



وزارة التربية والتعليم
MINISTRY OF EDUCATION

H.Q. Mitchell - Marileni Malkogianni

Traveller 4

KSA - Edition

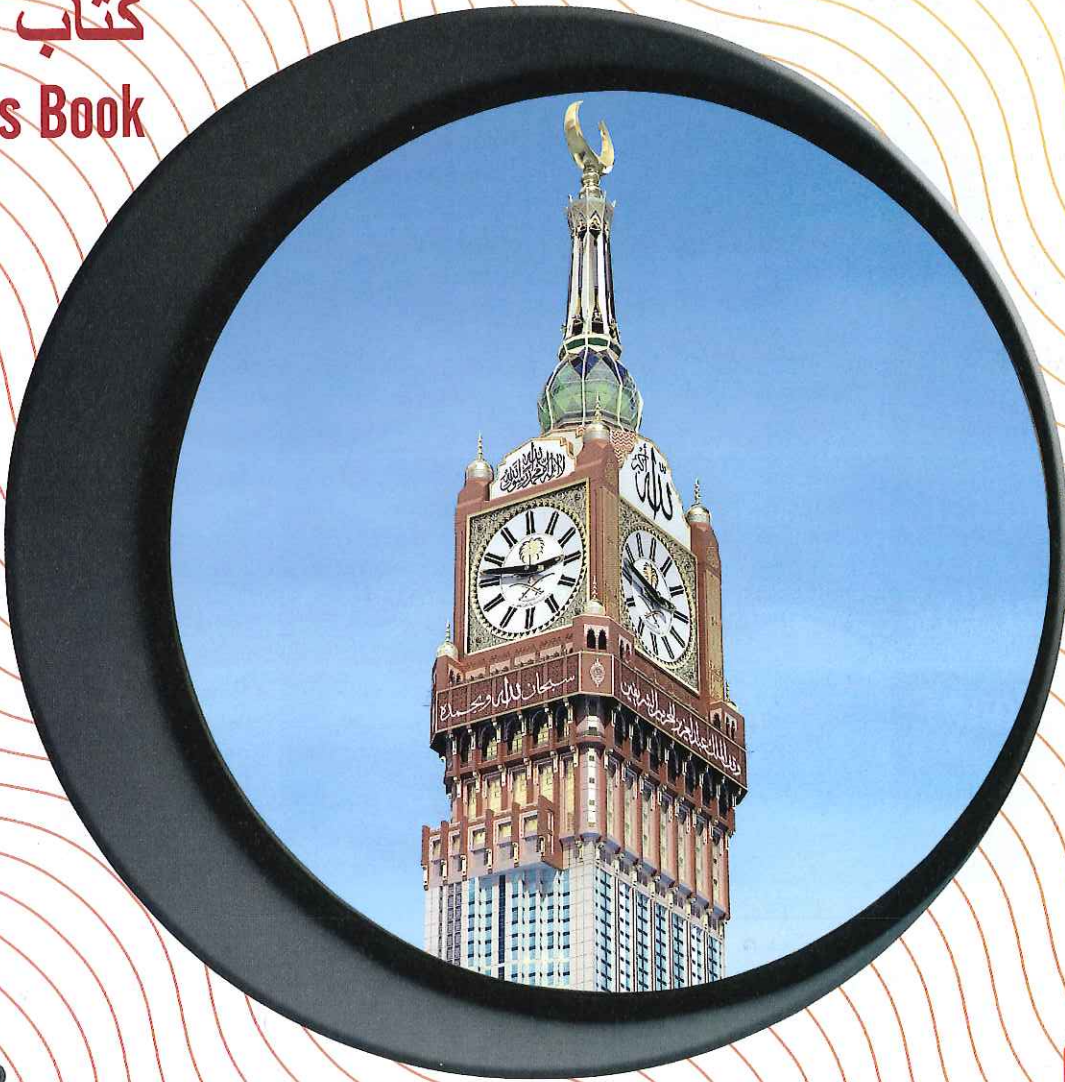
English Language

اللغة الإنجليزية

التعليم الثانوي - نظام المقررات
البرنامج المشترك
المستوى الرابع

المرحلة الثانوية
الصف الثاني الثانوي
الفصل الدراسي الثاني

كتاب الطالب
Student's Book



ELDP
ENGLISH LANGUAGE
DEVELOPMENT PROJECT
مشروع تطوير اللغة الإنجليزية

النسخة التجريبية ١٤٣٢ / ١٤٣٣ هـ
Pilot Edition 2011/2012

Published by



إم إم للنشر

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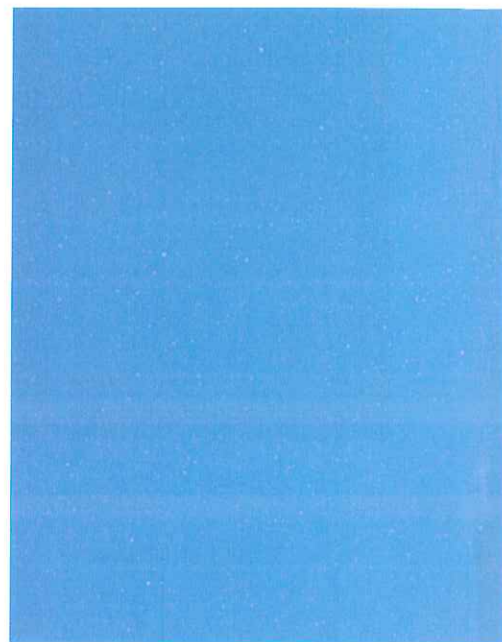
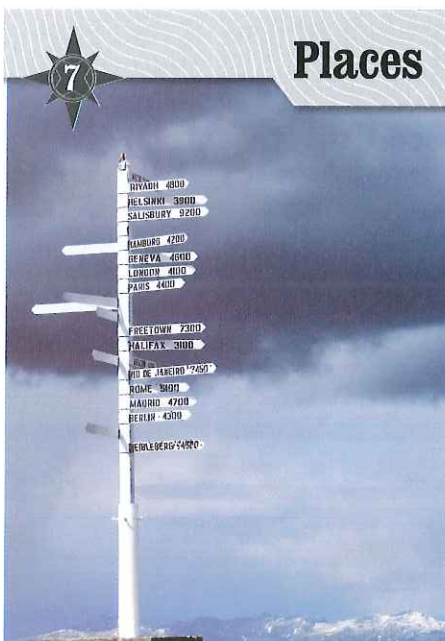
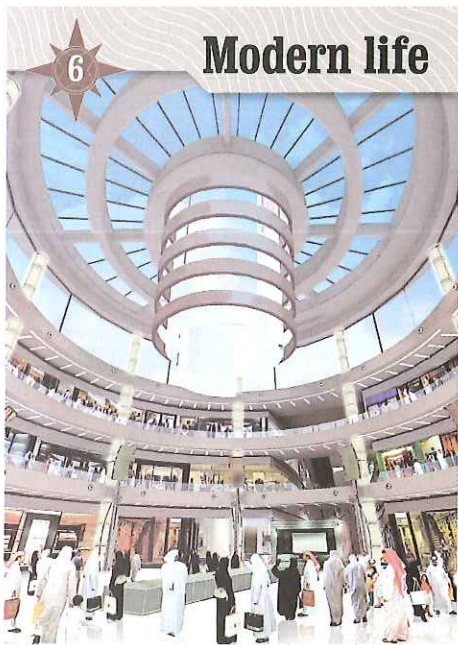
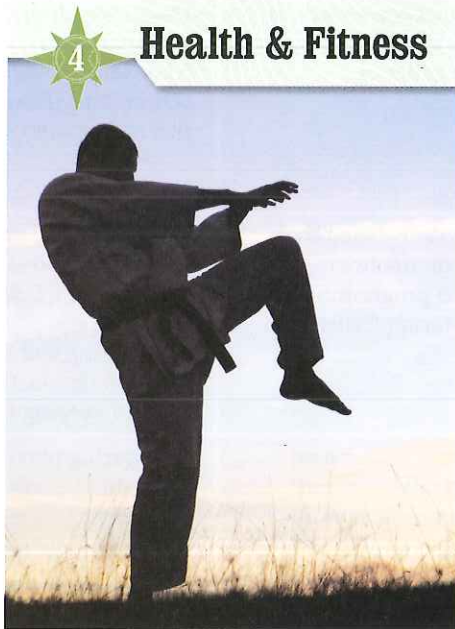
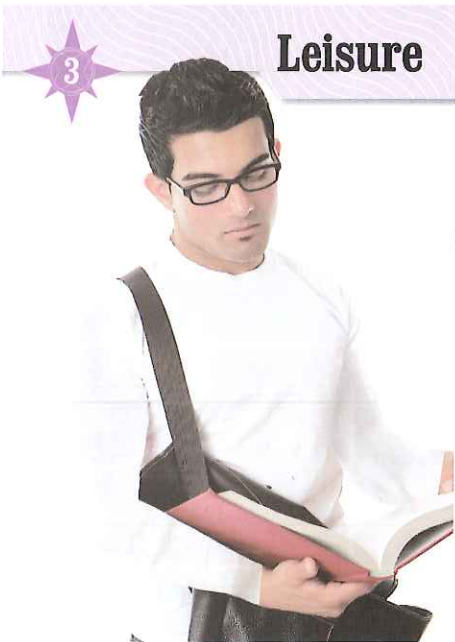
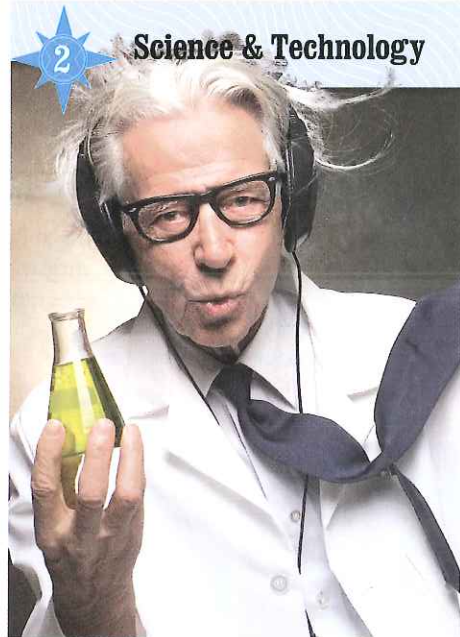
Reading

Listening

Speaking

Writing

<ul style="list-style-type: none">• A magazine article: Odd Jobs• A magazine article: King Abdullah University of Science and Technology	<ul style="list-style-type: none">• People talking about jobs and job qualifications• A radio programme about a foreign language learning convention	<ul style="list-style-type: none">• Choosing between options (which job to do)• Discussing part-time jobs• Discussing foreign language learning	<ul style="list-style-type: none">• A letter of application• An essay I
<ul style="list-style-type: none">• A magazine article about flying cars• Four short texts about various uses of virtual reality	<ul style="list-style-type: none">• People talking in different situations• An interview with an expert talking about biometric passports	<ul style="list-style-type: none">• Comparing photographs - Discussing science experiments• Speculating and making a decision (Choosing a suitable gift)	<ul style="list-style-type: none">• An article referring to a topic from a personal point of view• A letter based on prompts I (formal)
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<ul style="list-style-type: none">• A brochure: Ski Dubai• An extract from a novel	<ul style="list-style-type: none">• Ten short conversations• An interview with someone who has been on a trekking holiday in South America	<ul style="list-style-type: none">• Helping solve a problem concerning types of holidays• Speculating and making a decision (What can spoil a holiday)	<ul style="list-style-type: none">• An article describing a place• A story



Success

1

Discuss:

- ▶ What does success mean to you?
- ▶ In your opinion, what is the secret to being successful at school or at work?

Flick through the module and find...

- ▶ information about three famous millionaires
- ▶ a short text about choosing the right career
- ▶ an article about three people who have unusual jobs
- ▶ an article about a university
- ▶ an essay discussing the advantages and disadvantages of students having a part-time job

In this module you will...

- ▶ talk about work and education
- ▶ learn how to use appropriate tenses to link the past with the present
- ▶ learn how to write a letter of application
- ▶ learn how to define people, places, things and ideas and give additional information about them
- ▶ discuss issues related to foreign language learning
- ▶ differentiate between British and American English words
- ▶ express opinion, make suggestions and express criticism or regret
- ▶ learn how to write an essay expressing opinion
- ▶ acquire skills and strategies that will help you in exams

1a reading

READING



1. PRE-READING

Discuss.

- What is your ideal job? What are the reasons for your choice?
- Can you think of any unusual jobs? Do you know any people with strange jobs?

2. READING FOR GIST

Read the text quickly without paying any attention to the missing sentences. What are the three jobs described in it?

Odd jobs:

All in a day's work

Doctor, police officer, lawyer, teacher... Everybody has heard of these jobs, but the most interesting jobs are not always the most obvious. Here are a few people who think they have some of the best jobs in the world – and it is possible that you have never even considered them.

Brad Taylor has enjoyed examining paintings since he was a child. He could tell the difference between a Van Gogh and a Da Vinci before he was seven. **1** What, you may ask, is that?

05 Well, Brad makes his living by using various techniques to distinguish between a real painting and a fake.

'I think what I do is a service to mankind' says Brad. 'Paintings by Botticelli and Renoir are priceless not only because they are exceptionally beautiful works of art but because they tell us a lot about the period of time in history in which they were painted. **2** These paintings are therefore a rich source of information for us and it is essential that they be preserved and protected.

Brad works for a prestigious company that examines paintings for museums. **3** 'I might spend most of my time alone with only an old painting to keep me company, but I wouldn't change what I do for anything in the world!' he says with a big smile on his face.

Gus Wong is a fingerprint analyst at a police station. His job is responsible, and maybe more exciting than Brad's. Analysts use fingerprints to identify criminals. 'Criminals can move away, change their hair colour, even their names,' says Gus. 'But they can't change their fingerprints.'

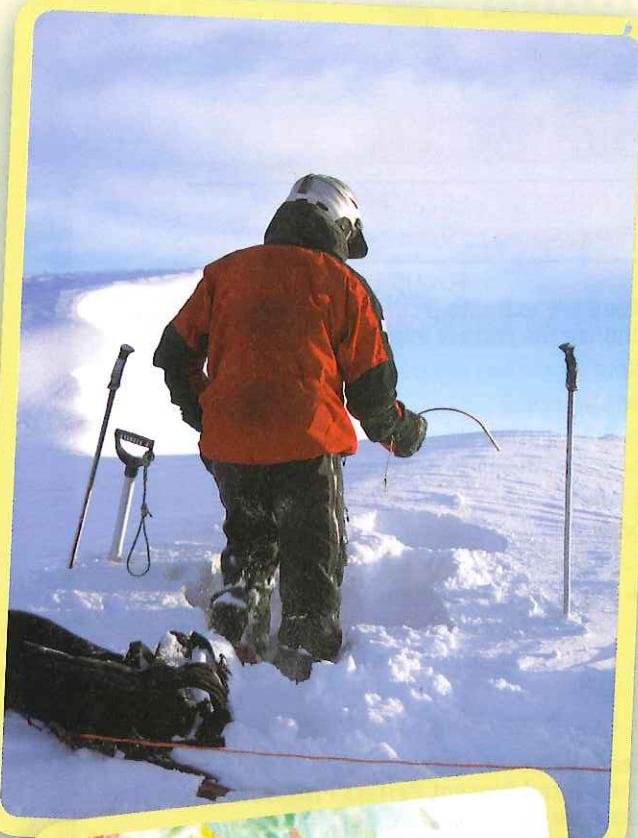
4 That way, even if a criminal has changed his name, he can be identified.

30 **5** Many employers also require them to have a post-secondary degree. 'You need good computer skills, an eye for detail and a lot of patience,' adds Gus. 'I have analysed thousands of individual fingerprints over my career. It is often exhausting, but I have seen many criminals convicted because of evidence that I found.'

Richard Beamish also does a job that is beneficial to the public, but in a different way. Richard is an avalanche forecaster and he works for a ski resort in the Monashee Mountains. It's his job to take a look at mountain weather, check the snow and write up forecasts, reports and special warnings in order to inform people.

For the past three years, every winter, Richard has been heading out into the mountains before the sun rises in the morning to see what has happened to the snow since his last forecast. He examines the snow, performs tests and takes note of any changes in the weather. **6** After getting samples of the snow from different areas, Richard prepares an avalanche advisory that people can access by Internet, phone or e-mail to find out about how safe it is to travel in the area.

Richard loves the outdoors and doesn't mind the fact that he spends 75% of his time sliding around in the snow. He has a science degree although it is not a formal requirement for the job. All avalanche forecasters must be certified by the Canadian Avalanche Association, but Richard says, 'The one thing that is absolutely necessary in our world of unpredictable snow is personal experience.'



3. RECONSTRUCTING A GAPPED TEXT

Six sentences have been removed from the text on page 6. Choose from the sentences A-G the one which best fits each gap (1-6). There is one extra sentence which you do not need to use.

TIP

When you are presented with a text from which sentences have been removed:

- first read the whole text in order to get an overall idea.
- read the sentences before and after the gap and the sentences that have been removed from the text, looking for clues in both the text and the sentences. The correct option must logically complete the writer's meaning and grammatically fit the gap.
- pay attention to sentence linkers (*moreover, on the other hand, as a result, after, etc.*) as well as reference items (*he, it, this, there, etc.*) and identify what they refer to. This will help you understand the text.

- A. He compares the prints found at a crime scene with those in the police database.
- B. That gives him a sense of satisfaction because he is helping make the world a better place.
- C. The equipment he uses to do this includes shovels, rulers, magnifying glasses and thermometers.
- D. Fingerprint analysts need to take a special course to learn the skills needed for their job, which they may do at a college or through the police station.
- E. It, therefore, did not come as a surprise to all those who know him when he decided to become a painting authenticator.
- F. He spends his day in a special fully-equipped laboratory dressed in a lab coat, baggy tracksuit and trainers.
- G. By examining the real thing we learn not only about the lifestyle, ideas and beliefs of those people but also about the materials and techniques in use at that time.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Look at the following words from the text and choose the correct meaning *a, b or c*.

- | | |
|------------------------|------------------------|
| 1. essential (line 15) | 4. convicted (line 36) |
| a. unnecessary | a. found guilty |
| b. important | b. set free |
| c. exciting | c. arrested |
| 2. baggy (F) | 5. access (line 52) |
| a. tight | a. use |
| b. small | b. find or get |
| c. loose | c. request |
| 3. identify (line 25) | |
| a. understand | |
| b. arrest | |
| c. say who somebody is | |

5. POST-READING

Discuss.

- Which of the three jobs mentioned in the text appeals to you most? Why?
- What's more important, money or job satisfaction? Why?
- Which three jobs do you think are the most important in society? What makes them so important?

1a vocabulary & grammar

VOCABULARY

1. NOUNS DESCRIBING OCCUPATIONS

A. Look at the example from the text on page 6. What does an avalanche forecaster do?

Richard is an avalanche forecaster and he works for a ski resort in the Monashee Mountains.

NOTE The noun *forecaster* is used to describe an occupation. Many nouns used to describe occupations end in suffixes such as *-ist*, *-er* or *-ian*.

B. What are the occupations corresponding to the words below? Write them in the correct column in the table.

science technology babysit manage
art electricity archaeology politics
design engine reception biology
economics mathematics geology

-ist	-er	-ian
scientist		

C. Now use some of the words from the table above to complete the sentences.

- When the Smiths want to go out in the evening, they find a(n) _____ to take care of their children.
- Nasir is a dental _____.
- The _____ of the company decided to give all the staff an increase in their salary.
- Andrew is a very talented _____ and he has an exhibition at the Fisk Gallery this week.
- The _____ charged me 50 euros to fix my cooker.

2. WORDS EASILY CONFUSED

Use the correct form of the words in the boxes to complete the sentences.

work job

- This is a _____ that requires a lot of patience.
- I was late for _____ this morning because of the traffic.

earn win

- I only have a part-time job, so I don't _____ much.
- Ahmed _____ a poetry competition last year.

retire resign

- Mr Jacobs _____ as general manager of the company because of health reasons.
- My grandfather taught French for 35 years and he _____ last year at the age of 65.

GRAMMAR

1. PRESENT PERFECT SIMPLE / PRESENT PERFECT PROGRESSIVE

FOCUS ON USE

A. Read the extracts from the text on page 6 and choose the correct explanation a or b.

- Brad Taylor has enjoyed examining paintings since he was a child.*
 - Brad used to enjoy examining paintings.
 - Brad still enjoys examining paintings.
- That way, even if a criminal has changed his name, he can be identified.*
 - What is important is the result of the action.
 - The time of the action is important.
- ... Richard has been heading out into the mountains...*
 - He stopped heading out into the mountains long ago.
 - He is still heading out into the mountains.

B. Read about the uses of the Present Perfect Simple and Present Perfect Progressive and find examples in the text on page 6.

The Present Perfect Simple is used for:

- an action that happened in the past, but the exact time is not mentioned.
- an action that happened in the past and finished, but the results are obvious in the present.
- an action that started in the past and continues up to the present (emphasis on the action).

TIME EXPRESSIONS

used with the Present Perfect Simple

just, yet, already, ever, never, before, always, how long, for, since, recently, lately, so far

NOTE

We use the Past Simple for actions that happened in the past and the exact time is mentioned.

The Present Perfect Progressive is used for:

an action that started in the past and continues up to the present (emphasis on the duration of the action).

TIME EXPRESSIONS

used with the Present Perfect Progressive

how long, for, since, all day/morning, etc.

FOCUS ON FORM

Look at the examples you have found and complete the rules.

Present Perfect Simple

subject + _____ / _____ + past participle

Present Perfect Progressive

subject + _____ / _____ been + _____

Grammar Reference p. 133.

2. PRACTICE

A. Read the sentences and circle the correct answer.

1. I **haven't finished** / **didn't finish** reading the book yet.
2. Haven't you **never** / **ever** been to Paris?
3. John **has slept** / **has been sleeping** since two o'clock this afternoon; wake him up.
4. **Did you visit** / **Have you visited** your grandparents last weekend?
5. Emma hasn't had a holiday **since** / **for** two years now, and she feels like she really needs one.

B. Read the text and complete the blanks with the Present Perfect Simple, the Present Perfect Progressive or the Past Simple of the verbs in brackets.



Bill Gates

(1) _____ (work) with computers from a very young age. When he was only 14, he (2) _____ (have) his own company and he (3) _____ (make) his first fortune of \$20,000. Through his company *Microsoft*, Gates (4) _____ (make) the personal computer a household item and he remains one of the richest men in the world.

Naguib Sawiris



Ever since he (5) _____ (join) the family business in 1979 Naguib Sawiris, son of billionaire Onsi Sawiris, (6) _____ (become) one of the most famous businessmen in Egypt. He started his company by launching the first mobile operator, Mobinil, in Egypt. Since then he (7) _____ (manage) to make his telecommunications company Orascom Telecom Holding a name that is known around the world. His decision to enter global markets such as Greece, Italy and Canada (8) _____ (help) increase his fortune. In 2010, Naguib Sawiris was listed in *Forbes* magazine as the 374th richest person in the world.

Sir Richard Branson



(9) _____ (start) his first business at the age of 15. Since then, he (10) _____ (succeed) in developing many kinds of companies within his *Virgin Corporation*, such as airlines, media and space tourism companies. Because of Branson, the Virgin label (11) _____ (become) one of the most well-known brands in the world.

ENGLISH IN USE

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words including the word given.

1. The last time I went to the beach was three days ago. **for**
I haven't been _____ three days.
2. When did Lana start learning English? **has**
How _____ English?
3. Let's not go to this restaurant; I went there last week. **already**
Let's not go to this restaurant; I _____ there.
4. Saed moved to Madrid in 2006 and he still lives there. **been**
Saed _____ in Madrid since 2006.
5. I bought this car in November. **had**
I _____ November.

1a listening & speaking

LISTENING



1. PRE-LISTENING

Discuss.

- What job would you like to do?
- What kind of qualifications are necessary?

TIP

When doing a multiple matching listening task, remember to:

- read through the questions carefully to get a clear idea of what you are listening for.
- wait to hear the recording a second time before you make your final decision.

2. MULTIPLE MATCHING

You will hear five different people talking about jobs and job qualifications. Choose from the list a-f what each speaker says. Use the letters only once. There is one extra letter which you do not need to use.

- I was given advice on how to complete an application form.
- I am hoping to move up from my present position.
- I did a college course after starting a business.
- I was helped by a teacher to decide what subjects to choose.
- I was given tips for a successful job interview.
- I discovered my ideal job by doing some research.

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

SPEAKING

1. CHOOSING BETWEEN OPTIONS

Imagine that you are a college student, majoring in Tourism. You have the option to work in a five-star hotel as a receptionist, or to work for a travel agency as a tour guide for the summer season. Both jobs are available for this year only, and the opportunity will not come again. Decide which option will benefit you more.

First:

Look at the pictures and ask your teacher:

- What are the duties and responsibilities for each job?
- What are the hours and wages?
- What are the advantages and disadvantages of each job?

OPTION 1



Then:

When you have all the information you need, explain which option is more beneficial to you and why.

OPTION 2



2. FURTHER DISCUSSION

- Have you ever had a part-time or a summer job? What did you like/dislike about it?
- What are the advantages of having a part-time job?

valuable experience flexible greater independence
make ends meet responsible efficient
communication skills

1. DISCUSS

- What do employers look for in a job candidate?
- Is work experience more important than qualifications?

2. FOCUS ON CONTENT

Read the rubric and the sample letter below. What information does the writer give about himself to show that he is suitable for the job?

Shop assistant required for bookshop

- Applicants must appreciate books and be reliable
- Good customer service and communication skills essential
- Previous sales experience preferred
- Part-time work

Apply in writing to: PO Box 7450

Dear Sir/Madam,

I am writing with regard to the position of sales assistant advertised in 'The Guardian' on 21st November.

I am seventeen years old and I'm currently attending Radcliffe Sixth Form College, where I am studying A level Business Studies, Maths and German. I have previous experience working as a sales assistant in a department store. The job involved attending to customers' needs and working on the till. This experience provided me with excellent customer service and communication skills through negotiating with demanding customers.

In addition, I realise that reliability is important. I consider myself to be hardworking and dependable. In my free time, I like reading and I am also an active member of the local library.

I believe I possess the necessary skills and experience for this position. I have enclosed a copy of my curriculum vitae as well as a reference from my previous employer. I hope my application will be taken into consideration.

I look forward to hearing from you.

Yours faithfully,



Bob Austin

3. FOCUS ON STYLE

Read the letter again and find the formal words/expressions that correspond to the more informal meanings given below.

- about (para 1) _____
- now (para 2) _____
- taking care of (para 2) _____
- gave (para 2) _____
- I think I am (para 3) _____
- I have (para 4) _____
- I have included (para 4) _____
- thought about (para 4) _____

4. OUTLINE

When you are writing a letter of application follow the outline below.

GREETING

- Use an appropriate greeting (formal).

OPENING PARAGRAPH

- Use set phrases to state the position you are applying for and where you saw the advertisement.

MAIN PART

- Mention your age.
- Describe your qualifications and experience.
- Give information about your present or previous job if relevant.
- State any relevant interests or hobbies.
- Explain why you believe you are suitable for the job.

CLOSING PARAGRAPH

- Mention that you hope your application will be taken into consideration.
- Mention that you enclose a CV and/or a reference.

SIGNING OFF

- Use a formal signature ending. Sign underneath and print your full name below your signature.

TIP

When you are writing a letter of application:

- begin and end your letter with appropriate expressions.
- use formal language and write in a confident manner.
- identify the qualities required for the job (as stated in the advertisement) and explain why you consider yourself suitable for the job.

5. WRITING TASK

You have seen this advertisement and have decided to apply for the job. Write your letter of application (120-180 words).

ENGLISH TEACHERS REQUIRED

FOR LANGUAGE SCHOOL

We offer:

- Attractive salary
- Full-time contract
- Excellent working conditions

We require:

- Previous experience
- Pleasant personality
- Computer skills an advantage

Apply in writing to: PO Box 3429

For the layout of formal letters and set phrases you can use, see Appendix I.

1b reading

READING



1. PRE-READING

Discuss.

- What do you know about the King Abdullah University of Science and Technology?
- What kind of courses do you think students can study there?

2. READING FOR GIST

Read the text quickly and check your answers to the questions above.

3. READING FOR SPECIFIC INFORMATION

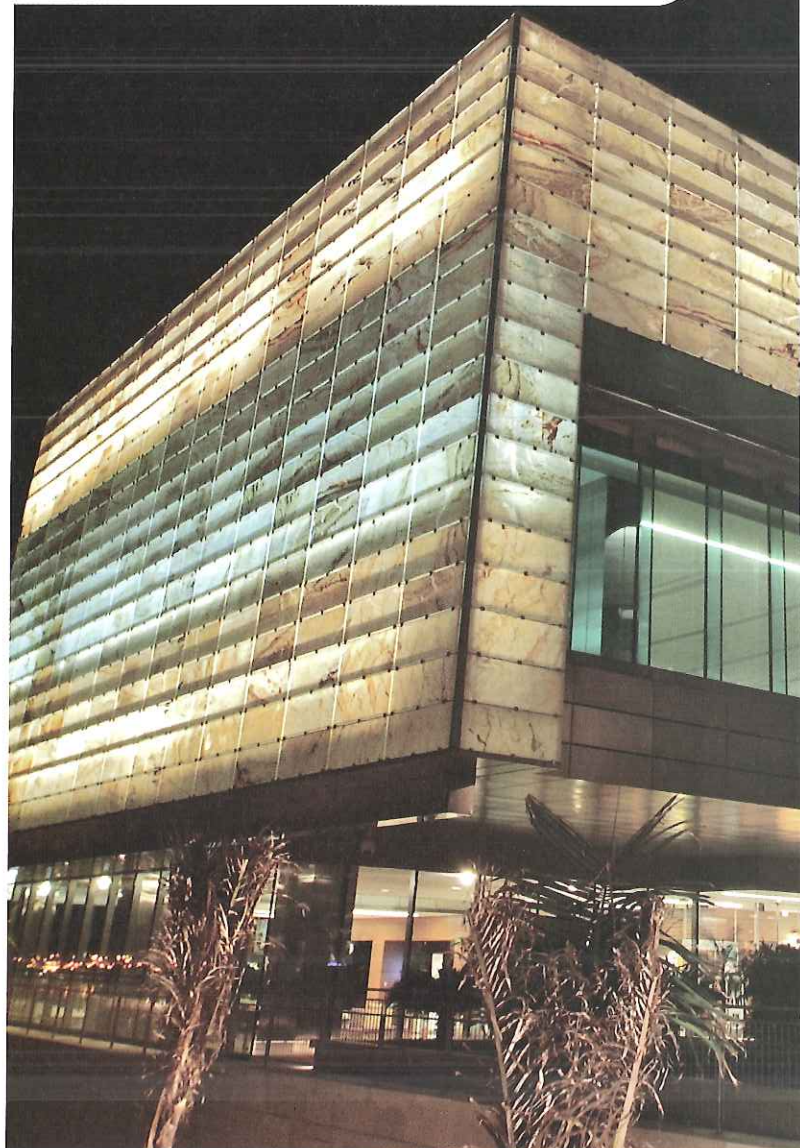
Read the text again and answer the questions 1-5.

1. According to the text, what is true about the King Abdullah University of Science and Technology?
 - a. It offers graduate courses only.
 - b. It is one of the oldest universities in Saudi Arabia.
 - c. It attracts students from the Middle East only.
 - d. Its undergraduate courses started in 2009.
2. According to the text, what is the aim of the University?
 - a. to offer more fields of study than other universities
 - b. to examine local and human resource needs
 - c. to focus only on scientific research in Saudi Arabia
 - d. to develop new scientific research methods and achievements
3. What is not mentioned in the text as a field of study at KAUST?
 - a. Bioscience
 - b. Computer Science
 - c. Earth science
 - d. Environmental science
4. How does the campus of the University help to preserve the environment?
 - a. It re-uses its water.
 - b. It offers a bicycle sharing programme.
 - c. It sells electric cars to students.
 - d. It offers housing for students, faculty and families.
5. According to the text, what is true about the student population?
 - a. A majority of the students cannot speak English.
 - b. There are 800 students in total.
 - c. Students come from 60 different countries.
 - d. Students are mainly from Asian countries.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Look back at the text and answer the questions below.

1. What does the word *academic* in line 6 mean?
 - a. relating to scientific research
 - b. relating to schools, colleges and universities
 - c. relating to graduate studies
2. What does the word *fields* in line 21 mean?
 - a. subjects
 - b. careers
 - c. choices
3. What does the word *facilities* in line 48 mean?
 - a. courses that are available
 - b. skills that are developed
 - c. buildings, equipment and services



King Abdullah University of Science and Technology (KAUST) is an international, graduate – level university located in Thuwal, Saudi Arabia. It is an entirely new academic institution that opened in September of 2009. The University aims to promote and develop new scientific research methods and achievements in Saudi Arabia, the local region and the world. KAUST offers a Master's degree, which usually requires eighteen months to



The KAUST campus is spread along 36 square kilometres of the Red Sea coast. The campus aims to preserve the environment and conserve resources by using solar energy panels, offering electric vehicles and a campus bus service, and a bicycle sharing programme. Along with the classrooms, laboratories, and research centres, the campus also includes houses and apartments for



complete, and a Ph.D degree, which takes 3 or 4 years to complete and requires original research. Students can choose from 11 fields of study, including electrical engineering, bioscience, computer science, environmental science, and mechanical engineering. KAUST also includes 9 research centres which examine local social and human resource needs and aim to help the global economy. The research centres include areas of study such as solar energy, water reusability, and Red Sea science and engineering.

students, faculty and staff, researchers, and families. The athletic facilities include a rock climbing wall, three swimming pools, a golf course, tennis and basketball courts, and even a bowling alley complex!

KAUST currently has between 700 and 800 students. The student population is made up of over 60 different nationalities. Courses are taught in English and open to both men and women from around the world.

5. POST-READING

Discuss.

- Would you be interested in studying at KAUST? Why / Why not?
- Which field of study offered at KAUST interests you the most? Why?
- In your opinion, which school subjects are the least useful? Why?

1b vocabulary & grammar

VOCABULARY

1. COLLOCATIONS VERB + NOUN

NOTE A collocation is a combination of two words (e.g. verb + noun, adjective + noun) which are often used together.

Match the verbs with the nouns in the box to form collocations.

an experiment a class an exam a course
 a mark a mistake homework an effort
 a project progress a language a lesson
 a certificate a grant a test

get a certificate / a mark / a grant
 make _____
 do _____
 take _____
 study _____

2. WORDS EASILY CONFUSED

Complete the sentences using the words in the box.

teacher professor instructor

- The _____ I liked best in school was Mr Al Harbi; he taught us Science.
- My driving _____ says that I'm making progress, so I think I'll be able to get my driving licence soon.
- Julia's father is a(n) _____ of Economics at the University of Michigan.

subject lesson course

- I have a Spanish _____ at four, but we can meet any time after five if you're free then.
- Maths is Dan's favourite _____, and he always gets good marks.
- Saif is doing a _____ in Business Management this year.

certificate degree award

- My cousin has a(n) _____ in Biology.
- My brother has got a(n) _____ of proficiency in Italian.
- Who do you think will win the Player of the Year _____?

GRAMMAR

1. DEFINING AND NON-DEFINING RELATIVE CLAUSES

FOCUS ON RELATIVE PRONOUNS AND ADVERBS

Look at the examples below and answer the question that follows in the box.

- That's the student **who** got a grant to do a Master's degree in electrical engineering at KAUST.
- Computer science is the field of study **which** attracts most students.
- KAUST offers a Master's degree, **which** usually requires eighteen months to complete, and a Ph.D degree...
- The university has houses and apartments **where** many members of the faculty and their families stay.
- There comes a time **when** young people have to decide on their future career.
- This is the professor **whose** laptop was stolen.

Which of the words in bold above refers to:

- people?
- places?
- time?
- things or ideas?
- possession?

FOCUS ON DEFINING AND NON-DEFINING RELATIVE CLAUSES

A. Look at examples 2 and 3 again, note the relative clauses introduced by **which** and answer the questions below.

- In which of the two examples does the sentence make no sense without the relative clause?
- In which sentence is the relative clause used to give additional information?
- In which of the two examples could **which** be replaced by **that**?
- What is the difference in punctuation in the two examples?

B. Read the rules below and decide which of the relative clauses in examples 1-6 are defining and which are non-defining.

Defining relative clauses:

- give necessary information without which the meaning of the sentence is incomplete.
- are not separated from the rest of the sentence by commas.

In defining relative clauses we can use **that** instead of **who** or **which**.

Non-defining relative clauses:

- give additional information about someone or something.
- are separated from the rest of the sentence by commas.

In non-defining relative clauses we **can't** use **that** instead of **who** or **which**.

Grammar Reference p. 133.

2. PRACTICE

A. Join the sentences using *who, which, whose, that* or *where*.

1. My colleague is from Wales. He plays tennis every weekend.

2. This is Mr Carter. His son won a college scholarship.

3. His book was published last year. It got on the bestseller list.

4. My cousin is moving to New York. He will study Fine Arts there.

5. This is the library. I borrowed the books from it.

6. I bought a new mobile phone. It cost me lots of money.

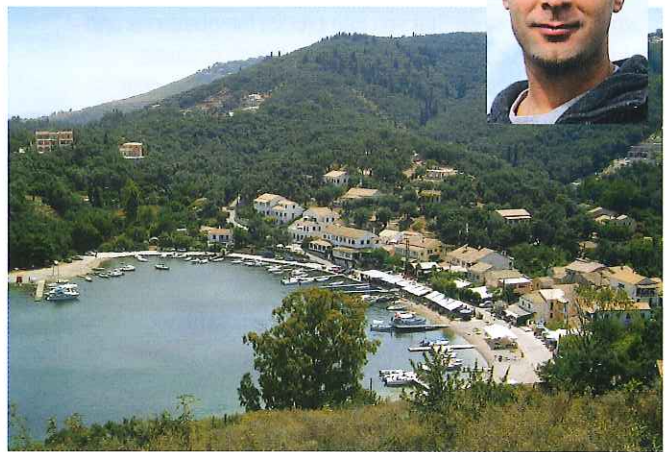
7. The man was arrested. He turned out to be my neighbour.

