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12B

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GRADE 12 SEMESTER 2



STUDENT'S BOOK

School	
Name	
Class	

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النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءُ قَطَرٌ بِقَلْبِي سِيرَةٌ قَطَرُ الرِّجَالِ الأَوَّلين وَحَمَائِمٌ يَوْمَ السَّلامُ

قَسَمًا بِمَنْ نَشَرَ الضِّياءُ قَطَرٌ سَتَبْقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِياءُ سِيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِياءِ الأَنْبِيَاءُ عِـــزٌّ وَأَمْـجَـادُ الإِبَـــاءُ حُمَاتُنَا يَـوْمَ النِّـدَاءُ جَـوَارِحٌ يَــوْمَ الفِـدَاءُ

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	Culture page: Making Fitness Task 5 & 6: Identifying the fe		writing and developing the skills to write one p.96
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Not what it seems	Word building: negative prefixes un-, in-, il-, ir-, im-, dis-, mis-, under- and the suffix -less Phrasal verbs with go Verbs with prepositions related to deception Words easily confused Nouns with prepositions	Defining and non-defining relative clauses Participle clauses	Defining people, places, things and ideas, and giving additional information about them Speculating and making a decision Identifying stylistic features of a radio show Discussing advantages and disadvantages Expressing opinion and justifying point of view Speculating, negotiating and reaching a decision Presenting arguments either in favour of or against a particular position, acknowledging opposing arguments and dismissing them using counter-arguments
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Reading	Listening	Speaking		Writing		QNCF Competencies
Four first-person accounts of people who took part in ultra distance events An article providing background information about Pilates	A lecture from a first-aid course A radio programme about healthy eating habits	Comparing two sets of activities, one in relatic to aspects of health an the other in relation to the effects on health Discussing the benefit of four health-related activities and choosing which two the school should organise in celebration of wellnes week	n repord A disc Develor Talkir Using give a Using a clear Develor Using a clear Using b Develor Using a Clear Using b Develor Using a Clear	ing a questionnaire, condi- ting on results cursive essay oping skills: ng about habits and freque modals to express obliga advice and make suggestic sing on text organisation, in topic sentences to introdur, concise manner loping ideas by providing upporting information in a variety of linking words paragraph and sentence le	ency tion and possibility, ons register and style uce the main idea in relevant examples	\$ 6 6 2
Three related texts: a review of a novel, an extract from that novel and a short description of what inspired the creation of the main protagonist A magazine article: Myths and Misconceptions of a Fictional Character	A lecture about film-making A radio interview with a successful author of crime fiction	Solving crime riddles Discussing different opinions about graffiti and expressing persona point of view	• Identi- develor • Using attent • Using events • Focus • Using set ph	review ping skills: fying the different stages of th	he reader's e sequence of egister and style ljectives and	† †
Four texts related to food advertising: an email, a letter of complaint, an article and a poster advertising a seminar A magazine article: Have some cookies, whether you like them or not!	A radio show giving advice to shoppers Four people talking about whether there should be restrictions on social media sites	advantages and disadvantages of five means of advertising and making a decision on which would be most effective for advertising a school event		er / An email of complaint gumentative essay pping skills: sing on text organisation, it is expressions to deliver to the colitely ating data and establishin it hooks to capture the reaing a claim and validating it of evidence and logical resuments.	register and style r a message firmly g connections der's attention t using different	\$ 6 6 6 6
An article about the Aral Sea An article: Sustainable Qatar A radio interview with a wildlife conservationist A radio show about the exhibition: Lights Out A radio interview with a wildlife conservationist Creating a mind map to visually represent concepts and ideas		• A pro Develo • Focus • Identiforma	er (to the editor) expressing blem/solution essay bping skills: sing on text organisation, refying key stylistic and land letter writing sing the key components	register and style guage features of	\$ 6 6 2	
 An article based on an interview: How The Big Issue Changed my Life Three short texts: an online advertisement, a newspaper article titled Pandemics: An Economic Viewpoint and a related letter to the editor A talk about environmental refugees A conversation between a jobseeker and a careers adviser Comparing two people in different situations, identifying how they may be feeling and recommending a possible course of action for each 		A sur Develor Ident mem Using purp Ident inform Orga and i Using	nmary interpreting a grap oping skills: ifying the stylistic and lan	guage features of a cate aim, intention, , and grouping eve clarity, focus	\$ 3 6 2	
QNCF Competencies Critic		Inquiry and research	nunication	Cooperation and participation	Problem-solving	



All Street

 Which social issues are depicted in the pictures?
 How do you think the people affected feel?
 What are the biggest

In this module you will...

discuss issues related to social problems
learn expressions with 'come' and 'put',
noun suffixes and word pair's
learn to use inversion for emphasis
learn to use double conjunctions
learn to write a memo
learn to write a memo
learn to write a summary interpreting a
graphichart







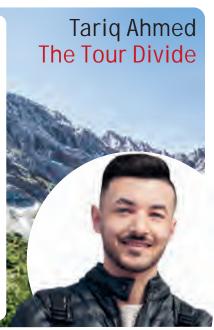
Reading **◄**))

- A. Q Discuss in pairs/groups.
- What's the longest distance you have ever run/walked?
- Have you ever taken part in a marathon in Qatar or elsewhere?
- What characteristics/qualities do you need to complete long-distance races?
- **B.** Read the texts quickly and complete the fact file below.

1.4	Race type	Location	Distance	completion time
Tour Divide				
6633 Ultra				
Marathon des Sables				
Jungle Ultra				

ULTRA Distance Events

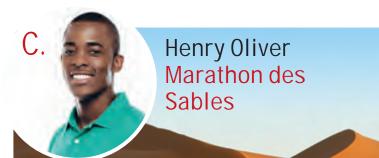
I wanted to find the ultimate challenge to push myself to the limit. Being a big fan of mountain biking, I chose the Tour Divide, the world's longest off-pavement cycling race. Five months of training left me in no doubt about how tough the event would be, but I convinced myself I was ready for it and that I had what it took. If you have good navigational skills and are able to get by with the minimum of possessions, then you should attempt this extreme test of endurance. The route follows the Continental Divide from Canada, through the United States, and down to the Mexican border. It covers the length of the Rocky Mountains, a distance of 4,418 kilometres, but this includes over 60,000 metres of mountain, which is the equivalent of reaching the summit of Mount Everest from sea-level seven times. I really enjoyed the experience because, as there are no prizes for finishing, there was no pressure. It takes the average rider more than two weeks to complete the race, but it took me over three. I probably could have finished earlier, but I wanted to travel at my own pace, so as to enjoy the beautiful surroundings.



B. Steve Edwards 6633 Ultra



This foot race is described as one of the toughest, coldest and windiest extreme ultramarathons on the planet, and this is no exaggeration. The race follows the Arctic Circle and usually lasts from four to nine days. There are two alternatives: the 610-kilometre race, which is only for the toughest endurance racers, or the 190-kilometre race. I, perhaps over-optimistically, chose the first. Participants are obliged to carry provisions on a sled, and their only chance of rest or sleep is at one of the checkpoints, which are 37 to 122 kilometres apart. Initially, I struggled a lot because my sled was a bit too heavy, but I persevered and I gradually got the hang of it. Unfortunately, I lasted only six days and was unable to finish the whole 610 kilometres. At first, I was a little disappointed and thought I ought to have tried to remain in the race for longer, but I gave it my best shot, and you can't do more than that. I didn't consider it failing, because there's only a twenty per cent chance of completion anyway. It must, however, be an incredible feeling to achieve such a feat! I plan to train harder and take part in next year's event.



The Marathon des Sables is known as the toughest foot race on the planet. This is a strenuous event which takes place in one of the world's most inhospitable locations, the Sahara Desert. Every participant has to run under the scorching sun for six days, a total of 250 kilometres. The rules require runners to be self-sufficient and carry everything they need to survive on their backs. The only thing they don't need to carry is water, which is handed out at checkpoints. Temperatures can reach 50°C and the landscape is just endless sand dunes. The high temperatures do not seem to discourage runners who want to take part though: I must have crossed the starting line with at least a thousand other participants! For me, the most beautiful sight every day was the final checkpoint. There, I could recharge my batteries and compare blisters with my fellow runners. However, as the race progressed, getting up at six in the morning became a real struggle. Nevertheless, focusing on my goal to complete the race as well as thinking about how far I had already come gave me the strength I needed to continue. What's for sure is that I consider it one of my greatest accomplishments in life and will definitely go again next year.

Lee Eastman Jungle Ultra

I had taken part in a few ultramarathons, so I was quite confident about this race in Peru. I was at the first-ever race in 2012, and it's an experience I will never forget. You have to run on jungle trails, rocky paths and tough mountain roads. The jungle was teeming with creepy-crawlies, there were seventy rivers to cross and hills that took days to climb. There were several times when I wanted to drop out and had to remind myself that I was doing this for fun! The first problem you encounter, though, is lack of oxygen, as the race begins at 3,200 metres in the Manu Cloud Forest in the Andes. As you make your way down to the Amazon Jungle, you will face humidity levels near one hundred per cent. You should have seen me sweating! The race lasts for six days and covers a distance of 230 kilometres, not to mention that you also have to carry your supplies the whole way. You have to register at the checkpoints, which are every ten to fifteen kilometres. I almost missed the second to last one, which would have meant instant disqualification. Imagine being so close to the end and not being able to finish!

[. Pread the texts again. For questions 1-10, choose from the people (A-D).

Which p	person:
---------	---------

	men person.	
1.	describes the difficulties of racing	
_	at high altitude?	
2.		
	mentions his preparation for the race?	′ 🔲
4.	found comfort in the fact that	
_	few people complete the race?	
5.	mentions having previous	
_	experience of similar races?	
6.	mentions that some essential supplies are provided during the race?	
7.	mentions that the race was	
/.	a stress-free experience?	
Q	explains how his equipment gave him	
о.	a hard time?	
9.	says that he could have been prevent	ed
	from finishing the race because of a	
	mistake?	
10.	mentions spending time with other	
	participants during the race?	
n	Provide a written response to th	e
	ollowing questions in your own words	
	iformation from the text to support y	
	nswers.	
1.	How can ultra distance events improv	e
	people's physical and mental health?	
2.	How are the values of positivity and	
	endeavour reflected in the description	าร
	provided by the participants of the	
	extreme sporting events?	
E.	Look at the highlighted words in	ı the
te	exts and match them with their mea	
a-	f. Then check your answers using a	
di	ictionary.	
1.	. equivalent 4. scorching	
		H
		. H
3	6. accomplishme	nt
	extremely hot	
b.	able to provide or do everything you r	need
	without the help of others	
C.	sth that has the same value, amount,	
	meaning, etc. as sth else	
d.	the act of achieving sth for which you	
	proud of because it was challenging a	nd
	required hard work and commitment	

e. a description that presents sth as being more or greater in some way than the reality,

such as being more difficult, more tiring, etc. f. needing great effort and strength

F. P Discuss in pairs/groups.

- Which of the races do you consider to be the most difficult? Why?
- Which race would you consider trying? Why?

Vocabulary

A. Read the extract taken from the text on page 82. Can you think of any other sports idioms?

At first, I was a little disappointed and thought I ought to have tried to remain in the race for longer, but I gave it my best shot...

B. Look at the idioms in bold in the sentences below and match them with their meanings. Then try to guess which sports they come from.

- 1. A: I don't have time to pick up Omar from gymnastics this afternoon. Can you do it?

 B: No sweat. I'll go.
- **2.** Saeed is **skating on thin ice** by asking his boss for more time off.
- **3.** I decided to **get the ball rolling**, so I got up and went to serve myself at the buffet. After a few minutes everyone else got up, too.
- **4.** With all the unexpected expenses Sally has had the past year, she constantly feels like she is barely **keeping her head above water**.
- **5.** This is a difficult project. I just hope I will be able to **go the full distance**.
- **6.** Layla didn't know how to use the till, but the shop manager **showed her the ropes**.
- **7.** Mr Abdelaziz has offered me the job, so **the ball is in my court** now.
- **8.** Diana got in trouble because she **jumped the gun** and started the test before the teacher told the students to do so.
- 9. I was trying to come up with a good excuse for not attending the online meeting when my boss's internet connection stopped working.

 Saved by the bell!



- a. to teach sb how sth should be done
- **b.** to be one's turn to act
- c. to do sth too soon
- d. to finish sth
- **e.** to just be able to manage, especially when you have financial problems
- f. used to say that you can do sth easily
- g. rescued from a tricky situation just in time
- h. to make sth start happening
- i. to be in a risky situation

Complete the sentences with the correct form of the words in the boxes. In some cases more than one answer may be correct. Then check your answers using a dictionary.

	match game race competition
1.	I'm thinking of participating in a photography What do you think?
2.	The tennis was cancelled after my opponent was badly injured.
3.	Most of the runners who took part in the had been training for a long
4.	time. American football seems very interesting, but I don't understand the rules of the
	fan spectator viewer audience
5.	The applauded at the end of the performance.
6.	Dennis is a big of rugby. He never misses a match.
7.	The Olympic Games are broadcast on TV and attract billions of worldwide.
В.	The stood on the side of the road and cheered the runners on.
	location position site spot venue
9.	Al Zubarah is a beautiful archaeological in Qatar.
10	From our at the top of the mountain, we could see the ocean in the distance.
	His favourite in the house is the armchair near the fireplace.
	The gym is moving to a new on the other side of town.
13.	This hotel is often used as a conference
	win beat defeat fail lose
14.	My team has three matches in a row this season. I don't know why we're playing so badly.
15.	Saud is an excellent table tennis player. He always
16	Jake always wanted to become a professional football player, but unfortunately he
17.	Germany the World Cup in

Grammar Modal verbs, Modal verbs + have + past participle → pp. 169-170

Q. Read the examples 1-7 and match the phrases in blue with what they express (a-g). Can you think of other modal verbs to rephrase the phrases in blue?

1.	You don't need to buy ski equipment; you can rent equipment at the resort.	a. a polite request
2.	All participants have to arrive at the starting point 30 minutes before	b. an ability in the past
	the race begins.	c. a request for
3.	Excuse me, could you show me how the game is played?	permission
4.	. You'd better treat that wound, or else you'll get an infection.	d. an obligation
5.	You mustn't use your hands when playing football. It's against the rules.	e. a prohibition
6	. When I was younger, I could run non-stop for two kilometres, but now I can't.	f. a piece of advice
7 .	May I borrow your tennis racket for a while?	g. a lack of necessity

- B. Read the examples below, note the phrases in blue and answer the questions that follow.
 - That player must be new because I've never seen him before.
- The coach said that we may/might/could start practice earlier tomorrow — he'll email us when he knows for sure.
- **1.** Which example expresses that it is possible for something to happen, but we are not sure?
- **2.** Which example expresses that we are almost sure that something is true?
- **3.** How do we form the negative of these examples?

C. Read the sentences below. Do they refer to the present, past or future?

- 1. Sultan could have broken his leg when he fell off the motorbike, but fortunately he didn't.
- 2. You can't have seen Maryam today. She's at a volleyball tournament.
- 3. I should have gone to bed earlier last night so I wouldn't be so tired right now.
- 4. Diane has a terrible stomach ache. She must have overeaten.
- **5.** My sister **might have tried** this diet before, but I'm not 100% certain.
- **6.** Rashid **needn't have bought** a tent for the camping trip. I have one.
- **D**. Read the sentences again and fill in the gaps with the missing modal verbs.

Regret or reproach about an action or somebody's behaviour in the past	Unfulfilled possibility in the past (it was possible for something to happen but it didn't)
1 or ought (not) to + have + past participle	4 + have + past participle
Absence of necessity in the past (something wasn't necessary but it was done)	Positive deduction in the past (we are almost sure that something happened)
2 + have + past participle	5 + have + past participle
Possibility in the past (perhaps something happened but we are not sure)	Negative deduction in the past (we are almost sure that something didn't happen)
may or 3 + have + past participle	6 or couldn't + have + past participle

- **E.** Circle the correct options.
- 1. A: Hey, Zainab. You look nice and relaxed.
 - **B:** Yeah. I feel wonderful! I've started exercising at home and I feel great. You **ought to / might** start too! I **can't have / may have** lost some weight, but I haven't weighed myself, so I'm not sure.
 - A: Well, whatever it is you're doing, it's working.
- 2. A: Did you see the match last night?
 - **B:** Yeah, it was brilliant! However, Timmons **could have / must have** injured his back quite badly. He **could / might** barely walk by the end.
- **3. A:** I heard that Jack has an interview at the new fitness centre. They **may / have to** hire him as an aerobics instructor.
 - **B:** What are you talking about? He **needn't have / can't have** applied for the position of a gym instructor. He **needs to / had better** get his degree in Physical Education first.
- **4. A:** Hi, Jill. How are you feeling? You sounded depressed on the phone, so I knew I **should have / had to** come over straightaway. And I brought a little something to cheer you up.
 - **B:** I'm a bit better, actually. But you **needn't / needn't have** brought all these sweets for me. I'm on a diet, remember?
 - A: Right! Well, you mustn't / don't have to eat all of them by yourself. I can / may help. May / Could you pass me one?
- F. Turn to page 157 in the Speaking Activities section and do the Grammar Production Task.



Listening **◄**))

A. Discuss in pairs/groups.

Do you know what to do in an emergency?How would you act if you saw someone hurt?

B. You will hear a lecture from a first-aid course. Look at the key features 1-4 listed below and tick those that apply.

- It addresses each person listening individually.
- **3.** It goes over information slowly and in detail.
- **2.** It uses simple language to ensure understanding.
- **4.** It assumes listeners already have some knowledge of the subject.

L Listen again and complete the instructions on the poster below.

Write NO MORE THAN THREE WORDS for each answer.



CPR What to do in an emergency



Check if the person is unconscious by gently shaking them and _____ to see if they respond.

Gently move their head back and lift their chin to check ______, and look and listen for signs of normal breathing.



If the person is in need of help, ask someone to call an ambulance or call for one yourself, while you

4

Place your hands on the person's chest and link your

together.



Push down on the chest at a rate of

times a minute.

William To

6 Jahren - Marie

Provide

while lifting the person's chin and holding their nose closed.

Repeat steps 4-6 until the person recovers or

arrives.



D. Listen to part of the lecture again. What does the lecturer mean by 'at a pinch'? Write a word, phrase or sentence on the line below explaining the meaning.

E. Discuss in pairs/groups.

Do you think it is important to teach CPR and other first-aid skills in schools? Why? / Why not?

Speaking

Work in pairs. Below are some pictures of different situations. Do the tasks using some of the words/phrases in the boxes.

1 Look at pictures **A** and **B** and talk together about which aspects of health they focus on. Talk together for about 1 minute.

- keep fit
- get/stay in shape
- aerobic exercise
- reduce stress
- make heart stronger
- build muscles / strong bones
- lead a healthy lifestyle
- · overall health
- · boost well-being
- regular/annual medical check-up
- prevention is better than cure
- detect potential problems



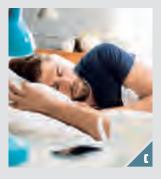


Example:

A: In picture A we see a young woman jogging. She looks athletic, so I guess she likes to work out in order to keep fit and stay in shape.

B: Sorry for interrupting, but I think that...

- **2** Look at pictures **C** and **D** and talk about the effects these activities have on your health. Talk together for about 1 minute.
- play a key part in good health
- · boost mood
- energy
- lack of concentration
- decrease alertness
- a good night's sleep
- improve quality of life
- · balanced diet
- good/bad eating habits
- eating disorders
- junk/organic food
- binge eating
- eat sensibly
- skip meals





Example:

A: In picture C we see a man sleeping. I believe that sleeping plays a key part in good health and boosts our mood.

B: I couldn't agree more. Lack of sleep...

Writing

Follow the steps below to find out about the health habits of a classmate and write about your findings.

 Create a questionnaire by copying the template below in your notebook and using the words/ phrases in brackets to write questions in the first column.

HEALTH SURVEY QUESTIONNAIRE			
QUESTIONS	ANSWERS		
(name)			
(number of meals per day)			
(time of last meal of the day)			
(how often skips meals per week)			
(number and type of snacks)			
(number of fruit/vegetables servings per day)			
(amount of water per day)			
(time goes to bed)			
(number of hours sleeps each night)			
(number of times works out per week)			

- 2. Using the questionnaire you created, carry out a survey on a classmate and write his/her responses (in note form) in the answer section in your questionnaire.
- **3.** Write a couple of paragraphs in which you present and comment on your findings, making suggestions as to how your classmate can improve his/her lifestyle habits and justifying the recommendations you make. Use some of the phrases in the box below.

Presenting/Reporting findings

- ... says/admits he/she...
- As for... / Concerning... / Regarding... / With regard to..., he/she...

Commenting / Making suggestions and recommendations

- In my opinion, he/she...
- The way I see it,...
- I think he/she should / ought to / must / has to / needs to / could... because by doing so he/she...
- Moreover,... / Apart from this,... / Besides this,...

Remember to:

- refer back to the questions that feature in your questionnaire using prepositions, such as regarding, concerning and about, and set phrases, such as with regard to, with reference to, as for and in connection with.
- talk about habits and the frequency with which something is done using adverbs of frequency, such as sometimes, often, usually, generally and always.
- use modal verbs to express obligation (must, have to), necessity (need to) and possibility (may, might, could), and to give advice and make suggestions (should, ought to), etc.
- justify the points you make by providing an explanation.



- **A.** Discuss in pairs/groups.
- Do you know what Pilates is? Have you ever tried it?
- **B.** Pead the text quickly without paying attention to the missing sentences. Which of the following titles is the most appropriate for the article?
- a. The Benefits of Pilates
- ь. Pilates: How it all Began
- c. The Past and Future of Pilates



'I must be right. Never an aspirin. Never injured a day in my life. The whole country, the whole world, should be doing my exercises. They'd be happier.'

- J. H. Pilates, 1965, age 82.

Lately it seems that everybody is doing or thinking of trying out the Pilates method of exercise. It's a popular method that works well for all sorts of people - from professionals such as athletes to the elderly and even people with injuries. However, not many people know how it came about.

Pilates is a method developed by German-born J. H. Pilates (1883-1967), who was, among other things, a gymnast and a bodybuilder. When he was young, he suffered from many diseases. 2 By exercising outside in the sun, he overcame rickets, a condition that is caused by vitamin D deficiency. He went on to study anatomy and excel in many different areas of fitness and athletics, such as martial arts, bodybuilding, skiing, gymnastics, boxing and diving. These activities influenced and inspired him to create the Pilates method.

Pilates insisted that the modern lifestyle was causing people's bodies to break down - and that lifestyle choices were at the root of most health problems. 3 This led him to create a series of exercises that centred on improving these, along with balance, flexibility and the strength of the core muscles, which are the foundation of the whole body.

Pilates started to develop his method in the early 1900s, when he was living in England. 4 The hospital had no equipment for exercising, so Pilates came up with ways to help patients work out, using the philosophies behind his method and creating equipment from any items that he found lying around. This is how he ended up attaching springs to hospital beds so that patients could train without getting up. This innovation led to his later equipment designs, some of which are still in use in one form or another today. In 1918, an influenza epidemic struck England, resulting in thousands of deaths. However, not one of the people using the Pilates method died from it; this, Pilates claimed, was proof that his method was indeed effective and promoted a physical and mental state of well-being.

Pilates returned to Germany, where his exercise method had already gained popularity. He worked briefly as a trainer until 1926, when he decided to emigrate to America. There, with the help of his wife, Clara, he opened the Pilates Universal Gymnasium, the very first Pilates studio, in New York City. He continued to improve his method, create new exercises, and invent new exercise equipment. He soon established a reputation as a pioneer in the field of fitness, not only able to help individuals improve their strength, flexibility and stamina, but also gifted with the ability to 'fix' any injury and speed up a person's recovery. Although his exercise method is known today as Pilates, the name that Pilates himself gave it was 'Contrology'.

Many people came to study at the studio, and these students then went on to open their own gyms. Thus, the Pilates method gained popularity and began to spread.

Decades later, Pilates has become one of the fastest-growing fitness trends worldwide.

His ideas for health and rehabilitation were largely unheard-of during his day, but they have been confirmed by scientific evidence in the modern world. Today, many people engage in Pilates exercises because of the many benefits they offer and their positive impact on strength, balance, posture, flexibility and overall well-being. Whether the focus is on losing weight, increasing energy or even alleviating a specific ache or pain, Pilates is a method that is sure to make a difference.



C. Read the text again. Fill in the gaps 1-6 with the sentences a-g below. There is one extra sentence which you do not need to use.

a. It is said that Pilates claimed he was ahead of his time.

b. He specifically believed that poor posture and inefficient breathing were the primary issues that needed to be dealt with.

c. Because of his poor health, he dedicated himself to the improvement of his physical strength and overall health.

d. During his time there, he worked with hospital patients who were unable to get out of bed or walk.

e. Despite this, this demanding exercise could gradually transform the body.

f. This referred to its principles of using the mind to control the muscles of the body.

g. This really shouldn't surprise us.

6. engage in

7. alleviate

D. 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 text, why did J. H. Pilates take such great interest in the improvement of people's health and fitness? Justify your answer.
- **2.** What are the philosophies behind Contrology or Pilates, and how does it benefit the body?

E. P Look at the highlighted words in the text and match them with their meanings a-i. There are two extra meanings which you do not need to use. Then check your answers using a dictionary.

. deficiency		 a. physical and mental strength needed to do sth difficult for a long time
2. innovation		b. to make sth less severe and less painful
3. stamina	\Box	c. to discover sth
. recovery		d. a physical activity
5. rehabilitation		e. the process of returning to a good or healthy condition after having been seriously ill, injured, etc.

- f. an invention, a new idea/method
- g. to take part in
- h. a situation in which the human body does not have a sufficient amount of sth, particularly vitamins, necessary for optimal health and well-being
- i. the steps taken to ensure sb regains their health, level of fitness, etc. following an illness or injury

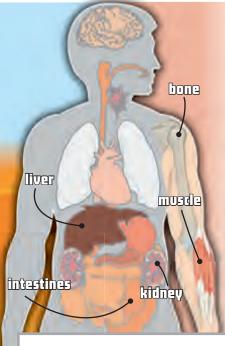
if you haven't already done so? Why? / Why not?	,
 Would you be interested in trying or taking up P 	ilates
 What fact about Pilates did you find most interest 	sting?

F. Discuss in pairs/groups.



Vocabulary

- **A.** Look at the diagram below. Can you add any other words?
- B. P Read the text and then complete the sentences below with the correct highlighted words. Then check your answers using a dictionary.



To stay healthy, we need to have a balanced diet and to eat from five main food groups: grains, fruit, vegetables, dairy products and food containing protein. Grains include food like rice, bread and pasta. We get carbohydrates from bread, which gives us energy. It's better to eat wholegrain foods as they contain more dietary fibre. Fibre is important for good digestion and it keeps our heart healthy, too. Fruit and vegetables also provide us with fibre as well as necessary vitamins and minerals. They are low in fat and calories too, so they are a healthy snack. Dairy products give us calcium, which makes our bones strong. Dairy products include any food from the milk of animals, such as cheese and yoghurt. Protein can be found in meat, seafood, beans, eggs, nuts and soybeans. It is essential to eat protein as it is a substance which protects our immune system and builds our muscle mass. Fatty foods, oils and sugary foods such as chips, crisps, ice cream and sweets are tasty, but they aren't a good source of nutrition. If we want to be healthy, we shouldn't eat too much from this group. As well as eating from all five food groups, we should be careful to avoid food that has too many artificial preservatives, the chemicals that make food last

	longer,	or other chemical additives such as food colouring	or flavouring.
1.	. We don't use any	in our food. The colour is natural.	
2	2. I need to cut down on	I've put on too much weight.	
3	3. You should drink milk more often to ge	et enough	
4	I. The key to a healthy and	is to eat a variety of food in the right	t proportions.
5	. Wholewheat bread contains more	than white bread.	
6	5. This meal is low in	There's no bread, potatoes or pasta.	
7	. There are no	in this food. Therefore, you should consume it as	soon as possible.
8	3. Good and	d regular exercise are essential for a long and healthy	y life.
		on page 88 with the missing prepositions.	
		el many different areas of fitness ses that centred improving these	
١.	Complete the table with the verbs in	the box.	

result depend cope lead interact invest believe comment refer participate relate contribute congratulate replace insist combine

verb + on	verb + <i>in</i>	verb + to	verb + <i>with</i>
1			
1			

E.	Complete the sentences below using the	correct form of some of the verbs from the exercise above.
1.	The instructor	$_{\!\scriptscriptstyle \perp}$ on everyone wearing a life jacket before getting onto the boat.
2.	The police are interested in the events that _	to the accident.
3.	If you don't have any butter, you can	it with oil.
4.	The coach didn't want to	on the match until it was over.
5.	Eating too much junk food can	in obesity.
6.	The company I work for will	about €500,000 in new technology.
7 .	This is a great book because it	history with fiction.
8.	Brian had nothing to	to the discussion. He just sat there and listened.

Grammar Nouns and Quantifiers → pp. 170-172

- **A.** Look at the sentences below and answer the questions that follow.
 - There are *no* **students** in the gym at the moment.
- There are *many* interesting **activities** to choose from at this sports centre.
- We didn't find much information about the vegetarian cooking course on the Internet.
- The video showed a few tips for correcting one's posture.
- He put very little time and effort into his training; that's why he wasn't able to finish the race.
- I thanked the nutritionist for giving me a *little* **advice** about how to lose some weight.

- **1.** Which of the nouns in blue are always countable, always uncountable or can be both?
- **2.** What is the difference between *much* and *many*?
- 3. Which other words could replace many?
- **4.** Which of the words in italics means *not many*?
- **5.** What do a *little* and *little* mean? What's the difference between them?
- **6.** Which of the words could be replaced by *hardly any*?
- **7.** Which of the words in italics could be replaced by *some*?
- **8.** How can the first example be rephrased to contain the word *any*?

B. Read the text and circle the correct options.

Exam stress is something that affects a great number of students. **1 A lot of / A lot** has been said about how harmful stress can be, but you need to remember that **2 a little / little** stress can be useful when you are preparing for and taking an exam. It can make you act faster and help you focus more easily on what you have to do. Stress becomes a problem when it's too **3 many / much** and it goes on for too long.

What can you do to manage high levels of exam stress? The obvious answer is to be prepared! Apart from that, in the days before the exam, you should make sure you maintain **4 plenty / some** balance in your life. You should not only study but also take **5 a few / a little** breaks in between, eat healthily, do **6 some / any** exercise and get enough sleep. **7 A lot / Many** of students think that staying up to revise the night before the exam and getting **8 hardly any / any** sleep will help them do well. There is **9 no / any** certainty that will happen, but very often the opposite is true. **10 A few / Many** of them will remember very **11 little / much** of what they have studied, as their brain won't be able to function so well due to lack of sleep.

Exam time is not easy. Remember, there are **12 plenty of / much** techniques that can help you manage your stress, you just need to find the right ones for you.

Listening **◄**»

A. Discuss in pairs/groups.

- What eating habits do you consider unhealthy? Why?
- What advice would you give someone if they were trying to develop healthier eating habits?
- B. You will hear a radio programme about healthy eating habits describing six pieces of advice. Number the pieces of advice (1-6) in the order they are mentioned. There is one extra sentence which you do not need to use.

Six Tips for Better Eating Habits
Eat unhealthy foods less often and in smaller quantities.
Eat at regular times throughout the day.
Eat a large quantity of fruit and vegetables.
Make sure you drink an adequate
amount of fluids.
Have a small snack
before bedtime.
Replace a meal
with a fruit.
Start your day
with a healthy meal.

C. 🚰	Listen	agair	n and	decide	if the	e state	ement	s below
are T	rue. Fa	lse or	Not	Mentio	ned. \	Write	T. F. or	NM.

- According to Linda, our breakfast should consist mostly of carbohydrates.
- **2.** Linda implies that people who don't eat enough fruit and vegetables get ill more often.
- **3.** Linda says the human body functions better when it receives food every few hours during the day.
- **4.** Linda believes that the time at which we eat our meals can affect our weight.
- **5.** Linda suggests that the only way to lose weight is to give up eating high-calorie or processed foods.
- **6.** Linda says that if you want to feel less hungry, you should drink at least six glasses of fluids.
- **7.** According to Linda, it is much worse to sleep on a full stomach than it is to sleep on an empty one.

D. P Discuss in pairs/groups.

- After listening to the radio programme, which tips do you think would be the easiest to follow and which would be the most difficult? Why?
- Was there anything you learnt from the radio programme that has made you want to change your eating habits in any way? If so, what? If not, why not?

Speaking

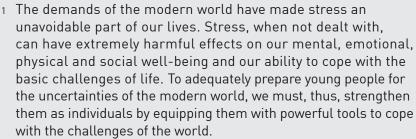
🍑 🍄 Work in pairs. Turn to page 158 in the Speaking Activities section and do activity 6b.

Writing A discursive essay

- A. 🔯 🔎 Discuss in pairs/groups.
- What kind of situations make you feel anxious or stressed out?
- How does stress affect you?
- Can experiencing a bit of stress be good for you? In what ways?
- · What do you usually do to cope with stress?
- B. Read the writing task and the essay below. Then do the activities that follow.

How can we help young people to become more capable of dealing with the stresses of modern life?

Write an essay in which you express your opinion on the issue and provide justification for your point of view.



- 2 Teaching children the importance of upholding the Five Pillars of Islam is of primary importance. Acts of faith, such as daily prayers, fasting and charity, help to strengthen religious beliefs, foster spiritual values and build a positive, proactive mindset. These make a person more capable of dealing with difficult or unpleasant situations.
- 3 Another effective course of action involves helping young people develop what are often referred to as 21st century skills. These skills include critical and creative thinking. problem-solving, time management, collaboration, communication and organisational skills. Developing these skills will give young people both the confidence and the tools they need to better navigate the stressful and unpredictable environment in which we live.
- 4 Last but not least, to help young people effectively manage stress, we must help them develop self-awareness. Self-awareness refers to the ability to recognise and reflect on your thoughts, emotions, feelings and needs and on your desire to react in specific ways. It also refers to your awareness of the body-mind connection - in other words, how your body responds to your thoughts and feelings. This kind of insight gives you choice and control over how best to manage a stressful situation and enables you to take action before things get out of hand.
- 5 Clearly, society has an obligation to prepare young people to face an environment that is fast-paced, unpredictable and stressful. It seems to me that the key to enabling young people to cope with the demands of modern life lies in equipping them with the necessary tools to do so. These are an active faith, a strong sense of self, and the skills and abilities that when mastered can help them confidently tackle the problems they face.

- 1. Which option best indicates the purpose of the text?
 - **a.** to compare and contrast different solutions to a problem
 - **b.** to express the writer's opinion and discuss ways to deal with a problem
 - c. to discuss the advantages and disadvantages of a specific course of action
 - d. to analyse the different causes of a phenomenon
- **2.** Each of the following statements corresponds to a paragraph in the essay. Write the numbers 1-5 in the boxes provided.

In this paragraph the writer:

- a. briefly summarises the specific points raised in the main part.
- b. provides a definition of a concept.
- c. makes a general statement to introduce the topic and provide his/her general opinion on the topic.
- d. lists some examples to explain a point.
- 3. Has the writer done what he/she was requested to do?
- 4. What is the function of the first sentence in each of the paragraphs of the main part, and what role do the sentences that follow play?
- **5.** What phrases does the writer use to introduce the points he/she is making?
- 6. What style is this text? What are the characteristics of this style?

expressing an opinion on how children can be assisted to develop healthy eating habits. The sentences in the paragraphs a-c are jumbled. For each paragraph, number the sentences 1-3 to put them in the correct order. One of the answers has been given. By doing this we encourage them to acquire a taste for these foods. In fact, they are very likely to continue eating them even when unhealthier options are available. One way to help children develop good eating habits is to expose them to a variety of nutritious foods from a very young age. 1 3 It will also help parents raise their children's awareness of what goes into a homemade meal compared with what ingredients are found in processed food or pre-packaged meals. This opportunity can be used by parents to teach their children about the variety of natural ingredients that exist, the vitamins and minerals found in them and how these nutrients contribute to good health.
Children should also be encouraged to actively participate in food shopping and meal preparation. Reducing the availability of unhealthy options is, thus, an effective way of getting children to eat healthily without putting them in situations where they have to make a difficult decision. Limiting temptation is another way in which children can be assisted to develop good eating habits. If unhealthy snacks and beverages are made freely available, children have to demonstrate self-control to resist them, which becomes harder and harder the more they have to do so.
Pond the two paragraphs below and decide
D. Read the two paragraphs below and decide which paragraph serves as the introduction and which as the conclusion of the essay above. Write I for Introduction or C for Conclusion in the spaces provided. Justify your answer.
The development of good eating habits is an important life skill that children must be assisted to develop early in life. This, I believe, can be done by helping them discover the huge range of healthy foods that exists, getting them actively involved in activities that can increase their awareness of nutrition and involving them in choices without the anxiety of temptation. The knowledge children need to make the right dietary decisions for a long, healthy life is one of the best gifts we can give them.

