several things to fix the engine. ☐

d. The owner of the ship thought the bill was too expensive. ☐

STORY 3

e. The carpenter's employer didn't pay him very well for building houses. ☐

f. The carpenter was not expecting to receive the house as a gift. ☐

Task
modules 5&6

A. Look at the cartoon below. How can we make presentations more appealing to audiences?

B. You will hear an IT teacher giving advice to students on how to create a slideshow presentation. Listen to the first part and complete the three given slides with the information (a-j) in the box.

Slide 1

1. _____
2. _____
3. _____

Slide 2

4. _____
5. _____
6. _____
7. _____

... Slide 20 (last slide)

8. _____
9. _____
10. _____

a. reemalansari@maillinx.com
b. Contact Information
c. Lecturer in Modern Arabic Literature
d. beginnings: a chance encounter
e. the critics respond
f. www.qatarlitblog.org
g. Outline
h. Reem Al Ansari
i. common themes in the novels
j. The Novels of Abdulaziz Al-Mahmoud

C. Now listen to the rest of the discussion and answer the questions.

1. How is a slideshow presentation like an essay?
2. What does the amount of information you give your audience depend on?
3. How much information should be on each slide?

D. Work in groups. Brainstorm on the subject of 'Remarkable achievers'. Choose a person or group of people who struggled and managed to achieve something that you think is really important. Share anything you know about what they had to do to reach their goal.

E. Work in groups. Prepare a slideshow presentation for the class based on the subject and discussion from activity D. Keep in mind the advice the IT teacher gave in the listening activity, as well as anything you know from your own experience.

F. Present your slideshow presentation to the class. Ask the audience for feedback on what impressed them the most and what they would have done differently.

7 Information age

Discuss:

- How do you usually get your information? Do you read the paper or watch the news on TV? Do you use any other media to stay informed?
- How has technology affected the way that we receive news?
- In what ways can you judge the validity of certain news?

In this module you will...

- discuss issues relating to the media and communication
- learn vocabulary related to the Internet, idioms with *touch*, topic-related vocabulary and prepositional phrases with *in*
- learn how to emphasise an action rather than the doer of the action using the Passive Voice
- learn how to express emphasis
- learn how to give suggestions/instructions and respond to instructions
- learn how to structure discourse by interrupting, asking to speak, indicating a wish to continue, and indicating that you are coming to an end
- learn how to interpret information in a pie chart

Reading

A. Discuss in pairs/groups.

- What do you use the Internet for?
- Can you imagine what life was like before the Internet?
- What if the Internet ceased to exist?

B. What do the following refer to? Put them in the order in which you think they were first used. Then, read and check your answers.

:-) @ www

Internet history

The first...

...email

American programmer Ray Tomlinson sent the first email in 1971. He was also the one who decided to use the @ symbol in an email address to separate the user's name from the user's machine. This all happened before the Internet existed. At that time a network called ARPANET was being used by the US Department of Defense.

...emoticon

The first person to distinguish a joke from a serious post by typing :-) to symbolise a sideways smiley face was computer scientist Scott Fahlman. He was worried about people misinterpreting comments on the online noticeboard at Carnegie Mellon University, so he posted a message on 19th September, 1982 that read, 'I propose the following character sequence for joke markers: :-)'.

...malware

From the beginning, programmers experimented with viruses to see their effect on a network of computers. The first virus was called the *Creeper Virus* and was created in 1971. It displayed a message that said, 'I'm the creeper, catch me if you can!' but it didn't do any harm. The first true malware on the Internet was created by Robert Tappan Morris, a student at Cornell University, in 1988. It was called the *Morris Worm* and it spread across the Internet.

...website

The World Wide Web was created by Tim Berners-Lee, a physicist working at CERN (the European Organisation for Nuclear Research) back in 1990. The first website was *info.cern.ch*, and the first web page on this site had information about the World Wide Web project. You can still see a copy of that original web page on CERN's website.

...webcam

Webcams are used all over the world for video links, video conferences and security surveillance. However, the first webcam was created by researchers in a computer lab at Cambridge University in 1991 to see if there was any coffee in the pot. The camera, which was pointed at the pot in the coffee room, helped people in other parts of the building see the coffee situation and avoid any pointless trips.

...wiki

A wiki is a website where users can freely create and edit web page content. The first wiki was called WikiWikiWeb and it was launched on 25th March, 1995. It was created by Ward Cunningham for the Portland Pattern Repository. The most famous wiki site today is the free Internet encyclopedia *Wikipedia*, which was launched in 2001.

...social media site

From the early days of the Internet, there were communities of people who gathered together in chatrooms and forums. The first social networking website that focused on finding and managing friends was called *sixdegrees.com* and was launched in 1997. It had most of the functions of modern social network sites, like a list of friends, inviting new contacts, and seeing whether someone is online or not.

...YouTube video

Over 400 hours of video are uploaded to YouTube every minute, and the number of videos on the site is presently over 5 billion and counting. The very first video on the site was a 20-second video of co-founder Jawed Karim at the San Diego Zoo. It was uploaded on 23rd April, 2005 and it can still be viewed today.

C. Read the statements and write T for True, F for False or NM for Not Mentioned.

1. The first email was sent before the Internet was created. ☐
2. The smiley face emoticon was invented to stop messages from being misunderstood. ☐
3. The Creeper Virus caused many problems to early computer networks. ☐
4. You could learn about the World Wide Web on the first web page. ☐
5. Live images of a coffee pot at Cambridge University could be seen all over the Internet. ☐
6. A wiki is a good place to find information on a variety of topics. ☐
7. *Sixdegrees.com* only ran for five years before shutting down. ☐
8. Jawed Karim's video at the San Diego Zoo can no longer be viewed on YouTube. ☐

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

1. symbolise ☐
2. misinterpret ☐
3. sequence ☐
4. surveillance ☐
5. launch ☐

a. the careful watching of sb or sth
b. the order in which a series of things appears
c. to understand wrongly
d. to make sth available to the public for the first time
e. to represent

E. Discuss in pairs/groups.

- Do you think the Internet has improved our lives? In what ways?
- What do you think the Internet will be used for in the future?

Vocabulary

A. Read the dialogues and match the words in bold with their definitions. Then check your answers using a dictionary.

Saeed Hey, did you see my last **post** ☐ ?
Majed No, I haven't read your blog for ages.
Saeed Well, I wrote about my trip to Scotland.
Majed Great!
Saeed It took me ages to upload all the **content** ☐ . There are some really great videos and I've added **links** ☐ to web pages about all the places I went to.
Majed What's the name of your blog again? I had it **bookmarked** ☐ on my old laptop, but I can't seem to find it on my new one.
Saeed You can find it at *saeed.com/saeedsblog*.
Majed Hey, you have your own **domain name** ☐ !
Saeed That's right.
Majed Brilliant!

a. the name that defines a website or group of websites
b. a piece of writing that forms part of a blog
c. to record an address of a page on the Internet so you can find it quickly
d. information or other material contained on a website
e. a connection between two electronic documents

Ann Look at this new website I found, Kelly. It has some cool stuff like free wallpapers, games, screensavers, you name it!
Kelly What's the **URL** ☐ ?
Ann It's *www.freedownloadsforyou.com*. I found it using that **search engine** ☐ you recommended.
Kelly Be careful, Ann. Those websites can harm your computer.
Ann What do you mean? How?
Kelly First of all, you need to create a user account for this 'free' service with your email address, right?
Ann I think so. Let me check the **FAQ** ☐ section... Yeah, you do.
Kelly Well, once you sign up, your **inbox** ☐ will start filling up with **spam** ☐ .
Ann So what? I can just ignore or delete those.
Kelly Sometimes you can't tell it's spam. And as soon as you open the email, you've downloaded some **spyware** ☐ onto your system.
Ann Oh, no.
Kelly Yep. Then your personal information, like logins, passwords and computer files, could fall into the wrong hands.
Ann Wow. I didn't realise there are so many dangers in **cyberspace** ☐ !

a. the world of online communication
b. (Frequently Asked Questions) a text that contains common questions and answers about a subject
c. unwanted email, usually advertising sth
d. the area in your email account where new messages arrive
e. a software program that records what is done on a computer and sends such information to another computer without the user's knowledge
f. programs or websites that search for information on the Internet based on keywords and questions the user enters
g. (Uniform Resource Locator) an address for an Internet resource such as a web page, usually beginning with https://www.

B. Below are some words/phrases that are related to the topic of keeping informed. Complete the sentences with the words in the box.

know caught fill latest notify minute keep update date posted

1. Did Lucy tell you the _____ news? She quit her job!
2. My secretary will _____ you on the newest information.
3. Let me _____ if you're coming to our barbecue on Saturday.
4. I like keeping up-to-_____ with fashion.
5. Jenna and I went for coffee and we _____ up on each other's news.
6. This news website can help you _____ up with current events.
7. The school will _____ the parents if a student fails to attend lessons.
8. Well, got to go now. Keep me _____ on how your new job is going!
9. We have to go to Majed's house immediately. I'll _____ you in with the details on the way.
10. Visit this website for up-to-the-_____ sports news.

Grammar Passive Voice I → *p. 168*

A. Look at the following examples of the Passive Voice and answer the questions that follow.

Millions of videos **have been uploaded** to YouTube by people of all ages.

Which of the two is more important?

a. the people who are uploading the videos ☐

b. the fact that the videos have been uploaded ☐

Users of social media sites **are encouraged** by experts to be aware of privacy issues.

What is the meaning of the sentence?

a. Social media site users encourage experts to be aware of privacy issues. ☐

b. Experts encourage social media site users to be aware of privacy issues. ☐

B. Look at the examples above and complete the rule for how the Passive Voice is formed.

Passive Voice: subject + verb _____ + past participle

C. Match the examples 1-8 with the correct passive tense a-h.

1. All the employees **had been informed** about the meeting. ☐
2. Twitter **is used** for finding out the latest news. ☐
3. The first social media sites **were created** many years ago. ☐
4. Social media sites **could be used** to post negative comments. ☐
5. The students **will be given** new passwords for their online accounts. ☐
6. Lots of comments **have been posted** on the newspaper's website. ☐
7. A new communications network **is** currently **being developed**, which will provide users with superfast services. ☐
8. Mubarak **was being interviewed** when his mobile phone rang. ☐

Passive Voice

a. Present Simple
am/is/are + past participle

b. Present Progressive
am/is/are + being + past participle

c. Past Simple
was/were + past participle

d. Past Progressive
was/were + being + past participle

e. Present Perfect Simple
have/has + been + past participle

f. Past Perfect Simple
had + been + past participle

g. Future *will*
will + be + past participle

h. Modal Verbs
can/must/may/should/could, etc. + be + past participle

D. Read the text below and circle the correct verb form.

Before the Internet, the only way to receive information on current events was through television, radio and newspapers. The Internet 1 **changed / was changed** people's lives and it 2 **is using / is being used** by more and more people every day as a means of communication as well as a way to keep up to date. Specifically, recent studies 3 **have shown / have been shown** that about 30% more people rely on the Internet for their information than in 2007. Barry Smith, the owner of the NewsforU website, says, 'We 4 **have seen / have been seen** a major increase in the number of people who visit our website in the last years. In the past, news websites weren't as popular and television 5 **considered / was considered** the best way to keep up with current events. Now people 6 **can choose / can be chosen** from thousands of sites which ones they 7 **will inform / will be informed** by, instead of relying only on a few channels on TV or newspapers at the newsstand.'

E. Work in pairs to do the Grammar Production Task in the Speaking Activities section. Student A, turn to page 160, and Student B, turn to page 163.

Listening

A. Discuss in pairs/groups.

- What effect do you think social media sites have on young people?
- Do you think social media sites will grow even more popular, or will people gradually lose interest in them? Why?

B. Listen to an interview with Jessica Franklin about social media. What issue is she discussing?

a. what a person's profile page on social media says about them
b. how people connect with others through social media sites
c. the link between social media sites and a user's emotional state

C. Listen to the interview again and answer the following questions.

1. What made the author interested in social media at first?
a. She realised how much her niece used social media.
b. She noticed how big the social media industry had become.
c. She was interested in the fact that young people used these sites every day.

2. When did the author decide to research the matter further?
a. when her niece told her about her feelings
b. when her niece introduced her to a new site
c. when she started feeling sad

3. What is one of the things the university study asked students about?
a. how many online friends they have
b. their use of a particular social media site
c. how the Internet is making their lives easier

4. According to the study, what is it common for people to do?
a. to compare their lives to other people's online
b. to know a lot about our online friends' real lives
c. not to pay attention to other people's profiles

5. What do users of social media sites usually do?
a. create an honest image of themselves online
b. try to show off the best bits of their life
c. complain all the time about the negative events in their lives

6. Who is most negatively affected by social media sites?
a. those who have the fewest friends
b. those who update their profile most frequently
c. those who take a greater interest in other people's profiles

D. Discuss in pairs/groups.

- Do you agree that social media sites affect people in different ways?
- What would you do if a friend of yours was spending too much time on the Internet?

Speaking

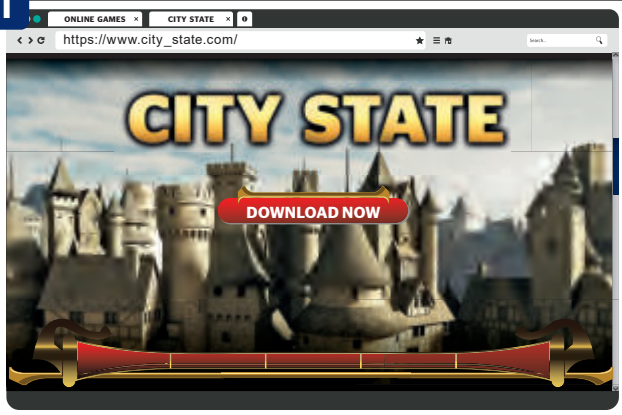
Work in pairs. Turn to page 159 in the Speaking Activities section and do activity 7a.

Writing A procedural text

A. Read the text quickly and answer the questions that follow.

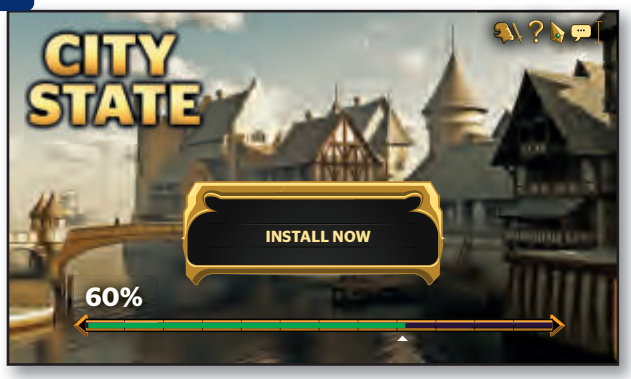
- Where would you expect to find a text like this?
- Who is this text aimed at?
- What is the purpose of this text?

1



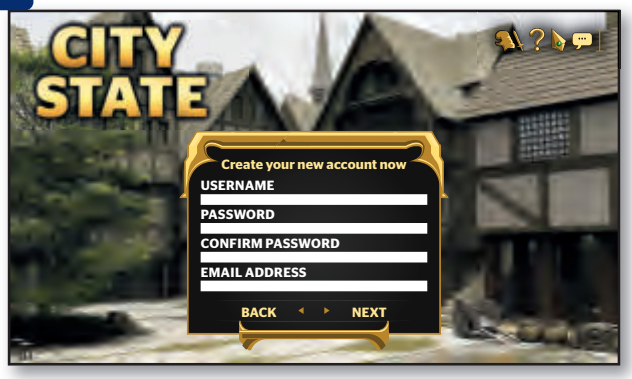
First of all, go to the game's web page and click on the 'Download now' button. The download should begin automatically.

2



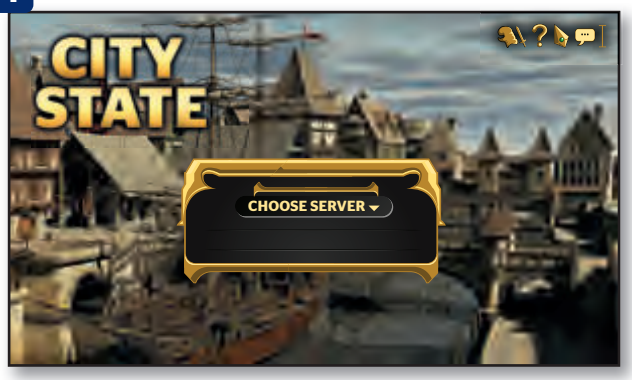
Once the download is ready, run the program file and click 'Install now' on the screen that appears. Follow the instructions on-screen to install the game. After that, choose the option to update the game.

3



Once the game has updated, you will need to create your account with a username, password and your email address. After that, click 'Next'.

4



Choose your server. Several servers are available to play on, depending on your geographical location (Europe, Asia, etc.). Select a server that suits your needs and click 'OK'.

5

You will be asked to type in the name you wish to give your city. Below that, you can see different options for its location (in the mountains, by the sea, etc.). Choose a location. Then, click 'Let's go' to begin playing the game.

B. Read the text again and tick the statements that apply to it.

The writer:

1. uses linking words. ☐
2. introduces each step with a short phrase. ☐
3. gives examples and justifies them. ☐
4. uses formal language. ☐
5. gives his/her opinion. ☐
6. organises the procedure into steps. ☐
7. uses imperative forms. ☐
8. uses passive forms. ☐
9. always writes in the past tense. ☐
10. provides images to help understanding. ☐

C. Circle the correct words/phrases.

Start the intro. When the game loads, the player character wakes up inside a house. 1 **Meanwhile / To begin with**, go outside and talk to the old man.

2 **Meanwhile / Once** you have spoken to the old man, choose your story. 3 **At this point / Up to this point**, you can choose to head either east or west. You will 4 **after that / then** be sent to collect some items from your house.

The items you pick up in the house determine what kind of character you will play. For each item you pick up, you will be asked if you are sure about your choice. Click 'Yes' for each one. 5 **During this time / Subsequently**, head out of the house again.

You will come across the old man again. 6 **After / Next** you have spoken to him, you will be asked to select rewards for the quest. 7 **In conclusion / Finally**, click on the 'Finish intro' button and proceed to the rest of the game.

D. Read the writing task below and write a procedural text similar to the one above.

Your teacher has asked for your help with several tasks. Choose one of the tasks from the list below and write a procedural text explaining how to carry it out.

- How to check a computer for viruses
- How to upload a video to the Internet
- How to create a social media account

TIP

When writing a procedural text, do the following:

- **keep in mind who you are writing for and make sure to write in an appropriate style (formal/informal).**
- **divide the process into clear steps and organise the text into separate paragraphs for each step.**
- **use short introductory sentences for each step.**
- **add numbers to each step to make the process clearer.**
- **include diagrams if possible.**
- **use a variety of linking words/phrases.**

7b

Reading

A. Discuss in pairs/groups.

- Have you ever seen anyone behaving badly online? What did you do?
- Do you think it is important to have rules for online behaviour? Why? / Why not?

B. Read the text quickly. Where would you expect to find a text like this? What is it trying to do?

C. Read the text again and match the headings to the correct paragraphs.

a. **Think Critically**
b. **Respect the Privacy of Others and Yourself**
c. **Behave Responsibly**
d. **Exercise Honesty**

Citizenship in the Digital Age

The Internet has brought new opportunities that never existed before. However, with these possibilities comes a responsibility to behave respectfully and sensibly. It may seem that the digital age presents new challenges to what it means to be a citizen of the world; however, if we view the online world simply as an extension of our real lives, it soon becomes clear that we have the same responsibilities towards each other whether we are face-to-face or behind our keyboards.

1 In the real world, the rules of social behaviour are often cultural and are instilled in us from a young age. Online, rules can be harder to see, and it is not always clear what they actually are. In addition, the fact that online actions are often anonymous means it is sometimes tempting to use the Internet as a place to speak or behave in ways we wouldn't in reality. It's important to place the same filter on our online behaviour as we do on our real-world behaviour; before you post something, re-read it and think about who might see it and whether you would be comfortable saying it out loud to someone in real life. If the answer is no, perhaps it's better to press the delete button.

2 The Internet has made content easier to create, and this is an opportunity that is open to everyone. However, the other side of this is that we must be more alert to what we read. Why was this content created? By whom? Just as in our offline lives, there are many things online which can influence or mislead us. This may be something obvious, like an advert designed to attract us to click on it, or it could be something more subtle – such as an article written to persuade readers to adopt a certain point of view, or even just an informational site that is outdated or incorrect. We need to exercise good judgment when deciding what we trust, particularly if we want to use that information or pass it on to others.

3 While it is easy to understand when something doesn't belong to you in the real world, it can sometimes be less clear online whether information belongs to someone else or is free to use. Digital tools are a great way of making content available to vast numbers of people, and many people distribute content for free to create an audience. However, the rule to remember is: just because something is available doesn't mean you can take it. It is our responsibility to make sure that we respect other people's property – which means not using anything we find online for ourselves without first asking permission.

4 As in the real world, treat people the way you would want to be treated. However, while we have a responsibility to respect the privacy of others, we are also responsible for making sure that we ourselves behave in a way that limits the possibilities of other people disturbing our own privacy. This means, for example, not making personal details available online, making online purchases only from websites you trust, and making sure we use secure passwords to keep our data protected from others.

D. Use information from the text to make notes on the points below. The first one has been done for you.

1. what to consider before making a post
   - who might see it
   - whether you would be comfortable saying it in real life
2. things to consider about online content
3. reasons it is tempting to behave differently online
4. how to keep yourself safe online

E. Read the text again and provide a written response to the following questions in your own words. Use information from the text to support your answers.

1. According to the writer, how do our online responsibilities relate to our responsibilities in the real world?
2. How has digital technology changed the ways we obtain and evaluate information?
3. What can you do if you want to use something you find online in part of your own work?

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

1. difficult to notice

   _____

2. another part that is added to something

   _____

3. very large in size or amount

   _____

4. someone's right to keep his/her personal matters unknown to others

   _____

5. used to describe someone whose name is not known

   _____

G. Discuss in pairs/groups.

- Which piece of advice mentioned in the article do you consider most relevant for people your age? Why?
- Is there any other piece of advice you would give to people your age concerning safety and conduct on the Internet?

Vocabulary

A. Read the sentences and match the idioms in bold with their meanings a-f. Then check your answers using a dictionary.

1. I'm just putting the **finishing touches** to this painting before I sell it. ☐
2. Thank you for coming in for the interview. We'll **be in touch**. ☐
3. The teacher's comment about John's poor mark in the test **touched a sore spot** because he had studied very hard for it. ☐
4. I was deeply **touched** by the gift they gave me. ☐
5. Julie and I **lost touch** after she got married and moved to Sweden. ☐
6. My dad used to cook great meals but I think he's **losing his touch**. ☐

a. having strong feelings; being moved emotionally
b. no longer be able to do sth as well as you did before
c. to refer to a sensitive topic which may upset sb
d. no longer have contact with sb
e. to communicate with sb by phone or in writing
f. the final details to complete sth

B. Complete the sentences with the words in the box to form prepositional phrases.

comparison favour honour connection need contact

1. Has Haya been **in** _____ **with** any of her university friends?
2. The police would like any information **in** _____ **with** the fire.
3. Are you **in** _____ **of** the new law or against it?
4. Please ask the teacher if you are **in** _____ **of** help.
5. The food here is very good **in** _____ **to** other restaurants in town.
6. We are holding an event **in** _____ **of** the founder of the organisation.

Grammar Passive Voice II → *p. 168*

A. Look at the examples of the Passive Voice and answer the questions.

- Facebook **is said to be** the most popular social media site.
- **It is said** that Facebook is the most popular social media site.

1. Which is probably the most popular social media site?
2. Who says so?
3. Do the two sentences have the same meaning?

B. Read the dialogue and answer the questions.

A: Will they give all the employees laptops?
B (1): Yes, laptops **will be given** to all the employees.
B (2): Yes, all the employees **will be given** laptops.

1. What are the two objects of the verb *give* in the question? Which one is the direct and which one the indirect object?
2. What's the difference between the two answers?

C. Read the dialogue and answer the questions.

A: My manager **made me work** overtime until eight o'clock yesterday.
B: Well, you're lucky, because I **was made to work** overtime every day last week.

1. Which of the two sentences is in the Active Voice and which is in the Passive Voice?
2. What is *make* followed by in the Active Voice? And in the Passive?

D. Rewrite each of the following sentences in the Passive Voice starting with the words given.

1. People expect that smartphones will have even faster Internet connections in the future.

It _____

2. My mother made me go to the event even though I didn't want to.

I _____

3. Many people believe that sending letters is old-fashioned.

Sending letters _____

4. The secretary offered me some coffee.

I _____

5. The manager has sent a message to all the employees.

A _____

6. People think that technology can solve any problem.

It _____

7. Everybody knows that spam is dangerous.

Spam _____

Listening

A. Listen to a radio interview. What is the main topic of discussion?

a. Ronnie's thoughts and feelings about documentaries
b. Ronnie's feelings and reactions during an experiment
c. Ronnie's next documentary
d. Ronnie's views on technology

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

1. *Technotrap* is Ronnie's first documentary. ☐
2. Ronnie stayed isolated in his flat for 365 days. ☐
3. He earned a living by writing books. ☐
4. He stopped taking care of his looks because he was living through his avatar in the game *Second Life*. ☐
5. He gained lots of weight during the experiment. ☐
6. Ronnie's friends were worried about him during the experiment. ☐
7. He didn't manage to show what he wanted through the experiment. ☐
8. When the experiment was over, it took Ronnie three months to be able to get out of his flat. ☐

C. Discuss in pairs/groups.

- Would you be able to live like Ronnie for a year? How would you feel?

Speaking

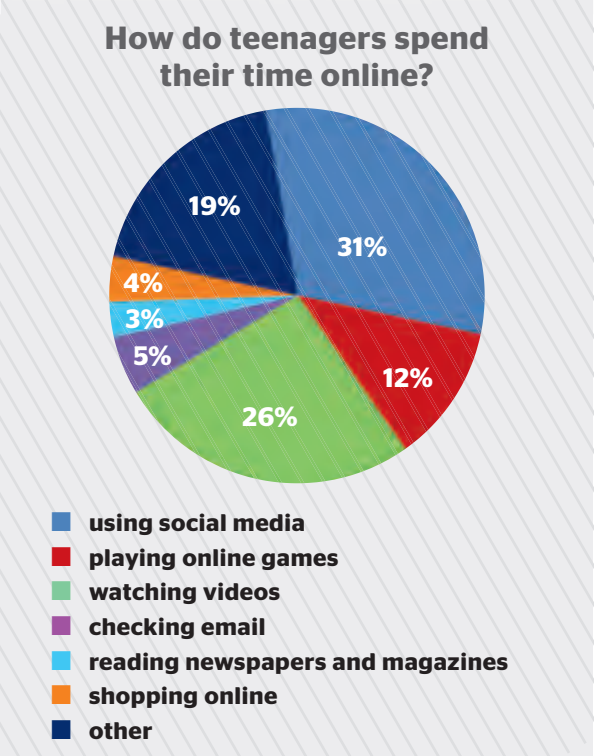
Work in groups. Turn to page 160 in the Speaking Activities section and do activity 7b.

Writing Interpreting a pie chart

A. Discuss in pairs/groups.

- What online activities do you spend a lot of time doing?
- What do you think is the most popular online activity for people your age?

B. Your class has done a school survey. The results are shown in the pie chart below. Look at the pie chart and answer the questions.



- What does the pie chart show? What question is it answering?
- How many different activities are mentioned?
- Which online activity is the most popular?
- Which online activity is the least popular?
- What percentage of teenagers chose each different activity?

C. Read the text below. What purpose does it serve?

The pie chart shows the results of a survey about which activities teenagers are occupied with most when they are online. It shows the percentages for six different activities, and there is also one category for other activities that are not specified.

From the chart, it is clear that the majority of teenagers spend most of their time online using social media sites. In contrast to this, the least popular activity is reading newspapers and magazines, as it is mentioned by only a small proportion (3%) of teenagers. In addition, a considerable number of teenagers – over a quarter – spend their time watching videos. Playing online games is less popular, as only twelve per cent of teenagers reported doing this activity.

In conclusion, it is clear that almost half of the teenagers in the survey spend most of their time online doing activities that involve interacting with others, either through social media or through online games. As a large percentage of time is also spent consuming online entertainment, it seems likely that teenagers in this school use the Internet mostly for relaxation and entertainment rather than for educational or practical purposes.

D. Read the text again. Then do the activities that follow.

1. Read the statements and tick (✔) those that apply to the text.

The writer:

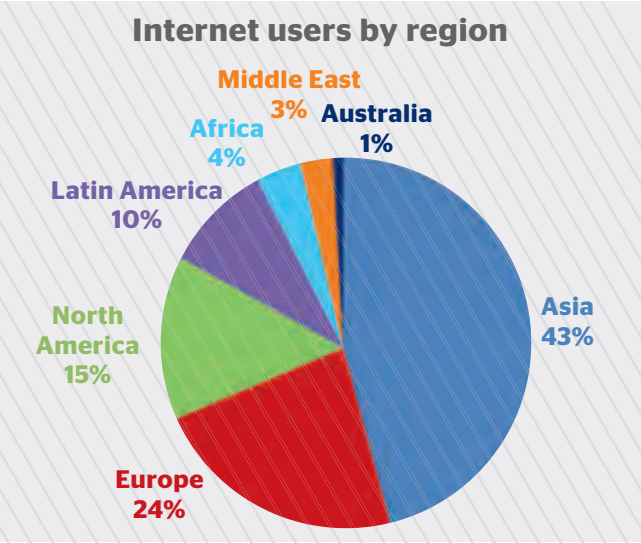
a. introduces the topic by paraphrasing the information at the top of the chart. ☐
b. lists the percentage of every activity on the chart. ☐
c. explains how the information on the charts was obtained. ☐
d. describes the results and draws a conclusion. ☐
e. divides the description into paragraphs. ☐
f. uses past tenses to refer to the trends described. ☐
g. describes what a pie chart is before presenting the findings. ☐
h. compares the dominant trends. ☐

2. What conclusion does the writer reach? Do you agree with it?

E. Look at the highlighted words in the text and complete the phrases in the vocabulary box below.

The pie chart is about... / The pie chart **1** _____ */illustrates/represents/depicts the results of... / The slices of the pie chart compare the... / The pie chart gives/provides/presents data/information on...*
Few teenagers... / The minority of teenagers... / A (small) number of teenagers...
Most teenagers... / The **2** _____ *of teenagers... / A (significant/large/considerable) number of teenagers...*
a (large/high/small/low) percentage/ **3** _____ *of teenagers...*
12% / **4** _____ */ twelve out of a hundred students...*
(Over/under/roughly/approximately) 25 per cent / a **5** _____ *of the teenagers...*
(almost/over/roughly/approximately) **6** _____ *of the teenagers... / 50 per cent of the teenagers...*
Reading newspapers and magazines was / made up / accounted for 3% of the chart.
The most/ **7** _____ *popular activity...*
... is more/ **8** _____ *popular than...*
In comparison/ **9** _____
Overall / In **10** _____ */ To summarise / It can be concluded that...*
It **11** _____ */appears (likely) that... / It is clear/evident that... / It can be seen from the pie chart that... / As is shown/depicted/illustrated by the pie chart...*

F. Look at the chart below and use the information it shows to complete the description with phrases from the vocabulary box in activity E.

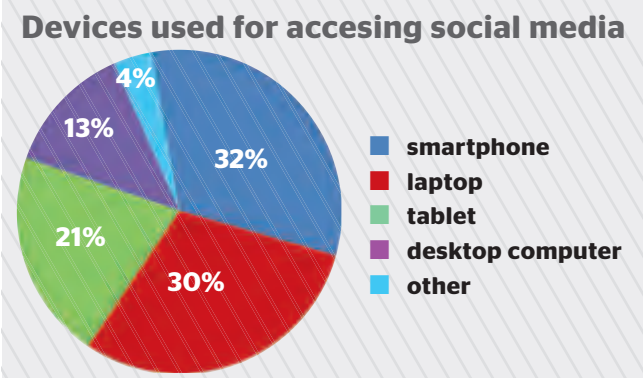


The pie chart shows the percentages of Internet users that come from the different regions of the world. It clearly shows that **1** _____ of Internet users come from Asia. Just under **2** _____ of users come from Europe, and large percentages come from North America and Latin America as well. **3** _____ to this, the chart shows that only a small **4** _____ of users come from Africa and the Middle East. The region with the fewest Internet users is Australia, as only one **5** _____ of users come from this region.

6 _____, the graph illustrates that, while large numbers of Internet users come from Europe and the Americas, almost **7** _____ of all users come from Asia. **8** _____ that this is due to the high populations found in countries of this region.

G. Read the writing task below and underline the key words/phrases. Then look at the pie chart and answer the questions that follow.