B. Complete the text with *who, which, whose, that, when* or *where*.

An author confesses

It was a holiday in Corfu (1) _____ first gave me the idea to write this novel. The story is about a family (2) _____ moves to a small village on the island to start a new life. They discover that the villagers, (3) _____ at first seem open and welcoming, are actually desperate to hide a terrible secret. While writing the book, I tried to include descriptions of the island (4) _____ beauty fascinated me. I finished the book in just a couple of months, (5) _____ is quite fast, even for me. You see writing is something (6) _____ comes quite naturally to me now but it wasn't always like that. I mean, I really used to find it hard at first and there was a time (7) _____ I felt I had no talent at all. I would have given up if it hadn't been for my father, (8) _____ encouraged me to keep writing.

Now, besides writing, I also teach a Creative Writing course at a college in Manchester, (9) _____ I live with my family. I always tell my students that writing is a career (10) _____ requires patience, hard work as well as imagination.



ENGLISH IN USE

Read the text below and complete the gaps. Use only one word in each gap.

career choices _____

Choosing the right career is one of the hardest decisions people have to (1) _____. How do you go about making a career choice when you don't really know what you want to do? Well, the first thing you should (2) _____ is consider your values, interests and skills as this will make (3) _____ career choices suitable and others not so suitable for you. You can take what are called career tests (4) _____ will tell you which occupations are appropriate for you. Think about these occupations and circle the ones you find appealing. Then, look at the job description, educational and other requirements, (5) _____ well as the earnings. The next thing you should do is talk to people (6) _____ have firsthand knowledge of the occupations you are interested in. If they have convinced you that it's the right career choice for you, then you need to start training for your new career. You might need to get a degree or (7) _____ some courses to learn some new skills. And remember, if you are not satisfied (8) _____ your career choice for any reason, you can always change it. Lots of people do!

1b listening & speaking

LISTENING



1. PRE-LISTENING

Discuss.

- Why are you learning English?
- What do you like most/least about learning English?

2. LISTENING FOR SPECIFIC INFORMATION

You are going to hear a radio programme about a foreign language learning convention. You will hear the programme in several parts. After each part you will hear some questions. For each question choose the correct answer. Listen to the introduction and note the example question below.

Example

- at a radio studio
- at a foreign language school
- at a convention hall

The correct answer is c.

TIP

- Remember that you hear the programme only once and that the questions are recorded and not printed.
- Read the options quickly before you hear each section of the programme so that you can predict the questions and focus on the corresponding parts of the programme.
- Listen to each question carefully and make sure that you choose the option which answers the question according to what you have heard.
- Don't work on a question when the next question is being spoken.

- spending six weeks travelling around the world
 - taking classes in the country of your choice
 - hiring native speakers to interact with you
- according to language level
 - according to age group
 - according to age and language level
- He was a high-school English teacher.
 - He owned two language schools.
 - He had a small school and taught English.
- They were for children with special needs.
 - They took place during most working hours.
 - They began after 3pm.
- Japanese
 - German
 - French
- You must be a certified teacher.
 - You must hold a Master's degree in a language.
 - You must have any sort of college degree.

- at your doorstep
 - at your school
 - at your home
- one
 - two
 - three
- people who like being in large classes
 - people who prefer learning one-on-one
 - people who have physical handicaps
- a chance to win something
 - a cruise to the Mediterranean
 - a language course
- to Spain
 - to the Mediterranean
 - to the Caribbean
- 1-2 weeks
 - 2-3 weeks
 - 2-4 weeks

SPEAKING

Discuss the following questions. You can use some of the words and expressions in the boxes.

TIP

When answering questions, try to justify your answers, give examples and relate your answers to your personal experience or background knowledge.

- In your opinion, what is the best way to learn a foreign language? Why?
- What are the advantages and disadvantages of one-on-one learning?
- What kind of classroom activities are most effective in learning a foreign language?
- What can people do to improve their skills in a foreign language?

authentic texts individual attention
read extensively focused quick/slow pace
audio-visual material interaction progress
travel abroad computer programs

In my opinion, the best way to learn a foreign language is...

One advantage/disadvantage of one-on-one learning is...

I think... would be very effective in learning a foreign language.

Perhaps people can...

Another thing people can try is...

VOCABULARY

BRITISH AND AMERICAN ENGLISH

Read the sentences below. The words in bold are American English. Match them with their British English equivalents in the box.

lift queue shop lorry cooker chips
 football petrol flat jumper bill rubbish
 pavement autumn trainers mobile phone
 holiday trousers

1. My **apartment** overlooks the Thames River. _____
2. I asked for the **check** while you were on the phone. _____
3. There is a glass **elevator** in that building. _____
4. I'm going back to school in the **fall**. _____
5. I always have to take the **garbage** out; Henry never offers to do it. _____
6. Do you like these **pants** on me? _____
7. They haven't been on **vacation** for four years. _____
8. There was a long **line** to get into the department store on the first day of the sale. _____
9. I want to buy a new **cell phone**. _____
10. I think the pink **sweater** looks better on you; the black one is a little too tight. _____
11. I have **soccer** practice after school. _____
12. The **truck** swerved to avoid the deer which was standing in the middle of the road. _____
13. I'm having a new **stove** delivered on Saturday. _____
14. I need to wash my **sneakers**; they got dirty in the rain. _____
15. He bought her a diamond ring from an expensive **store** on 5th Avenue. _____
16. I slipped and fell because the **sidewalk** was slippery. _____
17. I'd like to have a steak with **fries**. _____
18. I need to stop and fill the tank with **gas**. _____

GRAMMAR

SHOULD / OUGHT TO / HAD BETTER

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

1. You **ought to** call the police if he threatens you again. You **should** see a doctor if the pain continues.
 - Is there any difference in meaning between the two verbs in bold?
 - What is the speaker doing in each sentence?
2. I think he'd **better** stay in bed for another day. Abdallah **should** be home by 6:00 o'clock.
 - In which sentence does the verb mean *is expected to*?
 - What does the verb in the other sentence mean?
3. I **should have handed in** my research paper yesterday.
 - Did the speaker hand in his research paper yesterday?
 - How does the speaker feel about it?
4. 'Mum, my stomach hurts!'
 'You know, Rod, you **shouldn't have eaten** all that chocolate.'
 - Did Rod eat a lot of chocolate?
 - Does his mother think he did the right thing?

B. Complete the sentences with **should** or **shouldn't** and the correct form of the verbs in brackets.

1. You _____ (try) to get at least 6-8 hours of sleep each night.
2. Ben didn't do well in his exams. He _____ (study) harder for them.
3. Ibrahim _____ (lie) to his best friend, Nawaf. Now Nawaf can't trust him anymore.
4. You _____ (take) a nice long holiday. I'm sure it will relax you.
5. Michael _____ (play) football until a doctor examines his knee.

Grammar Reference pp. 133-134.



1b writing

WRITING AN ESSAY I

1. DISCUSS

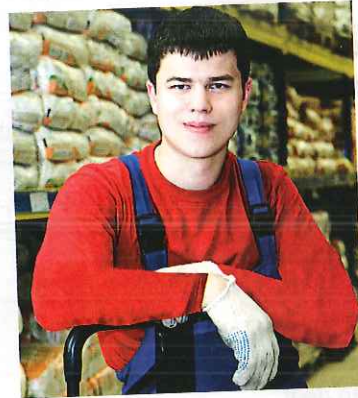
- Is it common for high school or college students in your country to have part-time jobs? Why / Why not?
- What are the advantages and disadvantages?

2. FOCUS ON INPUT AND RUBRIC

Read the short article as well as the rubric below and underline the key words in the rubric. What is the topic which needs to be discussed? What are you required to include in your writing?

MORE TEENS CHOOSING NOT TO WORK

According to a report published at the end of 2009 by the Department of Labour, the percentage of unemployed teenagers is increasing. In December 2009, 17% of young people between the ages of 16-19 were unemployed. In comparison to ten years before, in 1999 (when the unemployment rate was 14%), it seems that there is a growing trend for teens to put off joining the workforce.



In some countries, it is common for teenagers to have a part-time job in addition to their extra-curricular activities. In what ways might a job like this help students or create problems for them during the school year? Support your views with examples.

3. FOCUS ON ORGANISATION AND STYLE

Now read the sample writing below and answer the questions that follow.

It is quite common today for high school students not only to take part in extra-curricular activities but also to have a part-time job. Some of them have a steady job by the time they are sixteen or seventeen. Working at such a young age can be a positive experience, but it may also have a number of disadvantages for the average teenager.

First of all, having a job at a young age gives teens real world experience in the workplace, **as well as** teaching them lessons about responsibility. For example, teens learn how to deal with social problems with co-workers or customers, or practical issues like punctuality and behaving professionally. **Furthermore**, earning an income helps a teen learn how to save and manage money responsibly.

In spite of these advantages, there may also be certain disadvantages. Some teenagers might feel overwhelmed by the thought that they have left behind their youth too soon. **What is more**, some students may find it hard to keep up with their schoolwork and hold a job at the same time and, as a result, suffer from unnecessary stress and anxiety.

Summing up, it would seem that the benefits of teenagers having a job are more than the possible disadvantages. However, students may need the help of their parents or employer in order to adjust to working. **Moreover**, they must find a way to balance their work, school, and personal life effectively.

1. In which paragraph does the writer:
 - a. refer to the advantages of having a part-time job?
 - b. refer to the disadvantages?
 - c. express his/her own opinion?
 - d. refer briefly to the topic and make an initial comment?
2. The sample writing above is an essay. Read the following statements and decide which of them apply to the essay.
The writer:
 - a. uses informal language
 - b. states what he/she believes
 - c. uses linking words/phrases
 - d. develops arguments
 - e. uses short forms and abbreviations
 - f. narrates past events
 - g. gives examples and justifies his/her opinion

4. FOCUS ON LINKING WORDS

A. Look at the words highlighted in the text. What purpose do they serve?

- a. to add ideas b. to express contrast c. to give examples

Other linking words/phrases that serve the same purpose and make your essay easier to follow are:

apart from besides in addition (to) not only... but also...

B. Use the linking words in brackets to link the sentences.

- Smoking is a bad habit that is dangerous to your health. It is costly. (besides)

- Afnan is kind. She is intelligent. (not only... but also)

- Students learn French at school. They learn German too. (as well as)

- Applicants for the position must have a university degree. They must have basic computer skills. (in addition)

- That hotel is too far from the city centre. I can't afford it. (moreover)

5. BRAINSTORMING

Work in pairs. Try to find as many advantages and disadvantages of the situation given below as you can. When you have finished, compare your ideas with those of other pairs.

learning two foreign languages in school

6. WRITING TASK

A. Read the short article as well as the rubric below and underline the key words in the rubric.

100 MA SCHOLARSHIPS

The local Department of Education has decided to award 100 university graduates with MA Scholarships. The scholarships will allow students to study abroad at the university of their choice. The selection will be made on the basis of the students' academic performance. Applications must be submitted by March 29.

It is very common for students today to choose to study abroad, and there are countries that have very large numbers of foreign students. What do students gain from studying abroad? What are the drawbacks to studying in a foreign country? Discuss your opinion, giving examples.

B. Think about the following aspects of the issue and discuss.

- What are the advantages of studying in a foreign country?
- What are the disadvantages?

C. Complete the outline below for your essay.

INTRODUCTION

What are you going to discuss?

How do you feel about it?

MAIN PART

What advantages/disadvantages of the situation/issue are you going to discuss?

What kind of examples are you going to include?

CONCLUSION

What is your overall opinion of the issue?

D. Write your essay based on the outline you have made (150-175 words).

TIP

When writing an essay expressing an opinion:

- underline the key words in the rubric to get a clear idea of what your essay should focus on.
- spend a couple of minutes to make a brief outline of what you plan to write.
- organise your writing into paragraphs presenting major points in separate paragraphs.
- expand on your ideas by explaining them clearly and supporting them with reasons or examples.
- write in a formal style and do not use abbreviations or short forms.

For linking words/phrases you can use, see Appendix I.

1 round-up

VOCABULARY & GRAMMAR

A. Read the text and complete the blanks with the Present Perfect Simple, the Present Perfect Progressive or the Past Simple of the verbs in brackets.

Jeff Carr is a doctor who works for a non-profit organisation and is now in Uzbekistan. He (1) _____ (work) for the organisation for a year and describes his experience as very rewarding. Jeff (2) _____ (work) in England for several years before he (3) _____ (join) the organisation. He (4) _____ (choose) to go to Uzbekistan to help with a disease prevention project. His days are spent in a busy hospital, dealing with patients, and training local staff. He works in a stressful environment with basic conditions and he has to use his creativity to solve difficult problems. There have

Making a Difference

been times when he (5) _____ (feel) completely exhausted but in spite of this, he still loves his work. When he has free time, he likes to practise his Uzbek, which he (6) _____ (try) to learn since he arrived. Jeff's time there is ending next month but he (7) _____ (volunteer) to take part in another project in Africa. He says he (8) _____ (make) a lot of friends during his time in Uzbekistan and will miss them. Most important of all, he says he gets a great sense of satisfaction from making a difference in people's lives and believes that is what success is all about.

B. Choose the word or phrase that produces a grammatically correct sentence.

- I _____ John borrow my bike. He won't return it to me now!
a. should let
b. should have let
c. shouldn't let
d. shouldn't have let
- Jeremy _____ from medical school.
a. has graduated
b. has been graduating
c. was graduating
d. graduates
- He has been managing the company _____ three years.
a. since
b. before
c. for
d. already
- I've _____ for an hour for the bus.
a. wait
b. been waited
c. been waiting
d. waiting
- This is the architect _____ designed my house.
a. where
b. whose
c. which
d. who
- Taif, _____ is where my sister lives, is a beautiful town set high in the mountains.
a. who
b. whose
c. which
d. that

C. Choose the word that most appropriately completes each sentence.

- Ben has a very _____ job; he's a fingerprint analyst.
a. unusual
b. unpredictable
c. colourful
d. individual
- Julia's father is a(n) _____ and is now doing a study of a particular kind of mosquito.
a. engineer
b. geologist
c. biologist
d. mathematician
- Hasan has nearly completed his Marketing _____.
a. course
b. subject
c. certificate
d. award
- Sleep is an _____ part of healthy living.
a. unnecessary
b. interesting
c. essential
d. attractive
- Jack is _____ about where he will go on holiday next year.
a. independent
b. professional
c. individual
d. flexible
- Lorna was amazed when she found out that she'd won the writing _____.
a. opportunity
b. course
c. competition
d. recording

D. Read the text below and decide which answer a, b or c best fits each gap.

A FOOTBALL STAR

Majed Ahmed Abdullah Al-Mohammed (1) _____ a passion for football since he was a child. He was born in Al-Baghdadia in Jeddah and (2) _____ one of the greatest players ever to come from Asia. It was obvious from an early age that Majed was a very (3) _____ football player. He spent his entire career playing for Al-Nasr in Riyadh, (4) _____ he scored nearly 200 goals. (5) _____, from 1976-1998 he (6) _____ his team win four league championships, four Saudi cups, two Gulf cups and the Asian Winners Cup.

His (7) _____ was not limited to Al-Nasr. Majed played 140 games for Saudi Arabia's national team and also served as captain of the team. He played with great patriotism for his country scoring lots of goals. At the time, he even held the world record for international appearances but several players (8) _____ that record. Majed (9) _____ global recognition late in his career when Saudi Arabia qualified for the first time for the World Cup in 1994 in the USA. Majed Abdullah retired in 1998 but he (10) _____ to be involved in football working as a sports commentator.



Majed Ahmed
Abdullah Al-Mohammed

- | | | |
|----------------------|----------------------|------------------------|
| 1. a. had | b. has had | c. has been having |
| 2. a. became | b. has become | c. was becoming |
| 3. a. famous | b. patient | c. talented |
| 4. a. who | b. which | c. where |
| 5. a. Moreover | b. As well as | c. Not only |
| 6. a. helped | b. has helped | c. has been helping |
| 7. a. failure | b. success | c. qualifications |
| 8. a. since broke | b. have since broken | c. had since broken |
| 9. a. earned | b. took | c. won |
| 10. a. has continued | b. continued | c. has been continuing |

E. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- Did you read *Oliver Twist*? that
Is *Oliver Twist* _____ you read?
- John started working for the company twelve years ago. been
John _____ for the company for twelve years.
- You ought to study harder for your exams if you want to pass this year. should
If you want to pass this year, _____ harder for your exams.
- I drank too much coffee and now I can't sleep! drunk
I _____ so much coffee because now I can't sleep.
- It would be a good idea for Omer to rest his ankle before the next game. better
Omer _____ his ankle before the next game.
- The last time Mike was in England was in 1999. been
Mike _____ England since 1999.
- Layla started learning French when she was six. been
Layla _____ she was six.
- It's a long time since I've seen Osama. for
I _____ a long time.

1 round-up

LISTENING



You are going to listen to interviews which take place at a careers and guidance fair. You will hear the talk in several parts. After each part you will hear two questions. For each question choose the correct answer.

1. a. to calm their nerves
b. to make a positive impression
c. to smarten up their appearance

2. a. to smile and appear friendly
b. to be able to surf the Net
c. to do background research

3. a. encourage students to go into scientific fields
b. assess students' personalities and abilities
c. inform students on their best career choice

4. a. Sociology or Marketing
b. Engineering or Computer Science
c. Medicine or Dentistry

5. a. their qualifications
b. their character
c. their discipline

6. a. your education
b. your experience
c. your skills and abilities

7. a. You can gain valuable information.
b. You can gain work experience.
c. You can make useful contacts.

8. a. promote themselves
b. contact employers
c. give their life's history

9. a. work
b. continue studying
c. get a scholarship

10. a. gain work experience
b. obtain a degree
c. get a job as a translator

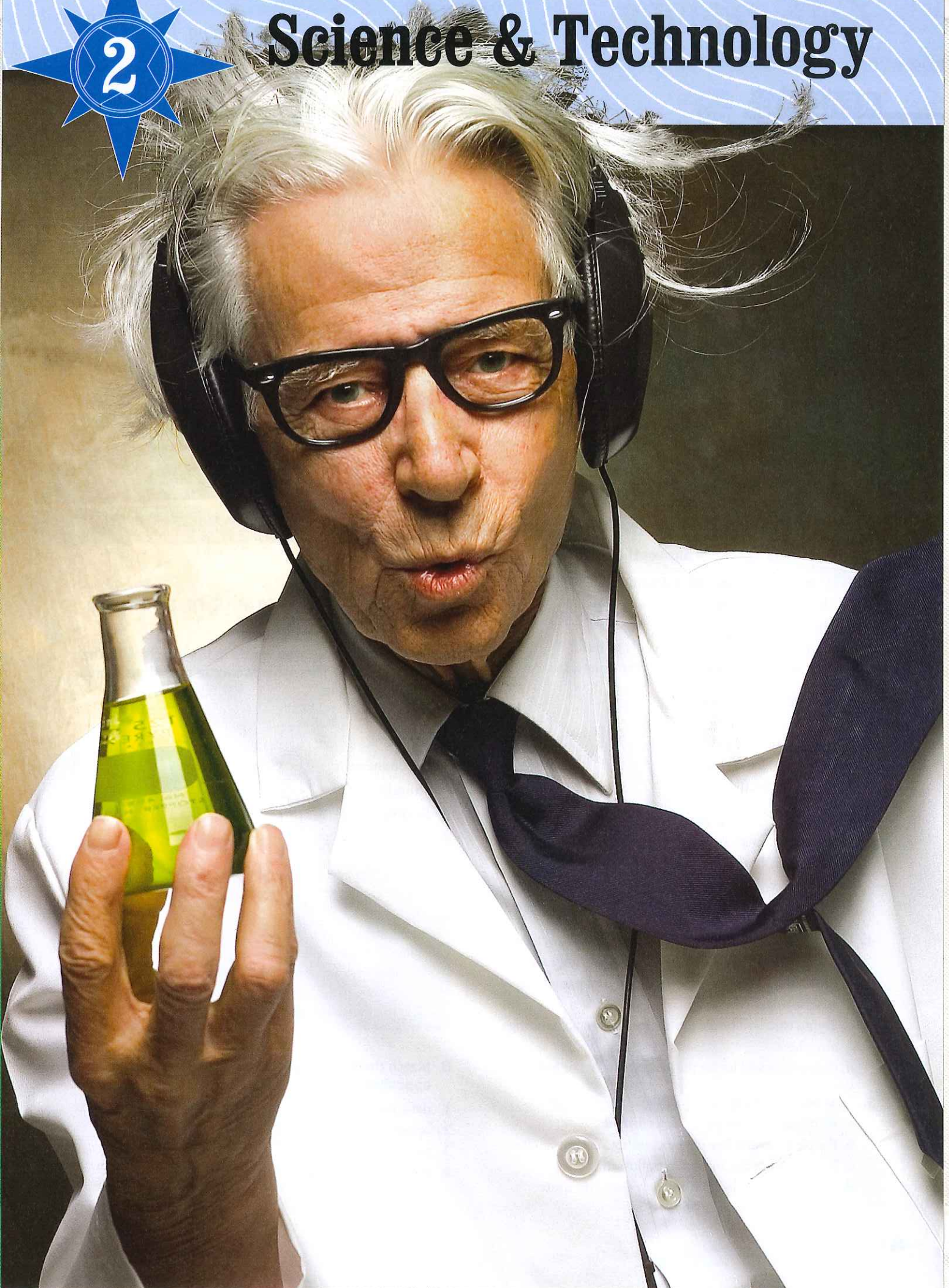
SELF-ASSESSMENT

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

Now I can...	
VOCABULARY	> distinguish the difference in meaning of words easily confused <input type="checkbox"/>
	> use nouns describing jobs and occupations <input type="checkbox"/>
	> differentiate between British English and American English words <input type="checkbox"/>
GRAMMAR	> use the Present Perfect Simple and Present Perfect Progressive appropriately <input type="checkbox"/>
	> use defining and non-defining relative clauses <input type="checkbox"/>
	> use <i>should</i> , <i>ought to</i> and <i>had better</i> to give advice, express opinion, make suggestions and express criticism or regret <input type="checkbox"/>
READING	> understand text organisation and reconstruct a gapped text <input type="checkbox"/>
	> understand gist and details in a text <input type="checkbox"/>
LISTENING	> listen to short monologues and understand the main idea expressed by each speaker <input type="checkbox"/>
	> understand specific information mentioned by different speakers on a radio programme <input type="checkbox"/>
SPEAKING	> talk about work and studies <input type="checkbox"/>
	> obtain information that I need, make a choice and justify it <input type="checkbox"/>
WRITING	> discuss and express my opinion on foreign language learning <input type="checkbox"/>
	> use linking words/phrases to link my ideas in writing <input type="checkbox"/>
	> write a letter of application <input type="checkbox"/>
	> write an essay expressing an opinion <input type="checkbox"/>



Science & Technology



2a reading

READING



1. PRE-READING

Discuss.

- How have the car and the aeroplane affected our way of life?
- What are the advantages and disadvantages of each means of transport?
- In your opinion, what will the vehicle of the future be?

2. READING FOR GIST

Read the article on page 25 quickly and answer the following question.

Why was the article written?

- a. to amuse
- b. to inform
- c. to persuade
- d. to warn

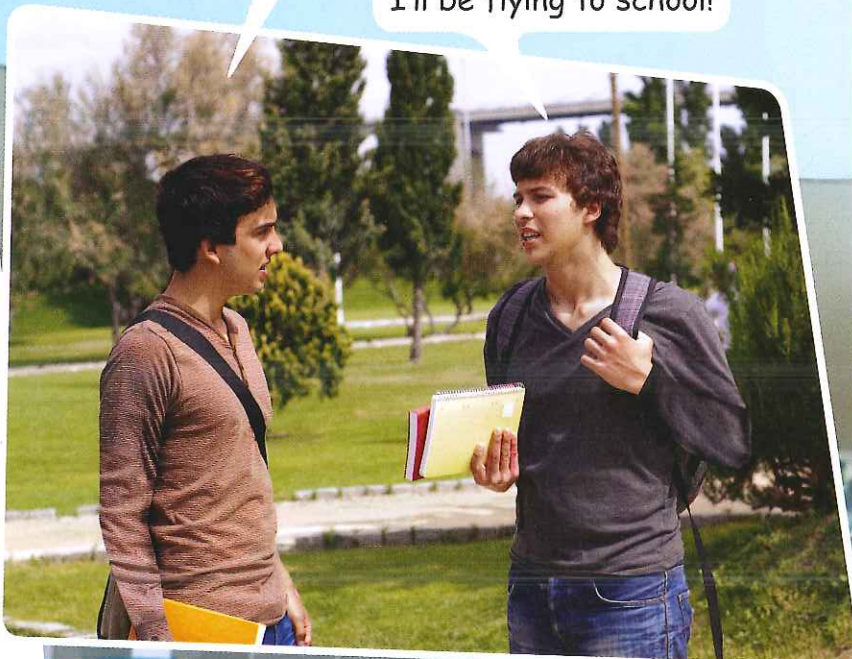
3. READING FOR SPECIFIC INFORMATION

Read the article again and answer the questions 1-5.

1. Why were flying cars only a dream in the past?
 - a. The technology wasn't advanced enough.
 - b. There was little interest in them.
 - c. They were considered impossible to build.
 - d. They were expensive and not very practical.
2. What is NASA working on?
 - a. its own flying car
 - b. ground stations for flying cars
 - c. computers for flying cars
 - d. air routes for flying cars
3. What is characteristic of a 'volantor'?
 - a. It can run on a variety of fuels.
 - b. It takes off in the same way an aeroplane does.
 - c. It is slower than most aircraft.
 - d. It consumes much more than a medium-sized car.
4. How will passengers be protected in case of an accident?
 - a. Computers will make sure that nothing goes wrong.
 - b. Internal and external airbags as well as parachutes will be installed.
 - c. Flying cars will be able to make emergency landings anywhere.
 - d. Computers will locate the nearest airport or heliport.
5. How will the flying car affect the environment?
 - a. Its impact cannot yet be determined.
 - b. People will only live in the country and not in cities.
 - c. It will reduce air and noise pollution.
 - d. There will only be 'sky highways' and no more concrete highways.

Hey Jack, what will you be doing this time tomorrow?

I'll be flying to school!



4. GUESSING THE MEANING OF UNKNOWN WORDS

A. Match the highlighted words in the article with the meanings a-h. There are two extra meanings which you will not use.

1. inevitable
2. congested
3. simultaneously
4. altitude
5. flexible
6. considerably

- a. cannot be prevented from happening
- b. a lot
- c. slightly
- d. at the same time
- e. height (above sea level)
- f. blocked with traffic
- g. issue
- h. able to change or adapt easily

B. Match the following words in the article with their opposites.

1. definitely (para 1) a. possibly
2. optional (para 1) b. the least
3. remarkable (para 5) c. compulsory
4. maximum (para 5) d. ordinary

FLYING CARS

next generation vehicles



Ask any science fan about the future and they will most definitely tell you that it will be full of flying cars - where drivers may become optional! Many researchers, scientists and engineers see personal air transport as the **inevitable** solution to the problem of **congested** roads or airports that suffer from delays.

At first, it was a dream to combine a car with an aeroplane. However, a flying car was considered to be too heavy, costly to design and inefficient. Another problem was that you had to be a pilot with a certified licence in order to fly one.

Now, with modern lightweight materials and computer technology, a number of inventors and small companies are working on their own individual versions of flying cars, which they hope will dramatically change air travel. NASA is developing a control programme called 'Highway in the Sky', which is something similar to a modern air traffic control system, where thousands of flying cars will be able to operate **simultaneously** without running the risk of crashing into one another. Dr Bruce Holmes, NASA's manager of General Aviation Programs, states that in the future automatic flying cars will be operating without human pilots, as onboard computers will fly and negotiate with other flying cars' computers and with ground stations that will determine who can land or fly at a particular altitude.

Paul Moller, Chief Executive of Moller International and developer of the flying sky-car M400, spent 40 years and millions of dollars designing, building and testing the personal aircraft. In 1989, he designed and tested the M200X and later the M400, which can reach cruising speeds of up to 350 mph at an **altitude** of 50 ft. Technically speaking, this flying car is known as a 'volantor', which is defined as 'a vertical take-off and landing aircraft that is capable of flying quickly and easily.' This allows the flying car to be **flexible** like a helicopter without losing the speed of a fast aircraft. It runs on petrol, diesel, alcohol or propane and its fuel consumption is comparable to that of a medium-sized car.

This model has been tested to guard against accidents. Safety features included in the design are parachutes and internal and external airbags to allow the passengers a soft landing in the event of an accident. Furthermore, Mr Moller has added two back-up computers in case something goes wrong. Mr Moller states that his flying car is able to fly from airports and heliports. However, in the future it will be possible to land at 'vertiports', which will include fields, parking lots, private properties, shopping centres or skyscraper roofs.

According to Mr Moller, the benefits of this new technology will be quite remarkable. Firstly, the effect on the environment will be of maximum importance, as flying cars will reduce air and noise pollution levels **considerably**. People will be free of traffic jams and will have more flexible lifestyles and travel times. When these vehicles become popular, then people will have freedom of choice between rural and urban lifestyles, as they will be able to live in a village near a small airport and fly to their workplace in the city hundreds of miles away. Therefore, there won't be much of a need for roads or large airports anymore, only 'vertiports'. Mr Moller believes that by the year 2040, our idea of travel will have changed as well as our habits. For example, a 'Highway in the Sky' or a similar system will have replaced concrete roads and traffic signs.

Whatever the future holds, it seems very likely that our children will be 'volanting' from small airports or 'vertiports' instead of breathing harmful exhaust fumes. However, it will be decades before the ordinary consumer is able to afford this technology.

5. POST-READING

Discuss.

- Do you think flying cars will be widely used in the future? Why / Why not?
- In your opinion, what is the most important advantage of flying cars?
- Can you think of any disadvantages?

2a vocabulary & grammar

VOCABULARY

1. VERBS + PREPOSITIONS

NOTE Many verbs are followed by prepositions. Sometimes more than one preposition can be correct depending on the use of the verb.

A. Complete the chart with the verbs in the box. Some of the verbs can be found in the text on page 25 and some may be followed by more than one preposition.

compare benefit warn bump differ
 crash connect protect prevent suffer
 guard translate replace save cope
 combine negotiate mix

verb + from	verb + with
benefit	compare
verb + into	verb + against
bump	warn

B. Complete the sentences below using verbs and prepositions from the exercise above.

- Many people _____ allergies.
- The race car driver was careful not to _____ the barriers.
- John lost control of the car and _____ a tree.
- The manager of the company is going to _____ the unhappy workers.
- Abdulaziz is finding it difficult to _____ his heavy workload.
- People need to take more action if they want to _____ the planet _____ global warming.
- The publisher plans to _____ the book _____ several languages.
- In summer, it is a good idea to wear a hat to _____ yourself _____ the sun.

2. NOUNS DERIVING FROM VERBS

NOTE A lot of nouns are formed by adding a suffix, such as *-ion*, *-ation* or *-ment* to a verb (e.g. pollute → pollution, consume → consumption, combine → combination, develop → development).

A. Complete with the missing nouns or verbs. You can find some of them in the text on page 25.

VERB	NOUN
connect	
	replacement
communicate	
arrange	
invent	
	operation
improve	
	production
protect	
	reduction

B. Complete the sentences with nouns from the exercise above.

- My grandfather had a successful heart _____ yesterday.
- There will be a big _____ in the weather next week.
- The Internet makes _____ between people easier and faster.
- There is a 30% price _____ on all washing machines and fridges during the sales.
- Sunscreen is necessary for the _____ of fair skin.
- Scientists have discovered a _____ between eating uncooked vegetables and living to an old age.

3. ADJECTIVES ENDING IN -ABLE

A. Look at the following extract from the text on page 25.

...its fuel consumption is **comparable** to that of a medium-sized car.

What do you think the word in bold means?

- related to comparison
- that can be compared
- impossible to compare

NOTE Some adjectives are formed by adding *-able* to a verb. Most of them mean that what the verb describes can be done, e.g. acceptable=that one can accept.

B. Look at the following adjectives ending in *-able*. Think of some nouns that they can describe, e.g. **acceptable behaviour**.

believable dependable predictable
 preferable noticeable

GRAMMAR

1. FUTURE TENSES

FOCUS ON USE

A. Read the following examples. Which of them expresses a promise, an offer, a request, a warning or a spontaneous decision?

- I prefer the black jacket, so I'll buy it.
- I give you my word that I will feed the birds while you are on holiday.
- I will cook dinner tonight if you are too busy.
- Will you give me that book when you finish reading it?
- Be careful! You will burn your hand.

B. Match the rules about the uses of the future tenses with the examples a-c taken from the text on page 25.

1. The Future *will* is used:

for predictions.

2. The Future Progressive is used:

for actions that will be in progress at a specific time in the future.

3. The Future Perfect is used:

for actions that will be completed before a specific time or another action in the future.

- This time tomorrow I'll be flying to school.*
- People *will be* free of traffic jams and *will have* more flexible lifestyles and travel times.
- Mr Moller believes that by the year 2040, our idea of travel *will have changed* as well as our habits.

FOCUS ON FORM

Look at the sentences a-c again and complete the rules.

Future will

will + base form

Future Progressive

_____ + be + _____

Future Perfect

_____ + _____ + past participle

2. OTHER FUTURE FORMS

Match the rules 1-3 with the examples a-c.

1. The Present Simple is used:

when referring to official timetables.

2. The Present Progressive is used:

when referring to people's plans and arrangements.

3. The Future *going to* is used:

when referring to people's intentions or decisions that have already been made.

- My brother is going to buy a new car next month.
- I am having lunch with my best friend today.
- The express train to York leaves at 9:45.

3. TIME CLAUSES

Look at the extract from the text on page 25 and complete the rule.

When these vehicles *become* popular, then people *will have* freedom of choice between rural and urban lifestyles.

When referring to the future, in the time clause (i.e. after *when, as soon as, until, till, before, after*, etc.), we usually use the _____ tense, while in the main clause we usually use the _____.

Grammar Reference p. 134.

4. PRACTICE

Read the dialogues and circle the correct words.

- A: Are you going / Do you go to the lake next weekend with Bill?
B: Yes.
A: I would like to come. Will there be / Will there have been space in the car for me?
B: Of course. We are taking / take Bill's dad's van, so there's lots of space.
- A: Will you start / Are you starting your exams soon?
B: Yes. This time tomorrow I will be sitting / will have sat for my Maths exam.
A: Good luck!
- A: Sam, will you phone / are you phoning the airport and find out what time Father's flight arrives?
B: Sure. I'll do it as soon as I finish / will finish my lunch.
- A: Are you going to have / Do you have breakfast before we leave?
B: Yes, but it will take / is taking me only about 15 minutes so hurry up!
A: OK, I will be / will have been ready by then.

ENGLISH IN USE

Read the text and complete the blanks with the correct form of the words in capitals.



SCIENCE MUSEUMS

Science museums are a great and

(1) _____ place to take your kids on a rainy Saturday afternoon.

Your children can learn all about science, technology and (2) _____

in a fun and creative way. Take, for instance, the Science Museum in London;

it has various (3) _____

exhibits which are sure to leave your child (4) _____.

And if your child has the dream of becoming a (5) _____, why not

go to the *Biology Gallery* where they can explore the interesting and

(6) _____ displays.

In addition, the *Science and Art of Medicine Gallery* is both beautiful

and (7) _____ as it

uses objects to tell the history of medical traditions across the world.

So, why not go to your local science museum this weekend? It will be

(8) _____ not to enjoy the experience.

AFFORD

INVENT

FASCINATE

AMAZE

BIOLOGY

IMPRESS

EDUCATION

POSSIBLE

2a listening & speaking

LISTENING



You will hear people talking in six different situations. For questions 1-6, choose the best answer *a*, *b* or *c*.

- You hear a man talking about a gadget that he got. What did the man originally want it for?
 - to play games
 - to take photos
 - to access the Internet
- You hear an uncle and his nephew talking about shopping on the Internet. What advice does the uncle give his nephew?
 - to shop from safe websites
 - to be careful with his credit card details
 - to go out shopping
- You hear two people talking about a dishwasher. Why did the man buy it?
 - because he has a big family
 - because he is too busy to wash dishes
 - because he wants to have a tidy kitchen
- You hear a man on the phone. Why is the man complaining about the product he bought?
 - It didn't scratch all of his back.
 - It was defective.
 - It injured him.
- You hear a man talking about the Eurostar train. What does he say about it?
 - The trip is tiring and time consuming.
 - Going through the Channel Tunnel frightened him.
 - The speed of the train impressed him.
- You hear a man interviewing Michael Merriweather on a radio programme. What is Michael's intention?
 - to give technical information about the gadget
 - to convince the listeners to buy the gadget
 - to compare his gadget with other machines

SPEAKING

1. WARM-UP

- What Science subjects do/did you study at school? Do/Did you like them? Why / Why not?
- Does/Did your school have labs where you can/could do experiments? How can doing an experiment help you learn?

2. FOCUS ON PICTURES

A. Compare the photographs and say what you think the people will learn from the activity they are doing. You can use some of the words and expressions given below.



microscope experiment
test tubes research
breakthrough laboratory



I think the person/people in picture... is/are about to...
The person/people in picture... is/are doing...
The person/people will learn about / better understand...
The person/people is/are perhaps ... who is/are trying...

B. Look at the photographs again. Which of these activities would you prefer to be doing?

1. DISCUSS

- What are some of the things people can do on the Internet?
- When you have access to the Internet, what kind of things do you like to do?

2. FOCUS ON PURPOSE AND STYLE

A. Read the text below and answer the following questions.

- Where might you find a text like this?
- What features lead you to think so?

The world **fingertips!**
at your

Like all of my generation, I have grown up surrounded by technology. Mobile phones and GPS devices are seen not as luxuries any more but as necessities. However, it is the Internet that definitely plays the greatest role in the lives of my friends and myself.

How do I use the Internet? In the first place, I use it to keep in touch with relatives who live in other parts of the country. Even if we can't meet up, we can chat with each other online or send e-mails.