A healthy balanced diet is essential for good

attitude towards food.

physical, emotional and mental health. For this reason,

increasing a child's awareness of what makes up a healthy

diet is an essential life skill that must be developed from a

young age. I personally believe that there are a number of

ways in which children can be assisted to adopt a healthy

E. Read the writing task below and underline the key words/phrases. Then answer the questions that follow. How can we lead more active lives? Write an essay in which you express your opinion on the issue and provide justification for 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? F. The table below provides different approaches to leading a more active lifestyle. Work in pairs to find a suitable justification for each. Then choose three to develop in the main part of your essay.

APPROACH	JUSTIFICATION
scheduling physical activity	
experimenting with activities	
avoiding more convenient options	active choices, e.g. walking instead of driving, keep you moving
training with friends	keeps you motivated
spending more time outdoors	

G. Read the writing task in activity E again and the TIP below. Then go to the Workbook pp. 71-73 to plan and write your essay.

When writing a discursive essay:

- carefully consider the topic before beginning to write.
- divide your essay into paragraphs, each with a specific function.
- write an introduction which paraphrases the question and introduces the topic of discussion.
- make sure each paragraph in the main part of the essay has a clear topic sentence / argument followed by examples and justification.
- write a short conclusion which summarises the ideas that you developed in the essay.
- refer to your opinion in the introduction and conclusion, but avoid being too forceful or emphatic.
- write in a formal style.
- use a variety of linking words/phrases to introduce points, add points, give examples, give your opinion and conclude your essay.

	choose a, b, c or d.	6. You should your bo	oss that you were going to be
	ousef is one of the best tennis players in the world. So far this	late.	. :
	vear, no one has him.	a. inform b. to inform	c. informed d. have informed
	i. lost c. won		
b	b. beaten d. failed	7. Dana and Ameera e	ach other. I saw them
2. Who wants to	_ and ask the first question?	talking earlier.	c. they might know
	es c. get the ball rolling	b. must have known	
b. jump the gun	d. go the full distance		•
3. Some food has r	many added to make it last	You should watch you	you had fallen off that cliff.
longer.		a. may	c. could
a. preservatives	c. carbohydrates	b. may have	
b. calories	d. minerals		vork yesterday because he
	ity that requires participants	told me he would be o	
	hysical energy in order to	a. needn't	c. shouldn't
complete it.		b. mustn't	d. can't
a. strenuous	c. sedentary		
b. ultimate	d. self-sufficient	_	sentence so that it has a
	om all over the world watch the		first sentence, using the
World Cup on te		_	nge the word given. You
h viewers	c. audience d. spectators		and five words, including
	ibarak sprained his ankle when	the word given.	
	ed finishing the race.	1. Lesley spends hardly	
a. to	c. in	these days.	little
b. with	d. on	Lesley spends	
7. Look around you	u. We are now standing on the	in the gym these days	
-	of Olympia, where the first	2 It was impossible for r	ny dad to fix the car. able
Olympic Games	took place.		
a. location	c. venue	My dad	the car.
	d. position	3. It was a mistake not to	take the complaint
	ng, which is why he claims that	seriously.	ought
	to the disappointing	We	
outcome of the		We the complaint serious	lv
a. centred	c. resulted	•	•
	d. depended	4. It was unnecessary for	
	e been having scorching weather ply hotter than usual.	money on presents.	spent
a. endeavour	c. exaggeration	You	
b. innovation	d. altitude	so much money on pr	esents.
10. Doing mild exer	cise might help your backache.		
a. lack	c. engage	Self-assessment	
b. strengthen	d. alleviate	Read the following and	tick the appropriate boxes
B. Choose a, b, c or	d.		insure of, refer back to the
1. He register fo	r the course online because	relevant sections in the	module.
the website had o	crashed.		N ow I ca n
a. shouldn't	c. wouldn't		NOCO PERINA
b. couldn't	d. needn't) discuss issues related t	to health and fitness
	o want to take part in the	use sports idioms, voca	abulary related to health
marathon star	_	1 '	s with prepositions, and
a. needs to	c. might	distinguish between ea	· · · — 1
b. had better	d. would	express ability, inability	v. obligation, necessity.
	amping gear in the end. We	absence of obligation/i	
a. mustn't	hing from my cousin. c. didn't have to	permission, requests, a	
b. needn't	d. don't need to	certainty, possibility, re	·
	re because there wasn't) make deductions abou	
	arians on the menu.	and the past	
a. many	c. much	refer to countable and	uncountable nouns
b. no	d. some	and describe quantity	
	e assistance with this task?		= 1
a. some	c. plenty	report and comment on	- = 1
b lots	d little) write a discursive essa	у

A. P Discuss in pairs/groups.

- How active and fit are young people in your country?
- What steps can we take to encourage young people to stay healthy?
- **B.** Quickly read the article below and decide which subheadings apply to each paragraph.
- a. Seeing results
- c. Programmes in Action
- **b.** Fitness and Overall Health
- d. A Vision for a Fit Population

Making Fitness Count

It's no secret that staying fit is good for our health and happiness. In fact, experts agree that regular physical activity can reduce the risk of many health problems including certain types of cancer as well as depression and anxiety. Additionally, increased physical activity combined with a healthy diet reduces obesity. Obesity increases people's risk of developing diseases such as heart disease and diabetes. In 2017, obesity resulted in 4.7 million people dying before their time, and 8% of deaths worldwide. In order to tackle this, experts recommend adults get a minimum of 150 minutes of exercise a week and children between the ages of seven and eighteen at least one hour a day.

Unfortunately, our busy, modern lifestyle can make it difficult for both adults and children to include sports and fitness in their daily lives. In Qatar, modern technology has taken over a lot of the jobs that in the past required hard physical effort, and a high standard of education means that the majority of adult Qataris work in high-paying, but sedentary, office jobs. With this in mind, the Qatari government has stepped in to help ensure a fit and healthy population by making fitness an important national goal. Qatar National Vision 2030 is the country's detailed plan to shape 'an advanced society capable of sustainable development'. The human development aspect of this plan specifically focuses on improving the fitness level of all Qataris in order to prevent disease and improve physical and mental health. In 2011, Emiri Decree No. 80 created National Sports Day, which is held annually on the second Tuesday of February. This national holiday aims to increase awareness regarding the benefits of increased physical activity and its role in preventing illness.

The Qatari government has also recognised the importance of encouraging sports, fitness and healthy living by providing programmes and facilities. They have not only constructed some of the best sports and training facilities in the world, but they have added parks as well as running and cycling lanes. In 2015, The Qatar Sports for All Federation was established to promote sports awareness across ages. It helps fund a wide range of programmes. For children, the School Olympic Program was developed, and thousands of students across the country take part every year. Furthermore, in 2017, The Ministry of Public Health, working with Hamad Medical Corporation and the Primary Health Care Corporation, began its 'Start Now... Be Active' campaign. This campaign, which focuses especially on young people, encourages the development of healthy exercise habits. Finally, because the fans of today become the athletes of tomorrow, officials have worked tirelessly to bring top level professional sporting competitions to the country, such as the Asian Games and the FIFA World Cup.

With all this focus on and investment in creating a fit, healthy population, it is not surprising that Qatar is seeing results. Since the 1990s, heart disease among Qataris has fallen dramatically and Qataris are increasingly living longer, healthier lives. Moreover, there is evidence that the population is truly getting the message about the importance of fitness. Increased demand for fitness facilities has led to the opening of sophisticated gyms for both men and women all across Doha. Most importantly, young men and women are becoming more and more active and making sports a part of their everyday routine. In fact, in 2012, Qatar sent twelve athletes to the Olympic Games in London, including its first ever female athletes, who participated in four sports. Four years later in the 2016 Olympics in Brazil, the country sent over three times that number of athletes to participate in ten sports. With results like these, Qatar seems certain to have a bright and fit future.



CULTURE PAGE

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

- In 2017, more people died from obesity than from cancer.
- 2. It is recommended that adults and teenagers get the same amount of exercise per week.
- **3.** Technology and education have changed the nature of the jobs that most Qataris do.
- **4.** National Sports Day has been celebrated in Qatar since 2011.
- **5.** The Qatar Sports for All Federation provides the financial resources for various programmes.
- **6.** Two corporations assisted the Ministry of Public Health to launch its 'Start now... Be active' campaign.
- Obesity in Qatar has decreased since the 1990s.
- **8.** Female athletes represented Qatar in the Olympic Games for the first time in 2016.

D. Discuss in pairs/groups.

- Which of the programmes mentioned in the text do you think has been the most effective in improving fitness levels in Qatar and why?
- What other ideas for encouraging people to get and stay fit can you think of?



- **A.** P Discuss in pairs/groups.
- · What is the purpose of a summary?
- When might you be asked to write a summary?
- B. Talk in pairs. Three different students were asked to write a summary of the text on p. 88. Read the three summaries below and decide which one best summarises the ideas in the text. What is wrong with the other summaries?

Summary 1

In this article, the writer discusses how the Pilates method came to be what it is today. It was created by J. H. Pilates, who had serious health problems as a child, which he managed to overcome through exercise. He went on to study anatomy and trained in various sports and other types of physical activities. This involvement led him to develop the Pilates method, a set of exercises that aimed to strengthen the core muscles of the human body and improve flexibility and balance. He first applied this method in England with patients in a hospital, where he also created the first Pilates equipment. He eventually went to New York, where he opened the first Pilates studio. Initially, the method was called 'Contrology', because its main focus was using the mind to control the body's muscles. The Pilates method quickly became famous as a way of improving fitness and helping people recover from injuries, and people came to study it and open their own gyms. As a result, Pilates exercises gradually became popular among people interested in physical fitness and health worldwide.

Summary 2

In my opinion, this is an informative article about how the Pilates method was developed and how it became what it is today. It contains a great deal of facts about J. H. Pilates, the creator of this specific form of exercise, as well as the benefits Pilates has for you. Pilates is one of the best ways to stay fit and healthy, as it focuses on strengthening the core muscles and improving balance and flexibility. Pilates believed that by performing specific exercises, the body would become stronger and more flexible, thus helping people become healthier and live longer. In comparison with other types of exercise, it's easy enough for anybody to do, but still challenging enough so that you get a great workout. This is one of the reasons there are currently thousands of Pilates studios all over the world.

Summary3

The Pilates method is a popular method that works well for all sorts of people, and it was developed by German-born J. H. Pilates. He studied anatomy and developed himself in areas of fitness and athletics, and started developing a method of exercise. He started working on it in England, and designed equipment that allowed hospital patients to exercise without getting out of bed. This eventually became the first Pilates equipment. However, soon he left England and went to New York, where he opened the first Pilates studio. It was very popular, and many students came to study there and learn the method.

Soon, more people turned to Pilates, which is why it has become one of the fastest growing

(. Listen to a professor giving students tips and guidelines on how to write a summary. Read through the tips below and fill in the gaps with the correct word(s).

Tips for writing a summary

While reading a text	While writing the summary
 Skim through the text, noticing 	Your summary should give the 4 of the text, but
headings and subheadings, which	in your own words.
will help you understand what the	When rephrasing information from a text, using 5
1 of the text is.	and antonyms to replace words or phrases can be helpful.
• Locate the 2	Using general terms instead of 6 of items or
of each paragraph to help you	events is also helpful.
understand its main idea.	• Do not express 7 or your own views on the topic
Underline important information,	of the text.
make notes and use a brief phrase	When summarising, it is best to avoid giving details, as well as
as a(n) 3 for each	extensive 8 information.
paragraph to express the main idea.	• The length of a summary depends on the length of the initial text.
	It shouldn't be longer than 9 of the initial one.

trends worldwide.

- D. Summarise the text *Making Fitness Count* on page 95. Follow the tips in the previous activity and any other summarising techniques you may be familiar with to write your summary.
- **E.** Present your summary to the class.



Reading **◄**))

Read quickly through texts A-C and discuss in pairs/groups.

- Where would you find each of these texts?
- What kind of information does each text contain?

A

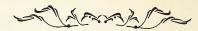
The Sign of the Four

The Sign of the Four, by Sir Arthur Conan Doyle, was the second novel to feature the famous detective Sherlock Holmes. Interestingly, it was not particularly well-received when it was first published; today, however, it has become more popular, and I consider it to be, without doubt, one of the best stories written about Sherlock Holmes.

The story begins when Holmes is approached by a young woman, Mary Morstan, who asks for his help in investigating the mysterious circumstances surrounding her father's disappearance. As Holmes and his friend Dr Watson begin to look into the case, it is revealed that Miss Morstan's father disappeared after finding a large amount of treasure - treasure which is currently in the hands of one of his friend's sons. To find out what happened, Holmes and Watson pay these sons a visit, only to find that someone has broken in and the treasure is missing. Holmes deduces who broke into the room and took the treasure, and this leads him on a chase to find a mysterious wooden-legged man in order to solve the case.

If you're looking for a complicated plot full of twists and turns, this story is a great choice. For me, however, this book's greatest strength is how the author builds up the character of Holmes. As always, it is a pleasure to see the detective's reasoning skills in action, but the author also describes his peculiar habits and personality traits, which present him as a likeable and sympathetic character despite his intelligence and extraordinary powers of observation.

B



'Now, Watson,' said Holmes, rubbing his hands, 'we have half an hour to ourselves. Now to work! Someone entered this room, but how – and how did they leave? The door has not been opened since last night. What about the window?' He carried the lamp across to it, muttering his observations aloud, but speaking to himself rather than to me. 'Window is locked on the inner side. Framework is solid. No hinges at the side. Let us open it. No water pipe near. Roof quite out of reach. Yet a man has been here for sure. It rained a little last night. Here is a footprint upon the sill. And here is a circular muddy mark, and here again upon the floor, and here again by the table. See here, Watson!'

I looked at the round muddy circles. 'This is not a footmark,' said I. 'It is something much more valuable to us. It is the impression of a wooden stump. You see here on the sill is the boot-mark, a heavy boot with the broad metal heel, and beside it is the round mark,' Holmes cried.

'It is a wooden-legged man,' I remarked.

'Quite so. But there has been someone else — a very able and efficient ally. Could you climb that wall, doctor?'

'It is absolutely impossible,' I answered.

Without help it is. But, if you had arranged for a friend to be up here, they would be able to lower you this strong rope which I see in the corner. They could secure one end of it to this great hook in the wall. Yes, if you used the rope, then you could climb up. You would depart, of course, in the same way, and your ally would pull up the rope, untie it from the hook, shut the window, lock it on the inside, and get away in the way that he originally came. As a minor point it may be noted,' he continued, fingering the rope, 'that our woodenlegged friend, though a good climber, was not a professional sailor as his hands were not rough. If his hands had been rough, he would not have left these marks. As it is, we can see several blood marks, especially towards the end of the rope, from which I gather that he slipped down with such speed that he took the skin off his hands.'



You are probably familiar with the name 'Sherlock Holmes'. One of the most well-known and enduring characters in British literature, the fictional detective was created by Scottish writer Sir Arthur Conan Doyle, who wrote a total of 56 stories and four novels about him. Sir Arthur Conan Doyle initially trained as a doctor, during which time he was impressed by the observation and reasoning skills of one of his professors, who was able to observe the tiniest detail about a patient's condition and draw conclusions from it. It was this that inspired him to create the eccentric yet brilliant character of Sherlock Holmes.

Not only through the books, but also through the stage and screen, the world has become familiar with the detective. The name 'Sherlock Holmes' has become a byword for investigation and observation, and his mantra, 'When you have excluded the impossible, whatever remains, however improbable, must be the truth', is often quoted as an example of deductive reasoning.

B. 5 Look at the key features	This type of text	
listed on the right. Which ones	1. uses direct speech.	3. provides a summary of events.
apply to each type of text?		
Write A-C in the boxes.	2. contains descriptive	4. gives personal opinions.
	language.	5. addresses the reader directly.
 Choose a, b, c or d. Questions 1-2 refer to section A. What is the reviewer's opinion of a. He believes it does not appeal b. He enjoys how the main chara c. He thinks the plot is unnecess d. He considers the descriptions written. According to the reviewer, how d an appealing character? a. He always creates a sense of v. b. He explains how his reasoning c. He shows that Holmes has abin people. 	the book? to many people. acter is portrayed. arily complicated. of Holmes' talents skillfully loes Conan Doyle make Holmes what Holmes is feeling. g and observation skills work.	 D. Provide a written response to the following questions in your own words. Use information from the texts to support your answer. 1. What is the meaning of the quotation below found in text C? 'When you have excluded the impossible, whatever remains, however improbable, must be the truth.' 2. How does the extract in text B support the above statement? E. P Look at the highlighted words in the texts and match them with
d. He describes interesting and ι personality.	unusual aspects of Holmes'	their meanings a-g. There is one
Questions 3-5 refer to section B.		extra meaning which you do not need to use. Then check your
3. How does Holmes work out that involved in the break-in?	more than one person was	answers using a dictionary.
a. The window is damaged on th	e inside.	1. deduce 4. ally
b. There are footprints from two		2. mutter 5. enduring
c. The outside wall is impossible		3. observation 6. eccentric
d. Someone else closed the wind		3. Observation 6. eccentric
4. Why does Holmes mention the b		a. to say sth, either to yourself or
a. to indicate that the rope is par	ticularly rough	to another person, at a very low
b. to prove that the man was in a	hurry to leave	volume
c. to explain how he knows the r	nan was not a sailor	b. continuing to exist for a long time
d. to show how the man was able	e to climb up the wall	c. demonstrating peculiar traits,
5. Which of the following is NOT tru	ue about the case?	behaviours, etc., or being defined
a. The window had been locked	all night.	as different in some way compared
b. Someone inside the house wa	s involved.	to the majority in society
c. The man did not enter the roo	m through the door.	d. a statement made by a person in
d. There was no way of entering	the room from the roof.	relation to sth which they saw
Questions 6-7 refer to section C.		e. an individual who cooperates with
6. What did Conan Doyle learn duri	ng his time training as a doctor?	another for a purpose
a. Brilliant people are often also		f. being of great value
b. A patient's condition may not		g. to work out using logic
c. It is possible to find details to s		r Olyantana Bandana
d. The key to understanding som		F. P Look at text B again and
7. In the second sentence of paragr		discuss in pairs/groups.
'become a byword for' mean?		How could this scene change
a. showing only positive values		if it were updated and adapted
b. connected to a particular qual	lity	for modern readers?
c. explained using logic and reas	· ·	
d. presenting the ideal description		
Question 8 refers to sections A, B		A summer
8. Which texts contain information a mystery? a. A and B b. A and C c. B and	on how to approach solving	

	sentences with the check your answers		words	
solve investigate	2			te t
1. A team of expert	s is	the cause of the	accident.	
2. The detective has	a reputation for	di	fficult cases.	
ordinary simple				
3. Today was just a	n)	day and I did wha	at I usually do.	
4. Working this mad	hine is very	All you	do is press a button.	
clue evidence				
5. The detective fou	ınd a(n)	that helped	him solve the case.	285
6. The police think h	ne stole the jewellery b	out have no	to prove th	nis.

answers using a dictionary.

- 1. When the bank robbers realised that the police were looking for them, they decided to turn themselves in.
- 2. The detective is determined to find out who committed the crime.
- 3. We were relieved that the police officer let us off with just a warning!
- 4. The teacher helped us clear up the misunderstanding and we are all friends again.
- 5. They held up the supermarket in broad daylight.
- 6. The prisoner broke out of prison by digging a tunnel.
- 7. Ed's lawyers did everything they could to get him released, but he was **locked up** until the trial.
- **8.** As I was walking home from the bank, someone grabbed my bag and ran off with it.
- 9. The criminals got away in a stolen car.
- **10.** The thieves **broke in** through a basement window and stole a valuable painting.
 - **a.** to take sth without permission
 - **b.** not punish sb who has done sth wrong
 - c. to explain sth
 - **d.** to escape from somewhere
 - e. to put sb in jail

- f. to rob by using a gun
- g. to discover
- **h.** to escape from sb who is trying to catch you
- i. to tell the police what sb has done / where sb is
- **j.** to enter by using force

Prepositional phrases with FOR

- **1.** We always order pizza. Why don't we order Chinese for a change / for certain?
- **2.** Omar's injury might keep him from returning to the police force for the best / for good.
- 3. I don't know where Diane is. For good / For all I know, she could be in one of those shops trying on clothes.
- 4. For the time being / For all I know, I'm living with my cousin, but I'm looking for a flat of my own.
- 5. I didn't get the job in Australia, but perhaps it's for certain / for the best since I know I'd miss my family.
- **6.** In the end, Mr Mellows did not purchase the second-hand car — all that research for a change / for nothing!

Prepositional phrases with WITHOUT

- **7.** The monkey attacked the zookeeper without warning / without permission.
- **8.** That report has to be finished by five o'clock today without fail / without exception.
- 9. Everyone, without exception / without warning, must obey the law.
- **10.** Police officers are still searching for the bank robbers who seem to have disappeared without trace / without fail.
- 11. Jack bought a motorbike without trace / without his parents' knowledge. Now he's in serious trouble.
- **12.** Quick! Get everyone back into the coach without delay / without their knowledge!

Grammar Conditional Sentences Types 2 and 3, Mixed conditionals $\rightarrow p$. 172

A. Look at the examples below and answer the questions on the right.

Conditional Sentences Type 2

- **1.** If you **used** the rope, then you **could climb** up.
- **2.** If my dad **were** the head of the police force, he **would take** stricter measures against crime.
- 3. I'd become a detective if I were you.

Conditional Sentences Type 3

- **4.** If his hands **had been** rough, he **would not have left** these marks.
- **5.** She wouldn't have crashed the car if she had been more careful.
- 6. If I'd known your address, I would have visited you.

- **a.** Which set of examples refers to situations/ events that could have happened in the past, but didn't? What really happened in each of these examples?
- **b.** Which set of examples refers to something imaginary, unreal or unlikely to happen in the present/future?
- c. Which example expresses regret?
- d. Which example expresses opinion/advice?
- e. Which example expresses criticism?

B. Look at the examples above again and	d complete the rules.
--	-----------------------

1				
_				
4. My brother broke his leg and missed the hiking trip.				
5. I don't worry about burglars because we have an alarm system.				
_				

- **D**. Read the sentences below and answer the questions that follow.
 - **a.** If I were a few centimetres taller, the coach would have chosen me to play in the basketball team.
 - **b.** If we hadn't missed the flight, we would be on a beach in the Caribbean now.
- 1. In which sentence does the if-clause refer to the past and in which does it refer to an unreal present?
- 2. In which sentence does the **main clause** refer to the past and in which does it refer to an unreal present?
- **3.** Which two different types of conditional sentences were combined to create these mixed conditionals?

- **E.** Choose the mixed conditional sentence which has the same meaning as the given sentence.
- **1.** Greg didn't pass his driving test, so he can't borrow his dad's car yet.
 - **a.** If Greg passed his driving test, he would have been able to borrow his dad's car.
 - **b.** If Greg had passed his driving test, he would be able to borrow his dad's car.
- **2.** Tina is generally absent-minded; yesterday she left her mobile in a clothes shop.
 - **a.** If Tina weren't so absent-minded, she wouldn't have left her mobile in a clothes shop.
 - **b.** If Tina hadn't been so absent-minded, she wouldn't leave her mobile in a clothes shop.
- F. Work in pairs. Turn to page 159 in the Speaking Activities section and do the Grammar Production Task.



Listening **◄**)

A. Discuss in pairs/groups.

If you were attending a film studies course, what would you expect to learn?

- **B.** Listen to a lecturer talking to his students. What is the main purpose of the lecture?
- 1. to discuss the effect that technology has had on modern film-making
- 2. to highlight the differences between big studios and independent film-makers
- **3.** to outline the specific areas of knowledge students can expect to acquire from attending the class
- Listen to the first part of the lecture again and write T for True or F for False.
 The lecturer thinks that a good storyline is one of the most important aspects of film-making.
 The lecturer believes that the old classics are far better than the films produced today.
 According to the lecturer, special effects should not be used when you are trying to get a message across to the audience.
 It is the lecturer's belief that most students will access the film industry through independent
- **5.** The lecturer is of the opinion that independent film-makers and big studios experience similar problems when making a film.
- D. Listen to part of the lecture again. What does the lecturer mean by 'with their fingers itching'? Write a word, phrase or sentence on the line below explaining the meaning.
- E. Now listen to the second part of the lecture again and complete the notes below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.
- F. P Discuss in pairs/groups.

film-making.

- How important do you consider the use of special effects in a film?
- Which aspect of a film do you consider to be the most important: the plot, the script, the cast, the acting?

SCREENWRITING INDEPENDENT FILMS · low budget · focus on story — limited special effects / locations · ideal for (1) ______ genre — single location SCREENWRITING · important to have a 'high-concept' or a (2) _____ · five plot aspects: exposition (introduction), rising action, climax, (3) _____ and resolution (conclusion) HOMEWORK · read (4) _____ on MacGuffins · research on character-driven vs plot-driven

Speaking

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

(5) _____

Illriting	My cousin Khaled and I could not possibly have
Writing Astory	imagined what lay ahead that day. We had always
A. Discuss in pairs/groups.	dreamt of visiting London and our dream had finally
What makes you want to read	come true. The day after our arrival, we woke up early as
a story?	we had a long list of popular attractions to visit and were eager to set off. The destination that was the highlight of our day was,
B. Read the story on the right	without a doubt, the Natural History Museum. It is not only home to a
and do the activities below.	remarkable collection of precious stones but, at the time, it was also exhibiting a
1 The stages of plot development in the table below correspond to paragraphs 1-5 in the story.	rare and priceless blue diamond worth 250 million euros. 2 Because both Khaled's father and mine are jewellers, we have developed an active interest in all types of gemstones. I had pre-booked our tickets to ensure
Complete the table with the function of each stage a-e.	that we would not miss the opportunity of seeing this unique one from up close. Our tickets were booked for the five o'clock entry, which meant we were the last visitors allowed into the museum. There was a lot to see, so we decided to save
PLOT DEVELOPMENT1. Exposition2. Rising action	the blue diamond exhibit for last. We had just reached the exhibit when the whole place went dark. A moment
3. Climax 4. Falling action	of uncomfortable silence was followed by nervous chatter. 'Stay calm everybody there's no need to worry!' said a loud voice, quite close to where we were standing. 'We've had a series of blackouts lately, but our emergency generators
5. Resolution	will start working soon and everything will go back to normal.' At that moment, I fel someone brush past me and a few minutes later the lights came on again. Khaled
 a. describes the series of events following the turning point of the story 	and I stared in disbelief at the high-security display case and then at each other. The blue diamond had disappeared! 4 Within minutes the place was filled with police officers and all the visitors and
b. introduces the main character(s), creates the setting (time and place) and	staff members were first searched and then questioned. It was past midnight wher the curator of the museum showed us out. That night, I had difficulty sleeping. Something just didn't seem right. At about six o'clock in the morning, just as I was
establishes the context of the story	falling asleep, I suddenly realised what had been bothering me. The curator was wearing a perfume that had a characteristic fresh floral scent
c. shows how the situation	I remembered that, while we were standing in the dark in front of the display case,
ends or is finally dealt with	the same smell had filled the air. I wasted no time in calling the investigating officer to inform him of my suspicions. This piece of information proved to be
d. builds tension by describing the series of events leading	a very important clue to solving the case. It turned out that the curator and her
up to the most intense	brother, who was one of the security guards, were behind the theft. They had
moment in the story	hidden the blue diamond somewhere where no one would think to look – in one
e. describes the dramatic turn	of the eggs in the dinosaur exhibition hall. Their plan involved leaving it there until
of events	things calmed down and it might just have worked if I hadn't smelt a rat.
which type of hook is being used in A narrative hook is a device used his/her interest so that he/she concepting paragraph.	at the beginning of a story to catch the reader's attention and stimulate ntinues reading. It is usually the first and/or second sentence of the
 You realise the value of your life 'OK Hassan, I'll tell you, but only if 	- a rhotorical augetion
I whispered, looking around to m	you promise not to tell driyone,
3. Dark, threatening clouds covered	
clear that a fierce storm was he	C. an inspiring/memorable quotation
4. What would you do if a peer at y	our school was being bullied?
5. Nelson Mandela once said, 'The	d. interesting/shocking facts/statistics
does not feel afraid, but he who	
6. Statistics in the UK show that mo	
daytime between 10 a.m. and 3	p.m.
3 Now read the first sentence of the	story and determine what kind of hook the writer has used.
4 In paragraph three, the writer has ι	ised Direct Speech. What effect does the use of Direct Speech have?
5 Find and underline all the time refe	rences/linkers in the story. What role do they play in the narrative?
	gular or plural, write a short story that contains one of the narrative an important role in solving a mystery or crime.
mooks above in winch you played	an important role in solving a mystery or cillie.

Reading **◄**》

- A. P Discuss in pairs/groups.
- Do you know of any well-known detective stories in your language/culture?
- Do you enjoy reading detective stories? Why? / Why not?

B. Chook back at the texts in 7a. Do you know anything else about the fictional detective Sherlock Holmes? Read the title of the text below. What do you think the text will be about? Read the text and check your answers.

Myths and Misconceptions of a Fictional Character

Sherlock Holmes has been thrilling readers since Sir Arthur Conan Doyle's first novel, A Study in Scarlet, was published in 1887. But, did you know that the great detective that we've become so familiar with is quite different from Conan Doyle's original creation?

Dressed in a cape and an unusual hat, Conan Doyle's fictional detective Sherlock Holmes is an instantly recognisable figure. This appearance has become an essential part of the character, and appears in many TV shows and film adaptations of the books. However, there is no evidence that Conan Doyle intended for his detective to wear this outfit. The hat which so many people see as part of Holmes' identity - a 'deerstalker' hat, traditionally worn by hunters in rural areas - is, in fact, never mentioned specifically in any of the stories. In Silver Blaze, in which Sherlock sets off to solve the possible kidnapping of a famous horse and the murder of its trainer, he is described as wearing a 'travelling-cap', and in another story he gets on a train wearing a 'cloth cap' - but there was nothing to suggest that this was a permanent part of his outfit! The hat only became associated with Holmes when Sidney Paget, the artist who illustrated many of Conan Doyle's short stories, chose to depict the detective wearing the hat in a number of his illustrations. Now, it is often shown as though it were part of the detective's everyday outfit.



Another common misconception is that Sherlock Holmes is either old or middle-aged. According to the stories, however, Holmes was born on 6 January 1854, and met Watson in 1881, at the age of 27. They are close in age, and the characters are estimated to be in their late twenties in many of Conan Doyle's stories. So why are they often portrayed as being older? Both Holmes and Watson always do what it takes to solve cases and are regarded as accomplished men, which might explain why they are shown as being more mature and experienced. The characters do age, however; in the book His Last Bow (written in 1917), Holmes comes out of retirement at the age of 60.

Sherlock's most famous phrase is undoubtedly the line, 'Elementary, my dear Watson.' Today, people quote this line to mean that a problem was easy for them to solve. However, this exact expression never actually featured in any of Conan Doyle's books or short stories. Holmes refers to Watson as 'my dear Watson' numerous times, and he sometimes even uses the word 'elementary' - but he never actually utters the words, 'Elementary, my dear Watson'. In fact, it was English writer P. G. Wodehouse who first used the line in a 1915 novel called *Psmith, Journalist*, in which one of the characters <mark>mimics</mark> Holmes. If only Wodehouse had known how popular the line was going to become. Perhaps he would have copyrighted it!

Today, Holmes is held up as an example of a great detective, putting criminals such as murderers and thieves safely behind bars where they belong - but the stories show that he was not always successful. He did not have an impeccable record. In The Adventure of the Dancing Men and The Five Orange Pips, Holmes' clients die before the mystery is solved, and in The Adventure of the Yellow Face, Holmes draws the wrong conclusion. Furthermore, Holmes is also often depicted as working alone and discovering his own information, without turning to the authorities for help. However, in the original stories, he makes an effort to work with the police and exchanges evidence and information with them.

C. Read the text again and answer the questions that follow. Questions 1-4 Complete the sentences below. Choose NO MORE THAN ONE WORD from the text for each answer. Write your answers in the spaces provided.	D. P Look at the highlighted words in the text and match them with their meanings a-g. Then check your answers
1. One of Sherlock Holmes' most recognisable features is his unusual hat. 2. The traditional image of Sherlock Holmes is taken from the that accompanied the stories.	using a dictionary. 1. intend 2. depict
3. Many adaptations of Sherlock Holmes stories change the detective's	3. regard 4. numerous
4. In one book, Holmes is in before the story starts. Questions 5-8 Do the following statements agree with the information given in the text?	5. utter6. mimic7. impeccable
In boxes 5-8, 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.	a. to copy sb's voice or behaviour b. perfect c. to view sb in a
5. In the books, Watson is the only character to use the word 'elementary'.	certain way d. to have decided to do sth
6. Wodehouse's characters often try to mimic Sherlock Holmes.7. The character of Holmes is sometimes shown as making a mistake.8. In the books, it is clear that Holmes always worked alone.	e. to say sth f. to portray g. many
8. In the books, it is clear that Holmes always worked alone. Questions 9-12 In which paragraph is the following information contained? Write the correct letter A-D in boxes 9-12.	E. Using the information from the Reading sections in 7a and 7b, discuss in pairs/
9. an author who contributed to Holmes' public image	and / D, discuss in Pall 5/

9. an author who contributed to Holmes' public image

11. examples of times Holmes' character did not live up to his

10. uncertainty about how a misconception started

12. Sherlock Holmes appearing in different media

reputation

groups.

not?

Do you think Sherlock Holmes is an interesting

character? Why? / Why

Vocabulary

I. Complete the table with the missing words. Then check your answers using a dictionary.

ACTION (VERB)	CRIME	CRIMINAL
steal	theft	
	robbery	
	murder	murderer
burgle or break in/into		burglar
		kidnapper
shoplift	shoplifting	
vandalise		vandal
	hacking	

B. Match the verbs 1-7 with the phrases a-g to form collocations.

1. break a. sb to court b. a fine

4. find

5. pay

6. serve

7. bring

- **c.** time in jail/prison
 - **d.** the law
 - **e.** sb guilty or innocent / not guilty
 - **f.** a crime
 - g. a criminal to justice

C. O Complete the sentences with the correct form of the words
in the box. Pay attention to the preposition in bold after each gap.
Then check your answers using a dictionary.

sentence arrest blame accuse charge escape

- 1. Two prisoners ______ from prison last night.
- **2.** He was ______ for driving without a licence.
- **3.** Don't _____ me **for** your mistake.
- **4.** Are you _____ me **of** stealing your wallet? How dare you!
- **5.** The police arrested Mr Lowes and ______ him **with** theft.

break into

6. Because of the cruel nature of his crime, he was **to** 15 years in prison.



1.	Someone	my watch!
2.	The teenager	a scarf
	from the shop.	
3.	He	_ the bank in Hattor
	Street.	
4.	Someone	my car and
	took my briefcase from the	back seat.

shoplift

rob

steal

cheat	trick	lie	
5. Don't			to me. Tell me
the tr	uth.		
C 11a			man imba missima la

- **6.** He ______ me into giving him money.
- **7.** Students who _____ in the test will be punished.
- **8.** I don't trust salespeople. A lot of them are trying to _____ you.

|--|

- **9.** A ______ stole my luggage while I was sleeping at the airport.
- **10.**The ______ broke into the house when the family was away.
- **11.** At least five people witnessed the holdup at the bank, but they are reluctant to give information about the ______ to the police.

victim suspect (eye)witness

- **12.** The police followed the two _____ and finally caught them in the act.
- **13.** According to a statement made by a(n)
 ______, the thief had a scar on his left arm.
- **14.** No one ever feels safe again once they've been the _____ of a crime.

Grammar Unreal Past → p. 173

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

I wish I lived in the suburbs and not in the city centre where the crime rate is high.