Your class has done a survey to see which devices students in the school prefer to use when accessing social media. The results are shown in the pie chart below. Describe the information by selecting and reporting the main features of the chart and make comparisons where relevant.



1. What information does the pie chart show?
2. What are you required to do?
3. What writing style should you use?

H. Read the writing task in activity G again and the TIP below. Then go to the Workbook pp. 92-94 to plan and write your description.

TIP

When writing a description of a pie chart, do the following:

- **look at the chart and make notes of the key information shown.**
- **state what the chart is about / what question it is answering.**
- **use the Present Simple when summarising the information in the pie chart and the Present Progressive when talking about trends.**
- **give details about any parts of the chart that stand out (e.g. the biggest/smallest sections). Choose carefully which information you think is important.**
- **draw a conclusion based on an overall understanding of the information shown in the chart.**

7 REVIEW

A. Complete the dialogue with the words in the box. There are two extra words which you do not need to use.

link	virus	URL	spyware
search engine	spam	cyberspace	
screensaver	password		

Henry Yesterday I received an email that I thought was from my brother, but in fact it was 1 _____. There was a 2 _____ at the bottom of the message that would send me to a site where I could get information about my favourite football player. The 3 _____ was www.allaboutfootball.com and it seemed suspicious.

Tom What did you do? Those emails often contain a 4 _____ that allows the person sending it to you to steal your 5 _____ and other private information.

Henry That's why I didn't click the link. You know, that happened to my brother once. He downloaded 6 _____ that followed his every move without him realising it. When he finally realised it, he got a computer technician to fix it. He also installed some software to protect him from the many dangers of 7 _____.

B. Choose a, b, c or d.

1. Fahad is ____ speaking in front of large groups.
   a. informed **c.** occupied
   b. evident **d.** comfortable
2. The novel is almost ready; the writer is just putting the finishing ____ to it.
   a. effects **c.** touches
   b. points **d.** spots
3. The ____ show that 71% of teens believe social media have a positive impact on their lives.
   a. findings **c.** accounts
   b. judgments **d.** perspectives
4. Millions of phones were sold on the day that the latest model was ____.
   a. downloaded **c.** uploaded
   b. launched **d.** broadcast
5. Is Rashid in ____ of the plan or against it?
   a. comparison **c.** connection
   b. favour **d.** honour
6. What ____ of teenagers spend their free time reading books?
   a. majority **c.** proportion
   b. minority **d.** slice

C. Read the text and circle the correct verb form.

If you 1 **check / are checked** your social media accounts every few minutes, then you might be addicted to social media. Social media sites 2 **created / were created** for communication, information and entertainment purposes. Nowadays, researchers 3 **have found / have been found** that many people, especially younger ones, are becoming addicted to these sites. Somebody who spends so much time on social media sites that he or she 4 **faces / is faced** problems in their daily life 5 **can consider / can be considered** a social media addict. These problems have to do with daily activities such as work, school or face-to-face social interaction. Social media addiction 6 **thinks / is thought** to be a new form of Internet Addiction Disorder, which 7 **appeared / was appeared** in the 1990s when the Internet 8 **was using / was being used** for the first time. Even then, many people 9 **claimed / are claimed** that the Internet could influence daily life and interactions. Now, many people 10 **prefer / are preferred** to spend time on social media sites instead of working, studying or meeting up with friends. Are you one of them?

D. Rewrite the following sentences in the Passive Voice starting with the words given.

1. Everyone knows that mobile phones might be harmful to one's health.
   It _____
   _____
2. My husband gave me an interesting book to read.
   I _____
   _____
3. They say that this building is the oldest one in town. This building _____
   _____
4. My doctor has made me wait for an hour already.
   I _____
   _____
5. I will inform Ibraheem about our decision.
   Ibraheem _____
   _____
6. Techworld is providing our company with new computers.
   Our company _____
   _____

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...	
discuss issues relating to the media and communication	☐
use vocabulary related to the Internet, idioms with *touch*, phrases related to the topic of being informed, and prepositional phrases with *in*	☐
emphasise an action rather than the doer of the action using the Passive Voice	☐
express emphasis	☐
structure discourse by interrupting, asking to speak, indicating a wish to continue, and indicating that I am coming to an end	☐
interpret information in a pie chart	☐

8 At your service

Hospitality services

Discuss:

- Read the following quotations. What are they trying to say? How far do you agree with these statements?

"The customer is always right."

"Courteous treatment will make a customer a walking advertisement."

"There is only one boss. The customer. And he can fire everybody in the company from the chairman on down, simply by spending his money somewhere else."

"If you make customers unhappy in the physical world, they might each tell six friends. If you make customers unhappy on the Internet, they can each tell 6,000 friends."

Food & Beverage services

Utility services

Healthcare services

Construction, Maintenance & Cleaning services

Education & Childcare services

In this module you will...

- discuss various services provided by the service sector
- learn vocabulary relating to the hospitality industry, banking and finance; prepositional phrases with *at* and *by;* and easily confused words
- learn how to express purpose and result
- learn how to offer assistance, make a request, agree willingly and refuse politely
- learn how to describe a graph, express agreement with reservation and reach a decision through negotiation
- learn how to write a report based on a graph

Reading

A. Discuss in pairs/groups.

• What kind of services/facilities do hotels offer guests? What else would you like them to offer?

B. Read the two texts. What is the main purpose of these texts?

a. to help guests make the most of their stay

b. to persuade guests to extend their stay

c. to advertise the hotel/hostel

d. to stress the advantages the hotel/hostel has over other hotels/hostels

Serenity BEACH HOTEL

Dear Guest(s),

We are delighted to welcome you to the Serenity Beach Hotel. In order to make your stay with us as comfortable and relaxing as possible, our friendly staff is at your service 24 hours a day. Simply dial 0 from the telephone in your room.

Breakfast is served from 7 a.m. to 10 a.m. in the restaurant. However, if you prefer, you can have your meals served in your room any time, day or night. Please complete the menu and leave it outside your door by 11 p.m. the night before so that a member of staff can take your order.

For your convenience, the hotel provides free Wi-Fi, as well as computers in the lobby for guests to use.

There is a fully equipped gym on the 6th floor, open from 7 a.m. until 10 p.m. Extra towels are provided for use in the swimming pool area.

Free laundry service is available for all guests staying 7 nights or more.

For any valuable belongings, all rooms are equipped with a safe. Please follow the instructions to set your own PIN.

A limousine service to and from the airport is available upon request and at a small fee.

So as to constantly improve the quality of our service, we kindly ask you to complete our short questionnaire at the end of your stay. Your feedback is so valuable to us that we offer a 10% discount on any future booking when we receive your completed form.

We trust you will enjoy your stay with us and look forward to seeing you again.

Steve Richardson
Hotel Manager

Welcome to the Ladybug Backpackers Hostel!

Our goal is to make sure you have such a great time here that you tell all your friends to visit us when they're in town! In order to make sure that this happens, we have made all the following fantastic facilities available to you free of charge:

- **Wi-Fi throughout the building, plus computers in the lobby**
- **Games room with table tennis, pool tables, video games and DVD player**
- **Laundry facility**
- **Locker room for valuable belongings**
- **Luggage storage space**
- **Information point with maps and guides on the local area**
- **Weekly walking tours**
- **Clean towels every day**
- **Common kitchen area to prepare your own food**
- **Tea, coffee and milk**
- **Regular group outings to local restaurants and sights**

We ask all guests to respect the following rules and regulations so as to make sure everyone's stay with us is safe and problem-free:

- **Check-in time: 1.30 p.m.**
- **Check-out time: 10.30 a.m.**
- **Smoking is not permitted anywhere in the building.**
- **After 10 p.m., observe silence in the dormitories so as to respect others who may be sleeping (switch off mobile phones, etc.).**
- **No outside guests in the dormitories after 9 p.m.**
- **Keep all areas neat and clean so that the next guest doesn't have to clean up after you.**
- **The bathrooms are not for washing clothes. Please use the laundry facility.**
- **Store all valuables in the locker room.**
- **Share the facilities in the games room so that all guests can enjoy them.**
- **Report any suspicious or irresponsible behaviour to a member of staff.**
- **Have fun!**

For help with organising your onward journeys (booking flights, buses, trains, etc.) please talk to Matt at reception. For any other questions, please talk to Beth at the café, who will be happy to help. We like to have a relaxed and cheerful atmosphere at our hostel, so please help us to keep it that way.

C. Decide if the statements below refer to Serenity Beach Hotel (SB), Ladybug Backpackers Hostel (LB), Both (B) or Neither (N).

Which of the two lodgings states that it

1. hopes that you'll recommend the accommodation to others? ☐
2. offers free Wi-Fi and computers to guests? ☐
3. offers guests the use of a recreation room? ☐
4. arranges free transport to and from the building? ☐
5. provides for the safekeeping of valuables? ☐
6. offers tours and information about the area? ☐
7. has 24-hour room service? ☐
8. provides rooms with a kitchen? ☐
9. requires you to switch off your mobile phone at night? ☐
10. gives you free laundry service under certain conditions? ☐
11. gives guests better prices on their next stay if they provide some feedback? ☐

D. Look at the highlighted words in the texts and match them with their meaning. There is one extra meaning which you do not need to use. Then check your answers using a dictionary.

1. limousine service ☐
2. feedback ☐
3. trust ☐
4. observe ☐
5. dormitories ☐

a. to respect, to obey, to keep
b. to hope, to expect, to believe
c. rooms where large numbers of people sleep
d. helpful information given to improve sth
e. the provision of a vehicle to carry people to and from a place
f. to watch, to look at carefully

E. Discuss in pairs/groups.

- You are visiting a beautiful, tropical island. You can afford to stay in either a luxury hotel for 3 days or a budget hostel for a week. Which would you choose? Why?

Vocabulary

A. Read the text and match the highlighted words/phrases with their meanings a-l.

We came to the three-**1 star** ☐ Hotel Corleone hoping for the holiday of a lifetime, but staying there was a complete nightmare. As soon as we arrived, the **2 porter** ☐ came outside and put all our suitcases on the **3 luggage trolley** ☐ while we made our way to the **4 front desk** ☐ to check in. Unfortunately, we were told that there was no reservation in our name, but not to worry because there were plenty of vacancies—easy to understand why, now. We ended up waiting for two hours in the **5 lobby** ☐ before everything was sorted out. When we were finally given our **6 key card** ☐, we took the lift to our room on the third floor. The porter arrived with our suitcases and after we gave him a **7 tip** ☐, we started looking around. We had booked a room with a view of the sea, but all we could see from our room was the car park. That was the least of our problems, however, because the room was filthy. The **8 linen** ☐ was so dirty that we called **9 housekeeping** ☐ and asked them to come and change it. That's when we noticed that the mattress had holes in it and was falling apart. We went to a shop and bought a blow-up mattress to sleep on. The next morning we missed our **10 complimentary** ☐ breakfast because we hadn't received our **11 wake-up call** ☐ as we had requested. We were, therefore, forced to order room service, which was expensive and slow. We had booked a room for two nights but wanted to leave as soon as possible. We couldn't leave fast enough and would have left even sooner if the **12 valet** ☐ hadn't lost the keys to our car!

a. the reception area in a hotel where guests check in and are helped with other requests

b. a small amount of extra money given to sb for his/her services

c. a small vehicle with wheels which is used for carrying things

d. a telephone call that is made to a hotel guest in order to wake them up

e. a symbol in a rating system that judges the quality of hotels and restaurants

f. the person who parks cars at a hotel, restaurant, etc.

g. a person who helps hotel guests with their luggage

h. offered for free

i. the area in a large building or hotel near the entrance

j. a plastic card that is used to open a door that has an electronic lock

k. bed sheets, blankets, pillow cases, towels

l. the department in a hotel that is responsible for cleaning

B. Read the extract from the text on page 112 and the prepositional phrase in bold. Then complete the table with the words/phrases in the box to form more prepositional phrases.

> In order to make your stay with us as comfortable and relaxing as possible, our friendly staff is **at your service** 24 hours a day.

chance least (the) risk (of) a loss air surprise
a distance oneself taxi all costs credit card
accident once present mistake work

at	by

C. Read the sentences and circle the correct prepositional phrase.

1. Hassan was so shocked that he was **at a loss / at a distance** for words.
2. I'm sorry. I dropped it **by accident / by chance**.
3. I saw a friend from school **at once / by chance** when I was on holiday in Doha.
4. **By mistake / At the risk of** sounding rude, I'm afraid I don't like your new hairstyle.
5. You won't go through this **by yourself / by surprise**. You can always count on me, no matter what happens.
6. The missing documents must be found **at all costs / at least**.
7. Call for an ambulance **at present / at once**!
8. When I told my brother the news, his reaction took me **at a loss / by surprise**.

D. Complete the sentences with the correct words. Use a dictionary to check the definitions of the words.

valuable expensive precious

1. I can't afford it. It's too _____.
2. It's from my aunt so it's very _____ to me.
3. Waleed has some very _____ stamps in his collection.

convenient comfortable useful

4. This tool is very _____. You can open a tin can with it, cut paper or use it as a torch.
5. The flat is very _____. It is close to everything.
6. Don't worry; the bed is _____. You'll have no problem sleeping.

questionnaire form survey

7. Can you fill in this _____ with your details?
8. Would you like to answer this _____? It's about diet and health.
9. She's doing a _____ on family relationships.

discount refund reduction

10. There's been a _____ in costs.
11. The radio wasn't working, so I returned it and they gave me a _____.
12. Staff get a 20% _____ on food and drink.

guide escort aide

13. A(n) _____ took us around the city and told us about all the major sights.
14. The President's vehicle never goes anywhere without a police _____.
15. Penny works at a hospital as a nurse's _____.

regular normal usual

16. We hold staff meetings on a _____ basis.
17. We have more business than _____ this year.
18. Gerry's late but that's _____ for him.

guests customers clients

19. Mr Jones, the firm's top lawyer, is in an important meeting with one of his _____.
20. Two new _____ arrived at the hotel this morning.
21. There were no _____ in the shop this afternoon.

Grammar Subject/Object questions and Question words → *pp. 168-169*

A. Read the questions in the box below and match them with the answers a-d. Then answer the questions that follow.

1. What did you buy at the newsagent's? ☐
2. Which supermarket has better prices? ☐
3. Who was on the phone earlier? ☐
4. Who did you buy a gift for? ☐

a. A fashion magazine and a newspaper.
b. Tom. He said he'd be late.
c. Cathy. She had a baby yesterday.
d. The East End Supermarket.

- In which of the questions do the question words ask about the subject of the verb?
- In which of the questions do the question words ask about the object of the verb?

B. Read the questions below. What is the difference between *what* and *which*?

- What car did your brother buy?
- Which T-shirt did you choose, the blue one or the purple one?

C. Match the questions 1-8 with the answers a-h.

1. Which is the best MP4 player? ☐
2. What did they plan? ☐
3. Who was talking to Jill outside? ☐
4. What do you do for a living? ☐
5. Who is the letter from? ☐
6. Who is the coffee for? ☐
7. How did Saud get to the conference yesterday? ☐
8. What did the email say? ☐

a. That the project deadline is Friday.
b. Her husband.
c. It's from my aunt in Scotland.
d. He took a taxi.
e. A fundraiser.
f. They're basically all the same.
g. I'm a firefighter.
h. It's for my boss.

D. Work in pairs to do the Grammar Production Task in the Speaking Activities section. Student A, turn to page 161, and Student B, turn to page 163.

Listening

You will hear four different dialogues. There are two questions for each dialogue. Choose the correct answer, a, b or c.

Dialogue 1

You hear a hotel guest calling room service.

1. Why does the hotel guest ask room service what they have?
- **a.** He can't read the menu.
- **b.** He didn't see the menu.
- **c.** There is no menu in the room.

2. In the end, what did the guest order to eat?
- **a.** chips, omelette and salad
- **b.** omelette, salad and a juice
- **c.** pancakes, omelette and salad

Dialogue 2

You hear two people at a bank.

3. What does the customer want to do?
- **a.** check a client's account
- **b.** transfer money into his savings account
- **c.** pay some money into his landlord's account

4. Why can't the customer carry out his transaction?
- **a.** He needs to call his landlord for some details.
- **b.** Money from a client hasn't been deposited yet.
- **c.** The bank doesn't transfer the amount he wants.

Dialogue 3

You hear a man talking with an estate agent.

5. What's wrong with the first flat the agent recommends?
- **a.** It isn't in a quiet area.
- **b.** It's much too expensive.
- **c.** It isn't very near the beach.

6. Which of the following is <u>not</u> a requirement made by the client?
- **a.** price
- **b.** location
- **c.** central air conditioning

Dialogue 4

You hear a man talking with someone at a customer service department.

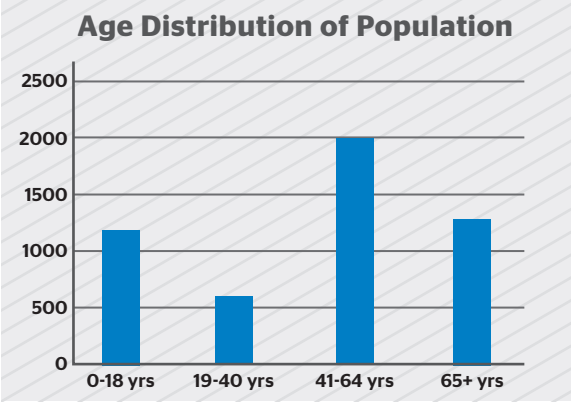
7. Why won't the company refund the man's money?
- **a.** Refunds are against company policy.
- **b.** They need to get the tablet back first.
- **c.** There is nothing wrong with the tablet.

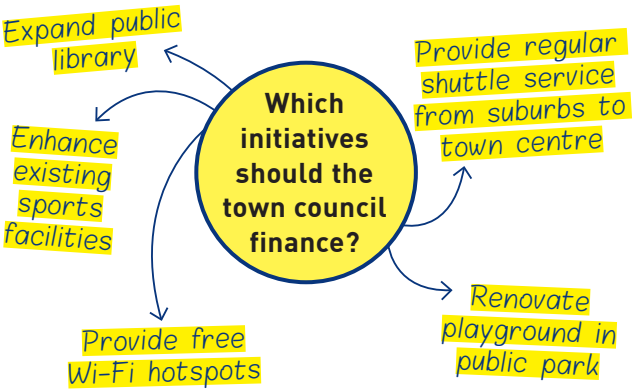
8. How does the man feel about the assistant's suggestions?
- **a.** He'd rather not take the tablet into the shop.
- **b.** He's not convinced the help section will be useful.
- **c.** He thinks reading the instructions will solve the problem.

Speaking

Work in groups.

Imagine you live in a small town of approximately 5,000 residents. You are members of the town council, which has to select two of the initiatives below to finance. Look at the graph to find out information about the population. Discuss each initiative and who will benefit from it most. Finally, decide which two initiatives the town council will finance. The phrases/expressions in the boxes below may help you.





Describing a graph:

As we can see from the graph, ...
If we take a look at the graph, we will notice that...
According to the graph, ...
As the graph shows, ...
A considerable/small percentage of the population...
The majority/minority of the population...
More/Less than half of the population...

Expressing agreement with reservation:

I suppose so.	Perhaps so, but...
Fair enough.	I'm not so sure.
Up to a point, yes.	I wonder if that's true.

Reaching a decision through negotiation:

I don't fully agree, but let's go with your choice.
I think we should compromise.
Since we don't agree, perhaps we could choose one of your options and one of mine.
Let's try and find a middle way.
If I agree to..., would you be willing to agree to...?
I think we can find common ground.

Writing A letter/email of complaint

A. Read the email of complaint and do the activities that follow.

1. Each of the following statements corresponds to a paragraph in the email. Write the numbers 1-4 in the boxes provided.
In this paragraph the writer:

- **a.** outlines the problems he experienced. ☐
- **b.** mentions when the incident took place. ☐
- **c.** warns of possible consequences. ☐
- **d.** expresses what steps he took when the problem arose. ☐
- **e.** explains why he is writing. ☐
- **f.** asks for specific action to be taken. ☐

2. Read the following statements and tick (✔) the ones that apply to the email.
The writer:

- **a.** uses a formal greeting and closing. ☐
- **b.** avoids using the first person. ☐
- **c.** uses firm but polite language. ☐
- **d.** explains his complaints clearly and justifies them. ☐
- **e.** uses appropriate set phrases and linking words. ☐
- **f.** makes use of abbreviations and short forms. ☐

B. You recently visited a hotel and were very disappointed with the service there. Write a letter of complaint to the hotel manager outlining the reasons you were disappointed and what action you expect to be taken.

TIP

When writing a letter of complaint:

- **use a formal greeting: *Dear Sirs, Dear Sir/Madam, To whom it may concern.***
- **use a formal salutation: *Yours faithfully* (if you don't know the name of the person you are writing to) or *Yours sincerely* (if you know the name of the person you are writing to).**
- **state clearly why you are writing in the opening paragraph.**
- **include details such as dates or reservation numbers.**
- **give specific examples about your complaints.**
- **be clear about what action you want taken.**
- **be firm but polite.**

Dear Sir/Madam,

1 *I am writing to complain about the Serengeti Safari Package Tour I booked through Liberty Travel from 21 to 31 March. I was terribly dissatisfied with the tour and feel obliged to complain as what we got was not what we were promised.*

2 *Firstly, we had booked an all-inclusive package, but there were additional costs involved. The package clearly stated we would receive complimentary transfer from the airport to our hotel and that full board was included in the price. However, we were expected to take a taxi to the hotel and only breakfast was provided. In addition, we were told by the travel agent who booked our tour that March was a great time of the year to see a variety of wildlife. This turned out to be untrue as it was the rainy season and, as a result, we were unable to see many of the animals.*

3 *While there, I made several attempts to contact your agency to inform them of the situation. I was, however, repeatedly told that the employee who handles complaints was unavailable and that she would contact me in due course. She, unfortunately, neglected to do so.*

4 *All in all, we ended up paying a lot more than we had bargained for and saw very little of what we had expected to see. Given the circumstances, I feel that I am entitled to a full refund. I have attached a copy of the booking confirmation, which clearly outlines what was supposed to be included in the package. Please see that this matter is resolved for if it is not, I will be forced to take legal action.*

Yours faithfully,
Marcus Meridian
Marcus Meridian

8b

Reading

A. Discuss.

- What things must you consider when organising an event?
- Why would somebody seek a professional to organise a business event?

B. Read the text below quickly. What kind of text is it?

a. a magazine article **b.** a promotional brochure
c. an instruction manual **d.** a blog entry

PrimePlan

THE CORPORATE EVENT PLANNERS
BUSINESS EVENTS MADE EASY

Whatever the cause, theme or celebration...

Whatever the size and scope of your next event...

PrimePlan can make it the talk of the town.

PrimePlan is a one-stop shop where you can find it all!

You no longer need to call six different companies to handle all the separate aspects of your next event because with **PrimePlan** you get all those companies in one.

We pay full attention to the needs of our clients because we want to take the stress out of your next business function.

We take your event as seriously as you take your work.

Contact us:
268 Bond Street, London
Telephone:
0207 222 8439

Visit **www.primeplan.co.uk** for a full portfolio of our work.

Business functions should be as memorable as personal events. Fortunately, delivering a top-notch corporate event is just a phone call away.

PrimePlan

We organise corporate functions

Small and large business dinners, product launches, presentations, shows/exhibitions, conferences, team-building events, executive weekends and company picnics

Your job is to tell us what you want.
Our job is to do it for you.

As corporate event planners we know the tricks of the trade to make your business event one that clients and competitors will talk about for years to come.

Having been in the business since 1982, we excel at event planning. Our personnel can offer you a large number of suggestions regarding venue choices, catering ideas, entertainment proposals and a variety of other services such as video coverage and childcare facilities during your event, as well as accommodation options for your attendees and transport to and from your event. In fact, PrimePlan can make organising your next function a breeze by doing everything, from carefully designing your invitation and publicising the event, right through to conducting evaluations of the event, well after it has ended.

So what are you waiting for? Invite us to organise your next company function and put your mind at ease!

Read testimonials from some of our satisfied customers:

'Thank you, thank you, thank you. Our tropical-themed business event was everything we had hoped for! Our company and business partners had such a great night. We enjoyed everything from the decorations to the menu!'
Jessica Plink, President of Plink Juices

'At first, I was wary of delegating our corporate function to someone else, but it was a wise decision. Right from the start, PrimePlan handled our event with unsurpassed professionalism so that we didn't have to worry about any of the details. From now on, we know where to go for our annual luncheon.'
Suzie Klatchett, Abstil Marketing Director

'The superb team-building events that PrimePlan prepares for our company has helped our company grow without growing apart.'
Riley Johnson, Yomo CEO

'I'd like to thank you for your contribution as volunteers for the Help the Children's benefit dinner. I'm sure we wouldn't have raised so much money if PrimePlan had not organised and publicised the event.'
Reginald Tobias, Founder of Help the Children

Our involvement is determined by each client's needs and budget, and fees are based on the extent of involvement we have in helping you plan your special event. Discounts are available for new customers.

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

1. Which of the following can PrimePlan help you with?
   a. the preparation of any social gathering
   b. a weekend training session for your staff
   c. a children's party, including food and a clown
   d. your wedding, including guest accommodation
2. The text states that if you go to PrimePlan...
   a. your competitors will try to copy you.
   b. you'll get more publicity than elsewhere.
   c. they'll handle all aspects of your function.
   d. they'll give you a refund if you are not satisfied.
3. Who used PrimePlan to organise an event for them specifically to help employees bond?
   a. Riley Johnson, Yomo CEO
   b. Jessica Plink, President of Plink Juices
   c. Suzie Klatchett, Abstil Marketing Director
   d. Reginald Tobias, Founder of Help the Children
4. Which of the following affects the price that clients pay PrimePlan to organise their function?
   a. the type of event
   b. whether they are a charity
   c. the location of the business
   d. how much work PrimePlan undertakes
5. Which of the following is NOT mentioned in the text?
   a. The people at PrimePlan cater for their clients' needs.
   b. You can view a sample of previously organised events.
   c. PrimePlan has been keeping up to date with modern ideas.
   d. The people at PrimePlan have vast experience in planning events.

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

1. memorable ☐
2. top-notch ☐
3. personnel ☐
4. conduct ☐
5. put one's mind at ease ☐
6. testimonial ☐
7. delegate ☐

a. to give sb the responsibility to do sth
b. the staff
c. a statement showing appreciation for services
d. unforgettable
e. to organise and carry out an activity
f. to make sb stop feeling worried
g. of a very high standard or quality

E. Discuss in pairs/groups.

- Have you ever been involved in organising a social event? What for? What did it involve?
- Would you consider using PrimePlan if you had to organise a business function? Why? / Why not?

Vocabulary

Read the text. Then match the words/phrases in bold, which feature in the boxes below, with their meanings. Then check your answers using a dictionary.

Credito Emiliano (or Credem) in northern Italy is a **financial institution** like any other, where you can open a **bank account** or **get a mortgage** for a home. It even has **branches** across Italy, as well as **cash dispensers** where you can use your debit card to **make a withdrawal** at any time of day or night. The only difference between Credem and any other bank is that this bank doesn't deal only in money, gold or diamonds, but it also accepts cheese as **currency**.

Rather than sprinkle Parmesan cheese over your spaghetti, you can **deposit** it in the bank. Italian Parmesan makers are taking advantage of this and using their cheese as security deposits for small loans. If a cheese maker doesn't pay back the loan, the bank has the cheese to sell. Credem charges a fee for looking after the Parmesan and also sends its clients monthly **bank statements** to let them know how their cheese is valued.

financial institution bank account get a mortgage
branch cash dispenser/machine

a. division of a bank found at different locations _____

b. to get a loan by placing your home or property as a security deposit for its repayment _____

c. an arrangement with a bank that allows you to put in and take out money _____

d. an electronic machine that can be used to get money with the use of a plastic card _____

e. a business that provides services that have to do with money, e.g. a bank, an insurance company, etc. _____

make a withdrawal currency
deposit bank statement

f. to place money in the bank _____

g. money used in a particular country, e.g. dollar, euro, riyal etc. _____

h. a piece of paper from the bank that gives information about sb's money/savings _____

i. to remove money from the bank _____

Grammar Full infinitive, bare infinitive, *-ing* form → *pp. 169-170*

A. Look at the following examples of full infinitives (e.g. *to go*), bare infinitives (e.g. *go*) and *-ing* forms (e.g. *going*) from the texts on pages 112-113 and complete the rules.

> ...please talk to Beth at the café, who will be happy **to help**.
>
> ...you can **have** your meals served in your room any time, day or night.
>
> We trust you will enjoy your stay with us and look forward to **seeing** you again.

1. The _____ is used after:
- modal verbs (*can, could, must, should, may,* etc.)
- *let* and *make* in the active voice
- *would rather* and *had better*

2. The _____ is used after:
- certain verbs (*want, would like, hope, decide, manage, agree, refuse, seem, promise,* etc.)
- *be* + adjective (*it's nice, I was happy,* etc.)
- *too* and *enough*
- question words (*how, what, when, where,* etc.)

3. The _____ is used after:
- certain verbs (*avoid, enjoy, love, hate, finish, imagine, mind, risk, suggest, consider,* etc.)
- certain expressions (*how about, don't mind, can't stand, it's no use, it's no good, look forward to, be used to,* etc.)
- prepositions (*for, about, without,* etc.)

B. Read the following sets of sentences and match them with the statement, *a* or *b*, which is closer in meaning.

1. I must remember to send the email after lunch.	☐	**a.**	First, I remember, then I do it.
2. I remember sending the email after lunch.	☐	**b.**	I remember that I have done something earlier.

3. Sara stopped taking pictures when she saw the 'No photos' sign.	☐	**a.**	Sara took pictures after she stopped doing something else.
4. Sara stopped to take some pictures of the nice view.	☐	**b.**	Sara was taking pictures and then stopped doing it.

5. Ted tried to unlock the door, but he couldn't.	☐	**a.**	He made an effort.
6. Ted tried unlocking the door with a different key.	☐	**b.**	He did something to see what effect it would have.

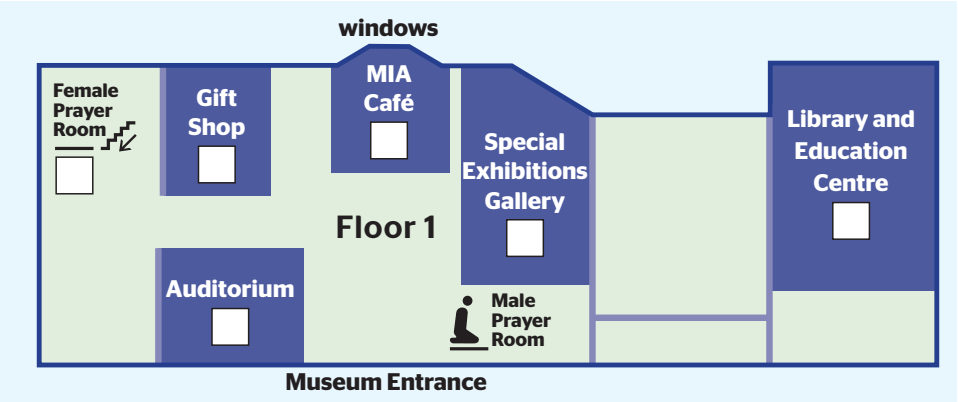
Listening

A. Discuss in pairs/groups.

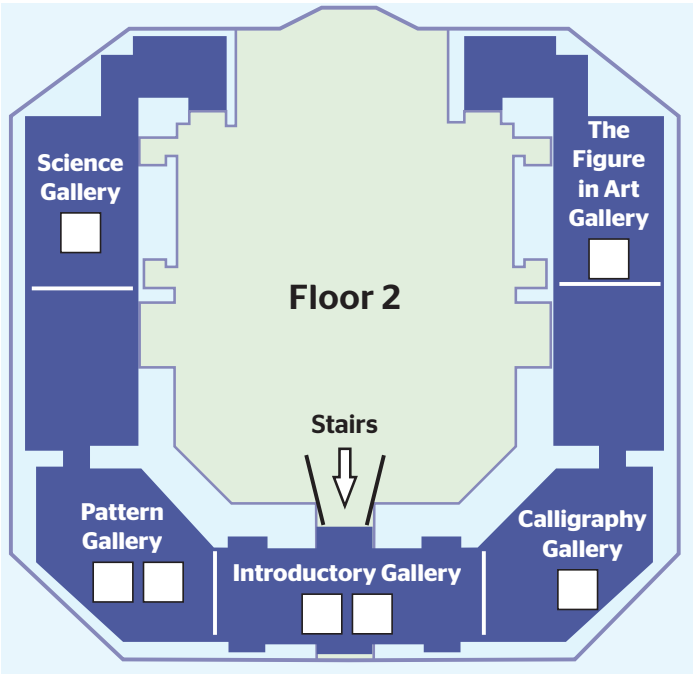
- Have you ever visited the Museum of Islamic Art in Doha? What do you know about it?