What I like most, though, is that through the Internet I have access to all sorts of information. You name it – online dictionaries and encyclopedias, even online libraries, online magazines and newspapers – the Internet has it! My friends and I can find such a great wealth of information for our school projects, and it's all at the tip of our fingers!

In a few words, my life would not be the same without the Internet. With it, I am able to do so many things that otherwise would be time-consuming or just impossible.

B. Read the following sentences. Tick the sentences that apply to the text above.

The writer:

- a. uses formal language.
- b. includes questions and exclamations.
- c. avoids referring to himself personally.
- d. deals with different aspects of the topic in separate paragraphs.
- e. states his opinion and develops it by explaining or giving examples.
- f. gives arguments for and against the topic discussed.
- g. wants to interest and entertain the reader.

3. OUTLINE

When writing an article referring to a topic from a personal point of view, follow the outline below.

TITLE

- Think of an interesting title.

INTRODUCTION

- Introduce the topic of the article in an original/interesting way in order to attract the reader's attention.
- Say what in particular you are going to refer to and what your opinion is.

MAIN PART

- Develop your ideas about different aspects of the topic in separate paragraphs.
- Expand on, describe or give examples of each aspect to develop the idea in the paragraph.

CONCLUSION

- Make a general statement to sum up your ideas.

4. WRITING TASK

You have seen this announcement in an international magazine.

a gadget...

I can't live without

Tell us about a gadget that you consider so necessary that you can't live without it. Say what you use it for and why it is so important to you.

The most interesting articles will be published in next month's issue.

Write the article (120-180 words).

TIP

When writing an article:

- give your article a catchy title.
- introduce the topic in a way that will attract the reader's attention.
- use a variety of techniques (e.g. ask questions, address the reader directly, use exclamations, include expressions) to make your article more interesting.

2b reading

READING



1. PRE-READING

Discuss.

- What do you know about virtual reality?
- Have you ever played any virtual reality games?

2. READING FOR GIST

Read the texts A-D on page 31 about people who are using or developing virtual reality technology. Which aspect of virtual reality is each of the four texts about?

3. SCANNING FOR SPECIFIC INFORMATION

Read the texts again and answer the questions 1-12. Write A, B, C or D in the boxes.

Which text(s)

refer to research that is still incomplete?

1 2

refers to a person who benefited personally from the use of virtual reality technology?

3

refers to technology that is of educational value?

4

refers to a person who tried something else before using virtual reality technology?

5

refer to a project that is of medical value?

6 7

refers to a programme which can be revised to include all the latest information?

8

refers to technology that will help people avoid unnecessary visits to hospitals?

9

refers to technology that minimises human error?

10

refers to technology that will make a product less expensive?

11

refers to a technique that reduces feelings of discomfort?

12

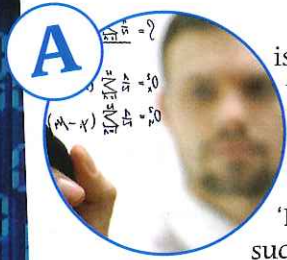
4. GUESSING THE MEANING OF UNKNOWN WORDS

A. Match the highlighted phrasal verbs in the texts with their meanings.

- | | | |
|----------------|--------------------------|-------------------------------|
| 1. carry out | <input type="checkbox"/> | a. appear unexpectedly |
| 2. come up | <input type="checkbox"/> | b. tolerate |
| 3. do without | <input type="checkbox"/> | c. do, perform |
| 4. put up with | <input type="checkbox"/> | d. manage despite the lack of |

B. Look at the following words from the texts and choose the correct meaning, a, b or c.

- generated (Text A)
 - created
 - called
 - controlled
- complex (Text A)
 - basic
 - interesting
 - difficult to understand
- monitor (Text B)
 - check
 - destroy
 - create
- expertise (Text B)
 - problem
 - character
 - special knowledge
- parameters (Text B)
 - programmes
 - factors
 - skills
- revolutionise (Text B)
 - prevent
 - reduce
 - change greatly
- simulation (Text C)
 - recreation
 - story
 - area
- prototype (Text C)
 - invention
 - example
 - equipment
- distracted (Text D)
 - careless
 - sensitive
 - not concentrating
- engrossed (Text D)
 - absorbed
 - indifferent
 - not interested



Saed Ali

is a mathematician who is working on a program that aims to make virtual surgery a reality.

'Imagine the benefits of such technology in use!

A surgeon will be able to **carry out** an operation on your "digital double", which is a "virtual you" generated by a computer. By doing so, the surgeon can learn from any mistakes he makes. If the surgeon is finally certain of success, he then will operate on you without any problems. The surgeon will be able to practise the operation several times before actually doing it, which means that there will be fewer mistakes,' says Saed.

This technology is called surgical simulation and is, without doubt, going to save lives. The method of creating a digital double involves complex geometry and mathematics. 'The possibilities are endless,' adds Saed. 'If the technology was available right now, patients would even be spared of a trip to the doctor's. A scan would be sent to the doctor who would make a correct diagnosis and prepare for the operation before asking the patient to come in.'

B

Saud Khalid

is a plant biologist involved in a project which aims to help farmers investigate and monitor plants and the conditions in which they grow. Presently, farmers grow crops without knowing what the end result will be. If

they knew what problems could **come up**, they would take steps to avoid them. Researchers, such as Saud, have combined their expertise in an effort to make it easier for farmers to predict the success of their crops.

'The program is actually a 3D model of a virtual plant growing,' says Saud. 'By entering different parameters, such as temperature, we are able to see the effect that they will have on the plant. Furthermore, once they have planted their crops, farmers will be able to keep an eye on them and improve plant care by giving their crops what they need, when they need it.' When this program is widely used, it will revolutionise effective crop management and it will result in cheaper and better quality food for all.

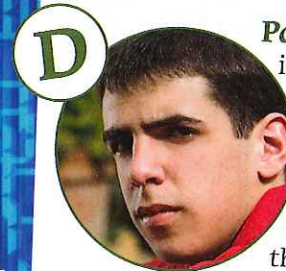


Carl Austen

is an archaeologist who was involved in a ten-year project named 'Rome Reborn 1.0'. This project used advanced technology to digitally rebuild ancient Rome. It is the largest and most complete simulation of a historic city ever

created. 'We have digitally recreated monuments that no longer exist, and we have digitally restored sites that have been destroyed with time, but this is by far the most ambitious project ever to be done,' says Carl.

It is a true 3D model that runs in real time. Users of the program can work their way through the model as they wish. They can enter important public buildings and move around to explore every corner of this marvellous, historic city. It is sure to serve as a prototype for other city models of historic value. 'The good thing is that if new discoveries are made, the program will simply be updated to include them and this is why I think that we will not be able to **do without** it when teaching our children about ancient Rome,' adds Carl.



Paul Parker

is a 15-year-old boy who is receiving treatment for burns which he got when a pot of boiling water fell onto his leg. It is a well-known fact that the treatment for a burn is worse than the actual injury. For this

reason, nurses and physicians at Nationwide Children's Hospital decided to use virtual reality games to help young victims **put up with** the pain of wound care. Research shows that anxiety and pain are strongly connected and if patients are distracted, anxiety is reduced and the procedure becomes less painful.

'At first the nurses gave me books to look at, but they did little to lessen the pain of having my wounds taken care of. Then, one day, they let me play with a virtual reality game and I was so engrossed in playing the game that I was surprised when the nurse told me that he had finished dressing my wounds,' says Paul.

5. POST-READING

Discuss.

- In your opinion which of the new technologies mentioned in the texts is or will be of most importance?
- Can you think of any other uses of virtual reality apart from those mentioned in the texts?
- How can virtual reality be used in the classroom and in the workplace?

2b vocabulary & grammar

VOCABULARY

1. PREFIXES AND SUFFIXES

A. Look at the words in bold in the sentences below. What do you think they mean? Choose a or b.

- The possibilities are **endless**.
a. coming to an end b. having no end
- This project used advanced technology to digitally **rebuild** ancient Rome.
a. build again b. build a part of
- If patients are distracted, anxiety is reduced and the procedure becomes less **painful**.
a. causing pain b. without pain
- The doctor's diagnosis was **incorrect** so they didn't give the patient the right medicine.
a. accurate b. wrong
- This information is **unimportant** and I'm not going to consider it.
a. very important b. not important

NOTE

- The prefixes **un-** and **in-** are used before adjectives and adverbs to give them the opposite meaning (able – unable, correct – incorrect).
- The prefix **re-** is used before verbs and nouns deriving from verbs, and often means *again* (build – rebuild).
- The suffix **-ful** is used after a noun to form an adjective which means *having enough of* (success – successful).
- The suffix **-less** is used after a noun to form an adjective which means *not having* (doubt – doubtless).

B. Complete the sentences using the correct form of the words in capitals.

- You should be more _____ CARE
with your work; there were a lot of silly mistakes in your exam paper.
- Scientists believe too much sunbathing is _____ HARM
to your health.
- Saif is an _____ leader; he EFFECTIVE
doesn't know how to motivate people.
- Spiders make me feel very _____ COMFORTABLE
- If you want to be _____ in SUCCESS
business, you have to plan carefully.
- The man was very _____; HELP
he showed us how to get back to our hotel.
- Since he lost his job and the bank took back his house, Kevin has been _____ HOME
- They are trying to _____ CONSTRUCT
the buildings that were damaged in the earthquake.

2. EXPRESSIONS WITH THE WORD 'EYE'

A. Look at the following extract from text B on page 31. What does the expression in bold mean?

Furthermore, once they have planted their crops, farmers will be able to **keep an eye on** them and improve plant care...

B. Read the sentences below and match the expressions in bold with their meanings a-d.

- The bracelet **caught my eye**; it was made of diamonds and emeralds.
- My brothers can never **see eye to eye** on anything.
- Eric's mother **closed her eyes to** his many faults.
- My grandfather always **had an eye for** a bargain.

- a. to be able to judge if something is valuable or attractive
- b. to attract one's attention
- c. to ignore something
- d. to agree about something

GRAMMAR

1. CONDITIONAL SENTENCES

FOCUS ON USE

Look at the examples below taken from the texts on page 31 and answer the questions that follow.

- If the technology was available right now, patients would even be spared of a trip to the doctor's.*
 - ...if new discoveries are made, the program will simply be updated to include them...*
 - ...if patients are distracted, anxiety is reduced and the procedure becomes less painful.*
- Do the sentences refer to the past or present/future?
 - Which sentence expresses something which generally happens?
 - Which sentence expresses something which is possible to happen in the future?
 - Which sentence expresses something imaginary?
 - In which of the sentences could *if* be replaced by *when*?

FOCUS ON FORM

Look at the sentences 1-3 again and complete the rules below.

Zero Conditional = a general truth or something that always happens

if or when + Present Simple → _____

Conditional Sentences Type 1 = something which is possible to happen in the present or future

if + _____ ↗ will, can, must, may, might
or should + base form
↘ imperative

Conditional Sentences Type 2 = something imaginary/unreal or unlikely to happen in the present or future

if + _____ → would, could + base form

NOTE

- Unless* can be used instead of *if... not...* in conditional sentences.
- If I were you* is often used to express an opinion or give advice.

Grammar Reference pp. 134-135.

2. PRACTICE

Complete the texts with the correct form of the verbs in brackets.

www.letschat.net

Colin
Hi Mark. Are you online yet?

Mark
Yes, go ahead, what's up, Colin?

Colin
I'm trying to get used to life in Canada. It's very different from London. When it snows heavily, schools (1) _____ (close). Just wondering, can you ice skate?

Mark
Sure. I grew up in Sweden. If I (2) _____ (have) the time, I go to the skating rink at the weekends.

Colin
Well, if you visit me here, we (3) _____ (go) skating every day.

Mark
Sounds fantastic! If plane tickets weren't so expensive, I (4) _____ (get) a ticket to Canada today.

Colin
It would be really great to see you. If I (5) _____ (be) you, I (6) _____ (ask) my parents to help out with the money.

CONTROL PANEL

- ROOMS
- SETTINGS
- LOGOUT
- USERS
- ACTIONS
 - invite others to join this chat
 - send an e-mail
 - show history

www.healthproblems.net

Many people are overweight, and being overweight can be a source of stress. We all know how important it is to be healthy. If you (7) _____ (want) to lose weight, you (8) _____ (eat) less and avoid bread, potatoes and sweets. But is that enough? No, unfortunately, it isn't. According to doctors, people need to be fit and active. So, why not go to a gym or start playing a sport? If you (9) _____ (need) any advice, just (10) _____ (visit) your doctor to help you out.

teen problems

overweight

ENGLISH IN USE

Choose the word or phrase that best completes each sentence.

- If I go to Australia, I _____ the Great Barrier Reef.
a. will visit b. am visiting c. would visit d. visit
- If I stay under the sun for too long, I _____.
a. am burning b. burned c. burn d. would burn
- If I were you, I _____ those mushrooms; they're poisonous.
a. wouldn't eat b. would eat c. will eat d. should eat
- If I saw a lion, I _____ up the nearest tree.
a. will climb b. climbed c. climb d. would climb
- The Internet allows people from all over the world to connect _____ each other.
a. into b. from c. against d. with
- At her thought that the end of the book was very _____.
a. preferable b. noticeable c. predictable d. comparable
- John had to _____ changes in the number of squirrels in the area for his science project.
a. simulate b. monitor c. measure d. generate
- Nasir's area of _____ is criminal law.
a. expertise b. recreation c. programme d. technology

2b listening & speaking

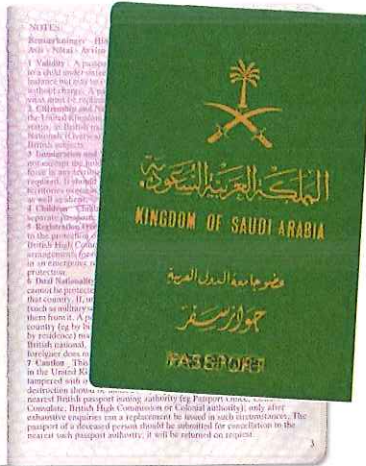
LISTENING



1. PRE-LISTENING

Discuss.

- What kind of information about the owner does a passport contain?
- In your opinion, what are the advantages of using biometric data, that is, information about a person's unique physical characteristics (eyes, fingerprints, etc.), in passports? Are there any disadvantages?



2. LISTENING FOR GIST

You will hear an interview with Dr Andrew Smith about biometric passports. What are the differences between a regular passport and a biometric passport?

3. LISTENING FOR SPECIFIC INFORMATION

Listen to the interview again. For questions 1-5, choose the best answer a, b or c.

- Why are biometric passports more secure than ordinary passports?
 - They hold information about the person's unique physical features.
 - They have a photograph of the person.
 - They include information only the owner knows.
- What is the main reason countries are using biometric passports?
 - Many people want to keep their identity.
 - Governments are becoming more aware of security problems.
 - Passports with biometric information cannot be stolen.
- How long has fingerprinting been used for identification?
 - for over a decade
 - only in recent years
 - for over a hundred years
- What is one disadvantage of biometric passports?
 - They may invade the privacy of governments.
 - Biometric technology is not 100% accurate.
 - They can't be used in busy airports.
- Which is the most accurate of the three methods?
 - eye scanning
 - fingerprint scan
 - facial scan

SPEAKING

1. WARM-UP

- What kind of gifts do you usually buy for your friends?

2. SPECULATING AND MAKING A DECISION

Talk in pairs. Imagine that you and your partner are in a shop looking for a gift for a friend of yours. These are some of the items you are considering buying. First, talk to each other about how suitable each item would be for your friend. Then decide which two items you think would be best as a gift. You can use some of the words and expressions in the boxes.

- How suitable is each of these items for your friend?
- Which two would be best as a gift?



convenient state-of-the-art high-tech
rechargeable batteries store information
facilitate communication

I think the... would be the best gift because...
I don't think the... would be at all suitable as...
I agree, but I also think that the...
I believe... would really like to have a(n)... because...
I don't think... would be interested in a(n)... as...

VOCABULARY

PREPOSITIONAL PHRASES WITH 'IN' AND 'OUT OF'

A. Read the following extracts from the interview that you heard in the listening section. What do you think the phrases in bold mean?

- At first sight, it doesn't look **out of the ordinary**.
a. usual b. unusual
- It's the same as a regular passport with a photograph, but it has some new security features, **in particular**, it has a microchip.
a. especially b. generally
- They are **in use** in about forty countries so far.
a. used b. going to be used

NOTE A prepositional phrase consists of a preposition and its object (a noun or adjective).

B. Complete the table with the words in the box. Some words can be used with both *in* and *out of*.

~~use~~ ~~the future~~ control order
progress detail ~~the question~~ agreement
addition touch date

in	out of
<i>in use</i>	<i>out of use</i>
<i>in the future</i>	<i>out of the question</i>

C. Complete the sentences with *in* or *out of*.

- During the match, the situation with the fans from opposing teams got totally _____ control and the police made several arrests.
- An investigation into the causes of the accident is _____ progress.
- In my History class, we are studying World War II _____ detail.
- The lift is _____ order, so we will have to use the stairs.
- I try to keep _____ touch with my classmates from school.
- Don't rely on this information; it's _____ date.
- I haven't got the money, so buying a new car is _____ the question.

GRAMMAR

MUST - HAVE TO - NEED

A. Look at the extract from the listening passage and answer the question.

*This is because for biometrics to be successful with the general public, it **needs to be** close to perfect and to make their lives easier; in a busy airport, you **have to have** a quick and accurate way of identifying people.*

What do the verbs in bold express?

- necessity
- permission
- suggestion

B. Read the following sets of sentences and answer the questions.

- I really **must leave** now; it's getting late.*
- You **have to be** 18 to get a driving licence.*
 - Which sentence expresses an external obligation?
 - Which sentence expresses an obligation the speaker imposes?
- You **mustn't touch** that button.*
- We **don't have to get up** early tomorrow.*
 - Which sentence expresses prohibition?
 - Which sentence expresses an absence of necessity?
- You **don't need to go** to school tomorrow.*
- You **mustn't go** to school tomorrow.*
- You **needn't go** to school tomorrow.*
 - Which two sentences have a similar meaning?

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

I designed a robot for my Science project. Our teacher told us that we (1) **had to / didn't have to** create something original if we wanted to get a good mark. This made me nervous because I hadn't done well in my exam and I (2) **needed / must** to improve my grade if I wanted to pass. When my teacher saw my robot, he exclaimed, 'Excellent work! You (3) **have to / don't need to** worry about passing any more. In fact, it's so impressive that you (4) **must / needn't** enter your robot in the RoboCup junior football championship. You (5) **must / need to** register by next month if you want to take part this year and you (6) **don't have to / mustn't** forget to include the £50 registration fee. It is taking place in Germany, so you (7) **must / needn't** ask your parents if you can go.'

RoboCup junior football is a football game which is played by robots. In the game, a pair of robots compete against each other on a small football table which changes colour gradually from dark to pale. The robots (8) **don't have / have to** use this colour pattern to move towards the opponent's goal. As they are independent, the robots (9) **mustn't / don't need to** be controlled by a remote control; they move on their own. I just (10) **need / had to** add a few finishing touches to my robot and we'll be ready to compete!

2b writing

WRITING A LETTER BASED ON PROMPTS I

1. DISCUSS

- Would you ever buy something or book a flight/holiday from an Internet site? Why/Why not?
- If you booked a holiday that turned out to be unsatisfactory, what would you do?

2. FOCUS ON USING PROMPTS

Read the advertisement, the notes and the letter of complaint. Underline the parts in the letter that correspond to the notes.

£200 not deducted from total price

Book your holiday online today!

Guaranteed
£200 discount
off your holiday

The package includes:

- Flights
- Transfer from and to airport
- Luxurious accommodation overlooking beach
- Day trips with free meals included
- Lowest holiday prices guaranteed

KIDS GO FREE



Go to www.bargainholidays.net to book your holiday online now!
Phone 0367- 248-7011 for 24 hr. customer service.

Not luxurious!
Building work in hotel!

Charged full price for my child

Dear Sir/Madam,

I am writing to complain about the holiday I booked on your website. It was completely different from what was advertised.

To begin with, your advertisement was misleading. You claimed that we would have luxurious accommodation. However, when we arrived, we were unpleasantly surprised to see that the hotel was not at all luxurious.

In fact, it was very basic. **Moreover**, you failed to mention that there was building work going on in the hotel.

Furthermore, the advertisement clearly stated that there was a guaranteed £200 discount, but when I checked my credit card bill, I realised I had been charged the full price. **Finally**, I must point out that I was also charged an adult price for my child, although, according to your website, 'kids go free.'

Considering the above, I believe I am entitled to a refund. I would appreciate it if you would deal with this matter immediately.

I look forward to hearing from you.

Yours faithfully,



Tom Hartley

3. FOCUS ON CONTENT AND ORGANISATION

Read the letter again and answer the following questions.

1. How does the writer begin the letter?
2. What aspects of the holiday does the writer refer to in the second and third paragraphs of the letter?
3. What does the writer ask for in the final paragraph?

4. FOCUS ON STYLE AND REGISTER

A. Read the letter again and answer the following questions.

- Is the letter written in a formal or informal style?
- Is the language used polite or aggressive?
- What examples can you find in the letter to justify your answers to the above questions?

B. Find phrases or sentences in the letter and match them with the more informal meanings below.

1. It isn't at all like what you advertised.
2. And you did not say that...
3. Last of all, I want to say that...
4. Because of all that, I think I should get all my money back.

C. Rewrite the sentences below in a more formal style.

1. You did not say that the hotel was two kilometres from the beach.

2. Because of these reasons, I think I should get a free ticket.

3. I also want to say that the watch was not waterproof.

4. I am complaining about the mobile phone I got from you.

5. FOCUS ON LINKING WORDS/PHRASES

A. Look at the highlighted words/phrases in the letter. Which words/phrases does the writer use to list points? Which word/phrase does he use to emphasise a point?

B. Complete the sentences using the linking words/phrases in the boxes.

Listing points
firstly for a start secondly

Emphasising
in fact actually to be honest

1. I am writing to complain about the service at your restaurant. _____, it was the worst I have ever received.
2. I am writing to express several complaints about your hotel. _____, the beds were very uncomfortable and this prevented me from having a good night's sleep. _____, the staff did a very poor job of cleaning up the room.
3. It's hard to believe that this mobile phone costs £500. _____, it doesn't even have a camera.

6. WRITING TASK

A. Read the rubric, the advertisement and the notes. Underline the key words in the rubric. What information do you have to include in your letter?

You bought a smartphone you had seen advertised in a magazine. However, when you received it, you realised that the advertisement was misleading. Read the advertisement and the notes you have made. Then write a letter of complaint to the company you bought the smartphone from, using all your notes.

20% discount was not applied -charged full price

Paid extra for delivery

Have not received €40 voucher

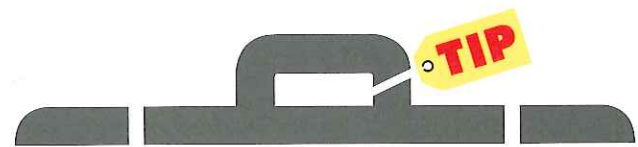
Only one colour was available to buy online

B. Copy and complete the outline below for your letter.

Opening paragraph:

Main part { paragraph 1:
paragraph 2:

Closing paragraph:



- Plan your letter well and include all the points in the notes.
- Make sure you address and sign off your letter appropriately.
- Explain your complaints clearly, but do not include unnecessary details.
- Use formal language.
- Be firm but polite.
- In the final paragraph, remember to state what you want the reader to do about the situation.

C. Write your letter of complaint based on the outline you have made (120-150 words).

For a plan you can follow when you are writing a letter of complaint and set phrases you can use, see Appendix I.

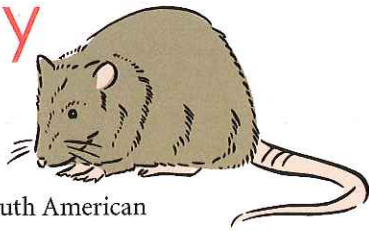
2 round-up

VOCABULARY & GRAMMAR

- A. Choose the word that most appropriately completes each sentence.**
- The manager told his staff that they would _____ from the changes that were taking place in the company.
 - crash
 - prevent
 - benefit
 - connect
 - Becky has to be very careful with what she eats; she _____ from various food allergies.
 - suffers
 - copes
 - replaces
 - protects
 - There has been a marked _____ in David's work.
 - reduction
 - improvement
 - arrangement
 - production
 - Fetoon is a very _____ person; you can always rely on her in times of need.
 - preferable
 - dependable
 - noticeable
 - believable
 - Fahad had to _____ an experiment for his Science project.
 - carry out
 - come up
 - put up with
 - grow up
 - The application form asked for a lot of _____ details.
 - flexible
 - inefficient
 - unimportant
 - endless
 - I prefer buying my books online because it's more _____.
 - convenient
 - advanced
 - inevitable
 - remarkable
 - The book gave a(n) _____ insight into life in Egypt in the 1920s.
 - affordable
 - impossible
 - effective
 - fascinating
- B. Choose the word or phrase that produces a grammatically correct sentence.**
- I think France _____ the next World Cup.
 - will win
 - wins
 - will be winning
 - will have won
 - This time next year I will _____ on holiday with my family.
 - be
 - be being
 - have
 - have been
 - Majed _____ himself a new pair of trainers next week.
 - is going to buy
 - buys
 - will have bought
 - will be bought
 - Nujood _____ her third novel by the end of the year.
 - finishes
 - will be finished
 - will have finished
 - is finishing
 - If people paid more attention to the environment, the beaches _____ cleaner.
 - will be
 - would be
 - would have
 - were
 - If you _____ lots of fruit and vegetables, you will be healthy.
 - eat
 - ate
 - will eat
 - would eat
 - Ahmed, you _____ go now; a taxi is waiting for you.
 - need
 - don't have to
 - must
 - needn't
 - You _____ take your umbrella; it isn't raining.
 - needn't to
 - don't have to
 - mustn't
 - don't need

C. Read the text and complete the blanks with the correct form of the words in capitals.

mighty mouse



Archaeologists in the South American country of Uruguay have made an (1) _____ discovery; they have dug up the skull of a giant rat. The rat was nicknamed Mighty Mouse because of its (2) _____ size. It lived approximately four million years ago and weighed an (3) _____ one tonne. Scientists were (4) _____ by the creature's enormous teeth. They believe the huge teeth were used for (5) _____ against bigger animals or to knock down trees. A large variety of rats have been discovered in South America, but this one is the most (6) _____ because of its incredible size. About 65 million years ago, South America was an island, which allowed animals there to live in (7) _____. However, things changed when a land bridge was formed between North and South America. The sudden competition with other mammals led to a (8) _____ in the population of giant rats.

- AMAZE
- BELIEVE
- IMPRESS
- PUZZLE
- PROTECT
- FASCINATE
- ISOLATE
- REDUCE

D. Read the text below and complete the gaps. Use only one word in each gap.

the new face of science

The Cheltenham Science Festival is an annual event (1) _____ brings together some of the biggest names in science for discussions, debates (2) _____ demonstrations. In June 2007, a variety (3) _____

topics were discussed ranging from the effects of environmental damage to researching ways to make humans (4) _____ effective. The highlight of the festival was the Famelab competition. Famelab is a search for the (5) _____ charismatic new science TV presenter in the UK. Every year, thousands of hopeful youngsters make a science presentation in (6) _____ of a panel of well-known scientists. The winner (7) _____ convince the judges that they can explain scientific facts to the public (8) _____ an interesting and simple way. Last year's winner was a physics student from Imperial College, London, (9) _____ gave an interesting presentation on the physics of the microwave oven using various colourful objects. Science competitions and festivals of this type help to create opportunities for young scientists as (10) _____ as stimulate the public's interest in the subject.

E. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. You eat too many sweets, that's why you're overweight. **ate**
If you _____, you wouldn't be overweight.
2. Maths is a compulsory subject this year. **must**
You _____ this year.
3. James and I don't agree on many things. **eye**
James and I don't _____ on many things.
4. When I have enough money, I will travel abroad. **until**
I _____ I have enough money.
5. This time tomorrow I will be on a plane to Japan. **flying**
This time tomorrow _____ to Japan.
6. Jeff is planning to buy a yacht next week. **going**
Jeff _____ a yacht next week.
7. I'll call the police if you don't move your car. **unless**
I'll call the police _____ your car.
8. You press this button to switch off all the lights. **when**
All the lights switch off _____ this button.

2 round-up

LISTENING



You will hear an interview with a specialist in the field of Science and Technology. For questions 1-7 choose the best answer *a*, *b* or *c*.

- Why does Dan Wilson enjoy talking about this exhibition?
 - He hopes to get through to a specific group of people.
 - He never has the opportunity to talk about it.
 - The media coverage it receives is not enough.
- Why does Dan Wilson consider this exhibition special?
 - There are only a few exhibitors.
 - The facilities are conveniently located.
 - He feels it is the best place to put one's invention on display.
- What does Dan say about the prizes and awards that are given?
 - They are equally prestigious.
 - There are only a few.
 - They help promote the inventions that receive them.
- What does Dan say about the fields of research covered?
 - There are four main fields.
 - Specific fields are of interest.
 - Inventions may be related to any field.
- What does Dan say about the high security system that won the Grand Prix?
 - It is bound to become very popular.
 - It is as reliable as other security systems.
 - It is similar to other security devices.
- What do many of the small inventions focus on?
 - safety
 - convenience
 - making a big difference
- According to Dan, what brought about progress?
 - Man's confidence in his abilities.
 - Man's experimentation in order to satisfy his curiosity.
 - Man's desire to make a difference.

SELF-ASSESSMENT

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

Now I can...	
VOCABULARY	> form derivatives by using prefixes and suffixes <input type="checkbox"/>
	> use verbs + prepositions <input type="checkbox"/>
	> use prepositional phrases with 'in' and 'out of' <input type="checkbox"/>
GRAMMAR	> use future tenses and other future forms appropriately <input type="checkbox"/>
	> use Conditional Sentences Type 0, 1 and 2 <input type="checkbox"/>
	> use <i>must</i> , <i>have to</i> and <i>need</i> to express obligation, prohibition and absence of necessity <input type="checkbox"/>
READING	> understand gist and details in a text <input type="checkbox"/>
	> skim a text to identify its purpose and the topics discussed <input type="checkbox"/>
	> scan a text to understand specific information <input type="checkbox"/>
LISTENING	> understand the necessary information in a short spoken text <input type="checkbox"/>
	> understand specific information in a radio interview and answer questions <input type="checkbox"/>
SPEAKING	> talk about issues related to science, technology and gadgets <input type="checkbox"/>
	> speculate about an appropriate gift for a friend and make a decision <input type="checkbox"/>
WRITING	> use linking words/phrases to list points and emphasise <input type="checkbox"/>
	> write an article referring to a topic from a personal point of view <input type="checkbox"/>
	> write a letter of complaint based on prompts <input type="checkbox"/>

Leisure

3

Discuss:

- ▶ What do you enjoy doing in your free time?
- ▶ What is your favourite form of entertainment? Why?

Flick through the module and find...

- ▶ information about a trip to Peru
- ▶ a text about the benefits of visiting museums
- ▶ a book review
- ▶ an article about someone who has an unusual collection
- ▶ information about four theme parks in the USA
- ▶ a short text about volunteer work involving rescuing turtles

In this module you will...

- ▶ talk about different forms of entertainment and free-time activities
- ▶ learn how to express possibility and make deductions using appropriate verb forms
- ▶ expand your vocabulary by learning collocations, lexical sets, words easily confused and collective nouns
- ▶ talk about what you and other people you know like and dislike
- ▶ learn how to write an essay expressing an opinion and a book review
- ▶ speculate about a problem and suggest a solution
- ▶ learn how to ask for confirmation using question tags
- ▶ acquire skills and strategies that will help you in exams

3a reading

READING



1. PRE-READING

Discuss.

- Are there any theme parks in your city/country?
- Do you know of any famous theme parks in other countries?
- Why are theme parks popular with families?
- Have you ever been to a theme park? If yes, what did/didn't you like about it? If not, would you like to visit one? Why / Why not?

2. READING FOR GIST

Read the advertisements 1-4 quickly and answer the following questions. Write 1, 2, 3 or 4 in the boxes.

Which theme parks ...

- a. give you the chance to travel back in time?
- b. give you the chance to be close to nature?

3. SCANNING FOR SPECIFIC INFORMATION

Imagine that you are on vacation in the USA and you are interested in visiting one or more theme parks. Read the advertisements again and answer the questions 1-8. Choose a, b, c or d.

- You love nature and want to go to a mountainous area. Where can you go?
a. 1 & 3 b. 1 & 4 c. 1 & 2 d. 2 & 3
- You want to go somewhere that has food on site, because you will be there all day with your children. Which options will not work for you?
a. 1 & 2 b. 2 & 4 c. 1 & 3 d. 3 & 4
- Which theme park offers a discount when booking tickets online?
a. 1 b. 2 c. 3 d. 4
- If you want to spend some time 'in prison' on your vacation, where should you go?
a. 1 b. 2 c. 3 d. 4
- Your boss has asked you to plan a company trip that will include corporate workshops. Which place can you suggest?
a. 1 b. 2 c. 3 d. 4
- You want to take a vacation at a place where you and your family can also camp there or nearby. What are the best places to do this?
a. 1 & 2 b. 1 & 4 c. 2 & 4 d. 3 & 4
- Where can you see a show that takes place only at certain times of the year?
a. 1 b. 2 c. 3 d. 4
- At which place can children keep some of the things they find?
a. 1 b. 2 c. 3 d. 4

1*

Desoto Caverns park

Childersburg, Alabama
(36 miles from Birmingham)
Hours: 9am – 4:30pm (5:30 in the summer)
Admission: (adults) \$21, (children) \$18

Desoto Caverns is located at the scenic foothills of the Appalachian Mountains. Get **in tune** with nature, as you take a guided tour of our caves, get 'lost' in the Lost Trail Maze, or visit the ancient Woodland Indian burial ground. Kids will have fun searching for semi-precious stones, crystals, and fossils, or enjoying our many theme park rides, including go-carts, racing on land in 'Happy's Potty Race' (toilets on wheels!), or in water on paddle boats. Test your endurance on our rock wall, or in the 'cave crawl.' Seasonal sound, light, and water shows take place inside the caves.

Group/school rates are available. Special packages for school trips which include an 'underground classroom' experience and a private cave tour.

On-site accommodation includes campgrounds which have picnic areas by a beautiful waterfall.

2*

Stone Mountain Park



Stone Mountain, Georgia (just outside Atlanta)

Hours: 10am-5pm daily / 10am – 9pm summer
Admission: \$8 vehicle entry into park, Attraction Pass: \$25 (adults), \$19 (children), \$22 (senior/military personnel)
Summit Skyride: \$9

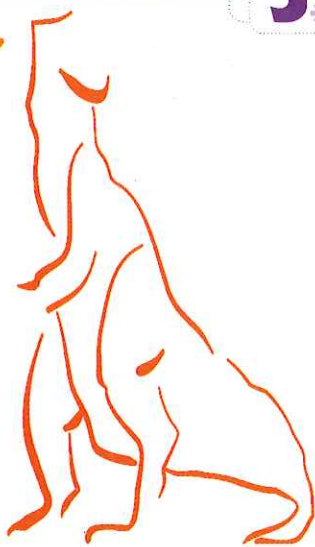
Whoever said history can't be fun, never went to Stone Mountain Park. The park, just minutes from downtown Atlanta, combines nature and history to create an unforgettable experience! There is truly something for everyone here, including an old-fashioned railroad, museums, and various rides including different water boats – that is if you don't mind getting a little wet. Going on a trip on the Summit Skyride is a must! Travel 825 feet to the top of the mountain on a Swiss cable car. From the top, enjoy a photographic view of up to 60 miles, including the beautiful Atlanta skyline, and the Appalachian Mountains.

Take a trip back in time at 'Crossroads', a working 1800s town with various period shops as well as a cooking restaurant.

There is a nearby campground/RV park, and public picnic area. Company picnics and corporate workshops available, as well as school trips and educational tours.

3*

Dinosaur World



Plant City, Florida
(20 min. from Tampa,
1 hour from Orlando)

Hours: 9am-6pm daily
(9-5 Dec - Jan)

Admission: \$12.75 (adults),
\$9.75 (children), \$10.75 (seniors/military personnel)
\$2 off when ordering from the website

You'll be amazed at Dinosaur World by our 150 life-sized dinosaur **replicas** in their recreated natural **habitats**. After you've explored the dino habitats and caves, get ready for some digging! In the 'bone yard,' you can dig up full dinosaur skeletons. Children aged 3-12 love taking part in our fossil dig, where they can search for shark teeth, shells, coral, and much more! Each child may keep three pieces of their finds, as a souvenir of their 'dig.'

There is no food service available, but there is a nearby picnic area if you'd like to bring your own.

Group rates available. Special outdoor interactive classes are available for schools.

4*

RAWHIDE

wild west town

Chandler, Arizona (just south of Phoenix)

Hours: 11am-10pm daily

Admission: free admission/parking

Attraction tickets: \$4 per attraction

Town day pass: \$12

Sheep riding for toddlers: \$1

Cow riding: \$10

You'll think you stepped into a time machine when you come to Rawhide where we've recreated an entire 1880s style Wild West town. Don't get **out of line** though, or else our 'town sheriff' will arrest you during the 'arrest-a-guest' demonstration. Don't worry, you won't stay **behind bars** for too long!

Explore our town, do some shopping at our clothing, food, and general stores. Have an old-fashioned picture taken of you and your family in period costume. You'll have a great time searching for gold, watching a show or going to the zoo on our ranch. Don't forget to take a donkey ride. Before leaving, you'll definitely have to have dinner at our famous steakhouse. Don't skip dessert! It's well worth trying our famous apple pie with homemade ice cream.

Plan your school trips with us. Group rates available, come see us today!

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words/phrases in the advertisements with the meanings below. There are two extra meanings which you do not need to use.

1. in tune
2. replicas
3. habitats
4. out of line
5. behind bars

- a. exact copies
- b. in prison
- c. findings
- d. behaving improperly
- e. in harmony
- f. extraordinary
- g. the natural environment in which an animal lives

5. POST-READING

Discuss.