- 1. Where does this person live?
- 2. How does this person feel about it?
- **3.** What verb tense is *I wish* followed by?
- **4.** Does the sentence refer to the present/ future or the past?
- **5.** How can we say the sentence using *If only*?
- 6. Which of the two structures expresses a complaint or a request about a present situation?
- 7. What do you notice about the subject of would?
- Mary wishes she could get some time off work.
- I wish Mary would stop talking about it all the time.

If only I hadn't cheated in the test! Now I'm in trouble.

- 8. Did the person cheat?
- 9. How does this person feel about it now?
- **10.** What verb tense is *if only* followed by?
- 11. Does the sentence refer to the present/ future or the past?
- **12.** How can we say the sentence using wish?

- **B.** Read the following situations and write sentences starting with the words given.
- 1. There's a great bargain at the shopping centre, but I don't have any money on me. If only
- 2. My best friend always arrives late, and that annoys me.

l wish

3. I accidentally left my mobile in the cafeteria and someone stole it.

I wish

4. Jack wants to buy a new tablet, but he can't afford one.

Jack wishes

5. I regret not studying harder for the exam. If only

Listening **◄**»

- **A.** Discuss in pairs/groups.
- When you read/watch detective stories, do you ever work out who committed the crime before the end?
- Do you think you would make a good detective? Why? / Why not?
- B. You will hear part of a radio interview with a successful author of crime fiction.

Listen and circle the topics which are mentioned.

- **a.** how to become a private detective
- **b.** the skills a detective needs
- **d.** how crime fiction is adapted for TV
- e. a piece of advice for writers
- c. different types of fictional detectives f. how technology has changed detective work

L. Listen again and answer questions 1-5. Choose the best answer a, b, c or d.

- 1. What do critics like most about Leicester's books?
 - a. the storyline
 - **b.** the detailed descriptions
 - c. the clever way they are written
 - **d.** the way the main character is portrayed
- 2. What is true of the main character, Nathan Lisbon?
 - a. He is very intelligent but lacks commitment.
 - **b.** He thinks and acts in exactly the same way as the author.
 - c. He is a clear example of a stereotypical fictional private detective.
 - **d.** He turned out to be different from how the author first imagined him.
- 3. Why does Leicester read crime fiction by other authors?
 - a. He believes it helps to improve his writing skills.
 - **b.** He wants to borrow their ideas for his own work.
 - c. He wants to be sure he doesn't copy their writing.
 - **d.** He wants to see if he has served as a source of inspiration for them.
- **4.** Why did Leicester choose to set his novels in the 1950s?
 - a. to base them on his own experiences
 - **b.** to challenge himself to write about an era he knew little about
 - c. to create a setting that would allow for greater character development
 - d. to show modern-day readers how crimes were solved without the use of technology
- 5. What does Leicester say about being a detective?
 - a. It involved doing a lot of paperwork.
 - **b.** It was actually easier than being a writer.
 - c. He hated having people monitoring his every move.
 - **d.** He misses the excitement that goes with looking for clues.



Work in pairs. Turn to page 161 in the Speaking Activities section and do activity 7b.



Writing A film / TV series review

A. Discuss in pairs/groups.

Do you read reviews before deciding on a film or TV series to watch? Why? / Why not?

B. P Read the review of the film *To Steal the Show*. Would you be interested in watching it?

Review by Timothy Mannor

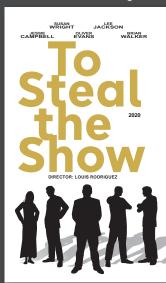
To Steal the Show (2020)





Director: Louis Rodriguez

Starring: Susan Wright, Lee Jackson, Jessie Campbell, Oliver Evans, Brian Walker



- 1 Louis Rodriguez's *To Steal the Show* is a mystery thriller with an all-star cast. Apart from the five leading actors, the film also features celebrated actors Michael Baker and Allen Montgomery in secondary roles.
- 2 The plot follows five illusionists who are hired to put on the show of a lifetime. For their first performance, they steal millions in rare gemstones from a high-security museum. It appears to be a trick until the same museum reports a theft. At this point, investigators are assigned to catch the illusionists and the hard part find proof that they did it. The film keeps audiences confused as to what is a trick and what is truth, right up until the unexpected ending.
- The acting is outstanding; although the script is weak, the talented cast use this to their advantage by giving the roles their own flavour. The plot is fast-paced, and the director relies on the clever storyline rather than on flashy visual effects to entertain his audience.
- 4 Anyone who takes pleasure in an entertaining story will enjoy this film. Despite mixed reviews, it was an overall success and is highly recommended for viewers of all ages.

L. Read the review again and do the activities that follow.

 Each of the following statements corresponds to a paragraph in the review. Write the numbers 1-4 in the boxes provided.

In this paragraph the writer:

- **a.** gives a brief summary of the plot.
- **b.** gives a general opinion of the film and makes a recommendation.
- **c.** gives general information about the film (genre, title, director, cast).
- **d.** comments on the qualities that make the film interesting.
- **2.** Find the adjectives the writer uses in the review to describe the nouns below.

ı.		,	
	cast (para. 1 & 3)		
b.		_,	
	actors (para. 1)		

- **c.** ______ ending (para. 2) **d.** ______ acting (para. 3)
- **e.** _____ script (para. 3) **f.** plot (para. 3)
- **g.** _____ storyline (para. 3)
- h. ______ visual effects (para. 3)
 i. _____ story (para. 4)
- **3.** What effect does the use of descriptive adjectives have?

- **D.** P Look at the set of adjectives below describing different aspects of a film and do the activities that follow. Use a dictionary to help you.
- **a. plot/storyline/story** predictable, moving, original, gripping, complicated, thought-provoking, slow, fast-paced, shocking
- **b. performance** boring, amateur, remarkable, convincing, impressive, inspired, poor, unimaginative, outstanding
- c. actors/cast well-known, dull, skilled, disappointing, second-rate, all-male, successful, leading, inexperienced
- d. scenes spectacular, uneventful, entertaining, boring, amusing, terrifying, violent, action-packed, dramatic, suspenseful
- e. visual effects amateur, spectacular, cutting-edge, low-budget, powerful, innovative, disappointing, realistic, unimaginative
- **1.** Look up the adjectives that you are not familiar with.
- **2.** Underline the adjectives in each set that have a negative meaning.
- **3.** Look at the adjectives in the box on the right. Which noun(s) from above do they collocate with? Write the letters a-e in the boxes provided.

high-tech	
well-written	
supporting	
breathtaking	

professional ______

E. Complete the sentences below with a suitable adjective from activity D. In some instances, more than one option may be correct. 1. Some of the scenes were so that I had a	G. Read the writing task below and underline the key words/phrases. Then answer the guestions that follow.
difficult time staying awake. 2. The leading actors give such a(n) performance that you forget that they have actually taken on a role.	Your local newspaper is looking for film / TV series reviews for its next issue. You
The plot is so that you don't have time to process the events that are happening.I found the storyline terribly – it was almost	should write about a film / TV series you have recently seen, mentioning the plot, noticeable features and why
as if I had watched the film before and knew who the murderer was.	you enjoyed it (or not).
5. The second-rate cast and visual effects gave away the fact that the film lacked funding.	 What are you required to do? Who is going to be reading
6. It is a(n) story that draws the viewer's attention to the potential dangers of artificial intelligence.	your review? 3. What kind of information do
7. The visual effects take this science-fiction film to a completely different level.8. It is such a(n) story that you will be on the	you need to include in your review?
edge of your seat during the whole film. 9. The actors starring in this film may be, but	H. See Read the writing task
their impressive performances are sure to help their careers take off. 10. This film contains scenes and is, therefore, not suitable for children.	in activity G again and the TIP below. Then go to the Workbook pp. 82-84 to plan and write your film / TV series review.
F. Cook at activity C1 again. Then read the sentences containing set phrases/expressions used in film reviews and decide in which paragraph of a review they would feature. Write the numbers 1-4 in the boxes provided.	When writing a film / TV series review: • choose a film / TV series you know well and make a note of the features you are going to
a. The most outstanding features of this film are the cutting-edge special effects and action-packed scenes.	include. • divide your review into paragraphs that serve a specific
b. I would not recommend it because the plot is predictable and the dialogues unconvincing.	function (general information, a brief description of the plot,
c. The first episode of this crime TV series was shown in September 2004.	a reference to noteworthy features, your general opinion).
d. The film tells the true story of an ambitious young man who starts off with nothing and ends up building one of the most successful companies in the world.	 provide some background information to familiarise your reader with the film / TV series you are going to write about.
 e. The film is a historical war drama set in 15th-century England. f. Anyone who takes pleasure in good old-fashioned detective work will enjoy this film as it's a masterpiece of its kind. 	 give a general idea of the plot but don't provide too many details and do not reveal the
g. One of the features that makes this series so memorable is the outstanding performances given by the all-star cast.	ending. • use the Present Simple to describe the plot.
h. The plot has an unexpected twist when Ahmed meets a mysterious old man who gives him a letter written by his great-grandfather.	 mention features of the film / TV series that are worthy of mention.
i. Denzel Washington plays the leading role in this box-office hit.	 express your opinion politely and make a recommendation.
j. The plot follows the lives of three young men who meet by accident and become involved in a series of unexpected events.	 use a variety of descriptive adjectives and set phrases/
k. This film is a must-see and is suitable for both children and adults.	expressions to make your review more interesting/vivid/ engaging.
I. The film owes its outstanding success to the well-written script and convincing performances.	

	1. We need	to do something about the mmediately, without any	3. Diana (not break) her arm in the accident if she (put) her seat belt on when she got in the car.
	a. fail	c. delay d. exception	4. I wish I (not have to) study tonight. I want to watch the new crime series.
2.	another about how t left the café.	s were heard to one errible the coffee was as they	5. Tom said that if the police ever (not say) a word without a lawyer.
3	b. gathering	c. mutteringd. portrayingdiscovered an important	6. If only I (do) something to prevent the accident before it happened.
	while searching a. evidence b. proof	Mr Gilbert's garage. c. case d. clue	 Read the situations and write sentences starting with the words given. I believe that the right thing to do with a wallet
4.		_	you find in the street is to take it to the police. If I found
5.	b. kidnapping		2. I regret being so lazy when I was a student. If only
	a. off b. out	c. up d. down	! 3. You always complain about everything!
6.	while parking. a. blamed b. sentenced	c. charged d. accused	Wish!
7.		time for his part in an attempt	4. My brother is so messy! It's annoying! I wish
8.	b. servingMr Roberts discoverduring the night	d. making ed that his shop had been t.	5. Jake is such a careless driver! That's why he had an accident. If Jake weren't
	a. kidnapped b. burgled	c. cheated d. stolen	·
9.	door which had been a. suspicion b. observation	an interesting about the left unlocked. c. investigation d. misconception	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.
10	Don't miss this film. I effects that are some	t has some visual ething else!	N ow I ca n
D (a. action-packed b. cutting-edge	c. suspenseful d. thought-provoking) discuss issues related to crime and punishment) use phrasal verbs, prepositional phrases, collocations and lexical sets related to crime
of	the words in bracke		and punishment refer to something imaginary, unreal or
,		(watch) the news last night, (see) that the police already	unlikely to happen in the present/future refer to untrue situations and events in the past
	If you		make wishes and express regret and annoyance
	•	am results yesterday, they t be) angry with you now.) write a story) write a film / TV series review



Reading **4**)

A. P Discuss in pairs/groups.

- How accurate do you think advertisements and commercials are?
- How much do advertisements and commercials influence you?



Dear Pete,

This is the ad our team created for Flash Foods in response to the recent criticism from health-conscious consumers that claimed Flash Foods are indifferent towards national health concerns. We believe our ad to relaunch our client's product will be highly successful. Let me know what you think. It should be ready in time for our marketing seminar on the 5th of March.



 $\overline{\mathbf{A}}$

Tim GEN

GEMMarketing Solutions

B. Quickly read through texts A-D. What do they all have in common?

To the manager of Flash Foods,

I am writing to express my disapproval of the advertising campaign which has recently been launched by your company. I have enclosed the flyer which was handed to me yesterday advertising the new chicken sandwich.

I must admit I went against my instincts and decided to order this delicious-looking sandwich. Imagine my surprise when I opened the box to find a slice of tomato and a piece of undercooked chicken squashed between two thin pieces of processed bread. There was nothing 'delicious and nutritious' about it, despite the claims on your flyer! I have also enclosed a photograph of what I was given. Do you find it looks similar in any way to the product you are advertising?

To prevent customers from falling for this deception, which is based on an inaccurate picture of your chicken sandwich 'sensation', I am asking that you drop this misleading advertisement immediately. If I continue to see these flyers, I will pursue legal action. Sincerely,

Miranda Gilbert

C

Shampoo Cereal, anyo<mark>ne?</mark>

The marketing industry has at its disposal numerous ways of deceiving consumers. When it comes to food marketing, this becomes more apparent, as what we see advertised is more likely to be a work of art than actual cooking.

Marketers want food to look flawless for the photo shoot, so they do whatever it takes. They coat pancakes with hairspray to keep the toppings shiny and in place, they use motor oil instead

toppings shiny and in place, they use motor oil instead of syrup because it reflects light better, and they use bright-white shampoo instead of milk.

Sometimes, food is recreated from other materials. A natural apple pie will crumble when sliced, but on TV it must, for reasons unknown, be made to fall into perfect slices. So they use artificially coloured mashed potato, and the crumbs disappear. When 'real' food is used, it is almost always digitally edited beyond recognition — enlarged, with the colours altered and brightened to make it look fresher.

What will manufacturers do when consumers begin to demand food that is as perfect as the artificial food they are used to seeing in advertisements?

D

MARKETING SEMINAR

Sponsored by Gem Marketing Solutions



Persuading the public

with Professor **Jane Patrick** from Hertford University, who will present the basics of food advertising in the following talks

Eating in the dark

The role visuals play in our appetite

Selling a smell

Ways retailers use smells to their advantage

Colour mind-control

Stimulating appetite through colour choice

The language of flavour

When words are more important than taste

WEDNESDAY 5 MARCH

11 A.M., VALLEY CONFERENCE CENTRE

L. Read texts A-D again and answer the questions.

Question 1 refers to section A.

- **1.** Why did Flash Foods decide to have a new advertisement created?
 - a. to advertise a new product
 - **b.** to inform people about a special offer
 - c. to describe the ingredients of a product
 - **d.** to persuade people that their products are healthy

Questions 2-3 refer to section B.

- 2. Which of the following is probably true about Miranda Gilbert?
 - a. She is a lawyer.
 - **b.** She avoids eating fast food.
 - **c.** She works in the health industry.
 - **d.** She is a regular customer at fast food restaurants.
- **3.** What is Miranda asking Flash Foods to do?
 - a. to stop selling the product
 - **b.** to make their chicken sandwich healthier
 - **c.** to improve their sandwich so it looks like the advert
 - **d.** to stop promoting the product through an incorrect representation of it

Questions 4-5 refer to section C.

- 4. What does this in line 3 refer to?
 - a. the necessity of using tricks
 - **b.** the importance of food marketing
 - c. the extent of misleading advertising
 - **d.** the number of consumers who are tricked
- **5.** What does the writer imply about marketers?
 - $\boldsymbol{\mathsf{a.}}$ They don't want viewers to know their tricks.
 - **b.** They stop at nothing for the appearance of perfection.
 - **c.** They prefer to use digital editing only as a last resort.
 - **d.** They want consumers to recognise the food advertised straightaway.

Question 6 refers to section D.

- **6.** Which of the following will <u>NOT</u> be discussed in the seminar?
 - a. increasing sales with smells
 - b. attractive food presentation
 - c. effective descriptive language
 - d. how to influence a specific group of people

Question 7 refers to sections A, B, C and D.

- **7.** Which texts refer to the language used in an advertisement?
 - a. all sections
 - b. sections A and B
 - c. sections B and D
 - d. sections C and D

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

In text B, what was the writer's attitude towards Flash Foods' products before and after seeing the flyer? How did her attitude change?

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

1. enclose	a. perfect
	b. to put sth inside an envelope
2. drop	along with the letter
3. deceive	c. to stop doing sth
4. apparent	d. obvious, clear
5. flawless	e. to trick sb and make them
	believe sth that is not true

F. Discuss in pairs/groups.

- Have you ever been persuaded into buying something and then regretted it? If so, what was it?
- Would you ever consider complaining to a company about false advertising? Why? / Why not?

Vocabulary

R. Read the extracts taken from the texts on page 112. How do the prefixes *in-* and *un*-change the meaning of a word?

- ... an inaccurate picture of your chicken sandwich 'sensation'....
- ... but on TV it must, for reasons **unknown**....
- The prefixes **un-** and **in-** are used before adjectives and adverbs to give them the opposite meaning (e.g. usual-unusual, adequate-inadequate).
- Instead of in- we use il- when the word starts with *l*, ir- when the word starts with *r* and im- when the word starts with *m* or *p*.
 (e.g. logical-illogical, relevant-irrelevant, practical-impractical)

B. Complete the sentences using the correct form of	the words in capitals.		
1. I am sorry to inform you that this service is temporar You'll have to come back next week.	ily AVAILABLE		
2. The use of medicine could ha	ve serious consequences. PROPER		
3. Many mushrooms arebecaus	e they're poisonous. EDIBLE		
4. I don't understand what the note says. The handwriti	ng is completely LEGIBLE		
5. The authorities have not yet announced how many p	eople have been injured in the accident,		
but sources say about 20.	OFFICIAL		
6. Steven has always had a fear of driving over bridges.	I find his fear totally RATIONAL		
C. P Read the extracts taken from the texts on page	e 112 and answer the questions.		
 and a piece of undercooked chicken I am asking that you drop this misleading advertisement immediately. and the crumbs disappear. 	 The prefix dis- is used before adjectives, nouns and verbs to give them the opposite meaning (e.g. agree-disagree). The prefix mis- is used before verbs and nouns, 		
1. Which prefix means:a. the opposite of?b. wrong(ly), bad(ly)?c. too little, not enough?	 and means bad(ly) or wrong(ly) (e.g. interpret-misinterpret). The prefix under- is used before adjectives, nouns and verbs and means not enough 		
Marketers want food to look flawless for the photo shoot, so they do whatever it takes.	 (e.g. developed-underdeveloped). The suffix -less is used after a noun to form an adjective which means without that quality or 		
adjective which means without that qua- characteristic (e.g. end-endless, count-case) a. without b. incorrect			
D. Complete the sentences using the correct form of			
1. I was when they told me that what	t I was eating wasn't made with real chicken. SPEECH		
2. Our department is and so we c	cannot hire any new researchers. FUND		
3. After years of the restaurant, my	cousin had to close it down. MANAGE		
4. He felt completely as the wolf slo	owly approached him. DEFENCE		
5. Wait till I the machine from the	power supply before you start repairing it. CONNECT		
6. I how many people would show	v up and so there weren't enough chairs. CALCULATE		

E. Answer the questions. Then check your answers using a dictionary.

What's the difference between the following:

- uncooked and undercooked food?
- people with **inabilities** and people with **disabilities**?
- someone who is **uninformed** and someone who is **misinformed**?

F. Match the phrasal verbs in bold with their meanings.			
 Can you go through the report and tell me if you have an The government has given us permission to go ahead with construction of a new town hall. 	a. to become unsuitable to		
 3. Let's go on with the meeting we were having before Mr M 4. Before playing a prank on Saud's brother, we have to make goes along with it. 5. The milk smalls had it's probably gone off. 	atthews called. c. to start sth		
5. The milk smells bad; it's probably gone off .			
G. Complete the phrases with the prepositions in the box.			
to into by c	n out of off		
1. to play a joke / trick / pranksb	4. to rip sb		
2. to trick / fool / deceive / mislead sb doing sth	5. to be fooled / tricked / deceivedsb		
3. to trick / cheat sb their money	6. to fall victim sth		
Grammar Relative clauses → p. 173			
9. Read the sentences and answer the questions that	B. Join the sentences using who, which, that,		
follow.	whose, whom or where in as many ways as		
a. Mr Lee, who is from Beijing, is the owner of that	possible.		
restaurant. b. People who like Chinese food will definitely enjoy this meal.	 Yousef is a new colleague. I went for dinner with him last night. 		
c. The man who I was introduced to is the chef in that restaurant.			
1. What does the pronoun who refer to in each of the sentences?	2. Linda Hanson was my art teacher at school. She has an exhibition at the local gallery.		
2. In which sentence(s) does the relative clause provide information which is needed to understand the sentence? What is the clause called?3. In which sentence(s) does the relative clause provide extra information about what it refers to? What is the clause called?	3. Max got a job in advertising. That was a pleasant surprise.		
4. How is this indicated by the punctuation?	4. The company is owned by Andrew Olivetti. His		
5. In which sentence(s) can the relative pronoun be omitted?6. In which sentence(s) can the relative pronoun be replaced by that?	family started it in 1934.		
a. That's the woman about whom I told you. b. That's the woman whose name I can't remember.	5. The mountain gorilla is one of the most endangered species. It lives in Africa.		
7. Can whom and whose be omitted?8. How can we write sentence a in a more informal style?			
a. That's the T-shirt which I bought in Doha. b. The T-shirts at the souvenir shop were very cheap, which really surprised me.	6. Let's go to Room 25. The examination will be held there.		
9. What does which in each of the two sentences refer to?10. In which of the two sentences could the pronoun be replaced by that?11. In which of the two sentences could which be omitted?	7. I was invited to a lecture last Saturday. I totally forgot about it.		
a. This is the drawer in which I keep my passport.			
b. This is the drawer which I keep my passport in.	Work in pairs to do the Grammar		
12. Which of the two sentences is more formal?13. In which sentence can which be omitted?14. How would the sentences be if where was used instead?	C. Work in pairs to do the Grammar Production Task. Student A, turn to page 161 in the Speaking Activities section and Student B, turn to page 162.		

Writing A letter / An email of complaint

Discuss in pairs/groups.

Leve you ever bought apything.

Have you ever bought anything online only to find that there was some kind of problem with it when it arrived? What did you do?

B. Read the advertisement and the email of complaint. Then answer the questions that follow about the email.

- 1. Is the style of writing formal or informal?
- **2.** What information is included in each paragraph? Write your answers in the boxes next to each paragraph.
- 3. What kind of language and tone is used to complain?



To: customerservice@electrooutlet.com
From: Ameena Mohammad@mymail.com

Subject: Order No. 657983

Dear Sir/Madam.

•••

I am writing to complain about the Goodyear Bluetooth headphones I bought from you on 12 February.

Firstly, the product description mentions that the headphones are wireless, but they would not connect to my smartphone at all. I tried using other devices to see if they would pair with the headphones, but none would. Consequently, I could not use the headphones at all. To make matters worse, the battery charger was missing. Thirdly, although I ordered the headphones in green, I was surprised to receive them in red. Lastly, even though I used the promotional code FIRST10, my card was charged the full £75, which is totally unacceptable. I have attached a copy of the receipt.

Considering the above, I would like to receive a replacement set of headphones. Furthermore, I expect you to refund me the 10% discount I am entitled to. Thank you in advance for your cooperation.

Yours faithfully, Ameena Mohammad

C. Below are expressions commonly used in letters/ emails of complaint. Complete with words/phrases from the email.

INTRODUCTION

- I am writing to ______/ make a complaint about...
- I am writing to express my strong dissatisfaction with...
- I am writing to tell you how upset/disappointed I am/was with...

MAIN PART

- I was disappointed/frustrated/shocked/ ...
- To my surprise/disappointment, the...
- The advertisement stated that..., but in reality...
- I have enclosed/_____ a copy/photo of...

CONCLUSION

- · At the very least, I believe you should...
- I believe I am entitled to a partial/full refund.
- I would be thankful/grateful if you would...
- I hope you will deal with / resolve this matter immediately.
- Considering ______, I would like to receive
- If you do not... / Unless I hear from you, I am afraid I will be forced to take this matter further.
- I would appreciate an immediate response.
- Thank you ______ for your cooperation.

D. You have received a product you ordered online but there are problems with your order. Write a letter or an email of complaint to the company you bought it from, outlining the reasons why you are not satisfied and what you expect them to do about it.

When writing a letter / an email of complaint:

- use a formal greeting: Dear Sirs,
 Dear Sir/Madam, To whom it may concern.
- use a formal salutation: Yours faithfully (if you do not 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 specific details (e.g. dates, product numbers, etc.).
- give specific examples about your complaints.
- be clear about what action you want to be taken.
- use linking words/phrases to list/add points, to express contrast, to express result/ consequence, to express cause/reason and to express emphasis.
- be firm but polite; do not be aggressive.



Reading (*)

A. Discuss in pairs/groups. Look at the image on the right. Where would you expect to find this? Do you know what it means?



We use cookies

Our website uses cookies to store your information and make your experience better. By using this website, you agree to their use.

ACCEPT

B. 🚰

Read the magazine article quickly. What are the three short texts about?

SMART TECH MAGAZINE

Have some **COOKIES**, whether you like them or not!

The online sites we visit are storing ever more detailed information about us, from personal data such as our name, home address and telephone number. to information about how we behave online and what we search for the most. This has led Internet users to question the necessity of such a practice and to demand that it is made clear how their data is collected, used. stored and shared.



The way online businesses collect information on their customers today is no different to the methods that have been used for years by shops. Back then, a customer would be handed a questionnaire to fill in, indicating their preferences for products, commenting on their experience in the shop and making suggestions on improving customer service; now information collection is carried out by Web browser cookies and other highly sophisticated technologies that retailers use on their websites. Our goal is to draw a picture of how a consumer interacts with us online so as to improve the overall shopping experience for them, as well as to

target our own advertising accordingly. For instance, based on a shopper's search history, past purchases and spending habits, we alert the shopper to special offers and suggest products and services that may be of particular interest to them. This helps retailers obtain loyal customers who spend more, while shoppers receive discounts and a personalised shopping experience — it's a win-win situation. On the whole, people do not object when their online activity is being followed in this way, because they benefit from it.



The amount of online data collected by companies is mind-boggling. Apart from tracking a user's every move as they navigate through a website, they also obtain location data through the IP address of the user's device, which further helps to build a detailed profile of them. While this may improve a user's experience on a website, it can also work against them. For example, a shopper visiting an online shop for the first time may find attractively low prices. But this could be because the price of certain products has been lowered to encourage spending. Later on, prices go back up, as this customer is now hooked and more likely to keep

purchasing. Unaware of this strategy, consumers may end up paying the higher prices. The most important thing to keep in mind, though, is that all this collected data is a target for hackers who could use it for any number of harmful activities. And even if the data isn't stolen, it's often sold to other companies by the company collecting it, sometimes without the user's knowledge or permission, which is outrageous.

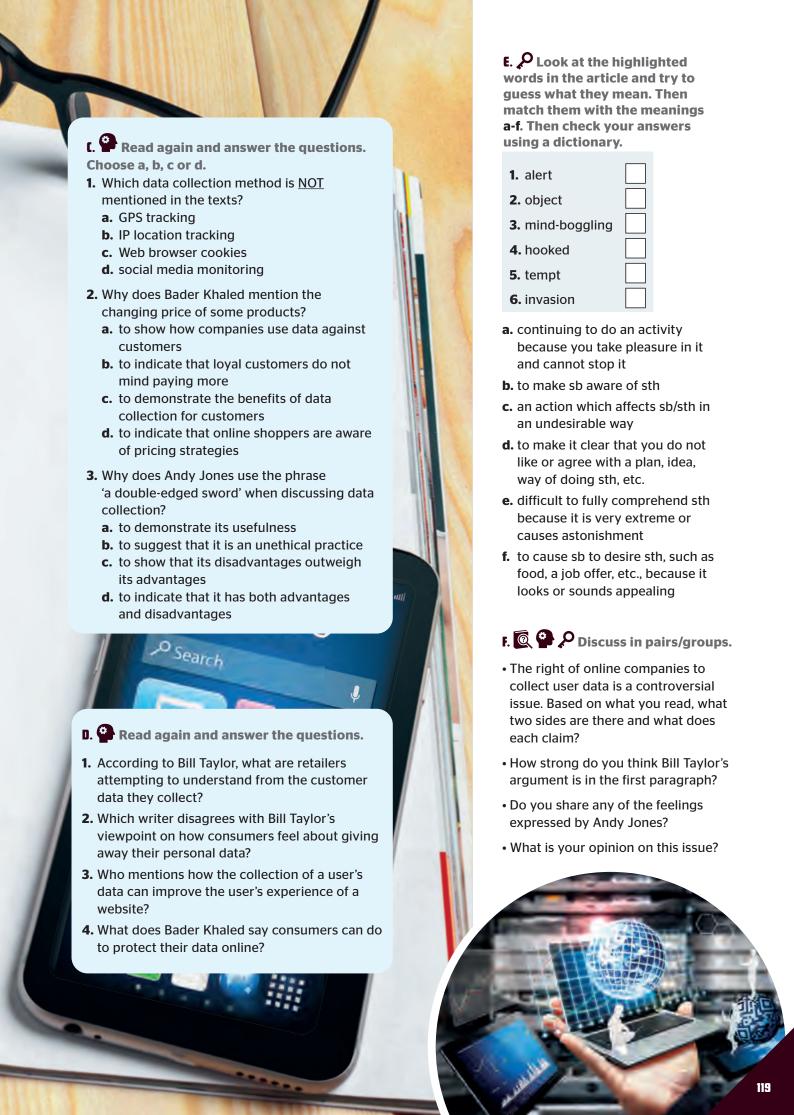
It is therefore crucial that the public is aware of all this, and take the necessary steps to keep it under control. An easy strategy is to disable tracking systems and delete cookies.



As a daily Internet user, I really feel like the collection of our data is a double-edged sword. On the one hand, I benefit directly: I use loyalty cards to get discounts, my phone's GPS system allows me to get around, and music streaming services or bookshops keep suggesting things that appeal to my tastes, cutting down on the time I need to search for them on my own.

However, I can't help but wonder: at what cost? The numerous advertising emails sent to me every day tempt me to buy things I like but don't need, and the tracking system in my GPS knows where I am every single moment. Plus, I realised that by only being shown books, films and music in specific genres based on my current interests, I haven't had the chance to explore other content and broaden my mind with new ideas.

I feel uneasy about all the personal information I've had to reveal and quite worried by the fact that I can't choose which data to give them and which not to. And that's just for the sites that alert me to their use of cookies and the sites I've agreed to give my data to. But what about the sites that collect data without our knowledge? How do I stop this invasion of my privacy?



90

Vocabulary

_			Complete the sentences using the correct form of the words in the boxes. In some ses, there may be more than one answer. Then check your answers using a dictionary.
	report announce claim comment	2. 3.	The mayor was asked to on the issue. The surfing instructor that all lessons would be cancelled due to bad weather. The product to contain natural ingredients only, but I seriously doubt it. The accident was widely in the media.
	agree accept approve	6.	I don't of people who take selfies all the time. Children are warned not to sweets from strangers. Liz and I have different views about some things, so we don't always with each other.
	lower reduce decrease drop	9. 10.	You should your speed when approaching a pedestrian crossing. Temperatures usually during the night your voice — the baby's sleeping. The number of people who read printed books has
	customer shopper client consumer	13. 14. 15.	Car manufacturers do everything they can to keep their demanding satisfied. Companies have not yet convinced that food which is grown in a lab is safe to eat Most of the lawyer's are people with little money. During the sales, the streets were full of Attention all! The department store will be closing in ten minutes.
	• This has I • indicati	led Ir ing th	xtracts from the text on page 118. Which prepositions are missing? internet users to question the necessity such a practice ineir preferences products this invasion my privacy?
	 We have recompany. Why are to grammar I have no This is the 	receivenesses here rule? inter	rrect prepositions to form noun + preposition combinations. 4. The accident was the result in / of his carelessness. 5. They have a reputation with / for designing innovative devices. 8. Salwa is a specialist for / in Internet security. 9. Computer viruses are a threat to / behind the health of your computer. 10. I have a good knowledge for / of the Spanish language.
	_		

Grammar Participle clauses → p. 174

A. Read the sentences below, two of which are from the text on page 118, and answer the questions.

Present Participle

For example, a shopper **visiting** an online shop for the first time may find attractively low prices.

- **1.** Which of the following clauses can be used to replace *visiting*?
 - a. who is visiting
 - b. because he/she is visiting

Past Participle

The numerous advertising emails **sent** to me every day tempt me to buy things I like but don't need...

- **3.** Which of the following clauses can be used to replace *sent*?
 - a. which sent
 - **b.** which are sent

Looking for my favourite brand of shampoo at the supermarket, I found another brand for half the price.

- **2.** Which of the following clauses can be used to replace *Looking*?
 - a. Because I was looking
 - **b.** While I was looking

Surprised by the announcement, I didn't know what to say.

- **4.** Which of the following clauses can be used to replace *Surprised*?
 - a. Because I was surprised
 - b. Because they were surprised

Complete the ru	iles below.
	e.g. a relative clause, a time clause, a clause of reason, in the Voice.
	e.g. a relative clause, an if-clause, in the Voice.
Rewrite the sen	tences using participle clauses for the phrases in bold.
There was a cro	owd of people who were waiting outside the stadium for the gates to open.
. We were impr	essed with the exhibits in the museum and didn't want to leave.
. If it is watered	every day, the plant won't die.
. Kelly ordered p	izza because she didn't want to cook.
. When I saw my	y friends on the bus, I started waving.
6. All products w	nich are imported must be taxed.
low much though ou posted? You will hea	n pairs/groups. news on social media? Why? / Why not? nt do you give before you share or post something online? Have you ever regretted something the proof of
peaker 1 peaker 2 peaker 3 peaker 4	 a. an employee at a social media company b. a parent c. a teenager d. a social media star
_	and match the speakers 1-4 with the statements a-e. statement which you do not need to use.
peaker 1 peaker 2 peaker 3 peaker 4	 a. Users and companies both play a role in keeping the Internet safe and trustworthy. b. Problematic behaviour should be out in the open so we can deal with it. c. Sometimes we have to give up something to stop something worse happening. d. There should be stricter punishments for people who post harmful content online. e. People shouldn't have to be responsible for protecting themselves online.
What do you do to	n pairs/groups. at social media sites should restrict what information is posted? o check whether information you find on social media sites is reliable? o if you saw someone being bullied on a social media site?

Speaking

Work in groups. Turn to page 164 in the Speaking Activities section and do activity 8b.

Writing An argumentative essay

Read the writing task and the essay below.

Then answer the questions that follow.

Some say the widespread use of social media sites is helping to connect people, whereas others believe social media sites are in fact isolating people.

Write an essay in which you establish a position by presenting supporting arguments and counter-arguments as well as evidence.

Statistics show that 3.96 billion people, nearly half the global population, use social media sites. This is proof that we feel a need to connect with others. However, there is growing evidence that in many instances, instead of helping us connect, social media sites are isolating us socially.

It seems logical to assume that social media will play an important role in satisfying our sense of belonging and fulfilment. They have broken down the traditional barriers of time and distance, benefiting individuals, businesses and society as a whole. On a personal level, we can meet new people, connect with friends and family, and interact with communities of like-minded individuals. Li Jie Huang, a Chinese student studying Economics at Oxford University, is a good example. He says that social media have helped him cope with the demands of studying abroad, not only by keeping him in touch with family and friends, but also by connecting him with a community of foreign students who provide much-needed support and inspiration.

However, although social media users spend on average about three hours per day on social networks, generally they do not feel more connected. According to the 2020 second annual Cigna US Loneliness Index, seven out of ten heavy social media users report feeling lonely, an 18 per cent increase from 2019. The study shows that the more we use social media, the more anxious, isolated and disconnected we feel, and negative social media experiences seem to be the cause. Contributing factors include the anonymity of many people we interact with, the impersonal nature of some interactions, the public nature of social media arguments, the spreading of false information, the fear of missing out, and our tendency to compare ourselves negatively with others.

It is evident that social media are contributing to a rise in loneliness. Although social networking has numerous benefits, heavy use exposes us to negative experiences that tend to increase feelings of anxiety, insecurity and isolation. Since quantity of interactions is not the same as quality, we should spend less time on social media and more time interacting in deeper, more meaningful ways in real-life contexts.

INTRODUCTION

- **1.** Read the first sentence of the essay. What kind of hook has the writer used to capture the reader's attention?
- 2. The last sentence of the introduction serves as the thesis statement. The thesis statement makes a claim stating the writer's opinion/position on the issue. What is the writer's position on the issue?