B. You will hear part of a guided tour of the Museum of Islamic Art in Doha. Number the places on the map 1-6 in the order in which they are mentioned.

The Museum of Islamic Art



C. Now listen to the continuation of the guided tour. Look at the map below and write the correct number 1-6 in the boxes to show in which gallery the items are exhibited. There is one extra box on the map which you do not need to use.



1. part of a door with examples of geometric art
2. a device used by travellers in the past
3. a pearl and gemstone necklace
4. an ancient book of stories
5. a ninth-century bowl showing Arabic writing
6. a container that was used to store medicine

D. Discuss in pairs/groups.

- Which item mentioned in the listening would you be most interested in seeing from up-close?

Speaking

Turn to page 162 in the Speaking Activities section and do activity 8b.

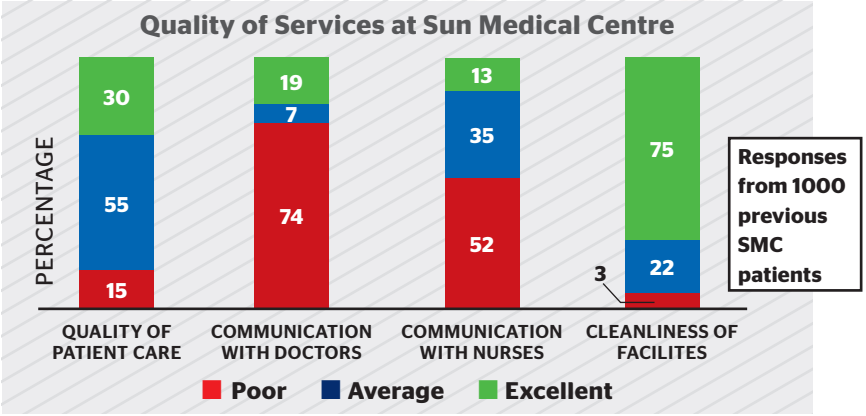
Writing A report based on a graph

A. Discuss in pairs/groups.

- What different kinds of services do you utilise every day?
- Which services are most important to you? Why?

B. Look at the graph and answer the questions that follow.

1. What does the graph illustrate?
2. What three categories do the survey questions examine?
3. Which service was viewed most favourably by respondents?



C. Read the writing task and report below. Then, do the activities that follow.

The health clinic you work for has requested a study examining the quality of services they provide. The results of the survey are displayed in the graph above. Write a report to the clinic director summarising the findings of the survey and making recommendations for improvement.

To: Director MacMillan
From: Jonathan Watson
Subject: Improving Services at Sun Medical Centre

Introduction
As requested, this report describes the results of a survey conducted in order to determine the quality of care provided here at Sun Medical Centre. One thousand previous patients were surveyed and asked to rate the hospital in terms of quality of care, communication with staff and cleanliness.

Quality of Care
A majority of those surveyed felt that the quality of care at Sun Medical Centre was at least average. Patient care was viewed very highly by approximately one in three respondents. On the other hand, 15% of those surveyed felt that the quality of care was poor.

Communication with Staff
Unfortunately, communication with both doctors and nurses on staff at Sun Medical Centre was viewed very poorly. Nearly three quarters of respondents described communication with doctors as poor. Nurses did only slightly better, with just over half of those surveyed identifying communication as poor.

Cleanliness
The facilities here at Sun Medical Centre were given high marks for cleanliness. In fact, the vast majority rated the cleanliness of clinic facilities as excellent. Only 3% characterised the cleanliness of facilities as poor.

Recommendations
To sum up, it is clear that some changes are needed here at Sun Medical Centre. Improving communication between patients and staff, especially doctors, must be given top priority. Additionally, there is room for improvement in terms of patient care. Taking these steps will do much to boost the overall quality of services provided here at Sun Medical Centre.

1. Read the following statements. Tick (✔) those that apply to the report.

The writer:

- **a** addresses the report to a specific recipient ☐
- **b.** uses headings to organise information. ☐
- **c.** mentions all the information depicted on the graph. ☐
- **d.** uses abbreviations and short forms. ☐
- **e.** explains how the information on the graph was obtained. ☐
- **f.** makes personal comments throughout the report. ☐
- **g.** uses the findings to make recommendations. ☐

2. What information is included in the Introduction section of the report? Where did the writer get this information?
3. Why does the writer use headings before each paragraph?
4. Has the writer included all the statistical information from the graph in the report? Why / why not?
5. Find and underline the sentences in which the Passive Voice has been used. Why has the writer made use of the Passive Voice?

D. Read the report about educational services below and do the activities that follow.

1. _____

As requested, this report outlines the findings of a survey conducted by Middleton College to evaluate the services it provides to its students. Students were asked to rate the quality of instruction, the career guidance programme and the extracurricular activities provided by the university on a scale of 1 (very poor) to 5 (excellent).
The surveyors encouraged students to comment on their experiences with these services.

a. _____

2. _____

The results clearly indicate that students view the quality of instruction at Middleton College very highly. A vast majority of the students surveyed rated instruction as excellent or very good. Many students also mentioned the excellent interaction between teachers and students.

b. _____

3. _____

Reaction by students to the career guidance programme at the university is mixed. Approximately half described the programme as adequate and about 20% of the students said the programme was very good. Unfortunately, nearly a quarter of the students described the guidance programme as very poor.

c. _____

4. _____

About three-quarters of respondents had a positive view of extracurricular activities at Middleton, with less than 10% characterising them as poor or very poor. However, many students took this opportunity to suggest new activities they would like to see offered. A significant number of students suggested water polo and pottery.

d. _____

5. _____

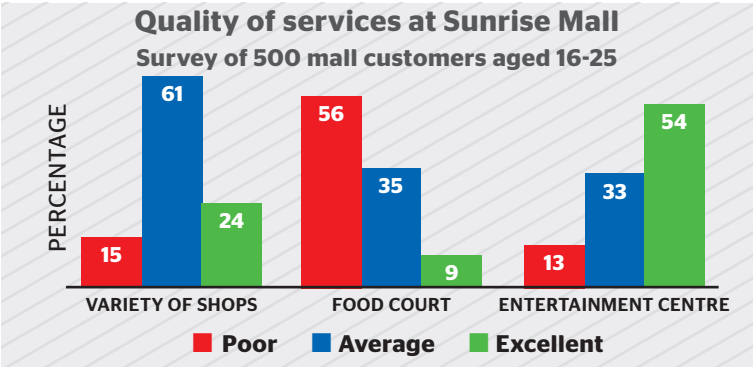
Based on the above results, it seems clear that Middleton College should take some steps to improve its career guidance programme. Moreover, students would welcome the inclusion of a number of new activities such as water polo and pottery.

e. _____

1. Write appropriate headings (1-5) for each section. **2.** Rewrite the highlighted sections using Passive Voice (a-e).

E. Read the writing task below and look at the accompanying graph. Underline the key words/phrases in the task. Then answer the questions.

The shopping and entertainment centre you work for, Sunrise Mall, conducted a survey asking its young customers to rate the quality of the services it provides. Write a report to the managing director summarising the findings of the survey and making recommendations for improvement.



1. What is being discussed?
2. Where should you get the information you need to complete the task?
3. What writing style should you use?

F. Read the writing task in activity E again and the TIP below. Then go to the Workbook pp. 103-105 to plan and write your report.

TIP

When writing a report based on a graph:

- examine the graph carefully and decide which trends are worth mentioning before you begin to write.
- start your report with the following:
  - To:
  - From:
  - Subject:
- use headings to indicate what topic each paragraph focuses on.
- present the information in an impersonal, formal way. One way of doing this is by using the Passive Voice.
- avoid using the 1st person. Use it only when introducing the topic and when making recommendations.

8 REVIEW

A. Choose a, b, c or d.

1. We would like to improve our service, so please give us your ____.
   a. transaction **c.** details
   b. feedback **d.** treatment
2. You should ____ advantage of the hotel facilities and relax.
   a. make **c.** get
   b. give **d.** take
3. I got a bank ____ to grow my business.
   a. loan **c.** fee
   b. currency **d.** deposit
4. There was a 20-percent ____ on our meal.
   a. discount **c.** refund
   b. reduction **d.** contribution
5. ____ the risk of seeming rude, I asked the cashier to check the account again.
   a. For **c.** With
   b. By **d.** At
6. Sorry, I left the window open last night ____ mistake.
   a. at **c.** by
   b. with **d.** for
7. By going on a conservation holiday, you will get ____ experience that will help you with your career.
   a. precious **c.** complimentary
   b. expensive **d.** valuable
8. Wait here. I'll ask the ____ to get our car.
   a. landlord **c.** escort
   b. cashier **d.** valet
9. The company is very well known and has ____ all over the country.
   a. branches **c.** amenities
   b. policies **d.** functions
10. Sue has decided to install a new alarm system in order to put her ____ at ease.
    a. heart **c.** mind
    b. brain **d.** thoughts
11. Salman ____ a withdrawal from his bank account to buy a new car.
    a. took **c.** borrowed
    b. got **d.** made
12. Don't carry all that money around. Put it in the ____ in the hotel room.
    a. lobby **c.** safe
    b. storage **d.** account

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

1. **A:** (bank cashier) _____ _____?
   B: He told me that **there isn't enough money in my account to pay my bill**.
2. **A:** (room) _____ _____?
   B: I'm staying in **room 51**.
3. **A:** (mortgage payment) _____ _____?
   B: It's due **on 16 December**.
4. **A:** (key card) _____ _____?
   B: It's **Adham's**.
5. **A:** (reception) _____ _____?
   B: I'm calling **for room service**.
6. **A:** (airport) _____ _____?
   B: I took a **taxi**.

C. Complete the text with the full infinitive, the bare infinitive or the *-ing* form of the verbs in brackets.

The Internet is a place where many crimes can 1 _____ (take) place. That's why people worry about 2 _____ (get) tricked on the Internet. Unfortunately, every day thousands of people become victims of what is known as cybercrime. Sometimes it is difficult 3 _____ (recognise) the dangers on the Internet. Many criminals want 4 _____ (make) money by 5 _____ (deceive) others, so they try 6 _____ (obtain) their personal information to do so. You may be wondering what you can do 7 _____ (protect) yourself from these crimes. Generally, you should 8 _____ (be) careful when using the Internet. Avoid 9 _____ (give) out personal information on websites that seem 10 _____ (be) suspicious as you risk 11 _____ (fall) victim to many online scams and frauds. Many experts suggest 12 _____ (use) only trustworthy sites when making a purchase online. Furthermore, having strong antivirus software on your computer helps 13 _____ (protect) you from dangerous websites and emails. Also, you'd better not 14 _____ (click) on links in suspicious emails, because they could lead to viruses. If you follow these simple safety measures, you'll manage 15 _____ (avoid) cybercrime.

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...	
discuss various services provided by the service sector	☐
use vocabulary relating to the hospitality industry, banking and finance, and prepositional phrases with *at* and *by*	☐
express purpose and result	☐
offer assistance, make a request, agree willingly and refuse politely	☐
describe a graph, express agreement with reservation and reach a decision through negotiation	☐
write a report based on a graph	☐

CULTURE PAGE

A. Discuss in pairs/groups.

- **In your opinion, what features make an educational institution attractive?**
- **What do you know about Education City?**

B. What information would you expect to find in an article about Education City? Read the text quickly and check your predictions.

C. Read the text and answer the questions that follow.

Education City

Alex Sergeev/commons.wikimedia/CC BY-SA 3.0

On the outskirts of Doha, on a campus of over 1000 hectares, the future of education is taking shape. Launched in 1997 by the Qatar Foundation, Education City is home to eight top universities from the United States and Europe, as well as Qatar's Hamad Bin Khalifa University and the Qatar Faculty of Islamic Studies. Do you want to study foreign affairs at Georgetown, medicine at Weill Cornell or business administration at HEC? Well, you no longer need to fly all the way to Washington D.C., New York or Paris because Education City has brought all these universities and more to a single modern campus to provide the very best in inclusive education.

There are over 3000 students currently enrolled at the various universities in Education City. About half of these are Qatari with the other half representing over ninety nationalities from around the globe. These students have access to a truly unique educational experience which allows them to take classes at any of the universities on campus. So, a medical student at Weill Cornell can take a course on biomedical engineering at Texas A&M. Compared to their counterparts in the US and Europe, classes here are small—increasing opportunities for learning and interaction. What's more, opportunities for research, internships and studying abroad are widespread.

Outside of academics, student life here provides all you would expect from an international university experience. State-of the-art residence halls provide common areas like coffee houses, study halls and prayer rooms, and organise an endless variety of activities. Students are encouraged to play sports, participate in organised excursions to local landmarks and volunteer in the community. In addition, the campus is home to far more than universities. Qatar National Library, which boasts a collection of over one million books, and the Arab Museum of Modern Art both make their home here. Also on-site are the Qur'anic Botanic Garden and the Qatar Science and Technology Park, which houses such tech innovators as Microsoft, GE and Cisco. Truly a jewel in the Qatari educational crown, the planned Education City Stadium for the 2022 FIFA World Cup is being built to resemble a glittering diamond. Such amazing facilities have made attendance at the universities here very attractive and applications are increasing every year.

Perhaps more importantly, Education City is reflective of core Qatari values and is a place which gives back to the community. The Sidra Medical and Research Centre, which opened in 2018, has 400 beds and can serve over 275,000 people a year. In addition, preparatory schools from pre-K to 12 ensure primary and secondary education of the very highest standard. Finally, architectural wonders such as the award-winning masjid at the Qatar Faculty of Islamic Studies provide a place for education, faith and culture to interact in harmony.

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1. Education City
- **a.** has both local and international universities.
- **b.** is located on a large campus in the centre of the capital.
- **c.** requires students to study both locally and in the U.S. or Europe.
- **d.** requires students to study either foreign affairs, medicine or business.

2. What opportunity do students in Education City have that students who study at the same universities in the U.S. and Europe do not?
- **a.** the opportunity to study abroad
- **b.** a chance to interact with professors
- **c.** the ability to participate in a wide variety of activities
- **d.** the opportunity to take courses at different universities

3. Which activity is NOT mentioned in the text as available to students?
- **a.** sightseeing
- **b.** seeing a play
- **c.** playing sports
- **d.** viewing an art collection

4. Applications to universities in Education City are
- **a.** falling.
- **b.** on the rise.
- **c.** less competitive than in the past.
- **d.** more likely to come from foreign students.

5. Which statement <u>best</u> describes Education City?
- **a.** a system of schools focusing on science and research
- **b.** a place where students can meet famous artists, tech leaders and athletes
- **c.** a unique environment which provides students with a variety of opportunities for education and personal growth
- **d.** a system of cultural and community projects designed to improve both health and education for the people of Qatar

Task
modules 7&8

A. Look at the three surveys below about the use of social media in business. What kind of answers are required in each?

Benefits of Using Social Media in Business

How much have social media helped you...	1	2	3	4	5
• turn your business into a household name?	☐	☐	☐	☐	☐
• reduce your overall marketing expenses?	☐	☐	☐	☐	☐
• generate new business partnerships?	☐	☐	☐	☐	☐
• increase the number of your clients?	☐	☐	☐	☐	☐
• improve your ranking in search engines?	☐	☐	☐	☐	☐

Does Your Organisation Use Social Media to...

	Yes	No
• share news about new products or services?	☐	☐
• advertise sales or special offers?	☐	☐
• hold contests?	☐	☐
• get information from customers?	☐	☐
• handle customer service?	☐	☐

• If other, please describe here: _____

_____

1. How old are you?

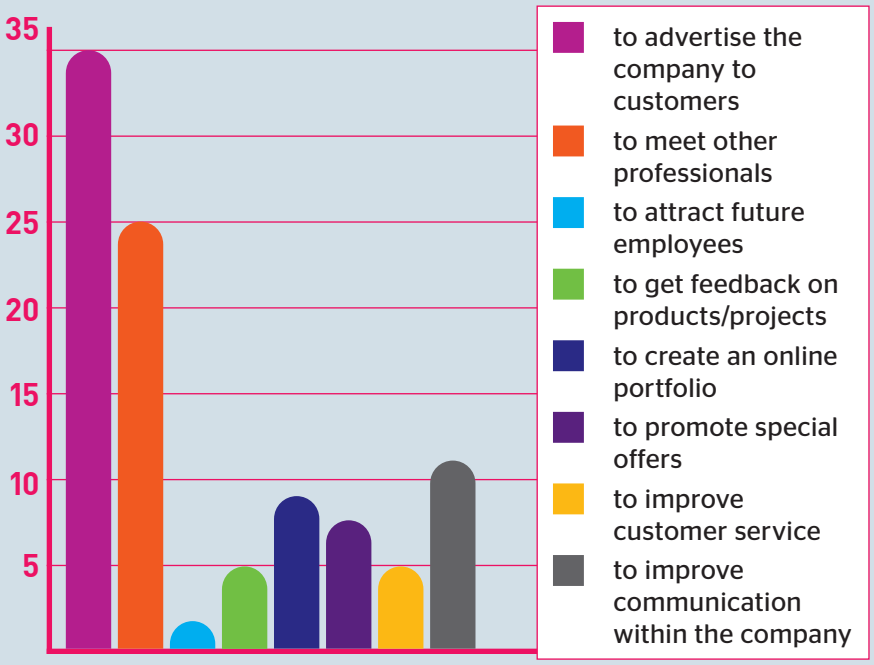
18-25 ☐ 26-35 ☐ 36-45 ☐
46-55 ☐ 56+ ☐

2. Occupation: _____

3. Which of the following social networking sites are you a member of?

MySpace ☐ Facebook ☐
LinkedIn ☐ Instagram ☐
Twitter ☐

B. First look at the graph. Then listen to a radio presenter commenting on it and answer questions 1-3.



1. What did the radio presenter find predictable?
2. Why does the radio presenter think that some small businesses will be improving very quickly?
3. Which of the facts made an impression on the radio presenter?

C. Work in pairs and create a survey. Choose one of the survey topics below on social media and come up with questions for the participants. Decide on the type of answers you want (refer to activity A).

How important is social media in your personal life?

How important is social media in your professional life?

Are you a social media addict?

D. Conduct the survey by asking your classmates the questions on the survey form you created.

E. Create a bar graph to visually represent your findings and write a small paragraph explaining key findings, what surprised you, what you found predictable, and anything else worth commenting on. Report to the class.

9 Where on earth...?

Discuss:

- Can you identify any of these iconic buildings in Qatar?
- What do you know about these buildings?
- Which building appeals to you most? Why?

Read the quotation and answer the questions that follow.

'Beauty is the harmony of purpose and form.'

- What do you think the quotation means?
- Do you agree with it?

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In this module you will...

- discuss issues relating to places of interest and different aspects of culture
- learn vocabulary relating to places, geographical features and architectural features, and descriptive adjectives
- learn how to form derivatives with the suffixes *-ity*, *-ence*, *-ance*, and *-ness*
- learn how to report statements, questions, commands and requests
- learn how to write a persuasive essay

Reading

A. Discuss in pairs/groups.

- Have you ever been to an unusual holiday destination? What was so unusual about it?
- When planning a holiday, where do you get your information from?

B. What kind of information would you expect to find in a travel brochure? Quickly read the one below and check your answers.

DAY 1

Fly to Kayseri Erkilet Airport where you will be met by your guide and driver. Your first stop is Paşabağ, where you can wander around the unique rock formations that look like giant chimneys. Continue on to the Roman castle of Uçhisar, which is carved out of the rock on the highest point in Cappadocia and has breathtaking views over the valley. Finally check into your hotel situated in the 3,000-year-old town of Göreme.

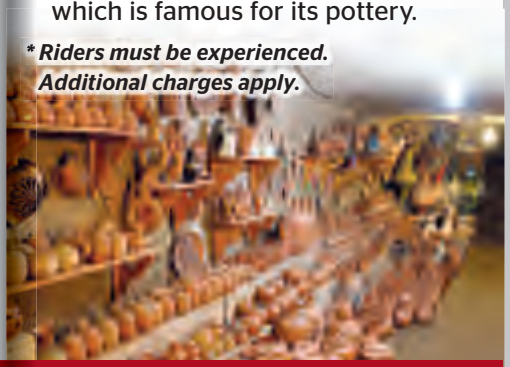
DAY 2

Take an early morning balloon ride over the valley and enjoy the sunrise and amazing view from above. Back on land, you will head to Kaymakli, the widest underground city in Cappadocia. End the day with a picnic of local delicacies under the starlit sky.

DAY 3

Enjoy a morning trek through Ihlara Valley, one of the deepest gorges in Turkey, or go on an optional horse safari and take in the views of Göreme National Park on horseback*. Then it's on to Derinkuyu underground city, which is the deepest in Cappadocia. Before heading to the airport, you will stop in Avanos, a charming town overlooking the Kizilirmak River, which is famous for its pottery.

** Riders must be experienced. Additional charges apply.*



PACKAGE INCLUDES

- **Round-trip airfare from Istanbul**
- **All local transport, guide and driver**
- **3-star accommodation in traditional hotel with breakfast**
- **Special picnic feast**
- **All tours & site entrance fees**

EAGLE EYE *Travel*
1441 Kamal Dr. Istanbul

Taking you places!
+90 216.444.98.98 eagleeyetravel.tr

C. Read the brochure again and decide if the statements are True, False, or Not Mentioned. Write T, F, or NM.

1. The Roman castle of Uçhisar was built using bricks. ☐
2. Your hotel is located in a town with a long history. ☐
3. The balloon ride is included in the cost of the package. ☐
4. In Kaymakli you will see wall paintings. ☐
5. You will visit two different underground cities. ☐
6. Ihlara Valley has the deepest gorge in the world. ☐
7. Anyone can take part in the horse safari. ☐
8. The town of Avanos is filled with souvenir shops. ☐

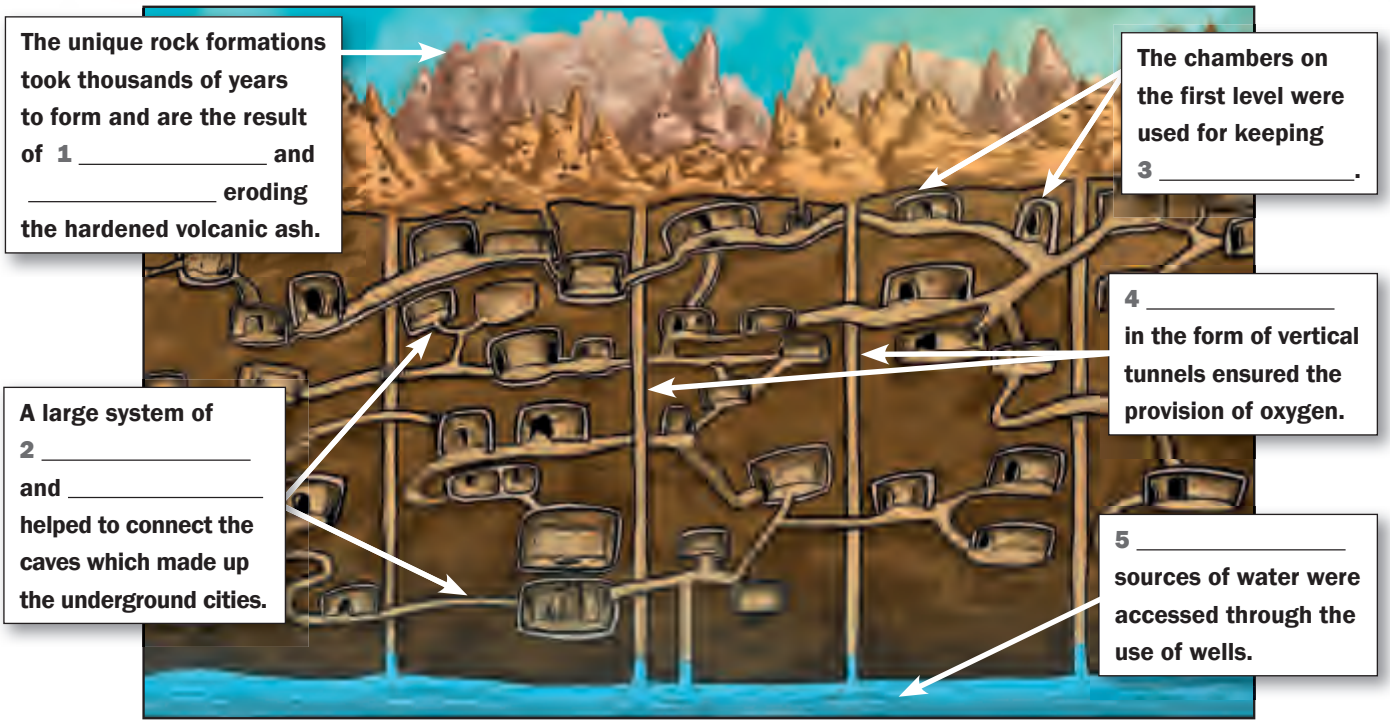
D. **Now read the extract from a travel guide to Cappadocia and label the diagram. Choose NO MORE THAN two words from the passage for each answer.**

Geologists explain that the landscape of Cappadocia was formed after several volcanoes erupted millions of years ago and covered the whole area in thick ash. This ash eventually turned into soft rock and was eroded by wind and water over thousands of years. The result is a landscape full of unusual formations that stretch as high as forty metres into the sky.

Besides the spectacular landscape, what makes the area special is the fascinating world found underneath the soaring columns and towers. Thousands of years ago, humans began carving into the rock. They created multi-level underground cities consisting of chambers (rooms inside a cave) connected by a vast network of passages and tunnels.

These underground cities were initially used for shelter from wild animals and harsh weather conditions. The chambers served different purposes which ranged from sleeping and cooking to storing water and grain and keeping livestock, such as sheep and horses. Livestock was kept on the first level, whereas living areas and storage facilities were found on the lower levels.

A number of large vertical tunnels, which connected all the levels, served as ventilation shafts to provide fresh air to the city. In addition, fresh water was made available through the use of wells which were dug to reach underground water supplies.



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

1. carve ☐	**a.** to gradually destroy over time
2. delicacy ☐	**b.** to cut into a surface
3. gorge ☐	**c.** a deep hole in the ground to get water from
4. erode ☐	**d.** temporary protection from bad weather or danger
5. shelter ☐	**e.** a valley that is narrow and deep
6. well ☐	**f.** food that is considered a treat to eat because it is rare

F. **Discuss in pairs/groups.**

- Would you like to visit Cappadocia? Why? / Why not?

Vocabulary

A. Look at the pictures. Then complete the sentences with the correct form of the names of the architectural features.

1. I knew they were at home because I saw smoke rising from the _____.
2. Do you want to sit out on the _____ and watch the sun go down?
3. The _____ was a lot of fun. It took us over an hour to get out!
4. There are 180 steps up to the top of the _____.
5. The walls are covered in beautiful brightly coloured _____.
6. At the entrance to the museum there are four _____ with statues of lions on them.

B. Look at the sentence below. What adjective is the noun in bold formed from? What suffix has been added to form the noun?

The size and **complexity** of the underground cities is mind-boggling.

Many nouns are formed from adjectives by adding the suffixes **-ity**, **-ence**, **-ance** or **-ness**.

C. Form nouns by adding a suffix to the adjectives in the box and write them under the correct heading. Make any necessary spelling changes. Then check your answers using a dictionary.

significant absent curious sweet public relevant conscious patient
tolerant serious convenient ignorant real careless innocent fatal

-ity	-ence	-ance	-ness

D. Complete the sentences with nouns formed from the adjectives in capitals.

1. There is no proof of the _____ of life on other planets. **EXISTENT**
2. We need to raise people's _____ of environmental issues. **AWARE**
3. Can you find all the _____ and _____ between the two pictures? **SIMILAR, DIFFERENT**
4. Jane lost _____ in herself after failing the driving test. **CONFIDENT**
5. Do you know the _____ from Doha to Al Rayyan? **DISTANT**
6. The _____ of tablets is constantly growing. **POPULAR**
7. I can't stress enough the _____ of regular exercise. **IMPORTANT**
8. If you're suffering from _____, you should do something about it fast. **LONELY**
9. For _____ reasons, this door opens only from the inside. **SECURE**
10. Fred tried to hide his _____, but couldn't. **NERVOUS**

Grammar Reported Speech (statements) → *pp. 170-171*

A. Read the following statements and write the speakers' exact words. What's the difference between *said* and *told*?

1. The guide told us it would take us an hour to get to the archaeological site.

   The guide said to us, '_____ _____.'

2. Mona told me it was the first time she had been to the museum.

   Mona said to me, '_____ _____.'

3. My friend said that Bill was making dinner.

   My friend said, '_____ _____.'

We use Reported Speech:
when we report what someone said without using their exact words.

Apart from *say* and *tell*, other verbs used to introduce reported statements include *add, exclaim*, *explain*, *inform* and *wonder*.

B. Match the verb tenses, modals and time expressions below to indicate how they change in Reported Speech.

Direct Speech	Reported Speech
Present Simple	Past Perfect Progressive
Present Progressive	Past Perfect Simple
Past Simple	Past Simple
Present Perfect Simple	Past Progressive
Present Perfect Progressive	
can	had to
will	could
must	would
today	the next day
yesterday	that night
last week	then
tomorrow	the previous day
now	that day
tonight	the previous week

The Past Perfect and the modal verbs *should*, *could* and *might* do not change.

C. Read the statements below. What is the difference between the two reported statements?

a. The hotel receptionist apologised for having made a mistake.
b. The hotel receptionist said she was sorry that she had made a mistake.

We use the special introductory verbs below to report the message of the speaker rather than his/her exact words.
- suggest, deny
- apologise for, insist on
- agree, promise, refuse
- advise, remind
- announce, complain

D. Rewrite the following sentences starting with the words given.

1. 'I don't want to spend the night at Laura's house,' said Heather.

   Heather refused _____ _____

2. 'You should pay more attention in class, Steve,' Tony said.

   Tony advised _____ _____

3. 'I will never stay at that hotel again,' Haya said to us.

   Haya told _____ _____

4. 'Let's go on a cruise to the Caribbean,' Martin said to me.

   Martin suggested _____ _____

5. 'I won't help you with the housework, Sally,' said Linda.

   Linda refused _____ _____

6. 'Layla can't go to the supermarket because she is working,' said Ameena.

   Ameena said _____ _____

E. Work in pairs to do the Grammar Production Task in the Speaking Activities section. Student A, turn to page 159, and Student B, turn to page 161.

Listening

A. Discuss in pairs/groups.

- What kind of places do you like visiting when you go to a new city?
- Do you enjoy visiting museums?

B. Listen to a brother and sister talking about the Acropolis Museum in Athens, Greece. What is their overall opinion?

C. Listen again and decide if the statements are True (T) or False (F).

1. Mark was posting some comments on a website when Julie interrupted him. ☐
2. Mark and Julie agree that it's best if tourists visit the Acropolis Museum first and then the Acropolis itself. ☐
3. Mark's favourite part of the museum were the ancient ruins under the glass floor at the entrance. ☐
4. Mark believes that the inside of the museum was well designed. ☐
5. Julie was annoyed by the strong light coming in through the museum windows. ☐
6. Mark and Julie agree that they should have got a guide. ☐
7. Julie was satisfied with the size of the museum gift shop. ☐
8. Julie recommends visitors plan their visit to the Acropolis Museum when there is a full moon. ☐

D. Discuss in pairs/groups.

- Would you be interested in visiting the Acropolis Museum?
- If you visited a new place, would you share your opinion of it on the Internet?

Speaking

Talk in pairs. Imagine that you are interested in going on a 4-day trip to one of the following European destinations. Discuss each one and make a joint decision about which appeals to you most.

LONDON

EXPERIENCE

the British Museum, Madame Tussauds, Big Ben, Harrods, Selfridges, the London Eye, Hyde Park, double-decker buses, the London Tube

- ☺ Great museums
- ☺ Beautiful green spaces
- ☺ Theatre and cultural events
- ☺ Shopping destination
- ☺ Accommodation to suit all budgets from luxury hotels to B&B
- ☺ English-speaking country
- ☹ Expensive city
- ☹ Rainy weather

PARIS

EXPERIENCE

the Louvre Museum, beautiful bridges, the River Seine, the Eiffel Tower, the Champs-Élysées, Eurodisney, Asterix Park, Galleries Lafayette

- ☺ Great museums
- ☺ Historic buildings and gardens
- ☺ Famous French cuisine
- ☺ Shopping and fashion
- ☺ Theme parks
- ☺ Boat trip down the River Seine
- ☹ Few people speak English
- ☹ Expensive city

BERLIN

EXPERIENCE

the Brandenburg Gate, the Berlin Wall Memorial and Checkpoint Charlie Museum, the Reichstag parliament building, the River Spree, the Berlin Zoo, Botanical Garden and Museum

- ☺ Excellent museums
- ☺ Not too expensive
- ☺ Places of historical interest
- ☺ Great parks and zoo
- ☺ Easy and inexpensive public transport
- ☺ Cosmopolitan city
- ☹ Very cold weather
- ☹ Very spread out

Writing A flyer

A. Quickly read the flyer below and answer the questions that follow.

1. Where would you expect to find a text like this?
2. Who is this text aimed at?
3. What is the purpose of the text?

QATAR INTERNATIONAL FOOD FESTIVAL

20-30 March

#QIFF2019

Over 150 food and beverage stalls!