- Which of the theme parks would you most like to visit and why?
- Which of them would you definitely not be interested in visiting? Why?

3a vocabulary & grammar

VOCABULARY

1. COLLOCATIONS WITH GET, GO, HAVE AND TAKE

Complete the collocations using the verbs in the box. You can find some of them in the advertisements on pages 42-43.

get go have take

1. _____ shopping
2. _____ a great time
3. _____ a swim
4. _____ swimming
5. _____ a stroll
6. _____ a meal
7. _____ fun
8. _____ ready
9. _____ a photograph
10. _____ to sleep
11. _____ a tour
12. _____ a nap
13. _____ to a festival
14. _____ a holiday
15. _____ on holiday
16. _____ for a walk

2. WORDS EASILY CONFUSED

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

take bring

1. Don't forget to _____ your mobile phone with you when you leave.
2. Will you please _____ me the remote control?

story history

3. He told us an amazing _____ about what he did while he was on holiday.
4. This town has a very old _____ that makes a lot of people want to come here.

take part take place

5. The awards ceremony will _____ tomorrow evening at eight.
6. I _____ in many school competitions when I was younger.

wet humid

7. I didn't have an umbrella with me, so I got all _____ when it rained.
8. It is so hot and _____ today that I feel like I'm in a sauna!

hold keep

9. I always _____ a book in my backpack so I have something to read on the train.
10. Do you think you can _____ the door open for me, please?

suit costume uniform

11. In some of the remote villages, people still wear traditional _____.
12. He bought an expensive new Armani _____ for his wedding.
13. Andrew is an officer in the Air Force and has to get his _____ cleaned and ironed daily.

GRAMMAR

1. INFINITIVES AND -ING FORMS

FOCUS ON USE

- A. Look at the following examples of full infinitives (e.g. *to do*), bare infinitives (e.g. *do*) and -ing forms (e.g. *doing*) in the advertisements 3 and 4 on page 43 and complete the rules.

Children aged 3-12 love **taking** part in our fossil dig, where they can **search** for shark teeth, shells, coral, and much more!

Don't forget **to take** a donkey ride.

The _____ is used after:

- modal verbs (*can, could, must, should, may, etc.*)
- *let* and *make* in the active voice
- *would rather* and *had better*

The _____ is used after:

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

The _____ is used after:

- certain verbs (*avoid, enjoy, love, hate, finish, imagine, mind, risk, suggest, consider, etc.*)
- certain expressions (*how about, it's no use, it's no good, there's no point in, be used to, etc.*)
- prepositions (*for, about, without, etc.*)

- B. Read the following sets of sentences and match them with the statements **a** or **b** which are the closest in meaning.

1. I must remember **to lock** the door before leaving the building.
2. I remember **locking** the door when I left the building.
- a. First I remember, then I do it.
- b. I remember that I have done something earlier.
3. He stopped **taking** pictures when he saw the 'No Photos' sign.
4. He stopped **to take** some pictures of the nice view.
- a. He took pictures after he stopped doing something else.
- b. He was taking pictures and then he stopped doing it.
5. She tried **to open** the door but she couldn't.
6. She tried **opening** the door with a fork.
- a. She made an effort.
- b. She did something to see what effect it would have.

Grammar Reference pp. 135-136.

2. PRACTICE

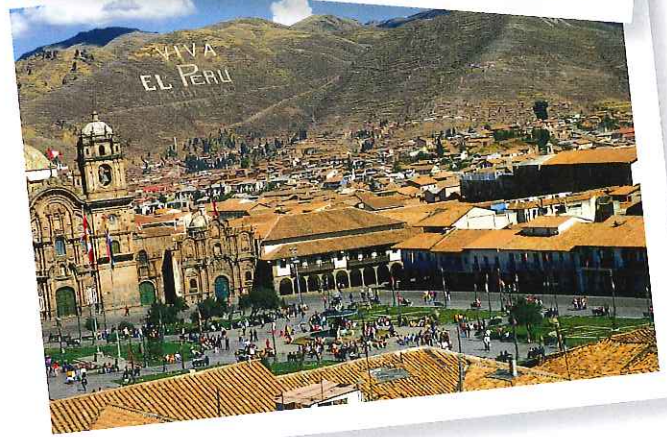
Complete the text below with the full infinitive, the bare infinitive or the -ing form of the verbs in brackets.



a trip to

PERU

My parents are both archaeologists and during the holidays they often take me on trips to different exotic places. The most exciting trip I've been on so far was to Peru. If you want (1) _____ (see) beautiful cities and impressive scenery, then it's worth (2) _____ (visit) Peru. There are loads of things (3) _____ (do) and places (4) _____ (explore). If you're planning on (5) _____ (visit) Peru, you must definitely (6) _____ (go) to Cuzco; it's an ancient city full of archaeological wonders. It also has many museums where you can (7) _____ (learn) about the ancient Inca civilisation. I loved (8) _____ (walk) around the city and (9) _____ (look) at the impressive buildings. We also went to a place famous for its waterfalls; it was a boiling hot day, and I decided (10) _____ (swim) in one of the nearby natural pools. The highlight of our trip was the trek along the Inca trail; we explored amazing archaeological ruins, and enjoyed breathtaking mountain views. Although you may (11) _____ (be) tired after (12) _____ (complete) the trek, it is well worth the effort because at the end of the trail you arrive in the city of Machu Picchu. The Incas built the city on top of a granite mountain; they used clever engineering (13) _____ (carry) heavy stone blocks up the mountain. A trip to Peru is a must for anyone who wants (14) _____ (experience) something amazing.



ENGLISH IN USE

Read the text below and choose the answer *a*, *b* or *c* that best fits each gap.

A thrilling pastime

During the week John leads a quiet life. His job in a construction company is not very exciting. At the weekend, though, his life changes. He spends his time (1) _____; he is a rally driver. He travels all around Europe to (2) _____ in car races. He first became interested in the sport when some of his friends arranged a trip to a nearby race track. They (3) _____ a great time, and one rally driver actually let him (4) _____ his car. After that John was hooked. John loves the thrill of the race and the fact that he can (5) _____ lots of interesting places. The hardest race he's ever been in took place in Croatia. The rough, twisting mountain roads, extreme heat and clouds of dust really tested his (6) _____. Despite these harsh conditions, John still managed (7) _____ the race in second place and he won €1000. John also regularly gives talks around the country about rally racing in hope of (8) _____ more young people to join the sport. He believes that it can really be a(n) (9) _____ experience for them. John says that rally driving allows you to (10) _____ from your daily routine while having loads of fun at the same time.

- | | | | |
|-----|---------------|----------------|------------------|
| 1. | a. race | b. racing | c. to race |
| 2. | a. take place | b. take time | c. take part |
| 3. | a. got | b. had | c. took |
| 4. | a. to drive | b. drive | c. driving |
| 5. | a. visit | b. to visit | c. visiting |
| 6. | a. experience | b. endurance | c. demonstration |
| 7. | a. complete | b. completing | c. to complete |
| 8. | a. encourage | b. encouraging | c. to encourage |
| 9. | a. rewarding | b. scenic | c. available |
| 10. | a. combine | b. escape | c. explore |

3a listening & speaking

LISTENING



You will hear short conversations. After you hear each conversation, you will be asked a question about what you heard. Choose the picture which answers the question correctly.

1				6			
2				7			
3				8			
4				9			
5				10			

SPEAKING

Discuss the following questions. You can use some of the words and expressions in the boxes.

- What forms of entertainment are available where you live?
- What forms of entertainment are popular with young people in your country?
- Young people generally enjoy different kinds of entertainment than older people. Why do you think that is?
- What kind of things do you usually do when you go out with your friends? Why?
- Do you think young people today spend too much money on entertainment?

café
restaurant
amusement park
shopping mall
escape from routine
relax
socialise

There are/aren't many ways to entertain yourself.
There are many things you can do, for example...
There aren't many things to do, only...
...and... are very popular because...
I would say that young people...
I think that older people...
I wouldn't say that...

WRITING AN ESSAY II

1. DISCUSS

- Do you enjoy visiting museums? Why/Why not?

2. FOCUS ON RUBRIC AND PURPOSE

A. Read the rubric and answer the question that follows.

Your class has just returned from a school trip to a local museum. Your teacher has asked you to write an essay on the following topic:

A visit to a museum is a rewarding experience for people of all ages.

What are you asked to do in this essay?

- describe an experience and express emotions
- express your opinion and develop arguments
- provide factual information and make a recommendation

B. Now read the essay. Are the arguments developed according to what was specified in the rubric?

A trip to a museum can be useful and fun for the young and old alike. The exhibitions in different kinds of museums help people of all ages to understand the world and travel into the past, present and future.

The variety of things one can learn about in museums is indeed impressive. Historical museums, for instance, help us understand our past by displaying objects and information to show us how our ancestors lived and survived. Others, such as scientific and technological museums and museums of natural history, give visitors the opportunity to explore different aspects of the world around them. Moreover, many museums today use huge visual and interactive displays that stimulate the visitors' imagination and make the experience very realistic.

Furthermore, a visit to a museum can also be an excellent way to educate even young children. Many museums today have special programmes that help children appreciate what a museum has to offer and learn from their visit. Lifelike displays are able to attract a child's attention and are much more vivid and memorable than information in a textbook.

To sum up, a visit to a museum is valuable for both adults and children. The creative and imaginative exhibitions can be entertaining and at the same time educational.

3. TOPIC SENTENCES

A. Read the sentences underlined in the essay. These sentences are called *topic sentences*. What do you think their function is?

B. Read the note below and then answer questions 1 and 2.

NOTE Topic sentences introduce the central idea of the paragraph. The other sentences in the paragraph develop the idea expressed in the topic sentence by expanding on it, giving examples or explaining it.

- In the second paragraph, what examples of museums does the writer mention? What does he/she say about them?
- In the third paragraph, how does the writer justify his/her argument that a museum can be an excellent way to educate children?

C. The topic sentence from the paragraph below is missing. Read the paragraph and choose the most appropriate topic sentence *a, b or c*.

When you eat out at a restaurant, you are able to leave all the day's stress and problems behind. You sit in a pleasant environment and enjoy a delicious meal. Moreover, going to a restaurant is a great way to get out of the house, meet up with friends and relatives and break your everyday routine.

- There is no doubt that eating out at a restaurant as a form of entertainment is not as popular as it once was.
- Eating out at a restaurant is a popular form of entertainment that is both relaxing and stimulating.
- Entertainment, whether it is eating out at a restaurant or doing whatever else you enjoy, is a significant aspect of our lifestyle.

4. OUTLINE

Read the rubric below. Then, copy and complete the outline for the essay.

Your teacher has asked you to write an essay on the following topic:

Reading a book is probably the best way to relax.

Introduction:

Main part { paragraph 1:
paragraph 2:

Conclusion:

5. WRITING TASK

Write your essay based on the outline you have made.



When writing an essay expressing an opinion:

- select a few ideas/points/arguments (the ones you have the most to say about). Don't try to deal with too many points.
- use topic sentences to express the central idea of each paragraph.
- develop the paragraphs by expanding on the idea in the topic sentence. Justify your ideas and, when possible, use examples to illustrate them.
- introduce examples by using phrases such as: *for example, for instance, such as*, etc.

For linking words/phrases you can use, see Appendix I.

3b reading

READING



1. PRE-READING

Discuss.

- Do you collect anything? If yes, what do you collect, how long have you had your collection and what made you start? If not, do you know or have you heard of any people with unusual collections?

2. READING FOR GIST

Read the text quickly without paying attention to the missing sentences and answer the questions below.

- What is Josh Lemming's strange collection?
- Who helped him organise his collection?
- How do people react to Josh's collection?

3. RECONSTRUCTING A GAPPED TEXT

Read the text again. Complete the gaps in the text with the sentences A-G below. There is one extra sentence which you do not need to use.

- Josh is a great football fan, and even when in foreign countries, he always makes an effort to go to a match, even if he doesn't know the teams very well.
- Josh didn't really like the attention at first.
- At first, only his friends knew about his collection.
- Josh doesn't think his collection is very important but he doesn't want to displease his mother.
- Josh's enthusiasm for collecting will keep him occupied for many years to come.
- Some people even got inspired to start their own collections.
- Josh's mother actually had the idea of arranging the tickets in albums.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the article with the meanings a-h. There are two extra meanings which you do not need to use.

- respond
- avid
- requested
- peculiar
- published
- appreciate

- like
- strange
- believe
- reply
- enthusiastic
- old-fashioned
- printed
- asked for



strange hobbies

Josh Lemming has a very strange hobby. He collects aeroplane, bus and train tickets from every place he has ever travelled to. So far, he has over 1000 tickets. He arranges them in photo albums according to date, type and country.

'When I mention my collection,' says Josh, 'most people **respond**, "You can't be serious." But once they see my albums, they realise I'm actually pretty serious. I'm a photographer, so I travel a lot. I've been to over 50 countries.'

Josh began collecting his tickets about 10 years ago. 'It may seem a little crazy, but one day, as I was getting off a bus in Madrid, Spain, I decided to keep my bus ticket, instead of throwing it away. After that, I never threw away another ticket.'

1 She is an **avid** stamp collector, and has stamps dating back to the early 1900s. 'After seeing the way she organised her stamps, I decided to organise my tickets in a similar manner. Mine were just in plastic bags. My mother gave me a bunch of albums as a gift, and I sorted through the plastic bags. It must have taken me about a month to organise them all. But now, it's a lot easier to look through my tickets.'

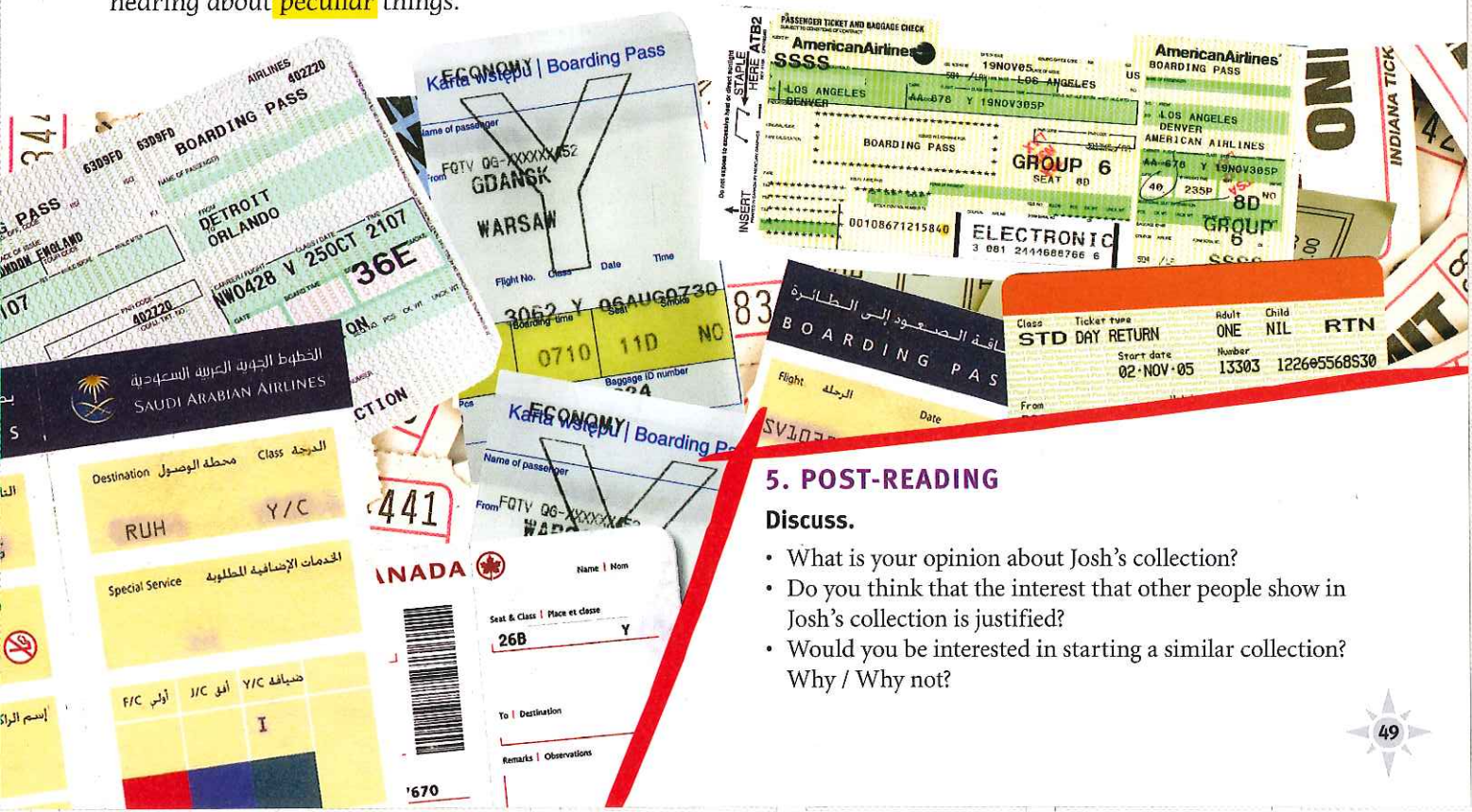
Josh has become well-known in his hometown of Newcastle, Australia. **2** Then, a local newspaper reporter heard about Josh. He called him and **requested** an interview, as well as a viewing of his collection. 'I was really surprised to learn that the local newspaper was interested in my collection. But then again, I guess people like hearing about **peculiar** things.'

After the newspaper **published** an article on Josh called 'The Ticket Collector', more and more people began contacting Josh in order to view his collection. **3** Mark Newton, a local resident, started collecting his own travel tickets. 'I found Josh's collection to be a great way to keep a record of all the places I've been to. After seeing it, I decided to start saving my tickets, though I definitely don't travel as much as he does. It might actually make me start travelling more!'

4 'It was kind of strange,' he explains. 'All of a sudden I was getting all this attention simply for doing something that was meaningful to me. But now I'm used to it. Plus, in a way, I'm proud of my collection. It represents a lot of hard work.'

Josh continues to collect his travel tickets. However, he has started a new collection - football match tickets. **5** 'So far, I only have about 65 tickets,' Josh says, 'but that's only one year's worth. I plan on going to a lot more matches, believe me.' He has already begun organising the tickets in albums, which were, again, a gift from his mum.

6 'One day, I hope to sit down with my children and show them all the things I have collected. Hopefully, they'll **appreciate** it - after all, it seems like collecting runs in the family.'



5. POST-READING

Discuss.

- What is your opinion about Josh's collection?
- Do you think that the interest that other people show in Josh's collection is justified?
- Would you be interested in starting a similar collection? Why / Why not?

3b vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

Use the words in the boxes to complete the sentences.

ticket fare

- Don't forget to buy your _____ for the match!
- It's better to take the bus if you can't afford the taxi _____.

strange foreign

- There is a _____ smell in the kitchen.
- Students have to study one _____ language and can choose either French or Spanish.

mention report

- Did he _____ what time he would be home?
- If your passport is stolen, you should _____ it to the police.

get off get out of

- We're going to _____ the bus at the next stop.
- I can't wait to _____ this car!

similar identical

- The two books were so _____, I felt like I had read the same book twice.
- Ted and Fred are _____ twins and they look exactly alike.

2. COLLECTIVE NOUNS

Use the collective nouns in the box to form collocations. In some cases more than one noun may be correct.

bunch pack set pile

- a _____ of flowers
- a _____ of tools
- a _____ of books
- a _____ of business cards
- a _____ of rules
- a _____ of boxes
- a _____ of grapes
- a _____ of wolves
- a _____ of keys
- a _____ of furniture

3. ADJECTIVES + PREPOSITIONS

A. Look at the following adjectives with prepositions. Which of them have a positive and which a negative meaning?

interested in proud of bored with
sick of keen on fond of
disgusted by crazy about tired of
fed up with impressed by/with

B. Complete the sentences below to make true statements about yourself.

- I'm very keen ...
- My dad is proud ...
- When I was younger, I was bored ...
- My best friend is crazy ...
- Most of my friends are interested ...

GRAMMAR

1. EXPRESSING POSSIBILITY (MAY - MIGHT - COULD)

A. Look at the extracts from the text on page 49 and choose which of the statements a or b is the closest in meaning.

- It may seem a little crazy...*
 - Perhaps it's crazy.
 - It's certainly crazy.
- It might actually make me start travelling more.*
 - It's possible to happen in the future.
 - It has possibly happened.

B. Now read the sentences below. Which of them means that the action possibly happened in the past and which means that the action was possible in the past but didn't happen?

- Josh could have thrown away his bus ticket in Madrid but he decided to keep it.*
- Mark might have been to some of the places Josh has travelled to.*

C. Match the examples 1-4 above with the rules.

- Use **may/might/could** + **base form** to express possibility in the present or future.
- Use **may/might** + **have** + **past participle** to express possibility in the past.
- Use **could** + **have** + **past participle** to express possibility in the past which was not fulfilled.

2. MAKING DEDUCTIONS (MUST - CAN'T)

A. Look at the extracts from the text on page 49 and choose which of the statements a or b is the closest in meaning.

- You can't be serious.*
 - You aren't able to be serious.
 - Surely, you aren't serious.
- It must have taken me about a month to organise them all.*
 - I believe it took me about a month to organise them all.
 - I had to work for a month to organise them all.

B. Now read the sentences below and compare them with the examples above. What's the difference between *can't be* and *can't have been*? What about *must take* and *must have taken*?

- When Josh said that one of his bus tickets cost \$10,000, he can't have been serious.*
- It must take at least 15 hours to fly from Australia to Spain.*

C. Match the examples 1-4 above with the rules.

- Use **must** + **base form** to express certainty that something is true.
- Use **can't** + **base form** to express belief that something is impossible.
- Use **must** + **have** + **past participle** to express certainty that something happened in the past.
- Use **can't/couldn't** + **have** + **past participle** to express certainty that something didn't happen.

3. PRACTICE

Read the texts below and circle the correct words.

My friend Ben (1) **can't be / must be** the most adventurous person I know. Last week he came back from a rock climbing trip and said he had a great time. Whenever I ask him what his plans for the weekend are, his answer is something like, 'Oh, I (2) **mustn't / might** go to Lost River Cave to explore it', or 'I (3) **might / can't** go rafting with my cousin'. When I tell him that these hobbies of his are very dangerous and that he (4) **could have / could have had** a serious accident one day, he just laughs at me. He seems to be totally fearless; I know he (5) **mustn't be / can't be**, I just haven't found anything that frightens him yet.



I wanted to do something useful on my summer holiday so I volunteered at a local Turtle Rescue and Conservation Centre. My supervisor, Steve, told me that conservation work requires a lot of energy and patience. He (6) **can't be / must be** right, because I've only been doing it for a week and I'm completely exhausted! Yesterday I got up at dawn to help with the morning survey. This involves walking along the beach and checking the nests where turtles lay their eggs. The survey lasted into the heat of the day and, at one point, I (7) **must have looked / couldn't have looked** like I was about to faint because Steve told me to go and take a break. This morning I helped to rescue a turtle, which (8) **must injure / must have injured** its back flipper in the sea. I think a speedboat (9) **might have knocked / couldn't have knocked** against it. We found it on the beach and transported it back to the Rescue Centre where it was treated immediately. The vet said the turtle was lucky. It (10) **could have lost / must have lost** its back flipper if we hadn't found it in time. At that moment, I felt that all the hard work was worth it.

ENGLISH IN USE

Choose the word or phrase that best completes each sentence.

- Naif is a(n) _____ reader; he loves reading all kinds of books.
a. avid b. peculiar c. proud d. interested
- I think Mum will really _____ the flowers we bought her.
a. respond b. appreciate c. request d. sort
- If you don't validate your _____, you will be charged a fine.
a. fare b. album c. ticket d. stamp
- Fiona is really interested _____ learning foreign languages.
a. in b. for c. of d. by
- John gave his sister a _____ of roses when she graduated.
a. pile b. set c. pack d. bunch
- Andrew has been trying to learn how to drive for two years; he is really _____ taking lessons.
a. crazy about b. fed up with c. impressed by d. fond of
- Bander _____ the fastest runner in our school; he has beaten everyone in the 400 metre race for two years in a row.
a. might be b. can be c. might be d. must be
- The children _____ the window; they were playing football in the garden this morning.
a. must have broken b. can have broken c. must break d. could break
- You _____ Ted at the mall yesterday; he's away on business.
a. mustn't have seen b. couldn't have seen c. may have seen d. couldn't see
- Charlie _____ serious about wanting to bungee jump off the bridge!
a. mustn't be b. can't have c. can't be d. mustn't have

3b listening & speaking

LISTENING



1. PRE-LISTENING

Discuss.

- Do you like going to art galleries? Why / Why not?

2. MULTIPLE MATCHING

You will hear five different people, friends of a man called Jack, giving their views on galleries. Choose from the list a-f what each speaker says. Use the letters only once. There is one extra letter which you do not need to use.

- a. I believe I would not enjoy going to a gallery that exhibits photographs.
- b. I was very disappointed with the exhibits at the last gallery I visited.
- c. I love art galleries but no longer go because of family responsibilities.
- d. I am impressed by the large variety of activities available to those visiting this venue.
- e. I enjoy going to galleries and continue to attend with my friend Jack.
- f. I believe the gallery is a convenient place when commuting from work to home.

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

SPEAKING

1. WARM-UP

- Do people in your neighbourhood/community ever do activities together? What kind?

2. CHOOSING BETWEEN OPTIONS

Imagine that you are on a committee of a community organisation in your town. The committee has decided to organise an event in order to boost community relations. The group has decided on two possible kinds of activities, but you can only do one. Decide which one you would choose if you were in this situation.

First:

Look at the pictures below and ask your teacher:

- What are the options?
- What are the advantages/disadvantages of each option?

Then:

When you have all the information you need, explain which option you think would be best, and why. You can choose one of the options given, or present a plan that you believe would be better.

OPTION 1



OPTION 2



3. FURTHER DISCUSSION

- Have you ever been to an amusement park or a bazaar? Did you like it? If you haven't, which of them would you like to go to, and why?
- In what ways do activities like these help to boost relationships among people who live in a community?

VOCABULARY

WORDS RELATED TO ART GALLERIES AND MUSEUMS

A. Read the sentences below and circle the correct answer.

- I enjoy **classical** / **contemporary** art because I find it easier to relate to art that reflects the lifestyle and surroundings of the present day.
- The **still life** / **portrait** of the artist was so realistic that when I walked away from it I had a strange feeling that it was watching me.
- The side **admission** / **entrance** of the museum can be used by members who wish to avoid queues during peak summer and holiday periods.
- The **highlight** / **feature** of our visit to the museum was when we saw the Asian Art Collection.
- Visitors do not have to pay a(n) **admission** / **membership** fee as entrance is free 361 days a year.
- The Western European art **contribution** / **collection** found in The National Gallery is one of the largest in the world.
- We are looking for a **conservator** / **curator** capable of examining and preserving the valuable works of art housed in our gallery.
- The collection of Roman coins is kept in a(n) **artefacts case** / **display case**.
- The **exhibits** / **exhibitions** in the west wing are all works of art created in the 17th century.
- The painting has been fully **prepared** / **restored** and is now back on display.
- The gallery organises various **artefacts** / **workshops** that enable parents and their children to engage in various creative activities.
- The artist had been a sailor and for this reason all his paintings featured **landscapes** / **seascapes**.
- Upon seeing Van Gogh's *Sunflowers* from up close I realised why it was considered a **masterpiece** / **portrait**.
- The **features** / **artefacts** on display are proof of the unique culture and identity of Sumatra.
- The National Gallery's livelihood depends on **tickets** / **donations**, large or small, made by people like yourself who appreciate art.
- Audio tours** / **Tour guides** are extremely practical as they allow you to explore the museum on your own but still find out about the exhibits on display.

GRAMMAR

QUESTION TAGS

A. Read the extracts from the monologues you heard in the listening section and circle the correct words to complete the rules about question tags.

*You know what I mean, **don't you?***

*That's proper culture, **isn't it?***

*... you don't have so much spare time, **do you?***

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

Grammar Reference p. 136.

B. Write an appropriate question tag at the end of each statement.

- The book wasn't very good, _____?
- It's too hot today, _____?
- You're the new teacher, _____?
- You didn't break her vase, _____?
- Alex is working in a bank now, _____?
- Mary made this cake, _____?
- You will remember to buy some bread on your way home, _____?
- Let's go to a restaurant tonight, _____?
- You go to the gym every day, _____?
- Remember to buy a newspaper, _____?



3b writing

WRITING A REVIEW

1. DISCUSS

- Do you read book reviews in magazines or newspapers? Why/Why not?
- Would a review influence your choice of book to buy?

2. FOCUS ON CONTENT AND ORGANISATION

A. Read the review of a book below. What is the writer's opinion of the book?

Rudyard Kipling's timeless novel *Captain Courageous* was first published in 1897. It is about a spoilt and arrogant railroad tycoon's son, fifteen year-old Harvey Cheyne Jr, who undergoes a series of trials and adventures that lead to personal growth and maturation.

Harvey Cheyne Jr finds himself washed overboard while travelling on a transatlantic steamship. The events that unfold tell of his seafaring adventures as he is rescued by fishermen and offered employment on a ship captained by Disko Troop. With no other way to get back to port Harvey grudgingly accepts the job. This serves as a turning point in his life because he is given a unique opportunity to encounter challenges and face hardships that his privileged upbringing would not have enabled him to. He rises to the challenge and adjusts to his new life, learning at the same time to appreciate his fellow seafarers. He finally reaches the port at Gloucester and is reunited with his parents who are overwhelmed by his transformation. The once frail, bad-mannered, lazy boy is now a brave, well-balanced and industrious young lad.

Captain Courageous is a well-written and thought-provoking account of a young boy's initiation into the world and responsibilities of a hardworking, seafaring breadwinner. The reader has the chance to experience the boy's growth, which makes this a moving experience. The opening chapters are so appealing that you want to keep on reading. This coupled with the vivid descriptions of characters and events makes *Captain Courageous* a wonderful and worthwhile read. The themes of courage, loyalty, honour, humility and friendship are central and feature throughout the book.

There is no question why *Captain Courageous* is considered a classic and has never gone out of print since the year it was published. If you have not read it, make sure you get a copy. You will find it difficult to put down.

B. Read the review again and answer the following questions.

In which paragraph does the writer:

- | | | | |
|-------------------------------|--------------------------|---|--------------------------|
| a. state his overall opinion? | <input type="checkbox"/> | c. comment on significant aspects of the book (style of writing, symbolism, themes, etc)? | <input type="checkbox"/> |
| b. briefly describe the plot? | <input type="checkbox"/> | d. make a recommendation? | <input type="checkbox"/> |
| | | e. give some general information about the book? | <input type="checkbox"/> |

3. FOCUS ON DESCRIPTIVE LANGUAGE

A. Match the adjectives with the nouns to form collocations. You can use more than one adjective for each noun.

bestselling	vivid	moving	confusing	original	badly-written
worthwhile	timeless	weak	excellent	detailed	unrealistic
well-written	central	predictable	thought-provoking	descriptive	slow

1. _____ novel
2. _____ account
3. _____ style of writing
4. _____ descriptions
5. _____ themes
6. _____ plot
7. _____ characters

4. WRITING TASK

A. Read the rubric below and complete the outline for your review.

Looking for book reviews

Send us a review of a book that you have recently read. Include information about it and say whether you would recommend it to people of your age.

INTRODUCTION

- Give some general information about the book.

Title: _____

Type of book: _____

Author: _____

Main characters: _____

MAIN PART (PARAGRAPH 1)

- Give a brief summary of the plot.

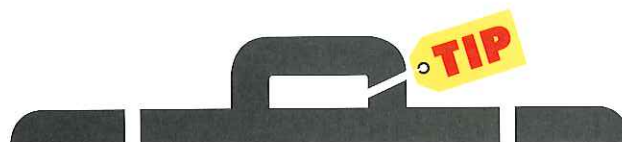
MAIN PART (PARAGRAPH 2)

- Make comments about what you liked or didn't like about the book (plot, theme, style of writing, characters, etc.)

CONCLUSION

- State your general opinion about the book and say whether you recommend it or not.

B. Write your review (120-180 words).



When writing a review of a book:

- choose a book that you know well and make a plan about what you are going to write. Decide whether your review will be positive, negative or balanced.
- remember to include all the necessary basic information: name and kind of book; name of author; plot; themes; other significant aspects such as style of writing etc.; comments about what you liked/didn't like and a recommendation.
- mention only the main points of the plot. Do not include too many details and do not reveal the ending. Remember to use the Present Simple.
- use a range of adjectives and a vivid style to describe the book and to express your opinion.

For phrases you can use, see Appendix I.

3 round-up

VOCABULARY & GRAMMAR

A. Choose the word that most appropriately completes the sentence.

1. Scientists believe that workers who _____ a nap in the afternoon are more productive during the remainder of the day.
a. sleep b. take c. get d. go on
2. We need to _____ ready; the taxi is coming in 5 minutes.
a. have b. go c. get d. take
3. There were _____ lights in the sky last night.
a. avid b. interactive c. old-fashioned d. peculiar
4. Paul and I have very _____ taste in poetry.
a. identical b. similar c. same d. natural
5. My father took a _____ of business cards with him on his trip
a. set b. pile c. pack d. bunch
6. Sally is upset because she lost her _____ of keys for the building; as a result, all the locks have to be changed.
a. set b. pack c. pile d. group
7. You must pay a(n) _____ fee of £10 to get into the gallery.
a. exhibition b. entrance c. admission d. contribution
8. This beautiful _____ of a vase with flowers is by Jan Brueghel.
a. still life b. landscape c. seascape d. portrait

B. Choose the word or phrase that produces a grammatically correct sentence.

1. I forgot _____ the telephone bill last week.
a. pay b. to pay c. paying d. paid
2. Saed stopped on the street _____ to his friend Hussein.
a. to talk b. talk c. talking d. talked
3. Charlie enjoys _____ tennis at the weekend with his friends.
a. play b. playing c. to play d. played
4. The weather is lovely today, _____ ?
a. isn't it b. doesn't it c. is it d. won't it
5. You've met Andrew before, _____ ?
a. won't you b. haven't you c. aren't you d. don't you?
6. Jack _____ have eaten the cake. He hates sweets.
a. mustn't b. might c. could d. can't
7. Mansour is worried that something _____ wrong with his experiment.
a. must go b. might go c. could have d. might have
8. Jack _____ his leg on that ski slope – it was very steep and he's not an experienced skier.
a. could have broken b. couldn't have broken c. must break d. can't have broken

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

I remember my father (1) _____ (hand) me a camera when I was only nine. At first I wasn't sure what (2) _____ (do) with it but after my father taught me the basics, it didn't take long for me (3) _____ (learn) how to use it. As my pictures improved, my interest in photography continued (4) _____ (grow) and twenty years later I still love clicking my camera at anything that interests me. I simply refuse (5) _____ (leave) home without my camera because I believe there is

always something special in everyday life that is worth (6) _____ (capture). When I go on holiday, I enjoy (7) _____ (take) pictures of exotic landscapes, but I'm more interested in (8) _____ (take) photographs of ordinary things and people in their daily lives. It's usually in these simple moments that you can (9) _____ (take) the perfect picture. Photography has made me (10) _____ (see) the world in a different way and appreciate its astonishing beauty.

D. Read the text below and decide which answer a, b or c best fits each gap.

a home...

A few years ago my family and I went to Guernsey for a holiday; my parents liked it so much that they decided (1) _____ a house there. Guernsey is one of the Channel Islands, located in the English Channel off the coast of Normandy, a region in northern France. The island's capital is a(n) (2) _____ harbour town with marinas and (3) _____ shops, museums and restaurants. Our house is situated just outside the capital, near a sandy beach which is popular with windsurfers. During the day I usually go (4) _____ with some of my friends. I also like going with my family on walks through the (5) _____ countryside or along the coast. Sometimes we take the ferry to the (6) _____ islands of Sark and Alderney, which have a (7) _____ of attractions. When my parents first told me they were buying a house in Guernsey, I thought it (8) _____ be boring to go to the same (9) _____ every year, but then I fell in love with Guernsey and now I really (10) _____ the fact that I have a home there.



- | | | |
|-------------------|----------------|----------------|
| 1. a. buying | b. buy | c. to buy |
| 2. a. pretty | b. private | c. impressed |
| 3. a. natural | b. various | c. avid |
| 4. a. windsurf | b. windsurfing | c. to windsurf |
| 5. a. scenic | b. guided | c. distant |
| 6. a. nearby | b. authentic | c. same |
| 7. a. pile | b. wealth | c. group |
| 8. a. might | b. can't | c. couldn't |
| 9. a. holiday | b. place | c. trail |
| 10. a. appreciate | b. recreate | c. request |

E. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- You'll only be wasting your time if you call him. point
There is _____ him.
- I don't think Paul works hard enough. is
Paul is not a _____ he?
- I'm sure they didn't go mountain climbing without a guide. have
They _____ mountain climbing without a guide.
- I'm almost certain that my mobile phone was stolen while I was on the train. been
My mobile phone _____ while I was on the train.
- It's possible that he went to the gym after work. might
He _____ to the gym after work.
- It was a mistake to buy a second-hand car. regret
I _____ a second-hand car.

3 round-up

LISTENING



You will hear short conversations. After you hear each conversation, you will be asked a question about what you heard. Choose the picture which answers the question correctly.

1

a. b. c.

2

a. b. c.

3

a. b. c.

4

a. \$1 b. \$10 c. \$20

5

a. b. c.

6

a. b. c.

7

a. b. c.