MAIN PART

- **3.** What is the purpose of paragraph 2? What aspect of the issue does the writer develop?
- **4.** What is the purpose of paragraph 3? What argument does the writer develop?
- **5.** Read a description of the four types of evidence (a-d) used in an argumentative essay, which are given below. Then read the underlined parts of the essay and determine which two types of evidence the writer has used.
 - a. statistical evidence evidence in the form of facts, figures and/ or statistics that are the result of research that has been carried out
 - **b.** testimonial evidence evidence in the form of the words/opinion of an expert/authority/specialist in a relevant field of study
 - **c.** anecdotal evidence evidence in the form of a non-specialist's account/observation(s)/ experience(s) and his/her perception of the situation
 - d. analogical evidence evidence in the form of a comparison that is drawn between two things that are similar in certain respects in an effort to prove a point
- **6.** Of the two types of evidence used by the writer, which is the strongest and why?

CONCLUSION

7. Read the last sentence of the essay. How does the writer end the essay?

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

Some believe that e-commerce will be the end of small independent retail shops, whereas others believe that small independent retail shops can use e-commerce to their advantage. Write an essay in which you establish a position by presenting supporting arguments and counterarguments as well as evidence.

- 1. What are the two sides to the issue?
- 2. What have you been requested to do?
- 3. What writing style should you use?



C. 🎱 🥏 🌣 Work in pairs/groups. Read the writing task in activity B again. Then read the different pieces of information that feature below and answer the questions that follow.

Evidence 1

GLOBAL E-COMMERCE SALES EUROS 6 Source: www.globalstatistics.com 5 TRILLION 3 7 SALES 2020 2023 2014 **YEAR**

Evidence 2 **2020 GLOBAL RETAIL MARKET SHARE**





Source: www.onlinesurvev.com

- 1. What type of evidence are these pieces of information an example of?
- 2. Of the four pieces of evidence, which one shows an upward trend? What is the trend being depicted?
- 3. What do you think are the reasons behind this trend?
- **4.** Of the four pieces of evidence, which one indicates what consumers value the most?
- **5.** What is the connection between evidence two and evidence three?
- **6.** How can evidence three be used to support the claim that small independent retailers have an advantage? What can they offer that online shopping cannot?
- 7. How could evidence four be used?
- 8. When taken as a whole, which side can the evidence be used to build an argument in favour of?

Evidence 4

Online marketplaces ... offer unique opportunities for small retailers to grow by reaching new markets, opening up new revenue streams and connecting with existing customer audiences.'

Source: Marcel Hollerbach, chief marketing officer at Productsup

D. Read the rubric in activity B again and the TIP below. Then go to the Workbook pp. 94-96 to plan and write your essay.

When writing an argumentative essay:

- · use a variety of print and digital sources to find information on the topic.
- create a mind map to organise information and establish connections.
- decide what stand you wish to take on the issue and what evidence / supporting details / reasoning you plan to use to prove your point.
- write an introduction that includes an interesting hook to grab your reader's attention and a thesis statement that makes the claim you wish to
- acknowledge the opposing view but ensure that you make a stronger argument for the side you wish to support.
- write a conclusion that summarises the points raised and ends on a thought-provoking note.

	Complete the sentences using the rrect form of the words in capitals.	C. Join the sentences using who, which, that, whose, whom or where.		
by the	transport has beene recent snowstorm and is	1. You wrote about a topic. It is very interesting.		
	ng as normal. AFFECTED	2. Is she the writer? Her book won first prize.		
	ent is totally;			
what it states is r		3. Let's go to the stadium. The event is going to be		
were that the plo	comments on the story I wrote ot was too simple and the; in other	held there.		
	no depth. DEVELOPED	4. Debbie is a new gym instructor. I was talking to		
	when we heard	her earlier.		
	t had happened. SPEECH			
•	teresting, but it's completely to what we were	5. The construction company finally closed down. Its profits had been slowly declining.		
talking about.	RELEVANT			
6. He wants to become	ome an artist, but his parents	D Complete the souteness using the present or		
	; they believe he	D. Complete the sentences using the present or past participle of the verbs in brackets.		
should become a		1. The food (serve) at this		
7. The airline told J	enny that people with	restaurant is of high quality.		
	are given seats at the front of			
the plane.	ABILITY	2. (write) by a famous author, the book was a huge success.		
8. Jake's ideas are g	great, but rather			
We don't have th	e money or the staff to attempt	3. If (open), the product cannot		
something like th	nat. PRACTICAL	be returned.		
B. Choose a, b, c or	r d.	4 (walk) home, I met an old classmate of mine.		
	d about the of doing more to			
reduce smog in b	_	5 (speak) by millions of people		
a. preference	c. necessity	around the world, English is considered to be an international language.		
b. reaction	d. complaints			
2. It was from	her facial expression that she	6. There were hundreds of people outside the town hall (wait) to hear a speech by		
	nper I had bought for her.	the new mayor.		
a. apparent	c. indifferent	7. Not (be) sleepy, I stayed up		
b. outrageous	d. controversial	and watched TV.		
3. Attention all	_! You can save 10% on dairy			
	g our online coupons!	Self-assessment		
a. clients	c. retailers	Read the following and tick the appropriate		
b. consumers	d. shoppers	boxes. For the points you are unsure of, refer		
4. I'm sorry, but I st mentioned in the	rongly to my name being	back to the relevant sections in the module.		
a. alert	c. resolve			
b. isolate	d. object) discuss issues related to advertising, shopping and social media		
5. She bought so m	uich cheese that it) form words with negative prefixes, use		
_	e we had time to eat it all!	phrasal verbs and nouns followed by		
a. ahead	c. off	prepositions, and distinguish between		
b. along with	d. through	easily confused words		
6 Unfortunately m	any people have fallen victim) refer to, define, and give additional		
	nd even lost their life savings.	information about people, places and things		
a. by	c. into) write a letter / an email of complaint		
b. to	d. on) write an argumentative essay		

CULTURE PAGE (*)

A. P Discuss in pairs/groups.

a source of inspiration for _

 What information would you expect to find in an article about a TV programme?

B. What do you know about the programme mentioned in the title? Read the text and check your answers.

Reality TV, which shows the dreams and struggles of ordinary people, is popular all over the world. In Qatar, reality television has taken on a different form with *Stars of Science*, a programme from Qatar Foundation that has been running since 2009. This piece of 'edutainment', hosted by the well-known TV personality, Khaled Al Jumaily, and co-hosted by a number of respected members of the show's network, has become extremely popular, to the point where it now has an impressive social media following of about four million.

Stars of Science believes that science is essential for sustainable growth and development. It aims to give young innovators the opportunity to work with experts to develop their ideas. The competition is open to anyone from the Arab world between the ages of eighteen and thirty-five, and the show particularly

focuses on inventions that solve problems, both locally and abroad, in the fields of health, medicine, computer science and environmental science. Interested candidates apply online and, based on the potential impact of their ideas, may be invited to the show.

The show releases one season every year and consists of nine episodes. The first three episodes are for casting. During this period, young inventors - each with an innovative technological idea that they believe could play an important role in solving local or global problems - present their ideas to the jury. The jury consisting of Prof. Fouad Mrad, Dr Khalid Al-Ali and Prof. Abdelhamid El-Zoheiry - all highly respected experts in their fields - have the task of choosing which candidates will secure a place in The Selection episode, which takes place in the fourth week.

In The Selection episode, a vote is held to determine which eight candidates will work at developing their idea into an actual product. Over the course of five weeks, these candidates face the enormous challenges that go with bringing their ideas to life. They are, however, fortunate as they receive a lot of support not only from a team of experienced engineers and product developers but also from each other and from respected leaders from different fields of study who are invited to the show.

Each week, the members of the jury judge the progress candidates have made in developing their ideas and one candidate is eliminated. This happens over the course of four episodes until only four candidates are left. In the Grand Finale, the public, by voting online, and the jury determine not only who the winner of the competition is but also the position of the remaining candidates. Depending on their position, each finalist receives a share of the US\$600,000 prize money, which they can use as funding for a business or to develop their research.

Stars of Science is more than just a reality TV programme. It has had a huge effect on the lives of many people, has contributed to the creation of new businesses and jobs, has led to life-changing research, and has inspired next-generation scientists. As part of a greater movement to educate and inform about science, it also posts video reports on informative topics and works to be a positive force for Arab innovation and creativity.

[, (Read the text again. Compl	ete the sentences usi	ng NO MORE	THAN THRE	E WORDS from	the text
in e	ach gap.					

n (each gap.
1.	The organisation behind the Stars of Science TV show is
2.	The Stars of Science show has social media followers.
	Stars of Science is of the opinion that plays a very important role in sustainable growth and development.
	To apply, a candidate needs to be aged between
5 .	The of a candidate's idea influences whether he/she receives an invitation to the show or not.
6.	Each season is made up of, with The Selection episode taking place in the
7 .	The Selection episode results in only being given the opportunity to continue competing.
8.	The public and the jury determine the position of the finalists in the
9.	The total sum won by the finalists is
10.	Stars of Science has had a huge impact on people and communities and has served as



- A. P Discuss in pairs/groups.
- What is a press conference?Who holds press conferences? Why?
- B. 🚰 Read the two sets of news articles below and put each of them in chronological order. Write 1, 2 and 3.

b

FORGER ARRESTED

A man was arrested yesterday after trying to pass on some forged banknotes to an undercover police officer. After interviewing him, they discovered a warehouse in Crampton where he had been producing the money. Further investigation has led to the discovery that he had once lived close to the house on Ainsworth Street that burnt down last Tuesday. Police believe that he was using the house as a place to store the forged money.

FIRE ON AINSWORTH STRFFT

A house caught fire yesterday on Ainsworth Street. Firefighters were soon on the scene and managed to contain the fire and stop it from spreading to neighbouring houses. A passer-by, who entered the building to see if anyone needed help, was transferred to hospital suffering from minor injuries. It seems the house had been abandoned.

FORGED BANKNOTES FOUND

Investigations into the fire on Ainsworth Street confirmed that the house had been abandoned for some time. It seems that the owner died ten years ago and local residents had never seen anyone entering or leaving the building. However, police made an interesting discovery of two million pounds in forged banknotes.

Bank Robbery On Gilbert Street

The quiet town of Malchester was the scene of a bank robbery yesterday morning. Police were quick on the scene and were able to catch two of the three robbers, the third escaping in a getaway car. Both robbers were taken to Malchester police station and arrested on charges of robbery. The whereabouts of the third robber is, as vet, unknown.

a

Car Chase Ends Well Yesterday afternoon the streets of the quiet suburb of Gillingham were the location of a high-speed car chase. Police had been conducting searches in the area, and as they approached a car which was parked outside an old warehouse, it drove away at high speed. The car sped through the busy streets, past shops and even schools. The police were soon in pursuit. Other police vehicles were called to the scene and the driver of the car was soon arrested.

Third Robber Found

Police have confirmed that the man caught after the car chase yesterday afternoon was in fact the missing Malchester bank robber. Police were particularly satisfied with the arrest as the man has a reputation as a getaway driver. Police believe he has been involved in some high-profile robberies over the past twenty years, including the Malchester Museum theft back in 2007.

L. Work in 3 groups.

Group A: Imagine you are members of the police and are going to hold a press conference to inform reporters about the developments on the news story about the fire on Ainsworth Street. Read the instructions on the right and get ready for the press conference.

Group B: Imagine you are members of the police and are going to hold a press conference to inform reporters about the developments on the news story about the bank robbery on Gilbert Street. Read the instructions on the right and get ready for the press conference.

Group (: Imagine you are reporters get ready.

- participating in two press conferences. Read the instructions on the right and
- D. Hold the two press conferences.
- E. P & Discuss and evaluate the performance of the groups.

POLICE

- Gather all the information from the extracts and prepare a brief statement for the press.
- · Use information from all three extracts and use your own ideas to fill in any gaps in the story.
- · Make sure the statement is clear and informative.
- Prepare for any questions you may be asked by the reporters after you give the statement. Make sure all group members are prepared to answer. Consider whether some information should not be revealed to the press.
- Choose a member of the group to be the spokesperson and make the statement.

REPORTERS

- Read the extracts carefully, and try to find any parts of the story that are missing.
- Try to predict what the police statement will contain.
- Prepare questions about information that you believe the public would like to know more about. Make sure all group members have at least one question to ask.
- Listen carefully to the statement to make sure your questions haven't already been answered.





Reading ()

- A. Discuss in pairs/groups. The two images on the right depicting the Aral Sea are related to the article you are going to read.
- · What do you think the article is about?
- · What do you think are the possible causes of the phenomenon depicted in the images?
- B. Read through the text quickly and choose the phrase that best completes the title.

THE ARAL SEA:

- a. World Governments Come Together
- b. The Dangerous Effects of Climate Change



Less than a century ago, the Aral Sea was on the border between Kazakhstan and Uzbekistan, it stretched across an area of about 68,000 square kilometres almost the size of Ireland!



the fourth largest lake in the world. Located

In the 1960s, the Soviet Union decided to change the natural flow of the two rivers which fed this enormous lake. The goal was to create farmland in the surrounding desert and use the water from the rivers for growing crops such as cotton. Although this project was a financial success, the Aral Sea started to transform drastically. Water does not flow out of the Aral Sea so, previously, the lake's water levels were maintained by a balance of rivers flowing in and water evaporating into the atmosphere from the surface. With less water flowing in, however, almost immediately, the depth and the area of the lake started to decrease. By the year 2000, the lake had broken up into smaller, separate lakes. Even the local climate was affected, as summers became hotter and winters cooler. Today, the eastern part of the lake has completely vanished, and what remains of the southern part is so dry that it has resulted in a water shortage in Uzbekistan, which now has to import drinking water from other countries.

For the people and animals living in the area, the consequences of this environmental disaster were huge. Over the years, the fishermen who depended on the Aral Sea's fish for their income saw their livelihoods destroyed. Livestock farmers suffered as well, due to the large amounts of salt that were left behind when the lake waters disappeared. This resulted in a high concentration of salt in the soil, and many animals that grazed on the plants that grew there became ill and died. Thousands of people were forced to leave their homes to look for other types of work, and entire towns were abandoned. For those who remained, the world they once knew seemed unrecognisable. Imagine the beautiful blue waters where they once loved to spend their time, now an empty, grey-white landscape.

In the 1990s, in an attempt to revitalise part of the lake and restore the lost water, some of the region's inhabitants worked together to construct a dam. Even though the structure had some flaws that meant it later needed to be rebuilt, the Kazakh government understood that this was a wise course of action. As a result, a proper dam was completed in 2005, with help from the World Bank. The dam is known as the Kokaral Dam; it is around eight miles in length, and its purpose has been to increase the amount of water in the northern part of the lake.

These efforts paid off and the dam has helped what is now known as the North Aral Sea come alive again. Several species of fish were reintroduced into the lake, and the water levels have started to rise once again. In fact, in just seven months, the water levels rose over three metres. It was thought by many experts that to achieve such an increase would likely take several years rather than months. Although this is just a small section of the original lake, it is said to offer great hope that perhaps some of the harm that was done to this once-beautiful part of the world can eventually be reversed.



VocabularyA. P Match the words to form collocations. Which of these issues do you consider the most important? Why? What other

important environmental issues can you think of?						
1. soil	6. water	a. rain	f. shortage			
2. climate	7. illegal	b. spill	g. erosion			
3. oil	8. toxic	c. logging	h. extinction			
4. acid	9. carbon	d. change	i. waste			
5. species	10. ozone	e. footprint	j. hole			

B. Fill in the gaps in the table below.

VERB	NOUN	NOUN (person)	ADJECTIVE
_	environment		environmental
conserve		conservationist	_
protect	protection protector		/ protected
	prevention	_	preventive / preventable
pollute	/ pollutant	_	polluted / polluting
harm		_	harmful /
	destruction	destroyer	destroyed / destructive
endanger		_	dangerous /
threaten		_	threatened/ threatening

C. Complete the sentences with the correct form of the words in capitals.	
1. The government is finally taking action to do something about the river that runs through our town.	POLLUTE
3	PROTECT
2. The of our flora and fauna should be a top priority for everybody.	
3. Most animals attack when they feel	THREAT
4. The of the rainforest is causing many problems to the local community and ecosystem.	DESTROY
5. Shayma is studying wildlife and fighting for animal	CONSERVE
6. Many cleaning products contain chemicals that can put the environment, as well as our health, in danger.	HARM
7. The problem of air pollution is going to get worse unless measures are taken to deal with it.	PREVENT
8. The black rhino is a(n) species which lives in the coastal areas of South Africa	. DANGER
9. A group of managed to stop the factory from dumping toxic waste into the lake.	VIRONMENT
D. Complete the sentences with the correct form of the words in the boxes. Then check you sing a dictionary.	ur answers

ı	attempt e	ffort	trial	experiment
1	1. The school put a	lot of _		into
	making its recyc	ling day	succes	ssful.
2	2. It's Bader's secon	าd		at running
	a marathon.			
3	3. Young children r	never fa	il to get	excited when
	doing science			in class.
4	4. After last week's			period, I've
	decided to carry	on cyc	ling to v	vork instead of
	driving as a way	to redu	ice my c	arbon footprint.

_	resuit	enect	consequence	iiiiueiice
5.	My parer	nts don't v	want me to hang	out with
	my cous	in Harry; t	they think he has	a bad
			on me.	
6.	If certain	prey spe	cies start to decl	ine in the wild,
	this will h	nave serio	ous	for many
	predator	s - as the	re will be less foo	od available.
7 .	Air pollu	tion is the	ought to be havir	ng a very bad
			on public healt	h.
8.	His illnes	s is the _		of many years
	of working	ng in a po	lluted environme	ent.

Grammar Passive Voice → pp. 174-175

A. Read the examples, some of which are from the text on page 128, and answer the questions that follow.

- 1. The dam is known as the Kokaral Dam.
- 2. A new runway is being built at our local airport.
- 3. As a result, a proper dam was completed in 2005.
- **4.** The new website was being designed when I reached the office.
- **5.** All the dishes for tonight's dinner **have been prepared** by my mother.
- **6.** That building **had been built** before we moved to this city.
- 7. The meeting will be held tomorrow at 10.00 in the morning.
- **8.** Recycling week is going to be held next month.
- 9. All the emails will have been answered by the end of the day.
- **10.** Perhaps some of the harm that was done to this once-beautiful part of the world **can** eventually **be reversed**.
- 11. The beach clean-up could have been organised better.

- a. What is emphasised in the Passive Voice, the action itself or the doer of the action?
- **b.** If we want to mention the doer of the action in the Passive Voice, how do we do it?
- **c.** How can these sentences be converted into the Active Voice?

B . Look at the sentences above and complete the rule which shows the formation of the Passive Voic
--

subject (object of the sentence in the Active Voice) + verb	in the correct tense +
of the main verb (+ by + agent)	

C. Read the pairs of examples and note how the verb forms change in the Passive Voice. Can you come up with your own examples?

PASSIVE VOICE ACTIVE VOICE We saw Hanan go into the supermarket. \rightarrow Hanan was seen to go into the supermarket. I heard Jack and Jill arguing. \rightarrow Jack and Jill were heard arguing. The teacher made us do a project on acid rain. We were made to do a project on acid rain. \rightarrow They let the children plant trees. \rightarrow The children were allowed to plant trees. I didn't expect them to invite me to the barbecue. \rightarrow I didn't expect to be invited to the barbecue. I hate being lied to. I hate people lying to me.

D. Read the pairs of sentences and answer the questions.

It is said that plastic takes years to break down. Plastic **is said to** take years to break down.

- **1.** What probably takes years to break down?
- 2. Who says so?
- **3.** Both sentences above are in the Passive Voice. How can we express the same meaning by using the Active Voice?
- **4.** Which other verbs can be used instead of **said** to make general statements?

It is believed that the term *smog* was used for the first time in the early 1900s. The term *smog* is believed to have been used for the first time in the early 1900s.

- **5.** What is believed and by whom?
- **6.** Both sentences above are in the Passive Voice. How can we express the same meaning by using the Active Voice?

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

	They haven't set a date for the beach clean-up yet. A date
2.	People think that the factory dumped toxic waste into the river. The factory
3.	More and more people are using reusable bags. Reusable bags
4.	The park official saw a teenage boy throw a plastic bottle into the lake. A teenage boy
	They must do something about the problem of littering in the city. Something
	I wanted everyone to admire my painting of the waterfall.
	People hope that scientists will reverse climate change in the end. It
8.	Phil can't stand people pushing him on the bus.

F. Turn to page 165 in the Speaking Activities section and do the Grammar Production Task.

Listening **◄**》

A. 🔯 🙆 🔑 Discuss in pairs/groups.

- · What would you do if you encountered a dangerous animal in the wild?
- Do you think there are places in the world where humans should not go? Why? / Why not?
- B. Listen to the first part of an interview with a conservationist called Anna Charms and answer the questions below. Choose a, b, c or d.
- 1. How did Anna first have the opportunity to see tigers?
 - a. It was when she got her first job.
- **c.** She lived close to a park with tigers.
- **b.** It was part of her university studies.
- d. She went on a day out with relatives.
- 2. What does Anna imply about tigers that approach human settlements?
 - a. They are not scared of humans.
- c. They rarely find sources of food there.
- **b.** They are often attacked by humans.
- d. They are used to living in inhabited areas.
- 3. Tigers are particularly important to the ecosystem because
 - **a.** they help protect plants in the jungle.
- c. they control the population of top predators.
- **b.** their eating habits maintain its balance. **d.** their presence helps keep other predators away.

 Listen to the continuation of the interview and complete the sentences below. Write NO MORE THAN TWO WORDS for each answer.

1. Anna's organisation pro	otects the	that tigers use.
2. To produce strong and	healthy young, tige	ers need to be able to
3. Part of protecting tiger	s is ensuring that _	in the area are protected.
4. Anna believes that con in the natural ecosyste		naking sure there is
5. Placing	near villages	can be an effective way of keeping tigers away
6. Anna highlights the im communities.	portance of	about tiger conservation in local
7. The organisation provi conserve tigers.	des	for locals who change their lifestyle to

D. Discuss in pairs/groups.

Do you know of any other animals that are under threat? What is threatening them?

Speaking

A. Work in pairs. Look at the question on the card. Brainstorm and note down some ideas that could be used to answer the question. Think about the three aspects given and others that you come up with.

B. Career Listen to someone answering the question on the card and note down his ideas. Does the speaker mention any of the ideas you came up with? Which ones? What other ideas does the speaker mention? ■))

- [. P In pairs, do the task below.
- 1. Look at the first question below. Take a few minutes to brainstorm ideas and organise them.
- 2. In pairs, discuss the first question. Use the two points given and any other ideas you have.
- **3.** Now look at the second question and decide on the main benefit.
 - 1. What are the benefits of animals being kept in zoos? education conservation
 - 2. In your opinion, what is the main benefit of animals being kept in zoos?



- visitors see animals up close
- appreciate wildlife
- · environmentally conscious
- · protected from threat of extinction (habitat loss, poachers, extreme weather, predators, etc.)
- living conditions
- support breeding programmes
- endangered species
- · treated by specialist doctors
- injured/abandoned animals

Writing A letter (to the editor) expressing an opinion

A. P Discuss in pairs/groups.

Why would someone write a letter to an editor of a newspaper or magazine?

B. Page Read the newspaper article and the letter to the editor. Then do the activities that follow.

The **Daily** News

Ban on Cars in City Centre

Yesterday, the Department of Environmental Safety proposed banning cars from the city centre, in an attempt to deal with the ever-growing problem of smog and pollution. Local environmental groups are supporting this car-free proposal and encouraging the use of public transport. Many residents have shown their approval of the measure, while others have expressed concerns.

Dear Editor,

- 1 I am writing in response to the article regarding the proposal made by the Department of Environmental Safety to ban cars from the city centre. As a member of this community, I understand the environmental benefits of a car-free city, but I also believe the measure has certain disadvantages.
- 2 Firstly, this measure seems impractical because there are times when a car is necessary. For instance, public transport might not be convenient when travelling with young children or elderly people. Citizens should have the right to use their cars in cases like these. Why don't we consider banning cars on certain days of the week or during specific hours of the day?
- Moreover, public transport needs to be improved for this ban to be workable. The underground at rush hour is already hectic; so what would happen if even more people were obliged to use it? This is why expanding the existing transport system is vital. Failing to do so would have serious consequences.
- 4 To conclude, I believe a partial ban on cars and an improvement in the transport system would be more practical and beneficial for the residents and our city in general.

Yours truly,

Laura Delgado

1. Each of the following statements corresponds to a paragraph in the letter. Write the numbers 1-4 in the boxes provided.

In this paragraph the writer:

11 11

- **a.** states her opinion, justifies it and gives examples.
- **b.** summarises the points she has made.
- **c.** refers to the original newspaper article she is responding to.
- **d.** makes suggestions/recommendations.
- e. explains why she is writing.

2. Read the following statements. Which apply to the letter?

The writer:

- **1.** expresses her opinion in an aggressive manner.
- uses an appropriate greeting and signature ending.
- 3. uses rhetorical questions for emphasis.
- 4. uses rude language.
- **5.** writes in an informal style.
- **6.** uses linking words/phrases.
- **7.** avoids using the first person.

C. Read the newspaper article below and write a letter to the editor stating your opinion, justifying it and giving examples and/or making suggestions/recommendations.

The **Qatar** News

Tradition and Sustainability for Doha's Metro - a model for public transport around the world

Since its opening in 2019, the Doha Metro has made travelling around the city of Doha easier than ever before. Yet the design of the metro, which was inspired by the rich Qatari heritage and



country's historical architecture, is far from its only impressive feature. From the recycled wastewater cooling system to the use of LED lighting, environmentally friendly design has always been a defining characteristic of the metro.

When writing a letter (to the editor of a newspaper or magazine) expressing your opinion:

- use a formal layout and style.
- group related ideas together in paragraphs.
- list ideas in order of importance.
- state your opinion clearly, justifying it and giving examples.
- use rhetorical questions for emphasis.
- do not be aggressive or use offensive language.
- use linking words/phrases.



Reading **◄**))

- **A.** P Discuss in pairs/groups.
- What does it mean when we say that something is 'sustainable'? Why is sustainability important?
- Can you think of any examples of projects in Qatar that work towards helping the environment?
- B. Read through the text quickly and choose the correct headings for paragraphs A-E from the list of headings below.
- Sustainable and accessible sports facilities
- **2.** Looking towards cleaner energy
- 3. Food for the future
- **4.** A sustainable city centre
- **5.** Cleaner, greener, cheaper water

Sustainable Sustai

The goal of sustainability is to create a model for development which will allow a country's economy and culture to thrive while protecting its resources for future generations. In the Qatar National Vision 2030 (QNV 2030), Qatar outlined a development strategy that focuses on human, social, economic and environmental sustainability. In order to meet the goals of the QNV 2030, many exciting sustainable development initiatives are underway, highlighting the country's commitment to a greener future for all.



Qatar has historically imported the majority of its fruits and vegetables. However, with projects like the Hydroponic Trial and Demonstration Centre in Al Khor, the Qatari government is focusing on food security. This could allow Qatar to grow the produce it needs locally and avoid relying on imports. The centre was designed to create and test local greenhouse technologies and growing practices. The greenhouses at the centre are hydroponic - meaning the crops are grown in water rather than soil - and use up to 70% less fresh water than traditional farming. As the crops are grown inside, they are protected from external climate events such as heatwaves or humid weather. The goal is to create a model for sustainable farm management suitable for the Qatari climate and to educate the next generation of Qatari farmers.

Opened in June 2020, Qatar's Education City Stadium is the first stadium in the world to earn a five-star rating from the Global Sustainability Assessment System. To reduce energy and resource consumption there are LED lighting and waterefficient fixtures throughout, and recycled water is used for irrigation. The stadium was built from 25% recycled materials, and the outside has been wrapped in a thermal-efficient fabric which protects it from direct sunlight. The stadium was also designed to maximise social sustainability, so it has direct access to public transport such as the metro, and a variety of accessibility options for people with disabilities and special needs, ensuring the facility can be enjoyed by all members of society.

The new Msheireb
Downtown Doha Project
has revitalised 31 hectares
of commercial land in the
centre of Doha. The project's
buildings highlight Qatari
heritage and architectural
design while using the most up-todate and cutting-edge sustainable

building practices. Recycling water reduces the amount of fresh water used, and energy is provided by solar panels on the rooftops. In addition, the streets are shaded and designed to catch the cool breezes coming from the Gulf. Surrounded by tram lines and with the new Msheireb metro station linking the area to the rest of the city, the project should also minimise car use in the area.

Oatar relies almost entirely on desalination - the process of removing salt from seawater to meet its fresh water needs. Unfortunately, the process consumes a lot of energy and has a large carbon footprint. To combat this, Qatar Environment and Energy Research Institute has teamed up with the Qatar Electric and Water Company to develop and test the latest desalination technology. The New Technologies Desalination Pilot Project will test advances in desalination that are expected to reduce energy consumption by up to 40%, thus greatly reducing the cost of water for consumers. The hope is that the new technologies and materials tested can then be put into widespread use at desalination plants throughout Qatar. As climate change increases, droughts are becoming more and more common across the world, so new ways of acquiring fresh water could be crucial in the years to come.

E Qatar's vast oil and gas reserves have not stopped the country from investing in renewable energy. The country has set a goal of reducing CO₂ emissions by one million tonnes a year, and The Al Kharsaah Solar Power Project is a major step towards this. The project aims to build the very first large-scale solar power plant in the country, covering about 10 km² of land west of Doha with over two million solar modules. In order to increase efficiency, the project will use advanced solar technology such as sun trackers and robotic cleaners. It is expected that, while it operates, the project will meet 10% of the country's peak electricity demands and reduce CO₂ emissions by over 26 million tonnes.

C. Read the text again carefully.

Decide which paragraphs A-E contain information about the following topics.

1.	a project that will	6.	a project
	help the country		designed
	significantly reduce_		to develop and
	gas emissions		test new
2.	a sustainability		technologies
	target set by the		
	government	7 .	a project which
3.	a system to reuse		combines
	water in order to		cultural heritage
	avoid waste		with modern
4.	a growing method		technology
	that greatly reduces	8.	a project which
	water use		has been
5.	a technology which		internationally
	will make something		recognised for
	less expensive		sustainability
			Jastaniability

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

How do you think the sustainability projects mentioned in the text will affect the lives of people who live in Qatar?

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

1. underway	a. to lessen sth to the smallest degree
2. external	b. the highest point
3. maximise	c. to be in use and

5. combat

6. operate

7. peak

- **c.** to be in use and functioning as expected **d.** to make sth as much as
 - possible
 - **e.** to try to prevent sth bad from occurring
 - f. outside, from outdoors
 - **g.** currently being carried out

F. Discuss in pairs/groups.

- Which of the sustainability projects do you find most interesting and why?
- Can you think of any other environmentally friendly projects that you would like to see taking place in Qatar?

Vocabulary

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

	then meanings. Then eneck your answers asing a aretion	cii y.	
1.	The downpour has caused severe flooding in my neighbourhood.		a. usually light rain for a short
2.	During the heatwave , I slept in the basement because it was boiling in my bedroom.		period of time b. a snowstorm with strong winds
3.	As the early morning mist cleared, it turned into a beautiful cloudless day.		c. an unexpected, heavy fall of rain
4.	The hail was falling so hard on the roof that we couldn't hear ourselves speak.		d. a weather condition below 0°C when a thin layer of ice forms
5.	The painting shows a small house in a cornfield beneath a dark overcast sky.		on surfaces outdoors e. damp and usually very hot
6.	As well as dealing with freezing temperatures, the climbers found themselves in the middle of a blizzard and couldn't see where they were going.		f. cloudy and dullg. a period of time when the temperature remains very high
7.	I hate having to clean the frost off my car windscreen on chilly days.		h. small pieces of ice that fall like
8.	Tomorrow will be partly cloudy, with light showers in the afternoon.		rain
9.	In tropical areas, temperatures are usually very high, it's humid and you feel like you can't breathe.		i. a heavy storm with thunder and lightning
10	During the thunderstorm , the dark sky lit up every few minutes		j. thin fog that gathers in the air above the ground or water

Grammar Infinitives and -ing form → pp. 175-176

and the deafening noise disturbed the silence of the night.

A. Read the sentences below and answer the questions that on the right.

- Recycling is the process of collecting materials that we would otherwise throw away, and using them to produce new products.
- Volunteer work makes me feel good about myself.
- We were ready to start our journey but realised it was too foggy to drive, so we decided to wait until the fog cleared up.
- The boys didn't know what to do with the injured eagle they found in the woods. In the end, Jack suggested calling the local wildlife centre.

- **1.** Which form is used to express purpose?
- 2. Which form can be used as the subject of a verb?
- **3.** Which verbs are followed by a bare infinitive?
- 4. Which form is used after prepositions?
- 5. Which form is used after adjectives?
- **6.** Which form is used after *know* + *question word*?
- **7.** Which form is used after the verb *decide*? Can you name two other verbs that are followed by this form?
- **8.** Which form is used after the verb *suggest*? Can you name two other verbs that are followed by this form?
- **B.** Read the pairs of sentences and decide in which pairs the phrases in bold mean the same. What is the difference in meaning in the other pairs?
- **1. a.** I'll never **forget going** to that beautiful beach in Doha.
 - **b.** I **forgot to go** to that beach in Doha you told me about.
- **2. a.** I **regret to tell** you that I can't reveal anything since it's a secret.
 - **b.** I **regret telling** you my secret, since you told everyone.
- 3. a. Oil spills are not easy to clean up.
 - **b. Cleaning up** oil spills is not easy.
- **4. a.** I **started to make** my own soap when I found out how harmful to the environment most commercial soap was.
 - b. After finding out how harmful most commercial soap was to the environment, I started making my own soap.

- **5. a.** The lecturer **went on to give** examples of human activities that cause global warming.
 - b. The lecturer went on giving examples for another five minutes of human activities that cause global warming.
- **6. a.** On his way to the gym, Jassim **stopped to buy** a plastic bottle of water.
 - b. Jassim stopped buying plastic bottles of water because they're not eco-friendly.
- **7. a.** I **like taking part** in plant-a-tree events.
 - **b.** I'd like to take part in a plant-a-tree event.
- **8. a.** Everyone can **help slow** climate change.
 - **b.** Everyone can **help to slow** climate change.





$\boldsymbol{\textbf{L}}.$ Complete the text with the correct form of the verbs in	ı brackets.			
Many scientists claim that islands like Kiribati, Tuvalu and the	Marshall			
Islands are in danger of 1 (sink). The	cause is			
climate change, which has led to an increase in the Earth's ter	nperature,			
causing ice at the poles 2 (melt). Mo	st people			
think that there's no point in 3 (hope	e) for a happy Will the			
ending. The people living on these islands should simply				
4 (leave) the area before it's too late	disappear			
Thomas Keller, a geologist and environmentalist, advises peo	ple			
5 (not panic). New research shows t	hat there isn't			
enough evidence yet 6 (prove) that	these islands			
are going to sink. Many scientists have observed changes on	some of these islands -			
changes which show that they are in fact growing to adapt to				
Marshall Islands, seem 7 (change) s				
8 (cope) with the higher sea levels.'				
It's still too soon 9 (be) sure of what	is going to happen. However, as Keller says,			
'One thing we do know is that human activity is highly respon				
climate change. If we all go on 11 (po	ollute) the environment, we might			
12 (reach) the point of no return. We	e tend 13 (blame) large			
industrial factories, but we all have a responsibility. We must				
our lifestyles 15 (reduce) our carbon	1 footprint on the planet.'			
45				
Listening ◀》				
A. P Discuss in pairs/groups.				
• What do you think the term <i>light pollution</i> means? • Do	you think it is a serious problem? Why? / Why not?			
B. You will listen to a radio presenter talking about an exhibition. Number the topics a-e				
below in the order in which they are mentioned.				
a. what people can see at the exhibition d. what the exhibition				
	b. the causes of light pollution e. problems that are caused by light pollution			
c. when the exhibition will open				
C. Listen to the radio presenter again and answer	the questions. Choose a, b, c or d.			
1. Why is the speaker talking about the <i>Lights Out</i>	What was the speaker's first response to light			
	pollution?			
•	a. He realised what a threat it is.			
	b. He decided to do something to fight it.			
	c. He thought there were more serious concerns.			
	d. He was very concerned about its impact on the			
d. Skyglow is a problem that he has always felt	environment.			
	What does the speaker mean when he says 'The astrophotography section really opened my eyes'?			
	a. He learnt how to see things in the dark.			
·	b. He realised he had to look at things more			
people	closely.			
	c. He realised that what he was seeing was not			
exhibition	real.			
	d. He fully understood something that he			
changed the sky	previously hadn't.			
D. P 🍜 Discuss in pairs/groups.				
What actions do you think people can take to help reduce lig	ght pollution?			