30 local and international celebrity chefs from 14 countries!

Kid-friendly food and activities!

Qatar India 2019 Year of Culture Specialties!

Join us for the 10th annual Qatar International Food Festival from 20 to 30 March in Oxygen Park, Education City. Experience the diversity of the Doha food scene, enjoy the vibrant live-cooking theatre, eat fresh local produce and tuck into fantastic cultural specialties.

Don't miss the cultural event of the year!

3.30 p.m.–12 a.m. (weekdays)
3.30 p.m.–1 a.m. (weekends)

B. Read the flyer again and tick (✔) the statements that apply to it.

The writer:

1. has included a heading. ☐
2. uses formal phrases and expressions. ☐
3. makes use of exclamations. ☐
4. speaks directly to the reader. ☐
5. provides a detailed description of the event. ☐
6. has an introduction, body and conclusion. ☐
7. uses an interesting design to catch the reader's attention. ☐
8. provides the date, time and location of the event. ☐

C. Create a flyer advertising a sightseeing trip around your city. Remember to read the TIP and include the key features that you identified in activity B.

TIP

When creating a flyer:

- use a heading.
- address your reader directly.
- mention the name, date, time and location of the event.
- tell your reader what they can do at the event, but don't go into too much detail.
- use a design and colours that will catch your reader's attention.
- make use of the imperative to encourage people to action.
- use adjectives to make your descriptions more vivid and colourful.
- express enthusiasm through the use of exclamations.

Reading

A. Discuss in pairs/groups.

- What makes one culture different from another?
- Look at the different aspects of culture below. Which do you consider most important?
- What other aspects of culture can you think of?

Food **Customs** **Lifestyle** **Communication** **Artistic traditions**

B. Read the texts below and choose one aspect of culture from the list above as a heading for each text.

1. _____

Despite the appeal of urban life, thousands of Mongols continue to preserve the nomadic way of life of their ancestors. They too follow their herds across the flat Mongolian steppe and live in large tents about 10 meters in diameter called *gers*. Each ger has a small kitchen area on one side with beds laid out on the other. There is a fireplace in the centre and smoke rises through a hole in the roof that is covered with a tarpaulin when it rains. Most Mongolian nomads migrate at least four times a year, though those with large herds move much more often to find food for their animals. Nowadays, the majority of gers have solar panels, which power televisions and refrigerators.

2. _____

Why would you eat something you know to be poisonous? The inhabitants of Japan have been eating pufferfish, or fugu, for centuries. In fact, fugu bones have been found in archaeological sites dating back at least 10,000 years, and the fish is mentioned in Japan's first historical records. Fugu can, however, kill you and chefs must train a full 3 years in order to be licensed to prepare the fish. In fact, fugu is so deadly that it is the only food the leader of Japan is forbidden by law to eat. Despite this, 10,000 tons of fugu are eaten in Japan each year. In one fishing village in southern Japan, where fugu is an important source of income, there is even a special fish market whose only purpose is the sale of freshly caught fugu to high-end restaurants in Tokyo and Osaka.

Culture defines us!

What is culture?
The term may mean different things to different people, but it is widely accepted that culture covers different aspects of our lives such as lifestyle, religion, customs, food, dress, arts, language and communication.

3. _____

How we say hello and goodbye varies from one culture to another. In Malaysia, the common verbal greeting is 'Salaam'. On meeting a group of people, the oldest should always be greeted first as a sign of respect. When greeting someone of the same gender, it is traditional to take the other person's hands briefly in yours and upon releasing them to bring your right hand to your heart while nodding slightly. When greeting someone of the opposite gender, rather than shaking hands, simply place your right hand over your heart. This gesture is meant as a symbol of goodwill and means, 'I greet you with an open heart.'

4. _____

Since pre-Islamic times, poetry has been central to Qatari culture. Jassim bin Mohammed Al Thani, the founder of the state of Qatar, was himself a great poet. In the past, poetry in Qatar was an oral art form which allowed traditions to be passed down from generation to generation. Today, poetry has a strong presence at weddings, national events and even social gatherings, and museums around Qatar regularly hold poetry recitals. In order to preserve this art form, the Ministry of Culture and Sports founded the Qatar Poetry Centre (*Diwan Al Arab*) in 2017 on 21 March, which is World Poetry Day. The goal is for the centre to organise and publish historic Qatari poems in collections (diwans) and provide analysis.

5. _____

Traditional practices for special occasions often play a special role in culture. In Germany, the night before a wedding takes place, the bride and groom participate in *Polterabend*. Outside the bride's house, friends and family gather with the couple to break things. Porcelain, ceramics, stoneware, flowerpots and even sinks are smashed and left on the ground. Afterwards, the couple must clean up the mess together as a symbol of the hard work and cooperation they will need to show in the future.

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

1. According to the text, what is true of Mongolian nomads?
   - **a.** They move around to avoid bad weather.
   - **b.** They live in tents that are fairly small in size.
   - **c.** They have only recently started living a nomadic lifestyle.
   - **d.** The size of their herds determines how often they move around.
2. From the text you could conclude that
   - **a.** anyone can prepare fugu.
   - **b.** fugu is a recent addition to the cuisine of Japan.
   - **c.** in fishing villages, fugu contributes to the local economy.
   - **d.** the leader of Japan is required by law to eat fugu on special occasions.
3. What is true of how people traditionally greet each other in Malaysia?
   - **a.** Handshakes are the norm.
   - **b.** The elderly are greeted last.
   - **c.** How you greet a person depends on their gender.
   - **d.** The hand you bring to your heart varies depending on the gender of the person you are greeting.
4. Traditionally, Qatari poetry
   - **a.** was written down.
   - **b.** was key to preserving tradition.
   - **c.** was about the lives of national heroes.
   - **d.** was restricted to weddings and social gatherings.
5. What is true of the German wedding custom Polterabend?
   - **a.** It takes place at the groom's house.
   - **b.** It takes place on the night of the wedding.
   - **c.** It involves the couple cleaning up broken objects.
   - **d.** It is only attended by the bride's and groom's close relatives.

D. Read the cultural examples below. Match each example with an aspect of culture from the box.

1. In Samoa, the traditional living quarters, called *fales*, have no walls and up to 20 people live in a *fale* together. ☐
2. Smoke signals were used by Native American tribes to send messages from one village to another. ☐
3. Tamales are a traditional Mexican dish made from corn dough which is wrapped in a banana leaf and then steamed. ☐
4. In China, a person doesn't open a gift in front of the person who has given it, but puts the gift aside to be opened later. ☐
5. Traditional Persian carpets are made of sheep's wool and are prized for their elaborate design. ☐

a. Food
b. Customs
c. Lifestyle
d. Communication
e. Artistic traditions

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

1. migrate ☐
2. is forbidden ☐
3. high-end ☐
4. gender ☐
5. goodwill ☐
6. recital ☐
7. smash ☐

a. kind and friendly feelings
b. expensive, luxury
c. to break something into small pieces
d. to move from one place to another
e. not allowed
f. being male or female
g. a public performance

F. Discuss in pairs/groups.

- How do you think we can best preserve our culture?

Vocabulary

Read the sentences and match the words in bold with their definitions. Then check your answers using a dictionary.

Describing places/buildings

1. The house was **spacious** and could easily fit the whole family. ☐
2. I love all the noise and excitement of living in a crowded, **bustling** city. ☐
3. We spent four nights in a beautiful and **tranquil** village. It was so relaxing. ☐
4. I live in a **residential** area with no shops nearby, so I have to drive to the market. ☐
5. Let's get out of here—this old house is really **creepy** and I'm starting to feel frightened. ☐
6. Instantly recognisable, the Eiffel Tower is one of the most **iconic** buildings in the world. ☐
7. Overlooking the valley, the **picturesque** 19th-century town has a lovely traditional charm. ☐
8. Tracy finds the architecture of this period to be nothing special. In fact, she finds it quite **dull**. ☐
9. No one had lived in the old, **abandoned** house for years and it was filled with dust and rubbish. ☐
10. The first time I saw the Al Janoub Stadium I couldn't believe my eyes. It really is a **stunning** example of modern architecture. ☐

a. very impressive
b. boring, uninteresting
c. causing feelings of fear
d. large with lots of room
e. attractive in an old-fashioned way; scenic
f. famous; representing a place or idea
g. calm and peaceful, without noise
h. busy with people and activity
i. having houses but not commercial areas or factories
j. sth people have left forever, permanently empty

Grammar Reported Questions, Commands and Requests → *pp. 171-172*

A. Read the examples and answer the questions that follow.

- John asked her why she had gone to the doctor.
- John asked him if he would go to China again.

1. What questions did John actually ask?
2. Which words do the reported questions begin with?
3. Are the verbs in the reported questions in the affirmative or in question form?

We commonly introduce reported questions with *ask, wonder* and *want to know*.

B. Read the dialogues below and answer the questions that follow.

Guide Follow me, please.
Sana What did he say?
Dana He asked us **to follow** him.

Mrs Smith Don't be rude, Lindsay.
Tina What did she say to Lindsay?
Dina She told her **not to be** rude.

1. Which verb is used to report a command?
2. Which verb is used to report a request?
3. What does the imperative (e.g. *Follow*) change to in Reported Speech?
4. What about the negative imperative (e.g. *Don't be*)?

We commonly introduce reported commands and requests with *ask, tell* and *order*.

C. Read the text below and circle the correct options.

THE SOUTH AFRICAN TRIP

Jim wanted to go on a trip to an exotic destination, so he decided to get some advice from his friend Mike, who worked at a travel agency. He asked Mike where **1 could he go / he could go**. Mike advised him **2 go / to go** on a package tour to South Africa, which was a very interesting destination. The package tour included visits to peaceful and scenic landscapes along the Garden Route, excellent views of Cape Town from the top of Table Mountain, as well as many entertaining activities in Sun City. Jim liked the idea but wanted to know **3 if it would cost / if it will cost** a fortune. Mike told him that he **4 is lucky / was lucky**, because there was a discount on that specific package. Jim told Mike that **5 he would think / would he think** about it and went home to do some research on South Africa. Mike had warned him **6 to not wait / not to wait** too long to make up his mind because the offer would only be available for a short period of time. Jim asked his wife if **7 she liked / she likes** the destination and she said that she **8 could always dream / had always dreamt** of going on a trip like that. That is when Jim called his friend and told him **9 to book / book** the trip for them. Mike informed Jim that **10 they wouldn't regret / wouldn't they regret** their choice!

Listening

A. Listen to a tour guide addressing a group of tourists and answer the questions.

1. What does the guide warn everyone to do?
   - **a.** look before crossing the road
   - **b.** be careful when riding a bike
   - **c.** watch out for bicycles on the pavement
   - **d.** step off the pavement if they see a bicycle coming
2. What does the speaker say about Amsterdam's Golden Age?
   - **a.** The arts flourished at that time.
   - **b.** Central Station was built in this period.
   - **c.** None of the buildings built then have survived.
   - **d.** It was a time of great international business activity.
3. What does the guide remind people to do?
   - **a.** visit the cafés
   - **b.** listen to the musicians
   - **c.** look after their possessions
   - **d.** photograph the street artists
4. What does the guide want to avoid on Damrak Street?
   - **a.** bicycles
   - **b.** Dam Square
   - **c.** tourist shops
   - **d.** lots of people
5. What helped Amsterdam become a centre of trade?
   - **a.** its canals
   - **b.** its stock exchange
   - **c.** the traders that lived there
   - **d.** the river connecting it to the North Sea

B. Listen to a teacher addressing a class and answer the questions.

1. What information does the teacher hand out?
   - **a.** the history of Botswana
   - **b.** a case study of a country
   - **c.** an explanation of the project
   - **d.** a summary of the term's topics
2. What is one reason the teacher suggests that people migrate to cities in Botswana?
   - **a.** to get better housing
   - **b.** to escape pollution problems
   - **c.** to find jobs building new roads and railways
   - **d.** to feel the benefits of having good transport networks
3. What is each student supposed to do?
   - **a.** compare Botswana to their home country
   - **b.** research official websites about Botswana
   - **c.** produce a case study of their home country
   - **d.** research another country and produce a case study
4. Why has the teacher recommended certain websites?
   - **a.** They have good information on Botswana.
   - **b.** They include other similar projects there.
   - **c.** They explain why people are moving to cities.
   - **d.** They have the latest information from official sources.
5. What do students need to do to get a good grade?
   - **a.** mention key points but avoid going into detail
   - **b.** provide details to support conclusions
   - **c.** include up-to-date graphs but not include any maps
   - **d.** avoid discussing their home country

Speaking

Work in pairs. Turn to page 164 in the Speaking Activities section and do activity 9b.

Writing A persuasive essay

A. Discuss in pairs/groups.

Read the quotation and answer the questions that follow.

> ***'Who lives sees much. Who travels sees more.'***
> *– Arab proverb*

- Do you agree with the proverb? Why? / Why not?
- What kind of things can you do while travelling that you might not have the chance to experience at home?
- Do you know any other proverb/quote related to travel? What?

B. **Read the writing task and the essay below. Then do the activities that follow.**

In your English class you have been talking about travel. Now your English teacher has asked you to write an essay in response to the question, 'Does travel broaden the mind?' In your essay you must use logic and reason to persuade the reader to adopt your point of view on the topic of discussion.

1 The widespread availability and accessibility of travel opportunities has made it possible for us to visit places and experience things that our grandparents could not even have dreamt of. This has made travel a popular recreational activity, so popular, in fact, that global tourism has hit a record high with more people travelling more often in search of a more educational and immersive cultural experience. That's because exploring distant places and cultures can help us grow both intellectually and personally in ways that cannot be doubted.

2 To begin with, through travel we are given the chance to experience new things directly. This helps us gain first-hand knowledge of the world around us and develop an appreciation for the diversity of natural and man-made environments that exist. Diving in a coral reef doesn't just stimulate our senses, it makes us aware of the delicate environment we live in. Seeing the buildings in a faraway city doesn't just inform us about architecture, it provides us with a window into the history and culture of the place we are visiting.

3 What is more, when we travel, we have the unique opportunity to interact and connect with the locals and learn about their culture, traditions, customs and values. What better way is there to challenge our preconceptions and force ourselves to think more critically? It is perfectly clear that doing so will help us reject stereotypes and make us more capable of accepting and appreciating people who come from a different background. In a few words, travel can go a long way toward breaking down cultural barriers.

4 To sum up, travel clearly broadens our minds and expands our horizons. We not only gain crucial knowledge of the world around us but we also gain valuable insight into the very nature of the people whose country we are visiting. It is clearly evident that we can and must use travel to enrich our lives and deepen our understanding of the world we live in. What could possibly be more important than that?

1. Look at the highlighted sentence. What role does it play in the essay?

2. What stand does the writer take on the issue?

3. Which sentences function as topic sentences in paragraphs 2 and 3? What role do these sentences play?

4. How does the writer help the reader to understand the ideas presented in the topic sentences?

5. The writer has used the following persuasive writing techniques to make his argument more convincing. Find examples of them in the text.

a. using a rhetorical question to make a point and make the reader think

b. repeating the same sentence structure to create emphasis and rhythm

c. using linking words to show logical progression

d. repeating the same word for emphasis

e. using modal verbs to express necessity

f. using the Impersonal *it* to give the impression that something is commonly understood

C. Rewrite the sentences below using the persuasive writing technique in brackets.

1. There is no better way to learn about the culture of a country. (**rhetorical question**)
   What better _____?
2. If you want to understand a country's past you should visit its historical landmarks. Talking to the local population helps you understand the country's present. (**repeating the same sentence structure**)
   Visiting historical landmarks helps _____.
   Talking _____ the country's present.
3. Everybody knows that package tours are a great way to see a country. (**the Impersonal *it***)
   It is well _____.
4. Not only does travelling expose us to new places, it exposes us to ideas and customs that we haven't seen before. (**repeating the same word for emphasis**)
   Travelling exposes us to new places, new _____ customs.
5. If you want to learn about new cultures, travelling is the right way to do it. (**modal verb**)
   If you want to learn about new cultures, you _____.
6. There is nothing more important than acquiring knowledge and experience. (**rhetorical question**)
   What could _____?
7. We went on a balloon ride in the morning. We visited the stadium at noon and the museum after lunch. We were very tired when we were done. (**linking words**)
   _____, we went on a balloon ride and _____ we visited the stadium at noon and the museum after lunch. _____, we were very tired.
8. The best way to learn about people's daily habits is to talk to them. (**modal verbs**)
   To learn about _____
   _____ to them.

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

In your English class you have been talking about package tours. Now your English teacher has asked you to write an essay in response to the question below. In your essay you must use logic and reason to persuade the reader to adopt your point of view on the topic of discussion.

Are package tours the best way to see a country?

1. What is the topic of discussion?
2. What are you required to do?
3. What writing style should you use?

E. Now look at the statements 1-6 below that correspond to the writing task in activity D. Tick (✓) the statements that you can use when arguing in favour of package holidays.

1. Package tours allow you to see a wide variety of destinations and do a wide variety of things. ☐
2. When travelling with a package tour you will be with a large group of people you don't know. ☐
3. You will be provided with lots of information from an experienced local guide. ☐
4. On a package tour you do not have to worry about organising all the details. ☐
5. Package tours require you to stick to a schedule. ☐
6. You will only get to see the most well-known landmarks and attractions. ☐

F. Read the writing task in activity D again, the statements in activity E and the TIP below. Then go to the Workbook pp. 116-118 to plan and write your essay.

TIP

When writing a persuasive essay:
- carefully consider the topic and decide which side of the argument you want to argue.
- write a thesis statement that clearly states your position on the issue and the purpose of your essay.
- make sure each paragraph has a clear topic sentence followed by examples and justification.
- summarise your arguments in the conclusion.
- end your essay in a thought-provoking manner.
- use persuasive writing techniques (rhetorical questions to make a point and make the reader think, the impersonal *it* to suggest that something is commonly understood, modal verbs to express necessity, the repetition of a sentence structure or words for emphasis, etc.).
- use emphatic adjectives/adverbs and collocations: enormous, huge, tiny, insignificant, unique, essential, paramount, invaluable, crucial, trivial, extremely, totally, completely, fully, perfectly clear, crystal clear, strongly recommend, fully recognise, highly unlikely, etc.

9 REVIEW

A. Choose a, b, c or d.

1. The hotel has a beautiful rooftop ____ where guests can relax and enjoy the view.
   a. maze **c.** tower
   b. terrace **d.** chimney
2. The city's new arts programme has really helped local artists ____.
   a. stimulate **c.** appreciate
   b. flourish **d.** overlook
3. There are people from many different parts of the world living in New York, making it a very ____ city.
   a. tranquil **c.** cosmopolitan
   b. bustling **d.** extensive
4. Omar came up with a(n) ____ plan to help his brother.
   a. iconic **c.** abandoned
   b. elaborate **d.** immersive
5. I really don't see the ____ of living in the countryside. It's so boring!
   a. loneliness **c.** insight
   b. emphasis **d.** appeal
6. The street was too ____ for the car to drive down.
   a. accurate **c.** scenic
   b. narrow **d.** distant
7. He always said that travelling was the best way to ____ his life.
   a. enrich **c.** erupt
   b. stretch **d.** smash
8. The ____ of the issue made it difficult to fully understand.
   a. complexity **c.** similarity
   b. fatality **d.** popularity
9. The nearby river ensured the ____ of water to the village.
   a. possession **c.** preconception
   b. formation **d.** provision
10. It started out as a(n) ____ issue, but it soon developed into a crucial one.
   a. trivial **c.** vibrant
   b. charming **d.** ignorant

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

1. Ali was in a hurry and the mistake he made was the result of _____. **CARELESS**
2. I don't see the _____ of your question. **RELEVANT**
3. I didn't need to buy anything; I just went into the shop out of _____. **CURIOUS**
4. I enjoy the _____ of living near the underground. **CONVENIENT**
5. He has no _____ for people who constantly break the law. **TOLERATE**
6. The actress has received a lot of _____ for her latest film. **PUBLIC**
7. He hit his head on the wall and lost _____ for a few minutes. **CONSCIOUS**
8. He had always been very quiet and his _____ was hardly noticed by anyone. **ABSENT**

C. Rewrite the following sentences starting with the words given.

1. 'I will always be by your side,' Jerry said to me.
   Jerry promised _____
   _____
2. 'I will definitely go to that restaurant again!' Carl said to us.
   Carl told _____
3. 'Let's have some apple pie for dessert tonight,' Jane said to me.
   Jane suggested _____
   _____
4. 'Don't forget to go on a hot air balloon ride!' Omar said to us.
   Omar told _____
5. 'I met Salem yesterday,' Saud said.
   Saud said _____
6. 'When are we going to the gorge?' Tina asked.
   Tina wanted to know _____
   _____
7. 'You should go to the doctor tomorrow, Elaine,' Mary said.
   Mary advised _____
8. 'I've been waiting here for over an hour!' Sally said.
   Sally complained _____
9. 'Do you want to take a stroll along the beach?' Mousa asked me.
   Mousa asked _____
10. 'Show me your driving licence!' the police officer said to the man.
   The police officer ordered _____
   _____

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...

- discuss issues relating to places of interest and different aspects of culture ☐
- use vocabulary relating to places, geographical features and architectural features, and descriptive adjectives ☐
- form derivatives with the suffixes *-ity*, *-ence*, *-ance* and *-ness* ☐
- report statements, questions, commands and requests ☐
- write a persuasive essay ☐

10 A penny saved is a penny earned

online shopping

charity

Discuss:

- How important is money in your life?
- Do you consider money to be a means to an end or an end in itself?
- Do you think that society places too much importance on material possessions?
- When you go shopping, what kind of things do you spend money on?
- How is money dealt with according to Islamic principles?

consumerism

budgeting

banking

In this module you will...

- discuss issues relating to charity, money, shopping, consumerism and advertising
- learn verbs, idioms and collocations relating to money, shopping and budgeting, and prepositions used in expressions
- learn to distinguish between easily confused words and to form nouns denoting occupations
- learn how to express hypotheses about what is likely or unlikely to happen in the present/future, express general truths and facts, express opinion, give advice, express uncertainty and ask for confirmation
- write an essay discussing advantages and disadvantages

advertising

Reading

A. Discuss in pairs/groups. Read the quotation below and answer the questions that follow.

> **'When a man dies, his deeds come to an end except for three things: *Sadaqah Jariyah* (ceaseless charity); knowledge which is beneficial; or a virtuous descendant who prays for him (for the deceased).'**
>
> *– Prophet Muhammed (PBUH)*

- What do you think the quotation means?
- Why is it important to give to charity?

B. Quickly read the text below and choose the most appropriate title.

Sharing is Caring | **In for a Penny, in for a Pound** | **Money Makes the World Go Round**

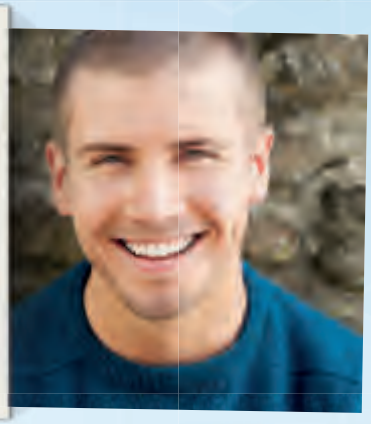
Charitable giving has a long historical tradition that bridges across cultures. The word philanthropy, which comes from the Greek word *philanthropia* meaning love of humankind, was first used in literature over 2,500 years ago to describe the act of charitable giving. The first Roman leader created a system of public charity for over 20,000 people in need. Today charitable giving is encouraged across the world through a variety of economic and social programmes. In Qatar, charitable giving is deeply rooted in the cultural identity and includes Zakat, which is one of the five pillars of Islam. Charity powerfully impacts those who give as well as those who receive, and we talked to four people about their experiences with charitable giving.

Fatima:

There are so many worthy charitable causes to choose from and if it were possible, I would donate to all of them! As a mother, I think it's very important for my children to be a part of the process and every year we decide together which charitable organisations we are going to support. In the last few years, we have chosen to support charities that fight poverty and we've even done some hands-on volunteer work. I think being actively involved has helped my children develop an understanding of the importance of generosity.

Frank:

When I finished university, I spent a year with the United Nations in Latin America and it was a wonderful, life-changing experience. I was able to see first-hand how charitable organisations make a difference in poor nations. Even more importantly, I learnt that charity is not just about the rich giving to the poor. The people I met make giving and charity a part of their everyday lives and I saw how charitable even the poorest people can be towards one another. If I get the opportunity, I will go back there someday. Until then, I'm working full time for an international health charity and I'm trying to set aside a small part of my salary for donations.



Hassan:

When I was a boy, my father always took care of my charitable contributions and every year he would sit down and calculate the Zakat for myself and my brothers. He always told us how important it was to support those in need. Now that I am older, I calculate my own Zakat. It's so gratifying to know I am helping the needy and the poor. I've also found that the process helps me. I know that when I sit down to calculate my Zakat, I take a good look at the state of my personal finances. For me, personal financial responsibility has been an unexpected side benefit of giving to charity.

Hilda:

I work for one of over 150 companies in the US that has a gift-matching policy. A gift-matching policy means that for every dollar I donate to charity, my employer will make a donation of the same amount. So, I really do a lot of research before I donate. Although you can choose any charity to support, I personally like to focus on programmes that give back to my local community, because I get to see first-hand how my money (and my employer's money) is helping people. It's a wonderful feeling to know you've been a part of building a school or feeding the poor. I also try to pitch in every Saturday at a homeless shelter.

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

1. According to the text, what is true of philanthropy?
- **a.** It is a modern concept.
- **b.** It is limited to specific cultures.
- **c.** The term philanthropy was first used by a Roman leader.
- **d.** It constitutes one of the underlying principles of Islamic faith.

2. For Fatima, giving to charity allows her to
- **a.** spend more time with people in need.
- **b.** teach her children an important lesson.
- **c.** understand that personal wealth is not so important.
- **d.** be generous even though she really doesn't have the time.

3. Frank's experience in Latin America
- **a.** left him with mixed feelings.
- **b.** taught him a valuable lesson about charity.
- **c.** occurred while he was studying at university.
- **d.** made him realise that he must put money aside to secure his future.

4. What is true of Hassan?
- **a.** He only found out about Zakat when he grew up.
- **b.** When he was younger, he would calculate his brothers' Zakat.
- **c.** Giving to charity has made him better at managing his finances.
- **d.** Helping people in need has made him realise that he enjoys advantages that most people don't.

5. According to the text, how does the gift-matching policy work?
- **a.** The company donates as much as the employee does.
- **b.** The company provides the employee with a tax break.
- **c.** Employees are obliged to choose a local programme to support.
- **d.** Companies whose employees donate research the charity before contributing to it.

6. What do all four of the people have in common?
- **a.** They all feel they benefit personally from giving.
- **b.** They all mention the importance of family in motivating them.
- **c.** They all work as volunteers in addition to making charitable donations.
- **d.** None of them have had any hands-on experience working with a charitable organisation.

D. Provide a written response to the following questions in your own words. Use information from the text to support your answers.

1. What evidence does the text give to support the claim that charitable giving is a tradition across cultures?

2. How has family influenced Fatima's and Hassan's views on charity?

3. Apart from giving money, what other ways have people in the texts found to support charities?

E. Look at the highlighted words and phrases in the text and match them with their meanings. There are two extra meanings which you do not need to use.

1. philanthropy	☐	**4.** set aside	☐
2. worthy	☐	**5.** gratifying	☐
3. generosity	☐	**6.** pitch in	☐

- **a.** giving a sense of satisfaction
- **b.** the practice of providing support, financial or otherwise, to people in need
- **c.** the quality of being generous or willing to give
- **d.** causing concern
- **e.** to keep money for a special purpose
- **f.** to contribute time, effort or money towards an activity
- **g.** to work in the field or court
- **h.** deserving of attention

F. Discuss in pairs/groups.

- In what ways do you think people who give to charity benefit?
- Why do you think charitable giving is so important in Qatari culture?

Vocabulary

A. Complete the sentences using the correct form of the words in the boxes. Some of the words can be used more than once. Then check your answers using a dictionary.

cheque
change
cash
receipt
bill

1. My brother gave the waiter QR400 and told him he could keep the _____.
2. Mr Mustafa wrote a _____ for QR1,000 as a donation to Qatar Charity for digging fresh water wells in Africa.
3. Stop at that cash machine. I need some _____.
4. Do you have any _____ for the metro ticket? I need 2 riyals.
5. I realised I had paid for things I didn't buy when I looked carefully at the _____.
6. We waved the waiter over and asked for the _____.

bill
fine
fee
tip
note

7. You have to pay a delivery _____ for us to bring the furniture to your home.
8. Why is the electricity _____ so high this time?
9. Keith had to pay a small _____ for not returning his library books on time.
10. Don't forget to leave a _____ for the waiter.
11. The other day, I found a QR500 _____ on the street.

deposit
instalment

12. She paid a 20 percent _____ on the house.
13. I'm paying for the car in _____.

loan
debt
expense

14. Hopefully, Ronald will pay off his credit card _____ when he gets a job.
15. People often take out _____ in order to buy houses.
16. I can't seem to make ends meet. I need to reduce my household _____.

B. Complete the sentences using the prepositions in the box.

in to by on from for on up at back by of on in of on

1. Omar borrowed QR5,000 _____ his brother last year, but he's having a hard time paying him _____.
2. Carl owes a lot of money _____ the bank. He's _____ debt.
3. **A:** Excuse me, what forms of payment do you accept?
   B: You can pay _____ credit card, _____ cash or _____ cheque.
4. Hey, Susan. Do you have any money _____ you? I need to pay _____ these tickets and I'm a little short _____ money.
5. How much did you spend _____ that new laptop?
6. Despite being _____ a tight budget, we managed to travel around the country without much difficulty.
7. Why waste money _____ designer labels when you can buy nice clothes at cheaper shops?
8. I'm saving _____ for a deposit on a new car.
9. Shopping bags are not free _____ charge. They are provided _____ an extra cost.

C. Read the sentences and match the idioms in bold with the correct meaning.

1. The new luxury car **cost** Mohammed **an arm and a leg** but he feels it was worth it. ☐
2. My grandfather enjoys telling us his life story of how he **went from rags to riches**. ☐
3. Zainab doesn't have financial problems. Her family **is rolling in money**. ☐
4. I really like my new job, but I **get paid peanuts**. ☐
5. As a student abroad, I was living **on a shoestring**. ☐
6. Stop spending so much money! **It doesn't grow on trees**, you know! ☐
7. You don't have any savings because you keep **throwing money around**! ☐
8. I want you to show me the best leather boots you have. **Money is no object**. ☐

a. to become wealthy and successful after starting your life very poor
b. without spending much money
c. to spend money carelessly, on things that are not necessary
d. money is not easily obtained so you shouldn't waste it
e. to be extremely well-off
f. to be very expensive
g. to have a very low salary
h. money is not an important issue

Grammar Conditional Sentences Type Zero, 1, 2 → p. 172

A. Read the sentences and answer the questions.

1. When you **open** a bank account, they **give** you a debit card.
2. If you **deposit** money every month, your account balance **grows**.

- These sentences refer to:
  a. something that is generally true ☐
  b. something that is probable ☐
- Are *When* and *If* interchangeable in sentences 1 and 2?

3. If you **are** careful with your money, you **may save** enough to buy a car.
4. Unless you **pay** your bills, they **will turn off** the power.

- These sentences refer to:
  a. something that probably happened in the past ☐
  b. something that is probable now or in the future ☐
- *Unless* in sentence 4 means _____.

5. If I **were** you, I **would talk** to the bank manager.
6. If they **saved** their money, they **might feel** more financially secure.

- These sentences refer to:
  a. unreal present ☐ **b.** unreal past ☐
- What purpose does the clause *If I were you* serve in sentence 5?
- Can you replace *might* in sentence 6 with *would*?
- Does it change the meaning of the sentence?

B. Look at the sentences again and complete the rules below.

- **Zero Conditional** = a general truth/fact or something that always happens
  If or When + Present Simple → _____
- **Conditional Sentences Type 1** = something which is likely to happen in the present or future
  If + _____ → will/can/must/should/may/might + base form
- **Conditional Sentences Type 2** = something imaginary, unreal, or unlikely to happen in the present or future
  If + _____ → would/could/might + base form

C. Complete the dialogue with the correct form of the verbs in brackets.

A: 1 _____ you _____ (invest) your savings in the stock market if you wanted to make money?