SELF-ASSESSMENT

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

Now I can...	
VOCABULARY	> use collocations with <i>get</i> , <i>go</i> , <i>have</i> and <i>take</i> <input type="checkbox"/>
	> distinguish the difference in meaning of words easily confused <input type="checkbox"/>
	> use collective nouns <input type="checkbox"/>
	> use adjectives + prepositions <input type="checkbox"/>
GRAMMAR	> use infinitives and -ing forms appropriately <input type="checkbox"/>
	> use <i>may</i> , <i>might</i> and <i>could</i> to express possibility <input type="checkbox"/>
	> use <i>must</i> and <i>can't</i> to make deductions <input type="checkbox"/>
	> use question tags to ask for confirmation <input type="checkbox"/>
READING	> understand gist and details in a text <input type="checkbox"/>
	> understand text organisation and reconstruct a gapped text <input type="checkbox"/>
	> understand specific information in a short conversation and identify the picture that corresponds to the information <input type="checkbox"/>
LISTENING	> listen to short monologues and understand the main idea expressed by each speaker <input type="checkbox"/>
	> talk about different forms of entertainment and free-time activities <input type="checkbox"/>
SPEAKING	> obtain information that I need, make a choice and justify it <input type="checkbox"/>
	> use topic sentences to introduce the general idea of a paragraph <input type="checkbox"/>
WRITING	> write an essay expressing an opinion <input type="checkbox"/>
	> write a review <input type="checkbox"/>

Discuss:

- ▶ Is being fit important to you? What do you do to keep fit?
- ▶ What does the saying 'healthy body, healthy mind' mean to you?

Flick through the module and find...

- ▶ a report on a fitness centre
- ▶ a magazine article about a visit to a spa
- ▶ letters asking for advice
- ▶ a magazine article about a man with an adventurous spirit
- ▶ a short text about an extraordinary footballer

In this module you will...

- ▶ talk about issues related to health and fitness
- ▶ learn how to report statements, questions, commands and requests
- ▶ expand your vocabulary by practising collocations, expressions and words easily confused
- ▶ learn how to write a letter giving advice
- ▶ discuss healthy eating habits and vegetarianism
- ▶ discuss the advantages and disadvantages of various ways of keeping fit
- ▶ learn how to express result
- ▶ learn how to write a report
- ▶ acquire skills and strategies that will help you in exams

4a reading

READING



1. PRE-READING

Discuss.

- What kind of things do you think one can do at a spa?
- Why do you think people enjoy going to spas?

2. READING FOR GIST

Read the text and answer the question.

What is the writer's main purpose?

- to explain the medical benefits of massage
- to describe a personal experience
- to discuss the positive and negative features of a spa

3. READING FOR DETAILS

Read the text again and answer the questions 1-7.

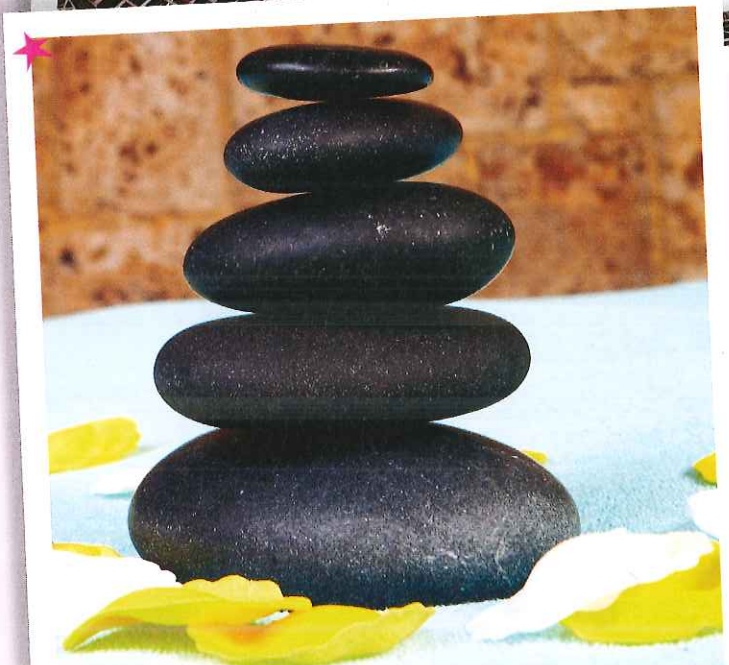
- What is meant by *put the 'Miraval' massage to the test* in line 7?
 - find out how effective massage is
 - ask questions about how a massage is done
 - take a medical test
 - to see a massage being done
- The Miraval Spa and Resort is located in
 - a tropical forest.
 - a desert.
 - an oasis.
 - the mountains.
- Why did the author have second thoughts about getting the hot stone massage?
 - He would have preferred the hydrotherapy massage.
 - He saw the steaming stones and was afraid.
 - He was tired and wanted to take a nap.
 - He felt uncomfortable because of the heat.
- How did the author feel about going to the Jacuzzi?
 - He instantly agreed and got up.
 - He liked the idea at first but then changed his mind.
 - He preferred taking a nap in his room.
 - He didn't feel like going at first but he did.
- The author thought the breakfast was
 - satisfying.
 - not tasty enough.
 - not enough.
 - served too early.
- How did the author describe his horseback riding experience?
 - refreshing and relaxing
 - a bit scary
 - an unbelievable experience
 - comparable to being a hero
- The author left the Miraval feeling
 - relieved to be going back home.
 - happy but with no plans of returning.
 - at peace and hoping to come back soon.
 - healthy but very tired.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the text with their meanings.

- promote
- scorching
- cater for
- entire
- switch

- whole
- change
- boost
- provide
- very hot



the Miraval experience

A unique resort and spa

by Eric Marchand

The benefits of massage have been well pointed out by doctors around the world. A massage helps relieve pain and stiffness in the muscles and joints, lowers blood pressure and increases blood circulation as well. Some people also believe that massages **promote** a healthy mind in a healthy body by helping you to relax and reduce your anxiety. I decided to put the 'Miraval' massage to the test when the Miraval Spa and Resort in Tucson, Arizona invited the editors of several magazines to spend a complimentary weekend there.

When I got to Tucson, the Miraval Spa and Resort stood out like an oasis in the **scorching** Arizona desert. Its brightly coloured buildings were surrounded by many palm trees and tropical flowers, a sight with which the bare mountains in the distance made a striking contrast. I found it hard to believe that such a place existed there in the middle of the desert.

The moment I stepped into the spa, I was surrounded by a welcoming staff who were willing to **cater for** my every need. Before I even got a chance to introduce myself, I was led to my luxury suite. When I opened the door of my suite, I saw the marvellous view of the three-level swimming pool, with its huge waterfall, and the desert mountains in the background. It was hard not to rest on the king-size bed and sleep right away, but I decided to go straight to the massage area.

The Miraval offers a variety of massages, including hot stone massage and hydrotherapy. I decided on the hot stone treatment. When I was on the massage table, I watched the hot steam coming off the stones that were about to be put onto my body and had second thoughts. However, the moment the masseur placed the first hot stone on my skin, I felt a calm, warm energy spread throughout my **entire** body. The masseur told me to relax as he placed more stones on my back and I found myself drifting off to sleep.

When I woke up, I was completely relaxed. I realised there was another man in the room, and he was massaging my face. He put a warm mask on my face, and told me it would help clean my skin. When he washed off the mask, he told me it was time to sit in the Jacuzzi for a while. At first, I found it hard to get off the massage table because I wanted to stay there and sleep; however, **switching** to the Jacuzzi turned out to be a wonderful idea. I relaxed in the warm water for about an hour.



Meanwhile, dinner had been prepared for me in my room. I had an impressive meal of fresh fish, steamed vegetables and a selection of exotic fruit for dessert. I ate my dinner and lay down on my bed. It was so quiet and peaceful that I fell asleep right away.

The next day, I woke up earlier than usual and full of energy. I had a light but delicious breakfast of freshly-squeezed orange juice and yoghurt with fresh fruit, then went to the gym. After an hour of exercising, I decided to go for a dip in the pool. I felt refreshed and relaxed and wanted to try some horse-back riding. This might seem unbelievable, but it is something that I had never done before.

My instructor and I rode into the desert. As we galloped around the resort, I felt like a cowboy in the Wild West. My instructor said that I was doing great, even though I was afraid of falling off the horse. We rode back to the resort and, although I was quite hungry after all the morning's activities, I had a light lunch consisting of only iced tea, salad and fruit. I spent the afternoon in the gardens of the resort, feeling completely relaxed.

I woke up the next morning with the sun shining on me, and I realised my weekend there was at an end. I left the resort feeling healthy and at peace, knowing that I would definitely return some day.

5. POST-READING

Discuss.

- Would you find a weekend like the one described enjoyable? Why/Why not?
- What other kinds of activities contribute to a person's well-being?

4a vocabulary & grammar

VOCABULARY

WORDS EASILY CONFUSED

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

image view scene sight

- I caught _____ of Michael in the crowd.
- There is a beautiful _____ of the sea from our hotel window.
- The company is trying to improve its _____ by using advertising which promotes saving the environment.
- The ambulance arrived at the _____ of the accident very quickly.

lain lie lied lay laid

- The doctor told me to _____ flat on my back to help ease the pain.
- The carpet fitters are coming next week to _____ the new carpet down.
- The shipwreck had _____ at the bottom of the ocean for several centuries.
- Saed was pleased when he came home to find that his wife had already _____ the table.
- Ben was upset because John had _____ to him about taking money from his wallet.

B. Complete the sentences with the correct form of the verbs in the boxes.

develop grow improve increase

- The price of oil has _____ in the last few years.
- Afnan's son is so tall! He has _____ a lot since I last saw him.
- The weather has _____ quite a lot recently.
- The aircraft _____ a technical problem and the passengers had to wait for five hours.

drop fall lower reduce

- Gwen accidentally _____ the eggs and made a mess in the kitchen.
- Drivers should _____ their speed in rainy weather.
- Please, _____ your voice; the baby is asleep.
- Can you pick up the pencils that have _____ on the floor?

GRAMMAR

1. REPORTED SPEECH (STATEMENTS)

FOCUS ON USE

Read the following extracts from the text on page 61. What were the speakers' exact words? What's the difference between *said* and *told*?

... and told me it would help clean my skin.

... and said to me '_____.'

..., he told me it was time to sit in the Jacuzzi for a while.

..., he said to me '_____.'

My instructor said that I was doing great, ...

My instructor said '_____.'

We use Reported Speech:

when we report what someone said without using their exact words.

NOTE Apart from *say* and *tell*, other verbs used to introduce reported statements are *add*, *explain*, *inform*, etc.

FOCUS ON FORM

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

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

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

Grammar Reference pp. 136-137.

2. SPECIAL INTRODUCTORY VERBS

Read the sentence below. What did the masseur probably say?

The masseur apologised for waking me up.

- 'I'm sorry I woke you up.'
- 'Apologise for waking you up.'

We use the **special introductory verbs** below to report the message of the speaker rather than his/her exact words:

- admit, suggest, deny
- apologise for
- insist on
- agree, promise, refuse
- advise, remind

Grammar Reference pp. 137-138.

3. PRACTICE

Rewrite the following sentences starting with the words given.

- 'I don't want to go to a restaurant tonight,' said Thomas.
Thomas said _____.
- 'Ben has been taking French lessons for three years,' Eddie told me.
Eddie told _____.
- 'I will never speak to him again,' said Majed.
Majed said _____.
- 'Let's go camping this weekend,' Paul told us.
Paul suggested _____.
- 'I won't do the washing-up,' said Linda.
Linda refused _____.
- 'Saif can't answer the phone because he is taking a shower now,' said Omer.
Omer said _____.

ENGLISH IN USE

Read the text below and complete the gaps. Use only one word in each gap.

not your average footballer

Steve Chatwick is a sixteen-year-old sports phenomenon! He's his school's most valuable football player and he has scored more goals (1) _____ any other striker in the entire city. Last school year alone, he scored over twenty goals! However, this is not why Steve's story is so unique. As a result of a tragic boating accident when he was ten, Steve lost his right arm. I had (2) _____ opportunity to interview Steve at the local shopping centre, where the team's next big match (3) _____ being promoted.

Steve said that when he started playing football a (4) _____ years ago, many of his friends and teachers (5) _____ him that he wouldn't be able to do it in his condition. At that time, he couldn't help thinking that maybe they (6) _____ right. Then one day, his dad said that if he wanted something badly enough, he should just go for it. That's been his motto ever since. That's why he always has 'GFI', which stands for *Go For It*, sewn onto (7) _____ hats and shirts. Steve told me (8) _____ he hated it when people treated him differently because of his disability. 'Now I think people realise that it's football. I don't need two arms (9) _____ play, I only use my feet!' said Steve. He thinks that despite all the difficulties, he has proved himself, and people treat him like (10) _____ average teen. I certainly think he's above average when it comes to his sports abilities, and I'll make sure to cheer him on in the matches to come!



4a listening & speaking

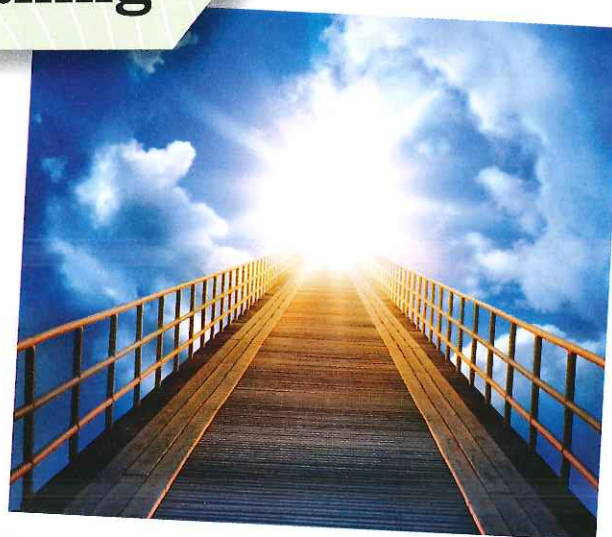
LISTENING



1. PRE-LISTENING

Discuss.

- What is the strangest dream you have ever had?
- In your opinion, how important are dreams? Do you think they mean and/or can reveal something about a person's past, present or future?



2. MULTIPLE MATCHING

You will hear five different people giving their views on dreams. Choose from the list A-F the statement that each speaker would most agree with. Use the letters only once. There is one extra letter which you do not need to use.

- A. Dreams can reveal hidden parts of people's personalities.
- B. Dreams are mainly the result of ordinary experiences.
- C. Scientists should study dreams to find out more about how people's minds work.
- D. Sometimes it's better to ignore your dreams.
- E. Dreams are a valuable guide to how we live our lives.
- F. Sometimes dreams can lead to a discovery.

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

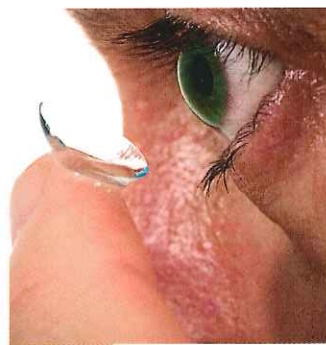
SPEAKING

1. HELP SOLVE A PROBLEM

Work in pairs. Student A go to page 131. Student B go to page 132.

2. FURTHER DISCUSSION

- What can people do to protect their eyesight?
- Of the five senses which do you think is the most important?



1. DISCUSS

- Are you or any members of your family allergic to anything? If yes, what symptoms do you/they have?
- How would you feel if you were allergic to something in your home? What would you do about it?

2. FOCUS ON CONTENT

A. Read the letter to the advice column below. What problem does 'Sneezing' have? What would you advise him/her to do?



Advice corner

The past few months, I've been sneezing a lot and having watery eyes and strange rashes on my skin. I went to a doctor, and he thinks I have developed an allergy to my cat. I've had my cat, Rosie, for years, ever since she was a kitten. I don't want to take her to the local shelter, as my doctor suggested. Can you think of a better option for me?

Sneezing, Sacramento

B. Now read the rubric and the letter of advice that one reader wrote. What advice does he give? Is the advice given similar to the advice you would give?

Readers are asked to write letters of advice and these letters are often published. Write a letter to the person above giving him/her advice on how to deal with the problem.

Dear Sneezing,

I really understand your problem! I know how terrible it is to have to decide between your cat and your health because I found myself in a similar situation with my parrot. Here is some advice that I hope will be of help to you.

First of all, do you have any friends or neighbours who would like to take your cat? If you do, you could try giving your cat to them. That way, you could still see her from time to time. If you can do that, you will know where she is and that she is being treated well.

I also think it would be a good idea to get another animal that you aren't allergic to, like a fish or a bird maybe. That way you might not feel so sad and lonely when your cat is gone.

I hope I've been able to give you a few ideas.

Good luck!

Andy

3. OUTLINE

When you write a letter giving advice, follow the outline below.

GREETING

- Use the person's first name or pseudonym

OPENING PARAGRAPH

- Refer to the problem and say why you are writing.

MAIN PART (1-2 paragraphs)

- Give your advice and make suggestions.

CLOSING PARAGRAPH

- Make a final comment.

SIGNING OFF

- Use a signature ending and your name below that.

4. WRITING TASK

A. Read the letter and the rubric below. What advice would you give *Exhausted*?

I have a very busy schedule and it seems I never have enough time to do all the things I need to do. I never see my family because with school, football practice and a part-time job, I don't have enough time! I'm always exhausted and never have enough energy. No matter how much I sleep, I don't feel like it was enough. Sometimes I'm even sleepy in class! Please help me figure out how to reorganise my life. I can't go on like this any more.

Exhausted, El Paso

Readers are asked to write letters of advice and these letters are often published. Write a letter to the person above giving him advice on how to deal with the problem. Begin your letter with 'Dear Exhausted'.

B. Write your letter.



When writing an informal letter giving advice:

- address the writer of the letter in a friendly way and use informal language
- include various suggestions to help solve the problem
- use appropriate expressions to give advice and make suggestions

For the layout of informal letters and set phrases you can use, see Appendix I.

4b reading

READING



1. PRE-READING

Discuss the questions below using words from the boxes.

- What physical and mental skills does one need in order to travel around the world using only 'man-powered' means of transport? How long do you think such a journey would take?

physical fitness endurance determination
motivation courage patience

- Which of the things below would you do to pass the time if you had to cross an ocean on a small boat?

fish read write down your experiences
check weather reports make a documentary

- What equipment would you take with you?

GPS satellite phone radio camcorder

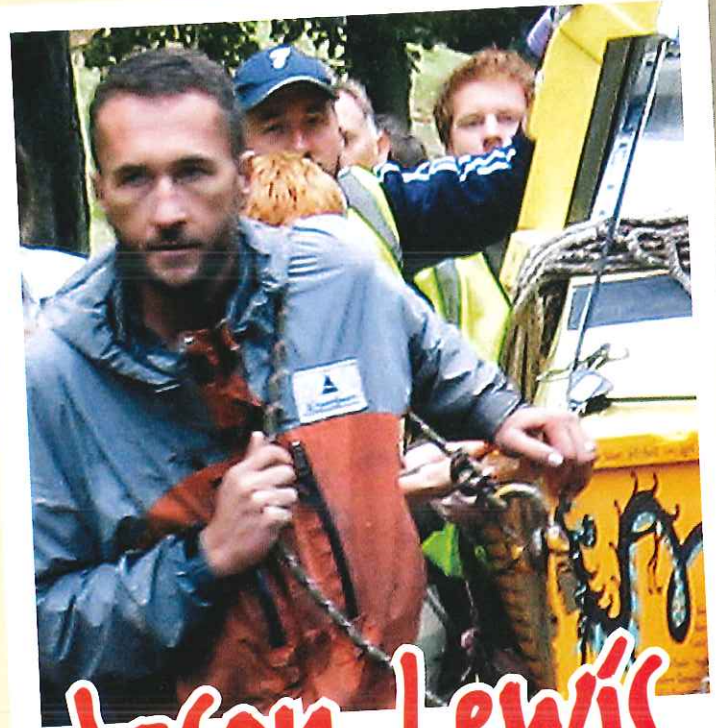
2. READING TO CHECK PREDICTIONS

Read the article on page 67 about a man who travelled around the world using only 'man-powered' means of transport and compare the information in the article with your answers in the previous activity. Do not pay any attention to the missing sentences.

3. RECONSTRUCTING A GAPPED TEXT

Read the article again. Complete the gaps 1-7 in the article with the sentences A-H below. There is one extra sentence which you do not need to use.

- A. Other tasks included navigation using the Magellan GPS to find lines of longitude and latitude so that he knew where he was.
- B. It has been a privilege to have done and seen so many things.
- C. Fortunately, by morning, the creature had disappeared.
- D. He rollerbladed across North America, where unfortunately he was knocked down by an eighty-two year old reckless driver.
- E. At the same time, they also wanted to enhance international peace and understanding across cultures and promote environmental awareness.
- F. For the first eleven years, he worked his way around the globe and used the boat to raise money and find sponsorship.
- G. During his journey, he faced physical and mental exhaustion as well as life-threatening situations.
- H. However, Steve Smith decided to leave the expedition after five years when they reached Hawaii.



Jason Lewis

4. GUESSING THE MEANING OF UNKNOWN WORDS

A. Match the highlighted phrasal verbs in the article with their meanings.

- | | | |
|--------------|--------------------------|--------------------|
| 1. set off | <input type="checkbox"/> | a. write |
| 2. take down | <input type="checkbox"/> | b. try to get |
| 3. turn out | <input type="checkbox"/> | c. start a journey |
| 4. go after | <input type="checkbox"/> | d. prove to be |

B. Look at the following words from the article and choose the correct meaning a, b or c.

- | | |
|-------------------------|-------------------------|
| 1. seeking (line 5) | 4. recreation (line 42) |
| a. avoiding | a. work |
| b. creating | b. sleep |
| c. searching for | c. enjoyment |
| 2. embarked on (line 9) | 5. alert (line 49) |
| a. started | a. nervous |
| b. considered | b. scared |
| c. created | c. paying attention |
| 3. relied (line 19) | 6. tremendous (line 69) |
| a. depended | a. terrible |
| b. changed | b. huge |
| c. exercised | c. not necessary |

Fearless Explorer and Extraordinary Sportsman



Throughout history, there have always been people who have attempted what others consider to be impossible. Whether they are explorers travelling to unknown parts of the world or universe, athletes breaking records or individuals seeking adventure, these people have put their physical and mental strength to the test and managed to do amazing things.

Jason Lewis, an Englishman, is one such adventurer and sportsman. He embarked on a 'man-powered' journey around the world that lasted 13 years. Jason and his teammate, Steve Smith, wanted to test both their physical and mental abilities to the limits, as well as encourage team cooperation.

The two men **set off** from the Greenwich Meridian on 12th July 1994, in their attempt to travel around the world. So, Jason continued and completed the first solo 'man-powered' journey around the world, a total of 46,505 miles in October 2007.

During the trip, Jason relied on many different forms of transport. He walked and swam. He also cycled from Singapore to Mumbai, India and later through Ethiopia and Sudan, as well as through Turkey and mainland Europe. He broke both his legs, one of which became so infected due to blood poisoning that it was under threat of being cut off below the knee.

Fortunately, doctors managed to save both legs and he took a nine-month rest period to heal and recover. He rowed from Mumbai across the Indian Ocean to Sudan and also across the Pacific Ocean, using a unique 'man-powered' wooden pedal boat.

A typical day on board involved many different but repetitive activities, such as sleeping and waking in three-hour shifts, fishing, cooking, washing up and also taking care of personal hygiene. He also checked weather reports to predict stormy weather, kept a detailed record of his daily experiences and made drinking water from sea water using a home-made device on the boat. When I asked him why it had been important to keep a record, he replied: 'I had agreed with my sponsors to record the voyage using a camcorder and send reports via satellite to my website. On a daily basis, time for recreation was limited and the only form of relaxation was to read and **take down** my experiences in a diary.' When I asked why he had undertaken such a long, dangerous journey, he replied: 'Well, at first, what I had in mind was to follow the footsteps of the early navigators, like Magellan.'

Jason remarked, 'I had used up eight of my nine lives. The most important thing to do was to be alert all the time!' This **turned out** to be true especially when he was approaching the final part of his extraordinary journey and was crossing a channel in a canoe. He suddenly realised that a three-metre crocodile was **going after** him. He managed to escape just in time by jumping out of the canoe and when he reached the shore, he hit the crocodile with a paddle. However, it snapped its jaws shut on the paddle and wouldn't let go.

Another difficulty which he faced was in the middle of the Pacific Ocean, somewhere near Hawaii. Jason said, 'For three weeks I would sleep and wake up to find myself at the same point as before! However, I kept telling myself to think positively and not to get discouraged.'

When I asked him if he would go on such a difficult expedition again, Jason replied: 'I think I would. I have gained tremendous physical and inner strength. It's those moments when you face losing everything that you learn the most about yourself.'



5. POST-READING

Discuss.

- What do you think was the most dangerous part of Jason's extraordinary journey?
- In your opinion, was Jason's adventure worth it?
- Would you be interested in doing something similar? Why / Why not?

4b vocabulary & grammar

VOCABULARY

1. EXPRESSIONS WITH THE WORD 'TIME'

A. Look at the following extract from the article on page 67. What does the expression in bold mean?

He managed to escape **just in time** by jumping out of the canoe...

B. Read the sentences 1-7 and match the expressions in bold with their meanings a-g.

- a. occasionally
- b. at the correct time
- c. old-fashioned
- d. very quickly
- e. in advance
- f. just for now
- g. repeatedly

1. For the **time being**, Peter is working at a bookshop.
2. Hussein finished the work **in no time**.
3. It's better to make the cake 12 hours **ahead of time** and keep it in the fridge.
4. I've told you **time after time**; don't interrupt me when I'm talking!
5. Flight 637 from Los Angeles will arrive **on time**.
6. His taste in clothes is really **behind the times**.
7. We go on weekend trips **from time to time**; just to get away from the city.

2. WORDS EASILY CONFUSED

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

emotional physical mental

1. Hasan pays a lot of attention to his _____ appearance.
2. The Maths problem was quite difficult, and I had to make a big _____ effort to solve it.
3. Baya'n has given a lot of love and _____ support to her ill grandmother.

pollute poison infect

4. Steve didn't want to _____ his colleagues with the flu so he stayed at home.
5. The residents are concerned that the toxic waste from the new factory has _____ the river.
6. According to legend, the king was _____ by his enemies.

cure heal recover

7. Michael was told his wound would take six weeks to _____.
8. Jane believes she can _____ her headaches by drinking herbal tea.
9. It took my mother several months to _____ from her hip operation.

gain earn raise

10. David needs to _____ some extra money so he has two jobs.
11. The charity managed to _____ £10,000 for children in need.
12. I have _____ a lot of weight recently, so I decided to see a dietician.

3. NOUNS ENDING IN -NESS, -URE, -DOM AND -HOOD

NOTE

Many nouns are formed by adding a suffix such as *-ness*, *-ure*, *-dom* and *-hood* to a verb, adjective or another noun (e.g. fit - fitness, create - creature, free - freedom and child - childhood).

Complete the sentences using the correct form of the words in capitals.

1. Ahmed thought that by travelling around the world he could escape the _____ of his everyday life. **BORE**
2. Elliot often suffered from childhood _____. **ILL**
3. Their attempt to cross the Atlantic in a hot air balloon was a _____. **FAIL**
4. Rose has a _____ for chocolate. **WEAK**
5. A suspicious-looking man was seen in the _____ on the night of the burglary. **NEIGHBOUR**
6. There are numerous _____ which can be gained from visiting a new place. **PLEASE**

GRAMMAR

1. REPORTED QUESTIONS

Read the extracts from the article on page 67 and answer the questions that follow.

...I asked him why it had been important to keep a record...

...When I asked him if he would go on such a difficult expedition again...

- What questions did the reporter actually ask Jason?
- Which words do the reported questions begin with?
- Are the verbs in the reported questions in the affirmative or in the question form?

NOTE

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

2. REPORTED COMMANDS AND REQUESTS

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

Trainer: *Stretch your arms, please.*

Nasir: *What did he say?*

Jim: *He asked us to stretch our arms.*

Trainer: *Don't be lazy, Omer.*

Nasir: *What did he say to Omer?*

Jim: *He told him not to be lazy.*

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

Grammar Reference p. 138.

B. Look at the following extract from the article on page 67 and complete the thought bubble.

I kept telling myself to think positively and not to get discouraged.

_____ positively!
_____ discouraged!



3. PRACTICE

Read the text below and circle the correct words.

Last week, Eric realised he was bored of reading books every evening and feeling tired all the time so he asked his friend Arthur what (1) **could he do / he could do** to keep fit. Arthur is a fitness instructor and a dietician. He advised Eric (2) **do / to do** something more active in his spare time such as going to a gym. Eric said that he didn't like going to the gym and he wondered (3) **if there was / if there is** something more interesting that he could do. Arthur suggested a martial arts class. Eric agreed that (4) **this is / that was** a great idea and decided to join a martial arts class. Arthur told him (5) **not to overdo / not overdoing** it in the beginning as this could lead to injuries. Arthur also said that Eric (6) **should try / should have tried** doing something for relaxation. Eric also wanted to know how (7) **could he / he could** improve his diet. Arthur told him that he (8) **had / has had** to eat more fresh fruit and vegetables. However, Eric complained that he (9) **disliked / had disliked** eating vegetables and asked (10) **if Arthur knew / Arthur to know** any health food restaurants that had tasty vegetable dishes. Arthur suggested a restaurant that he often went to. Eric thanked his friend for all his good advice and asked him whether (11) **would he like / he would like** to go to the restaurant for a nice healthy meal. Arthur agreed and said he (12) **would bring / had brought** his cousin with him.

ENGLISH IN USE

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. 'I didn't go to the gym yesterday,' said Bander. **gone**
Bander said that _____ to the gym the previous day.
2. 'Do you prefer basketball to tennis?' said Saif. **me**
Saif asked _____ basketball to tennis.
3. 'How often do you work out?' Ted said to Robert. **asked**
Ted _____ worked out.
4. 'You shouldn't eat junk food and you should try to get more exercise,' the doctor told me. **not**
The doctor advised me _____ and to try to get more exercise.
5. 'Will this diet really help me to lose weight?' Shaikha asked herself. **whether**
Shaikha wondered _____ help her to lose weight.
6. 'Have you tried sushi before?' Jason asked me. **I**
Jason wanted _____ tried sushi before.
7. 'Did Mark go to the new restaurant with you last night?' Carl asked me. **had**
Carl asked me _____ to the new restaurant with me the previous night.
8. 'My brother can't ski very well but he loves to ice-skate,' Eric told me. **his**
Eric told me that _____ very well but that he loved to ice-skate.

4b listening & speaking

LISTENING



1. PRE-LISTENING

Discuss.

- What are some of your favourite kinds of food? How healthy are they?
- What is your opinion on vegetarianism?

2. LISTENING FOR SPECIFIC INFORMATION

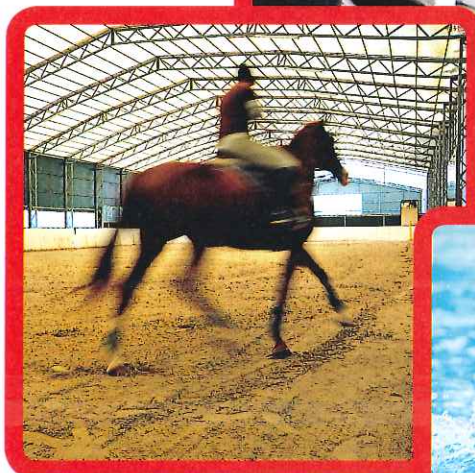
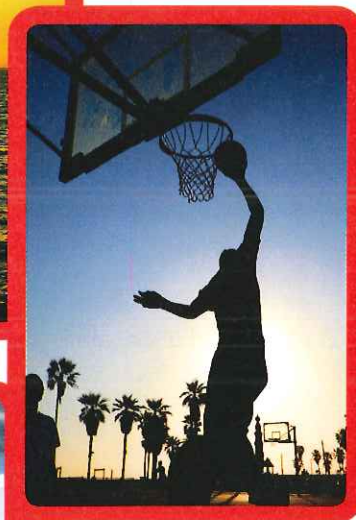
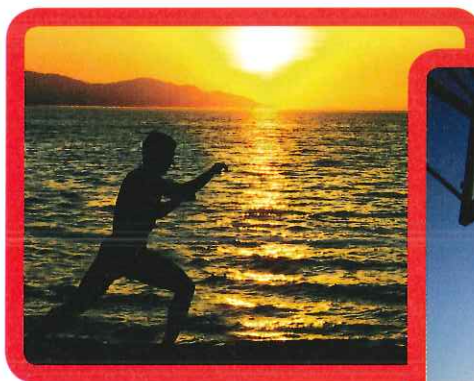
You are going to hear a radio programme about a vegetarian festival. You will hear the programme in several parts. After each part you will hear some questions. For each question choose the correct answer.

- vegetarian chefs from abroad
 - animal rights groups
 - vegetarian clothing designers
 - He wanted to eat more healthily.
 - His doctor told him to.
 - To lose weight.
 - To buy clothes.
 - To learn about new recipes.
 - To meet other vegetarians.
-
- He is a vegetarian chef.
 - He wants to learn more about eating right.
 - He offers nutritional advice.
 - fruit
 - meat
 - beans
 - soy beans
 - lentils
 - eggs and cheese
 - eat more vegetables
 - take a multivitamin
 - eat one egg a day
-
- five years ago
 - three years ago
 - two years ago
 - one
 - two
 - three
 - tofu
 - spices
 - soy

SPEAKING

Talk in pairs. You and your friend want to sign up for at least two activities over the summer to keep in shape. Look at the pictures below and discuss the advantages and disadvantages of each one. After you and your partner have discussed the different activities, choose two options that seem most suitable for you.

- What are the advantages and disadvantages of each activity?
- Which two activities seem most suitable for you?



vocabulary & grammar

VOCABULARY

WORDS RELATED TO FOOD

Look at the groups of words below. How many other words can you add to each group?

vegetables				
	asparagus	cabbage	cauliflower	broccoli
fruit				
	plums	apricots	dates	kiwis
seafood				
	mussels	lobster	crab	shrimp
rich in protein				
	beans	lentils	chickpeas	nuts
rich in carbohydrates				
	pasta	crisps	rice	cereal

GRAMMAR

CLAUSES OF RESULT

A. Read the extract from the programme that you heard in the listening section and answer the questions that follow.

Over the years, Veggie House was so successful that I opened up two more restaurants...

- Who or what was successful?
- What was the result of this?

B. Now, read the sentence below and answer the questions that follow.

Over the years, Veggie House was such a successful restaurant that I opened up two more restaurants...

- Does the sentence above mean the same as the sentence in A?
- What is the difference between *so* and *such*?

C. Read the rules below and rewrite the sentences 1-6 using *so* or *such*.

To express result we use:

- **so** + adjective or adverb + (that)
- **such** + (a/an) + (adjective) + noun + (that)

NOTE so + much/many
such + a lot of

- The soup was very tasty, and I decided to have some more.

- Robert drives very carelessly and he may have an accident.

- This exercise is too difficult for me to do.

- Nasir has lots of money and he can lend you some.

- Bob's book was a success and it was on the bestseller list for a long time.

- I can't help you carry the box because I feel very weak.

Grammar Reference p. 138.

4b writing

WRITING A REPORT

1. DISCUSS

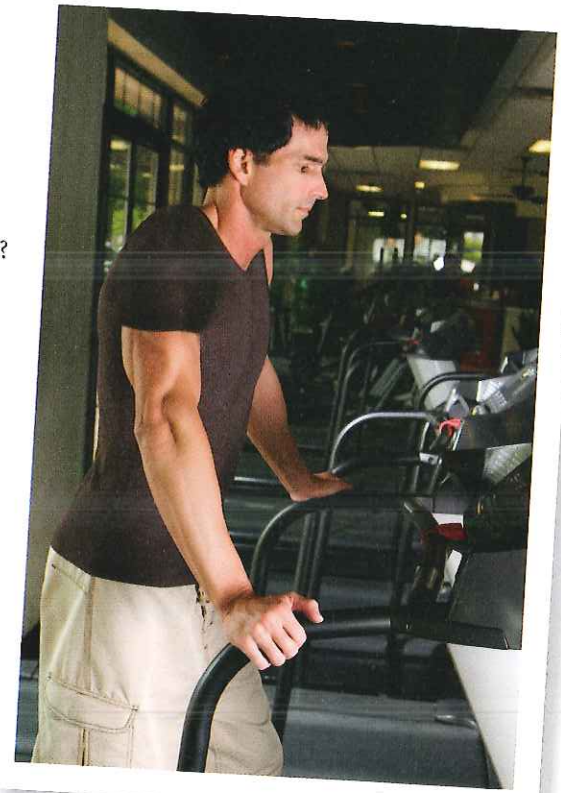
- Have you ever been to a fitness centre? If yes, what did you like/dislike about it? If not, would you like to be a member of one? Why/Why not?
- What features should a good fitness centre have?

2. FOCUS ON STYLE, CONTENT AND ORGANISATION

A. Read the rubric and answer the questions below.

The manager of the hotel you work for has asked you to write a report on the hotel's fitness centre and suggest in what ways it can be improved.

1. Why are you writing the report?
2. Who are you writing it for?
3. What style should it be written in?
4. Which of the following should you include in your report?
 - a) information about the location of the hotel
 - b) information about the fitness centre staff
 - c) information about the premises of the fitness centre
 - d) suggestions made by members of the fitness centre
 - e) information about other facilities the hotel offers



B. Now read the report below. What information from question 4 above has been included in the report?

To: Jeff Branson, Manager of the Palace Hotel

From: Clive Thomas

Subject: The hotel's fitness centre

1

Since the hotel's fitness centre opened, it has been very popular with hotel guests as well as residents of the city who are members. This report focuses on some features of the fitness centre that need to be improved in order to make it even more attractive.

2

To begin with, even though the gym has a whole floor, the space available is too small to accommodate the variety of activities people ask for. The area with the strength training equipment is very cramped. It seems that it is necessary for the fitness centre to expand.

3

The instructors and personal trainers are well qualified and always willing to offer their services. However, there should be more personnel available to give advice and supervise activities. As a matter of fact, several fitness classes have been cancelled because of the lack of an instructor.

4

A number of members have commented that they would like a juice bar in the fitness centre. This would definitely be an extra attraction, so the possibility of providing one should be looked into.

5

To sum up, I believe that if the above recommendations are carried out, the fitness centre will be even more successful than it already is.



C. Read the report again and choose the appropriate heading for each paragraph.

Staff

Conclusion

Introduction

Other services

Size

D. The information in a report is usually presented in an impersonal, formal way. One way of doing this is by using the Passive Voice. Rewrite the report below in the Passive Voice to make it more formal and suggest an appropriate heading for each paragraph.