Speaking

Work in pairs/groups. Turn to page 166 in the Speaking Activities section and do activity 9b.

Writing A problem/solution essay

- A. Discuss in pairs/groups.
- What do you think electronic waste (e-waste) is?
- Why might e-waste be a problem?
- · What can we as consumers do to limit the amount of e-waste we produce?

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



The way e-waste (waste in the form of electrical appliances and electronic devices) is disposed of is an environmental issue of growing concern. Write an essay in which you discuss the problem and how we can best deal with it.

- 1 Increasingly large areas of land are covered in towering mountains of e-waste, the electronic devices and electrical appliances we have discarded. It is essential that we examine the problem associated with e-waste in detail and take the right steps to deal with the e-waste crisis we are facing.
- ² E-waste is a growing source of concern for several reasons. Rapid technological developments as well as the widespread availability and affordability of electronic devices and electrical appliances have resulted in a culture of waste, which has significantly reduced the lifespan of the products we use. This situation is made worse by the fact that people are largely uninformed about the effective disposal of e-waste, which means most of it ends up in rubbish dumps. This is a problem not only because e-waste decomposes incredibly slowly but also because it contains toxic chemicals which end up in the water, the soil and, if burnt, even the air. Besides damaging the natural environment, these chemicals can cause serious health issues in both humans and animals.
- 3 There is, however, a simple solution to the problem of e-waste. It involves promoting more responsible consumer behaviour by raising awareness of the seriousness of the problem. Consumers need to understand that they can significantly reduce e-waste by having devices and appliances fixed, by selling or donating those that work but are no longer needed, and by recycling those that are beyond repair. Recycling e-waste is essential because electronic devices and electrical appliances contain precious metals, such as gold and silver, and other raw materials that can be recovered and used to manufacture new products. It thus conserves energy and natural resources and helps protect the natural environment.
- 4 To sum up, the problem of e-waste needs to be addressed quickly because it poses a serious environmental and health risk. It is evident that consumers should be made aware of the impact e-waste is having so they can make more informed choices. After all, they determine what happens to the devices and appliances they buy.

INTRODUCTION

- 1. Read the first sentence of the essay. What kind of hook has the writer used to capture the reader's attention?
- **2.** The second sentence of the introduction serves as the thesis statement. What purpose does it serve?

MAIN PART

3. What is the purpose of each paragraph?

CONCLUSION

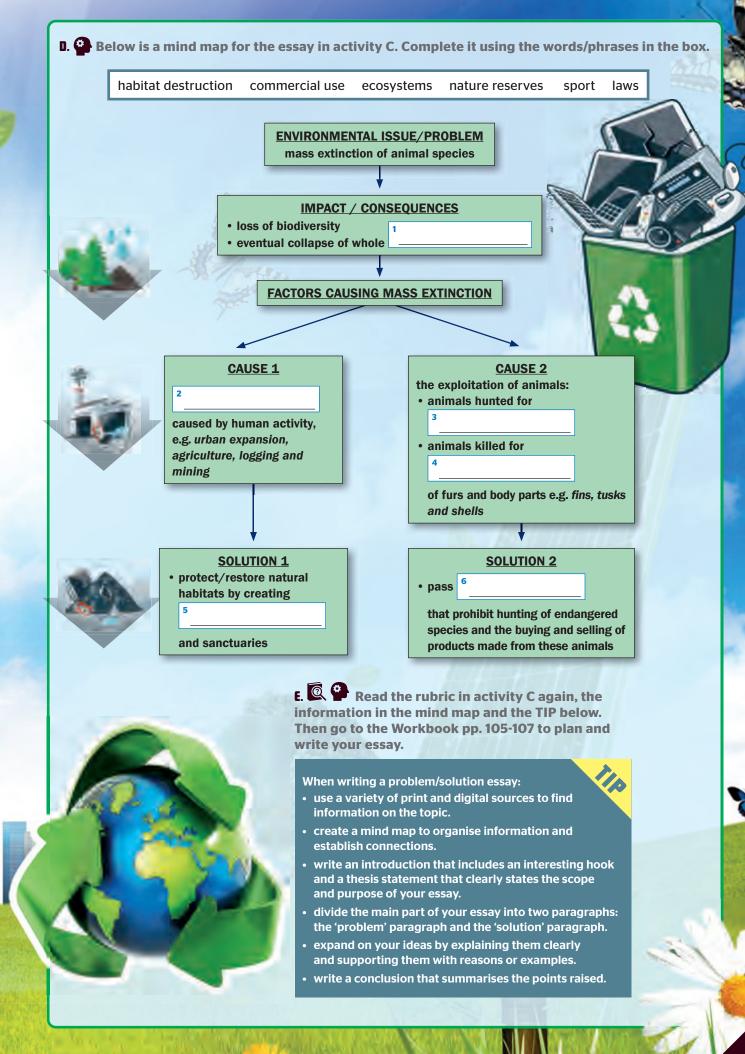
4. How does the writer end the essay?

[. Properties of the writing task below and underline the key words and phrases. Then answer the questions that follow.

The mass extinction of animal species evident today is an issue of great concern. Write an essay in which you discuss the problem and the possible solutions to it.

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





A	A. Choose a, b, c or d.		C. Read and circle the correct options.	
	1. My uncle Trevor travelled	to China	Last week I moved into my new house. The garden	
	two years ago and we hav	en't heard	hadn't 1 looked / been looked after for years and a lo	ot
	 R. Choose a, b, c or d. 1. My uncle Trevor travelled two years ago and we have from him since then. He so have disappeared. 	eems to	of work needed 2 to do / to be done , so I decided to	
	have disappeared of	the earth.	get to work straightaway. As I was 3 clearing /	
	a. to the four corners c. off the face		being cleared away the rubbish, I noticed a hole in	
	b. to the ends d. like nothing		the middle of the garden. Clearly, it 4 had designed /	
2	Statues and buildings in the city centre h	ave heen	·	
	damaged by	ave been	had been designed as a fish pond. I was about to fill	
	a. acid rain c. soil erosion		in with soil but I 5 reconsidered / was reconsidered.	
	b. carbon footprint d. oil spill		Yesterday, I 6 hired / was hired a specialist to come	
2	Could I take the car out for a(n) on the	no roade?	and rebuild my fish pond. He will have 7 to work /	
٥.	a. effort c. attempt	ie ioaus:	to be worked on it for a few days before it 8 can fill /	
			can be filled with water. When it's ready, I'm going	
4	b. experiment d. trial		to buy some beautiful fish. I also have other plans	
4.	Smog and air pollution may have serious		concerning my pond. After flowers 9 have planted /	
	for public health.		have been planted all around it, I will buy a table and	ı
	a. results c. influences		chairs to place next to it. Then I will 10 invite /	
_	b. consequences d. effects		be invited all my neighbours. I want my fish pond	
5.	Some of the pieces of that fell last n	ignt were	11 to admire / to be admired by everyone!	
	so big that they damaged our car.		D. Complete the sentences with the correct form	
	a. mist c. frost		of the verbs in brackets.	
	b. hail d. blizzard		1. We regret (inform) you that the	
6.	Please read the instruction manual before	e	oil spill has caused severe environmental damage t	to
	the coffee machine.		the area.	
	a. combating c. reversing			
_	b. maximising d. operating		2. I have decided (reduce) my	
7.	The tiger into the jungle before the		carbon footprint and I'm planning on	
	environmentalist could take a picture of it.		(succeed).	
	a. vanished c. minimised		3. Do you remember (receive) a	
0	b. evaporated d. revitalised	actuars for	letter from the school secretary last week?	
Ο.	They have predicted skies and light sl		4. It's not windy enough (go)	
	tomorrow, so I don't think we should go sw a. humid	mining.		٠,
	a. humid c. overcast b. chilly d. damp		windsurfing today. I suggest(de	
D	Complete the sentences with the corr	act form	something else (pass) the time.	
	the words in capitals.	ect form	5. I'll be glad (help) you	
			(plant) trees, but I'd like	
1.	Children who grow up feeling loved		(know) how	_
		PROTECT	(get) to the forest.	
	trust others later on in life.		6. You should (stop)	
2.	A team of arrived	CONSERVE	(use) plastic bags and	
	to assess how much damage the			
	oil spill had caused.		consider (buy) reusable bags,	
3.	Bee stings areto	HARM	which can be used over and over again.	
	humans, except in the rare case that		Self-assessment	
	someone is allergic.		Read the following and tick the appropriate boxe	s.
4	-	DECEDOY	For the points you are unsure of, refer back to the	3
4.		DESTROY	relevant sections in the module.	
	threat to farmers' crops and cause		N ow i ca n	
	great loss.		Wood I CHIV	
5.		POLLUTE	discuss issues related to the environment	╝
	like gases or chemicals that pollute) use vocabulary related to the environment	
	the environment.		and the weather, phrases and collocations,	٦
6.	Heart disease and other illnesses are		and distinguish between easily confused words	
	if a healthy	PREVENT	emphasise an action using the passive voice	
	lifestyle is followed.		use infinitives and the -ing form][
7	A classic example of an animal's		write a letter (to the editor) expressing an	٦
-		THREAT	opinion	
	DEHAVIOULIS		write a problem/solution essay	11

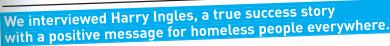
when it shows its teeth.



Reading **◄**))

- **A.** Discuss in pairs/groups.
- What do you think the main causes of homelessness are?
- B. Pead the interview with Harry Ingles quickly and tick the topics that are mentioned.
- a. his family
- b. his education
- c. the sales techniques he uses
- **d.** the difficulties he faces selling the magazine
- **e.** the difficulties he faces in bad weather
- **f.** the support he gets from the organisation

How THE BIGISSUE changed my life



- 1 For a magazine founded around 30 years ago, what do you think it's achieved?

 Well, The Big Issue has built up a good name over the years, I think because of its high standards. It's a street magazine sold by the homeless, but it's produced by professional journalists, which means the quality of articles is high. Therefore, it's continued to engage readers, and this is exactly why customers buy it again and again. The philosophy behind The Big Issue is that earning money is the key ingredient in helping the homeless out of poverty. It does this by giving homeless people the opportunity to make an honest living by selling the magazine in the street. This way, it's helped hundreds of homeless people live independently.
- 2 How did you become homeless?

 My childhood was turbulent. My mother died when I was young and, because my father was in the army, we were constantly relocating. This meant I attended several schools and never obtained any qualifications. When I finished school, I worked here and there for a while, and then at a local supermarket. However, after four years I lost my job, and with no qualifications I found it impossible to get another one. I had been renting a room, but with no income, I couldn't pay the rent. My dad was no longer around, so I found myself sleeping on friends' sofas. When options ran out, I started sleeping rough on the streets. Before long, I had to come to terms with the fact that I was homeless. There are hundreds of people like me who have a similar story of hardship to tell.
- A friend suggested it. I attended the training and was given my first few magazines for free, along with a specific area in the city in which to sell them. The people at The Big Issue gave me a reassuring pat on the back and I got started. With the money I made, I bought my next batch of magazines. The idea is to buy each magazine and then sell it for double the price and you keep the profit.
- 4 What does a day selling the magazine involve?

 I usually work from about 7.00 a.m. to 10.00 p.m., rain or shine. The longer you spend out there, the more copies you sell. I'm positioned outside a tube station. I remember when I started how awkward it was having to make the first move. People don't come to you; you have to go to them, and they're always in a hurry. Some people were rude and unpleasant, but I expected that. Mostly, if people are not interested, they pretend they haven't seen you.



AUGUST



5 How has The Big Issue affected your life?

It's hard work, but I'm earning money, which means I have my independence and freedom back. I've saved up enough to attend a building and construction course, and when I'm qualified, I'll apply for a job. Meanwhile, The Big Issue is helping me find more permanent accommodation. I'm really beginning to turn my life around. Before, I felt ashamed about where I'd ended up, and the negative image of the homeless within society only made this worse. The Big Issue helped me rebuild my self-confidence, by providing employment and support in a non-judgemental way. As an organisation, it has done lots to publicise the issue. Seldom can the average member of society even imagine what a person on the street goes through, but it does make people more understanding towards us. I don't know if we can say it's removed the stigma, but it certainly challenges it. Maybe now more people realise that every homeless person has a story and deserves help.

- **Choose** a, b, c or d.
- **1.** In the first paragraph, what is Harry's main point about *The Big Issue* magazine?
 - a. There has been a decline in its popularity.
 - **b.** Its readership is mostly made up of the homeless.
 - **c.** Many people have read the magazine at least once.
 - **d.** A lower quality product may not have survived as long.
- **2.** What do we find out about Harry's involvement with *The Big Issue* in the 3rd paragraph?
 - a. He had difficulty getting started.
 - **b.** He was reluctant to get involved.
 - **c.** He knew he was going to make it.
 - d. He appreciated the encouragement he received.
- **3.** When he first started selling the magazine, it can be inferred that Harry
 - a. felt uncomfortable approaching people.
 - **b.** felt unimportant when people ignored him.
 - **c.** realised that the location played an important role.
 - **d.** was surprised at how many people were rude and unkind when approached.
- 4. What did Harry feel embarrassed about?
 - **a.** The way his life had turned out.
 - **b.** The way some people treated the homeless.
 - **c.** The fact that he couldn't do anything by himself.
 - **d.** The fact that he had contributed to the negative image of the homeless.
- **5.** What does Harry suggest about *The Big Issue* and public opinion?
 - **a.** It has completely removed negative stereotypes.
 - **b.** It has strengthened negative public opinion on homelessness.
 - **c.** It has had no impact on changing public opinion on homelessness.
 - **d.** It has made the general public more considerate towards the homeless.
- D. Provide a written response to the following question in your own words. Use information from the text to support your answer.

After reading Harry's story, what do you think would have prevented him from becoming homeless? Why?

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

	a criticising poople coulty and guidly
1. come to terms	a. criticising people easily and quickly
with	b. to accept sth unpleasant
	c. to increase society's awareness of
2. reassuring	sth
3. turn sth	d. lessening a person's feeling of
around	. .
	anxiety, fear or worry
4. judgemental	e. to go from a bad situation or set
5. publicise	of circumstances, to one which is
	better
- 60 0	ž į

F. Discuss in pairs/groups.

- What do you think of the concept behind the homeless selling *The Big Issue*?
- Have you ever bought a similar magazine? If not, would you buy one if you saw a homeless person selling it? Why? / Why not?

Vocabulary

A. Look at the words below from the text on pages 142-143. Which words do they derive from? Can you think of any other words with the suffixes -dom, -hood or -ship?

freedom

childhood

hardship

B. Read the note and complete the sentences by adding -dom, -hood or -ship to the words in capitals. Make any necessary spelling changes.

Some nouns are formed by adding the suffixes -dom, -hood or -ship to words. These nouns usually show the state or condition of being something. freedom: the state/

condition of being free childhood: the state/

condition of being a child hardship: the state/ condition of having a hard life

1. Yousef lost his	card, so he had to ask	MEMBER
at the gym for a new one.		
2. My grandfather always had w to offer me.	vords of	WISE
3. What life lessons do you thin reaching		ADULT
4. Before having children, I didr		PARENT
5. The captain of the team didn skills whatsoever.	't show any	LEADER

6. Playing games on my tablet helps relieve the of long flights.

7. Do you think Robinson is a good enough player to win the this year?

CHAMPION

BORE

C. Look at the extract from the text on pages 142-143. Can you think of any other expressions with come? Before long, I had to come to terms with the fact that I was homeless.

D. Match the expressions in bold with the meanings a-g. Then check your answers using a dictionary.

1.	The evidence that came to light proved that the man was innocent.	
2.	We've been saving money which our children will be able to access when they come of age .	
3.	For as long as I have known him, his family always comes first .	
4.	Take a jacket with you. It will come in handy if it gets cold.	
5 .	The new law comes into effect on 1st April.	
6.	Meeting new people and making friends has always come naturally to Waleed.	
7.	I was very sad when I realised that our holiday was coming to an end .	

- a. to reach the age when you are considered an adult
- **b.** to begin to apply
- c. to be useful
- d. to be made known
- e. to finish
- f. to be easy for sb to do
- g. to be the most important person or thing for sb



E. Look at the extracts from the text on pages 142-143. Can the word pairs in bold be used in reverse order?

I worked here and there for a while... I usually work from about 7.00 a.m. to 10.00 p.m., rain or shine.

Word pairs are words that go together and are usually joined with **and** or **or**. These pairs of words cannot be used in reverse order. They may be:

- related words (peace and quiet)
- opposites (pros and cons)
- repetition (again and again)

F. Complete the sentences with the words in the box to form word pairs. clear sooner tidy pieces short death trial learn 1. Mubarak was trying to repair the radio and there were bits and ______ all over the desk. 2. Excuse me, I need to use your mobile. It's a matter of life or ______ 3. The best way to learn this graphics program is by _____ and error. **4.** I know it's a problem, but you're going to have to deal with it _____ **5.** Is the human brain really made up of 60% fat? Well, you live and ______ **6.** I like to make sure everything is neat and _____ _____ before I leave for work in the morning. 7. The phone seems to be working perfectly now, so I can hear you loud and _____ 8. OK. I have to leave on a business trip soon, so let's make this meeting _____ and sweet. **Grammar** Inversion $\rightarrow pp. 176-177$ **A.** Look at the examples below and answer the questions that follow. INVERSION Never had I felt so disappointed! I had never felt so disappointed! Aisha not only bought a bag, but she **Not only did Aisha buy** a bag, but she also \rightarrow bought a pair of shoes. also bought a pair of shoes. **Rarely does it rain** in this part of the country. **It rarely rains** in this part of the country. \rightarrow 1. What do you notice when the negative words/phrases never, not only and rarely come first in the sentences? **2.** Are these examples of inversion statements or questions? 3. What is the purpose of this grammatical structure? **a.** to place emphasis **b.** to express doubt INVERSION Not until I saw it did I believe it. I didn't believe it until I saw it. Only after you clean up can you watch TV. You can watch TV only after you clean up. → 4. What do you notice about the inversion used after the expressions Only (after/when/if) and Not until? B. Rewrite the sentences using inversion. Start with the words/phrases given. **1.** We had hardly started driving when we got a flat tyre. **2.** You will understand the difficulty of the situation only when you talk to Eman in person. Only when _ **3.** Mr Foster should, under no circumstances, find out about what happened. Under no circumstances _ **4.** Rashid had never been to a football game before. Never before **5.** You seldom come across such a green area in this city. Seldom

C. Turn to page 167 in the Speaking Activities section and do the Grammar Production Task.



Listening ◀)) R. ♀ 爲 Discuss in pairs/groups.

- What do you think the term 'environmental refugees' means?
- What kind of natural phenomena can threaten people's livelihood or quality of life?
- B. You will hear someone giving a talk about environmental refugees.

Complete the notes below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

ENVIRONMENTAL REFUGEES

Why do people become environmental refugees?

They are forced out of their homes because of climate change and 1 ________. In the second case, the environmental refugees created are also known as 2 ________ as they are often able to return to their homes later. Estimates state that, by 2050, 3 _______ people may have become environmental refugees. Refugees lose not only homes and belongings but also family members and even their 4 _______. People are often forced to leave to find more suitable land in order to 5 ______ for a living.

Examples of climate change creating refugees

Sahara Desert - gains more than **6** ______ square kilometres of land every year. Humans living nearby are forced to leave.

Bhola Island, Bangladesh - more than half the island is 7 _____ due to flooding.

C. O Discuss in pairs/groups.

- How do you think the progress being made in the Earth sciences could help us to better predict extreme natural events in the future?
- How do you think being able to predict extreme natural events benefits people?

Speaking

A. First work independently to brainstorm the questions and corresponding bullets that feature on the cards below. Card one provides bullets in the form of possible reasons for charitable giving while card two provides bullets in the form of possible recipients of acts of charity. Remember to note down your ideas.



What motivates people to donate to charity?

- a sense of moral responsibility
- personal experience
- · a desire to make a difference



B. P & Work in pairs to discuss the questions using the ideas you came up with. Use some of the words/phrases in the boxes below.

- · a worthy cause
- moral obligation
- philanthropy
- be well/better off
- one's first-hand experience of suffering
- the good in humankind
- bring about a change in the world
- eliminate poverty

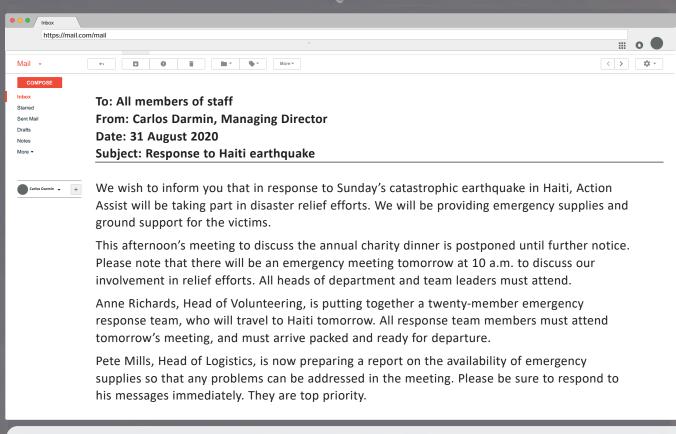
- support network of family/friends
- gain (personal) satisfaction
- greater compassion for others
- distressing images on TV
- strong sense of purpose
- feel grateful
- human suffering affects people on an emotional level
- involvement in disaster relief efforts
- offering practical help and assistance

<u>Example:</u>

- **A:** So, what do you think motivates people to give to charity?
- **B:** Well, moral obligation is one factor.
- A: What do you mean, exactly?
- B: Well,...

Writing A memo

- A. Discuss in pairs/groups.
- · How do members of an organisation communicate with each other?
- · What are the advantages of written communication?
- B. Quickly read the memo below. Write a sentence in your own words describing its purpose.



C. Read the following statements. Tick those that apply to the memo. The writer: 1. does not include his job title. 2. communicates information that is of immediate importance. 3. includes a signature ending. 4. uses descriptive language. 5. writes in a short and direct manner. 6. identifies the topic of the memo in the heading. 7. addresses people working for the same organisation. 8. uses informal/conversational language.

D. You are the Special Events
Coordinator for EAA (Education For All
Foundation). The foundation is holding
a gala dinner in support of one of its
education programmes. Write a memo
directed to members of staff in which you:

- · remind them of the upcoming event,
- · confirm the date and time of the event,
- inform them about a change of venue and the reason for this change and
- explain that they need to arrive earlier than previously required and why they are expected to do so.

When writing a memo remember to:

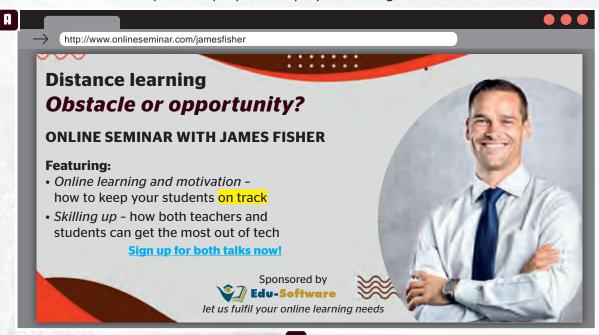
- identify the writer, the writer's job title, the recipient(s), the date and the subject in the heading section.
- be precise and to the point.
- avoid the use of descriptive or emotional language.
- write in a formal style and avoid the use of abbreviations and short forms.
- use structures such as passive voice to focus on action.
- provide factual details whenever needed.
- use set phrases such as We wish to inform you... / The purpose of this memo is... / Please be advised that... / Please note that... / Please be sure to... / We feel it is best... / We aim to... / We request that you... / It has come to my attention that... / Would everybody please...? / Thank you for your understanding.

Reading **◄**»

A. P Discuss in pairs/groups.

- What do you think are the consequences for society of a pandemic?
- How do you think people's everyday lives change?

B. Quickly read through the three texts below. Where would you expect to find each one?



PANDEMICS ** an economic viewpoint?

hen we think about a pandemic, the immediate concern is usually the effect on public health, the struggles and strains of overburdened healthcare systems, and the necessity of stopping the rate of infection. However, once the dust has settled,

- it quickly becomes apparent that a pandemic has consequences that stretch beyond the spread of the disease itself consequences that can affect the economic and social sphere for years to come.
- 10 While pandemics obviously put pressure on all companies and businesses related to healthcare, they also affect the wider world of work. As consumers fall ill and avoid making big purchases due to the uncertainty of the global situation, demand in some
- 15 sectors may be dramatically reduced, leading to job losses and unemployment. Travel and tourism, for example, are usually heavily hit as people stay home as a result of either financial uncertainty or concerns about infection.
- 20 At the same time, other sectors may face sudden rises in demand. 'Panic-buying' is commonly seen during pandemics, as people change their shopping habits as a result of the situation. This may involve stocking up on extra basic necessities, prioritising
- more healthy foods, or even purchasing things that they believe may help cure or fight off the disease. This leads to increased demand which, coupled with delays in supply chains caused by workers falling sick and businesses closing, can lead to severe shortages

30 in essential items and foods.

Dear Sir/Madam,

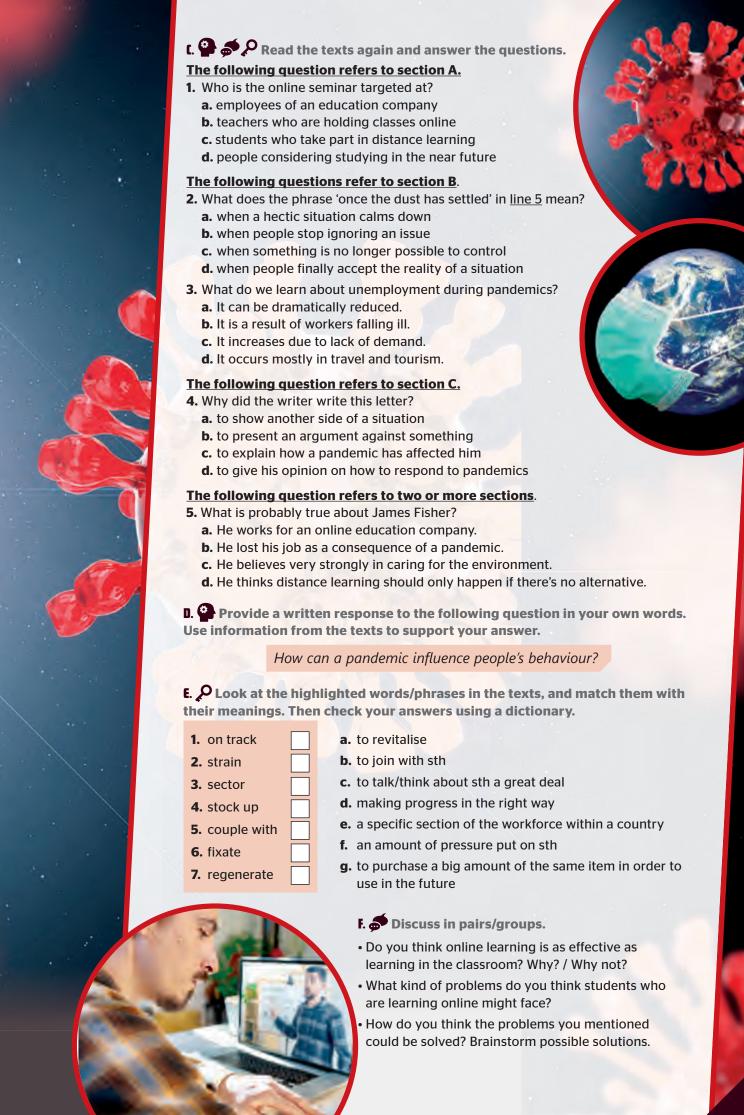
I am writing in response to your article titled 'Pandemics - an economic viewpoint' which featured in your magazine last week. While it cannot be denied that there are a great many negative consequences of a pandemic, I believe there is little advantage to fixating on these. Instead, I believe it is important to promote a spirit of optimism by considering how society can learn positive lessons from a pandemic.

While it may be hard to imagine any positive consequences of such a terrible event, I believe that a pandemic forces us to make changes to our lifestyles and ways of thinking that will, in the long term, be beneficial. A pandemic makes us reconsider things that we take for granted, and forces us to challenge views that we don't usually question. We can see, for example, how pandemics inspire educational institutions to put distance learning techniques into practice rather than relying on 'habit'. This is a change that has a positive impact on productivity, on quality of life, and on the environment. Similarly, tourism falls as people begin to question the need to travel, and this allows pollution levels to drop and gives natural sites time to recover and regenerate. When times are hard, people prioritise caring for others, and think more about how their behaviour affects the world around them.

While we should not underestimate the damage caused by a pandemic, if we wish to become a stronger, more caring society, we should not overlook the positive effects either.

Yours sincerely

J. Tisher James Fisher



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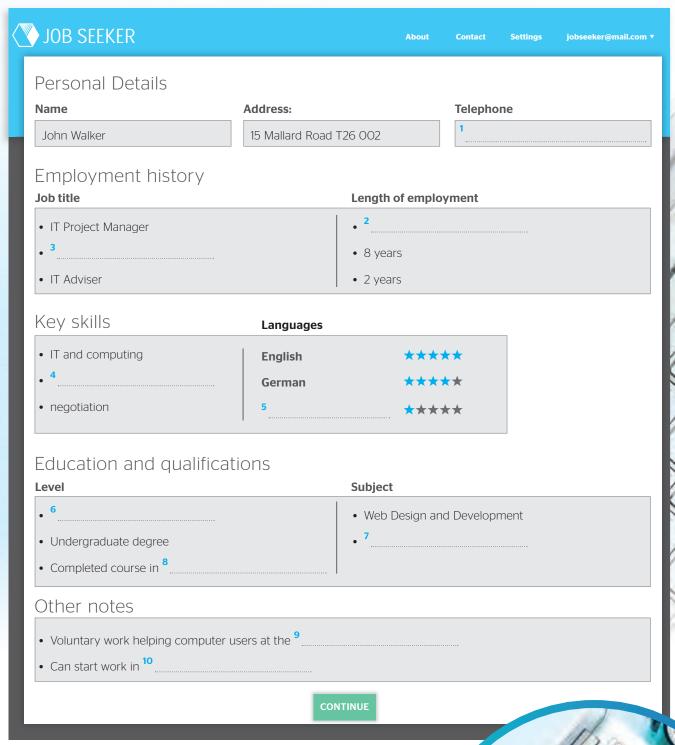
Vocabulary

- **A**. Read the extracts from the texts on page 148. What do the phrases in bold mean?
- While pandemics obviously **put pressure on** all companies and businesses...
- ... pandemics inspire educational institutions to **put** distance learning techniques **into practice**...

.5 mspire educa	ionai misti	tutions	o to pat a	istarice i	carriir	greening	acs med	practice
ntences with tl	ne nouns	in the	box. Can	you gu	ess wl	hat the e	xpressio	ons mean?
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Listening **◄**»

- A. P Discuss in pairs/groups.
- What challenges/problems do young people who are looking for a job face?
- What are the effects of unemployment on people's lives?
- **B.** Listen to a conversation between a man and a careers adviser, and complete the form below. Write no more than TWO WORDS OR A NUMBER for each answer.



Besides seeking the assistance of an employment agency, what else can an unemployed person do to increase his/her chances of finding a job?

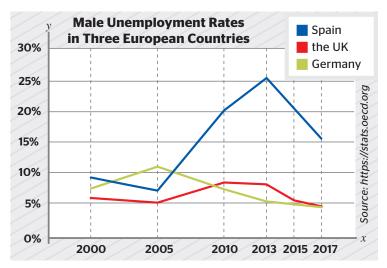
Speaking

Work in pairs. Turn to page 168 in the Speaking Activities section and do activity 10b.

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Writing A summary interpreting a graph/chart

- A. Discuss in pairs/groups.
- Why do we use charts and graphs?
- What kind of information do they show?
- **B.** Cook at the graph on the right and answer the questions.
- 1. Is this a line graph, a bar graph or a pie chart?
- 2. What is the subject of the graph?
- **3.** What is being compared in the graph?
- **4.** What do the numbers on the x-axis depict? What about the y-axis?
- **5.** What do the different coloured lines refer to?



 \mathbf{L} . $\overset{\mathbf{Q}}{\longrightarrow}$ Read the writing task and the summary. Then answer the questions that follow.

The line graph shows information on the unemployment rates for men in three different European countries from 2000 to 2017. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

- 1 The line graph illustrates male unemployment rates in Spain, the UK and Germany between 2000 and 2017.
- 2 At the beginning of the century, all three countries had an unemployment rate between approximately 5% and 10%, with Spain experiencing the highest and the UK the lowest. While the unemployment rate fluctuated in all three countries during this seventeen-year period, by 2017 Spain continued to have the highest rate of unemployment while Germany had replaced the UK as the country with the lowest.
- 3 From 2000 to 2005, Spain and the UK both experienced a moderate drop in unemployment, whereas Germany's unemployment almost doubled. Then, between 2005 and 2017, German unemployment experienced a steady fall and reached rates lower than 5%. On the other hand, the UK saw its numbers climb until 2010, but by 2017, they had fallen to levels similar to Germany's. In complete contrast, after 2005, numbers in Spain rose sharply to nearly four times as much in only eight years, reaching a high of a little over 25% in 2013. For the next four years, there was a steady decrease in unemployment rates to about 15%.

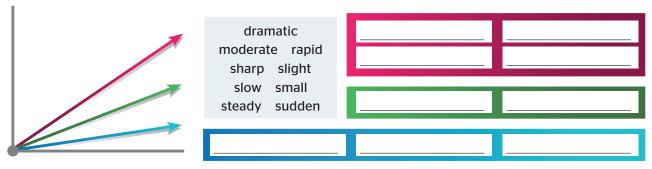
4 To sum up, while the unemployment rates have varied in all three countries during the seventeen-year period, there has been a gradual decrease in unemployment from 2013 onwards. However, Spain was the only country to have higher rates of unemployment at the end of the period than at the start.

- 1. What is the purpose of each paragraph?
- **2.** Is the summary written in formal or informal language?
- 3. Which information from the graph is mentioned in the summary?
- 4. Is there any information from the graph left out? Why? / Why not?
- **D.** When describing trends and changes, we often need to know how to refer to information and statistics presented in charts and graphs. Write the words/phrases below in the correct box to show whether they refer to something that is increasing, decreasing, remaining stable or constantly rising and falling. Then check your answers using a dictionary.

climb dive fluctuate growth
remain steady/unchanged
jump decrease
downward trend drop
fall increase reach a high
reach a low rise
sink stay constant
upward trend vary

/ ·	4	/ / /
		

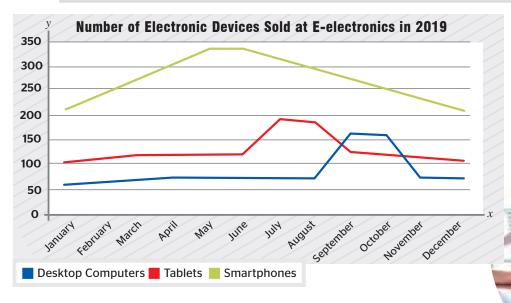
E. P When we describe trends, we also specify the degree and speed of change. Write the adjectives in the coloured boxes according to the lines in the graph to indicate the degree and speed of change. Then check your answers using a dictionary.



- F. Circle the correct options.
- 1. One thousand bikes were sold **over / during** the month of February, and one hundred more than that were sold in March, which means that sales increased **by / at** 10%.
- 2. The sales of bikes rose from / to 1,000 from / to 1,100, which is an increase in / of 10%.
- 3. There has been a steady increase in / of the sales of women's bikes until / since 2016.
- 4. Over / Since the past five months, there has been a sharp rise in sales of electronic devices.
- **5.** In 2019, there was a **lower / fewer** percentage **of / in** men entering the humanities than in 2018.
- **6.** The number of cars sold was **three times / three times as much** as last year.
- 7. The number of cars sold fluctuated between / throughout the year.
- **8.** Sales increased rapidly **from / until** the year 2014, remained steady **in / for** the next two years, and dropped **after / later** 2016.

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

The line graph shows information on the number of different devices sold by an online electronics shop over a 12-month period. Summarise the information by selecting and reporting the main features of the graph, and make comparisons where relevant.



- **1.** What information does the line graph 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. 116-118 to plan and write your summary.