B: Probably not. I tend to be very careful with my money and when you invest in the stock market, you 2 _____ (take) a risk.

A: Really? I'm trying to find a good investment. If I get into medical school, I 3 _____ (need) more savings.

B: If I 4 _____ (be) you, I 5 _____ (consider) a safer investment. The stock market is an easy way to lose your money, especially if you're hoping to make a quick profit. In fact, if everyone 6 _____ (know) the risks involved, they probably wouldn't take the chance.

A: I'm surprised to hear that. I thought if I put money in the stock market, I 7 _____ definitely _____ (see) a profit in just a few months.

B: In most cases, you 8 _____ (have to) wait at least a year if you want to see a good return on your investment. So, unless you are willing to wait, I 9 _____ (not / advise) it.

A: Well, I guess if it were that easy, everybody 10 _____ (do) it. I just don't know what to do. When I think about the future, I 11 _____ (get) really nervous. I guess I could try talking to a financial advisor. Unless I make an effort to learn more, I 12 _____ never _____ (be able to) pay for university.

D. Work in groups. Turn to page 164 in the Speaking Activities section and do the Grammar Production Task.

Listening

A. Discuss in pairs/groups.

- Where do you like going shopping? Why?
- Is there anything that annoys you about going shopping? What is it? Why?

B. You will hear a brother and sister, Kyle and Sally, talking about shopping and making plans. What do they decide to do in the end?

a. visit the shopping centre
b. go window shopping
c. eat at a restaurant
d. go to the local cinema

C. Listen again and decide whether the opinions 1-7 are expressed by only one of the speakers or both. Write K for Kyle, S for Sally or B for Both, where they agree.

1. It's a pity the shops in the town centre are shutting down. ☐
2. You can't be sure whether fruit and vegetables are covered in pesticides or not. ☐
3. Big chains are responsible for some workers' low salaries. ☐
4. Local shops often have better quality products. ☐
5. People don't want to have to go shopping at different places. ☐
6. Window shopping is a waste of time. ☐
7. The cinema in the town centre is very cheap. ☐

TIP
Try to understand what each speaker is saying. Sometimes it may seem that the two speakers agree when in fact they do not. Before you write the letter B for Both, make sure both speakers mention a point, and/or make sure one speaker has added a word of agreement when the other has spoken.

D. Discuss in pairs/groups.

- Do you think big chain stores and shopping centres are forcing small shops to go out of business? Why? / Why not?

Speaking

A. Work in groups. Below are some expressions about money and wealth. First, talk together about what they might mean and say whether you agree with them or not. Then choose the one expression you consider most true. The words/phrases in the boxes below may help you.

- Some people are so poor, all they have is money.
- You have to spend money to make money.
- The best things in life are free.
- You get what you pay for.
- A fool and his money are soon parted.
- All that glitters is not gold.

Making assumptions

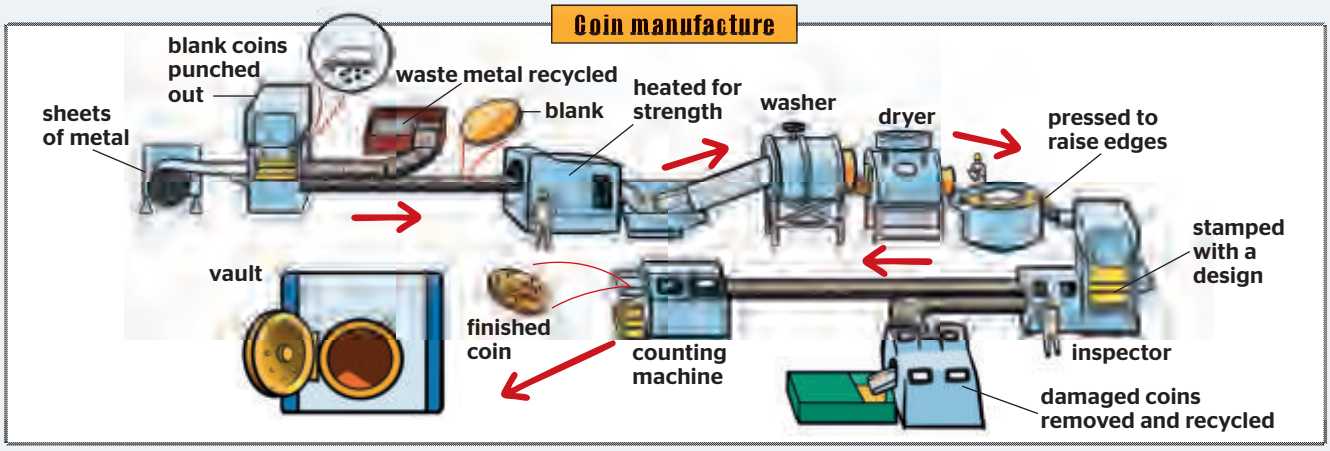
I think it's about...	It implies that...
I think it means...	Say you want to...
I suppose...	If you..., then...
I guess... is a good thing.	Doing this would...
I imagine...	What if...?

spend/waste/budget your money/time	
spend wisely/poorly	material possessions
make/earn a living	wealth
be worth it	poverty
top/poor quality	investment

B. Report your group's decision to the class. Explain why you believe this expression to be most true.

Writing Describing a process

A. Look at the image below. What is the purpose of this diagram?



B. Below is a description of the process shown in the diagram. Go through the description and underline the words and phrases that appear in the diagram. What do you notice about how the writer uses the information?

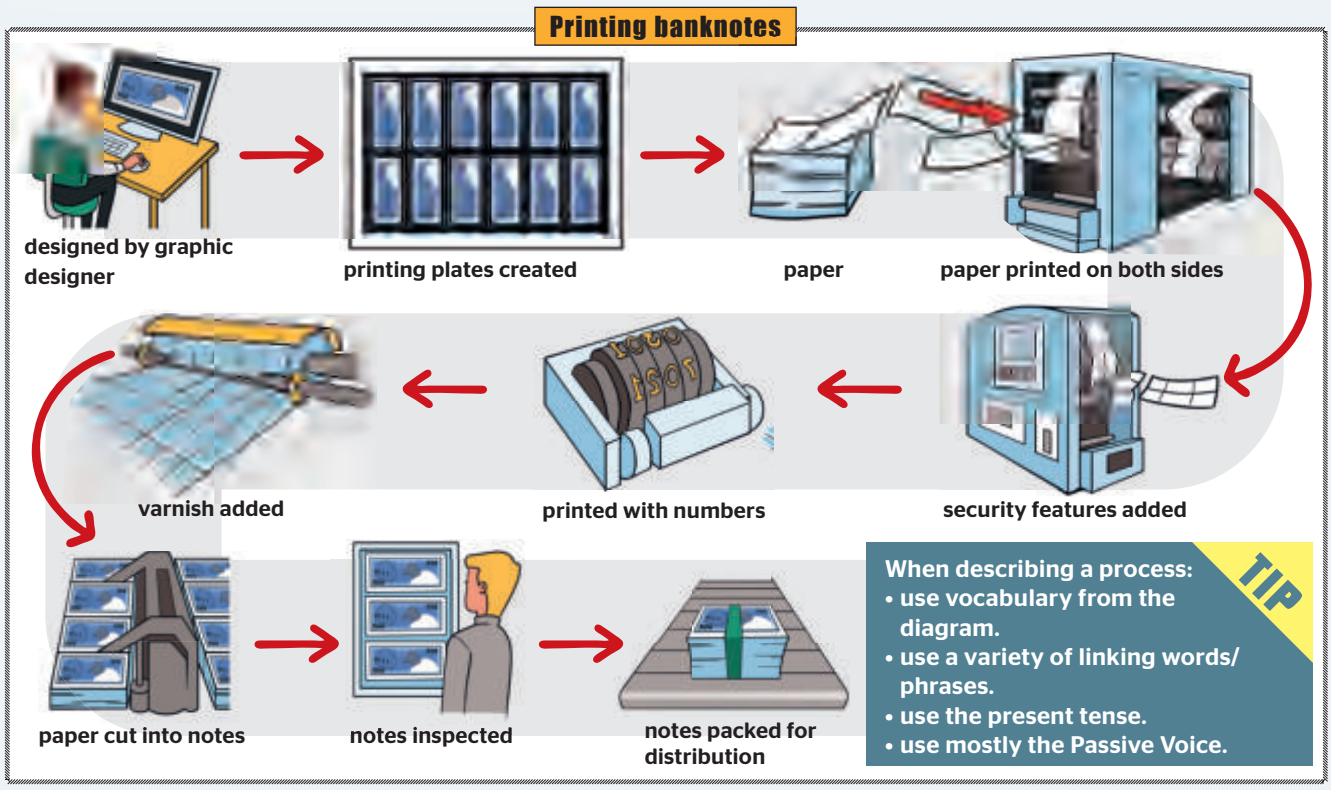
> The diagram shows the main stages involved in the process of coin manufacture. To begin with, blank coins are punched out from sheets of metal. The waste metal is recycled, and the coins are heated to make them stronger. After this, they are washed, then dried and then pressed, in order to give them the raised edges we see on our coins. Once this is complete, the coins are stamped with a design. At this point in the process, they are inspected; damaged coins are removed and recycled, while undamaged coins continue on to the counting machine. In the final stage of the process, the finished coins are taken and placed in a vault to be distributed.

C. Read the description again and tick (✔) the statements that apply to it.

The writer:

1. mostly uses the Passive Voice. ☐
2. describes the images shown in the diagram. ☐
3. writes in the past tense. ☐
4. uses informal language. ☐
5. selects a few main points from the diagram. ☐
6. uses a variety of linking words. ☐
7. uses vocabulary given in the diagram. ☐
8. mentions every stage shown in the diagram. ☐
9. gives an opinion on the process. ☐

D. Look at the diagram below and write a description of the process shown. Remember to read the TIP and include the key features you identified in activity C.



10b

Reading

A. Discuss in pairs/groups.

- Do you only buy things you need or do you sometimes buy things just because you want them?
- What do you think it means to be a 'good' consumer?

B. Read the text and choose from the options provided the main purpose of the text.

1. to persuade readers to reject consumerism
2. to outline how consumer societies developed
3. to evaluate the advantages and disadvantages of consumerism
4. to describe how people can use consumerism to their advantage
5. to recommend steps that can be taken to limit the negative effects of consumerism

Consumerism

1 The term consumerism was first used in 1915 to refer to the protection of consumer rights. Over time, it evolved and came to mean the continuous cycle of buying and selling goods. This shift in how consumerism is perceived and, thus, defined brought with it a great deal of controversy regarding the general impact that consumerism is having. Some maintain that it offers considerable benefits, while others believe that the drawbacks far outweigh the benefits. A look at how consumers, businesses and society as a whole are affected by the advantages and disadvantages of consumerism will help us gain a clearer perspective on the issue.

2 Consumerism has both benefits and drawbacks for consumers. The main advantage for consumers is that they have access to a limitless variety of goods and services, which are not only affordable but also of increasingly better quality. In an effort to beat the competition, companies are constantly working towards creating products and services that not only meet consumers' needs but also are innovative, reliable and good value for money. On the downside, this widespread availability can often result in consumers spending money that they could put to better use (or that they don't have, through the use of credit cards), to buy things that they don't need or which they could do without.

3 Consumerism also has advantages and disadvantages for businesses. On the one hand, small businesses can thrive in consumer economies and a person with an innovative idea can become a success. This is because the competitive climate both encourages and rewards creativity and innovation. On the other hand, when companies are forced into competition with one another, smaller companies may find it difficult to compete. For example, a small, local bookseller may not be able to provide his products at the same prices as a large chain store and be forced to close down.

4 Last but not least, consumerism also impacts society both positively and negatively. Consumerism stimulates economic growth. Increased production to meet consumer needs means more jobs, higher wages and more spending, which in turn means a higher standard of living and quality of life for society as a whole. Conversely, consumerism harms the environment because scarce resources, such as water and raw materials, are used up and large amounts of waste, both industrial and household, are produced. A polluted and depleted environment impacts the health and general well-being of all members of society.

5 In conclusion, it is clear that there are both benefits and drawbacks to consumerism. While consumerism can provide a large variety of affordable goods and can encourage both businesses and economies to grow, it can also lead to mindless spending, small businesses being forced to close down and the environment being pushed to its limits. For this reason, we have a duty to become responsible consumers and carefully consider how our purchases affect both ourselves and the world we live in.

C. Now read the text carefully and answer the questions. Choose a, b, c or d.

1. The term consumerism
   - **a.** only refers to business.
   - **b.** has changed in meaning over the years.
   - **c.** has been controversial throughout history.
   - **d.** has a more positive meaning than it used to.

2. According to the text, competition among companies has resulted in
   - **a.** products that do not satisfy consumer needs.
   - **b.** a decrease in the demand for products and services.
   - **c.** products and services being more competitively priced.
   - **d.** the quality of available products becoming progressively worse.

3. According to the text, what is true of a consumer economy?
   - **a.** It harms creativity.
   - **b.** It benefits only big companies.
   - **c.** It can create an environment that helps companies develop.
   - **d.** It forces small businesses to charge more for their products and services.

4. According to the text, consumerism
   - **a.** helps to reduce waste of raw materials.
   - **b.** can create conditions that help people live a more comfortable life.
   - **c.** increases the amount of raw material available for the production of goods.
   - **d.** can have a negative impact on people's health as they are obliged to work longer hours.

D. Provide a written response to the following questions in your own words. Use information from the text to support your answers.

1. In what way does consumerism encourage spending?
2. What is the writer's opinion about consumerism?

E. Read the essay again and do the activities that follow.

1. Choose the outline the writer uses in his/her essay.

a. Outline 1

- Introduction
- Advantages
- Disadvantages
- Conclusion

b. Outline 2

- Introduction
- Advantage
  - Opposing disadvantage
- Advantage
  - Opposing disadvantage
- Advantage
  - Opposing disadvantage
- Conclusion

2. Look at the introduction (paragraph 1) and identify the sentence or sentences that:
   - **a.** tell the reader what the essay is going to be about and what type of essay it is.
   - **b.** give a broad general statement to introduce the topic.
   - **c.** identify the problem or controversy.

3. A **thesis statement** is the most important sentence in an essay as it establishes the specific focus of investigation. Which sentence **a**, **b**, or **c** above is the thesis statement? What does it tell us about the topic and the focus of the essay?

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

1. controversy	☐
2. outweigh	☐
3. affordable	☐
4. downside	☐
5. thrive	☐
6. conversely	☐
7. mindless	☐

- **a.** to be of greater importance than something else
- **b.** inexpensive, reasonably priced
- **c.** thoughtless, foolish
- **d.** disagreement, heated debate
- **e.** to succeed, to do very well
- **f.** disadvantage, drawback
- **g.** in contrast, on the contrary

G. Discuss in pairs/groups.

- What is your opinion on consumerism?
- How do you think we can become responsible consumers?

Vocabulary

A. Form the occupations that correspond to the words in the box by adding a suffix (*-er, -or, -ian, -ist*). Then complete the table. Make any necessary changes. Then check your answers using a dictionary.

investigate politics economy science trade statistics philanthropy manage mathematics invest cash financial advice bank technology supervise reception govern journal library loan office

Nouns denoting occupations are often formed by adding a suffix to a verb or another noun, e.g. *write – writer, music – musician*.

-er	-or	-ian	-ist

B. Complete the sentences using occupations from the table above.

1. Abdulrahman is a well-known _____ who has spent his life organising charitable events to raise money for the poor.
2. If you are having trouble with your computer, you should take it to a licensed _____ to have it fixed.
3. My great-grandfather was a _____, who travelled to China to exchange pearls and other valuables from Qatar for spices and silks.
4. For the average _____ in the stock market, it is important to be prepared to wait at least a year before expecting to make a profit.
5. She got her start as a _____ at a local newspaper and then got a job with a popular Internet magazine.

C. Match the words in the two groups to form collocations related to shopping.

1. window ☐
2. fitting ☐
3. shopping ☐
4. car boot ☐
5. chain ☐
6. designer ☐
7. special ☐
8. half ☐
9. damaged ☐
10. bargain ☐

a. hunting
b. sale
c. offer
d. goods
e. store
f. price
g. label
h. shopping
i. trolley
j. rooms

D. Complete the sentences using collocations from activity C above.

1. Sylvia can't afford to buy anything but she enjoys _____.
2. The Smiths are getting rid of all their old things and making money too, by having a _____.
3. Tara and I are going _____ for a new camera. Hopefully, we'll find the cheapest.
4. There was a _____ on these shoes. They were actually _____.
5. _____ clothes usually come with an expensive price tag.
6. I'd like to try this dress on. Can you tell me where the _____ are?

Grammar Question tags → *p. 172*

A. Read the examples and circle the correct words to complete the rules about question tags.

- You understand what I'm saying, **don't you**?
- That's a breathtaking view, **isn't it**?
- You haven't been to the new café, **have you**?

1. Question tags are short questions placed at the **beginning / end** of a statement. We use them when we are not sure of something or when we ask for confirmation.
2. Question tags are formed with the **auxiliary / main** verb and a subject personal pronoun.
3. If the statement is positive, the question tag is **positive / negative**.
4. If the statement is negative, the question tag is **positive / negative**.

B. Complete the dialogue with the appropriate question tags.

Harun Hi, Mateo! You're going home, **1** _____?

Mateo Hi, Harun! Yes, I've just finished work. You were away on a trip, **2** _____?

Harun Yes, I was in Germany on a business trip. I'm on my way to the supermarket because my fridge is completely empty. I got home late last night and didn't have anything to eat!

Mateo Oh, that's right. The supermarket isn't open after 10 p.m., **3** _____?

Harun No, it isn't. I also need some cash. There is a cash machine outside the supermarket, **4** _____?

Mateo Yes, I think so.

Harun I guess I'll find out when I get there, **5** _____? What about you? Any news?

Mateo I haven't told you about my new car, **6** _____?

Harun No, you haven't. You bought a new car? That's great! You've been wanting to get one for ages, **7** _____? Let me guess. It's that blue one over there, **8** _____?

Mateo Yes. I'm becoming predictable, **9** _____?

Harun No, I just know you really well. Listen. When I finish, let's go grab a bite to eat, **10** _____?

Mateo Great idea! That way we can catch up!

Harun OK, I'll call you in about an hour. How's that?

Mateo Perfect! See you later!

Listening

A. Discuss in pairs/groups.

- Do you pay attention to advertisements? Why? / Why not?
- What kind of advertisements do you feel make a lasting impression?

B. Listen to the first part of a radio interview and answer questions 1-4. Choose the correct letter, a, b or c.

TIP
Before listening, read through the questions and the options. Underline key words to listen out for in the recording. Listen for synonyms and ways they have been rephrased. Do not choose an option just because it includes a word you hear in the recording.

1. What does Laurel say about adverts in everyday life?
a. Most people have learnt to ignore them.
b. They have to change to keep people's attention.
c. We take in information from them without realising.

2. Laurel implies that good products
a. have the most entertaining adverts.
b. will sell without using advertising tricks.
c. often sell better when their adverts are honest.

3. Truthful adverts can help a company's business because
a. they are cheaper to create.
b. they require less effort and creativity to create.
c. they can inspire confidence in the company.

4. Laurel believes that the best adverts
a. evoke an emotional response.
b. cost a lot of money to get right.
c. try to do something wild and exciting.

C. Listen to the second part of the interview and answer questions 1-6. You should write NO MORE THAN THREE WORDS for each answer.

TIP
Before listening, read through the questions. Underline key words to listen out for in the recording. Check the word limit carefully. What parts of speech do you think the answers will be? Do you think you will be looking for the same parts of speech for each question? Remember that you will not need to change the words you hear in the recording.

1. How often is the organisation's e-magazine produced? _____

2. On which goods did the study mentioned examine pop-up messages? _____

3. What do the pop-up messages try to prevent customers from doing? _____

4. How can someone receive the organisation's e-magazine? _____

5. What can people do on the organisation's website? _____

6. What does the speaker want people to do when they look at adverts? _____

D. Discuss in pairs/groups.

- Do you think consumers should be made aware of the techniques used by advertisers to make sales?

Speaking

Work in groups.
Turn to page 165 in the Speaking Activities section and do activity 10b.

Writing An advantages and disadvantages essay

A. Discuss in pairs/groups.

- Do you see a lot of advertisements in the course of the day?
- How do consumers benefit from advertising?
- What is the main disadvantage of advertising for consumers?

B. Read the writing task and the essay below. Then do the activities that follow.

We are exposed daily to advertisements through various forms of media (press, TV, radio, billboards, displays, Internet, etc.). In what ways do people benefit as consumers from advertising and what are the drawbacks it has for them? Support your views with examples.

1 Advertising is the main means of communication used by businesses to market a product or service. In recent years, it has become even more prevalent as a result of digital media, which have enabled businesses to impact more consumers through more effective, targeted digital advertising. Consumers are, as a result, bombarded with personalised advertisements every minute of the day. This has resulted in a fierce debate regarding the impact that advertising is having on us. To develop a clear perspective on the issue we must examine the advantages and disadvantages of advertisements for consumers.

2 On the one hand, advertising has many advantages for consumers. Through advertisements, consumers become informed about new products and services as well as their quality and price. For example, telecommunication companies advertise the next generation of phones, and let consumers know what they do and how much they cost. This can help improve consumer awareness and enable them to make more informed choices when spending their money. In addition, advertising allows consumers to take advantage of sales and special offers that they might not otherwise hear about. Moreover, when one company advertises a sale, other companies often follow in order to remain competitive. In this way, opportunities for consumers to save money are clearly created.

3 On the other hand, not all of the effects advertising has on consumers are positive. Advertisements can be misleading or inaccurate. For instance, an insurance company may advertise the cost of a health plan but neglect to mention that the cost will increase after one year. Furthermore, advertisements make consumers feel pressured to buy a product in order to attain a certain status or maintain a certain image. Children and young people are especially vulnerable to this. The result is that a lot of money is wasted on things people do not actually need.

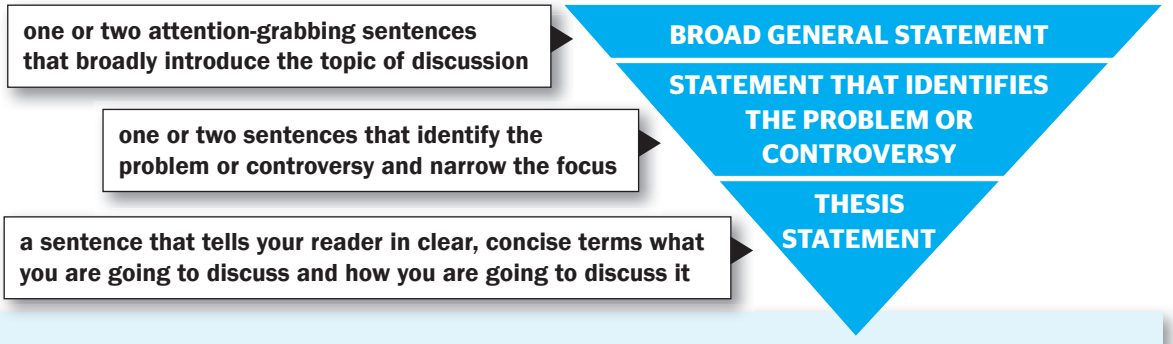
4 To sum up, advertising obviously has both benefits and drawbacks for the consumer. While advertisements may be of benefit to consumers by providing useful information, they may also be deceptive and encourage wasteful spending. In light of that, it is important that consumers remember to think critically when exposed to advertisements.

1. Each of the following statements refers to a paragraph in the essay. Write the numbers 1-4 in the boxes provided.
In this paragraph / these paragraphs the writer:

a. discusses how advertising benefits consumers. ☐
b. makes use of an example to explain a point. ☐☐
c. introduces the topic of discussion. ☐
d. discusses the disadvantages of advertising for consumers. ☐
e. provides a balanced summary of the arguments. ☐
f. gives a statement which outlines the specific purpose and form of the essay. ☐
g. uses linking words to organise arguments. ☐☐☐

2. Has the writer done what he/she was requested to do? What makes you say so?
3. How is the outline of this essay different from the one on page 148?
4. What style is the text? What are the characteristics of this writing style?

C. Look at the diagram about writing introductions below and do the activities that follow.



1. Now look at the essay in activity B and identify the broad general statement, the statement identifying the problem/controversy and the thesis statement.
2. Look at the essay topics in the boxes and the introductions next to them. The broad general statements and thesis statements have been done for you. **Complete the paragraphs by writing a statement identifying the problem or controversy.**

Buying on credit

a. Who needs cash nowadays when with a swipe of a card or a quick trip to the bank you can buy whatever you want on credit?

_____

_____

In fact, buying on credit presents both advantages and disadvantages which need to be examined.

Working during university studies

b. Anybody who wants to get ahead in our society must gain knowledge through both academic studies and practical experience.

_____

_____

But, working while studying has both benefits and drawbacks which must be taken into consideration.

Shopping centres should be open 24 hours a day

c. With shopping centres open all hours of the day and night, you can have access to what you want, when you want it.

_____

_____

There are both pros and cons to keeping shopping centres open 24 hours a day and both sides deserve consideration.

D. Read the writing task below and underline the key words and phrases. Then answer the questions that follow.

Buying things on the Internet, from clothes to airline tickets, is becoming more and more popular. What are the advantages and disadvantages of online shopping for consumers? Support your arguments with examples.

1. What is the topic of the essay?
2. What have you been requested to do?
3. What writing style should you use?

E. Read the writing task in activity D again and the TIP below. Then go to the Workbook pp. 128-130 to plan and write your essay.

TIP

When writing an essay about advantages and disadvantages:

- use a variety of print and digital resources to find information on the topic.
- create a mind map to establish connections and organise the information.
- write a well-organised introduction which includes a broad general statement, a statement identifying the problem or controversy and a thesis statement.
- use one of the two outlines featured in this module, depending on how you want to present your information.
- write in a formal style.
- use topic sentences and a variety of linking words and phrases to organise your essay in a clear, logical way.
- expand on your ideas by explaining them clearly and supporting them with reasons or examples.
- write a short, balanced conclusion summarising both sides.
- When writing your introduction, you should paraphrase the task. For example, if the task asks you to talk about advantages and disadvantages, you should use either *benefits and drawbacks* or *pros and cons*.

10 REVIEW

A. Choose a, b, c or d.

1. Fahad gave the porter a ____ for carrying our luggage.
   a. bill **c.** fee
   b. fine **d.** tip
2. Craig borrowed money to put a(n) ____ down on a house.
   a. debt **c.** instalment
   b. deposit **d.** loan
3. The members of my family make regular ____ to charity.
   a. donations **c.** philanthropy
   b. kindness **d.** generosity
4. My family's new house cost an arm and a(n) ____ but it was worth it!
   a. fortune **c.** leg
   b. expense **d.** budget
5. We are bargain ____ for a new car because we want to get the best value for our money.
   a. offering **c.** looking
   b. hunting **d.** buying
6. When I volunteered my services to a local charity organisation, I got to see ____ how acts of kindness benefit those in need.
   a. someday **c.** direct
   b. life-changing **d.** first-hand
7. Don't expect to be rolling in money if you get a job at this company. My boss pays ____.
   a. shoestrings **c.** rags
   b. peanuts **d.** change
8. The ____ supply of goods and services has helped drive down prices.
   a. limitless **c.** poor
   b. deceptive **d.** depleted
9. Consumerism brings about a higher standard of living by ____ economic growth.
   a. outweighing **c.** stimulating
   b. demanding **d.** evolving
10. I take a ____ approach to making a difference, so I volunteer at the local animal shelter.
   a. first-hand **c.** hands-on
   b. well-off **d.** top-notch

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

1. The new _____ promised to tackle the problem of unemployment. **GOVERN**
2. My grandfather was a _____ who devoted most of his life to doing works of charity. **PHILANTHROPY**
3. The _____ was called in to collect and examine the evidence at the scene of the accident. **INVESTIGATE**
4. Loan _____ usually work for banks and mortgage companies and are responsible for evaluating loan applications. **OFFICE**
5. My great-grandfather was one of the greatest _____ of his time. **MATHEMATICS**
6. The politician agreed to talk to a _____ from the local paper. **JOURNAL**

C. Rewrite the sentences using conditional sentences.

1. I might finish work early tomorrow, so I'll probably make dinner.
   _____
   _____
2. I want to buy a new car, but I don't have the money.
   _____
   _____
3. My cousin lives far away, and I don't see her very often.
   _____
   _____
4. I can't help you, because you haven't told me what happened.
   _____
   _____
5. Majed doesn't eat breakfast, and that's why he's so hungry at lunchtimes.
   _____
   _____

D. Complete the dialogues with the appropriate question tags.

1. **A:** You don't have any plans for later, _____?
   B: No, not really. Why?
   A: There's this interesting exhibition I want to go to at the Science Museum. You can join me after work, _____?
   B: Sure! Let's meet up when I get off, _____?
   A: OK! I'll be doing some shopping, so call me when you get to the centre, _____?
2. **A:** Jack said he would be late, _____?
   B: I think so. It's OK if we start dinner without him, _____?
   A: I'm sure he won't mind.
3. **A:** I saw your cousin Ahmad yesterday.
   B: It's been a while since you last saw him, _____?
   A: Yes. He's very enthusiastic about his new job. He loves it, _____?
   B: Yes, very much.

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...	
discuss issues relating to charity, money, shopping, consumerism and advertising	☐
use verbs, idioms and collocations relating to money, shopping and budgeting, and prepositions used in expressions	☐
form nouns denoting occupations	☐
express hypotheses about what is likely or unlikely to happen in the present/future, express general truths and facts, express opinion, give advice, express uncertainty and ask for confirmation	☐
write an essay discussing advantages and disadvantages	☐

CULTURE PAGE

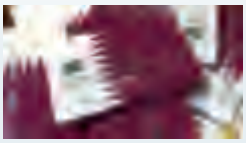
A. Discuss in pairs/groups.

- Look at the names of the companies (a-d) in the text below. Which ones do you recognise? What do you know about these companies? What kinds of services do they provide?

B. Read the text quickly and choose the most appropriate title.

Business as Usual in Qatar | **Charity Begins at Home for Qatari Businesses** | **For Qatar's Finest the Sky's the Limit**

a. Qatar National Bank



Qatar National Bank was founded in 1964 and was the very first Qatari-owned commercial bank. Since then, it has grown into the largest bank in Qatar and the largest financial institution in the Middle East and Africa. QNB operates 42 branches in the region, 11 of which are dedicated to Islamic finance services. But QNB is not all about money. It has an important community programme which focuses on supporting local businesses through events like Made in Qatar 2018. QNB also supports local education through its extensive scholarship programme and is the official sponsor of Qatari football.

b. Qatar Airways

Serving more than 160 destinations worldwide, Qatar Airways connects the Middle East to the world. Established in 1993 with just two Airbus A310's, the airline has grown into a major industry player with over 200 aircraft and 43,000 employees. Qatar Airways has an excellent reputation for both safety and quality of service. AirlinerRatings.com gave it a full seven stars for safety and in 2019 the aviation organisation Skytrax rated it as the best airline in the world. But it is not just business for Qatar Airways: through programmes like Educate a Child, the Children's Brain Tumor Foundation and Autism Speaks, the company has dedicated itself to improving the quality of children's health and education.

c. Ezdan Holding Group

Originally begun as a private company in 1960 by Sheikh Thani bin Abdullah al-Thani, Ezdan Holding Group is now the largest real estate company in the Arabian Gulf. Employing an estimated 18,000 people, Ezdan Holding Group has been responsible for some of the most impressive real estate projects in Qatar, such as the Ezdan Oasis and the Curve Hotel, as well as retail spaces like the Ezdan Mall. However, what really sets the company apart is its dedication to helping people and preserving the environment. For its charitable and humanitarian contributions, the Ezdan Holding Group received the Best Social Responsibility Initiative Award in Construction and Development in 2014. It has also won awards for water and energy conservation.

d. Ooredoo

With over 115 million customers around the world, Ooredoo is one of the Middle East's largest mobile telecommunications companies. Founded in Doha in 1987, Ooredoo is active in 10 countries across the Middle East, North Africa, and Southeast Asia. In May 2018 the company made history when it became the first operator in the world to launch a live 5G network. But that's not all: Ooredoo takes its commitment to social responsibility very seriously. In 2013 it announced its Mobile Health Clinics Initiative which provides free medical treatment for young people in hard-to-reach communities. The company has also partnered with the Leo Messi Foundation to sponsor projects aimed at promoting growth and development across the Middle East, North Africa and Southeast Asia.

C. Read the text again and decide which business(es) the statements describe. Write the letters a, b, c or d in the boxes provided.