To: The Town Council
From: John Budd
Subject: Suggestions about how to make Prospect Park safer and more attractive



1

This is a report on what we must do to make Prospect Park safer and more attractive.

2

First of all, we cannot allow cars in the park. People should park their cars in the parking areas.

3

In addition, we have to collect all the rubbish. The town council should also place more rubbish bins in the busy areas of the park.

4

Finally, somebody should clean the lake. Somebody needs to paint the park benches around the lake as well.

5

To sum up, if the town council carries out the above recommendations, more people will be able to enjoy Prospect Park.

3. OUTLINE

When writing a report, follow the outline below.

INTRODUCTION

- State what the report is about.

MAIN PART (2-3 PARAGRAPHS)

- Give information and expand on the points you want to make.
- Make recommendations/suggestions.

CONCLUSION

- State your overall impression/opinion.

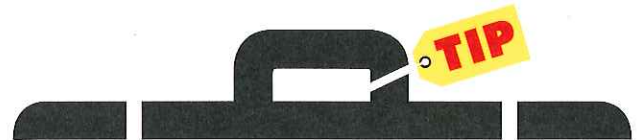
4. WRITING TASK

A. Read the rubric and answer the questions below.

Your PE instructor has asked you to write a report about the sports facilities in your school/college and suggest ways in which they could be improved.

1. Think about the sports facilities in your school. What two or three features do you want to focus on?
2. What heading would you use for each of the features you have chosen?
3. What specific suggestions do you have to make about each of these features?

B. Write your report (120-180 words).



When writing a report:

- keep in mind who you are writing the report for and why so that you write in an appropriate style, formal if you are writing it for a superior or semi-formal if you are writing for a peer group.
- give your report a title or use the following layout:
 To:
 From:
 Subject:
- Select three or four of your ideas and organise them into separate paragraphs for every major point.
- Use headings to indicate what topic each paragraph focuses on.

For set phrases you can use, see Appendix I.

4 round-up

VOCABULARY & GRAMMAR

A. Choose the word or phrase that most appropriately completes the sentence.

- The employees at this hotel will _____ your every need and desire.
 - promote
 - cater for
 - offer
 - provide
- The _____ from my window is absolutely breathtaking!
 - sight
 - view
 - image
 - scene
- I _____ in bed for over three hours, trying to get to sleep.
 - lay
 - lain
 - laid
 - lied
- It was already dark by the time we _____ for my brother's house.
 - set off
 - took down
 - turned out
 - went after
- Unfortunately, money is many politicians' only _____.
 - recreation
 - motivation
 - determination
 - courage
- It took months for the soldiers' wounds to _____.
 - cure
 - increase
 - heal
 - recover
- Gas prices have _____, and many people are unhappy about it.
 - gained
 - decreased
 - grown
 - risen
- I have asked you _____ to turn the lights off and lock the door when you leave the house but you never do.
 - occasionally
 - very quickly
 - just for now
 - repeatedly

B. Choose the word or phrase that produces a grammatically correct sentence.

- Our teacher _____ that we wouldn't have class tomorrow.
 - told us
 - asked us
 - said us
 - told
- The teacher told the students _____ late for class.
 - to not be
 - not to be
 - to be not
 - be not
- I _____ to be home early tonight.
 - told
 - advised
 - suggested
 - promised
- The doctor said _____ get better soon.
 - that I was going
 - to me that I will
 - that I would
 - me that I would
- When Jeff asked me _____ I had any money, I told him that I didn't.
 - whether
 - why
 - had
 - would
- There was _____ food in her mouth that she couldn't speak.
 - so much
 - such
 - so a lot
 - such a lot
- It was _____ bad weather that we decided to stay in.
 - such a
 - so
 - so a
 - such
- My employer asked _____ overtime on Monday.
 - me to work
 - to me to work
 - to work me
 - me working

C. Read the text and complete the blanks with the correct form of the words in capital.

PEACE OF MIND

I had stopped going to the gym out of (1) _____ I couldn't stand doing the same exercises day after day. Besides, the gym was nowhere near my (2) _____ and having to take a crowded bus to get there really put me off going. Then, one day, my cousin asked me to come along to his kung fu class. I was worried that it might involve standing on my head or doing some other (3) _____ task so I made up an excuse to get out of it. Fortunately, my cousin didn't take 'no' for an answer and after a lot of nagging I finally gave in and went along. I was (4) _____ surprised - it was fun! The (5) _____ started off by telling us a little about kung fu. Kung fu means 'human achievement' and has been practised in China for over 4000 years. It's great for keeping fit. It's no wonder it's the latest (6) _____ craze. There are various styles of kung fu; we did the type classified as internal which focuses on breathing and the building of internal (7) _____. Although some of the exercises were challenging, afterwards I felt (8) _____ calm.

BORE

NEIGHBOUR

POSSIBLE

**PLEASANT
INSTRUCT**

FIT

STRONG

PERFECT

D. Read the text below and decide which answer a, b or c best fits each gap.

the Personal Trainer

Kyle Southhall is a personal trainer who helps busy people organise their (1) _____ schedules. Kyle (2) _____ me about one of his clients, Fred. 'Fred has a demanding job and a family to look after. When he came to me, he had hardly any time to (3) _____, let alone to exercise.' Kyle told Fred to start with a (4) _____ session once a week as this would help relax his muscles and (5) _____ his stress levels. 'We also looked at easy ways to add more (6) _____ into his day, like walking rather than driving whenever possible,' said Kyle. Fred started doing ten minutes of toning exercises in the mornings in a(n) (7) _____ to be more energetic. Kyle also recommended some changes to Fred's diet like eating healthy snacks throughout the day and having vegetables with his main meal in the evenings. Three months later, Fred has lost the extra weight he had (8) _____ and he looks (9) _____. He has changed so (10) _____ that he says he feels like another person!

- | | | |
|-----------------|----------------|-------------|
| 1. a. health | b. circulation | c. fitness |
| 2. a. told | b. said | c. asked |
| 3. a. lie | b. relax | c. recover |
| 4. a. massage | b. physical | c. pool |
| 5. a. increase | b. cure | c. reduce |
| 6. a. work | b. exercise | c. sleep |
| 7. a. attempt | b. activity | c. anxiety |
| 8. a. raised | b. gained | c. earned |
| 9. a. healthier | b. fitter | c. physical |
| 10. a. as | b. a lot | c. much |

E. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 'I've been to Paris before,' said Abdallah. **he**
Abdallah _____ to Paris before.
- 'Don't forget to buy some milk on your way home,' said Philip. **reminded**
Philip _____ some milk on my way home.
- 'Jogging is a great way to keep fit,' the instructor told us. **was**
The instructor _____ a great way to keep fit.
- 'I don't want to do this exercise,' said Steven. **refused**
Steven _____ exercise.
- 'Will I ever pass my driving test?' Saed asked himself. **wondered**
Saed _____ pass his driving test.
- 'Please remove your shoes before entering the swimming pool area,' the lifeguard told us. **asked**
The lifeguard _____ shoes before entering the swimming pool area.
- Margaret's homemade muffins were a success and they sold out immediately. **such**
Margaret's homemade muffins _____ they sold out immediately.
- It was such a busy day at work that Mansour forgot to eat lunch. **so**
Mansour was _____ he forgot to eat lunch.

4 round-up

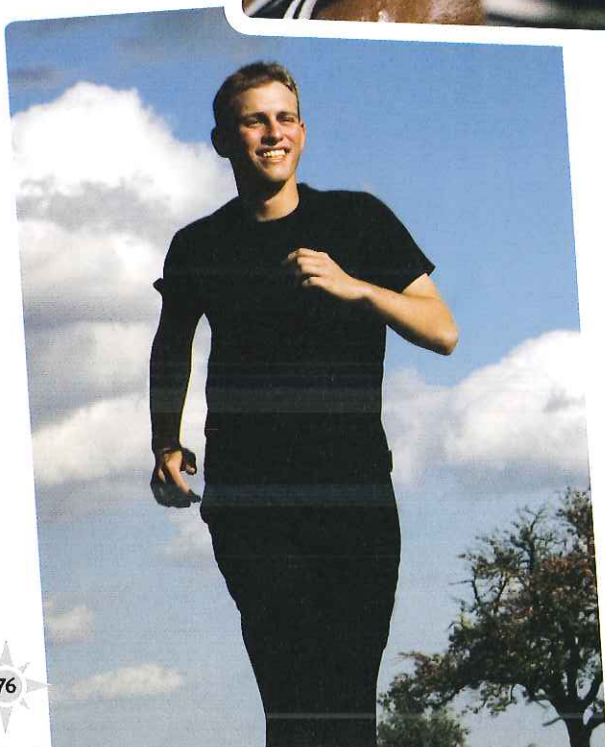
LISTENING



You will hear five people talking about fitness programmes they are on. Choose from the list A-F what aspect of fitness each speaker wanted to focus on. Use the letters only once. There is one letter you do not need to use.

Speaker 1 Speaker 2 Speaker 3
 Speaker 4 Speaker 5

- A** endurance
- B** speed
- C** strength
- D** relaxation
- E** flexibility
- F** weight loss



SELF-ASSESSMENT

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

Now I can...	
VOCABULARY	> use collocations with <i>increase, grow, rise, decrease, lower</i> and <i>reduce</i> <input type="checkbox"/>
	> distinguish the difference in meaning of words easily confused <input type="checkbox"/>
	> use expressions with the word 'time' <input type="checkbox"/>
	> form derivatives by using suffixes <input type="checkbox"/>
GRAMMAR	> report statements, questions, commands and requests <input type="checkbox"/>
	> use clauses of result <input type="checkbox"/>
READING	> understand gist and details in a text <input type="checkbox"/>
	> understand text organisation and reconstruct a gapped text <input type="checkbox"/>
LISTENING	> listen to short monologues and understand the main idea expressed by each speaker <input type="checkbox"/>
	> understand specific information mentioned by different speakers on a radio programme <input type="checkbox"/>
SPEAKING	> talk about issues related to health and fitness <input type="checkbox"/>
	> help solve a problem by making suggestions <input type="checkbox"/>
	> discuss healthy eating habits and vegetarianism <input type="checkbox"/>
WRITING	> write a letter giving advice <input type="checkbox"/>
	> write a report <input type="checkbox"/>

Discuss:

- ▶ How important is it for you to be close to nature?
- ▶ In your opinion, what are the most serious environmental problems our world faces?

Flick through the module and find...

- ▶ a short article about food miles
- ▶ a letter to an editor of a newspaper about a ban on hunting
- ▶ a brochure about the Columbus Zoo and Aquarium
- ▶ a radio interview about Hurricane Katrina
- ▶ two stories about cleaning up polluted rivers
- ▶ a short article about eco-tourism

In this module you will...

- ▶ talk about environmental issues, animals and natural disasters
- ▶ learn how to emphasise an action rather than the doer of the action using the passive voice
- ▶ expand your vocabulary by learning prepositional phrases, words easily confused and compound nouns
- ▶ learn how to write an e-mail giving information and making suggestions
- ▶ compare two different situations and express your opinion and feelings
- ▶ learn how to express contrast using clauses of concession
- ▶ learn how to write a letter expressing your opinion
- ▶ acquire skills and strategies that will help you in exams

5a reading

READING



1. PRE-READING

Discuss.

- Is the area you live in polluted? If yes, what kinds of pollution are a problem?
- What can people do to help keep the environment clean?
- How can we make people more aware of environmental issues?

2. READING FOR GIST

Read the article on page 79 quickly and answer the following question.

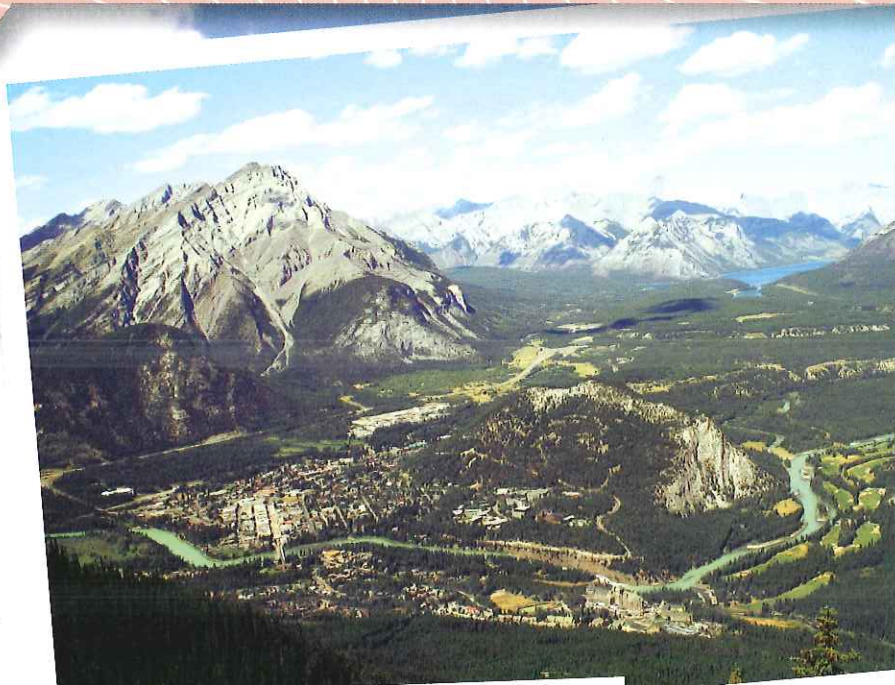
What is the main idea of the article?

- People shouldn't throw rubbish in the river.
- Coal mines pollute the water.
- People can help keep their communities clean.
- With time, polluted water will turn into clean water.

3. READING FOR DETAILS

Read the article again and answer the questions 1-5. Choose *a, b, c* or *d*.

- What did Sandra Crawford do to help clean up the river?
 - She got together some volunteers to pick up rubbish.
 - She pulled an old mattress out of the river.
 - She talked to her fellow citizens.
 - She wrote a letter to the newspaper about the river.
- What is a key feature of the annual *Pathway and River Cleanup*?
 - a sports competition
 - unusual prizes
 - group work
 - participation of politicians
- The author mentions Blacklick Creek as an example of
 - an unpleasant place to swim in.
 - a polluted place that affected thousands of people.
 - a polluted area which can't be cleaned up without help from professionals.
 - water pollution which is too dirty to clean up.
- Julie Bargmann believes that
 - nobody should see the damage to the environment caused by the coal mine.
 - people should be able to visit the coal mine and remember its history.
 - sycamore trees help clean up polluted water.
 - the owners of the coal mine should take away their old machinery.
- Once the process of cleaning up in Blacklick Creek is over, what will the colours in the landscape be?
 - orange and red
 - yellow and red
 - blue and blue-green
 - blue-green and red



TIP

When reading, you sometimes have to read between the lines. In other words, interpret what the writer means although it is not explicitly expressed. Try to make logical deductions from the text.

Cleaning up the environment: hard work and creativity

All communities and industries have an impact on the environment. Sometimes, this impact is so serious that people become worried about the amount of pollution in their area. But in communities around the world, people are also finding ways to **clean up** their environments. Here are just two of their stories.

Many cities are built near rivers. Rivers provide water and facilitate transport to communities. They are also a beautiful setting for biking and walking trails. Birds and other wildlife depend on them for food and habitat. However, rivers that flow through cities can become choked with rubbish and pollutants. One such river was the Bow River in Calgary, Canada. One day, twelve-year-old Sandra Crawford was walking along the side of the Bow River. She noticed an entire mattress lying in the river. She tried to pull it out on her own, but she could not. So Sandra wrote a letter to the newspaper saying that too much rubbish had been thrown into the river. Her feelings were shared by many citizens, and they decided to do something about the pollution.

That was back in 1967. Sandra's complaint led to the annual *Pathway and River Cleanup*. Every May, teams of volunteers head out to the river to **pick up** rubbish and carry it out. Many people volunteer with their families, or with their friends or colleagues. Others belong to clubs that do outdoor activities such as hiking, bird watching, cycling, or fishing. Participation in the cleanup is encouraged by local politicians. Each team chooses a part of the river to clean up and appoints a leader. On the big day, thousands of volunteers have free breakfast and then get to work! Teams may win prizes, too. One year, the prize went to the team who found the most unusual piece of rubbish. Some teams found money and abandoned vintage cars. The winner **came across** a glass bottle full of notes – the thoughts of a homeless man on his life.

Other places are too dirty even for dedicated volunteers to clean up. They need professionals called landscape architects, who are both scientists and artists. Blacklick Creek, in Pennsylvania, was the site of a coal mine for almost sixty years. 2500 people lived and worked in the town when the mine was operating, but when it **closed down**, few stayed behind. The mine left not only a ghost town but a whole area which has been polluted with old machinery and harmful chemicals. The water of the creek was so acidic that if you swam in the creek, your hair would turn orange. As the water travelled farther away, it made the water of other towns dirty.

Julie Bargmann had an idea to clean up Blacklick Creek while keeping its history alive. To her, making old industrial sites clean and safe is an art. While some people might try to hide the damage, Bargmann uses what she finds to create a new look for the landscape. Orange water is just one of the bizarre colours chemical pollutants cause. Bargmann allowed water to collect in orange pools and planted bright red sugar maple trees around them. Over time, the pools will fade to yellow, as the chemicals **break down**. When the water turns a healthy blue colour, the red trees will be replaced by blue-green sycamore trees. Other polluted water flows into a wetland, where bacteria will eat the sulphur in it, turning it once again into clean water. All the processes are completely natural and save money as well. Bargmann even left the old mining equipment and buildings in place so that the people who worked in the mines, often doing dangerous jobs, could visit and remember their lives there.

No place will ever be the same once a city has been built or an industry has taken something from the earth. However, places can be kept safe and pleasant to live in or visit through the hard work and creativity of people.

4. GUESSING THE MEANING OF UNKNOWN WORDS

A. Look at the following words from the text and choose the most suitable meaning *a, b, c* or *d*.

- | | |
|--------------------------|----------------------|
| 1. choked with (line 12) | 2. vintage (line 34) |
| a. full of | a. useful |
| b. suitable for | b. harmful |
| c. dependent on | c. classic |
| d. safe from | d. modern |

B. Match the highlighted phrasal verbs in the article with their meanings.

- | | | |
|----------------|--------------------------|-------------------------------------|
| 1. clean up | <input type="checkbox"/> | a. find by chance |
| 2. pick up | <input type="checkbox"/> | b. separate into parts |
| 3. came across | <input type="checkbox"/> | c. remove dirt or pollution |
| 4. closed down | <input type="checkbox"/> | d. stop work and activities forever |
| 5. break down | <input type="checkbox"/> | e. lift |

5. POST-READING

Discuss.

- Have you ever participated in an event like the annual *Pathway and River Cleanup*? If yes, what did you do? If not, would you be interested in doing something like that?
- What do you think of Julie Bargmann's idea to clean up Blacklick Creek?

5a vocabulary & grammar

VOCABULARY

1. NOUNS ENDING IN -ION AND -ANT

A. Look at the chart below. Which nouns indicate an action and which the person or thing doing the action?

VERBS	NOUNS	
pollute	pollution	pollutant
participate	participation	participant

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

- The Environmental Agency has received a lot of _____ forms from people interested in doing volunteer work. **APPLY**
- The _____ of the area that was burnt in the fire spent a day replanting trees. **INHABIT**
- All the _____ in the poetry competition have to submit their poems by the end of the month. **CONTEST**
- The organisation is looking for volunteers to help with the _____ of sea turtles. **PROTECT**
- John is going to be my _____ in the koala project. **ASSIST**
- The _____ of a safari park is an idea that not everyone agrees with. **CREATE**
- Among all the _____ we interviewed, I believe George Dawson is the best. **APPLY**

2. WORDS EASILY CONFUSED

Use the correct form of the words in the boxes to complete the sentences.

sum amount

- I still have a large _____ of work to do.
- He was fined a(n) _____ of £500 for not paying his electricity bill.

abandon evacuate

- Omer decided to _____ his university studies in favour of getting a full-time job.
- The firefighters ordered the residents to _____ the building immediately.

engine machine machinery

- We need a new washing _____.
- They transported the _____ for the new factory in several cargo ships.
- They believe the aeroplane was experiencing _____ trouble before it landed.

factory industry

- The computer _____ has undergone massive changes in the last twenty years.
- His father worked in a chocolate _____ for nearly forty years.

GRAMMAR

1. PASSIVE VOICE I

FOCUS ON USE

Look at the following examples of the Passive Voice from the text on page 79 and answer the questions that follow.

- Many cities **are built** near rivers.
Which of the two is more important?
a. who built the cities
b. the action of building the cities
- Participation in the cleanup **is encouraged** by local politicians.
What is the meaning of the sentence?
a. The cleanup participants encourage politicians.
b. Politicians encourage people to take part in the cleanup.

FOCUS ON FORM

A. Look at the examples in the previous activity and complete the rule below.

Passive Voice

subject + verb _____ + past participle

B. Match the examples 1-6 taken from the text with the correct passive tense a-f.

- ... too much rubbish **had been thrown** into the river.
- ... places **can be kept** safe and pleasant to live in or visit...
- Her feelings **were shared** by many citizens...
- ... the red trees **will be replaced** by blue-green sycamore trees.
- Many cities **are built** near rivers.
- ... a whole area which **has been polluted** with old machinery and harmful chemicals.

PASSIVE VOICE

a. Present Simple

am/is/are + past participle

b. Past Simple

was/were + past participle

c. Present Perfect Simple

have/has + been + past participle

d. Past Perfect Simple

had + been + past participle

e. Future *will*

will + be + past participle

f. Modal Verbs

can/must/may/should, etc. + be + past participle

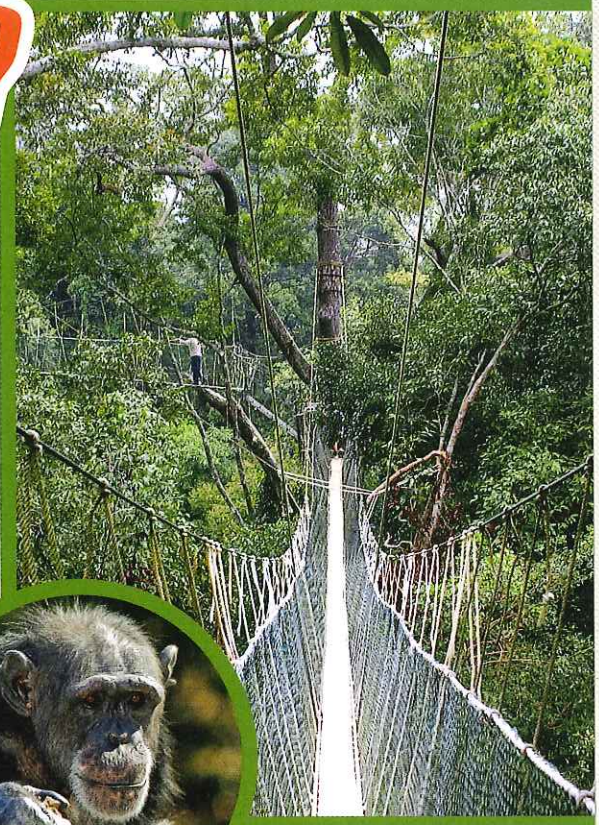
Grammar Reference p. 138.

2. PRACTICE

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

eco-tourism: blessing or threat ?

Jungle holidays help to raise money to protect threatened wildlife, but the ever growing number of tourists trekking through the African jungle (1) **has been proved / has proved** by scientists to be a threat to apes. Nature tourism or eco-tourism as it (2) **is called / is calling** has never before been so popular, so thousands of people are thrilled with the idea of making their way through a forest to see African gorillas. This kind of holiday is popular in many African countries because it helps the local economy and (3) **raises / is raised** money so that wildlife (4) **will be protected / will be protecting** both now and in the future. Unfortunately, contact with tourists (5) **has been discovered / has been discovering** to cause fatal diseases in apes. The first evidence (6) **was found / found** in a country in western Africa where a group of chimpanzees died of a disease which they (7) **had been caught / had caught** from humans. These findings (8) **have made / have been made** the protection of the decreasing numbers of apes in Africa more difficult as the money from tourists (9) **needs / is needed** to protect the animals from illegal hunting. Scientists have come up with ways in which tourists can (10) **be allowed / allow** to visit the animals without infecting them. They hope that these measures (11) **will protect / will be protected** the animals, while at the same time allow tourists to get close to them.



B. Write each of the following sentences in the Passive Voice starting with the words given.

- Someone opened a new sushi restaurant in our neighbourhood last month.
A new sushi restaurant _____
_____.
- We will definitely finish the project by the end of the month.
The project _____
_____.
- We must pay the electricity bill by Monday.
The electricity bill _____
_____.
- We will announce the name of the new coach at 10am.
The name of the new coach _____
_____.
- What time do they serve breakfast at the hotel?
What time _____?
_____?
- They didn't feed the chimpanzees this morning.
The chimpanzees _____
_____.

ENGLISH IN USE

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

UPGRADING THE EAST END

No matter where in the world you are, you can be sure that (1) _____ of big cities enjoy the splashes of bright colour that nature adds to their often grey and (2) _____ streets. Many local councils are nowadays (3) _____ schemes to improve the environment in which people live and work. For example, the East End of London, an area which used to be full of factories and industrial (4) _____, is being cleaned and improved by planting thousands of flowers and fruit trees. Local schools are enthusiastic (5) _____ and, at the moment, are involved in putting two huge schemes into practice. The first one is to put flower beds inside old factories, from which all the machinery has been removed. The second activity will be to introduce apple and cherry trees to a rather (6) _____ toxic waste area. Of course, city life cannot be (7) _____ changed but it can certainly be made greener and (8) _____.

INHABIT

DIRT
COURAGE

POLLUTE

PARTICIPATE

PLEASE
COMPLETE

HEALTH

5a listening & speaking

LISTENING



1. PRE-LISTENING

Discuss.

- How does the idea of a 'gap year' (a break from studies between school and university) sound to you?
- If you had the chance to do it, what would you like to do?

2. LISTENING FOR GIST

You will hear an interview with an expert talking about conservation work in Australia. What kind of activities does he say people taking a gap year can do in Australia? Tick the correct boxes.

protect endangered animals plant trees clean up polluted lakes

3. LISTENING FOR SPECIFIC INFORMATION

Listen to the interview again and complete the sentences below.

1. Australia is unique because you cannot find the wildlife and _____ that exists there anywhere else.
2. The number of rock wallabies is _____.
3. Dr Murphy explained that all you need is common sense and a lot of _____ to take part in a conservation project.
4. Dr Murphy says that apart from work, volunteers have a lot of _____.
5. Doing this kind of work gives ordinary people the opportunity to learn about the environment and do something to help _____.
6. Students, people who want to take a break from their _____ and even retired people take part in conservation work.
7. Over a period of _____, more than a million trees have been replanted thanks to conservation projects.

SPEAKING

1. WARM-UP

- Why is it important to keep the Earth clean?
- What do you do to make your community a cleaner place?

2. FOCUS ON PICTURES

A. Look at pictures A and B. Compare the pictures and explain how they make you feel. You can use some of the words and expressions in the boxes.



naturally beautiful clear clean
fresh swimming healthy
toxins harmful pollution
disease fatal wildlife
man-made disaster

The environment in A/B is / seems to be... whereas...

I believe picture A/B is... because...

The environment in A/B must be...

Looking at picture A/B, I feel...

B. Look at the pictures again. Which of the two places would you like to find out more about?

3. FURTHER DISCUSSION

- How can living near a polluted area affect your life?
- In what ways is water important in our life?
- Who is responsible for water pollution? What should be done about it?

WRITING AN E-MAIL BASED ON PROMPTS

writing

1. DISCUSS

- Which of the following alternative holiday activities would you be interested in taking part in? In your opinion, what are the benefits of participating in such activities?

protecting animals like sea turtles, seals, bears, etc.
planting trees
cleaning up a beach or a mountain slope
visiting wildlife reserves, national parks, wetlands, etc.

2. FOCUS ON USING PROMPTS

You have received an e-mail from an English-speaking friend of yours who will be visiting your country. Read your friend's e-mail and the notes you have made. What information must you include in your reply to your friend?

You will probably remember that I belong to an environmental organisation called 'Friends of Nature'. This summer, about 50 members of the local branch are planning to visit your country. We are especially interested in exploring nature and I'd really appreciate it if you could inform me if there are any special eco-tourism programmes that we could participate in and what they involve. Other activities that would interest us are things like hiking or rafting. Could you tell us what kind of activities are available?

Of course, we also want to see the sights and try the local cuisine. What places do you suggest? What shouldn't we miss out on?

I'm so glad that this trip will give us the opportunity to see each other again. Please tell me if there is anything in particular that you would like me to bring you from London when we come.

I hope to hear from you soon.
Best wishes

name activities
give relevant information
suggest...
request...

3. BRAINSTORMING

Focus on each of the points in your friend's e-mail that you have to respond to and try to come up with ideas.

give relevant information

- Can you think of any eco-tourism programmes in your country? What do they involve?
- What environmental organisations are there in your country?
- If you don't know of any, what will you say in your response?

name activities

- What kind of activities can you think of?

suggest

- What attractions do you think your friend should visit?
- What about the local cuisine? What restaurants can you recommend?

request

- Do you want your friend to bring you anything from London? If yes, what would you ask for? If not, what would you say?

4. OUTLINE

Complete the outline for your e-mail by answering the questions given.

GREETING

What greeting will you use?

OPENING PARAGRAPH

What set phrase will you use to begin your letter?

Why are you writing to your friend?

MAIN PART

What information will you include?

How will you organise this information in paragraphs?

CLOSING PARAGRAPH

Is there anything you want to emphasise?

What set phrase will you use to end your letter?

SIGNING OFF

What signature ending will you use?

5. WRITING TASK

Write an e-mail to your friend, based on the outline you have made and using some of the ideas from the brainstorming activity in exercise 3 (120-150 words).

For the layout of e-mails and set phrases you can use, see Appendix I.

5b reading

come to the.....

READING



1. PRE-READING

Discuss.

- Have you ever visited a zoo or wildlife sanctuary? How did you like it?
- Can you list some animals that are native to your country? Are any of them endangered?
- Do you think keeping animals in zoos is a good way of protecting them? Why / Why not?

2. READING FOR GIST

Read the text quickly and match the headings 1-6 below with the paragraphs A-F of the text.

1. Family Bonds
2. Year Round Fun
3. Habitat for Big Inhabitants
4. An Impressive Reputation
5. Record Size, Record Price
6. Aquatic Habitats

3. READING FOR DETAILS

Read the article again and answer questions 1-8. Choose a, b, c or d.

1. What is one of the reasons that the Columbus Zoo is among the most well-known in the world?
 - a. It is very close to the city of Columbus.
 - b. It has been operating since 1927.
 - c. It includes an aquarium.
 - d. Its director has worked hard to publicise it.
2. What is true about Fluffy?
 - a. No larger snake has ever been kept in a zoo.
 - b. He is endangered.
 - c. He is the most expensive addition to the zoo.
 - d. He was expensive because he is so handsome.
3. What is special about the pachyderm building?
 - a. It is the second largest in North America.
 - b. It is the largest building of its kind.
 - c. There is only one larger habitat of this kind in the world.
 - d. It has an outdoor area for elephants in the summer.
4. How many individual animals does the pachyderm building hold?
 - a. 10
 - b. 4
 - c. 14
 - d. 2

A

The Columbus Zoo and Aquarium is located in Powell, Ohio, just a few minutes away from the city of Columbus. It has been operating since 1927, and has become one of the most well-known in the world, because of its variety of collections and impressive habitats, and largely due to the promotional efforts of its former director and animal expert 'Jungle' Jack Hanna. Nearly 800 different species of animals are represented in the zoo, with over 6000 animals.

5. Which of the following is a feature of the Manatee Coast that allows it to be open throughout the year?
 - a. the saltwater tank
 - b. the live coral reef
 - c. its impressive collection
 - d. the special roof
6. What is special about Colo?
 - a. She was the first gorilla born in a zoo.
 - b. She is the oldest gorilla in captivity.
 - c. She is related to the other gorillas in the zoo.
 - d. She is very popular with zoo-goers.
7. Which of the following does not exist at the zoo now but will in the near future?
 - a. a pond
 - b. a special winter lights show
 - c. a water park
 - d. an Australian region
8. Where in the zoo can visitors see turtles?
 - a. the Asia Quest area and the reptile habitat
 - b. the Shores area and the reptile habitat
 - c. the African Forest area and the Shores
 - d. the Asia Quest area and the Shores area

4. GUESSING THE MEANING OF UNKNOWN WORDS

Look at the text again and answer the questions below.

1. What does the word 'handsome' in text B mean?
 - a. beautiful
 - b. little
 - c. considerable
 - d. free
2. What does the word 'wildly' in text E mean?
 - a. violently
 - b. extremely
 - c. naturally
 - d. in an uncivilised way

Columbus!

ZOO!



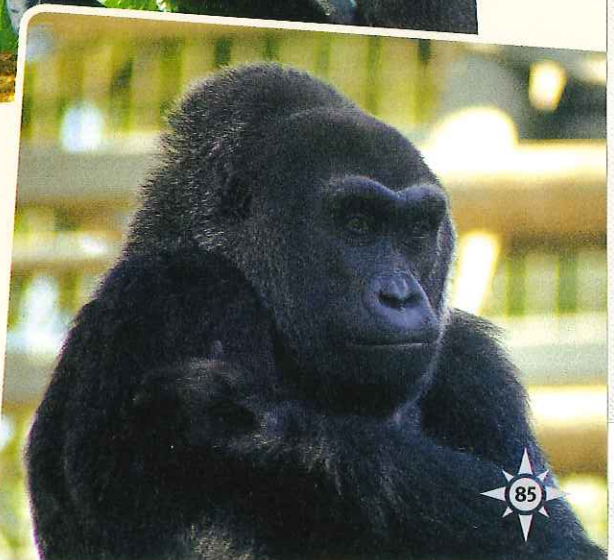
B In the reptile habitat, the visitor will be greeted by many exciting animals like snakes, turtles, and lizards. The Columbus Zoo has a reputation for being a world leader in reptile care. The zoo has bred many species of reptiles that were at one time endangered. It's no surprise that the newest member of the reptile family is a python called Fluffy. Fluffy is said to be the largest snake in captivity anywhere in the world. At 24 feet long, Fluffy is very long indeed, and as thick as a tree! Fluffy has a pretty healthy appetite, as he is fed two 10-pound rabbits a week. He didn't come cheap, either. The zoo paid a handsome \$35,000 for him.

C In the area of the zoo called 'Asia Quest', visitors can go through the pachyderm building, which is the second largest indoor habitat of its kind in the whole world, and the largest in North America. During the summer, a part of the building leads to an outdoor panoramic view of the elephants when they are outside. In the exhibit, animals like the Asian Elephant and Black Rhinoceros can be found. The pachyderm building is so big that up to 10 elephants and 4 rhinos can be held there at the same time.

D In the 'Shores' region of the zoo, two of the most popular habitats can be found: Discovery Reef, and Manatee Coast. Together, the tanks in both exhibits have around 300,000 gallons of water in them. Discovery Reef is a large saltwater tank that has over 100,000 gallons of water, in which you can see many kinds of species of fish, sharks and turtles. There is also a large live coral reef exhibit, which is one of the largest of its kind in the US. In Manatee Coast, visitors will be amazed by the impressive manatee collection the zoo has to offer. This exhibit is one of only three that exist outside Florida, and it is covered with a roof that opens up so that it can be visited all year.

E In 1956, Colo, the world's first gorilla to be born in captivity, was born at the Columbus Zoo. Currently, she is the third oldest gorilla in captivity, and she makes her home in the African Forest region of the zoo, where her habitat, 'Gorillas in the Round' is wildly popular with zoo-goers. Of the 16 gorillas living in the Columbus Zoo, 8 of them are related to Colo. The zoo has become one of the most important zoos in terms of breeding gorillas in captivity, and over 30 have been born since Colo's birth in 1956.

F Other regions in the zoo are: North America, Australia, and the Islands of Southeast Asia. There is also a special winter lights show, when some habitats stay open during the winter. You can even go ice-skating on the frozen pond! The Zoo is always growing and creating exciting new additions. Plans are now being made for new attractions that will be opening within the next few years. They will include places like the Polar Frontier, the African Savannah, South/Central America, as well as a zoo-themed water park, golf course, and hotel resort. Make sure to plan your trip today!



5. POST-READING

Discuss.

- If you had only a few hours to spend at the Columbus Zoo and could pick just two of the habitats to visit, which would you choose, and why?

5b vocabulary & grammar

VOCABULARY

1. PREPOSITIONAL PHRASES

A. Look at the extract from the text on page 85 and note the phrase in bold. Can you think of any other phrases following the pattern *preposition + word + preposition*?

*The zoo has become one of the most important zoos **in terms of** breeding gorillas in captivity, ...*

B. Complete the sentences below with the prepositions in the box. You can use some prepositions more than once.

for in of to on as with

- Mr Anderson is in charge _____ the marketing department.
- _____ behalf of the local Animal Welfare Society, I would like to thank the Town Council for their support.
- Are you in favour _____ banning cars from the city centre?
- The statue in front of the Town Hall was placed there _____ memory of the soldiers killed during World War II.
- Tom is very mature in comparison _____ other children of his age.
- I'm not really in the mood _____ Chinese food today. Let's order a pizza.
- I am writing in connection _____ the article you published about environmental pollution.
- The local residents have spoken out _____ support of the *Save Blackwood Forest Organisation*.
- _____ regard to the problem of rubbish disposal, I think we should encourage people to recycle.
- The coastline has been seriously polluted _____ a result of an oil spill.

2. NOUNS + PREPOSITIONS

A. Complete the sentence below with the missing prepositions. Look at paragraph B of the text on page 85 to check your answers.

The Columbus Zoo has a reputation _____ being a world leader _____ reptile care.

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

threat solution description reason
damage specialist need

- I hope you have a good _____ for being so late.
- Mr Adams is a _____ in marine biology.

- There is a _____ for more recycling bins in our neighbourhood.
- We are trying to find a _____ to the problem, but it will take time.
- Is global warming really a _____ to all life on the planet?
- Allowing large numbers of visitors into national parks and wildlife reserves can cause _____ to the natural habitats of many animals.
- The manager of the bank gave the police a _____ of the robber.