When writing a summary interpreting information on a graph/chart:

- use formal and objective language and expressions, such as It is clear that or The graph shows... (instead of I can see...)
- don't give your opinion or make assumptions.
- be accurate, but if the graph/chart does not give you exact numbers, round them off and use words/expressions such as approximately, just over/under, etc.
- try to notice patterns/trends in order to group information and make it easier to compare and contrast.
- don't try to include all the information on the graph/chart. Rather, focus on the most important points or features.
- use vocabulary describing trends and changes, and grammar such as comparisons and clauses of concession.

REVER	R. Choo	ose a, b, c or d.	C. Rewrite the sentences starting with the words		
	1. Jack's family is putting on him to		given.		
	accept th	e job offer abroad. e c. word	1. I will certainly not give you so much money.		
	b. blame	d. pressure	By no means		
	row this box	away. It might come	I didn't notice that my mobile was missing until I got home.		
a. into e		c. first	Not until		
		d. to light			
	a. You live an	nberra was the capital of	3. She cooked dinner and also made dessert.		
			Not only		
b. death	1	d. learn	4. No matter what happens, you should not open		
	sins are comir	ng over for the weekend, so ridge.	this envelope. On no account		
		c. regenerate	5. He has never been to my house.		
b. coupl	e with	d. fixate			
		t and and none of the	Not even once		
students a. clear	s got bored.	c. sweet	6. I rarely see my friends as I have very little free time.		
b. neat			Seldom		
		rms the fact that you	D. Rewrite the sentences using the words given.		
		come, so there's no point in	1. We can watch a documentary or go to the		
_	about it any		park, whatever you prefer. either		
_					
b. to	often toe	d. with_; he criticises people witho			
thinking		_; ne chiicises people witho			
_		c. judgemental	2. Jenny doesn't know if she should go to university or find a job after secondary school. whether		
b. qualif	ied	d. powerless	or find a job after secondary school. whether		
8. We were	e all to b	e alive after the terrible			
accident		•			
a. gratef b . ashan		c. reassuring d. outraged	3. Mike and Carl don't enjoy football, so they		
D doridin		ui oanagea	won't come to the match with us. nor		
B. Comple capitals.	te with the c	correct form of the words i	n		
1. Which to	eam do you tl	hink is going to win the	4. It's incredible, but not a single employee		
		? CHAMPIO	at the bank spoke Spanish. none		
2. Pete car	n't stand the _	ВОГ	RE		
of waitir	ng in long que	eues.			
3. You nee	d to show yo	ur	Self-assessment		
card in o	order to get a	discount. MEMBE	Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the		
4. Andy mi	iaht he well o	ff now, but he has	relevant sections in the module.		
•	_	tuations of extreme	N ow I ca n		
•	•	throughout his life. HAR			
			discuss issues related to social problems		
		began when we FRIEN) use expressions with 'come' and 'put', noun suffixes and word pairs		
	primary scho		Luce inversion for emphasis		
continue	ea into	ADUI) use double conjunctions		
6. Bader al	lways admire	d his father for his great) write a memo		
		Wis	write a summary interpreting a graph/chart		

A. Discuss in pairs/groups.

- Look at the title and the picture.
 What do you think the text will be about?
- Does your country have a space programme?
 Do you know anything about it?
- B. P Read the text and choose a, b, c or d.

Qatarta les off

Many people believe that exploration into space is essential to the future of humankind. Expanding our reach beyond our planet has brought improvements to many aspects of life on Earth (for example, communication), and each new development is a small

- 5 step towards the larger goal of space exploration. In the long run, looking away from our own planet could provide solutions to many problems that we currently face such as resource shortages or overpopulation. With this in mind, more and more countries are working to develop cutting-edge space programmes and create 10 new technology that will expand their reach into the stars.
- Qatar took the first step on its journey into space several years ago, on 29 August 2013, with the launch of *Es'hail-1*, a 6.3-tonne satellite that took three years to design, manufacture, test and launch. The name 'Es'hail' comes from the Arabic name for the
- second-brightest star that can be seen from Earth. *Es'hail-1* went into operation on Qatar National Day of the same year, and currently orbits the Earth at a height of about 36,000 km, providing Internet, television and other communication services to Qatar and the region. In late 2018, *Es'hail-1* was joined by *Es'hail-2*. This
- 20 newer satellite improved on the same services as the previous one, but also introduced a new development a piece of innovative technology created for the Qatar Amateur Radio Society. *Es'hail-2* carried with it two devices that would provide global radio communication, making this satellite the start of an exciting
- 25 development in radio technology. As Qatar's space ambitions continue to grow, plans are in motion to expand its fleet of high-powered satellites sometime in the near future.
 - Qatar has several strings to its cosmic bow. Another of these is the Qatar Exoplanet Survey (QES), which is part of Qatar Foundation.
- 30 Exoplanets are planets that move around another star in our universe, and the QES is part of an attempt to search for new ones, most significantly those that may be able to support life as we know it. Exoplanets are almost impossible to see directly as they are very far away and, unlike stars, do not give off their own light.
- 35 The QES uses a rather clever technique to find them. The project uses strong telescopes to search not for the planets, but for changes in the light from nearby stars. If a star's light changes unexpectedly, it could mean there is an unknown object such as a planet moving across it. So far, QES has discovered ten new exoplanets in this way, 40 all of which are hot gas giants.
 - The space industry is still new to the region, so Qatar has begun funding training programmes in engineering and related fields, and actively encourages young people to consider a career in the space industry. In addition, Qatar University organises an annual
- 45 'AstroCon', an international conference on space science which sees visitors and experts from all over the world. It won't be long before the next generation of young people is ready to take part in humankind's journey to the stars and, with such innovative work expanding its space industry, Qatar promises to be an important 50 part of the space exploration of the future.

CULTURE PAGE 40

- **1.** According to the text, what is true of space exploration?
 - a. It contributes to resource shortages.
 - **b.** It could one day help solve global problems.
 - **c.** A large number of people are not in favour of it.
 - **d.** Humankind will only enjoy its benefits in the distant future.
- **2.** Which of the following is true about Qatar's satellite(s)?
 - **a.** *Es'hail-2* carries innovative radio technology.
 - **b.** *Es'hail-1* was launched on Qatar National Day.
 - **c.** Es'hail-2 replaced Qatar's first satellite, Es'hail-1.
 - **d.** *Es'hail-2* was launched the same year as *Es'hail-1*.
- **3.** The phrase, 'Qatar has several strings to its cosmic bow' (line 28), means that the country
 - **a.** is involved in many different space-related projects.
 - **b.** is particularly interested in searching for other planets.
 - **c.** has not yet decided the focus of the space programme.
 - **d.** has come up with new technology to advance space exploration.
- **4.** How does QES search for exoplanets?
 - **a.** They look for the light that these planets give off.
 - **b.** They send out rays of light and watch for movement.
 - c. They look for changes in the light emitted by stars they are observing.
 - **d.** They use telescopes that are specially designed to pick up the movement of planets.
- **5.** Which of the following is <u>NOT</u> mentioned in the text?
 - a. The weight of Qatar's first satellite.
 - **b.** The number of exoplanets discovered by QES to date.
 - **c.** The number of satellites Qatar intends to add to its fleet.
 - **d.** The frequency with which Qatar University's 'AstroCon' conference takes place.



- A. 🔯 🝄 🔑 Discuss in pairs/groups.
- Have you ever given a presentation in front of an audience? If so, how did you feel?
- What should a speaker do in order to make his/her presentation more engaging?
- B. Dook at the pictures below and listen to 3 different speakers giving a presentation at a university about volcanoes. Can you guess who each speaker is? Write Speaker 1, 2 or 3.







Speaker

C. Read the statements below and tick the ones you believe are important in public speaking. Can you think of anything else to add?

1. Make sure the equipment is ready to use beforehand.

Speaker

- **2.** Look confident, smile and appear friendly.
- **3.** Have good voice projection.
- **4.** Maintain the same voice pace throughout the presentation.
- **5.** Avoid gesturing with your arms/hands.
- **6.** Avoid long pauses.
- Keep track of time by looking at your watch frequently.
- **8.** Maintain eye contact with your audience.
- **9.** Know your audience.
- **10.**Know your material/topic.
- **11.** Don't read off slides or notes.
- **12.** Put a lot of information on slides.

D. Look at the pictures in activity B, listen to the speakers again and answer the questions based on the information in activity C.

- 1. Which speaker do you consider to be the best? Why?
- 2. What mistakes do you think the other two speakers made?

E. Listen to Speaker 3 again and notice what he does in his introduction, in the middle part of his presentation and at the end. Tick the correct statements.

	tr				- 1	. •		
m	TP	~	•		~	78	^	
		u		ш	u	ш	u	•

- **1.** He gives a preview of the topic.
- **2.** He introduces himself and his work/achievements at length.
- **3.** He uses rhetorical questions to catch the audience's attention.

Middle part

- **4.** He uses a lot of facts and complex ideas to impress the audience.
- **5.** He asks the audience questions to engage them.
- **6.** He uses an example to explain a concept.

Ending

- 7. He ends the presentation abruptly.
- **8.** He mentions new information.
- **9.** He summarises key points.
- **10.** He allows time to answer questions from the audience.

F. 💠 🍮 🎑 Work in groups to make a presentation.

- First, brainstorm on an issue of your choice (e.g. an environmental issue or a social problem). Come up with ideas on what you want to present (e.g. the causes of the issue/problem, how this issue affects people, possible solutions).
- Then discuss how you will present the issue to the class. Keep in mind what was discussed in the previous activities and also things you know from your own experience.
- Finally, give the presentation. Ask the audience for feedback about what they enjoyed and what they would have done differently.

DO Grammar Production Task

Work in groups of three to play a grammar game. All the answers require you to use the structure modal verb + have + past participle. Read the instructions carefully before beginning the game.

- 1. First, write the words yellow, red, blue and green on four separate slips of paper.
- 2. Shuffle the slips of paper and put them face down on the desk.
- 3. Choose a small item (piece), such as a paper clip or rubber, to mark your progress in the game.
- 4. Put your piece on **START**.
- **5.** Take it in turns to pick a slip of paper and move your piece forward to the nearest circle of the corresponding colour.
- SPERIFICATION OF THE PERIFICATION OF THE PERIF 6. Do the task described on it and return the slip of paper to the pile, making sure to shuffle the slips of paper.
- 7. If there is a ladder attached to the circle, you must climb to the top and if there is a slide, you must go to the bottom.
- **8.** When you land on slides or ladders, you must complete both tasks.
- 9. The first person to make it to the finish and complete the task wins.



Make a sentence:

- expressing regret about something you did in the past expressing possibility
- about something in the past



Where have you been? You

(be) here an hour ago!



She should have cut down on junk food. What must thev



Make a sentence usina 'must + have + past participle'.



have done all year?

You know it's impossible for Greg to have entered the race because he has a broken leg. What do you say?



Correct the mistake:

Karen has lost weight.

Correct the mistake: I couldn't have drunk so much coffee today. I'm going to have trouble sleeping tonight.





Make a sentence using 'needn't + have + past participle'.



Mike regrets not going rock climbing with his friends last weekend. What does he say?



What needn't he have done?



Lucy regrets shouting at her sister. What does she say to her?





What could have happened?



Correct the mistake: Mark may have ordered a meat dish. He's a vegetarian!



Complete: I was very good at football when I was young. I

(become) a professional footballer, but I wanted to become a lawyer.



Make a sentence using 'ought to + have + past participle'.



Hey! Where's my tennis racket? Someone

(take) it!



What might have happened?



6b Pair Work

Work in pairs. Imagine that your school is celebrating wellness week as a way to promote health and fitness among its students. The school has come up with a range of activities that could be organised in celebration of this week. Look at pictures a-d and discuss the relevance of these activities and how students stand to benefit from them. Then decide which two activities are best for the school to promote and engage in.









- · promotes physical activity
- promotes healthy/good eating habits
- · lead a sedentary lifestyle
- be inspired to increase one's consumption of fruit and vegetables
- broadens one's horizons with food choices
- does you good
- has a positive/negative impact on the environment
- has a positive/negative impact on one's health/well-being

- addresses a serious issue
- equips one with coping skills
- be addicted to digital devices
- have a day off tech
- · speak about one's feelings
- is fun / causes excitement
- be adventurous
- is motivating
- gives you a sense of achievement
- is educational
- has a longer-lasting impact
- sends out an important message

Example:

- **A:** Picture **a** suggests organising a try-a-fruit-and-veggie day. It goes without saying that...
- **B:** That's very true. This day will not only be fun but it will...
- A: Exactly. And...

7a Grammar Production Task

Work in pairs. First, look at the examples. Then discuss the situations 1-6 using mixed conditionals.

PRESENT PAST

Why didn't he/she...?



- A: Why didn't the prisoner escape?
- B: Because he's fat! If he weren't so fat, he would have escaped.
- A: Or if the window were bigger, the prisoner would have escaped.
- B: You're absolutely right.







PAST PRESENT

Why are you...?



- A: Why are you in prison?
- **B:** I stole a painting from a museum. If I hadn't stolen the painting, I wouldn't be in prison now! Why are you here?
- A: Well, I tried to break into a house, but the police caught me. If they hadn't caught me, I would be at home right now and not in prison!







70 Group Work

Work in groups. Look at the detective riddles below and try to work out the answers. Check your answers with your teacher. How many did you manage to solve?



Mrs Giles called the police and reported that the safe in her bedroom had been broken into and that all of her jewellery was gone. On arrival at her house, the police observed the mess in her bedroom as well as a broken window. After examining the place for clues, they suspected that she was lying to them. The following day, the police arrested Mrs Giles. What made the police think she was lying?

The escape

The prisoner was locked in a small cell alone. The floor of the cell was covered in soil. There was a window, but he could not reach it. There was nothing else in the cell apart from a shovel. The prisoner didn't dig a tunnel, but he managed to escape another way. Can you guess how?





Vince and Fred went to their usual café and they both ordered iced coffee. Vince drank his coffee straightaway. Fred drank his slowly while they were chatting. Suddenly, Fred started complaining about pains in his stomach and, a while later, died. The police found that both drinks contained poison. Why didn't Vince die too?

7b Pair Work

A. Work in pairs. Look at the pictures and the opinions below. Do you agree with any of the opinions?





'Graffiti is an illegal action. It's a destruction of property, unless it is done with the agreement of the person who owns the property.'

'It's a way for artists to express themselves. Apart from being art, some graffiti is a way to get a message across.' 'The local council should provide special spaces to graffiti artists.'

'Some graffiti is artwork and makes ugly, dirty places look nicer. However, not all graffiti is appealing.' 'Graffiti artists are vandals and should be caught and punished! Lots of money is spent on cleaning up the mess they make. Why don't they do their work on canvas?'

B. Poiscuss in pairs. You can use some of the words and expressions in the box to help you.

- Do you consider graffiti a form of art or plain vandalism?
- Does graffiti improve how a place looks or does it make it look ugly?
- Do graffiti artists have the right to paint on public or private property?
- Should graffiti artists be considered criminals?

urban areas
run-down buildings
do damage
spray
imagination
offensive
disrespectful

80 Grammar Production Task Student A

Work in pairs to do the activity below. Read the instructions and example carefully before beginning.

You just returned from a package holiday that you had booked through a travel agency. Several aspects of your trip did not go as planned and you call the travel agency to complain. Look at the notes below about what went wrong and then answer Student B's questions. Use the relative pronouns in the box.

who whom that which whose where

Example:

B: Hello, can I help you?

- **A:** Yes. I'm calling to complain about a package holiday that I booked through your agency.
- **B:** Well, I'm very sorry to hear that. Can you tell me the name of the agent with whom you booked the holiday?
- **A:** Yes, the agent who booked the holiday for us was Julia.

- Booking agent Julia
- Island Relaxation package: terrible hotel not a 4-star!
 Day trip was a disaster!
- · Rose Palace Hotel
 - No sea view as promised room faced the street
 - Very noisy room on first floor
 - Called man at reception (name??) to change rooms he was very rude!
- · Day trip to archaeological site
 - Bus had no air conditioning
 - Guide (Mark) was uninformed didn't know anything about the site
 - Lunch stopover (at The Big Fish) food was terrible

8a Grammar Production Task

Student B

Work in pairs to do the activity below. Read the instructions and example carefully before beginning.

You are a travel agent and receive a phone call from a customer complaining about a holiday that they booked through your agency. Look at the complaint form and ask questions in order to fill in the missing information. Use the relative pronouns in the box.

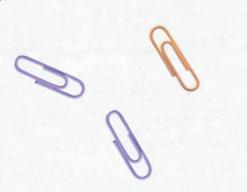
who whom that which whose where

COMPLAINT FORM

Name of booking agent: Name of holiday package: Main problem(s): **Hotel details** Name of hotel: Problems with hotel (if any): Floor Room number Problems with employees (if any): **Trip details** Visit to: Problems with transport (if any): Name of guide: Problems with guide (if any): Name of stopover restaurant: Problems with restaurant (if any):



- B: Hello, can I help you?
- **A:** Yes. I'm calling to complain about a package holiday that I booked through your agency.
- **B:** Well, I'm very sorry to hear that. Can you tell me the name of the agent with whom you booked the holiday?
- **A:** Yes, the agent who booked the holiday for us was Julia.



8a Pair Work

A. Talk in pairs. Imagine that your school is organising a cycle ride and that you have been asked to advertise the event. Below are some ideas. First, discuss the advantages and disadvantages of each of the means of advertising. Then decide which means you think would be the most effective for advertising the event. You can use some of the words and expressions in the boxes.



What are the advantages and disadvantages of the different means of advertising?





medium / media launch a publicity campaign promote support appeal to all ages target group slogan spread the word raise awareness outdated contemporary waste of time/money direct audio-visual broadcast jingle eye-catching increased exposure economical / costly hire a professional attract attention distribute post

I believe that an advantage of... is...

The most important disadvantage of... is...

I think... is by far the most effective medium because... In my opinion,... is more/less effective than...

If we want to get people to..., we should...

To attract people's attention, we should definitely consider...

An advertisement shown/seen... is always better than...

On the other hand,... sounds like a good idea.

Example:

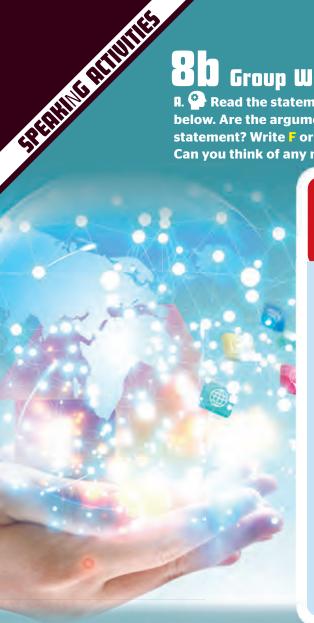
- **A:** We need to discuss how we are going to advertise the cycle ride organised by our school. Let's have a look at the options we have. Putting up posters or distributing flyers has many advantages. It's a good way to spread the word all over town. What do you think?
- **B:** I agree. If we put eye-catching posters in the right places, they will definitely attract people's attention. An important disadvantage with flyers though, is that...

B. 🙋 🔑 Discuss in pairs/groups.

- Have you ever had to advertise something?
 Which medium did you use?
- Which method of advertising are you most influenced by? Why?
- What do you think makes an advertisement/ commercial successful?
- Would you like to get a job in advertising? Why? / Why not?

Group Work

A. Read the statement and the arguments 1-10 below. Are the arguments FOR or AGAINST the statement? Write F or A next to each argument. Can you think of any more arguments to add?



Social media is having a positive effect on our friendships.

1.	easier to keep in touch with and maintain existing friendships	
2.	instant communication with friends, 24/7	
3.	limits face-to-face contact with friends	
4.	friendships formed online are sometimes more superficial	
5.	geographical barriers to friendships are removed	Ш
6.	people form friendships online with people who have similar interests	
7.	spending time on social media limits the amount of quality time people can spend with offline friends	
8.	the way people interact has been affected — most communication online is non-verbal (e.g. pictures)	
9.	people are more connected than ever to friends via constant updates about their lives	
10.	people may experience envy when viewing other's posts and pictures	

B. 🍜 🍄 Work in groups. Group A should discuss how to support the arguments FOR the statement and Group B should discuss how to support the arguments AGAINST it. Use the ideas above and also add your own. Make sure you support your arguments by giving persuasive reasons. Make any necessary notes.

L. Choose a member of your group to present your arguments and try to win the other group over to your point of view. Use some of the phrases in the boxes.

PRESENTING ARGUMENTS	ACKNOWLEDGING ANOTHER'S ARGUMENT AND MAKING A COUNTER-ARGUMENT	EMPHASISING
 We often see that One argument is that One/Another reason is that Generally speaking The main (dis)advantage is Most importantly, It is common knowledge that 	 I don't disagree; however That's a good point, but While that might be true, It might seem that There is some truth to your argument; nevertheless 	 especially/extremely/ particularly Something of great importance is the fact that I would like to emphasise that I must stress the fact that
Example:		•

- A: First of all, we believe that social media helps us keep in touch with people and, therefore, maintain friendships; even with people who live far away. Most importantly, people are more connected than ever to friends via constant updates about their lives.
- B: I don't disagree, but don't you think that in spite of this, social media impacts our friendships in a very negative way? You see, while it connects us, we are also less connected than ever before.

9a Grammar Production Task

Work in pairs. Imagine your school is putting together a newsletter about global environmental issues. Read the instructions carefully before beginning.

- 1. Student A, read through topics 1-3. Student B, read through topics 4-6.
- 2. Work individually to change the sentences using the Passive Voice.
- **3.** Using the Passive Voice, inform your partner about your topics.
- **4.** Now, think of an environmental issue concerning your city/town/neighbourhood and come up with ideas to present it using the Passive Voice. What has been done to deal with it? Have any events been organised? What negative effects does your city/town/neighbourhood face?
- 5. Finally, present your environmental issue to the class.

1. The UK

- The UK government is going to ban the sale of new petrol and diesel vehicles as of 2030.
- Many expect that this will greatly improve air quality in big cities.



2. The Amazon Rainforest

- 150 experts on the Amazon Rainforest have established a *Science Panel for the Amazon*.
- People hope the group will come up with new ways to save the Amazon Rainforest.



3. Qatar

- Qatar University announced a plan to create Qatar's first solar agriculture greenhouse.
- People believe that this cutting-edge technology will help the country achieve its food security goals.



4. Kenya / Africa

- The Kenyan government has passed stricter laws concerning elephant poaching.
- Many conservationists say that governments throughout the African continent should do more to help save the elephant.



5. Australia

- Australia's 2019-2020 bushfires killed or made homeless close to three billion animals.
- Scientists think that severe bushfires may become more frequent in the future.



6. Bangladesh / Asia

- The authorities believe that as many as 100 people have died in Bangladesh as a result of last month's floods.
- Global charities say that millions have been affected by flooding in countries across Asia in recent years.

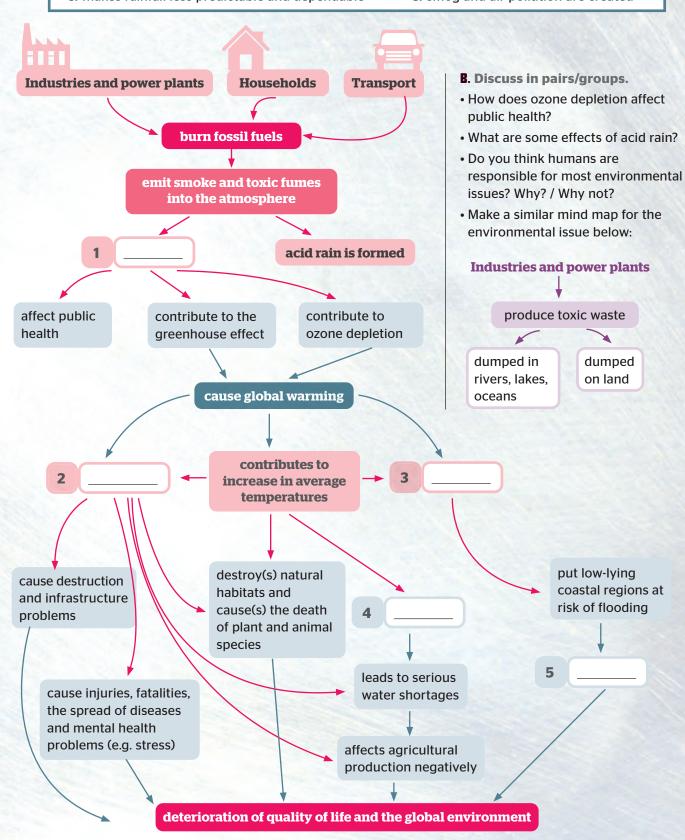


Fire the state of the state of

9b Pair/Group Work

A. Look at the mind map below which shows how certain environmental issues and phenomena are linked to one another and what the consequences of these relationships are. Fill in the gaps with the consequences in the box.

- a. creates environmental refugees
- **b.** causes ice to melt and sea levels to rise
- c. makes rainfall less predictable and dependable
- **d.** causes extreme weather events and natural disasters
- e. smog and air pollution are created



10a Grammar Production Task

Work in groups of three to narrate the story shown in the pictures below. Read the instructions and example carefully before beginning.

- 1. Look at all the pictures carefully. What do you think happened?
- 2. Discuss the story, keeping notes. Add details wherever necessary.
- **3.** Use past tenses and some of the words/phrases given. Use at least three instances of inversion to make your story more dramatic.
- **4.** Narrate your story to the class. Divide the story so that each group member narrates what's happening in two pictures.



set alarm clock wake up rain heavily

• In no way / can / guess / not be / ordinary day



mud flood shocked

- Hardly / walk / across garden / notice / water and mud everywhere
- Never / see / so much water before



run garden flood scared stiff

· Not until / reach door / realise / garden / flood



act fast higher ground roof shout helpless

Never before / feel / so helpless



boat rescue team wave

Not only / shout loudly / but also / wave



rescue team leave devastated scream again shake shoulder dream breathe a sigh of relief

- Only when / realise / be dream / breathe a sigh of relief
- In no way / want / experience / in real life

Example: Ali had set his alarm clock for 7 a.m. on Monday morning. When he woke up, it was raining heavily. 'Another ordinary day!' he thought to himself. In no way could he have guessed that it wasn't going to be another ordinary day! When he was ready for school, he...

10b Pair Work A. A. A. W. Work in pairs Compare them

A. P Work in pairs. The pictures below show people in different situations. Compare them and answer the following questions. Use some of the words/phrases in the boxes.

What is the problem?

How might the people be feeling?

What do you think each person should do to deal with this situation?





- · be made redundant
- be faced with unemployment
- left jobless
- · uncertainty
- feeling stressed/upset/anxious/shocked/ surprised/worthless
- redundancy money
- · seek new employment
- job hunting
- remain optimistic
- an opportunity to do something different
- **Comparing / Contrasting**
- Both pictures depict...
- The main similarity/difference between the two pictures is...
- Both pictures are quite similar in that they show...
- It is clear/obvious/evident that...
- This picture shows..., while/whereas the other...
- While the man in this picture seems to be..., in the second one...
- The most obvious similarity/difference between the situations is...

- · struggle with tech
- · have difficulty using a laptop
- feeling frustrated/overwhelmed/isolated
- be dependent on others
- · adjust to the digital world
- keep up with all the latest trends and technological developments
- get left behind
- learn some basic computer skills
- · boost one's confidence
- gain independence
- become more included/connected with the online community via social media

Speculating

- It seems to me that...
- I suppose/expect/assume...
- It looks as if...
- The man must/may/might/could/can't be...
- My guess is that...
- I think it's very likely/unlikely...
- It's very probable that...
- It's hard to say, but it's possible that...
- I might be wrong, but I'd say that...

Example:

- **A:** Well, both pictures depict a male in a situation where they are experiencing a problem of some kind. My guess is that the young man in the first picture has just...
- **B:** Yes, whereas it looks as if the older gentleman is at home and it is evident that he...

B. ♠ Discuss in pairs/groups.

- How does the older generation differ from the younger generation?
- What can each generation be taught by the other?

M**odule 6**

) can / could

Expressing ability/inability

• We usually use **can/can't** to express ability/inability in the present.

The baby can walk.

 We usually use could/couldn't to express ability/ inability in the past.

Ted couldn't sleep last night.

Be (not) able to expresses ability/inability and forms all tenses. It is mainly used in tenses where we cannot use can.

Lucy won't be able to come with us tomorrow. She's working.

Could/Couldn't expresses general ability/ inability in the past.

Was/Were (not) able to expresses ability/ inability in a particular situation in the past.

I could swim well at the age of four.

I was able to swim well at the age of four.

We were able to get out of the traffic jam after two hours!

We could get out of the traffic jam after two hours!

) must - have to - need - mustn't - can't don't have to - don't need to / needn't

Expressing obligation and prohibition

• must + base form expresses personal obligation in the present or future.

I must go to the dentist for my toothache. (= I say so)

• have to + base form expresses external obligation in the present or future.

You have to buy a ticket before you enter the art gallery. (= It's the law.)

 mustn't/can't + base form expresses prohibition in the present or future.

You mustn't/can't take photos in the museum. (= You aren't allowed to.)

• had to + base form expresses obligation in the past. When I was ill, I had to take medication every three hours.

Expressing necessity and absence of necessity / obligation

• need to + base form expresses necessity in the present or future.

I need to buy a sleeping bag before my camping trip.

 don't have to / don't need to / needn't + base **form** express absence of necessity in the present or future.

You don't have to pay me back today. (= It isn't necessary.)

Bill doesn't need to wear glasses anymore. You needn't shout. I can hear you.

 needed to + base form expresses necessity in the past. Kelly needed to go to the bank so I gave her a lift.

FRANCISCO DE LA COLOR DE LA CO didn't have to / didn't need to + base form express absence of necessity in the past (something wasn't necessary and may or may not have been done).

I didn't have to / didn't need to cook dinner.

Need can be a main or a modal verb. When it is a main verb, it is followed by to + base form. As a modal verb, it is commonly used in the question and negative form.

I need to buy a new mobile.

Do you need to buy a new mobile? Need you buy a new mobile?

She doesn't need to buy a new mobile. She needn't buy a new mobile.

I needed to buy a new mobile.

Did you need to buy a new mobile? Need you have bought a new mobile?

You didn't need to buy a new mobile. You needn't have bought a new mobile.

) can / could / may / might **Asking for permission**

• We use Can I..?, Could I..?, May I..?, Might I..? to ask for permission. Can/Could/May I play in the garden? Yes, you can/may. No, you can't.

can / could / may / will / would Making requests

• We use Can I ..?, Could I ..?, May I ..? to offer help and make requests.

Can/Could/May I cook something for you? Can/Could/May I make a phone call?

• We use Can / Could / Will / Would you..? to make polite requests and ask for a favour. Could and Would are more polite.

Can/Could/Will/Would you show me how this works?

) should / shouldn't

We use should/shouldn't + base form:

- to ask for and give advice. Should I talk to my parents about this?
- to express an opinion. She should join a gym.
- to make a suggestion. You should try the chocolate ice cream. It's fantastic!
- to express mild obligation. Students should not be late for class.

Hilly will hill the state of th

The verb **ought to** can be used instead of **should** in all the above cases.

He ought to study harder. You ought not to drink so many soft drinks.

) had better

We use **had better** + **base form** to give strong advice. It often expresses **threat** or **warning** and it's stronger than *should* / *ought to*. It refers to the present or future, not the past. Its negative form is **had better not**. In spoken English the short form is commonly used (I'd better, you'd better, etc.). You'd better inform your teacher that you're going to be late.

You'd better not come home so late again.

can / may / might / could Expressing possibility

- can / could / may / might + base form express possibility in the present or future.
 - It could/may/might take us hours to hike through the forest.

She can be very impatient sometimes.

- may not / might not + base form express the possibility that something will not happen in the present or future.
 - We may not / might not have time to go shopping today.

Making Deductions

- **must** + **base form** expresses certainty that something is true.
 - This juice is made with fresh fruit so it must be very healthy.
- can't + base form expresses belief that something is impossible.
- Jack isn't wearing a jacket so it can't be cold outside.

We use **will + base form** when we are absolutely sure about something and want to express certainty.

Ask to see Mrs Miles. She will tell you where to go.

Modal verbs + have + past participle

- We use may / might + have + past participle to express possibility in the past.
 - I may / might have seen the film, but I'm not sure.
- We use could + have + past participle to express possibility in the past which was not fulfilled.
 You were lucky. You could have been hurt.
- We use must + have + past participle to express certainty that something happened in the past.
 I must have left my wallet at home.

- We use can't/couldn't + have + past participle to express certainty that something didn't happen.
 You can't/couldn't have met their parents. They live in Canada.
- We use should or ought to + have + past participle:
 - to express regret about something that didn't happen in the past.
 - We should have come home earlier.
 - to criticise somebody's behaviour.
 You should have called me and let me know you weren't coming.
- We use shouldn't or ought not to + have + past participle:
 - to express regret about something that happened in the past.
 - I shouldn't have shouted at Larry today.
 - to criticise something somebody has done. Danny shouldn't have told you that. It was supposed to be a secret.
- We use needn't + have + past participle to express absence of necessity in the past (something wasn't necessary, but it was done).
- You needn't have brought anything. (= It wasn't necessary, but you did.)

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**

The people in this village are very polite.

Nouns that consist of two parts: **glasses, trousers**, **jeans, sunglasses**, **scissors**, etc. We use the expression **a pair of** to express quantity with these words. *I love jeans*.

You can get two pairs of sunglasses for the price of one at that shop today.

Words such as **family**, **team**, **group**, **audience**, **class**, **government**, **crew** are **collective** nouns and may take either a singular or a plural verb. *Jack's team has trained hard this season*.

Jack's team were all cheering after they won the match.

Uncountable nouns

Uncountable nouns are used only 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	baggage, furniture, money, luggage, etc.	

- With uncountable nouns which state food or liquid, we can use the following expressions to show quantity: bottle, cup, glass, can, slice, piece, loaf, carton, box, packet, kilo, 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.

My hair is longer than yours.	I was shocked when I realised that I have a few grey hairs .
How can you read in this room? There isn't enough light .	How come the street lights are not on yet?
This bottle is made of plastic, not glass .	My glasses broke the other day so I need to get new ones.
Look at those sunglasses! They're made of wood !	Don't go too far by yourselves. You might get lost in the woods .
She didn't get the job because she lacks experience .	I love listening to him narrating his experiences as a zookeeper.
Did you enjoy your time at university?	l've read this book three times . It's very good.
l don't eat chicken . I'm a vegetarian.	My grandpa has lots of chickens on his farm.
Spinach is a vegetable that is rich in iron .	My mum burnt her hand while using the iron .

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 is some information in this leaflet which you may find useful.

Would you like some ice in your juice? Could I have some biscuits?

 any + uncountable / plural countable nouns is used in questions and negative sentences.
 Is there any soup left?
 There aren't any children in the park.

no (= not any) + uncountable / plural countable nouns

is used in affirmative sentences to give a negative meaning.

There is no time to waste. = There isn't any time to waste.

 Any can be used in affirmative sentences to refer to sb/sth of a particular kind when it doesn't matter which.
 You can visit us any day next week.

many / much / a lot (of) / lots (of) / plenty (of)

· many + plural countable nouns

is used mainly in questions and in negative sentences.

How many students went on the trip?

Mark is new in town and doesn't have many friends.

much + uncountable nouns

is used mainly in questions and in negative sentences.

How much money do you need?

They don't have much furniture in the living room.

• 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 were a lot of athletes at the stadium.
- uncountable nouns and a singular verb.

 There's lots of pasta left, so let's not order.
 - Many and much are used in affirmative sentences with too, so, how, as.
 You're making too much noise!
 - Much is used with very as an adverb (or on its own in negative sentences).
 I like chocolate very much.
 Sally didn't eat (very) much today.

• A lot (of)/Lots (of)/Plenty (of) are quite informal, so in formal writing it is better to use many or a (large) number of with countable nouns and much or a great deal of with uncountable nouns.

Many / A large number of people have complained about the bad condition of the roads in the town centre.

The job requires a great deal of attention.

 A lot (of)/Lots (of)/Plenty (of) are not used with measurements of time or distance.
 They have lived in the village for many years.

a few / a little / few / little

- a few (= not many but enough) is used with plural nouns and a plural verb.
 There are a few more biscuits left. Does anyone want one?
- a little (= not much but enough) is used with uncountable nouns and a singular verb.
 I speak a little Spanish so I don't think I'll have a problem when I visit Spain.
- few (= not many and not enough) is used with plural nouns and a plural verb.
 Very few people attended the seminar.
- little (= not much and not enough) is used with uncountable nouns and a singular verb.
 I've got very little money, so I can't go on holiday with my friends.

hardly any

 hardly any is used with plural countable nouns and uncountable nouns and means very few and very little respectively.