Which company:

1. is the oldest? ☐
2. is involved in sports? ☐
3. is well known for its safety? ☐
4. sponsors education programmes? ☐ ☐
5. tries to protect the environment? ☐
6. is involved in improving children's health? ☐ ☐
7. received an award for its works of public philanthropy? ☐
8. did something no other company had done before? ☐

Task
modules 9&10

A. Look at the table below and answer the questions that follow.

1. What kind of information does it give you?
2. Do any of the percentages in the table surprise you?

2016-2017 Average consumer spending habits (percentage of income spent)

	HOUSING	FOOD & DRINK	CLOTHING	MEDICAL EXPENSES	TRANSPORTATION	RECREATION	EDUCATION
CANADA	29.2%	13.4%	5.3%	4.1%	19.9%	4.3%	2.8%
IRAN	35.5%	22.9%	4.3%	5.9%	10.6%	6.1%	1.9%
JAPAN	13.4%	25.7%	3.8%	4.5%	14%	9.9%	3.9%
MALAYSIA	24%	18%	3.4%	1.9%	13.7%	5%	1.3%
UK	16.7%	5.1%	3.4%	1.2%	8.3%	4.8%	1.4%

B. Look at the table again and answer the questions.

1. Overall, in which two areas do people spend the most?
2. In which three categories do the Japanese spend more than people in other countries?
3. In which two categories are the spending habits of all the countries most alike?

C. Look at the countries with the highest and the lowest scores in each category. Can you think of reasons that would justify the differences?

D. Listen to a couple in Japan discussing the table above and check to see if their justifications match your own ideas.

E. Listen again and answer the questions.

1. Why does the woman say that she and her husband may not be Japanese after all?
2. According to the woman, how do they save on food?
3. What explanation is given for why people in the UK spend so little on food?
4. According to the couple, why do people in Canada spend so much on transportation?

F. Talk in pairs. Discuss how much your family spends on average on the different categories mentioned in activity A. Which things do you spend the most money on and which the least on? Are there any changes you would like to make? Report to the class.

G. If you wanted to save more money, which areas of your life would be most affected? Report to the class.

6a Grammar Production Task

Work in groups. You will play a guessing game using the pictures you were instructed to bring to class. Take it in turns to select one of your pictures and to provide the other members of your group with a clue as to what it depicts. The clue you provide should include a relative clause and make use of one of the relative pronouns found in the box below. If the members of your group are having difficulty guessing the answer, you should provide them with another clue. This can be done up to three times, after which you must show the picture to the members of your group and put it aside. When a student manages to identify the item, place, person, etc. being described, he/she is given the picture. The pictures count as points, so the student with the most pictures wins. Once all the pictures have been seen, you and the members of your group must work together to create sentences with a relative clause for the the pictures that were set aside.

who	whom	that	which	whose	where

Example:

Student A: This item of food, which is very sweet, is used in many traditional desserts.

Student B: Is it honey?

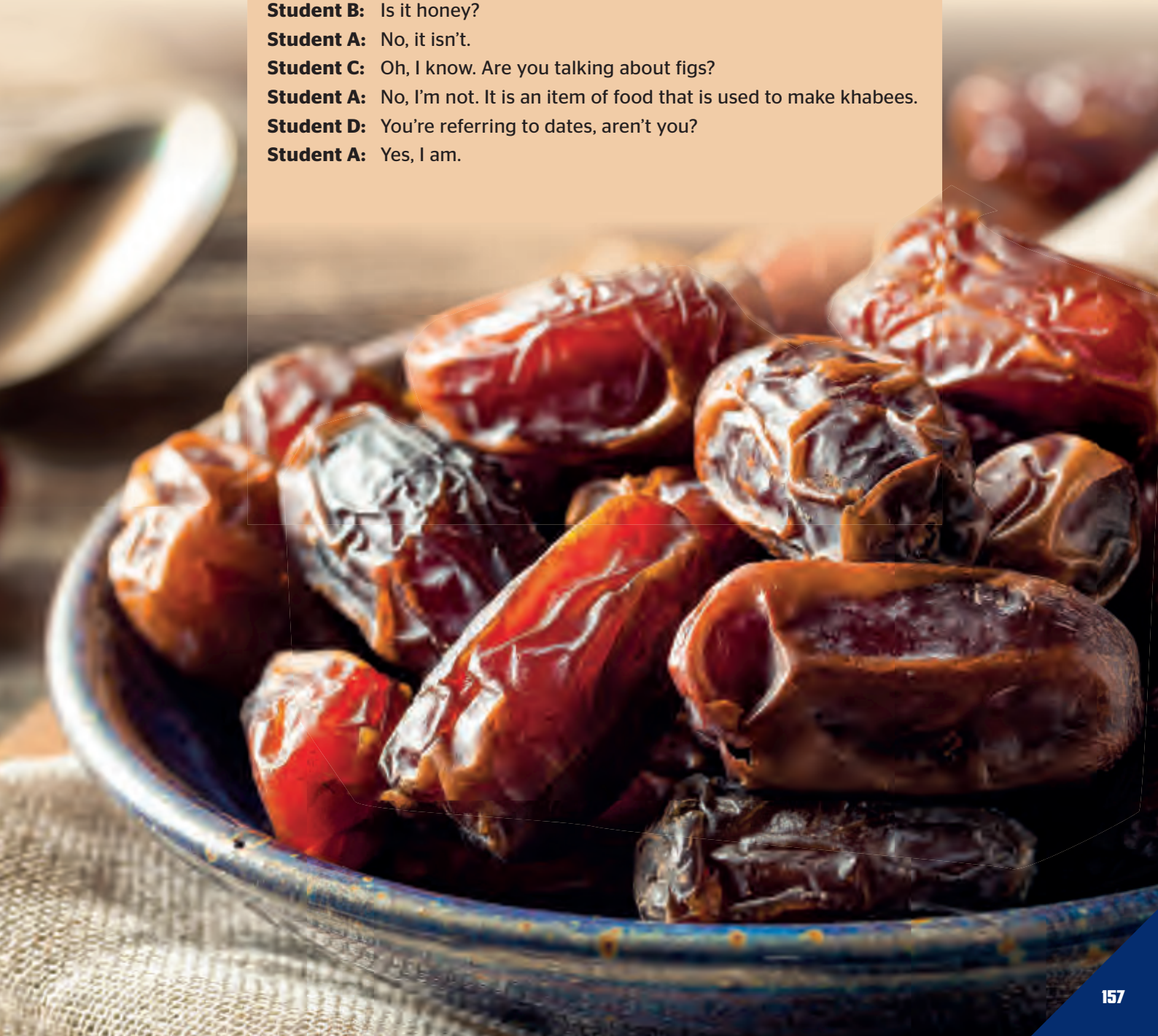
Student A: No, it isn't.

Student C: Oh, I know. Are you talking about figs?

Student A: No, I'm not. It is an item of food that is used to make khabees.

Student D: You're referring to dates, aren't you?

Student A: Yes, I am.



6b Group Work How well do you know your classmates?

You will play a game. The aim of this game is to predict how one of your classmates would behave in a certain situation. One member of each group sits apart from the group. Each group chooses a situation from those below. Then the group discusses how the missing member of the group would react in the situation described, based on his/her character, and writes down the prediction. When all groups have finished, the missing members of each group are asked how they would react in the particular situation. If their group's prediction is correct, the group scores a point. Once all the situations have been discussed, the group with the most points wins.

You have inherited a lot of money.
Your inheritance is QR20 million.
You can now have everything you ever dreamt of!
What would you do?

You neglected to study for your Maths exam. From where you are sitting, you can see the best student's test paper.
What would you do?

You are a taxi driver.
A rude passenger has left a bag with QR15,000 in your cab.
The bag has a name but no address.
What would you do?

You have been offered a high-paying job. The job involves moving abroad, where you would be away from family and friends.
What would you do?

You are doing a group project and notice that one of the members of your group is not applying himself/herself.
What would you do?

You made plans with a friend that you haven't seen in a while, but something more interesting has come up.
What would you do?

Your boss has asked you to choose between two candidates for a position in the firm.
One of the candidates is your best friend.
However, the other candidate has better qualifications.
What would you do?

Describing personality
From what I know, he/she is...
Judging from his/her past behaviour, I think...
It's in his/her DNA/nature to...
He/She is... at heart.
Deep down, I believe he/she is...

Speculating
What do you think he/she would do?
How would he/she react?
He/She would probably... because he/she tends to...
He/She would never...
Perhaps he/she might...
He/She adores/hates... so he/she would...
He/She is bound/likely/sure to...
He/She will definitely...
I wouldn't be surprised if he/she...
If he/she had a choice, he/she would...
If I were him/her, I'd...

Expressing agreement
You're absolutely right.
I think so too.
I don't think so either.
You have a point.
That's a good point.
Very true.
I couldn't agree more.
I was just thinking that.

Expressing disagreement
That's different.
I disagree / don't agree with you.
That's not entirely true.
I'm not so sure about that.
On the contrary, ...
I don't think so.
I think you're wrong about that.
That doesn't sound like him/her.

9a Grammar Production Task

Student A

You and your partner each have a set of eight sentences in Direct Speech and a box of special introductory verbs. Take turns reading out one of the sentences on your list. Your partner must then use one of the special introductory verbs to report the meaning of what you said, without using the exact words you used.

Example:
Student A: *I'm sorry I ate all the cookies.*
Student B: *You apologised for eating all the cookies.*

1. You should try the dates.
2. I didn't take your bag.
3. Could you help me fix my computer?
4. Don't drink the grape juice, it's terrible!
5. If you do it, I'll tell your father!
6. My sister is getting married next week.
7. It's too hot!
8. I'm sorry I ate all the cookies.

Special Introductory Verbs
warn
apologise
ask
threaten
suggest
complain
deny
announce

7a Pair Work

Work in pairs. Student A is having a problem with their computer and calls Student B (IT support) for help.

Student A: describe your problem and respond to Student B.
Student B: make suggestions and give Student A instructions.

Use the boxes below to help you.

Giving suggestions/instructions	Requesting / Responding to instructions
Have you tried...?	I'm having trouble...
What about...?	Can you show me how to...?
Before you begin, you must...	Do you know how to...
First of all... then...	How do I go about...?
Be sure to...	What do you suggest I do if...?
If this doesn't work, try...	What is the best way to...?
Now you need to...	What should I do if...?
The next step is to...	What should I do next?
Remember to...	What do I need to do now?
It's important (not) to...	It worked / didn't work.
Be careful (not) to...	
Once you have done this, you must...	
When you have completed all the steps, ...	

Restart the computer...	Install the...
Turn on/off / Switch on/off...	Check that...
Attach/Connect the..	Click on...
Proceed/Continue by...	Press the...
Unplug the...	Download the...
Clean the...	

SPEAKING ACTIVITIES

7a Grammar Production Task

Student A

You and your partner will play a guessing game. Take it in turns to describe the items related to the information age that feature on your page. Use the prompts next to each picture to create sentences in the Passive Voice. If your partner is having difficulty guessing the item, you may come up with additional clues to provide him/her with as long as you use the Passive Voice.

GPS
- it / invent / more / forty years / ago
- it / make available / public use / 1980s
- it / use / determine / position / object
- efforts / currently make / modernise / existing system

Example: It was invented more than forty years ago.

email
- it / invent / Ray Tomlinson / early 1970s
- it / use / exchange messages
- since its introduction / use widely / businesses

7b Group Work

A. Discuss in pairs/groups.

- What do you usually watch on TV?
- What are some popular TV programmes in your country?
- Would you say that most TV programmes are of good quality? Why? / Why not?
- Can you make any suggestions about how to improve TV?

B. Work in groups. Read the statement below. Group A should think of arguments IN FAVOUR OF the statement and Group B should think of arguments AGAINST it. Think about the ideas given and also add your own. Make sure you support your arguments by giving persuasive reasons. Discuss your ideas with your group, using the words/phrases in the box. Make any necessary notes.

Television has a negative influence on viewers.

Think about:
- the quality of TV programmes
- how TV affects different age groups
- how commercials influence our choices
- how viewers choose what to watch

entertaining	intelligence
stimulating	brainwash
informative	inappropriate content
educational	violence
passive activity	think critically
couch potato	programmes with high/low ratings
TV addict	satellite TV
viewing	
creativity	

C. Present your arguments and try to win the other group over to your point of view. Use some of the phrases in the boxes.

Emphasising
especially/extremely/particularly
Something of great importance is the fact that...
I would like to emphasise that...
I must stress the fact that...

Interrupting / Asking to speak
Excuse me.
May I interrupt you for a second?
May I jump in here?
Could I say something before you continue?
One moment, please.
Sorry to interrupt, but...
May I speak (now)?
Do you mind if I add something?

Indicating a wish to continue
Just one moment / a minute, please.
Please let me finish.
I have just one thing left to say.
As I was saying, ...

Indicating that one is coming to an end
Finally, ...
To finish, I would like to say...
In conclusion, ...

8a Grammar Production Task

Student A

You and your partner are both interested in taking part in a community volunteer programme. You each have a fact sheet with information about a different programme. Take it in turns to ask each other questions about the points in the box. Then decide which volunteer programme you wish to participate in and why.

- name of the programme
- date/year founded
- programme leader / parent organisation
- types of services provided
- place
- age restrictions for volunteers
- commitment required
- amount of experience required

Quality of Life Programme Hamad Medical

The Hamad Medical Corporation was founded by Emiri decree in 1979. Its Quality of Life programme, run by professor Hisham Morsi, was started in 2014 and is dedicated to improving the daily lives of cancer patients. Volunteers can help organise community programmes in the education department of the National Centre for Cancer Care and Research, or by giving direct help, such as driving patients to treatment. Volunteers are asked to devote four hours per week and make a minimum commitment of one hundred hours. Volunteers must be adults and no previous experience is necessary.

مؤسسة حمد الطبية
Hamad Medical Corporation
HEALTH • EDUCATION • RESEARCH صحة • تعليم • بحوث

9a Grammar Production Task

Student B

You and your partner each have a set of eight sentences in Direct Speech and a box of special introductory verbs. Take turns reading out one of the sentences on your list. Your partner must then use one of the special introductory verbs to report the meaning of what you said, without using the exact words you used.

Example:
Student B: *I won the poetry competition.*
Student A: *You announced that you had won the poetry competition.*

1. I didn't eat all the cake.
2. I'm sorry I'm so late.
3. Could you help me with this task?
4. You should get more exercise.
5. If you keep talking, I'll tell the teacher!
6. I won the poetry competition.
7. This task is too difficult.
8. Don't buy that phone, it will fall apart!

Special Introductory Verbs
warn
apologise
ask
threaten
suggest
complain
deny
announce

SPEAKING ACTIVITIES

8b Pair Work

Work in pairs. Take it in turns to play the roles of a bank cashier and customer.

Student A

Imagine that you are a bank cashier. You are responsible for serving customers. Respond to Student B. Use some of the phrases in the box.

Offering assistance

Can/May I help you?

What can I do for you?

Is there anything (else) I can help you with?

Would you like any more information?

Can I be of any assistance?

Requesting

I need to see some identification, please.

Do you have any identification / your account number?

Would you please fill in/out this form with your details?

Please sign at the bottom of the page.

Would you mind signing underneath your name?

What kind of account are you interested in?

Agreeing willingly

Certainly.

With pleasure.

Yes, (of course) I will.

It's not a problem at all.

Anything I can do to help.

Refusing politely

No, I'm sorry but I can't.

I'm afraid it's impossible / not possible.

I'm afraid I won't be able to help you with that.

There seems to be a problem with that.

Student B

Imagine that you are a bank customer. Ask the bank cashier for assistance with or information about some of the topics below. Use some of the phrases in the box.

Topics

opening a bank account
closing a bank account
transferring money to another account
withdrawing money
making a deposit
getting a loan
exchanging currency
reporting a lost debit card
asking for information about your account

Requesting I want to... I'd like to... Could I...? Is it possible for me to...?	open a personal/business/savings account close my current account transfer some money from my account to this account withdraw some money from my account make a withdrawal make a deposit (into my savings account) deposit 500 riyals into my account get a student loan (ex)change some pounds into euros report a lost credit card ask about my balance get a bank statement
Could you possibly...?	tell/inform me about... tell/inform me whether... help me out with something/this help me fill in/out this form show me how/where...

What do I need to do to...?

What exactly do I have to do?

Do you know if there's an extra charge for the transaction?

Will I be charged extra for this?

What's the exchange rate for euros?

How many days will it take to...?

I have my ID card / driving licence / passport with me. Will that do?

Example:

Student A: What can I do for you?
Student B: I'd like to open a bank account, please.
Student A: Certainly. What kind of account are you interested in?
Student B: A savings account.
Student A: I need some identification, please.

8a Grammar Production Task

Student B

You and your partner are both interested in taking part in a community volunteer programme. You each have a fact sheet with information about a different programme. Take it in turns to ask each other questions about the points in the box. Then decide which volunteer programme you wish to participate in and why.

- name of the programme
- date/year founded
- programme leader / parent organisation
- types of services provided
- place
- age restrictions for volunteers
- commitment required
- amount of experience required

Reach Out To Asia (ROTA)

Reach out to Asia, which is part of the Education for All programme, was founded in 2005 and is guided by Her Excellency Sheikha Al Mayassa bint Hamad bin Khalifa Al Thani. ROTA is dedicated to providing quality education to primary and secondary school children throughout Asia and the Middle East. Any Qatari resident, regardless of age, can volunteer with ROTA (children under thirteen should be accompanied by a parent or guardian). Commitment times and project locations vary depending on the project: it could be a one-time activity, e.g. a beach cleanup, or a twice-a-month commitment for up to six months, e.g. a patient support or mentoring programme. Not all volunteers need experience, but some activities such as teaching and mentoring, require previous teaching experience.

REACH OUT TO ASIA
أيادي الخير نحو آسيا

7a Grammar Production Task

Student B

You and your partner will play a guessing game. Take it in turns to describe the items related to the information age that feature on your page. Use the prompts next to each picture to create sentences in the Passive Voice. If your partner is having difficulty guessing the item, you may come up with additional clues to provide him/her with as long as you use the Passive Voice.

the television

- it / first make available / public / late 1920s
- mid-1960s / colour broadcasting / introduce / most developed countries
- it / use / advertising, entertainment and news
- near future / devices with a roll-up screen / make available / public

Example: It was first made available to the public in the late 1920s.

the smartwatch

- it / wear / wrist
- it / can / use / record / person's level of physical activity
- over the years / these devices / improve / to have similar functions to a smartphone

SPEAKING ACTIVITIES

9b Pair Work

You and your partner will play a guessing game. You each have to think of a famous building in Qatar. You must then take turns trying to guess which building your partner is thinking of. To do so, you must ask him/her YES/NO questions about the building. He/she can only answer YES or NO. Try to ask questions about where the building is located, its purpose/function, when it was built and who designed it, what it looks like or what condition it is in, what makes it famous/unique, etc. Use the vocabulary provided in the boxes below to help you.

Example:

Student A: *Is it located in the city centre?*
Student B: *No, it isn't.*
Student A: *How about by the sea? Is it there?*
Student B: *Yes, it is.*
Student A: *Is it a residential building?*
Student B: *No, it isn't.*
Student A: *Is it a sight that tourists must see when visiting Qatar?*
Student B: *Yes, it definitely is.*
Student A: *Does it have a large park surrounding it?*
Student B: *Yes, it does.*
Student A: *Are there a lot of famous works of art there?*
Student B: *Yes, there are.*
Student A: *Does it have a library that houses specialist books on Islamic art?*
Student B: *Yes, it does.*
Student A: *Is it the Museum of Islamic Art?*
Student B: *Yes!*

Locations

in the city centre
by the sea
in the countryside
capital city
university campus
harbour
Corniche
in the suburbs
in the desert
on an island

Descriptive vocabulary

spacious	crowded
residential	run-down
commercial	picturesque
bustling / lively	popular
abandoned / empty	touristy
stunning / impressive	tranquil
cosmopolitan	creepy
old-fashioned	ancient
charming	gloomy
multi-purpose	

10a Grammar Production Task

Work in groups. You and the other members of your group are going to make chain stories using conditionals. The first clause has been written for you. For each new sentence, you must begin with the second clause of the previous one, making any necessary changes. Work with your group to write as many sentences as you can to continue the chain. At the end of your chain there should be a piece of advice! The group with the longest chain wins.

Choose one of the clauses below to start your story

- If you want to do something for your community, ...
- When you think carefully before you buy something, ...
- If you want to save money, ...

Example:

When you plan on going shopping, make a shopping list.
If you make a shopping list, you'll know what you need to buy.
If you know what you need to buy, you can estimate how much it will cost.
If you estimate how much it will cost, you will know how much money to take with you.
If you know how much money to take with you, you won't overspend.
If you don't overspend, you manage your finances better.
If I were you, I'd make a shopping list when going shopping.

	If clause	Main clause
Zero Conditional	If/When + Present Simple	Present Simple
1st Conditional	If + Present Simple,	Future *will*
		Modal verb + base form
		Imperative
2nd Conditional	If + Past Simple	would/could/might + base clause

10b Group Work

You and the members of your group have to develop an advertising campaign to promote one of the following: a car, a mobile phone or a shopping centre. First, look at the example. Then, work together to discuss the questions below and to create a table similar to the one in the example. When you have completed the activity, choose a member of your group to present the different aspects of your advertising campaign to the class.

- Who is your target audience?
- What is the defining feature of your product/service? What sets it apart?
- What is your slogan?
- What type of advertising (print, TV, Internet, celebrity endorsements, etc.) are you going to use?
- How will this help you better target your audience?
- What are you going to do to beat the competition (special offers, eye-catching packaging, coupons, etc.)?
- Why will these things influence your target audience?

You can use the **words/phrases** in the vocabulary box below.

CAR

MOBILE PHONE

SHOPPING CENTRE

Example:

Product/Service		
GYM	**Target audience**	Ages 18-45
	Defining features	• separate male and female training areas • wide variety of group classes • state-of-the-art equipment • indoor swimming pool / racetrack • cycling studio • juice and snack lounge • childcare services with playroom • in-house dietitian and nutritionist • personal training programmes
	Slogan	Too Fit to Quit!
	Advertising	• flyers • TV commercial • social media marketing • newspaper advertisment • radio advertising • celebrity endorsement: Ahmed Hassan Abdullah (long-distance runner)
	How to beat the competition	• special offers (sign up now and get one month free special) • no sign-up fee • free nutrition counselling and weight loss coaching

Advertising terms

catchy
slogan
latest trend
customer loyalty
beat the competition
special offer
ad campaign
social media
target audience
promote
celebrity endorsements
word of mouth
promotional

GRAMMAR REFERENCE

Module 6

Relative Clauses

Relative clauses are introduced by relative pronouns (**who**, **which**, **that**, **whose**) and relative adverbs (**where**, **when**).

	PEOPLE	THINGS ANIMALS IDEAS	POSSESSION
Pronouns	who/that	which/that	whose

	PLACE	TIME
Adverbs	where	when

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.
The family who/that live next door are very friendly.
The team (which/that) I support is doing well this year.

- **Who**, **which** and **that** can be omitted when they are the object of the verb in the relative clause. **Whose** and **where** cannot be omitted or replaced with **that**.
- In **formal language** prepositions appear at the beginning of the relative clause, and **whom** is used instead of **who** after prepositions and when **who** is the object of the verb.
  In **informal language** they appear at the end of the relative clause.
  *The man **to whom** she was talking is her boss.*
  *The man **whom** she mentioned is leaving.*
  *The man (who/that) she was talking **to** is her boss.*

Non-defining relative clauses give extra information about the person, thing or idea they refer to. They are always separated from the main clause by commas.
Our car, which cost us a lot, keeps breaking down.

- **Relative pronouns/adverbs** cannot be omitted in non-defining relative clauses, nor can they be replaced with **that**.
- Prepositions usually appear at the beginning of non-defining relative clauses.
  *This box, **in** which I keep my old toys, hasn't been cleaned for ages.*
- **Which** may also refer to a whole sentence.
  He offered to give me a lift, which was very kind of him.

Nouns

Countable nouns

Countable nouns can be counted and have singular and plural forms. We can use **a/an**, **one** in the singular and **some**, **any**, (**a**) **few**, etc. in the plural.

- The following nouns are always in the plural: **people**, **clothes**, **goods**, **police**.
  His clothes are always clean.
- Nouns that consist of two parts, such as **glasses**, **trousers**, **jeans**, **sunglasses** and **scissors** are also always in the plural. We use the expression *a pair of* to express quantity with these words.
  Angie wears glasses.
  George has bought two pairs of jeans.
- Words such as **family**, **team**, **group**, **audience**, **class**, **government** and **crew** are **collective nouns** and may take either a singular or a plural verb.
  Tina's family is rich. *Tina's family are on holiday.*

Uncountable nouns

Uncountable nouns are only used with a singular form verb and we can't use **a/an** or **numbers** with them. To express quantity we use **some**, **any**, **much**, **little**, **a lot of**, etc.

food	meat, sugar, cheese, butter, chicken, chocolate, etc.
liquids	milk, water, coffee, etc.
materials	wool, gold, paper, glass, iron, leather, etc.
abstract nouns	love, help, freedom, time, information, news, advice, health, communication, work, experience, traffic, business, etc.
natural phenomena	weather, light, rain, snow, etc.
some concrete nouns	traffic, furniture, money, luggage, etc.

- With uncountable nouns for **food** or **liquid**, we can use the following expressions to show quantity: **bottle**, **cup**, **glass**, **can**, **slice**, **piece**, **loaf**, **carton**, **box**, **bag**, **pound**, **litre**, **bar**, **bowl**, etc. + **of**
  a loaf of bread *four cartons of milk*
- Certain words like **hair**, **light**, **glass**, **wood**, **experience**, **time**, **chicken**, **iron** can also be used as countable nouns with a difference in meaning.

Steve's **hair** is dark.	There are dog **hairs** on the sofa.
My room doesn't get much **light**.	The **lights** are on, but there's nobody home.
This isn't a diamond, it's just **glass**.	Please pour the orange juice into the **glasses** on the table.
This table is made of **wood**.	Would you like to go for a walk in the **woods**?
Do you have any previous job **experience**?	We had some fascinating **experiences** when we visited China.
Hurry! We don't have much **time**.	Lucy has been to the cinema three **times** this week.
There's some **chicken** on your plate. Are you going to eat it?	My mum bought a **chicken** from the supermarket. It was 30% off.
The gate is made of **iron**.	We need a new **iron**. This one doesn't work.

Quantifiers

some / any / no

- **some** + **uncountable** / **plural countable nouns** is used in affirmative sentences and in questions when we offer something or ask for something politely.
  There are some biscuits in the cupboard.
  Would you like some cake?
  Could I have some juice, please?
- **any** + **uncountable** / **plural countable nouns** is used in questions and negative sentences.
  Is there any cake left?
  We don't need any butter.
- **no** (= **not any**) + **uncountable** / **plural countable nouns** is used in affirmative sentences to give a negative meaning.
  There is no time left. (= There isn't any time left.)

many / much / a lot (of) / lots (of) / plenty (of)

- **many** + **plural countable nouns** is used mainly in questions and in negative sentences.
  How many books have you read this year?
  There weren't many people on the train this morning.
- **much** + **uncountable nouns** is used mainly in questions and in negative sentences.
  How much milk do we have?
  There wasn't much traffic, so we arrived early.
- **a lot** / **lots** / **plenty** are always used with *of* when they are followed by a noun.
  They are used with:
  - plural nouns and a plural verb.
    There are a lot of things you can do.
  - uncountable nouns and a singular verb.
    Have some more food. There's lots left.
    Do you have enough money? Yes, plenty.

- **Many** and **much** are used in affirmative sentences with **too**, **so**, **how**, **as**.
  There's too much sugar in my coffee.
- **Much** is used with **very** as an adverb (or on its own in negative sentences).
  I miss my family very much.
  She didn't like the food (very) much.
- **A lot** (**of**) / **Lots** (**of**) / **Plenty** (**of**) are informal, so in formal writing it is better to use *many* or *a number of* with countable nouns and *much* or *a great deal of* with uncountable nouns.
  A number of / Many people believe that recent technological developments have improved our lives.
  A great deal of / Much stress is often experienced by people who work in offices.
- **A lot** (**of**) / **Lots** (**of**) / **Plenty** (**of**) are not used with measurements of time or distance.
  I was sick for many weeks.

a few / a little / few / little / hardly any

- **a few** *(= a small number, some)* is used with plural nouns and a plural verb.
  I need a few more things from the supermarket.
  There are a few coins on the table.
- **a little** *(= a small amount, some)* is used with uncountable nouns and a singular verb.
  There's still a little cake left in the fridge.
- **few** *(= not many)* is used with plural nouns and a plural verb.
  Very few people disagreed with him.
- **little** *(= not much)* is used with uncountable nouns and a singular verb.
  There was little evidence to support his claim.
- **hardly any** is used with plural countable nouns and uncountable nouns and means *very few* and *very little* respectively.
  There's hardly any coffee left.

- For emphasis we can use:
  - **very**, **so**, **too** + little / few
    There's very little milk in my coffee.
  - **only** + a little / a few
    He has only a few friends.
- **Some**, **any**, **much**, **many**, **a little**, **a few**, **a lot**, **lots**, **plenty** can also be used without nouns, as pronouns.
  Do you have any money? No, I don't have any.
  We didn't buy any bread. We have plenty.

Module 7

Passive Voice I

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 + the **past participle** of the **main 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.
  The bank was robbed! (by someone who we do not know)
  English is spoken in Australia. (by people)

Present Simple	Past Simple
I am needed. Are you needed? They aren't needed.	I was needed. Were you needed? They weren't needed.

Present Perfect Simple	Past Perfect Simple
I've been told. Have you been told? They haven't been told.	I'd been told. Had you been told? They hadn't been told.

Future *Will*	Modal Verbs
I'll be needed. Will you be needed? They won't be needed.	I can be told. Should you be told? They mustn't be told.

For a list of irregular verbs, go to page 173.

We form the **Progressive tenses** in the Passive Voice with the appropriate form of the verb **to be** + **being** + **the past participle of the main verb**.

Present Progressive	Past Progressive
I am being followed. Are you being followed? They aren't being followed.	I was being followed. Were you being followed? They weren't being followed.

Passive Voice II

- Verbs such as **know**, **believe**, **say**, **think**, **consider**, **expect** and **report** are often followed by a *that*-clause in the Active Voice and can be used to make general statements.
  People think that these animals are dangerous.

The Passive Voice can be formed in two ways:

It + passive form of verb + that clause (impersonal construction)
It is believed that he is very rich.

subject + passive form of verb + to + base form (personal construction)
He is believed to be very rich.

- Some verbs (**give**, **offer**, **send**, etc.) usually take two objects in the Active Voice, the direct (thing) and the indirect (person):
  They offered Tracy some flowers. / Some flowers were offered to Tracy.

The Passive Voice can be formed in two ways:
Tracy was offered some flowers.
Some flowers were offered to Tracy.

- The verbs **make**, **see**, **hear**, etc. are followed by a **bare infinitive** in the Active Voice but in the Passive Voice they are followed by a **full infinitive**.
  *My mum made me **eat** all of the soup.* ⟶
  *I was made **to eat** all of the soup.*

Module 8

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 went to the museum?
  Hassan and Ali (went to the museum).

  What woke you up?
  A loud noise (woke me up).

- **Object Questions:** When we use the question words **who/whom**, **which** and **what** to ask about the object of the verb, we form the question with auxiliary verbs
  (**who/whom** / **what** + **verb** in the **question form**).
  Who/Whom did you ask to help you?
  (I asked) Laila.

  What are you learning?
  (I'm learning) Spanish.