3. COMPOUND NOUNS

A. Look at the example below and read the note. Can you find any other compound nouns in the text on pages 84-85?

...due to the promotional efforts of former director and animal expert 'Jungle' Jack Hanna.

NOTE

'Animal expert' is a compound noun (a combination of two nouns that function as one word). The first noun defines the second one (e.g. an animal expert is an expert on animals).

B. Match the nouns on the left with those on the right to form compound nouns.

car	fire
animal	jam
traffic	trail
forest	park
nature	rights
city	town
home	centre

C. Complete the sentences with compound nouns from exercise B.

- The local residents object to the plans for a multi-storey _____.
- The hotel is located very conveniently in the _____.
- I was late for work because I got stuck in a(n) _____.
- We took a guided walk along a(n) _____ and saw some lovely countryside.
- _____ organisations want cosmetics companies to stop testing their products on animals.

GRAMMAR

1. PASSIVE VOICE II

A. Look at the examples of the passive voice from the text on page 85 and answer the questions that follow.

- a. *Fluffy is said to be the largest snake in captivity anywhere in the world.*
- Who is probably the largest snake in captivity?
 - Who says so?
- b. *Plans are now being made for new attractions that will be opening within the next few years.*
- Which of the two verbs in bold is in the passive voice?

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

1. A: *Did the company give Mr Watson a gold pen when he retired?*
B: *No, he was given a gold watch.*
- What are the two objects of the verb *give* in the question?
 - Which one is the direct object and which one is the indirect object?
 - Which of them is the subject of the passive sentence in the answer?
2. A: *Will they give all the students answer sheets?*
B: *Yes, all the students will be given answer sheets.*
C: *Yes, answer sheets will be given to all the students.*
- What are the two objects of the verb *give* in the question?
 - What's the difference between answers B and C?
3. A: *Yesterday, Mr Jackson made us stay after school until 5 o'clock as a punishment.*
B: *Well, you were lucky. Last week, we were made to stay until 6 o'clock!*
- Which of the two sentences is in the active voice and which is in the passive voice?
 - What is *make* followed by in the active voice?
 - What is *make* followed by in the passive voice?

Grammar Reference pp. 138-139.

2. PRACTICE

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

1. They say that Alex is one of the best biologists in the country.
It _____.
2. The zookeepers were feeding the baby elephants with special care.
The baby _____.
3. They are building a new Natural History museum in our city.
A new _____.
4. The secretary offered me some coffee.
I _____.
5. They have made me wait for two hours already.
I _____.
6. People believe that Professor Swanson deserves a Nobel prize.
Professor Swanson _____.
7. I will send Mr Evans the e-mail after lunch.
The e-mail _____.
8. They made the children apologise to Mrs Trenton.
The children _____.

ENGLISH IN USE

Read the text below and complete the gaps. Use only one word in each gap.

FOOD MILES

Recent years have seen not only an increased interest (1) _____ the freshness of what we eat but also where the food was actually grown. This is because ecologists have pointed out that the distance the food (2) _____ travelled to arrive at the supermarket or greengrocer has an important influence (3) _____ the environment. The term 'food miles' was invented as a way (4) _____ measuring the distance a food has (5) _____ transported until it reaches the dining table. For example, a shopper in London may (6) _____ prepared to pay a relatively high price for Japanese prawns that have been caught and flown over on the same morning. However, this badly damages the environment because the plane and the lorry (7) _____ have delivered the prawns have polluted the environment. Research that has been carried out (8) _____ environmental groups has found that the environmental cost of food transport is more (9) _____ 15 million euros a year. Although food miles make up only one part of the total cost of food production, they should be taken (10) _____ consideration in any discussion on the future of the world in which we live.

5b listening & speaking

LISTENING



1. PRE-LISTENING

Discuss.

- Have you heard of any recent hurricanes?
- How destructive can a hurricane be?
- What can people do to protect themselves from a hurricane?

2. LISTENING FOR GIST

You will hear a radio interview with a meteorologist about Hurricane Katrina. Which of the following topics are mentioned?

- the origin of the hurricane
- what caused the hurricane
- the areas it struck
- the damage caused by the hurricane
- predictions about future hurricanes

3. LISTENING FOR SPECIFIC INFORMATION

Listen to the interview again and answer the questions 1-6. Choose **a**, **b** or **c**.

1. What does John Soho say about a category five hurricane?
 - a. It happens often.
 - b. It does not have high winds.
 - c. It causes heavy flooding.
2. Where did Hurricane Katrina form?
 - a. over Florida
 - b. in Louisiana
 - c. over the Bahamas
3. Who stayed in football stadiums?
 - a. people who were leaving New Orleans
 - b. people who couldn't leave New Orleans
 - c. all residents of New Orleans
4. What made people and animals sick?
 - a. beach erosion
 - b. damage to marshes
 - c. polluted water
5. The money needed to rebuild New Orleans comes from
 - a. abroad.
 - b. charity organisations only.
 - c. the US Government and various organisations.
6. What should you do when a hurricane arrives?
 - a. leave your house
 - b. stay in a room with no windows
 - c. close the windows



SPEAKING

DISCUSS

- A hurricane is one kind of natural disaster. What other kinds of natural disasters do you know of? Are any of them common in your country? What can people do to protect themselves from them?
- What kind of support or help should be available for victims of natural disasters? Who do you think is responsible to provide this help, the government, charities or individuals? Why do you think so?

earthquake flood tornado tsunami
forest fire volcanic eruption

financial / medical help

live in safe homes

be well-informed

not panic

follow instructions from authorities



vocabulary & grammar

VOCABULARY

WORDS EASILY CONFUSED

Use the correct form of the words in the boxes to complete the sentences.

damage injure

1. His car was seriously _____ when he crashed into a tree.
2. The teacher had warned the boys that they could _____ themselves by skateboarding down the steps.

knock hit

3. He _____ the ball so hard it ended up on the other side of the field.
4. Did you hear someone _____ at the door?

affect effect

5. Global warming _____ both plant and animal life.
6. His words of advice had a powerful _____ on me.

consist contain

7. The juice does not _____ any sugar or preservatives.
8. The new leisure centre _____ of a gym, sports hall, tennis court and swimming pool.

belongings property

9. The field belongs to a farmer; it's private _____.
10. I arrived back at my hotel room only to discover that all of my _____ had been stolen.

protect defend rescue

11. The firefighters _____ a mother and her two children from the burning building.
12. We must all do whatever we can to _____ the environment.
13. It is a lawyer's job to _____ his clients.

GRAMMAR

CLAUSES OF CONCESSION

A. Look at the following extracts from the interview that you heard in the listening section and decide what each of them means. Choose *a* or *b*.

1. *Although the storm weakened over land, it regained hurricane status about one hour after entering the Gulf of Mexico.*
 - a. The storm regained hurricane status because it weakened over land.
 - b. The storm weakened over land, but it regained hurricane status.
2. *In spite of the evacuation, many people could not leave town.*
 - a. The town was evacuated; however, many people couldn't leave.
 - b. Many people could not leave as a result of the evacuation.
3. *Despite what we may think, every little bit helps.*
 - a. We think that every little bit helps and we're right.
 - b. We don't think that every little bit helps but we're wrong.

Grammar Reference p. 139.

B. Read the rules below and rewrite sentences 1-5 in two different ways using the words given.

Use *although*, *even though*, *in spite of* and *despite* to introduce an idea which is in contrast with the idea which is expressed in the main clause.

although / even though + subject + verb

in spite of / despite + noun / the fact that... / what... / -ing form

1. The birds were covered with oil from the spill, but the volunteers expect them to survive.
Even though _____
In spite of _____
2. The tiger jumped out of its cage, but it was recaptured.
Although _____
Despite _____
3. The beach was badly littered, but finally the volunteers managed to clean it up.
Even though _____
In spite of _____
4. Whales are an endangered species, but people continue to hunt them.
Although _____
In spite of _____
5. The residents are objecting to the pollution of the river, but the owners of the factory are still dumping waste into it.
Although _____
Despite _____

5b writing

WRITING A LETTER (TO THE EDITOR) EXPRESSING AN OPINION

1. DISCUSS

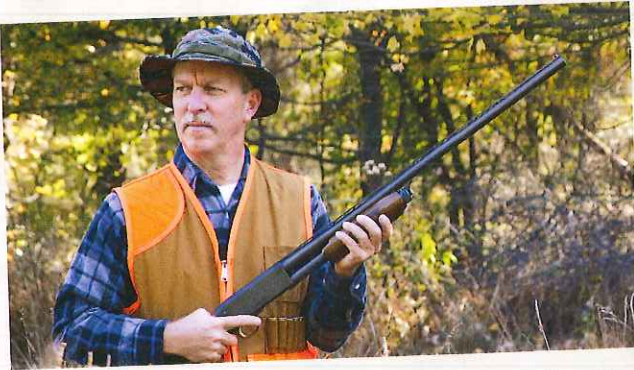
- Is hunting a popular sport in your country?
- What is your opinion of hunting as a sport?

2. FOCUS ON CONTENT

Read the rubric below, the article and the sample letter. How does the writer feel about hunting?

You read this article in a local newspaper. Write a letter to the editor expressing your views on the proposed measure.

BAN ON HUNTING



Yesterday morning, a press conference was held at the City Hall regarding the proposal for a total ban on hunting throughout the year. The measure will effectively protect endangered species and other animals and is expected to go into effect at the beginning of next year. Many people have expressed their approval. Robert Miller, a local businessman, said 'I'm glad that something has finally been done to protect wildlife.' On the other hand, the Hunters Association has stated that they are totally opposed to the measure.

Dear Sir,

I am writing in response to the article in your newspaper about the proposal concerning hunting. I have a small farm near White Forest, which has long been one of the most popular places in the state for hunting birds.

To start with, I want to say that I agree that endangered species have to be protected. White Forest, **for instance**, has some rare and beautiful eagles but, **as a matter of fact**, you hardly see any nowadays. **I believe** this is due to hunting.

On the other hand, we must not overlook the fact that hunting is popular with many people who see it as a pastime that allows them to be close to nature and keep a long tradition alive. **For this reason**, I can understand those members of the Hunters Association who are against a total ban on hunting.

Taking everything into account, **I am in favour of** a partial ban on hunting. **I think** that hunting should be allowed under certain conditions and that hunting laws should be strictly enforced.

Yours truly,


James Hill

3. FOCUS ON STYLE

Read the following statements and tick the ones that apply to the sample letter.

The writer:

- a. uses headings
- b. uses a greeting
- c. justifies his opinion
- d. gives examples
- e. expresses his opinion aggressively
- f. refers to specific points made in the newspaper article

4. FOCUS ON TEXT COHESION AND COHERENCE

A. Read the letter again paying attention to the highlighted words and phrases.

What linking words or phrases does the writer use to:

- a. give an example? _____
- b. emphasise a fact? _____
- c. express cause/result? _____
- d. give his opinion? _____
- e. express contrast? _____
- f. sum up his opinion _____

For a list of linking words/phrases see Appendix I.

B. Complete the text below with the linking words/phrases in the box.

to sum up therefore firstly such as
secondly finally however in my opinion

It is a fact that our lifestyle and even our planet are in danger because of climate change and pollution. (1) _____, something must be done to reduce the amount of fossil fuels that we use every day. (2) _____, it is doubtful if the building of more nuclear power stations is the solution to the problem.

Some people argue that, in comparison with oil or coal, nuclear power is a 'clean' or safe source of energy but, (3) _____, the risks involved are great. (4) _____, doctors say that the possibility of illness, (5) _____ cancer, caused by living close to a nuclear power station is high. (6) _____, nuclear waste is not at all easy to dispose of and can be a serious threat to the environment. All those dangers will be multiplied in the event of a nuclear accident. (7) _____, if the economic cost of building a nuclear power plant, keeping it safe and disposing of the nuclear waste is taken into account, one can see that nuclear power is not only dangerous but also costly.

(8) _____, more nuclear power stations should not be built because the risks to people's health and the environment are high. It is the use of other forms of energy like solar or wind power that can provide a safe and environmentally friendly alternative.



5. OUTLINE

When you're writing a letter (to the editor of a newspaper, etc.) expressing an opinion follow the outline below.

GREETING

- Use a formal greeting.

OPENING PARAGRAPH

- Say why you are writing the letter.
- Refer to the topic/title of the article.

MAIN PART

- Focus on one or two aspects of the issue/problem.
- Give your opinion and provide justification and/or examples.

CLOSING PARAGRAPH

- Summarise your points and end your letter politely.

SIGNING OFF

- Use an appropriate signature ending.
Sign underneath and print your full name below your signature.

6. WRITING TASK

Read the article below concerning a proposed ban on cars in the downtown area and the sponsoring of free public transportation. Write a letter to the editor of the newspaper expressing your views.

BAN ON CARS IN DOWNTOWN AREA

CITY-WIDE FREE PUBLIC TRANSPORTATION

The local Department of Environmental Safety is considering banning cars from the downtown area and sponsoring free city-wide public transportation for all residents. Special bicycle lanes will also be created in order to encourage people to use bicycles in the city. By doing this, the government is hoping to encourage the use of public transportation and bicycles while discouraging people from using their cars unnecessarily. It is claimed that if the measure is successful, the smog and other air pollution will be reduced by at least twenty per cent within the next five years. Moreover, it will make us less dependent on toxic fossil fuels which harm the environment.

TIP

When writing a letter expressing an opinion:

- write in an appropriate style
- group related ideas together in paragraphs
- list ideas in order of importance
- state your opinion clearly
- do not be aggressive or use offensive language
- use linking words and phrases

For the layout of formal letters see Appendix I.

5 round-up

VOCABULARY & GRAMMAR

A. Choose the word or phrase that most appropriately completes the sentence.

1. He made a(n) _____ profit from selling his house.
 - a. vintage
 - b. handsome
 - c. entire
 - d. financial
2. Dangerous _____ have been found in the lake.
 - a. toxins
 - b. damage
 - c. pollution
 - d. effects
3. Who's _____ charge of the company you work for?
 - a. on
 - b. as
 - c. with
 - d. in
4. My father gave an accurate _____ of the burglar to the police and as a result of this, he was caught the next day.
 - a. solution
 - b. description
 - c. prediction
 - d. creation
5. The development of new roads is a serious threat _____ the environment.
 - a. for
 - b. on
 - c. in
 - d. to
6. I was late for work because there was a traffic _____ in the city centre.
 - a. block
 - b. stop
 - c. jam
 - d. problem
7. I _____ some old photographs while cleaning the basement.
 - a. turned into
 - b. broke down
 - c. ended up
 - d. came across
8. The eagle was kept in _____ for three years before it was set free.
 - a. captivity
 - b. environment
 - c. habitat
 - d. safety

B. Choose the word or phrase that produces a grammatically correct sentence.

1. Over one thousand trees _____ on the mountain slope next month.
 - a. will be planted
 - b. will be planting
 - c. will plant
 - d. are being planted
2. The furniture company _____ the bed late on Saturday night.
 - a. was delivered
 - b. delivered
 - c. was delivering
 - d. will be delivered
3. Fahad _____ a really good job as a marketing manager.
 - a. was offering
 - b. is offered
 - c. offered
 - d. was offered
4. The animals' habitat must _____.
 - a. protect
 - b. be protecting
 - c. being protected
 - d. be protected
5. Because of the bad weather, we were made _____ at the airport for five hours!
 - a. wait
 - b. to wait
 - c. waiting
 - d. waited
6. Jack _____ responsible for setting fire to the building.
 - a. thinks that
 - b. is thought
 - c. is thought to be
 - d. thinks to be
7. _____ it was a sunny day, it was very cold outside.
 - a. Despite
 - b. In spite of
 - c. Although
 - d. Even
8. _____ of being very tired after work, Saud still volunteers every evening at a local homeless shelter.
 - a. Although
 - b. In spite
 - c. Despite
 - d. Even though

C. Read the text below and complete the gaps. Use only one word in each gap.

eco-fashion

Eco-fashion is becoming increasingly popular within the fashion industry. The idea is to reduce harm (1) _____ the environment by using more environmentally friendly materials and processes to make clothes. Removing and adding different colours to materials produces huge quantities of toxic waste (2) _____ pollutes soil and water. In addition, the traditional way (3) _____ growing cotton using chemical fertilisers causes water pollution, and serious harm to farmers and soil. (4) _____ the process of making clothes can be damaging to nature, there are some less harmful alternatives, for example, organic cotton. Organic farming does not use harmful chemical fertilisers, which means there is (5) _____ pollution to the environment. There is also great interest (6) _____ finding new ways to add or change the colour of materials, which (7) _____ based on using natural resources such as plants, berries and insects. In the past few years, more fashion designers have turned to eco-fashion to design their clothes and (8) _____ is slowly changing what people think (9) _____ the fashion industry. In the long-term, it (10) _____ hoped that the eco-fashion movement will lead to greater protection of the environment.

D. Read the text and complete the blanks with the correct form of the words in capital.

an amazing **park**

Pumalin Park in Chile is one of the largest nature reserves in the world. Pumalin means place of the pumas, and the park covers an area of 650,000 acres, 70% of which are rainforests. It's the (1) _____ place for nature lovers with trails and bridges which were built by the local inhabitants. Time seems to stand still in this (2) _____ park. Among the many (3) _____ are waterfalls, streams and volcanoes as well as the (4) _____ amazing rainforests where you can see the magnificent alerce trees which are protected by law; they grow up to 40 metres tall and live for up to 3000 years! The (5) _____ in the park consists of small cabins, all of which have (6) _____ views. The nature reserve was developed by the multi-millionaire Doug Tompkins, who turned to (7) _____ work to help preserve (8) _____ wildlife and ecosystems.

IDEA

USUAL
ATTRACT

TRUE

ACCOMMODATE

IMPRESS

ENVIRONMENT
THREATEN

E. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- They should offer the new position to Ibrahim. **be**
Ibrahim _____ the new position.
- The pirates buried the treasure in a secret location. **was**
The treasure _____ a secret location by the pirates.
- Uncle Brad gave Tom a watch as a gift. **given**
A watch _____ by uncle Brad as a gift.
- The local residents were cleaning the beach when the Mayor arrived. **cleaned**
The beach _____ by the local residents when the Mayor arrived.
- Scientists believe that eating plenty of fish can prevent health problems. **believed**
It _____ plenty of fish can prevent health problems.
- People think that allergies are made worse by pollution. **thought**
Allergies _____ made worse by pollution.
- Kate was exhausted last night, but she did all her homework before she went to bed. **being**
In spite _____, Kate did all her homework before she went to bed.
- Despite the heavy rain, no flights were cancelled yesterday. **raining**
Even though _____, no flights were cancelled yesterday.

5 round-up

LISTENING



You'll hear part of a radio interview with a well-known journalist, who is also a member of an environmental group. For questions 1-7 complete the sentences.

- The carbon footprint calculates how many units of carbon dioxide are released into _____ through human activity.
- An ecological checklist includes products that are _____.
- Instead of imported goods, Joe prefers to buy goods which are _____.
- Joe suggests that we should _____ more often as it's good for the environment and for our health.
- Joe uses _____ and _____ to clean his flat.
- Joe regularly takes his old batteries to a _____.
- It is estimated that about 40% of a household's energy needs require _____.



SELF-ASSESSMENT

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

Now I can...

VOCABULARY
GRAMMAR
READING
LISTENING
SPEAKING
WRITING

› form derivatives by using prefixes and suffixes

› distinguish the difference in meaning of words easily confused

› use prepositional phrases

› use nouns + prepositions

› use compound nouns

› use the Passive Voice appropriately

› use clauses of concession

› understand gist and details in a text

› scan a text to locate specific information

› understand specific information in a radio interview and complete gapped sentences or answer multiple choice questions

› talk about environmental issues, animals and natural disasters

› compare pictures and express feelings

› write an e-mail based on prompts

› write a letter (to the editor) expressing an opinion

6

Modern life

Discuss:

- ▶ Which aspects of modern life do you find most attractive? Think about transport, technology, entertainment, etc.
- ▶ In your opinion, what are the most serious problems modern societies face?

Flick through the module and find...

- ▶ a magazine article about a boy who moved from the city centre to a small suburb
- ▶ a short article about a skyscraper in Riyadh
- ▶ a letter from Germany
- ▶ texts about shopping malls
- ▶ a short newspaper article about reckless driving

In this module you will...

- ▶ talk about shopping and life in the city/country
- ▶ learn how to refer to imaginary situations, make wishes and express regret
- ▶ expand your vocabulary by practising words easily confused, adjectives + prepositions, expressions, collocations and idioms
- ▶ learn how to write a semi-formal letter based on prompts
- ▶ speculate about the role of the media and express your opinion
- ▶ learn how to write an essay discussing a problem and suggesting solutions
- ▶ acquire skills and strategies that will help you in exams

6a reading

READING



1. PRE-READING

Discuss.

- Are there any shopping malls near where you live? What can you find there?
- Why do you think malls attract lots of people?



2. READING FOR GIST

Read the texts 1-5 about five different shopping malls. What do you find most impressive about them?

3. SCANNING FOR SPECIFIC INFORMATION

Read the text again and answer the questions 1-7.

1. Which mall should visitors go to if they also want to be near furniture stores?
a. 1 b. 2 c. 3 d. 4
2. Where could shoppers go if they wanted to benefit their health and relax?
a. 1 and 3 b. 2 and 3 c. 4 and 5 d. 3 and 5
3. Which mall would be best for couples who would like to go shopping but cannot keep track of their kids at the same time?
a. 2 b. 3 c. 4 d. 5
4. Which malls are open on Sundays after 6pm?
a. 1 and 2 b. 2 and 4 c. 3 and 4 d. 4 and 5
5. Which mall is easily accessible by public transportation?
a. 1 b. 5 c. 4 d. 2
6. Which malls do not provide accommodation in or very near the mall?
a. 2 and 3 b. 3 and 4 c. 4 and 5 d. 1 and 4
7. You'd like to take your family to a mall that organises seasonal events. Which malls are best for you?
a. 2 and 5 b. 1 and 2 c. 1 and 3 d. 3 and 4

1

GCP GARDEN CITY PLAZA

This mall has many stores which cater for both the big and small spender. It is conveniently located just across the highway from large **outlets** for the home. This doubles its appeal to weekend shoppers, who want to have access to a range of products from **high-end** clothing and cosmetics, to furniture and sporting equipment. Transportation to the mall is never a problem, as there are bus lines that go directly to and from the mall.

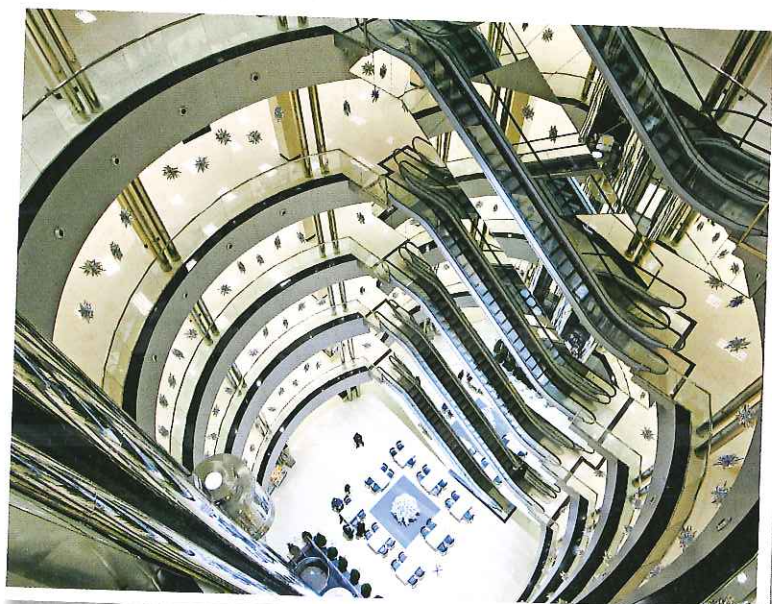
Hours: Monday - Saturday 10am - 9:30pm

2

Five Fountains Mall

Five Fountains Mall is a high-end shopping mall and is one of the largest in the country. There is a four-star hotel right across the street for out-of-towners who don't want to drive back home. Shoppers feel as though they entered a world of luxury when they come to the mall, because it is decorated with fountains, sculptures, marble floors and has many lounges for relaxing with leather furniture and plasma TVs. In spring, the mall **hosts** luxury car shows, which display extravagant automobiles. The atmosphere in the lounge is so luxurious that shoppers wish they could stay there all year round.

Monday - Friday 10am - 9pm
Saturday 10am - 7pm Sunday 11am - 6pm



3

Desert Palm Mall

The Desert Palm Mall is located in the Desert Palm Resort. You don't have to be staying at the resort in order to enjoy it! This **quaint** indoor shopping mall includes 50 stores, a spa and a swimming pool. For shopping parents who would rather shop alone while their kids play with other children under supervised conditions, there is a convenient baby-sitting corner. The variety of things to eat will ensure that everyone can find something they like.

Hours: Monday - Sunday 9:30am - 10pm



4

City Heart Mall

With over 200 stores and boutiques, this huge mall is a great choice for the power shopper who never wants to quit. There is an extensive food court with ethnic cuisines from all over the world, including Arabic, Chinese, Greek, Italian and Japanese. Shoppers are invited to become mall members, which will give them such **perks** as monthly e-mails with coupons, sales, and special mall events. Plus, for every month that you are a member, you will be entered for a \$100 mall shopping **spree**. Think about it, maybe it's time you became a member!

HOURS
Monday - Saturday
10am - 9:30pm
Sunday
11am - 7pm

5

OCEANSIDE Shopping

This shopping mall has a variety of stores but has many other attractions as well. For example, there is even an amusement park with traditional rides such as roller coasters and a Ferris wheel. The first storey of the mall is full of stores and restaurants. Many of the stores are locally-run businesses, but there are many national chains, too. The upper floors are where the luxury ocean-view apartments are located. The spa, beauty salon and gym are also very popular with mall goers. For those who like winter sports, during winter there is an ice-skating rink. There is also a frequent shoppers' club which **entitles** members to special benefits and privileges, as well as **complimentary** snacks.



Hours: Monday - Saturday 10am - 9pm
Sunday 11am - 6pm

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the text with their meanings a- h below.

1. outlets
2. high-end
3. hosts
4. quaint
5. perks
6. spree
7. entitles
8. complimentary

- a. expensive and of high quality
- b. special benefits
- c. gives the right to
- d. shops with goods made by a particular manufacturer
- e. provides the facilities for an event
- f. a short period in which you do a lot of something
- g. free of charge
- h. attractive in an unusual or old-fashioned way

5. POST-READING

Discuss.

- Which of these shopping malls would you prefer to go to? Why?
- What do you like/dislike about shopping at malls?

6a vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

Complete the sentences with the words in the boxes.

cooker cuisine kitchen

- The restaurant near my house specialises in Indian _____.
- I'm having my _____ painted yellow.
- My mother has just bought a new _____.

old-fashioned ancient traditional

- Irish stew is a(n) _____ type of food from Ireland.
- Harry has very _____ taste in clothes.
- Can you name the seven wonders of the _____ world?

comfortable cosy convenient

- The time of my flight is not very _____; it's at 4am.
- I like these shoes; they feel _____.
- The restaurant has a very _____ atmosphere.

common ordinary popular

- Tracy is a(n) _____ name in the north of England.
- Football is a very _____ sport and is played in many countries.
- Our product has 20% less fat than _____ yoghurt.

cater for offer supply

- The manager decided to _____ the promotion to Hasan.
- This island is a holiday destination that can _____ all kinds of holiday-makers.
- The local fishermen _____ restaurants with fresh fish daily.

2. ADJECTIVES + PREPOSITIONS

A. Complete the sentences below with the missing prepositions. If you are not sure, look back at the advertisements on pages 96-97.

The first storey of the mall is full _____ stores and restaurants.

The Spa, beauty salon and gym are also very popular _____ mall goers.

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

nervous familiar afraid busy
different proud famous jealous

- David is _____ with his work at the moment.
- The food in Italy is very _____ from the food in England.
- This restaurant is _____ for its Argentinian beef.
- Lana is _____ of spiders; if she sees one, she starts screaming.
- Alex is _____ of his neighbour because he bought a new sports car.
- Fahad is _____ about his interview next week.
- Margaret is very _____ of her daughter Jane because she saved someone's life during the earthquake.
- I'm not _____ with this neighbourhood, so I'll have to ask for directions.

GRAMMAR

1. UNREAL PAST I

A. Read the example in advertisement 2 on page 96 and answer the questions that follow.

...shoppers *wish* they could stay there all year round.

- Can shoppers stay there all year round?
- Would they like to stay?
- Does the sentence refer to the past or the present?

B. Now read the examples below and answer the questions that follow.

Shoppers feel *as though* they entered a world of luxury...

...maybe *it's time* you became a member!

Some parents *would rather* their kids played with other children while they are shopping, ...

- What verb tense are the phrases *wish*, *as though*, *it's time* and *would rather* followed by?
- Do these sentences refer to the past or the present?

Grammar Reference p. 139.

2. PRACTICE

Read the following situations and decide what you would say in each of them. Start with the words given.

1. You want to go on holiday but you can't afford it.

I wish _____.

2. You want your children to play football somewhere else.

I'd rather _____.

3. You have been waiting for the bus for 20 minutes and it hasn't come yet.

I wish _____.

4. You've been studying hard for exams and you want to have a break.

It's time _____.

5. While you are on holiday abroad you lose your passport. The police arrest you and treat you like a criminal.

They treated me as if _____.

6. You've seen a really nice pair of shoes in a shop but they are not available in your size.

I wish _____.

ENGLISH IN USE

Read the text below and decide which answer *a*, *b* or *c* best fits each gap.

KINGDOM CENTRE

Kingdom Centre also known as Burj Al-Mamlaka (1) _____ in the city of Riyadh, Saudi Arabia. It is a huge skyscraper which contains offices, apartments, a shopping mall as well as the Four Seasons hotel. At the top of the building there is a skybridge which is very (2) _____ with visitors as it gives them a breathtaking view of Riyadh.

The building is at a very (3) _____ location as it's near the business and arts centre and near open air markets as well. But if you would (4) _____ do all your shopping indoors then simply go to the mall where you will find a big range of international designer clothing brands. What's more, on the second floor of the shopping mall there is the Ladies' Kingdom. Here women can come and do all their shopping in an easy and relaxing atmosphere. It is designed to (5) _____ for all their needs. They will find everything from (6) _____ clothes to the latest fashions.

Kingdom Centre is no (7) _____ skyscraper. It was the winner of the 2002 Emporis Skyscraper Award, selected as the 'Best skyscraper of the world for design'.

So what are you waiting for? It's time you (8) _____ this beautiful building!



- | | | |
|----------------|------------------|-----------------|
| 1. a. locate | b. is located | c. locating |
| 2. a. popular | b. famous | c. busy |
| 3. a. private | b. complimentary | c. convenient |
| 4. a. rather | b. want | c. wish |
| 5. a. offer | b. supply | c. cater |
| 6. a. familiar | b. traditional | c. different |
| 7. a. popular | b. favourite | c. ordinary |
| 8. a. visit | b. visited | c. are visiting |

6a listening & speaking

LISTENING



You will hear people talking in six different situations. For questions 1-6, choose the best answer *a*, *b* or *c*.

- You will hear part of an interview with the CEO (Chief Executive Officer) of a computer company. What has he announced?
 - His company wants to give computers to African students.
 - His company wants to spend more money on research.
 - His company will help every teenager in Africa attend secondary school.
- You hear a man talking about life in the city and life in the countryside. How does the man feel?
 - He regrets leaving Peckham.
 - He really misses life in the city.
 - He prefers life in the countryside.
- You hear a man called Glen talking on the phone to his friend, Roger. What does Glen want?
 - advice on a gift for Carl
 - advice on how to get to the West End
 - advice on what to wear
- An advertising executive is addressing a secondary school audience. What point does he want to make?
 - Computer skills are all important.
 - The Internet has changed the business world.
 - Confidence and enthusiasm are important qualities.
- You overhear two women talking. What do they agree about?
 - noisy crowds annoy them
 - street markets have goods of better quality
 - air-conditioning makes shopping more pleasant
- You overhear a man talking to a friend who works in a café in London. What is the man's main concern?
 - how different London is from South Wales
 - how expensive lemonade is in London
 - how difficult it is to get by in London

SPEAKING

1. WARM-UP

- Where do you like to go shopping?

2. FOCUS ON PICTURES

A. Look at the two photographs. Compare the photographs and say what the advantages of shopping in places like these are. You can use some of the words and expressions in the boxes.



designer labels air conditioning bargain
sales affordable better quality
street market credit card department store

In.... people can buy... whereas in...
One can find many things at... such as.... whereas...
Prices at... are usually.... than in...

B. Look at the photographs again. Which place would you prefer to shop at?

3. FURTHER DISCUSSION

- What influences you when you are shopping?
- Do you think people buy more than they need?
- Do you think street markets will one day be replaced by large supermarkets and shopping centres?

1. DISCUSS

- If you were studying in a foreign country, would you rather stay with a host family or in a flat by yourself? Why?
- What do you think are some of the advantages of staying with a host family?

2. FOCUS ON PURPOSE AND STYLE

A. You have received a letter from the host family you will be staying with while you are doing a language course in Germany. Read the letter and the notes you have made to include in your reply. Who is Max Jensen? Why are you going to write to him?

Dear...

I hope you are well and getting ready for your trip to Germany. We are very excited that you will be staying with us. Could you tell us when exactly you are arriving so we can arrange to pick you up from the airport?

There is plenty for you to see and do here in Heidelberg, and we will be happy to give you a tour of the city and take you to the various museums, galleries and castles. Our children can't wait to introduce you to all their friends. By going out, you will have an opportunity to practise your German apart from your lessons at the university.

If you enjoy the outdoors, we can go on hikes in the nearby countryside at weekends. It is very pretty. There is a magnificent gorge which winds through the valley and an enchanting forest. I'm sure you will enjoy it.

I am also wondering if you have any food preferences and, of course, if you are allergic to anything. So, please let me know.

Anyway, we are looking forward to seeing you soon.

All the best,
Max Jensen

yes, sounds wonderful

explain any food preferences and allergies

give details

express thanks for offer

B. Think about how you will respond to the letter and answer the questions.

- The letter you write should be...
 - formal
 - informal
 - semi-formal
- What is the best way to start your letter?
 - Hi Max,
 - Dear Max Jensen,
 - Dear Mr Jensen,
- In your letter you should...
 - give as much information about yourself as possible.
 - cover all the points in your notes and add any relevant information.
 - give only the information in your notes and use the same words.
- What's the most appropriate way to end your letter?
 - Yours faithfully,
 - Lots of kisses,
 - Best wishes,

3. OUTLINE

Copy and complete the outline for your letter below.

Greeting:

Opening paragraph:

Main Part { paragraph 1:
 { paragraph 2:

Closing paragraph:

Signing off:

4. WRITING TASK

Write your letter to Max Jensen based on the outline you have made (120-150 words).

TIP

When you are writing a letter based on prompts, remember:

- to write in an appropriate style.
- to include all the information in your notes.
- to write between 120 and 150 words.
- to check your spelling and grammar.

For greetings and signature endings you can use in semi-formal letters, see Appendix I.

READING



1. PRE-READING

Discuss.

- Do you live in the city centre, a suburb, a town or a village?
- What do you like most about the area where you live?
- What might make you move to a different place?

2. READING FOR GIST

Read the text quickly without paying attention to the missing sentences. Which of the following sentences best summarises Bill's attitude?

- He has been missing life in the city since the first day he moved to the suburbs.
- He finds some positive aspects to living in a suburb but he is bored.
- He is happy with his new way of life.
- He couldn't get used to living outside the city at first but now he's fine.

3. RECONSTRUCTING A GAPPED TEXT

Read the text again. Complete the gaps 1-7 in the text with the sentences A-H below. There is one extra sentence which you do not need to use.

- If they agreed, I would be the happiest person alive!
- They understand that the city is an exciting place for young people.
- In the city, most people walk everywhere because the distances are so short, and you can get anywhere you want on foot.
- In my old room, half of the posters on the wall were my brother's.
- It seems that people here are a lot friendlier than they are in the city.
- There are some shops here but not as many as there are in the city.
- My parents were calmer and seemed happier too.
- To be honest, I was tired of living in a small flat and sharing a room with my little brother.

moving into...

As a part of our special on *Young People Today* in this month's issue, we asked our readers to write to us about changes in their daily lives and how they feel about them. Our first contribution comes from

05 Bill Morrison, a boy who has just made a drastic change in his life and is reporting on how he has been adjusting to it.

My parents had grown tired of city life and decided to buy a house in a quiet neighbourhood, next to a

10 large forest. I must admit, I saw red when my parents first told me. I was furious about my whole life being turned upside-down. Then, my parents pointed out some of the benefits of moving to the suburbs, like living in a bigger house and having my own room.

15 **1** There was barely enough room to move in there. So, I slowly warmed to the idea.

The first week was great. I decorated my room just the way I'd always wanted. **2** What's more, he didn't let me paint the walls in the colours I wanted. So in

20 my new room, I went wild. I painted the whole room purple and put up posters of my favourite football players. Plus, since the room was all mine, I could do anything I wanted anytime I wanted!

I also got a bike and rode to and from my new school,

25 something I had always wanted to do in the city, but my parents felt was too dangerous. I made friends easily at my new school. **3** Many people even smile and wave hello to me when I am walking down the street, which almost never happens in the city. I

30 was also excited when I found out that my new school had a football team, and they needed a new striker. I tried out for the team right away and they picked me!

I got used to our new home and neighbourhood quite quickly. My brother and I were spending more time

35 outside than we ever did when we lived in the city. I was playing football almost every day and I never knew how much fun you can have exploring a forest;

a new life



I've seen so many wild animals. **4** My mother even planted a little flower garden, which she tends to 40 every day.

After some time, however, I started to miss some things from the city. There's less to do here after school. Sometimes, in the city, my friends and I would go to a café, hang out at the skate park or do some 45 shopping. It was great because it was all so close by. Where I live now, there is only one café.

Plus, I miss seeing people just walking around.