There's hardly any food left! What am I going to eat?

- For emphasis we can use:
 - very, so, too + little / few
 There's very little traffic on the roads at this time of day.
 - only + a little / a few
 I've got only a few minutes to spare.
- Some, any, much, many, a little, a few, a lot, lots, plenty can also be used without nouns, as pronouns.

If you like, I can lend you some crime novels. I've got lots.

Module 7

) 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 + base form

If Julie had more time off work, she would visit her aunt in Australia.

You could enter the race if you trained hard.

- In Conditional Sentences Type 2 were is often used instead of was in the if-clause.
 If I were the mayor of our town, I would ban cars from the town centre.
- We use If I were you to express an opinion or to give advice.

If I were you, I wouldn't spend so much money on a mobile phone.

 When the if-clause comes before the main clause, the two clauses are separated by a comma.

) Conditional Sentences Type 3

if-clause	Main clause
If + Past Perfect	would/could/might + have + past participle

Conditional Sentences Type 3 are used:

• to talk about unreal or imaginary situations in the past.

If I had known you needed help with the garden, I would have come over to help.

- to express regret.
 If we hadn't taken the car to the city centre, we wouldn't have got stuck in traffic.
- to criticise somebody/something.
 If you had written down the directions, you might not have got lost.

Mixed Conditionals

Mixed conditionals do not follow the tense rules strictly; we can make combinations according to the context. This means the time in the if-clause can be different from the time in the main clause. Below are some common combinations.

Type 2 - Type 3	unreal present - past	If I lived in the city centre, I would have accepted the job offer.
Type 3 - Type 2	past - unreal present	If Mark had informed me about the trip earlier, I would be with him in Bali right now.

Unreal Past

Present or Future Reference:

Sometimes we use the Past Simple when referring to the present or future. This is called the **Unreal Past**.

- We use wish / if only + Past Simple to make a
 wish about a present or future situation which we
 would like to be different.
 - I wish you didn't live so far away. (= But you do.) I wish I had a job. (= But I don't.)
- We use wish / if only + could + base form to express regret about something we cannot do at present.
 - I wish I could drive.
 - I wish I could visit you more often.
- We use wish / if only + would + base form to express annoyance, irritation, dissatisfaction, and to make a wish concerning a present situation that is unlikely to change (the subject of would must be different from that of wish).

I wish / If only you would stop criticising me! I wish people wouldn't pollute nature!

In the Unreal Past we usually use **were** instead of **was**.

I wish I were taller.

Past Reference:

We use **wish** / **if only + Past Perfect Simple** to express regret about something that happened or didn't happen in the past.

I wish I had checked the weather forecast before our trip.

Module 8

Relative Clauses

Relative clauses are introduced by relative pronouns (who, whom, which, that, whose) and relative adverbs (where, when).

	Pronouns		Adverbs
PEOPLE	who/	PLACE	where
	whom/that	TIME	when
THINGS ANIMALS IDEAS	which/that		
POSSESSION	whose		

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.

That's the teacher who/that gave me the history book. The advertisement (which/that) I was telling you about is on your desk.

- Who, whom, 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.
- Whom is used in formal speech or after prepositions.
 - The woman (who/whom/that) I was talking to is my aunt.
 - The woman to whom I was talking is my aunt.
- In **formal language** prepositions appear at the beginning of the relative clause.
 - In **informal language** they appear at the end of the relative clause.
- The house **in** which the famous poet was born is a museum today.
- The house (which/that) the famous poet was born **in** is a museum today.

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. Diane Kent, who lives next door, is my best friend. My bedroom, which is on the top floor, isn't very big.

- Relative pronouns/adverbs cannot be omitted in non-defining relative clauses nor can we use that instead of who, which, etc.
- Prepositions usually appear at the beginning of non-defining relative clauses. In this case, only whom or which can be used after the preposition.
- Kelly, for whom I bought this present, recently graduated from university.
- Which may also refer to a whole sentence.
 My cousins put us up for the night, which was very nice of them.

to replace a etc. + subje Looking the

Participle Clauses The present participle

(base form + -ing) is used:

 to replace a time clause (when, while, after, etc. + subject + verb).
 Looking through the things in my drawer, I

came across some old photographs. (= While I was looking...)

 to replace a clause of reason (because, as, since + subject + verb).

Feeling extremely tired, I decided to rest under a tree. (= Because I felt...)

• to replace a relative clause in the Active Voice. The girl talking to Sarah is my sister. (=... who is talking...)

The past participle is used:

- instead of a subject + verb in the Passive Voice.
 Shocked by the tragedy, they didn't know what to say.
 (= They were shocked by the tragedy and didn't know...)
- to replace a relative clause in the Passive Voice.

 Clothes made in France and Italy are very elegant.

 (= Clothes which are made...)
- to replace a conditional sentence containing Passive Voice.

Stored in the fridge, the pudding will keep for up to one week. (= If it is stored in the fridge...)

- To form the negative of participles, we add not before the participles.
- Not wanting to miss the bus, they ran to the bus stop.

Not scared by the strange noise, he kept walking in the woods.

- If a participle is at the beginning of a sentence, its subject is the same as that of the main verb.
 - Crossing the road, I was nearly knocked down by a car.

But: Pushing the button, the lift moved up to the third floor. (This would mean that the lift pushed the button.)

 If the subject of the participle is different from the subject of the verb, it goes at the beginning of the sentence.
 Weather permitting, we may drive to the

Weather permitting, we may drive to the beach.

Module 9

Passive Voice

Use

We use the **Passive Voice** to emphasise the action rather than who or what is responsible for it.

Formation

The Passive Voice is formed with the verb **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.
 Graffiti was sprayed all over the town hall!
 (by someone who we do not know)

A lot of tea is drunk in England! (by people)

Verb forms in the Passive Voice					
Verb forms	Active Voice	Passive Voice			
Present Simple	They always offer food to the guests.	Food is always offered to the guests (by them).			
Present Progressive	They are installing solar panels.	Solar panels are being installed .			
Past Simple	We set up the school recycling programme last year.	The school recycling programme was set up (by us) last year.			
Past Progressive	The police were evacuating the building when the firefighters arrived.	The building was being evacuated by the police when the firefighters arrived.			
Present Perfect Simple	They have planted an apple tree in the garden.	An apple tree has been planted in the garden.			
Past Perfect Simple	The zookeeper had fed the lions before the school children arrived.	The lions had been fed by the zookeeper before the school children arrived.			
Future will	Dad will paint the kitchen next week.	The kitchen will be painted (by dad) next week.			
Future going to	They are going to ban all cars from the city centre next month.	All cars are going to be banned from the city centre next month.			
Future Perfect Simple	I will have done the housework by the time you get home.	All the housework will have been done by the time you get home.			
Modal Verbs	We must protect the world's rainforests.	The world's rainforests must be protected.			
Perfect Infinitive	We could have paid the electricity bill online.	The electricity bill could have been paid online.			

For a list of irregular verbs go to page 178.

 Some verbs (give, offer, send, etc.) usually take two objects in the Active Voice, the direct (thing) and the indirect (person):

They sent Dina a thank you card.

The Passive Voice can be formed in two ways: Dina was sent a thank you card. A thank you card was sent to Dina.

Verbs of perception (see, hear, watch, smell, feel, notice) are followed by a bare infinitive or an -ing form in the Active Voice, but in the Passive Voice they are followed by a full infinitive or an -ing form.

We saw a red car crash into a tree. \rightarrow A red car was seen to crash into a tree.

We heard a baby crying earlier. \rightarrow A baby was heard crying earlier.

- The verb make is followed by a bare infinitive in the Active Voice, but in the Passive Voice it is followed by a full infinitive.
- Our teacher made us tidy the classroom. → We were made to tidy the classroom.
- The verb let + bare infinitive changes to be
 allowed + full infinitive in the Passive Voice.
 My parents didn't let me stay up late when I was young. → I was not allowed to stay up late when I was young.
- The Present Infinitive in the Passive Voice is formed using to be + past participle.
 We need to buy a tent before the camping trip. → A tent needs to be bought before the camping trip.
- The -ing form in the Passive Voice is formed using being + past participle.

He hates people shouting at him. → He hates being shouted at.

Verbs such as know, believe, say, think, etc. are
often followed by a that-clause in the Active Voice
and can be used to make general statements.

The **Passive Voice** can be formed in two ways:

It + passive form of verb + that-clause

or subject + passive form of verb + to + have been + past participle

Police believe that he is dead. → It is believed that he is dead.

He is believed to be dead.

They say that the local factory dumped toxic waste into the lake. → It is said that toxic waste was dumped into the lake by the local factory.

Toxic waste is said to have been dumped into the

Toxic waste is said to have been dumped into the lake by the local factory.

 In the Passive Voice we often omit the relative pronoun + verb to be.

The chocolate cake which my mum made tasted delicious. → The chocolate cake (which was) made by my mum tasted delicious.

Infinitives

The **full infinitive** is used:

- to express purpose.
 I travelled to London to attend a conference on climate change.
- after it + be + adjective (it's nice, it was stupid, etc.)
 It was interesting to learn all about volcanoes in our geography lesson today.
- after the first/second/last/best, etc.
 My brother was the first person to go to university in our family.
- after certain adjectives: afraid, surprised, free, happy, ready, prepared, sorry.
 We were surprised to see Jane at the picnic.
- after too and enough.
 Tommy was too unwell to go to school yesterday.
 I'm not fit enough to run a marathon.
 There isn't enough sugar left to make a cake.
- after certain verbs (afford, agree, appear, decide, forget, hope, learn, manage, need, offer, plan, promise, refuse, seem, tend, want, would like, etc.)
 I promise to write back soon.
- after the objects of certain verbs (advise, allow, cause, expect, encourage, invite, order, persuade, teach, tell, etc.)
 His parents encouraged him to join the basketball
- after the verbs know, wonder, explain, ask, etc. + question word (how, what, when, where, etc. but not why.)

We should decide where to meet on Saturday.

- after certain nouns (pleasure, shock, chance, ability, etc.)
 She lacks the ability to understand how others are feeling.
- after some, any, no and their compounds.
 She doesn't have anyone to talk to about her problems.

The **bare infinitive** is used:

- after modal verbs (can, may, must, should, etc.).
 We must stop polluting the world's oceans with plastic.
- after the verbs let and make in the Active Voice.
 The school let us go home early on Tuesday.
 My mum made me eat all of my vegetables at lunchtime.
- after would rather and had better.
 I'd rather have chicken for dinner.
 You'd better save some money for the future.

We can use the verb **help** with a bare or full infinitive.

I often help my dad **wash** the car. I often help my dad **to wash** the car. Hillmulitilitilitilitilit

The **-ing** form is used:

- as a noun (subject or object of a verb).
 Running is great way of relieving stress.
- after the verb **go**, indicating physical activities.

 Tommy went **scuba diving** for the first time in Australia.
- after certain verbs (avoid, enjoy, finish, like, love, hate, imagine, keep, risk, spend (time), suggest, consider, admit etc.)

Ameera suggested **visiting** a museum.

- 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.)
 There's no point in calling the hotel. It's always fully booked this time of the year.
- after prepositions (for, about, without, etc.)
 She crossed the road without looking and was almost run over by a motorbike!

Verbs followed by full infinitive and *-ing* form

- Some verbs such as start, begin, continue, intend, etc. can be followed by either the full infinitive or the -ing form with no difference in meaning.
 The company began to manufacture / manufacturing cars in 1967.
- 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 feel tired, try **going** to bed earlier at night.

try + full infinitive = make an effort

I'll try **to find** that book on the shop's website and order it later.

remember + **-ing form** = remember something that has already happened

I remember **wanting** to be an astronaut when I was a kid!

remember + full infinitive = remember something before doing it

Did you remember to call Sally back?

forget + *-ing* **form** = forget something that has already happened

I'll never forget **seeing** a bear that day in the forest!

forget + full infinitive = forget something you are
supposed to do

I forgot to turn off the oven before I left home!

regret + -ing form = regret something that has already happened

James regretted **eating** so much junk food over the weekend.

regret + full infinitive = be sorry to do something We regret **to inform** customers that our shop is closing down at the end the month.

stop + *-ing* **form** = terminate an action and no longer do it after that time

Stop **throwing** things on the floor all the time!

stop + **full infinitive** = pause temporarily in order to do something else

We were out shopping and stopped **to grab** something to eat at that new pizza restaurant.

go on + -ing form = continue an activity without stopping

Even though we were all exhausted, we went on **walking** until we reached the lake.

go on + full infinitive = do something after completing something else *He always loved writing at school and went on to*

become a children's author when he grew up.

Module 10

Inversion

When some words or expressions (usually with a negative or a restrictive meaning) are at the beginning of a sentence, the main clause is formed like a question (the auxiliary is placed before the subject). This is called inversion and is used for emphasis.

Words and expressions	Examples
Never (before)	Never in my life had I felt so embarrassed.
Rarely / Seldom	Rarely/Seldom does he drive to the city centre.
Hardly (ever) when	Hardly had I returned home when I got a call from the office to go back.
Only (after/when/if)	Only when you see her will you realise how much she has changed.
	Only in an emergency should you dial 999.
Not only but also	Not only did I lock the door, but I also secured the windows.
Not (even) once	Not even once did she look in my direction.
Not until	Not until I saw him in person did I realise how tall he was.
On no account	On no account should you leave the office unlocked.
Under no circumstances	Under no circumstances would he accept my proposal.
By no means	By no means will they be allowed to continue working here.
In no way	In no way is he to blame for what happened.

- In the expressions Only (after/when/if) and Not until, we use inversion in the second part of the sentence (the main clause).
 Not until the teacher explained the activity did we understand it.
 Only after I called him did I realise how sad
- Inversion is used when the adverb Hardly refers to an action happening immediately after another, not when it refers to a noun. Hardly anyone handed in their project on time. (No inversion)
 - Hardly had I started doing my project when the phone rang. (Inversion)

All / Both / Neither / None / Either

he was.

- All is used for more than two people or things. It is used in affirmative sentences and takes a plural verb. Anna, Mary and Kate are going to attend a seminar. They are all very excited. / All of them are very excited.
- **Both** is used for two people, things, etc. It is used in affirmative sentences and takes a plural verb. *Bill and Ted are cousins. Both of them are in a team. / They are both in a team.*
- Neither is used for two people, things, etc. It is used in affirmative sentences and gives them a negative meaning.
 - When used with nouns, neither goes before singular countable nouns and takes a singular verb.

Neither shop sells bags.

- Neither of is used before plural countable nouns with a determiner (the, these, my, etc.) or before pronouns, and takes a singular or plural verb.
 Neither of the shops sells bags. (formal)
 Neither of the shops sell bags. (informal)
 Fahad and Salem want to go rock climbing.
 Neither of them has/have tried this activity before.
- **None** is used in affirmative sentences and gives them a negative meaning.
 - When **none** refers to an uncountable noun, it takes a singular verb.

None of the soup was eaten by the children.

 When **none** refers to plural countable nouns, it is used for more than two people, things, etc. and takes a singular or plural verb.

None of the sandwiches were eaten by the children.

None of the sandwiches was eaten by the children. (= not a single one)
All my friends love coffee. None of them likes/like tea.

- Either is used for two people, things, etc. It means one or the other (it doesn't matter which of the two).
 - When used with nouns, either goes before singular countable nouns and takes a singular verb

Either dress is appropriate for the occasion.

 Either of is used before plural countable nouns with a determiner (the, these, my, etc.) or before pronouns, and takes a singular verb.
 Does either of you want some ice cream?

Double conjunctions

Double conjunctions link two words or phrases in the same sentence.

- Both... and... is used when something is true for two people, things, etc. It always takes a plural verb
- Both my sister and my brother go to university.
- **Either... or...** is used when something is true for one of two people, things, etc.
- When the two subjects share the same verb, the verb usually agrees with the subject that is closest to it.
- Either my brother or my sister is going to come with me.
- Either my brother or my parents are going to come with me.
- Either... or... can also connect two clauses with different verbs.

Either she was too busy or she didn't want to come over.

• Neither... nor... is used when something is not true for two people, things, etc. The verb usually agrees with the subject that is closest to it.

Neither Eman nor Jazzi likes tennis.

Neither the sofa nor the coffee table is new.

Neither the sofa nor the curtains are new.

Neither Layla nor you have to cook. I'll do it.

Base form Past Simple Past Participle				
IRI	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 break	blew	blown	
	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 deal	cut dealt	cut	
	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 feel	fed felt	fed	
	fight	fought	felt 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 have	hung had	hung 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 let	lent let	lent 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 smelt/smelled	slept smelt/smelled
speak	spoke	spoken
speak	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





A. Before you read the text, think about what kind of information you would expect to find in a text about plastic recycling. Then read the text quickly and check your predictions.

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

PLASTIC RECYCLING: AN DUERUIEW

Since the mass production of plastics began in the 1950s, humankind has become increasingly dependent on them. Scientists estimate that there have been over 8.3 billion tonnes of plastics produced, of which 6.3 billion tonnes, or just over 75%, have become plastic waste. Only a tiny 9% of that has been recycled. If this trend continues, it is estimated that by 2050 there will be over 12 billion tonnes of waste plastic either in landfills or littering the natural environment. Furthermore, plastics are produced almost entirely from petrochemicals, which are found in fossil fuels. This means that their production consumes large amounts of natural resources and releases greenhouse gases into the environment. Consequently, the simplest way to address both these issues is to significantly increase the amount of plastics that are recycled.

Plastic recycling is the process by which different types of plastic materials are broken down and used to create fuel, energy, or new products. This process helps not only to reduce existing waste but also to conserve natural resources and energy. Generally speaking, it can be divided into three categories: chemical, energy and mechanical. Chemical recycling breaks down plastics to create products such as various oils, and energy recycling involves burning plastics to create electrical or thermal energy. By far the most widespread method of plastic recycling, however, is mechanical recycling. This process does not change the basic structure of the plastic itself, but instead remakes the plastic waste into new products. The possible uses for mechanically recycled plastics are vast and often surprising. Plastic from milk bottles and containers may be made into T-shirts or sleeping bags, or even into larger items such as playground equipment or picnic tables. Even high-performance running shoes are being made from recycled plastics.

In order for plastic to be recycled mechanically, it goes through a process. In the first stage, plastic items are separated from other types of material and transported to a specialised recycling centre. There, they are sorted again, and put into different categories according to the type of plastic they are made from. After this, the plastic items are shredded into tiny pieces or 'flakes'. Then they are sorted again, this time by weight and density, using flotation (when placed in water, heavier pieces sink while lighter pieces float). After this, the plastic flakes are washed to remove impurities such as leftover food and labels, then they are dried and

melted using a combination of heat and pressure. Once the plastic has been melted, it is pushed through small holes and made into long, thin pieces. These are then pressed into small plastic pellets, which are stored until they can be used to make new items.

Although mechanical recycling technologies have developed rapidly, the process is limited by the complexity of plastic as a material. Many plastic items contain additional chemicals that give them a specific colour or strength, or are made from a mixture of different types of plastics which melt at different temperatures and cannot be processed by all recycling plants. Contamination is another factor: recycling procedures often require households to know which items can be recycled in their area and how items should be separated and mistakes such as storing recyclable and other waste together can damage the quality of the plastic, making recycling and reuse more difficult. In fact, in some countries it is estimated that as little as 25% of all items given by households for recycling can actually be recycled. As a result, the future of plastic recycling lies in finding ways of more efficiently sorting and separating both different types of plastic and other waste, more effectively removing contaminants, and better educating the public on recycling procedures.

GLOSSARY

break down - to make sth into smaller parts

complexity - having a complicated nature

contamination - when sth comes into contact with other unwanted substances

impurities - dirt or other substances that are mixed with sth else

pellet - a small solid piece of sth

petrochemicals - chemical products produced from oil or gas

shred - to cut sth into very small pieces

sort - to put items of the same type together

Questions 1-5

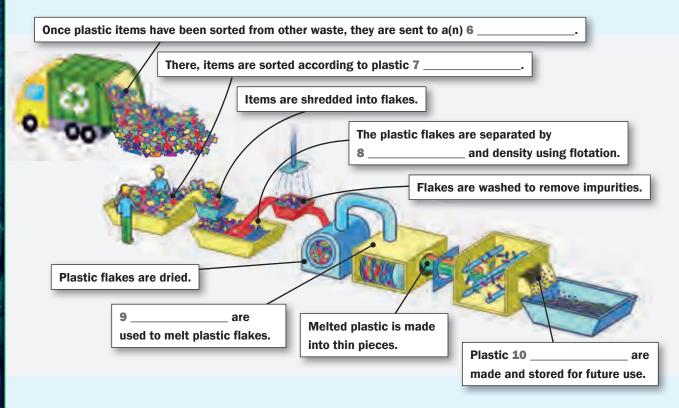
Choose NO MORE THAN THREE WORDS OR A NUMBER from the

text for each answer. Write your answers in the spaces provided.

- 1. How much of all plastic produced to date has ended up as rubbish?
- **2.** According to predictions, how much plastic waste will be left unrecycled in the near future?
- 3. Which natural resource is used to create plastics? ______
- 4. Which type of plastic recycling is most commonly used? _____
- 5. When plastic waste is made into new products using mechanical recycling, what remains the same?

Questions 6-10

Look at the diagram below. Write NO MORE THAN THREE WORDS from the text for each answer. Write your answers in the spaces provided.



Questions 11-13

Choose THREE letters, a-e. According to the last paragraph, which of the following are problems currently faced by the recycling industry?

- **a.** Recycling methods require many different types of chemicals.
- **b.** Different types of plastic have different properties.
- **c.** Individuals are not always aware of recycling procedures.
- **d.** Only a quarter of recycling programmes are successful.
- **e.** Damaged or contaminated plastic cannot always be recycled.

C. Read the text again and do the writing task below. Use the introductory sentence and the vocabulary in the box to help you.

According to the text, the goal of plastic recycling is to reduce waste and the environmental damage that it causes. Write a short paragraph suggesting other steps you think would be effective at achieving this goal.

Use information from the text, as well as your own ideas.

You can start as follows:

There are several steps people can take in order to reduce waste...

unnecessary purchases plastic packaging resuse items single-use plastics All Hills All Hills

Q. Pread the text quickly. Then choose the best title for the text, a, b or c.

a. HOW TO BECOME A SUCCESSFUL ENTREPRENEUR

b. A SHORT GUIDE TO ENTREPRENEURSHIP

c. ENTREPRENEURSHIP: A BRIEF HISTORY

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

The concept of entrepreneurship dates back to the sixteenth century when the word 'entrepreneur', borrowed from the French *entreprendre* (meaning 'to undertake' or 'to begin'), was used to refer to someone who started a new business.

Entrepreneurship can be defined as the identification, creation and use of new businesses or technologies in order to make a profit. For a long time, however, entrepreneurship was not considered economically important. This changed in the mid-twentieth century, when Austrian economist Joseph Schumpeter put forward the idea that entrepreneurs control the economy by delivering innovation and change.

Today, it is recognised that entrepreneurship benefits the whole economy. Firstly, it creates employment, which improves life for many people by reducing poverty and increasing the overall standard of living. Secondly, entrepreneurship allows for growth across many different industries, as success in one field often leads to different needs in other areas. A good example of this is how the success of entrepreneurial IT businesses in the late twentieth century led to the development of many 'support' industries, such as call centres and technical maintenance companies. This also leads to a need for training, creating demand in the field of education and producing workers with new skills.

While many entrepreneurs are small business owners, not all small business owners are entrepreneurs. An entrepreneur either creates or takes advantage of new concepts or technologies, and replaces old ideas with new ones to create a business model. From the start, therefore, the ideas behind an entrepreneurial business are new and untested, which means that the business involves some amount of risk. Entrepreneurs can never be sure if their idea will be successful with consumers. Most small business owners, on the other hand, follow recognised business models that are already known to be popular or successful - which means that there is much less financial risk involved.

Entrepreneurs can be successful in a wide variety of industries. In scientific fields like IT, entrepreneurs are often involved in the development of new technologies. In other industries such as entertainment and hospitality, entrepreneurs may identify needs which are not currently met. They then use existing ideas or technology in new ways to meet those needs. In manufacturing and retail, entrepreneurs may find new ways to improve a process and make it more efficient, or to make products more attractive to consumers. However, many of the most successful entrepreneurs work in areas that involve more than one industry. The development of smartphones, which combined communication with a variety of other services such as cameras and entertainment, is an excellent example of how entrepreneurs can use existing products from different industries to create something new.

The basic entrepreneurial process can be broken down into five steps: discovery, concept development, resourcing, actualisation and harvesting. The first step, discovery, happens when a business opportunity is recognised. After this, the entrepreneur will move on to concept development - developing their

idea by deciding on goals and creating a business model. Then, in the next stage, he or she will start to gather resources - find the materials, finance and employees that the business will need. Actualisation is the stage at which the entrepreneur launches and manages the business, and harvesting is the point in the process where the entrepreneur considers future growth and development and finds ways to meet business goals. Of course, these stages do not always happen in the same order, and some may take place at the same time.

GLOSSARY

business model - a plan for how a business will work

industry - an area of business

profit - money earned by an activity

retail - the shopping industry

risk - a possibility of a bad result

Complete the summary below. Choose NO MORE THAN TWO WORDS from the text for each answer. Write your answers in the spaces provided.

Questions 6-7

Choose the correct letter, a, b, c or d.

- **6.** What can make a small business owner an entrepreneur?
 - a. following a recognised business model
 - **b.** using the latest technology in their field
 - c. basing a business on new and untested ideas
 - **d.** knowing the idea will be successful with consumers
- **7.** Which of the following **IS NOT** mentioned as a way that entrepreneurs can be successful?
 - a. creating new technology
 - b. making an existing process better
 - c. involving consumers in development
 - d. combining ideas from different industries

Questions 8-12

Look at the diagram on the right. Match the activities A-E to the stages 8-12. Write your answers in the spaces provided.

- A. hiring members of staff
- B. expanding the business
- C. recognising a business opportunity
- **D.** designing a business plan for a company
- **E.** starting to run the business

HARVESTING

12 _____ entrepreneurship

ACTUALISATION

RESOURCING

10

IDEAS

Success

DISCOVERY

Creativity

C. Read the text again and do the writing task below.

Look at the diagram and then research an entrepreneur to find out what they did at each stage of the entrepreneurial process. Use the information to create an infographic.

A STATE OF THE PARTY OF THE PAR

R. Read the text quickly. Then choose the sentence that best summarises it.

This text is about...

- a. how nanomedicine is being applied today.
- **b.** the development of nanobots for use in healthcare.
- c. various ways medicine can benefit from nanotechnology.
- d. why nanotechnology should be the main focus of modern medicine.
- B. Read the text again and answer the questions that follow.



nanomedicine

Healthcare at the microscopic level

The nano level, a size scale of between 1-100 nanometres (nm), is where most biological processes take place. A nanometre is one-billionth of a metre; to make this clearer, a piece of paper has a thickness of around 100,000 nanometres. Many cells of the human body fall within the nano level size range; average-sized viruses, for example, measure around 100 nm. As a result, nanomedicine, the ability to administer healthcare at the nano level, would have huge significance. It would allow for more targeted treatment of many diseases, the development of less invasive medical procedures, and improvements to a variety of existing medical treatments. In many areas of healthcare, the ability to make adjustments to the human body on a minute scale could be a powerful tool in the fight against disease.

Diseases are often caused by issues at a cellular level, but current treatments are typically systemic, which means that, for example, medicine is administered through the blood stream, affecting the body as a whole and reaching all cells, both healthy and damaged. This method limits the amount of treatment which reaches the targeted area, while also causing side effects for the patient. With nanotechnology, nanoparticles could be used to administer treatment — whether that takes the form of medicine, heat, light, or any other substance — at a cellular level instead. This method would target specific cells with precision and accuracy, and deliver treatment in high doses where required while leaving healthy cells in the surrounding area unaffected. This could be particularly effective for the treatment of tumours and cancers, but could also be used to treat infection, diagnose numerous diseases in the early stages, and even remove signs of cell ageing.

Public understanding of nanotechnology in medicine often revolves around the idea of microscopic robots, able to enter the human body to explore, carry out repairs, and respond independently to conditions. Current levels of technology are not yet capable of creating 'smart' nanobots of this type. However, many first steps have been taken, and researchers have developed prototype robots that can carry out some limited tasks — although it may be a while before they can be used safely in human medicine. This is an area that attracts a great deal of research — and the science-fiction sounding possibilities could, one day, be a reality. There are considerable efforts to create nanobots that are able to sense the conditions in their surrounding environment and collect data. What's more, in an effort to create nanobots

that move independently, other studies are looking to nature to mimic natural movements of 'swimming', 'crawling', or 'walking'. It is not impossible that these devices could one day have Al capabilities and be able to travel the body freely, identifying problems and entering cells to carry out repairs at the source.

Nanotechnology is a relatively new field, and the human body is a complex organism, with natural defence systems that are designed to protect it from outside interference, often by removing, trapping or destroying any unfamiliar objects that enter it. Creating nanodevices capable of both navigating the environmental conditions inside the body and passing through the body's defence systems without triggering them presents quite a challenge. To complicate matters further, these devices would have to have the ability to either act independently or respond to instructions from outside the body. Safety is another issue; it is not yet known whether nanoparticles have any long-term toxic effects on human health, especially if they are designed to be absorbed by the body once they have carried out their task. While the possibilities opened up by nanotechnology are almost endless, a great deal of research is still required. In its current state, the application of nanotechnology is limited, with its full potential not yet unlocked.

GLOSSARY

administer - to give or deliver sth

cancer - a disease that occurs when cells develop uncontrollably and in a manner that is not normal

cellular - relating to the cells in the body

defence system - a system of the body that protects it from harm

dose - an amount

invasive - carried out by cutting into the body, e.g. surgery

microscopic - so small as to only be seen using a microscope

minute - very small

nanobot – a tiny robot that operates on the nano scale

organism - a living thing

side effect - a negative or harmful reaction to a medicine

systemic - affecting the entire body, not just a part of it

targeted - directed specifically at sth

trigger - to activate, to make sth start working

tumour - a group of diseased cells

Choose a heading for each paragraph in the text. Write the correct letter A-E in the boxes 1-4 provided in the text. There is one heading that you do not need to use.

List of headings

- **A.** The challenges ahead
- **B.** What is the nano scale?
- **C.** Targeting the source
- **D.** Long-term effects of nanotech
- E. A futuristic vision



Questions 5-8

Complete the notes below. Choose NO MORE THAN TWO WORDS OR A NUMBER from the text for each answer. Write your answers in the spaces provided.

- The nano scale refers to a size level existing below 5 ____
- The ability to work on the nano scale would be very beneficial for healthcare. Many cells exist on the nano scale including, for example, many 6 ___
- Nanomedicine would allow targeted treatment of disease. The opposite of targeted medicine is systemic treatment. This often leads to 7 _____ effectiveness.
- If treatment is targeted, 8 _____ are not affected by it.

Questions 9-13

Choose the correct ending for each sentence. Write the correct letter, a-f in boxes 9-13. The first one has been done for you. There is one ending that you do not need to use.

- **9.** Many people wrongly believe
- e**10.** The natural world
- **11.** The design of the human body
- **12.** The design of nanobots
- 13. After treatment has been carried out,

- **a.** can provide inspiration for how nanobots move.
- **b.** needs to allow them to move through different environments.
- **c.** thought to have a possible toxic effect on the human body.
- d. nanodevices may be absorbed into the body.
- e. nanobots are currently able to diagnose and repair independently.
- f. makes it difficult for nanobots to move around.

[. Properties of the text again and do the writing task below. Use the introductory sentence and the vocabulary in the box to help you.

> Look at the following medical procedures, choose one and explain how nanotechnology could be used to improve it. Use information from the text and your own ideas to give examples and provide details.





You can start as follows:

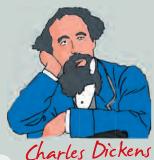
Nanotechnology could significantly improve the procedure of...

at the nano level precision safety improved results unaffected

Hills

R. You are going to read a text about a book written by a well-known 19th-century English writer named Charles Dickens. Before you read it, think of what kind of information you would expect to find in a text such as this. Then read the text quickly and see if the type of information you came up with features in the text.

B. Pread the text again and answer the questions that follow.



Education in Hard Times

Now, what I want is Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning beings upon Facts: nothing else will ever be of any service to them.

- The opening lines of *Hard Times*, a novel written by Charles Dickens in 1854, often come up in discussions about the purpose of education. The novel features an educational system known as utilitarian education an ideology based around teaching facts rather than encouraging the use of imagination or critical thinking, and placing great importance on a child being capable of reciting information from a textbook, regardless of whether he or she actually understands it. Dickens presents a strong criticism of this philosophy, and shows the effect it has on the children who are part of such a system, and consequently on society as a whole.
- The novel was written during the Victorian period, a time when England's educational system was going through a series of reforms. While previously only the children of the rich received an education, during this time many schools were set up by the state for children from poorer families. For the first time, all children were required by law to attend school. However, while the private schools that wealthy children attended offered a balanced education

including studying the history and languages of the ancient world alongside opportunities to play sports, poorer children faced overcrowded classrooms and a system that centred around teaching them to memorise and repeat lists and facts.

- The story is set in a fictional town in the industrial North and follows Thomas Gradgrind, a headteacher whose strongly held belief in the importance of teaching facts is presented so clearly in the novel's opening lines. Gradgrind is a man entirely without imagination, and his children, Louisa and Tom, are taught to place value only on factual information, and to avoid any activity that might stimulate their imaginations. As the children grow up, it becomes clear that this approach to life has made them into dissatisfied individuals, incapable of using good judgement and finding personal fulfilment. As adults, Louisa is confused and unhappy, and Tom ends up a criminal an ironic twist, as those in favour of a utilitarian education argue that children who receive it are less likely to get into trouble with the law.
- Hard Times can be considered a satire, using humour to reveal Dickens' criticism of the education system during his time. Thomas Gradgrind is a clear caricature, shown by his manner and the way he looks to represent the philosophy that he teaches. His words are factual and boring, and his appearance is described in dry, mathematical terms; he has a 'square coat, square legs, square shoulders'. In a similar way, the utilitarian system shown in the novel is an exaggeration which shows an extreme version of reality; in the novel, children are numbers rather than individual people, and the system not only encourages learning facts but actively discourages or even forbids anything that involves imagination even activities such as reading fiction.
- At the heart of the novel is the struggle between the natural instincts of a child who wants to discover and explore the world through the use of imagination and a system committed to preventing creative thinking. The unhappy lives of the novel's main characters show that an education system based only on facts may feed the mind but does not build character. For children to grow into well-balanced individuals who are capable of good judgement and can contribute to society, both facts and imagination are needed. Children need to be given the freedom and opportunity to explore their natural curiosity, process information creatively and get in touch with their emotions. Gradgrind eventually sees the error of utilitarianism and finally understands the value of developing imagination, and this is the lesson that readers are left with at the end.

GLOSSARY

caricature - a description of a person in which certain features or traits are exaggerated to make him/her seem foolish

error - mistake

exaggeration - the act of making sth appear more or less remarkable, or greater, smaller, etc., than the reality

ideology - a series of beliefs

instinct - natural behaviour

ironic - being very different to that which was thought likely to happen

recite - to repeat information aloud and from memory

reform - a change made by law

satire - a written piece of work which aims to criticise using exaggeration or humour

utilitarian - sth that is practical, effective and realistic

Victorian period - the time from 1837 to 1901, when the Queen of Great Britain was Queen Victoria

Choose the correct letter, a, b, c or d.

- 1. What is the best description of a utilitarian education system?
 - a. Critical thinking and imagination are encouraged.
 - **b.** Students are trained to fulfil specific roles in society.
 - **c.** Children are encouraged to study different philosophies.
 - **d.** Focus is placed on learning information from a textbook.
- **2.** Which of the following is **NOT TRUE** of education during England's Victorian period?
 - **a.** Poorer children were able to access schooling.
 - **b.** Education became compulsory for all children.
 - c. Children from rich families attended private schools.
 - **d.** All forms of schooling focused on a balanced education.
- **3.** What does the example of the Gradgrind children illustrate about children who grow up in a utilitarian system?
 - **a.** They start to act like adults from a young age.
 - **b.** They are less likely to get in trouble with the law.
 - **c.** They struggle to develop good judgement and find happiness.
 - **d.** They may be confused initially but they benefit from it in the end.