Question words

Question words	We ask about	Examples
Who	people (subject or object)	*Who is that man over there?* (subject) *Who are you working with?* (object)
Whom	people (only object)	*Whom are you working with?*
Which	people or things (limited choice, subject or object)	*Which book won the award?* (subject) *Which of the books do you prefer?* (object)
What	things (unlimited choice) actions and activities general descriptions specific information (subject or object)	*What made that noise?* (subject) *What did you find?* (object) *What is the story about?* (subject) *What do you like doing in your free time?* (object)
Whose	possession (subject or object)	*Whose are these keys?* (subject) *Whose keys did you find?* (object)
Why	reason, purpose	*Why did he leave?*
When	time	*When are you leaving?*
Where	place	*Where did you go yesterday?*
How	manner specific information quantity (subject or object) someone's health frequency	*How did it happen?* *How do we play the game?* *How many people are going with you?* (subject) *How much money do we need? (object)* *How is Ali feeling now?* *How often do you visit your grandparents?*

Infinitives

The **full infinitive** is used:

- to express purpose.
  *I went to the post office **to post** some letters.*
- after *it + be + adjective (it's nice, it was stupid,* etc.*)*
  *It was great **to see** you after such a long time.*
- after *the first/second/last/best*, etc.
  *Neil Armstrong was the first man **to walk** on the moon.*
- after certain adjectives: *afraid, surprised, free, happy, ready, sorry*.
  *At last he was free **to do** what he wanted.*
- after *too* and *enough*.
  *Laura is too tired **to go** jogging today.*
  *It isn't warm enough **to go** to the beach yet.*
- after certain verbs (afford, agree, appear, decide, forget, hope, learn, manage, need, offer, plan, promise, refuse, seem, tend, want, would like, etc.)
  *I hope **to see** you again soon.*
- after the objects of certain verbs (advise, allow, encourage, invite, order, persuade, teach, tell, etc.)
  *It was Robert who encouraged me **to take** part in the competition.*
- after question words (how, what, when, where, etc. but not *why*.)
  *I don't know what **to do**.*

The **bare infinitive** is used:

- after modal verbs (can, may, must, should, etc.).
  *You should **start** thinking about your future.*
- after the verbs *let* and *make* in the Active Voice.
  *My parents **let** me stay up later at weekends.*
  *Our teacher **made** us retake the test.*
- after *would rather* and *had better*.
  *I'd rather **go** to the cinema tonight.*
  *You'd better **tell** me everything you know about this.*

-ing forms

The ***-ing* form** is used:

- as a noun (subject or object of a verb).
  ***Exercising** is a good way of staying in shape.*
- after the verb *go*, indicating physical activities.
  *We often go **fishing** in the summer.*
- after certain verbs (avoid, enjoy, finish, like, love, hate, imagine, keep, risk, spend (time), suggest, consider, etc.)
  *Martin suggested **going** to the theatre on Thursday.*
- after certain expressions (be interested in, can't stand, don't mind, how about, it's no use, it's no good, it's worth, there's no point (in), be used to, etc.)
  *It's no use **trying** to do everything yourself. Ask Ethan for help.*
- after prepositions (for, about, without, etc.)
  *I'm so excited about **going** to university next year.*

- We can use the verb *help* with a bare or full infinitive.
  *I always help my mother **clean / to clean** the house.*
- Some verbs such as *like, dislike, love, prefer, hate, start, begin, continue, intend,* etc. can be followed by either the full infinitive or the *-ing* form with no difference in meaning.
  *It started **to rain / raining** a minute ago.*
  *I like to **eat / eating** healthy snacks.*
- The verbs *see, watch, hear, feel,* etc. in the Active Voice are followed by the object and either the *-ing* form or the bare infinitive.
  *I saw him **walking** to school.* (for actions which are incomplete or still in progress)
  *I saw him **walk** into the classroom.* (for completed actions)
- Some verbs can be followed by either the full infinitive or the *-ing* form, but with a difference in meaning.
  try + *-ing* form = do something to see what effect it will have
  If you have a sore throat, try drinking hot tea.
  try + full infinitive = make an effort
  I'll try to come later, but it depends on work.
  remember + *-ing* form = remember something that has already happened
  Do you remember meeting Max last year?
  remember + full infinitive = remember something before doing it
  Did you remember to lock the door today?
  forget + *-ing* form = forget something that has already happened
  I'll never forget visiting Istanbul.
  forget + full infinitive = forget something you are supposed to do
  Steve forgot to say that he is leaving early.
  stop + *-ing* form = terminate an action and no longer do it after that time
  Stop making up excuses all the time!
  stop + full infinitive = pause temporarily in order to do something else
  I was working, but I stopped to make tea.

Module 9

Reported Speech (Statements)

In **Direct Speech**, we repeat the exact words that someone said. We usually use the verb **say** and the words of the speaker are put in quotation marks.
Omar said, 'Bilal is on the phone.'
In **Reported Speech**, we report the meaning of what someone said, without using their exact words. We use a reporting verb, usually **say** or **tell**, followed by **that** (which can be omitted) and the reported statement.
Omar said that Bilal was on the phone.

- We use **say** when there is no indirect object.
  'I can't fix the car,' he said.
  ***He said** that he couldn't fix the car.*
- We use **tell** when there is an indirect object.
  'I'll be late, Amal,' she said.
  ***She told Amal** she would be late.*

- When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence. Also, the verb **come** changes to **go**.
  *'**I** like **your** new bike,' said Ian.*
  *Ian said that **he** liked **my** new bike.*
- When a sentence changes from Direct to Reported Speech, tenses, modals and time expressions change as follows:

Present Simple ⟶ Past Simple

*Karen said, 'I **want** to buy a new car.'*
*Karen said (that) she **wanted** to buy a new car.*

Present Progressive ⟶ Past Progressive

*Alan said, 'I**'m having** breakfast.'*
*Alan said he **was having** breakfast.*

Past Simple ⟶ Past Perfect Simple

*Salman said, 'I **saw** a bear in my village.'*
*Salman said he **had seen** a bear in his village.*

Present Perfect Simple ⟶ Past Perfect Simple

*Tim said, 'I**'ve seen** the Eiffel Tower.'*
*Tim said he **had seen** the Eiffel Tower.*

Present Perfect Progressive ⟶ Past Perfect Progressive

*Andy said, 'I**'ve been** waiting for an hour.'*
*Andy said he **had been** waiting for an hour.*

will ⟶ would

*Jassem said, 'I**'ll** call you later.'*
*Jassem said he **would** call me later.*

can ⟶ could

*Mina said, 'I **can** show you the way.'*
*Mina said she **could** show me the way.*

Conditional Sentences Type 1 ⟶ Conditional Sentences Type 2

*Diane said, 'If we **take** a taxi, we'll get there quicker'.*
*Diane said if they **took** a taxi, they would get there quicker.*

may ⟶ might

*Paula said, 'I **may** go to the market.'*
*Paula said she **might** go to the market.*

must ⟶ had to

*Jim said, 'You **must** work hard.'*
*Jim said I **had to** work hard.*

now ⟶ then

*Yousef said, 'I'll talk to him **now**!'*
*Yousef said he would talk to him **then**.*

today, tonight ⟶ that day, that night

*Tom said, 'We're meeting Tim **today**.'*
*Tom said they were meeting Tim **that day**.*

yesterday ⟶ the previous day / the day before

*Hassan said, 'I visited my lawyer **yesterday**.'*
*Hassan said he had visited his lawyer **the previous day**.*

this morning/year, etc. ⟶ that morning/year, etc.

*Mark said, 'I haven't eaten anything since **this morning**.'*
*Mark said he hadn't eaten anything since **that morning**.*

tomorrow ⟶ the next day / the following day

*Sally said, 'I'm flying to Paris **tomorrow**.'*
*Sally said she was flying to Paris **the following day**.*

ago ⟶ before/earlier

*Fahad said, 'I bought this car two days **ago**.'*
*Fahad said he had bought that car two days **before/earlier**.*

last week/month, etc. ⟶ the previous week/month, etc. / the week/month, etc. before

*Dave said, 'I called Waleed **last week**.'*
*Dave said that he had called Waleed **the previous week**.*

next week / month, etc. ⟶ the following week/month, etc.

*Gary said, 'I'll return the book **next week**.'*
*Gary said he would return the book **the following week**.*

here ⟶ there

*Eric said, 'I saw it **here**.'*
*Eric said he had seen it **there**.*

Special Introductory Verbs

There are a number of special introductory verbs used in Reported Speech.

- **verb** + **full infinitive** (agree, claim, demand, offer, promise, refuse, threaten, etc.)
  'I'll babysit for you,' said Aisha.
  Aisha offered to babysit for me.
- **verb** + **object** + **full infinitive** (advise, allow, ask, beg, encourage, forbid, invite, order, permit, remind, warn, etc.)
  'You should take better care of yourself, Ted,' said Gregg.
  Gregg advised Ted to take better care of himself.
- **verb** + ***-ing* form** (accuse sb of, apologise for, admit (to), complain to sb about, deny, insist on, suggest, etc.)
  'George upset me,' said Brian.
  Brian accused George of upsetting him.
- **verb** + **that-clause** (add, admit, agree, announce, claim, complain, exclaim, explain, inform sb, promise, suggest, etc.)
  'You didn't do a good job,' he said.
  He complained that I hadn't done a good job.

- These changes cannot be made when the sentence expresses a general truth or the reporting verb is in the Present, Future or Present Perfect Simple.
  *'I **enjoy** cooking,' Simon said.*
  *Simon said (that) he **enjoys** cooking.*
  *'I will move to Doha next year,' Eric **says**.*
  *Eric **says** he will move to Doha next year.*
- The Past Perfect and the verbs **could**, **might**, **should**, **would** and **used to** do not change in Reported Speech.
- We can report someone's words either a short time after they were said (up-to-date reporting) or a long time after (out-of-date reporting).
  Up-to-date reporting
  Tenses either change or remain the same in reported speech.
  Direct speech: *He said, '**I heard** the news yesterday.'*
  Reported speech: *He said he **heard/had heard** the news yesterday.*
  Out-of-date reporting
  The introductory verb is in the past simple and the tenses change.
  Direct speech: *He said, 'I **heard** the news ages ago.'*
  Reported speech: *He said he **had heard** the news ages ago.*
- The Past Progressive usually doesn't change but when it does, it changes to Past Perfect Progressive.
- Conditional Sentences Types 2 and 3 do not change in Reported Speech.

Reported Speech (Questions)

- We usually introduce reported questions with the reporting verbs **ask** and **wonder**, and the expression **want to know**.
- The verbs in reported questions are in the affirmative form.
  'Why did you go to the doctor?' he asked.
  He asked me why I had gone to the doctor.
- If the direct question begins with a question word, the reported question also begins with the same question word.
  *'**Where** are you going?' she asked.*
  *She asked me **where** I was going.*

- If the direct question does not begin with a question word, the reported question begins with **if** or **whether**.
  'Did you enjoy the meeting?' he asked.
  *He asked me **if/whether** I had enjoyed the meeting.*
- When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as in reported statements.

Reported Speech (Commands and Requests)

- We commonly use **tell**, **beg**, **command**, **advise**, **warn** or **order** when we report commands and **ask** when we report requests.
- The Imperative changes to **to** + **base form** or **not** + **to** + **base form**.
  'Sit down, Rex,' said Don. → *Don told Rex to sit down.*
  'Don't tell anyone, please,' Laura said. → *Laura asked me not to tell anyone.*

When the request is in question form, in Reported Speech it usually changes to **to + base form**.
'Will you lend me that book, please?' Kate asked me.
Kate asked me if/whether I would lend her that book.
*Kate asked me **to lend** her that book.*

Module 10

Zero Conditional

if-clause	Main clause
If/When + Present Simple	Present Simple

The **Zero Conditional** is used to talk about general truths.
If/When you turn on the computer, it makes a strange sound.

Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is likely to happen in the present or future.

if-clause	Main clause
if + Present Simple	• Future *will*
	• Modal Verbs (can, may, might, must, should) + base form
	• Imperative

If I see James, I'll give him his book back.
If you want a pet, you must promise to take care of it.
If you go to the supermarket, buy some milk.

Conditional Sentences Type 2

We use **Conditional Sentences Type 2** for unreal or imaginary situations which are unlikely to happen in the present or the future.

if-clause	Main clause
If + Past Simple	would/could/might + base form

If I found a wallet, I would take it to the police station.
You could lose some weight if you went on a diet.
I might move to London if I got a good job there.

- In Conditional Sentences Type 2, **were** is often used instead of **was** in the if-clause.
  If I were younger, I would play football all day.
- We use **If I were you** to express an opinion or to give advice.
  If I were you, I would take a long holiday.
- **Unless** can be used instead of **if... not...** in all conditional sentences.
  I won't go to summer camp unless you come with me (= if you don't come with me).
- When the **if-clause** comes before the **main clause**, the two clauses are separated by a **comma**.

if-clause	Main clause
If + Past Perfect	would/could/might + have + past participle

Question tags

Question tags are short questions at the end of statements. We use them:

- when we are not sure about something and want to confirm it.
- when we want the other person to agree with us.

We form question tags with the **auxiliary** or **modal verb** of the sentence and a **personal pronoun** in the same person as the subject.
You couldn't see her, could you?
Tom believed him, didn't he?

- When the statement is affirmative, we use a negative question tag.
  The boys are at school, aren't they?
- When the statement is negative, we use a positive question tag.
  She hasn't seen the doctor yet, has she?
- Point out to Ss that in statements that feature the verb *to be*, the question tag is formed using the verb itself, **not** an auxiliary.
  *I **am not** stubborn, **am I**?*
  *He **is** very polite, **isn't** he?*

Note: When the statement is positive and in the first person singular, the question tag is formed using the verb ***to be*** in the second person.
*I **am** your best friend, **aren't I**?*
Also note the following exceptions:

- ***Let's** do something together tonight, **shall we**?*
- ***Open** the window, **will** / **can** / **could you**?*
- ***Don't forget** to call me, **will you**?*
- ***Somebody** is at the door, **aren't they**?*
- ***Nobody** is home, **are they**?*

Base form	Past Simple	Past Participle
be	was/were	been
bear	bore	born(e)
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit

Base form	Past Simple	Past Participle
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mow	mowed	mown/mowed
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone/shined	shone/shined
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
speed	sped	sped
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
split	split	split
spoil	spoilt/spoiled	spoilt/spoiled
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
withdraw	withdrew	withdrawn
write	wrote	written

Stream Reading

SCIENCE

A. Read the text quickly. Then choose the sentence that best summarises its main idea.

a. This text introduces a new development in archaeological surveying.

b. This text discusses different methods of surveying archaeological sites.

c. This text discusses the importance of digging to uncover archaeological remains.

d. This text provides a detailed explanation why we should avoid using traditional methods of excavation.

B. Read the text again and answer the questions that follow.

To dig or not to dig?

A The traditional method of excavation, while revealing the most detailed and complete analysis of a site, has one significant drawback: the process destroys a large part of the evidence that is found underground. This is because a lot of archaeological information is contained in the patterns and layers of soil at a site, which are destroyed by excavation. Among other things, this means that the study of these soil layers is an action that cannot be repeated. Several survey techniques aim to build a detailed digital image of what lies below the ground without actually digging. This allows the survey to be repeated if necessary, and may even provide enough information to make excavation unnecessary—or, if not, at least provide an accurate map of where excavation should take place.

B One way of doing this is using magnetometry. A magnetometer measures changes in the magnetic properties of soil, which allows archaeologists to locate former sites of human activity. For example, as topsoil is more magnetic than deeper soil, magnetometry can reveal features such as ditches below the ground, because areas filled in at a later date with topsoil will show different magnetic readings from the surrounding soil. Similarly, places exposed to heat, for example from cooking fires, also show up. Magnetometers can provide images for up to one metre below the soil, and are particularly effective at locating items below the surface that contain iron. However, naturally magnetic rocks or pieces of modern rubbish that contain iron can affect results.

C Another way of obtaining images from below the surface is the use of resistivity meters. This involves measuring the time it takes for an electric current to pass through the ground to different points. The results show the levels of water in the soil (as current travels faster through areas with high water content), and this can be used to work out where different features lie: for example, filled-in areas such as ditches or graves contain higher levels of water than surrounding soil, while dense structures such as walls and roads or paths have lower. By taking several readings around a buried feature, archaeologists can obtain a rough image of the surrounding area. However, the accuracy of this method is limited, and problems can occur when it is used with soil types that hold more water than others or if it is carried out during wet weather conditions.

D One of the more complex ways of collecting data is through the use of ground-penetrating radar (GPR). This involves sending an electromagnetic pulse into the ground and using a sensor to record not only the time it takes for the signal to reflect back but also its strength. This reveals information not only about the depth of objects and buried materials but also about soil changes. When hundreds of these 'reflections' are gathered, a detailed image of what lies below the surface can be constructed. This procedure is difficult to extract information from, and learning to interpret results can be time-consuming; however, it can provide images of a wide variety of features at up to ten metres below the surface.

GLOSSARY

archaeological – involving the study of old objects and buildings with a view to learning about past cultures and societies

dense – closely pressed together

ditch – a hole dug in the ground in the form of a long, narrow passage, often used for directing water

electric current – a flow of electricity

excavation – the process of digging up an archaeological site

grave – a place where someone was buried

magnetic – being attracted by a magnet

penetrate – to enter or go through an object/area

reflect – to send back sound, heat, light, etc.

sensor – a special device which detects and responds to changes in the environment

topsoil – the upper layer of soil where plants grow

Questions 1-2

Choose the correct letter, a, b, c or d.

1. What is true of the patterns found in soil layers in archaeological sites?

a. They are destroyed by the act of digging.

b. They do not appear on digital images of sites.

c. They are impossible to study without excavation.

d. Early archaeological methods did not take them into account.

2. According to the text, which of the following is true of the digital survey methods mentioned?

a. They require a lot of physical effort.

b. They can easily be carried out again.

c. They destroy a large part of the existing evidence.

d. They are always carried out instead of excavation.

Questions 3-8

Do the following statements agree with the information given in the text?

In boxes **3-8**, write:

T for **TRUE** if the statement agrees with the information

F for **FALSE** if the statement contradicts the information

NG for **NOT GIVEN** if there is no information on this

3. Many archaeologists still prefer excavation over digital surveys. ☐

4. Carrying out a digital survey can make a future excavation easier. ☐

5. Other factors besides the properties of the soil can affect readings when using magnetometry. ☐

6. Resistivity meters work on the principle that electric currents cannot travel through wet soil. ☐

7. Resistivity meters can only take readings from very shallow depths. ☐

8. GPR readings do not provide information about changes in the soil. ☐

Questions 9-13

In which paragraph is the following information contained? Write the correct letter A-D in boxes 9-13.

9. areas that have been filled in have different properties ☐ ☐

10. an archaeological survey based on water levels in the ground ☐

11. the method that provides the most in-depth and complete analysis of a site ☐

12. a complicated method that can provide information about a wide range of features ☐

13. a way of identifying areas where fires were built ☐

C. Read the text again and do the writing task below.

You are an archaeologist who plans to carry out excavations in the Al Zubarah area located on the north-west coast of Qatar. Write a short text discussing which survey method you would use and why. Explain your reasons for not choosing the other methods.

Use information from the text to provide details and justify your opinion.

SCIENCE

A. You are going to read a text about the possibility of making Mars an inhabitable environment. Before you read the text, think of some questions you would like answered about this possibility. Then read the text quickly and underline any information that answers your questions.

B. Read the text again and answer the questions that follow.

THE MISSION TO COLONISE MARS

A Of all the known planets in the solar system, Mars is considered our best possibility for a planet that can support life. Although it currently has a dry, uninhabitable climate, it has many features in common with Earth, including a variety of necessary chemical elements, an atmosphere, the presence of water in the form of ice, and even similar seasons to Earth. In fact, it is likely that, in the past, Mars had a rich environment that once supported some basic forms of life—until the planet somehow lost its magnetic field, almost in its entirety. This meant that water and gas disappeared into space, severely reducing the atmosphere and leaving the planet cold and dry.

B There are many problems facing any possible attempt for humans to live on Mars. The lack of atmosphere means that solar heat is not retained, resulting in temperatures that are far too low to support life. Similarly, without a thick atmosphere and a magnetic field to protect it, the planet is exposed to high levels of harmful radiation from the Sun. The low temperatures also prevent liquid water from existing: although Mars appears to be a dry planet, it actually has a large amount of water, but this is frozen in a planet-wide permafrost and polar ice caps consisting of frozen water and carbon dioxide (CO_2). Because of the low air pressure, any liquid water that does form is quickly blown away by solar winds. To make the environment on Mars suitable for life, all of these issues would have to be addressed and the level of oxygen in the atmosphere would have to be increased. Finally, some way of replacing the magnetic field would have to be found.

C Fortunately, most of these problems are interconnected. The planet's distance from the Sun means it gets enough solar heat to maintain a survivable temperature, so a thicker atmosphere would retain this heat, creating a warmer surface temperature; it would also offer some protection against radiation. As we know so well from our own planet, greenhouse gases such as CO_2 in the atmosphere trap heat; introducing them to the Martian atmosphere would raise the temperature, causing the ice on the surface to melt. This ice contains more CO_2, which would be released into the atmosphere, increasing the greenhouse effect and warming the planet further. This would create an environment where basic forms of photosynthetic bacteria could survive, and these would gradually increase the amount of oxygen in the atmosphere. This could eventually create an ozone layer which would offer enough protection from radiation to allow more complex forms of life to survive.

D So how could we trigger one of the conditions above and start the series of events that could transform Mars into a liveable environment? One suggestion involves placing giant mirrors around the planet to direct solar heat onto the polar ice in order to melt it and release the vast amounts of CO_2 it contains into the atmosphere. Other suggestions include recreating global warming on Earth by using factories to pump man-made gases into the atmosphere, or even by directing asteroids onto the planet's surface (the impact of a large asteroid could release enough energy to raise temperatures and melt enough ice to create about a trillion tonnes of water). There are also potential solutions to the planet's lost magnetic field. For example, it could be replaced by an artificial field, created using a powerful electric circuit—although this technology is still a little futuristic.

GLOSSARY

asteroid – a body of rock that moves around the Sun
colonise – to take control of an area and send people to inhabit it
element – a simple substance consisting of only one kind of atom
ozone layer – a layer in the atmosphere that absorbs radiation from the Sun
permafrost – a permanently frozen area of land
photosynthetic bacteria – microorganisms capable of releasing oxygen when they convert light, water and CO_2 into energy
polar ice cap – a sheet of ice found at the poles of a planet
trillion – a number equal to a thousand billion or a million million

Questions 1-2

Choose the correct letter, a, b, c or d.

1. What is the writer's purpose in writing this passage?
   - **a.** to compare different ways of adapting Mars' atmosphere
   - **b.** to show how space exploration has advanced
   - **c.** to explain why living on Mars may one day be possible
   - **d.** to explain how Mars can be used to rid Earth of global warming
2. According to the first paragraph, which of the following statements is true about Mars?
   - **a.** It lost the features it had in common with Earth.
   - **b.** It has a thicker atmosphere than Earth.
   - **c.** It has several chemical elements that Earth needs.
   - **d.** It may once have been able to support life.

Questions 3-8

Complete the sentences below. Choose NO MORE THAN TWO WORDS from the text for each answer. Write your answers in the spaces provided.

3. Without a thicker atmosphere, the _____ on Mars will remain low.
4. A thicker atmosphere would _____ the planet from radiation.
5. Mars is close enough to the Sun to receive enough _____ to sustain life.
6. To warm the planet, levels of _____ such as carbon dioxide need to increase.
7. Directing heat at the polar ice caps through the use of _____ would help release large amounts of CO_2.
8. _____ could release man-made gases to increase global warming.

Questions 9-13

In which paragraph is the following information contained? Write the correct letter A-D in boxes 9-13.

9. one reason Mars needs more oxygen in its atmosphere ☐
10. a phenomenon that can be seen on Earth ☐ ☐
11. a change caused by planet-warming would raise temperatures further ☐
12. a description of the current state of water on Mars ☐
13. an unexplained event that changed the conditions on Mars ☐

C. Read the text again and use the information provided to create an infographic based on the outline below.

Could Mars ever support life?

STEP ONE

Giant mirrors direct solar heat onto the planet's solar ice caps.

STEP TWO

_____

_____

_____

STEP THREE

_____

_____

_____

STEP FOUR

As the temperature rises, the permafrost melts and turns to water.

STEP FIVE

_____

_____

_____

STEP SIX

_____

_____

_____

A. Read the text quickly. Then choose the best title for the text, **a**, **b** or **c**.

a. Redefining Mass Media Communication

b. Theories on the Effects of Mass Communication

c. How to Make Mass Communication More Effective

B. Read the text again and answer the questions that follow.

Mass communication refers to the use of mass media channels to convey a message from a single source to a large group of the anonymous public. Its history is relatively brief: it developed significantly with the introduction of television, and has been revolutionised in modern times as people began to realise the full potential of the Internet as a communication tool. The term 'mass media' covers a wide variety of media that perform a gatekeeper function: they have the responsibility of choosing which information to make available, while making sure it is reliable and presenting it in a way that the general public will understand—for example, by simplifying technical language so that it can be understood by non-specialist readers or viewers. Interestingly, however, this information is not received by the public in a uniform manner. Instead, there are several theories that explain how mass communication may influence and affect receivers.

Hypodermic Needle Theory This early theory of mass communication was based on the idea that information shown in the media remained unchanged by distribution, and arrived in the minds of all receivers in its original form. It is now generally accepted, however, that this concept was incorrect. It assumed that individuals shared a common consciousness, and therefore did not allow for the impact of receivers' own knowledge and experiences on how they understand the information. It also failed to consider the idea that messages could be received only in part, or that other available information might affect how new information is received.

Cultivation Theory This theory revolves around the idea that too much exposure to mass media communications can alter attitude and perception. It explains, for example, why receivers often quickly come to agree with opinions that frequently appear in the media, regardless of their original thoughts on the matter. It shows how mass media can influence how receivers view the real world. A good example of this would be receivers who overestimate the probability of experiencing dangerous situations because they frequently see media coverage of such issues and have received the impression that they are more common than is perhaps accurate.

Agenda-Setting Theory Generally speaking, media coverage of an issue makes that issue more prominent in the minds of receivers. Consequently, this theory refers to the power of the media to make issues of their choosing seem more significant by giving them repeated coverage—and to make other issues seem less important by doing the opposite. A development on this theory is **Framing Theory**, which refers to the way that information can be given different meanings through being placed within different contexts that influence how the public receive it. For example, when discussing an issue, a 'frame' can be built by using keywords, positive (or negative) language, or comparing it to other issues. In this way, different media can influence how receivers receive information, even if the information itself is the same in each case.

The Spiral of Silence Theory The mass media have the ability to present a view and promote it as the opinion of the public majority. This can result in what is known as a spiral of silence for those who do not share this view; as the opinion is distributed through various media, those who disagree with it become convinced that they are in the minority. They therefore keep silent, as they do not want to isolate themselves and go against popular opinion. This lack of disagreement, of course, further increases the general impression that the opinion shown in the media is indeed held by the majority.

GLOSSARY

consciousness – perception/understanding/awareness
context – a setting; information and circumstances surrounding a particular event, idea, statement, etc.
convey – to make information known/public/understood
distribution – the provision/delivery of sth to a large number of people
gatekeeper – a person or thing that controls access to sth
impression – idea/feeling/thought
mass media – the means, such as television, radio and Internet, used to provide information to a wide audience
negative – relating to bad or unwelcome aspects of sth
receiver – someone who gets or is given sth, e.g. *information*
revolutionise – to transform / change for the better
spiral – a process that continues and builds upon itself

Questions 1-5

Complete the table below. Choose NO MORE THAN ONE WORD from the text for each answer. Write your answers in the spaces provided.

THEORIES	CORE PRINCIPLE
Hypodermic Needle Theory	Messages arrive at each receiver unchanged by the process of 1 _____.
Cultivation Theory	High levels of media 2 _____ alter a receiver's worldview.
Agenda-Setting Theory	Receivers view frequently covered issues as more 3 _____.
Framing Theory	Different contexts can change how the public receive 4 _____.
The Spiral of Silence Theory	Receivers whose views are not represented in the media do not express their 5 _____.

Questions 6-10

Choose the correct letter, a, b, c or d.

6. In stating that mass media have a 'gatekeeper function', the writer means
- **a.** they decide the form of media used.
- **b.** they control public access to information.
- **c.** they are responsible for creating information.
- **d.** they have an interactive relationship with the public.

7. According to the writer, the problem with the Hypodermic Needle Theory is that it assumes that
- **a.** all receivers are individuals.
- **b.** individuals share a common consciousness.
- **c.** receivers have access to different forms of media.
- **d.** experience and knowledge affect the way a message is received.

8. The text states that media coverage of dangerous situations can result in individuals who
- **a.** are better prepared to deal with life's difficulties.
- **b.** consider their lives difficult, even when they are not.
- **c.** experience more difficulties in life than most people.
- **d.** expect more difficulties than they are likely to encounter.

9. According to the text, which of the following is **not** a way of framing information?
- **a.** selecting certain words
- **b.** adapting language style
- **c.** changing the information given
- **d.** comparisons to other situations

10. According to the writer, why do people often stay silent when they disagree with an opinion seen in the media?
- **a.** They assume they have misunderstood.
- **b.** They don't trust information in the media.
- **c.** They believe that their views are unpopular.
- **d.** They don't want to express a majority opinion.

Questions 11-13

What three factors are mentioned as affecting how receivers interpret information? Choose THREE letters.

- **a.** the context in which information is placed
- **b.** the type of media that conveys the information
- **c.** personal history and experience
- **d.** related knowledge and other information
- **e.** whether or not technical language is used

C. Read the text again and do the writing task below.

Imagine a situation where you see an advertisement for a sale. Write a short paragraph explaining what factors could influence the way people would judge this information, using at least one of the theories mentioned in the text.

A. Before you read the text, write a sentence in which you briefly say what kind of information you expect to find in a text about stress in the workplace. Then read the text quickly and check your predictions.

B. Read the text again and answer the questions that follow.

Stress in the workplace

Stress in the workplace, or occupational stress, refers to ongoing, long-term and often increasing stress that develops as a result of working conditions and environment. The nature of this stress—i.e., that it lasts over long periods of time—separates it from stress in other areas of life. It can be due to a variety of factors, including working environment, overwork, bad time management, and limited possibilities for professional growth. Once occupational stress hits, it can affect performance and efficiency, as well as physical and mental health. Studies show that it is a key cause of employees taking time off, and that an estimated 91.5 million working days are lost each year to stress-related illnesses. It is therefore important for every workplace to develop strategies for combating stress.

Occupational stress responses typically pass through three stages. The first of these is the alarm phase, when a situation triggers the body's 'fight or flight' response. This involves the body producing a rush of adrenaline, which is the natural response to any stressful situation. In cases where the stress is the result of a single factor or event, this phase passes quickly as the source of the stress is dealt with. With occupational stress, however, where the source of the stress is ongoing, this phase can continue over the long term. It eventually leads to the second stage.

This is the resistance phase. After being under the long-term influence of adrenaline, the body increases production of calming chemicals to counter it. This helps it cope with the stress levels; however, it comes at a high energy cost. If the source of the stress persists, as with occupational stress, the body is forced to keep this activity up long-term. This can lead to sleep loss, tiredness and concentration issues, and will eventually lead into the final stage: exhaustion. At this point, the body has lost so many of its resources that it becomes unable to function properly. The body's defence systems are weakened, increasing the chances of illness.

To combat occupational stress, the first step is to identify it. There are some common symptoms that can indicate if someone is suffering from occupational stress. These may include lack of motivation, missing deadlines, an irritable mood, or difficulty communicating. To then combat this, workers should practise a positive attitude and good work habits, for example by working at a steady rate and employing good time management. They should also engage the help of the Human Resources department. This is one of the most important tools for fighting workplace stress: at a basic level, Human Resources can provide a place where employees feel safe to discuss problems and look for advice and solutions, and it can even take a more direct role by, for example, promoting wellness programmes or flexible working options.

GLOSSARY

adrenaline – a hormone that prepares the body for action
combat (v.) – to act to reduce or eliminate something
deadline – a date or time by which something must be completed
identify – to recognise or understand that something exists or is happening
motivation – the feeling of wanting to do or accomplish something
occupational – having to do with one's job
ongoing – happening without interruption or on a regular basis
trigger (v.) – to start something happening
wellness – a state of good mental and/or physical health

Questions 1-3

Choose the correct letter, a, b, c or d.

1. What is the purpose of this text?

a. to show how stress can damage a business

b. to encourage people to reduce their stress levels

c. to help employees recognise when they feel stressed

d. to explain the negative impact of work-related stress

2. How is occupational stress different from other forms of stress?

a. It has an impact on health.

b. It is harder to notice in other people.

c. It lasts for an extended amount of time.

d. It is caused by factors out of one's control.

3. What does the writer say about stress and the workplace?

a. Most employees have taken a day off because of stress.

b. Around 91.5 million people each year take time off for stress.

c. Few workplaces have effective strategies for combating stress.

d. Stress is one of the most common reasons people take time off.

Questions 4-10

Complete the flow-chart below. Write NO MORE THAN ONE WORD for each answer. Write your answers in the spaces provided.

THE STAGES OF OCCUPATIONAL STRESS

Alarm phase

In a stressful situation, the body produces **4** _____. This is part of the body's fight or flight response. If the **5** _____ of stress is not dealt with, this phase may continue long-term.

↓

Resistance phase

The body produces **6** _____ to counter the adrenaline. This reduces stress but takes a lot of **7** _____ from the body.

↓

8 _____ phase

The body stops working properly due to loss of **9** _____. There is a risk of **10** _____ at this stage as the body's defences are weakened.

Questions 11-13

Choose the correct ending for each sentence. Write the correct letter a-e in boxes 11-13. There are two endings that you do not need to use.

11. To combat stress in the workplace, ☐

12. Employees can take action ☐

13. The Human Resources department should be a place where ☐

a. to reduce stress levels on their own.
b. workers are able to deal with the pressures of the job.
c. building a healthy working environment for all.
d. we must first be able to recognise it.
e. employees feel safe discussing any issues they have.

C. Read the text again as well as the information in the flyer below and do the writing task.

Write a summary of how to recognise whether someone is suffering from occupational stress and what they can do to combat it.

Use information from the text and the flyer to provide details.

COPING WITH STRESS AT WORK

MANAGE YOUR TIME
Make a list of everything you have to do and underline the most important items. Be realistic about how many things you can do in one day.

TAKE A BREAK
Get up every hour and walk around to stretch your legs.

BREATHE DEEPLY
Try breathing exercises to relax. Count out ten deep breaths, breathing in through your nose and out through your mouth.

EAT A HEALTHY DIET
Eating well can boost calming brain chemicals, lower stress chemicals and reduce blood pressure.

COMMUNICATE WITH OTHERS
Talk to your friends, family or colleagues about any issues. Hearing someone else's point of view can often help you see things in a different way.

TALK TO SOMEONE WHO CAN HELP
If you are still struggling, ask to speak to someone in Human Resources. They should be able to help you find solutions.

A. Read the text quickly. Which of the sentences below best summarises the definition of a soliloquy?

a. a speech made by one character to others in the play
b. a single speech made by a character addressing the audience
c. a speech made by a character alone that reveals their inner thoughts

B. Read the text again and answer the questions that follow.

The Art of the Soliloquy

A soliloquy is a popular dramatic device that is found in plays in various forms. It is generally accepted to have reached peak popularity during the sixteenth and seventeenth centuries, when it was used particularly skilfully by William Shakespeare, perhaps the best-known playwright in the English language. The word 'soliloquy' comes from the Latin words *solus* (alone) and *loqui* (to speak); in essence, then, a soliloquy is a speech made by a character who is alone on stage. It is important to note that a soliloquy is different from a monologue (a speech made by one character to other characters in a play) or an aside (a short comment, usually negative, that is directly addressed to the audience).

While it is clear what a soliloquy isn't, its exact definition is not always fixed. There are some generally accepted rules, the most important of which is that a soliloquy represents a piece of thought rather than actual speech in the world of the play. This means that, while other characters may be present on the stage during the soliloquy, the convention is that these others cannot hear it. If they could, it would not be a soliloquy but a monologue. The information revealed in a soliloquy is generally not passed on to other characters, which means that they cannot take action based on it. Instead, the speech simply reveals the thoughts and intentions of the speaker to the audience.

The role of the audience in a soliloquy has changed over the years. In most modern plays, it is assumed that the audience or viewers are separated from the performance by 'the fourth wall', an imaginary obstacle that stops the two interacting. As a result, soliloquies are usually not addressed to them. In Shakespeare's time, however, the idea of the fourth wall did not yet exist, and soliloquies were often spoken directly to the people in the audience: in some cases to explain a character's motivations and future plans—an approach favoured by villains, such as Iago from Othello—and in others, seemingly to ask for the audience's help in confronting a problem. Perhaps the most famous line Shakespeare ever wrote, Hamlet's 'To be or not to be', presents the dilemma to the audience and invites their silent input.

Soliloquies are a powerful dramatic device, not only because they can move the plot forward and build suspense by laying out a basis for future decisions, but mostly because they provide insight into a character's state of mind, and reveal inner tensions that cannot be displayed only through the dialogues between characters. There is no other device that can convey a character's inner thoughts without consideration of other motivations, such as who they are addressing—soliloquies allow characters to drop the mask that they wear in front of other characters and display complex emotions or reveal weaknesses that help to make them relatable in the eyes of the audience.

GLOSSARY

address (v.) – to speak to someone
dilemma – a problem where somebody has to make a difficult choice between two or more options
essence – the basic nature or most important quality of a person, thing or idea
intention – something that one plans or is determined to do
negative – expressing criticism or dislike
peak (adj.) – at the point of greatest or maximum value, interest, level, etc.
playwright – someone who writes plays
relatable – easy for people to feel a connection with
tension – conflict or emotional drama

Questions 1-7

Do the following statements agree with the information given in the text?

In boxes **1-7**, write:

T for **TRUE** if the statement agrees with the information

F for **FALSE** if the statement contradicts the information

NG for **NOT GIVEN** if there is no information on this

1. Soliloquies are more popular today than at any point in the past. ☐

2. The first soliloquies ever written were in Latin. ☐

3. Soliloquies are the only form of solo speech found in drama. ☐

4. During a soliloquy, there are always other characters on stage. ☐

5. In a monologue, other characters in the play can hear the speaker. ☐

6. In some plays, soliloquies directly address the audience. ☐

7. Soliloquies are often used to add interest to scenes with low drama. ☐

Questions 8-13

Complete the summary below. Choose NO MORE THAN TWO WORDS from the text for each answer. Write your answers in the spaces provided.

A soliloquy is a dramatic **8** _____ used to reveal a character's inner thoughts at a certain point in the play. Conventionally, other characters, even those on **9** _____ at the time of speaking, cannot hear it. This means that it is solely for the benefit of the play's **10** _____. In some cases, a soliloquy may even break the **11** _____ to address them directly. Soliloquies are often used as a powerful way of moving a **12** _____ forward and building strong, relatable characters by giving insight into their **13** _____ and weaknesses.

C. Read the text again and do the writing task below.

Write a short text in which you explain the differences between a soliloquy, a monologue and an aside.

Use information from the text to provide details.

A. Read the text quickly. Then choose the sentence that best summarises it.

This text is about

a. the various systems that make up the human body.

b. the importance of maintaining a healthy heart.

c. how blood is transported around the human body.

d. the importance of delivering oxygen to different parts of the body.

B. Read the text again and answer the questions that follow.

The Human Cardiovascular System

The cardiovascular system consists of the heart and the circulatory system (blood and the blood vessels that transport it). This system performs a vital life function, as it delivers nutrients and oxygen to the various parts of the body. In human beings, the circulatory system is in fact a double system, as the blood follows two separate circuits and passes through the heart twice.

One of the main purposes of the circulatory system is to deliver oxygen to the various parts of the body. When we breathe in air, oxygen is taken into the bloodstream through the lungs, and this blood then travels to the heart. Blood that carries oxygen is called 'oxygenated blood', and the circuit between the heart and the lungs is the first circuit of the circulatory system. It is called the pulmonary circuit, and it transports oxygenated blood to the heart and collects deoxygenated blood (blood that has delivered oxygen and is no longer carrying it) and takes it to the lungs to be reoxygenated.

Blood becomes deoxygenated as it travels through the systemic circuit. This system pumps blood between the heart and the rest of the body. When oxygenated blood from the lungs reaches the heart, it is pumped into the systemic circuit and travels through blood vessels around the body, delivering oxygen and nutrients and carrying away waste material such as carbon dioxide. Once the blood returns to the heart, it re-enters the pulmonary circuit in order to become oxygenated once more—and then returns to the heart to circulate again.

The heart is thus, literally, at the heart of the double circulatory system. It is found in the chest, and it pumps blood continuously around the body. It is divided into two separate halves: the left side receives the oxygenated blood from the lungs and sends it to the rest of the body, while the right side receives the deoxygenated blood that has already circulated around the body and returns it to the lungs. To keep the two sides of the heart and the two kinds of blood separate, there is a thin wall of muscle called the septum which runs down the middle of the heart.

Each half of the heart consists of two chambers: the atrium, which is found in the upper part, and the ventricle, which is found in the lower part. Blood travels from the lungs to the heart via the pulmonary vein, entering the left atrium. It then passes into the left ventricle, from where it is pumped into the aorta, the main artery which sends the blood to the rest of the body. It returns to the heart via the right atrium, then passes through the right ventricle and into the pulmonary artery, which transports it to the lungs where it takes on oxygen again. This process is repeated continuously to ensure that all parts of the body are maintained.

GLOSSARY

chamber – a hollow area inside a body or organ
circuit – a route that starts and finishes in the same place
circulate – to move around a system
heart – the organ responsible for moving blood around the body
lungs – the organ you use to breathe air with
nutrient – a substance that is needed for the maintenance and growth of living things
oxygen – a gas found in the air, which is essential for life
pump – to cause something (usually a liquid) to move in a certain direction
vein / blood vessel – a thin, long, hollow pipe that carries blood from different parts of the body to the heart
vital – necessary or essential

Questions 1-4

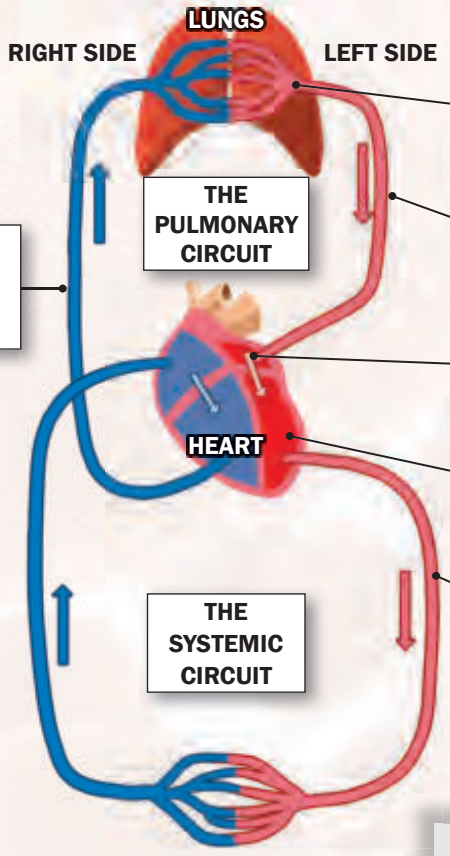
Choose the correct ending for each sentence. Write the correct letter a-e in boxes 1-4. There are two endings that you do not need to use.

1. The pulmonary circuit enables ☐
2. The systemic circuit carries ☐
3. The heart pumps ☐
4. The cardiovascular system is made up of ☐

a. blood through both circuits of the double circulatory system.
b. the lungs and the pulmonary vein.
c. blood between the heart and the rest of the body.
d. blood to become oxygenated and transports it to the heart.
e. oxygen into the lungs.
f. blood, blood vessels and the heart.

Questions 5-10

Look at the diagram below. Write NO MORE THAN ONE WORD from the text for each answer. Write your answers in the spaces provided.



Blood takes on 5 _____ from the lungs.

Oxygen-rich blood is transported from the lungs to the heart through the pulmonary 6 _____.

Blood then enters the left 7 _____.

Blood leaves the heart through the left 8 _____.

Oxygenated blood travels through the 9 _____ on its way to the rest of the body.

The pulmonary 10 _____ transports the deoxygenated blood from the heart to the lungs.

oxygenated blood
deoxygenated blood

Questions 11-13

Choose the correct letter, a, b, c or d.

11. What is true of the cardiovascular system?
- **a.** It consists of one circuit.
- **b.** It is responsible for creating nutrients.
- **c.** It turns oxygen into the nutrients required by the heart.
- **d.** It ensures that the body receives both the nutrients and the oxygen it requires.

12. What is **not** true of the systemic circuit?
- **a.** It consists of blood vessels.
- **b.** It is the first circuit of the circulatory system.
- **c.** The blood in it is responsible for removing waste materials.
- **d.** While travelling through it, blood loses the oxygen it is carrying.

13. What is true of the heart?
- **a.** It has a pump called the septum.
- **b.** It only deals with oxygenated blood.
- **c.** It consists of four chambers in total.
- **d.** It is covered by a thin wall of muscle.

C. Read the text again and do the writing task below.

Write a short summary in which you describe the different parts of the human cardiovascular system and how they work.

Use information from the text and from the diagram above to provide details.

A. Read the text quickly. Then choose the sentence that best summarises its main idea.

a. This text explains how Victorian poetry influenced the modern poems of today.

b. This text shows how and why the portrayal of nature changed in Victorian poetry.

c. This text is about how Victorian poetry reflected the catastrophic effects of technological progress on the environment.

B. Read the text again and answer the questions that follow.

Nature in Victorian Poetry

1 Throughout the ages, the way nature appears in literature has gone through many changes. Poetry of any period is influenced by the events of the time, the beliefs that are most popular, and the social issues that exist at the time of writing, and these influences are particularly noticeable in the nature poetry of the Victorian era—that is, the years 1837 to 1901. This period marks a distinct change from older forms of the art, making it an important step on the way to the modern era of poetry.

2 Before the Victorian period, the main trend in poetry was to follow the poets of the Romantic movement, an eighteenth-century style that focused on the power of emotion. Nature was a common topic for these earlier artists, who portrayed it as a powerful force, mostly for good, but with dangerous consequences if ignored. The Victorian period, a time of great industrial advancement, invention and technological progress, changed this.

3 Influenced by the events of the time, the Victorian worldview came to be more heavily based on science and technology. The thinkers of the era were starting to challenge accepted knowledge and beliefs and to consider the scientific truth behind nature, and this view is a trend that is reflected in the literature and poems that were created during this time. If we look at the extract below, which is taken from 'Dover Beach', a poem written in 1851 by the poet Matthew Arnold, we see a view of nature as something that is wild, unreliable and even cruel:

> *... for the world, which seems*
> *To lie before us like a land of dreams,*
> *So various, so beautiful, so new,*
> *Hath really neither joy, nor love, nor light,*
> *Nor certitude, nor peace, nor help for pain...* (ll. 30-34)

4 Here, nature is not seen as a generous force that provides life, but as something that does not care for human pain. And yet, it is still a thing of beauty—'like a land of dreams,' as the poem states. The Victorian poets also used their understanding of nature to express and reflect human emotion. For example, in Tennyson's 'Mariana' (a poem which adopts Victorian themes even though it was published in 1830, a few years before the beginning of the Victorian age), the dark description of nature left to run wild mirrors how the main character of the poem is feeling.

5 Despite their sense of nature as something wild and uncontrollable, Victorian poets also gave the impression that it all worked in a strict order. The poems show evidence that the writers understood that nature followed the laws of science—even though the science had not yet developed enough to provide all the answers. For this reason, the natural world that appears throughout the poems of Victorian England is full of wonder and uncertainty—but, beneath that, there is the idea that it works on a basis of order and logic, even if it cannot always be understood.

GLOSSARY

distinct – easily perceived
literature – pieces of written work, especially poetic or fictional ones
poet – a person who writes poetry
portray – to describe something so as to create a particular impression
reflect – to show or represent the character or nature of something

Questions 1-5

Choose a heading for each paragraph in the text. Write the correct letter A-G in boxes 1-5 provided in the text. There are two headings that you do not need to use.

List of headings

A. From Romantic to Victorian
B. The science of nature
C. Using nature to show emotion
D. Nature as a compassionate force
E. Nature and its effect on technology
F. Art as a product of its time
G. The Victorian way of thinking

Questions 6-14

Do the following statements agree with the information given in the text?

In boxes **6-14**, write:

T for **TRUE** if the statement agrees with the information

F for **FALSE** if the statement contradicts the information

NG for **NOT GIVEN** if there is no information on this

6. All poetry is a reflection of the events that are happening when it is written. ☐

7. Victorian poetry deals with many of the same topics as modern poetry. ☐

8. Nature first appeared as a topic in poems in the Victorian era. ☐

9. The Victorian era began in 1901. ☐

10. During the Victorian era, people's understanding of the world was changing. ☐

11. 'Dover Beach' shows nature as something that is beautiful but uncaring. ☐

12. In Tennyson's 'Mariana', nature is depicted in a positive light. ☐

13. The way nature was described could also show the emotions of characters in the poems. ☐

14. Many scientific ideas from the Victorian era were not accepted until much later. ☐

C. Read the text again and do the writing task below.

Think of a poem written by a poet of your choice and write a summary in which you discuss the underlying theme of the poem, for example nature, society or charity, how this theme is developed and what effect this has. Refer to parts of the poem to clarify the points you make.

A. Read the text quickly. Then choose the sentence that best summarises it.

This text is about

a. how the supply of products increases over time.
b. how supply and demand help determine price.
c. how consumer demand controls the market.
d. how our economy creates rising prices.

B. Read the text again and answer the questions that follow.

SUPPLY AND DEMAND

The concepts of supply and demand are at the root of our economy. In simple terms, they form a model that determines the price of a product or service based on the relationship between how much is on offer in the market and how much consumers want or are able to buy. The price of the product is then a reflection of the relationship between these two forces.

The relationship between supply and price states that if a product sells for a higher price, the number of people or companies willing to supply that product will increase. This indicates that there is a positive relationship between supply and price. On a graph, the supply curve shows that, if all other factors remain equal, an increase in price leads to an increase in supply, while a decrease in price leads to a fall in supply. This relationship between price and supply is influenced by the force of demand, which has a negative relationship to price. The demand curve on a graph shows that as prices rise, there is a drop in demand and as prices fall, demand rises.

When the supply and demand curves are placed on a graph together, the two lines meet at a certain point, called the equilibrium point. This point indicates a theoretical price for the best use of resources, where the market is in balance and the amount of goods demanded is equal to the amount supplied. Setting the price above or below the equilibrium price leads to an imbalance between supply and demand. If the price is too low, the demand increases but producers are unwilling to create the supply. If it is set too high, supply increases as producers hope to make a profit, but demand decreases as consumers become less willing to pay.

Of course, this perfectly balanced model only holds true in theory. In reality, supply and demand do not exist in a vacuum, and many factors influence them. Supply can be affected by a variety of factors other than sale price—for example, a rise in the cost of labour or the price of raw materials—and supply shortages can occur due to production problems such as bad weather or transport delays. Similarly, demand can change due to the season, the prices of other similar products on the market, the disposable income of consumers, and even popular opinion: for example, media influence could lead to increased demand for a certain product.

When the supply and demand curves shift, the equilibrium price changes. For example, if there is more demand for a product than there is supply, the price will rise as consumers compete with each other for the limited goods. If there is more supply than demand, suppliers will lower prices to move goods. This shows how the two forces work to find a balance for the price in the market.

GLOSSARY

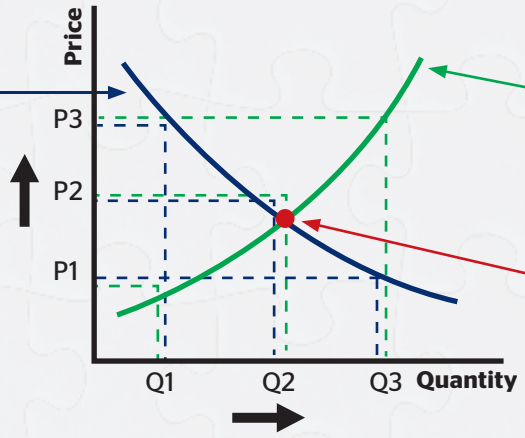
curve – a line on a graph that shows a relationship between two things
disposable income – what is left from one's earnings after all necessary expenses have been paid
imbalance – a state in which the normal relationship between two or more things is upset or becomes unequal
move – to sell, especially something that exists in large or unwanted supply
shift (v.) – to move or change over time
vacuum – an environment free from outside influences

Questions 1-6

Complete the diagram using NO MORE THAN ONE WORD from the text for each answer. Write your answers in the spaces provided.

SUPPLY AND DEMAND

The demand curve shows that lowering the price of a product increases demand, while raising the price results in a 1 _____ in demand. The relationship between price and demand is 2 _____.



The 3 _____ curve shows that a price increase leads to a supply increase and a price decrease to a supply decrease. There is a(n) 4 _____ relationship between the two factors.

The point where the two lines meet is called the 5 _____ point. Here, the quantity of goods supplied is 6 _____ to the quantity demanded.

Questions 7-10

Choose the correct ending for each sentence. Write the correct letter a-f in boxes 7-10. There are two endings that you do not need to use.

7. There are many different factors
8. A variety of production problems
9. The equilibrium price changes to
10. If the supply of a product is too high,

a. suppliers may lower the price to increase demand.
b. the relationship between these two forces.
c. that can influence supply and demand.
d. reflect changes in the supply and demand curves.
e. due to the season.
f. bring about a shortage of supply.

Questions 11-13

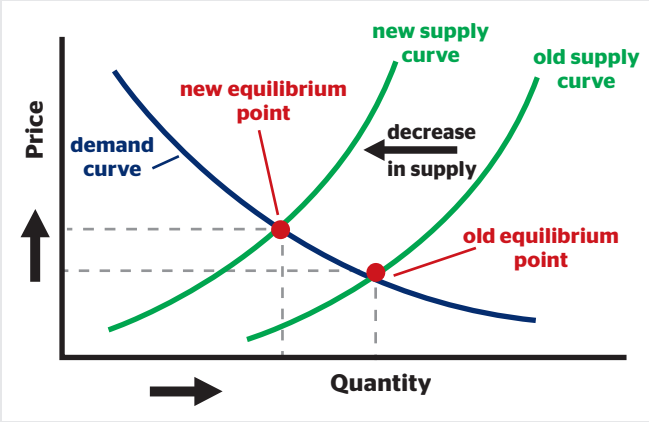
Choose THREE letters, a-e. Which THREE factors does the writer say can reduce supply?

a. increasing demand for a product
b. lowering the price of a product
c. increasing the cost of making a product
d. raising the price of similar products
e. problems with the production process

C. Read the text again as well as the information provided in the graph and do the writing task below.

The graph shows the effects of a decrease in supply of a particular product while consumer demand stays the same. Write a summary in which you describe how a decrease in supply affects price and demand.

Use information from the text and the graph to provide details.



WORDLIST

Module 6

cover (p. 81)

capacity
honesty
motive
personality trait
self-awareness
speculation
tendency

6a (pp. 82-83)

abstract concept
be fond of
bore (n.)
break a promise
category
characteristic (n.)
compassionate
concentrate
conflict (n.)
conform
criticism
decisiveness
direct (adj.)
emotion
emotional
excite
exhibit (v.)
extrovert (adj.)
in control of
interact
introvert (adj.)
intuition
let down
logic
mesmerising
natural-born
observant
philosophical
principle
quick-witted
rational
reason (n.)
reliable
sense (n.)
sensitive
sensitivity
spontaneous
stability
the centre of attention
theoretical
trustworthy
willpower

6a (pp. 84-85)

aggressive
ambitious
award (v.)
break a/the habit
break a/the record
break sb's heart
break the ice
break the law
break the news
break the rules
break the silence
caring
conscientious
generous
greedy
irritable
liar
look down on
obey
selfish
sibling
snobbish
standard (adj.)
stubborn
the poor
tolerant
violent

6a (pp. 86-87)

accomplishment
account (n.)
autobiography
blind (adj.)
chronological order
deaf
fever
greatness
instructor
lack (v.)
obstacle
pursuit

6b (pp. 88-89)

accessible
admiration
appreciation
constant
constantly
cope
determine
equipped
flow (n.)
foster
identity
instil
interconnected
maintain
moral (adj.)
moral (n.)
perseverance
persuade
rapid
remain
responsible
sense (n.)
steadily
uncertainty
unpredictable

6b (pp. 90-91)

a good judge of sth/sb
adore
at heart
bride
deep down
descendant
empty-handed
entirely
extended family
florist
flour
gentle
groom (n.)
grow up
inheritance
it's in one's DNA
it's in one's nature
judge (v.)
marriage
nuclear family
on the contrary
raise (v.)
self-respect
spouse
strict
tend to
That doesn't sound like him/her.
truthfulness
waffle
wedding

6b (pp. 92-93)

acquaintance
argue
belief
bring up
casual
circumstance
combination
common ground
complexity
conscious (adj.)
custom
factor

form (v.)
formal education
free will
friendship
gene
ideal (n.)
ignore
initially
justification
mindful
parenting
part of the equation
perceive
relate to
responsive
shed light on
specific
take into consideration
to a great extent
transformation
uniqueness

Module 7

cover (p.97)

informed
media
the paper

7a (pp. 98-99)

character
chatroom
co-founder
computer lab
content (n.)
creator
distinguish
edit
emoticon
experiment (v.)
forum
founder
function (n.)
gather
launch (v.)
link (n.)
malware
manage
misinterpret
noticeboard
original (adj.)
physicist
point (v.)
post (n.)
post (v.)
separate (v.)
sequence (n.)
shortened version
sideways (adv.)
smiley face
surveillance
symbol
symbolise
tweet (n.)
upload (v.)
video conference
virus
webcam

7a (pp. 100-101)

bookmark (v.)
catch up on (news)
current events
cyberspace
define
delete
domain name
download (v.)
fall into the wrong hands
FAQ (Frequently Asked Questions)
file (n.)
fill sb in
inbox
keep sb posted
keep up-to-date
keyword
login
material (n.)
notify
password
record (v.)
screensaver
search engine
section
spa
spyware
system
tell
the latest
unwanted
update (v.)
up-to-the-minute
URL (Uniform Resources Locator)
wallpaper (n.)
you name it

7a (pp. 102-103)

account (n.)
automatically
geographical
log in
modernise
procedural
proceed
profile (n.)
quest
roll-up (adj.)
select
server
username
web page
wrist

7b (pp. 104-105)

alert (adj.)
anonymous
comfortable
conduct (n.)
disturb
extension
filter (n.)
judgment
outdated
permission
privacy
respectfully
responsibility
responsibly
secure (adj.)
sensibly
simply
subtle
tempting
treat (v.)
vast

7b (pp. 106-107)

addict
against
argument
avatar
be in touch
be moved (emotionally)
be touched by
brainwash
commercial
compare
couch potato
debate (n.)
emphasise
gradually
in comparison to
in connection with
in contact with
in favour of
in honour of
in need of
inappropriate
informative
intelligence
jump in
link (n.)
lose interest
lose one's touch

WORDLIST

lose touch
passive activity
put the finishing touches
rating
satellite TV
show off
stress (v.)
think critically
touch a sore spot
view (v.)
viewer
violence

7b (pp. 108-109)

a quarter of
account for
approximately
considerable
consume
depict
evident
finding
majority
minority
occupied
paraphrase
percentage
pie chart
proportion
slice (n.)
specify
survey (n.)

Module 8

cover (p. 111)

at your service
chairman
construction (services)
courteous
fire (v.)
hospitality (services)
reservation
treatment
utility (services)

8a (pp. 112-113)

atmosphere
belongings
clean up after sb
delighted
dormitory
equip
extend
fee
feedback
free of charge
guest
guide (n.)
hostel
laundry
limousine
lobby (n.)
lodging
observe
outing
permit (v.)
plus
pool
questionnaire
reception
regulation
safe
safekeeping
storage
switch off
throughout
towel
trust
upon request

8a (pp. 114-115)

aide
at (the) risk (of)
at a distance
at a loss
at all costs
at least
at once
at present
at work
blanket
by accident
by air
by chance
by credit card
by mistake
by oneself
by surprise
by taxi
complimentary
convenient
count on sb
escort (n.)
fall apart
fill in
fill out
filthy
form (n.)
front desk
housekeeping
key card
linen
luggage trolley
make one's way
mattress
on a regular basis
one's details
pillow case
porter
precious
reduction
refund (n.)
sheet
sort out
three-star
tip (n.)
valet
wake-up call

8a (pp. 116-117)

all-inclusive
attach
bargain for
be entitled to
carry out
central heating
common ground
compromise (v.)
considerable
deposit (v.)
distribution
enhance
expand
fair enough
finance (v.)
full board
go with
graph
handle (v.)
hotspot
landlord
legal action
middle way
neglect (v.)
obliged
policy
refund (v.)
renovate
savings account
shuttle service
transaction
transfer (n.)
untrue
up to a point

8b (pp. 118-119)

age

attendee
business partner
cater for
catering
childcare
competitor (in business)
conduct (v.)
contribution
corporate
delegate (v.)
evaluation
excel (v.)
executive (adj.)
extent
function (n.)
grow apart
involvement
marketing director
memorable
personnel
publicise
publicity
put one's/sb's mind at ease
regarding
sample (n.)
social gathering
superb
team-building
testimonial
theme
top-notch
training session
trick of the trade
undertake
venue
wary

8b (pp. 120-121)

auditorium
bank cashier
bank statement
barely
branch
Can I be of any assistance?
cash dispenser/machine
charge (v.)
currency
debit card
diamond
financial institution
gallery
get a mortgage
identification
insurance company
loan (n.)
make a deposit
make a withdrawal
open/close a bank account
pay back
prayer room
sign (v.)
take advantage of
underneath
with pleasure
withdraw money

8b (pp. 122-123)

average (adj.)
boost (v.)
cleanliness
clinic
evaluate
inclusion
nurse (n.)
report (n.)
utilise

Module 9

cover (p.127)

form (n.)
harmony
iconic
persuasive
purpose
Where on earth?

9a (pp. 128-129)

ash
balloon
brochure
carve
chamber
charming
chimney
column
delicacy
erode
erupt
feast (n.)
formation
geologist
gorge
grain
harsh
livestock
narrow
overlook
package tour
passage
picnic
point (n.)
pottery
provision (n.)
round trip
shelter (n.)
soaring
souvenir
spectacular
store (v.)
stretch
thick
tower
tunnel
turn into
underground
valley
ventilation shaft
vertical
volcanic
wander
well (n.)

9a (pp. 130-131)

absence
absent
carelessness
complexity
confidence
consciousness
curiosity
difference
distant
existence
fatal
fatality
fresco
ignorance
ignorant
innocence
loneliness
maze
mind-boggling
nervousness
popularity
relevance
relevant
seriousness
significance
significant
similarity
sweetness
terrace
tolerance

9a (pp. 132-133)

ancient ruins
B&B (Bed and Breakfast)
botanical/botanic
catch (v.)
cosmopolitan
cuisine
double-decker bus
full moon

WORDLIST

joint (adj.)
spread out
the tube
tranquil
tuck into
vibrant

9b (pp. 134-135)

appeal (n.)
ceramics
cooperation
culture
deadly
diameter
dough
elaborate (adj.)
fireplace
flowerpot
forbid
gender
goodwill
handshake
high-end
kill
license (v.)
living quarters
migrate
nod (v.)
nomadic
oral
pass down
poisonous
recital
sink (n.)
smash
steppe
tarpaulin
the norm

9b (pp. 136-137)

abandoned
accurate
bustling
cost a fortune
creepy (adj.)
flourish
housing (n.)
picturesque
possession
residential
scenic
source
stock exchange
trade (n.)
trader

9b (pp. 138-139)

appreciate
background
barrier
crystal clear
doubt (v.)
emphasis
enrich
faraway
hit a record high
immersive
insight
insignificant
landmark
paramount
preconception
progression
quotation
stereotype
stick to sth
stimulate
thought-provoking
trivial

Module 10

cover (p.141)

a penny saved is a penny earned
budget (v.)
charity
consumerism
material possessions

10a (pp. 142-143)

benefit (v.)
bridge (v.)
calculate
charitable
deserve
donate
donation
faith
finances
generosity
giving
gratifying
hands-on
homeless shelter
in for a penny, in for a pound
money makes the world go round
philanthropy
pitch in
poverty
set aside
sharing is caring
side benefit
state (n.)
tax break
the needy
the poor
worthy

10a (pp. 144-145)

be rolling in money
bill
cash
change (n.)
cheque
cost an arm and a leg
debt
deposit (n.)
expenses
fee
fine (n.)
get paid peanuts
go from rags to riches
instalment
money doesn't grow on trees
money is no object
note (n.)
on a shoestring
on a tight budget
payment
receipt
throw money around
tip (n.)
well-off

10a (pp. 146-147)

blank (adj.)
blank (n.)
chain store
coin
dryer
fool (n.)
glitter (v.)
go out of business
inspector
it's a pity
manufacture (n.)
metal
part (v.)
pesticide
plate
poor
poorly
press (v.)
price tag
punch (v.)

raise (v.)
stamp (v.)
varnish (n.)
vault
washer
window shopping
wisely

10b (pp. 148-149)

affordable
bookseller
climate
close down
competitively
controversy
conversely
cycle (n.)
depleted
downside
drawback
evolve
force (v.)
harm (v.)
industrial
limitless
mindless
outline (v.)
outweigh
progressively
raw material
reject (v.)
shift (n.)
thrive
widespread

10b (pp. 150-151)

banker
bargain hunting
catchy
counselling
damaged goods
designer label
economy
economist
endorsement
evoke
fitting room
govern
governor
half price
have a lasting impression on sb
investigator
investor
journalist
loan officer
loyalty
manager
mathematician
philanthropist
politician
politics
pop-up message
promotional
second-hand
shopping trolley
shut down
silk
slogan
special offer
spice
statistician
statistics
supervise
supervisor
target audience
technician
trend
word of mouth

10b (pp. 152-153)

attain
billboard
bombard
consumer
critically
deceptive
demand (n.)
expose
generation
image
inaccurate
maintain
market (v.)
misleading
obviously
personalised
press (n.)
pressured
prevalent
status
targeted
wasteful

NOTES

NOTES

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