Questions 4-8

Choose NO MORE THAN ONE WORD from the text for each answer. Write your answers in the spaces provided.

4	As a satire, <i>Hard Times</i> presents a cri	iticism of the Victorian
	education system through the use of	f

5 .	. The education system in <i>Hard Times</i> is a(n)		
	because it is more extreme		
	than the real education system at the time.		

- **6.** Dickens presents Thomas Gradgrind as an amusing caricature by describing his ______ as square and mathematical.
- **7.** Dickens uses the novel to show that utilitarianism goes against a child's ______ to explore
- **8.** By the end of the novel, the main character comes to realise that imagination also has

Ouestions 9-13

In which paragraph is the following information contained? Write the correct letter A-E in boxes 9-13.

- **9.** a description of the whole plot of the novel
- 10. an activity considered to be imaginative
- the idea that memorising something is not the same as understanding it
- 12. a character changing his/her attitude
- 13. an example of irony in the plot

C. Read the text again and do the writing task below. Use the introductory sentence and the vocabulary in the box to help you.

The novel sends a message about the importance of developing children's imagination and creativity. Write a short paragraph suggesting ways you think teachers can encourage this in school.

You can start as follows:

There are many ways that teachers can encourage children to be more imaginative and creative...

independent thinking creative arts questions testing and exams extracurricular activities



A STATE

Read the text quickly. Then choose the best title for the text, a, b or c.

a. Carnivorous Plants and Their Digestive Systems

b. The Trapping Mechanisms of Carnivorous Plants

c. The Process of Photosynthesis in Carnivorous Plants



Plants take energy from photosynthesis, a process that allows them to create food using sunlight, carbon dioxide and water. However, inhospitable conditions may mean that plants are unable to obtain enough nutrients using photosynthesis alone. In areas where soil quality is poor, for example, particularly if the soil lacks key nutrients such as nitrogen and phosphorus, plants have adapted to become carnivorous, taking in the nutrients they lack after photosynthesis from insects and other creatures. There are over 600 known species of carnivorous plants, and each type uses an adapted leaf to form a 'trap' to catch prey. These leaf traps exist in a variety of forms but fall into five main categories.

One of the most common types of traps is the **pitfall trap**. In this trap, the leaf is shaped like a long, narrow cup (although in some plant species the trap consists of several leaves that create a bowl-like structure). The lip of the cup produces nectar, a sugary liquid which is used to attract insects. When an insect tries to feed on the nectar, it slips on the smooth surface of the cup and falls into the bottom of the trap, which is filled with fluid. Hairs on the inside part of the walls prevent it from climbing back out again — and it drowns. It is then digested by enzymes or bacteria inside the trap, and the plant absorbs the nutrients through the base of the cup.

The simplest type of trap is perhaps the **flypaper trap**. This trap is formed from leaves covered with tiny hairs that are covered in a sticky fluid. Light shines off this fluid, and this attracts insects. When an insect flies too close or lands on the plant, the sticky substance covering the leaves functions as a glue, preventing it from escaping. Eventually, this covers the insect, suffocating it. In some cases, these flypaper traps also fold up, rolling over and around the insect so that it becomes wrapped inside the leaf to be digested and absorbed.

The most well-known trap is probably the **snap trap**. This is a motile trap, and is a feature of carnivorous plants such as the Venus flytrap. On this plant, the trap contains six tiny hairs which are triggered by touch. Each time a hair is triggered — for example, by an insect landing on the leaf — an electrical signal is created. If this happens twice within twenty seconds, the trap is activated, and water rushes out of the cells at the hinge resulting in the two sides of the trap snapping shut and trapping the insect inside. The edges of the trap lock together, and the plant begins to digest its prey.

The **bladder trap** is another type of motile trap. This is found on plants that live in water or in soil with a high water content. Here, the leaf forms an oval-shaped container with a door at one end. Inside the trap, water pressure is lower than it is outside. Similar to the snap trap, the bladder trap has hairs at the end which are triggered when they come into contact with prey. In this case, they cause the door of the trap to open, and the pressure difference between the inside and the outside creates a partial vacuum. This means that water is pulled in through the door at high speed, carrying the prey with it.

Another particularly clever trapping mechanism is the **lobster-pot trap**. This is commonly found in corkscrew plants, so called because they have a type of leaf which is twisted like a corkscrew. These leaves grow down into the soil, where rather than attracting larger insects, they instead attract tiny organisms that live below ground. The lobster-pot trap has several tiny openings along its length, and it produces a chemical substance to attract prey. Once the prey enters the trap, it cannot leave. Inside, the walls are covered with hairs that point in the same direction — inward, deeper into the trap. The prey is guided through the trap until it reaches a central chamber, where it is digested.

GLOSSARY

bacteria - microorganisms that exist in the natural environment, some of which can cause disease

carnivorous - eating meat corkscrew - a twisted piece of metal used to remove the cork or protective top found at the opening of certain bottles

digest - to break down food so that it can be absorbed

enzyme - a chemical substance **hinge** - the fold found between two connected parts that enable them to open and close

lip - the outer part/edge of a trap

motile - able to move independently

snap - to close unexpectedly and often with force

sticky - having characteristics that make it attach to other objects

suffocate - to cause sth to die from lack of oxygen

trigger - to activate sth, to make sth start to happen

vacuum - a space in which pressure is lower than normal and which pulls substances in

Do the statements on the right agree with the information given in the text?

In boxes **1-4**, 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.** In some environments, carnivorous plants are the only ones that can survive.
- **2.** Carnivorous plants both consume insects and use photosynthesis.
- **3.** The leaves of carnivorous plants are made of a different substance to those of other plants.
- **4.** There are five different kinds of plants that rely on leaf traps to catch prey.

Questions 5-13

Look at the diagrams below. Write NO MORE THAN TWO WORDS from the text for each answer. Write your answers in the spaces provided.

Carnivorous Plants

The insect is lured in by 5 _____ on the lip of the trap.

The insect falls down the slippery walls of the trap and into the 6 _____ at the bottom.

Enzymes or bacteria digest the insect.



Flypaper trap

The leaf is covered in hairs which are coated in a sticky substance.

When an insect lands, this substance acts like a(n)
7 ______, preventing it from escaping.



Snap trap

Six sensory hairs inside the trap act as a trigger mechanism.

An insect lands on the trap, touching the hairs, which creates a(n) 8 _____

Cells in the hinge of the trap lose 9 ____ causing the trap to snap shut.



Bladder trap

lower inside the trap than outside.

When the door to the trap opens, a(n) 11 _____ is created, which sucks in both water and prey.

Lobster-pot trap

12 _____ along the leaf allow the prey to go inside the trap.

Hairs on the inside point

13 _____ and guide
the prey deeper into the trap.

The prey eventually reaches a central point, where it is digested.



C. Read the text again and do the writing task below. Use the introductory sentence and the vocabulary in the box to help you.

Write a short paragraph in which you describe how the Venus flytrap catches its prey, explaining how this trapping method is different from or similar to those used by other plants.

Use information from the text and the diagram to provide details.

You can start as follows:

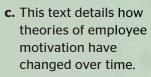
The Venus flytrap is a carnivorous plant which uses...

adapted leaf	trigger	cells
trap prey	electrical signal	lock
touch hairs	activate	digest

BILLINES STUDIES

A. 🚰 Quickly read the text below and then choose the sentence which best summarises the text's purpose.

- a. This text outlines different theories of employee motivation.
- **b.** This text provides managers with instructions for motivating their employees.
- c. This text details how theories of employee motivation have changed over time.





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

Employee motivation

Motivation can be described as the forces that cause a person to take action of some sort. In the business world, the level of motivation of a company's employees can be an important factor in determining success. This is because motivated employees are more productive: they are more committed to their jobs, work harder, and show greater levels of energy and creativity. Employees can be motivated by external factors, such as

the prospect of receiving a pay rise, or by internal factors, such as a desire to prove their worth. When studying motivation, researchers typically examine the needs and desires that motivate a person's behaviour (needs-based theories), and the cognitive processes which result in motivation (process-based theories). Managers can then use these theories to come up with strategies for best motivating their employees.

ERG theory states that there are three basic human needs which motivate behaviour. These are existence, relatedness and growth (ERG). Existence needs are basic needs, such as food, clothing and shelter. Relatedness refers to a person's need for social interaction, and growth needs concern a person's desire for personal development and achievement. Each person has their own combination of these needs. According to ERG theory, managers can motivate employees by ensuring that these three categories of needs are met. This involves, for example, providing employees with sufficient income to cover their basic existence needs, creating a healthy working environment that allows for positive interactions with others to cover relatedness needs, and ensuring that there is career development to meet employees' growth needs.

Acquired Needs theory states that an individual's needs change over time as they develop and are influenced by different experiences. It puts needs into three categories: achievement, power and affiliation. For each person, one of these needs will, according to the theory, be more dominant than the others. For example, people with a strong achievement motivator are driven to meet goals and may be more willing to take risks to do so. Individuals with a dominant power motivator enjoy competition and need to feel that they have power over themselves as well as over others. Employees with a strong affiliation motivator prefer to work with others as part of a group and avoid competition and risk. This theory can help managers identify each employee's dominant motivator, and this will allow them to judge which tasks, feedback and rewards will be best suited and most effective for the individual.

Expectancy theory, like other theories that focus on process, says that motivation is a conscious cognitive process. An employee is motivated to work hard if they believe that their work will be recognised, and that they will receive rewards which satisfy their personal goals. Expectancy theory states that an employee's choices are based on three factors: expectancy, instrumentality and valence. Expectancy refers to the degree to which the employee believes their effort will meet performance goals. Instrumentality is the belief that meeting a performance goal will result in a reward, and valence refers to how highly the employee values the reward. According to this theory, managers can improve employee motivation by clearly linking performance and reward, so that employees can feel confident that their expectations will be met.

Equity theory states that employees are motivated by the belief that they are being treated fairly. According to equity theory, employees analyse their input (what they put into their job, such as hard work, loyalty, etc.) and consider it in relation to their output (what they get out of it, for example salary, recognition, etc.). They then compare their situation to that of other employees or to their experiences in previous positions. If an employee feels that there is a balance between input and output, then motivation increases. If, however, the output is considered unfair, it decreases. Managers can apply equity theory by providing equal pay for equal work, and by ensuring fair rewards and workplace conditions.

GLOSSARY

affiliation - the state of sharing a connection or a strong bond with a person or group of people

cognitive - related to thinking conscious - aware of what is

happening

dominant - strongest or most noticeable

equity - the act of viewing everyone in a company, in society, etc. as being equal to one another and with nobody being treated unjustly

external factors - situations that are outside an individual's control

internal factors - situations that the individual can control

motivator - sth that serves as a source of inspiration or encourages sb to do sth

valence - the degree to which an employee values a reward received in the workplace, such as a pay rise

Do the following statements agree with the information given in the text?

In boxes	1-5,	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. Motivated employees are more likely to be promoted.
- **2.** A need to prove oneself to others is driven by internal factors.
- **3.** Theories of motivation focus on how motivation is acquired rather than on specific needs.
- **4.** Theories of motivation can help managers motivate their employees more effectively.
- **5.** When it comes to employee motivation, businesses have more control over external factors than internal factors.

Questions 6-13

Complete the table below. Write NO MORE THAN TWO WORDS from the text for each answer. Write your answers in the spaces provided.

	THEORY	FOCUS	MANAGEMENT STRATEGIES
Needs-based	ERG	basic human needs relate to existence, relatedness and growth	 ensure employees receive enough 6 provide healthy work environment allow for 7
theories	Acquired Needs	Three categories of needs: achievement, power and 8	recognise the 9 for each employee create personalised tasks, feedback and rewards
Process- based	Expectancy	employees make 10 based on expectancy, instrumentality and valence	link performance with 11 to ensure employee expectations are met
theories	Equity	motivation is caused by a(n) 12 of input and output	equal 13 for equal work standardised rewards and working conditions



C. Read the text again and do the writing task below.

Use the introductory sentence and the vocabulary in the box to help you.

Write a short paragraph in which you say which theory of motivation you think is best and why.

Use information from the text as well as your own opinion to provide details and give examples.

You can start as follows:

I believe that the best theory of motivation is...

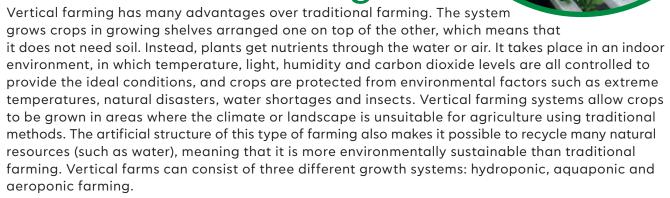
basic needs
personal desires
compete with others
treat people as individuals
realistic expectations
unfair advantage
fairness
pay

Hillering

R. Pread the text quickly. Then choose which of the sentences below best describes the text's purpose.

- **a.** This text details the different steps involved in setting up a successful vertical farm.
- **b.** This text outlines vertical farming and describes different vertical farming methods.
- **c.** This text compares and contrasts vertical faming with traditional agricultural techniques.
- B. Read the text again and answer the questions that follow.

Vertical farming



The first of these, **hydroponic** farming, uses water to supply crops with nutrients. Plants are set in growing trays filled with small, rounded stones or brick chips which support the roots. Then, the trays are filled with water that has been enriched with plant food and are placed under LED lights. Vertical hydroponic farms take up very little space compared with traditional agriculture, which makes them ideal for urban environments. Using hydroponic farming, cities can be provided with food that is grown locally – meaning less pollution and fewer costs from shipping and transport. However, a hydroponic system uses large amounts of electricity, and not all crops can be grown in this way, as it is only possible to produce those which are able to grow with their roots constantly in water.

Aquaponics is a system which combines hydroponic farming with aquaculture, which is the breeding of fish in tanks. In an aquaponic system, the fish supply the plants with the nutrients they need to grow, and the plants supply the fish with fresh water. The water from the fish tank is passed through a filter, where bacteria turn the natural waste that the fish create into nitrates – essential plant nutrients. This water is then carried to the roots of the plants as in a hydroponic system. As the plants absorb the nutrients from the water, they purify it, allowing it to be recycled back into the fish tank. One advantage of aquaponics is that it produces both plants and fish. Additionally, there is no need to buy chemicals or plant food, which means the system is completely organic. However, of all the vertical farming methods, aquaponics uses the most electricity, and it also requires extra space for fish tanks.

In an **aeroponic** system, plants hang in the air and their roots are sprayed with nutrient-enriched water. These systems sometimes use LED lights, but more usually rely on light from the sun. Of all the vertical farming systems, aeroponics produces the most crops. This is because plant roots are open to the air and can absorb nutrients quickly. A greater variety of crops can grow with aeroponics than with hydroponics, and the system uses very little water – which makes it an ideal choice for use in dry environments. However, this system is expensive and difficult to maintain, and is very sensitive; it requires electricity to run, and even a short power cut can quickly destroy an entire crop.

GLOSSARY

absorb - to slowly take inside

bacteria - small organisms

breed - to keep animals in a controlled environment so that they produce young

brick chips - small pieces of clay that have been broken down from larger pieces which are used in construction

crops - plants grown for food

enrich - to make sth more beneficial by adding sth to it

growing tray - a flat container with raised edges in which plants are grown

nutrients - substances that plants need to grow

purify - to clean sth

roots - the part of a plant that collects food and water from below the ground

vertical - used to describe sth that stands upright or is built upwards as opposed to outwards

Complete the sentences below. Use NO MORE THAN TWO WORDS from the text for each answer. Write your answers in the spaces provided.

1. In vertical farming, ______ is not used and crops receive nutrients from the air or water instead.

2. By growing crops in a(n) ______, farmers are able to control the conditions in which they grow.

3. Vertical farming allows crops to be grown in environments which make ______ of agriculture difficult.

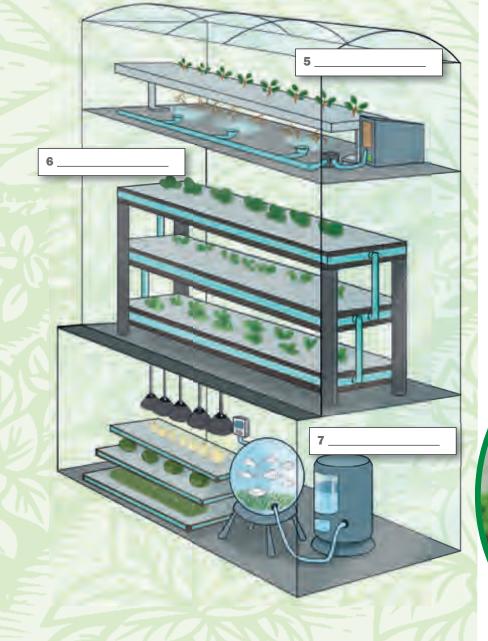
4. A further benefit of vertical farming is that it allows ______ to be reused.

Questions 5-7

Look at the diagram below and label each section with the correct type of vertical farming.

hydroponics aquaponics aeroponics

VERTICAL FARMING



Questions 8-12

Look at the statements 8-12. Match each statement to the correct vertical farming system A-C. For some statements, there may be more than one answer.

- A. hydroponics
- **B.** aquaponics
- C. aeroponics

This system...

- **8.** is heavily dependent on a constant power supply.
- **9.** requires the farmer to add plant food to the system.
- **10.** uses the most resources.
- **11.** is a solution to farming in dry climates.
- **12.** combines elements from another system.

C. Read the text again and do the writing task below. Use the introductory sentence and the vocabulary in the box to help you.

Write a short paragraph in which you state which vertical farming technique you think would be best suited to Qatar.

Use information from the text to explain your choice and give reasons and examples.

You can start as follows:

I think that the type of vertical farming best suited to Qatar is...

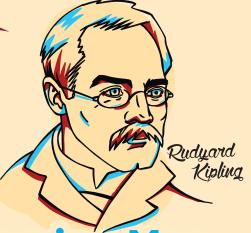
desert environment natural resources variety of crops environmentally friendly



NI S

A. Cook at the poem on the next page. Read through it without looking at the notes and say what you think it is about. Then read through the text quickly and check your answers.

B. Now read the text again and answer the questions that follow.



L Keep Six Honest Serving Men

Rudyard Kipling was possibly one of the best-known English writers of children's literature. He was born in India in 1865, and his writing was heavily influenced by his time there and his love of that country. He won a Nobel Prize in Literature in 1907 and wrote many works, including a great deal of poetry. One of these is the poem 'I Keep Six Honest Serving Men', which was published in 1902. It was originally part of the *Just So Stories* – a collection of children's short stories that Kipling told to his young daughter, Josephine. The poem was included at the end of a story called 'The Elephant's Child' but, despite being part of a children's book, it carries a serious message. It shows how easy it is for the adult mind to become immersed in the daily routine of everyday tasks and to stop trying to learn and acquire knowledge, and it compares the adult mind to that of a curious child.

Kipling communicates this message through the use of figurative language – particularly through a form of symbolism known as personification, a technique in which an object or idea is given a human quality or value, or the ability to act like a human. The 'serving-men' mentioned in the first line of the poem are personifications of the question words that they are named after in the following lines, and their actions – whether they are working or resting – represent the actions of a questioning mind. The first stanza of the poem follows an alternate rhyme scheme, in which the first and third lines, and the second and fourth lines rhyme – and this pattern is then repeated in the second half of the stanza. The pattern of this rhyme scheme is shown as ABABCDCD. The strong rhythm, along with the simple word choice, means that the message of the poem is communicated clearly, without losing the reader's attention.

In the second stanza, the rhyming pattern changes dramatically. The first and fifth lines of this stanza have no rhyme, while the second, fourth and seventh lines repeat the A rhyme from the first stanza and the third line repeats the C rhyme. At the end of the sixth line, a new rhyme is introduced which is repeated in the eighth line. As a result, the pattern for this stanza is represented as EACAFGAG. This change in the rhyme scheme alters the rhythm of the poem between the stanzas, making the pace of the second seem slower. In the second stanza, Kipling makes it clear that the questioning mind of an adult rests during the daily routine from nine till five (the typical working hours for many people) and during mealtimes. He uses humour in the explanation for this – that the serving-men get hungry too – to show how easy it is for the adult mind to find excuses to fall into laziness. Kipling is suggesting that adults become self-satisfied – without much of a thirst for knowledge, and they therefore put their

curiosity to rest and do not question or challenge new information, or think about their actions or the events of the world around them.

Towards the end of the second stanza, the poet refers to 'a person small'. This is usually considered to be a reference to Kipling's daughter, Josephine. In contrast to the poet's six, she has 'ten million serving-men', / 'who get no rest at all'. The symbolism continues into the third stanza, as her serving-men are constantly being sent abroad as she continually asks questions and seeks understanding of the world around her. The last stanza stands out from the previous ones as the pattern of the rhyme returns to an alternate rhyme scheme (HIHI), increasing the pace of the poem. It is also considerably shorter than the previous stanzas, with four lines rather than eight, and this contrast gives the conclusion of the poem a strong impact. The upbeat ending of the poem shows appreciation for childish curiosity, and reminds us all of the value of connecting with our inner child to maintain our interest in learning and acquiring knowledge.

GLOSSARY

alternate - taking place or happening one after the other, which is then repeated

curious - wishing to expand your knowledge and discover more about sb/sth

figurative language - a way of writing in which words take on different meanings from their usual ones

rhyme scheme - the pattern of how different lines in a poem rhyme with each other

stanza - a verse in a poem

Complete the summary below. Choose NO MORE THAN TWO WORDS OR A NUMBER from the text for each answer. Write your answers in the spaces provided.

'I Keep Six Honest Serving Men' is a poem written by Rudyard Kipling. It was published in 1		
and formed part of a collection of 2	for children. The poem compares the 3	
of an adult focused on daily routine to the active one of a child who is always asking questions.		

Questions 4-12

Look at the notes below. Write NO MORE THAN THREE WORDS from the text for each answer. Write your answers in the spaces provided.

 Poet uses 4 such as personification to present question words as serving-men. Personification: a technique in which objects/ideas are depicted as having a(n) 5 or value. Rhyme scheme follows pattern: 6 Actions of serving-men symbolise actions of a questioning mind. Poet avoids complicated 7 to make sure message is clear. 	I KEEP six honest serving-men (They taught me all I knew); Their names are What and Why and When And How and Where and Who. I send them over land and sea, I send them east and west; But after they have worked for me, I give them all a rest.
 Rhyme scheme changes and follows pattern: 8 Poet uses 9 to criticise how easily the mind can find a reason to 'rest'. 'A person small' likely refers to Kipling's 10 	I let them rest from nine till five, For I am busy then, As well as breakfast, lunch, and tea, For they are hungry men. But different folk have different views; I know a person small— She keeps ten million serving-men, Who get no rest at all!
 Third stanza shows how mind of child never rests. 11 in last stanza speeds up rhythm once more. Last stanza contrasts with previous ones because it is much 12 	She sends 'em abroad on her own affairs, From the second she opens her eyes— One million Hows, two million Wheres, And seven million Whys!

C. Read the text again and do the writing task below.

Read the poem on the right. The rhyme scheme used follows the pattern: **ABAB** — **CDCD** — **AEFE** — **AGHG**

Complete the gaps with the options a-g. There are two options which you do not need to use.

- a. Away down the hill.
- **b.** Floating for a while.
- c. Green leaves a-floating,
- d. A hundred miles or more,
- e. Where will all come home?
- f. Down to the sea.
- g. Golden is the sand.



Where Go the Boats?

by Robert Louis Stevenson

Dark brown is the river,

1_____

It flows along for ever,
With trees on either hand.

Castles of the foam,
Boats of mine a-boating--

On goes the river And out past the mill, Away down the valley,

Away down the river,

Other little children
Shall bring my boats ashore

Description of Essay types

Main Part (2-3 paras.,

(3rd para.) - Introduce a key

evidence) to develop it.

information (e.g. examples, argument and provide supporting

argument and provide supporting

(2nd para.) - Introduce a key

*note **note

evidence) to develop it.

information (e.g. examples,

(1st para.)

is the right one. the reader that his/her opinion The writer aims to convince

Essay Type

Discursive Essay

Persuasive Essay

balanced/unbiased view of a The writer aims to provide a

Argumentative Essay

The writer makes a claim which

he/she then sets out to validate.

Advantages -Disadvantages Essay

of a particular situation or advantages and disadvantages course of action. balanced presentation of the The writer aims to provide a

- Briefly introduce the topic you are going to discuss.
- Clearly state your position on this

Introduction

(1 para.)

(1st para.)

- Introduce the issue / topic of interesting fact about it. statement or providing an discussion by making a general
- Make a brief general statement topic. Do not make any specific outlining your opinion on the references.

(1st para.)

- Introduce the topic of discussion / interesting hook to capture the issue being addressed using an reader's attention.
- Identify the controversy.
- Write a thesis statement making position on the issue. a claim that states your opinion/

(1st para.)

 Introduce the subject of the essay and both sides of the topic.

- (2nd para.) Introduce a key idea.
- information to prove its validity. argument and provide supporting
- information to prove its validity. argument and provide supporting (3rd para.) - Introduce a key idea,
- note **note (4th para.) -Introduce a key idea/ information to prove its validity. argument and provide supporting
- (3rd para.) Discuss the idea(s) (2nd para.) - Discuss the opposing information that develops it. point of view and provide
- it/them using evidence and logical backing up your claim and justify reasoning.

(3rd para.) - Discuss the key

examples.

disadvantage(s) with justifications

and examples.

(2nd para.) - Discuss the key

advantage(s) with justifications and

*note

(4th para.)

- Write a general statement that relates to your thesis statement.
- Summarise the ideas you have put forward.
- End on a thought-provoking note.

(4th para.)

 Make a general statement summing up and state your opinion.

* Ideas/Arguments should be sequenced in order of perceived importance/priority at paragraph and/or text level.

Conclusion

(4th para.)

Summarise your arguments.

Briefly restate the issue / topic of

discussion.

(5th para.)

Summarise the ideas/arguments

you have put forward.

End on a thought-provoking note.

(1 para.)

** In the above-mentioned instances, the number of paragraphs varies depending on how many ideas/arguments the writer wants to put forward

Module 6

Ga (pp. 82-83)

accomplishment
alternative (n.)
altitude
border
completion
discourage
endeavour
endurance
equivalent
exaggeration

feat
fellow
get by
get the hang of sth
give sth my best shot
hand out
humidity
inhospitable
last (v.)
make one's way

navigational skills
nevertheless
not to mention
oblige
positivity
progress (v.)
provisions
push oneself to the limit

recharge my batteries register (v.) route scorching second to last self-sufficient

strenuous summit sweat trail ultimate

6a (pp. 84-85)

aerobics / aerobic exercise applaud barely be on a diet beat (v.)
broadcast
cheer on
cheer sb up
come over
defeat
excuse (n.)
in a row
infection
one's turn
opponent
overeat
racket
spectator

spot straightaway till (n.) time off tournament tricky venue viewer worldwide

Sports idioms

wound

be skating on thin ice
get the ball rolling
go the (full) distance
jump the gun
keep one's head above
water
no sweat
saved by the bell
show sb the ropes

the ball is in one's court

Ga (pp. 86-87)

address
alertness
assume
balanced diet
binge eating
bone
boost
check-up
cheek
chest

chin

comment (v.)
concentration
cure
detect
eating disorder
generally
go over sth
individually
lack (v.)
potential (adj.)
prevention
recover
serving
skip

Phrases/Expressions

well-being

As for Concerning In connection with With reference to With regard to

6b (pp. 88-89)

ache

alleviate

among

athlete athletics balance cause (v.) centre on come about condition (medical) dedicate deficiency engage in flexibility go on (to) gymnast gymnastics indeed inefficient innovation martial arts mental posture principle

proof

recovery
rehabilitation
root
severe
stamina
thus
transform
work out

6b (pp. 90-91)

addicted

additive
adequate
calcium
calorie
carbohydrates
consume
consumption
cut down on
dairy product
digestion
equip
fatty foods
fibre
fluid

give sth up

grains
immune system
intestines
kidney
liver
mineral
nutrition
nutritionist
obesity
preservative
processed
proportion
protein
quantity
sedentary

wholegrain (adj.) wholewheat workshop

substance

veggie

THE PARTY OF THE P

6b (pp. 92-93)

availability
collaboration
course of action
expose

expose fast (v.) fast-paced foster (v.)

get out of hand homemade insight

lie

master (v.)
mindset
navigate
nutrients
nutritious
powerful
pre-packaged

proactive resist schedule strengthen

tackle temptation unavoidable uncertainty unpredictable

M**odule 7**

cover (p. 97)

blockbuster clue

7a (pp. 98-99)

ally
aloud
break in/into
break-in
case
cry
deduce
disappearance

eccentric

enduring

for sure gather get away hook (n.)

investigate investigation likeable

in the hands of

likeable look into lower (v.) mark (n.) minor

muddy mutter mysterious observation

only to do sth peculiar plot

portray (v.) professor

reason (n.) - reasoning (skills)

secure
skillfully
surround
sympathetic
twists and turns
well-received
without (a) doubt
work sth out

7a (pp. 100-101)

alarm system
arrest (v.)
attack (v.)
burglar
commit a crime

illegally
jail
obey
police force
prisoner
punish
purchase
rob

robber

take measures

thief trial

zookeeper

Phrasal verbs

break out
clear up
find out
hold up
let sb off
lock up
run off with

turn sb/oneself in

Prepositional phrases with FOR

for a change for all I know for certain for good for nothing for the best for the time being

Prepositional phrases with WITHOUT

without delay
without exception
without fail
without one's
knowledge
without permission
without trace

7a (pp. 102-103)

without warning

be home to blackout brush past sb case cast

characteristic chatter climax curator dirt disbelief fierce gemstone

genre

cell

get sth across intense outline (v.) priceless question (v.) riddle safe (n.) screenwriting script shovel show sb out smell a rat special effects storyline suspect suspicion

7b (pp. 104-105)

accomplished adaptation age (v.)

tension

whisper

associate (with) authorities cape

copyright (v.)
creation
criminal
depict
elementary
illustrate
illustration
impeccable

intend
kidnapping
live up to sth
middle-aged
mimic (v.)
misconception
murder (n.)

murderer numerous outfit

put sb behind bars recognisable regard retirement thrill (v.) turn to undoubtedly utter

7b (pp. 106-107)

blame sb (for) break the law briefcase

bring a criminal to justice burglary

catch sb in the act charge sb (with)

critic disrespectful eyewitness

burgle

find sb guilty find sb innocent

graffiti hack hacker hacking holdup

How dare you!

kidnap kidnapper make up for sth murder (v.) offensive pay a fine reluctant right (n.)

run-down (building)

scar (n.)

robbery

sentence sb (to)

serve time in jail/prison

shoplift
shoplifter
shoplifting
spray
statement
suspect (n.)
take sb to court

theft

trick sb into doing sth

vandal vandalise vandalism victim witness (n. + v.)

7b (pp. 108-109)

a must-see
action-packed
all-male
amateur
assign
box-office hit
celebrated
convincing -

cutting-edge drama

unconvincing

episode flashy

give away sth gripping high-tech inspired investigator low-budget masterpiece mixed (reviews)

moving

on the edge of one's

seat

put on (a show) secondary role second-rate shocking visual effects star (v.)

supporting suspenseful take pleasure in thought-provoking

thriller twist (n.) uneventful unimaginative use sth to one's advantage well-written Module 8

alter (v.)

8a (pp. 112-113)

apparent
appetite
brighten
claim (n.)
coat (v.)
deceive
deception
disapproval

drop enclose enlarge

false (advertising)

fall for flawless go against hand (v.) indifferent instinct

keep sth in place

last resort
(re) launch
marketer
misleading
necessity
representation
retailer
squash
stimulate

8a (pp. 114-115)

undercooked

defence
defenceless
disability
disaster
illegible
illogical
impractical
improper
inability
inadequate
inedible
irrational

irrelevant

legible
miscalculate
misinformed
misinterpret
mismanage
rational
speechless
temporarily
unavailable
underdeveloped
underfunded
uninformed
unofficial

Phrases

be fooled/tricked/ deceived by sb fall victim to sth play a joke/trick/prank on sb rip sb off

trick/cheat sb out of their money trick/fool/deceive/ mislead sb into doing

sth

Phrasal verbs

go ahead go along with go off go on with go through

8a (pp. 116-117)

at the very least audio-visual be entitled to

bulk

consequently contemporary dissatisfaction distribute economical exposure eye-catching

immediate (response)

jingle

lose track of time medium/media partial

refund (v. + n.) replacement resolve

> retail slogan slow down sneakv

spread the word target group

to make matters worse to one's surprise/ disappointment to whom it may concern

8b (pp. 118-119)

unacceptable

alert (v.) browser can't help controversial (issue) cookies cost (n.) disable discount

hooked (adj.) invasion

loval loyalty

mind-boggling

object (v.)

outrageous practice (n.)

privacy

profile

sophisticated

target (v. + n.)

tempt track (v.) undesirable uneasy viewpoint

8b (pp. 120-121)

barrier brand

common knowledge counter-argument in the open mavor non-verbal pedestrian crossing problematic restriction specialist superficial tax (v.) trustworthy

8b (pp. 122-123)

context disconnected e-commerce fulfilment impersonal insecurity isolate isolated tendency

anonymity

Module 9

cover (p. 127)

Phrases with earth

bring sb down to earth with a bump

disappear off the face of the earth

down-to-earth

go to the ends of the

earth

like nothing on earth the four corners of the

earth

Where on earth...?

9a (pp. 128-129)

area (measurement) climate change come alive concentration crops

dam divide ecosystem evaporate flow (v. + n.)graze inhabitant livestock pay off reintroduce restore reverse revitalise undo unrecognisable

vanish water shortage

9a (pp. 130-131)

acid rain break down carbon footprint clean-up conservationist conserve decline (v.) destroyer destruction destructive dump (v.) endanger environmentalist extinction flora and fauna litter (v.) logaina official (n.) oil spill ozone hole

pollutant predator preventable preventive prey protective protector reusable rhino runway smog

soil erosion threaten toxic waste trial

9a (pp. 132-133)

ban (v. + n.)

breeding programme citizen conclude conscious hectic marine life overfishing

poacher proposal propose rush hour settlement vital

workable

9b (pp. 134-135)

accessible combat

commercial (adj.)

drought emissions external heatwave humid irrigation lessen maximise minimise operate

peak produce (n.)

renewable energy sustainability team up

underway (adj.) vast

vision

9b (pp. 136-137)

beneath deafening dependable deterioration emit

environmental refugee

fatality

infrastructure

melt

ozone depletion

pole

toxic fumes windscreen

Words related to weather

bilizzard
boiling
chilly
cloudless
damp
downpour
dull
fog
foggy
freezing
frost
hail
lightning

9b (pp. 138-139)

thunderstorm

mist

overcast

rainfall

shower

beyond repair
collapse (n.)
decompose
discard
dispose of sth
e-waste
expansion
exploitation
lifespan
mass (adj.)
prohibit
rapid

raw material

rubbish dump

sanctuary

Module 10

cover (p. 141)

child labour devastated famine grateful heartbroken outraged powerless suffering (n.)

10a (pp. 142-143)

a pat on the back again and again army ashamed build up (a name) childhood come to terms with considerate (adj.) freedom here and there homelessness independence judgemental / nonjudgemental position (v.) pretend publicise qualified rain or shine readership reassuring relocate rent (v. + n.) run out seldom turbulent

10a (pp. 144-145)

turn sth around

understanding

stigma

adulthood boredom by no means on no account parenthood whatsoever

Expressions with come

come first
come in handy
come into effect
come naturally
come of age
come to an end
come to light

Word pairs

bits and pieces
life or death
live and learn
loud and clear
neat and tidy
short and sweet
sooner or later
trial and error

10a (pp. 146-147)

be well/better off
bring about (a change)
catastrophic
compassion
distressing
eliminate
postpone
until further notice

10b (pp. 148-149)

upcoming

couple with fight off fixate fulfil on track overburdened pandemic prioritise productivity put into practice put pressure on regenerate sector sphere stock up strain (n.)

sudden

underestimate

10b (pp. 150-151)

be dependent on be made redundant days/weeks, etc. on end job hunting jobless keep up with

Expressions with put

put an end to
put in a good word for
put money into
put one's mind at ease
put pen to paper
put the blame on
put sth into words

10b (pp. 152-153)

axis
double (v.)
downward (trend)
fluctuate
gradual
moderate
onwards
rapidly
reach a high
reach a low
sharp - sharply
slight
stable (adj.)
upward (trend)
vary

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