5 Here, everything is so far apart that you usually have to drive.

50 And of course, I miss my friends from the city. If only I could visit the city for a weekend! I would do everything that I can't do here. I would hang out with my friends, go to an art gallery, and eat at all my favourite Chinese and Italian restaurants. I wish I had 55 realised how many things the suburbs lack. At least, if I had known I couldn't do those things here, I would have taken advantage of my last days in the city and done more before I left.

I've been trying to get my parents to let me visit my 60 friends but they don't want me to travel to the city on my own. We argue about it till we're blue in the face but I think they're coming round. **6** I am already making plans for everything I want to do. The first thing I will do is call my best friend, Andy, and get 65 together and do all the stuff we used to do.

In the future, I want to apply to a university in the city. My parents are fine with my decision. **7** So, I guess I'm just going to bide my time in the suburbs until I can return to the hustle and bustle of city life.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Find the following words/phrases in the text and choose the correct meaning **a**, **b** or **c**.

- | | |
|---|--|
| 1. drastic (line 5)
a. active
b. extreme
c. slow | 4. lack (line 55)
a. are full of
b. do not have enough of
c. are famous for |
| 2. barely (line 15)
a. certainly
b. fortunately
c. hardly | 5. bide my time (line 68)
a. wait for the time being
b. have a great time
c. have a terrible time |
| 3. tends to (line 39)
a. takes care of
b. points to
c. worries about | 6. hustle and bustle (line 69)
a. quietness
b. dangerous situation
c. busy and noisy activity |

5. POST-READING

Discuss.

- If you were in Bill's situation, how would you feel about moving to a suburb?
- Have you ever moved house or experienced a 'big' change in your lifestyle? How did you feel about it?

6b vocabulary & grammar

VOCABULARY

1. EXPRESSIONS WITH 'TAKE'

A. Look at the extract from the text on pages 102-103.

What's the meaning of the expression in bold?

*...if I had known I couldn't do those things here, I would **have taken advantage** of my last days in the city and done more before I left.*

B. Match the expressions in bold with the meanings given.

- The view of the sea from my hotel room **took my breath away**.
- Sally **took the blame** for the mistake even though it wasn't her fault.
- My brother has **taken an interest in** learning Italian; he's attending an evening class at the local college.
- Stephen always **takes it for granted** that I'll cook and clean; he never offers to do anything.
- The company is **taking my application into consideration**.
- The job offer **took me by surprise**.
- Tom was playing in a local team when a talent scout **took notice of** him.
- Nasir **takes pride in** his work and he gets a great sense of achievement when he completes a project.

- to happen unexpectedly
- to think about something before making a decision
- to feel pleased or satisfied from doing something well
- to take responsibility for something
- to surprise in a nice way
- to find somebody or something interesting
- to be so used to somebody or something that you don't recognise their value
- to pay attention to somebody or something

2. IDIOMS WITH COLOURS

A. Look at the phrase in bold below included in the text on page 102. What do you think it means?

*I must admit, I saw **red** when my parents first told me.*

B. Match the idioms in bold with the meanings given.

- Jenny was **green with envy** when she saw her sister's wedding dress.
- The manager **gave Steven the green light** to go ahead and hire an assistant to help with his workload.
- The two brothers argue **till they are blue in the face**.
- Anne was **tickled pink** when she heard the good news.

- Omer wouldn't believe you unless you gave him some proof **in black and white**.
- The deer appeared **out of the blue** in the middle of the road and Billy had to swerve to avoid it.
- The thief was **caught red handed** by the police as he was trying to escape with the stolen jewels.

- endlessly without achieving the desired result
- pleased, delighted
- caught in the act of doing something
- in written form
- suddenly, without warning
- give permission
- jealous

GRAMMAR

1. CONDITIONAL SENTENCES TYPE 3 – UNREAL PAST II

FOCUS ON USE

Look at the examples below taken from the text on pages 102-103 and answer the questions that follow.

At least, if I had known I couldn't do those things here, I would have taken advantage of my last days in the city and done more before I left.

- Does the sentence refer to the present or the past?
- Did Bill know what things he couldn't do?
- Did he take advantage of his last days in the city?

I wish I had realised how many things the suburbs lack.

- Did Bill realise how many things the suburbs lack?
- How does he feel about it now?

FOCUS ON FORM

Look at the examples above and complete the rules below.

Conditional Sentences Type 3 = an imaginary or unreal situation in the past

if + Past Perfect → would, could, might + have +

wish / if only +

is used to express regret about something that happened or didn't happen in the past.

Grammar Reference p. 139.

2. PRACTICE

Read the following situations and write sentences starting with the words given.

- I lied to my friend this morning and now I feel bad about it.
If only _____.
- Hussein went out in the rain last night and caught a cold.
Hussein wishes _____.
- My friends didn't know I was in hospital so they didn't visit me.
If my friends _____.
- The house we saw last year was beautiful, but unfortunately we didn't have the money to buy it.
If only _____.
- John didn't attend his cousin's wedding and now he regrets it.
John wishes _____.
- We didn't arrive at school on time so we missed the class.
If we _____.
- My brother didn't water my flowers while I was on holiday and now they are dead.
If only _____.
- He forgot to lock the door and they broke into his house.
If _____.

ENGLISH IN USE

Choose the answer which best fits each gap.

- If his father had known that Jamie was not at school, _____ very angry.
a. he would be b. he was c. he should be d. he would have been
- I wish _____ sooner that Anna was not a reliable friend.
a. I realised b. I had realised c. I have realised d. I should realise
- _____ had eaten something lighter! I have a terrible stomach ache.
a. If only I b. If I c. I wish d. I would
- Majed wouldn't have given you the keys to his car if _____ you were such a careless driver.
a. only he knew b. he had known c. knew d. he knows
- Sometimes Conrad wishes he _____ that job offer in the suburbs.
a. hasn't refused b. didn't refuse c. will not refuse d. had not refused
- The worst thing you can do to your friends is take _____.
a. them into consideration b. them for granted c. the blame d. them by surprise
- 'How did your neighbour react when you crashed into his car?'
'He _____.'
a. was black and white b. saw red c. was tickled pink d. was out of the blue
- 'Is that your brother?'
'No, my brother's the one _____ at us.'
a. taking advantage b. appreciating c. waving d. persuading
- His parents own a cosy little house in the _____.
a. rink b. suburbs c. contributions d. distance
- 'Are you going to buy a new house?'
'No, I suppose I will _____ my time until prices go down.'
a. tend to b. lack c. bide d. wait

6b listening & speaking

LISTENING



1. WARM-UP

Discuss.

- Many people today complain that they suffer from stress. Why do you think this is so?
- What can we do to lead less stressful lives?

2. LISTENING FOR GIST

You will hear a man being interviewed about stress. Which of the following topics are mentioned?

- what job the man does
- the man's age
- the man's family
- the man's health
- the man's hobbies
- the man's opinion of how to avoid stress

3. LISTENING FOR SPECIFIC INFORMATION

Listen to the interview again and complete the sentences below.

- The man is employed as the principal's _____.
- One thing that causes him stress is _____.
- Another thing that causes him stress is _____.
- He experiences stress _____.
- Stress causes him to be _____.
- He has pain in his _____.
- He thinks that people who suffer from stress should _____.

surf the Net
 download (pictures, files, etc.)
 widely used
 get informed

SPEAKING

1. WARM-UP

Look at the pictures. Which of the media do you usually use to get informed? Which of them do you use for entertainment?

2. SPECULATING AND MAKING A DECISION

Talk in pairs. Imagine that you and your partner are members of a discussion group and every week you meet and talk about an issue. This week the topic is the media. First, talk to each other about the role each of these media plays in young people's lives. Then decide which one has the greatest influence on young people. You can use some of the words and expressions in the boxes.

- What role do these media play in young people's lives?
- Which one has the greatest influence on young people?



... plays a great role in young people's lives because...

I think the... has the greatest influence on young people because...

I don't think many young people are interested in... because...

I believe young people spend a lot of time... so the... has a great effect on their lives.

I agree but I also think that the...

VOCABULARY

COLLOCATIONS WITH 'PUT' AND 'SET'

A. Look at the following extract from the interview that you heard in the listening section. Can you think of any other words that collocate with the verb *put*?

I don't put the blame for my stomach problems on stress.

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

foot	eyes	table	date	pressure
example	fire	standards	stop	
	alarm	free	rules	

- Emma, please set the _____ for dinner.
- The children accidentally set _____ to their tent when they went camping last weekend.
- Alex forgot to set the _____ when he went on holiday and his house was burgled.
- Hanauf set the parrots _____ because she didn't believe they should be kept in cages.
- The moment Jack set _____ on the flat, he decided to rent it.
- We haven't set a(n) _____ for the wedding yet.
- The teacher put a(n) _____ to the girls' talking by separating them.
- Paul said he would never set _____ in that shop again after the way they treated him.
- The doctor advised Mike not to put _____ on his foot.
- I think parents should set strict _____ about what time young children should go to bed at night.
- The Ministry of Education has set high _____ that all schools have to meet.
- The football captain tries to set a(n) _____ for his teammates.

GRAMMAR

CAUSATIVE FORM

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

I have the car serviced every six months but I wash it once a week.

- Does the speaker mean that he services the car himself or that someone else does it for him?
- Does the speaker mean that he washes the car himself or that someone else does it for him?
- What structure is used when someone else does something for you?

Many children get their parents to buy them sweets when they go shopping.

- What does *get their parents to buy* mean?
 - stop their parents from buying
 - persuade them to buy

I had my son do his homework.

- What does *had my son do* mean?
 - made my son do
 - did it instead of my son

B. Study the rules below. Then, read the situations 1-6 and complete the sentences using the structures *have something done*, *have someone do something* or *get someone to do something*.

Causative

We use the causative form (subject + have/get + object + past participle) when we do not do something ourselves, but we arrange for someone else to do it for us.

- NOTE**
- The structure *have someone do something* means make someone do something.
 - The structure *get someone to do something* means persuade someone to do something.

- There is a problem with my new television. It needs to be repaired.
I need to _____.
- Jane asked her brother to assemble her bookcase.
Jane had her brother _____.
- A doctor has already examined my leg.
I've _____.
- Our keys were stolen, so we need someone to replace the lock on the front door.
We are going to _____.
- Sally's nails were manicured yesterday.
Sally _____.
- Mark asked Michael to wash his car.
Mark got Michael _____.

Grammar Reference p. 139.

6b writing

WRITING AN ESSAY III

1. DISCUSS

- How common are automobile accidents where you live?
- In your opinion, what are the main causes of automobile accidents?

2. FOCUS ON CONTENT AND ORGANISATION

A. Read the article and the rubric, underline the key words in the rubric and answer the question that follows.

RECKLESS DRIVING

Statistics show an alarming increase in the number of automobile accidents in recent years and concerned citizens claim that reckless driving is a growing problem throughout the country. Families of victims of automobile accidents are particularly outraged. Donald Campbell, whose son recently spent three months in the hospital recovering from injuries he sustained in an accident caused by a driver who violated a red traffic light says, 'We have suffered physically, emotionally and financially just because of some irresponsible driver. It's time something was done about careless drivers.'

In most countries throughout the world today, there has been an increase in automobile accidents caused by reckless driving. Many people believe that we should get to the root of the problem and take measures to prevent these accidents. Discuss the problem and offer solutions. Support your views with examples.

What are you asked to do in your essay?

- a. discuss the reasons why people drive carelessly and give examples
- b. explain what factors contribute to automobile accidents
- c. discuss the problem of reckless driving and suggest solutions to the problem

B. Read the essay and answer the questions that follow.

Growing populations in cities, along with people's need to commute longer distances for work or leisure have led to a great increase in the number of cars on the roads. As a result, automobile accidents have also become more common. Most people would agree that this is a serious problem today and that measures must be taken to change this situation.

There are many factors that may contribute to the occurrence of automobile accidents, such as the bad construction of roads or unfavourable weather



conditions. However, the one factor that contributes regardless of any others is careless or reckless driving. It is not uncommon today for us to witness instances of this: impatient drivers exceeding the speed limit, violating traffic lights or overtaking in narrow streets are just a few examples. It is evident that, in order to change things, we need to reach the drivers themselves.

There are several ways to deal with the problem. First of all, it would be a good idea to create driver education classes for young people in order to make drivers more aware of the importance of driving carefully as well as the consequences of driving carelessly. Furthermore, any traffic violations should be dealt with strictly. For instance, drivers who make violations could be fined, and, in the case of repeated violations, drivers' licences could be suspended for a period of time. These measures might stop drivers from doing something that they might later regret.

Cars are an integral part of our lives today, and we must learn how to live with them without endangering our lives and the lives of others. It is a question of creating informed and responsible drivers.

1. What does the writer focus on in the second paragraph? What examples does he give? What phrase does he use to introduce them?
2. What does the writer focus on in the third paragraph? What solutions to the problem does the writer suggest?

3. BRAINSTORMING

Look at the problems below. Think of what causes these problems, how they can be solved and give any specific examples you can think of.

Problem
People today have unhealthy eating habits.
Cause
Solution
Examples

Problem
There are many homeless people in big cities.
Cause
Solution
Examples

4. OUTLINE

When you are writing an essay discussing a problem and suggesting solutions, follow the outline below.

INTRODUCTION

- Introduce the topic of the essay.

MAIN PART

- Describe the problem or explain what causes the problem.
- Suggest solutions to the problem and give examples.

CONCLUSION

- Close with a general comment on your suggestions.

TIP

When you are writing an essay discussing a problem and suggesting solutions:

- describe the problem and give examples.
- suggest one or two solutions and explain how they would help.
- use a variety of expressions to make suggestions.

5. PLANNING

A. Read the article and the rubric below and underline the key words in the rubric.

Teens victims of stress

On Friday, 22 March, Professor Carl Willoughby will be speaking at the Claremont Community Centre on the topic of *Teens and Stress*. Increasing numbers of teenagers are reported to be suffering from stress, a fact which is worrying parents and teachers alike. Ways of coping with stress will be discussed and parents and children are invited to take part in the discussion that will follow.

Teenagers today often complain that the demands of schoolwork and examinations are a source of great stress and anxiety for them. Discuss the problem and offer solutions that would help young people cope with stress. Support your views with examples.

B. Identify the problem you are asked to write about and complete the boxes.

Problem
Cause
Solution
Examples

6. WRITING TASK

Write the essay using your ideas above (150-175 words).

For expressions and phrases that you can use, see Appendix 1.

6 round-up

VOCABULARY & GRAMMAR

A. Choose the word or phrase that most appropriately completes the sentence.

- The company is taking _____ measures to cut down on its costs.
 - drastic
 - ordinary
 - complimentary
 - traditional
- This restaurant specialises in French _____.
 - cuisine
 - kitchen
 - cooker
 - chefs
- I don't think Eric likes me. He must be jealous _____ my success.
 - about
 - for
 - of
 - with
- There was something _____ about the man.
 - common
 - familiar
 - cosy
 - popular
- We were all having dinner when Greg turned up out of the _____.
 - red
 - green
 - white
 - blue
- The moment I _____ eyes on the car, I knew I had to buy it.
 - set
 - put
 - took
 - got
- Salim's painting took my _____ away; it was beautiful.
 - surprise
 - breath
 - interest
 - notice
- I was really _____ of myself when I won the short story competition.
 - proud
 - excited
 - nervous
 - famous

B. Choose the word or phrase that produces a grammatically correct sentence.

- I wish I _____ harder when I was at school.
 - study
 - would have studied
 - studied
 - had studied
- Look at that gorgeous dress! If only I _____ enough money to buy it.
 - had
 - have
 - could have
 - had had
- I'd _____ we took the train. I hate buses.
 - wish
 - want
 - rather
 - like
- I'd rather you _____ John's camera without asking him first. He'll be furious if you do.
 - don't borrow
 - didn't borrow
 - haven't borrowed
 - borrowed
- I wish we _____ have to leave so early.
 - didn't
 - hadn't
 - don't
 - not
- I need to have my front door _____.
 - repair
 - repaired
 - repairing
 - to repair
- We want to get someone _____ a security system in our house.
 - install
 - installed
 - to install
 - would install
- If Ahmed had been more careful, he _____ an accident.
 - didn't have
 - wouldn't have
 - wouldn't have had
 - hadn't had

C. Read the text below and decide which answer *a*, *b* or *c* best fits each gap.

Turning your life around

Alex Weston used to work as a lawyer in a busy London firm but he was not happy there. Most days he just (1) _____ enthusiasm for his job and wished he (2) _____ somewhere else. Then tragedy struck, his father died unexpectedly and this left him feeling a great loss. It looked as (3) _____ things could not get any worse. It was through dealing with his grief that Alex realised he had to make some (4) _____ changes in his life. So, he started by quitting his job and taking a (5) _____ year to travel around South America. While visiting little villages in Argentina, Alex started writing. At first, it was just a journal about his travels but then a story started to develop and he soon realised that he was writing a novel. He

- | | | |
|----------------|--------------|-------------|
| 1. a. lacked | b. catered | c. missed |
| 2. a. is | b. has been | c. could be |
| 3. a. although | b. if | c. soon |
| 4. a. drastic | b. extensive | c. familiar |
| 5. a. blank | b. break | c. gap |
| 6. a. with | b. by | c. of |
| 7. a. pink | b. red | c. green |
| 8. a. set | b. taken | c. put |

was taken (6) _____ surprise, as he had never written anything before. He sent the completed manuscript to some publishers and then returned to London. Alex was tickled (7) _____ when, a few months later, he received a letter from a publisher who had (8) _____ an interest in his novel. They not only liked his book but they also wanted him to write another one! Now Alex spends his days doing something that he loves. Life is much more satisfying, and each day seems full of possibilities.

D. Read the text below and complete the gaps. Use only one word in each gap.

A change for the better...

Sally and Peter Fielding both used to work as teachers in Birmingham. After thirty years, the couple retired from teaching and moved to France. They were both tired of the stresses (1) _____ modern-day life and wanted to experience (2) _____ different, so they bought a farmhouse in Provence. The farmhouse is located outside the picturesque village of Lacoste. It is surrounded (3) _____ several acres of land with olive groves, and with the help of their friendly neighbours, Sally and Peter have started producing their own olive oil. Their lifestyle is different (4) _____ what it used to be, but they don't regret their decision. They are very busy (5) _____ everyday chores and their days are now spent working mostly on the olive farm. Sally also tends (6) _____ her vegetable garden where she grows organic produce. They sometimes go into the village of Lacoste to (7) _____ some shopping or sell their olive oil. Life takes place at a much slower pace, and they find they have time to really enjoy it. If they had known how much they'd like their new lifestyle, they (8) _____ have moved earlier.

E. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. I spent all my money in the sales and now I don't have enough money to pay the bills. wish
I _____ all my money in the sales.
2. I forgot to do my homework and now my teacher is angry with me. remembered
If only _____ my homework.
3. Fiona didn't follow the diet, that's why she didn't lose weight. followed
If _____ the diet, she would have lost weight.
4. I don't want you to go out alone at night. did
I'd rather _____ alone at night.
5. It's a shame we can't go swimming today. go
I wish _____ today.
6. Ibrahim called a technician to repair the washing machine. repaired
Ibrahim _____ by a technician.
7. You should arrange for someone to deliver the furniture on Saturday. have
You _____ the furniture on Saturday.
8. I persuaded my brother to give me a lift to work. got
I _____ me a lift to work.

6 round-up

LISTENING



You will hear people talking in seven different situations. For questions 1-7, choose the best answer **a**, **b** or **c**.

- You hear a man talking on the radio. What does he feel is the best way to reduce stress?
 - taking pills
 - finding time to relax
 - going to the doctor
- You hear two men talking. What is John's opinion of the place he visited?
 - It's unusual but interesting.
 - It's ugly.
 - It's worth visiting again.
- You hear a man talking. What does he think about city life?
 - He enjoys it now.
 - He still finds it very annoying.
 - He prefers a small town.
- You hear a man talking. What is he?
 - a football coach
 - a PE teacher at a school
 - a physical trainer at a gym
- You hear two men talking. Why did Kevin decide to start riding his bike to work?
 - He wanted to help protect the environment.
 - He wanted to exercise.
 - He wanted to avoid traffic.
- You hear a man talking. What does he say people should do in places where recycling is not possible?
 - reuse plastic bags
 - reconsider their options
 - get authorities to provide recycling bins
- You hear two men talking. What did they think of the museum?
 - They really liked it.
 - They didn't like it at all.
 - They found some things interesting.

SELF-ASSESSMENT

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

Now I can...	
VOCABULARY	> distinguish the difference in meaning of words easily confused <input type="checkbox"/>
	> use adjectives + prepositions <input type="checkbox"/>
	> use expressions with <i>take</i> <input type="checkbox"/>
	> use idioms with colours <input type="checkbox"/>
	> use collocations with <i>put</i> and <i>set</i> <input type="checkbox"/>
GRAMMAR	> use Conditional Sentences Type 3 <input type="checkbox"/>
	> use the Unreal Past to refer to the present and the past <input type="checkbox"/>
READING	> skim a text to identify its main idea <input type="checkbox"/>
	> scan a text to locate specific information <input type="checkbox"/>
	> understand details in a text <input type="checkbox"/>
LISTENING	> understand the necessary information in a short spoken text <input type="checkbox"/>
	> understand specific information in a radio interview and complete gapped sentences <input type="checkbox"/>
SPEAKING	> talk about shopping and life in the city/country <input type="checkbox"/>
	> speculate about the role of the media and express my opinion <input type="checkbox"/>
WRITING	> write a semi-formal letter based on prompts <input type="checkbox"/>
	> write an essay discussing a problem and suggesting solutions <input type="checkbox"/>

Optional

Places

7

ARCTIC
RIYADH 4800

HELSINKI 3900

SALISBURY 9200

HAMBURG 4200

GENEVA 4600

LONDON 4100

PARIS 4400

FREETOWN 7300

HALIFAX 3100

MOSCOW 4900
RIO DE JANEIRO 7450

ROME 5100

MADRID 4700

BERLIN 4300

ETBLEBERG 4500

Discuss:

- ▶ Which place in the world would you most like to visit? Why?
- ▶ Where did you have the most unforgettable holiday of your life? What did you do there?

Flick through the module and find...

- ▶ an extract from a novel set in North America
- ▶ an incredible story set in an airport
- ▶ information about the history of an exotic place in India
- ▶ a brochure about a ski resort in Dubai
- ▶ an interview with someone who has been on a trekking holiday in South America
- ▶ information about a village in the U.A.E.
- ▶ an article about a city in England

In this module you will...

- ▶ talk about places and holidays
- ▶ learn how to use appropriate tenses to talk about past events and situations
- ▶ learn adjectives and adverbs which are useful for describing and narrating
- ▶ learn how to write an article about a place and a story
- ▶ speculate about problems, express your opinion and suggest solutions
- ▶ acquire skills and strategies that will help you in exams

7a reading

READING



1. PRE-READING

Discuss.

- Have you ever been skiing before? If yes, did you enjoy it? If not, would you like to go?
- Can you name any countries that are popular for their ski resorts?
- How popular is skiing in your country?

2. READING FOR GIST

Read the text on page 115 quickly. What purpose do you think the text was written for?

3. SCANNING FOR SPECIFIC INFORMATION

Read the text again and answer the questions 1-6. Choose *a, b, c* or *d*.

1. How much does a ten-year-old child have to pay to spend the whole day at the ski slope?
 - a. \$40
 - b. \$60
 - c. \$35
 - d. \$75
2. Which of the following would you and your friends have to pay extra for at Ski Dubai?
 - a. a place to keep your belongings
 - b. getting to the top of one of the slopes
 - c. ski poles
 - d. warm clothes
3. Which of the following are you not able to arrange for online?
 - a. a table at the Snow Park restaurant
 - b. a visit to the Snow Park
 - c. ski passes
 - d. ski lessons
4. If a father, his ten-year-old twins and his six-year-old son who have skiing experience decide to have lessons, who will be the first to finish?
 - a. the twins
 - b. the father
 - c. everyone will finish at the same time
 - d. the six-year-old
5. On which day can you stay in the Snow Park until midnight?
 - a. Monday
 - b. Tuesday
 - c. Friday
 - d. Sunday
6. Which of the following must be booked more than a week ahead?
 - a. Corporate Client Deals
 - b. ski equipment
 - c. the shuttle service to the airport
 - d. skiing lessons



4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the text with their meanings below.

- a. large in size
- b. something that deserves attention before something else
- c. relating to one person or thing; personal
- d. the amount of money you have to pay to enter a place
- e. to buy
- f. to include as an important part
- g. a short trip away from home, school or work



SKI DUBAI

SKI IN THE DESERT!

SKI DUBAI is an indoor ski resort covering 22,500 square metres and **features** real snow all year round. There are 5 ski runs, the longest being 400 metres. There is a Snow Park with lots of activities for children and parents alike. Attached to the resort is the Kempinski Hotel, a five-star luxury international hotel.

For general information call or e-mail us.

HOURS AND ADMISSION FEES

Sun to Wed 10am-11pm, Thu to Sat 10am-midnight

Ski Passes:

	Adults (13 years and up)	Children (up to 12 years)
Ski slope (2 hours)	\$ 40	\$ 35
Extension (per hour)	\$ 10	\$ 5
Ski slope Day pass	\$ 75	\$ 60

* Prices are in US dollars and are subject to change.

Included in the price

- Jacket
- Pants
- Disposable socks
- Helmets for children
- Skis, poles and boots
- Ski lift pass

Not included

- Gloves
- Locker rental

SKI DUBAI SKI SCHOOL

The ideal place to learn, refresh or improve ski and snowboard skills. The emphasis is on fun and guests also learn skills suitable for all ages and abilities. Safety is always our **priority**.

Group lessons price list:

Discovery Lesson [60 mins]	\$ 40
Adult Group Lesson [90 mins]	\$ 50
Child Group Lesson [90 mins]	\$ 45
Youngsters [3-6 years, 60 mins]	\$ 40

Maximum group numbers are 10 people of the same ability per instructor.

Individual lessons available.

Please book in advance to ensure instructor availability.

Please note that people who have never skied or snowboarded need to take at least two lessons before they can **purchase** a ski pass. Minimum requirements are to take the chairlift on your own, make turns and be able to stop.

SKI DUBAI SNOW PARK

This is the world's largest Snow Park and lies on 3000 square metres of snow. It has hills, rides, a cave and regular snowfalls. A large observation tower offers a wonderful view of the main slope and has a self-service restaurant.

Opening times:

Sun-Wed 10am-11pm, Thu-Sat 10am-midnight

Entrance fees (full day access):

Adults (13 years and up)	\$ 30
Children (up to 12 years)	\$ 15

Rates are in US dollars and are subject to change.

Visit our website to book group lessons or buy ski passes and Snow Park tickets online

Payment methods

Visa, Master Card, American Express.

CORPORATE CLIENT DEALS

SKI DUBAI resort is ideal for companies planning team building or an **outing** for their staff and families. Ski beginners are taught the basics and experienced skiers are provided with a two-hour ski pass. Activity on the snow is followed up by a delicious meal in the café.

The programme can be taken for lunch or dinner and is available only for groups of 20 persons and more.

For reservations e-mail us and indicate preferred date, time and the number of persons who are first timers and those who can manage alone with a ski pass.

Please consider booking at least 10 days in advance.

THE KEMPINSKI INTERNATIONAL 5-STAR HOTEL

The hotel features 393 deluxe rooms and suites including 15 unique, Alpine ski chalets. The ski chalet includes a bathroom, living area, **spacious** bedroom and kitchen. The Kempinski has a spa, an infinity swimming pool and tennis courts. The courts and pool open daily from 10:30am – 8pm.

See bulletin board or contact us for consultation on an individualised, one-on-one fitness regime organised by a personal trainer.

Deluxe doubles from \$200 per room.

Special offer:

Book a minimum of two nights and get a 10% discount at Ski Dubai.

To check availability and room prices please contact us.

Free shuttle service to and from the airport available.

5. POST-READING

Discuss.

- Would you like to visit Ski Dubai? Why/Why not?
- Which winter sports do you like?

7a vocabulary & grammar

VOCABULARY

WORDS EASILY CONFUSED

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

room suite cabin

1. We stayed at the Radison Hotel in a luxurious _____ with a living area, a separate dining area and a spacious bedroom.
2. The ship we took the cruise on was huge, and our _____ was comfortable even though it was a bit small.
3. Did you book a single or a double _____?

hotel resort hostel

4. Many students prefer to stay in _____ when they travel because they offer cheap accommodation.
5. We stayed at a popular seaside holiday _____ in Spain with great beaches and lots of restaurants.
6. This brand new _____ is located in the centre of the city, and facilities include a Health and Beauty Spa, a Fitness Centre and a Business Centre.

outing tour journey

7. We had a long and hard _____ ahead of us, so we decided to make an early start.
8. We stayed in the largest town on the island, but we organised several _____ to nearby villages.
9. On the first day in Rome, we went on a sightseeing _____ of the city.

voyage trip expedition

10. Mr Johnson is on a business _____ in South America and will be away for two weeks.
11. The ship made its first cross-Atlantic _____ in 1927.
12. My cousin Kyle volunteered to join a scientific _____ to the South Pole.

fee bill fare

13. Some banks charge an extra _____ for this service.
14. How much is the bus _____?
15. I have to pay my electricity _____ tomorrow.

client guest customer

16. Our neighbours are inviting 600 _____ to their daughter's wedding!
17. The shop assistants at this shop are very polite and always try to satisfy _____.
18. He is a very successful lawyer and many of his _____ are well-known businessmen.

GRAMMAR

1. PAST SIMPLE / PAST PROGRESSIVE

FOCUS ON USE

A. Read the text below and match the rules about the uses of the Past Simple with the verbs in red in the text.

A few years ago, I **was working** for an international company in Zurich. One Monday morning after an exhausting weekend, my alarm didn't go off, so I **got** to work late. I **rushed** into my office, **sat** down at my desk and **tried** to look busy. Like any Monday morning, some of my colleagues **were working** while others **were discussing** their weekend. At that moment, our boss walked in, and to our surprise, he announced, 'I have arranged a Corporate Clients weekend in Dubai for all the staff!' As Dubai is hot, we all imagined ourselves relaxing on a beach. But that is not what happened. While we **were wondering** about what clothes to take for the weekend, our boss **said**, 'Don't forget to bring some warm clothes for skiing!' Of course, we thought he was joking, but as it turned out, we stayed at the Ski Dubai resort and went skiing every day! The biggest surprise of the whole weekend came when we saw our boss doing some really fancy tricks on a snowboard! At work, he was always very serious and never **showed** us that there was an adventurous side to him.

The Past Simple is used for:

1. completed actions in the past
2. completed actions that happened one after the other in the past
3. past habits or repeated actions in the past (often used with adverbs of frequency)
4. an action in the past that interrupted a 'longer' action in progress

B. Read the text again and match the rules about the uses of the Past Progressive with the verbs in blue in the text.

The Past Progressive is used for:

1. temporary past states or actions
2. an action in progress in the past that was interrupted by another action
3. simultaneous actions in progress in the past

FOCUS ON FORM

Look back at the text and answer the following questions.

- Which verb is used to form the negative and question form of the Past Simple?
- In which persons do we use *was* and in which do we use *were*?
- In which of the two past tenses do some verbs have an irregular form?

Grammar Reference p. 140.

2. PRACTICE

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

- My younger brother _____ (go) swimming every afternoon last summer.
- The cat _____ (jump) onto the table, _____ (drink) the milk and _____ (fall) asleep.
- It _____ (be) a warm summer afternoon, and we _____ (sit) in a café when we _____ (hear) someone shout for help.
- Anwar _____ (still learn) to be a pilot in those days.
- When Husain _____ (be) thinner, he _____ (often borrow) his brother's jeans.
- Bill _____ (graduate) from Cardiff University in 2007.
- This time last year I _____ (surf) in Barbados.
- She _____ (shop) in the market when someone _____ (take) her handbag.

B. Complete the text below with the Past Simple or the Past Progressive of the verbs in brackets.

Goa is a very attractive holiday destination on the west coast of India. Last year, it (1) _____ (receive) more than two million tourists, 400,000 of which (2) _____ (come) from abroad.

However, for 450 years, this tiny state (3) _____ (not / belong) to India but to Portugal. Portuguese merchants first (4) _____ (arrive) in Goa in the 15th century by ship and (5) _____ (take) control of the spice trade. While the Portuguese economy (6) _____ (do) fine, many of Portugal's enemies (7) _____ (plan) its destruction. So the Portuguese (8) _____ (build) forts to protect themselves from their enemies who (9) _____ (continually / attack) Goa.

Even after India (10) _____ (gain) its independence from the British in 1947, Portugal still (11) _____ (refuse) to give up Goa. Portugal



- (12) _____ (still / rule) Goa in 1961 when the Indian army (13) _____ (decide) to move in and take control. The battle (14) _____ (last) 26 hours after which the Portuguese finally (15) _____ (surrender) and went home.

ENGLISH IN USE

Read the text below and decide which answer *a*, *b* or *c* best fits each gap.

travelling in COLOMBIA

Last year, just after we got (1) _____, my wife and I decided to spend a couple of months travelling around South America. Among the many interesting places we visited was the Nevado del Ruiz, an active volcano near the town of Manizales, Colombia. A bus (2) _____ us up from our hotel at around 7:00 o'clock in the morning and took us near the foot of the mountain. It was a tiring (3) _____ with lots of twists and turns and this, together with the high altitude, made some of the (4) _____ really ill. But nobody (5) _____ because the beauty of the landscape made up for everything. On the way back, the bus stopped at a nice (6) _____ with thermal baths. There were many (7) _____ staying here and enjoying the hot springs. In fact, we found the resort so relaxing that we wanted to spend the night there but, unfortunately, there were no rooms (8) _____. Next time we'll just have to make reservations.

- married
 - engaged
 - in touch
 - quarrelled
 - complained
 - nagged
- was picking
 - picked
 - pick
 - resort
 - cabin
 - hostel
- voyage
 - outing
 - journey
 - clients
 - customers
 - guests
- passengers
 - visitors
 - inhabitants
 - attached
 - available
 - alike

7a listening & speaking

LISTENING



You will hear short conversations. After you hear each conversation, you will be asked a question about what you heard. Choose the picture which answers the question correctly.

TIP

- Before you start listening, look at the three pictures carefully to get a general idea of what you are going to hear.
- Listen carefully to the dialogue and focus on the question. All three pictures may be referred to in the dialogue. However, only one of them correctly answers the question.

1

a. b. c.

2

a. b. c.

3

a. b. c.

4

a. b. c.

5

a. b. c.

6

a. b. c.

7

a. b. c.

8

a. b. c.

9

a. b. c.

10

a. b. c.

SPEAKING

1. WARM-UP

- Where do you like to go on holiday? Why?

2. HELP SOLVE A PROBLEM

Work in pairs. Student A go to page 131. Student B go to page 132.

3. FURTHER DISCUSSION

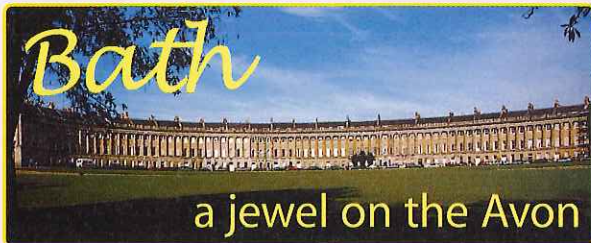
- When given different options for a holiday destination, what are the factors that help you decide?
- If you had to choose between a place you've been to before, and liked, or a new place that seems interesting, which would you choose? Why?
- How do you like to travel and who do you like to travel with?

1. DISCUSS

- What is the most interesting place you have ever visited? Where is it? What makes it so interesting?

2. FOCUS ON PURPOSE AND STYLE

A. Read the text below. What kind of text is it? Where might you find it?



I have many fond memories of my time studying in Bath and I try to return as often as I can. It's a beautiful city in the Southwest of England on the River Avon with an intriguing history. Its Roman Baths, elegant architecture and bustling streets make it a perfect spot for visitors.

The Romans were the first to make use of the only hot springs in Great Britain that come bubbling up from the interior of the Earth. People came from far and wide to bathe in the 'healing' waters. I love walking around the ancient baths and visiting the fascinating museum. Bath is also notable for its remarkable examples of 18th century architecture. Take a stroll around the city and undoubtedly you will uncover some jewels, including the Royal Crescent, a street of exceptional Georgian architecture and one of the landmarks of England.



After a long walk, the only thing to do is to stop for a cup of tea and a pasty. Traditionally, pasties are pastry filled with meat or cheese, but nowadays you can find a wide variety of fillings; Chicken Tikka is my favourite. The city centre is usually packed with shoppers enjoying the shopping centres and the traditional farmers' markets.

Bath is definitely a fascinating city. From the ancient to the modern, there's always something to discover. I only wish I could visit more often.

B. The text above is an article.

In which paragraph does the writer:

- a. make a general statement summing up his/her opinion?
- b. explain his/her connection with the city?
- c. describe what you can see in the city?
- d. explain what you can do in the city?

C. The writer has used language that makes the article vivid and interesting for the reader. Find descriptive language in the article that corresponds to the meanings below.

- very interesting (para 1) _____
- busy (para 1) _____
- great distances (para 2) _____
- a leisurely walk (para 2) _____
- crowded (para 3) _____

3. OUTLINE

When writing an article describing a place, follow the outline below.

TITLE

- Think of an interesting title

INTRODUCTION

- Give general information about the place you are going to describe.
- Refer to what makes the place interesting or why you are going to write about it.

MAIN PART (2-3 paragraphs)

- Describe the place, the sights and the things to do.
- Give your impression and/or describe your feelings.

CONCLUSION

- Sum up your opinion by making a general comment or expressing your feelings.

4. WRITING TASK

Read the rubric below and write the article (120-180 words).

You have seen this announcement in an international travel magazine.

My hometown

Tell us about the place where you grew up or live now, say what would attract travellers to it and describe how you feel about it. The most interesting articles will be published in the next issue.



When writing an article, you want to catch the readers' attention and interest them. You should:

- use a catchy title.
- think about the purpose of the article and who will read it in order to write in an appropriate style (formal or informal).
- organise the article in paragraphs which expand on, describe or give examples of the topic.
- use lively colourful language (e.g. a variety of words/phrases/expressions, direct and indirect questions).
- comment on the topic or give your opinion.

7b reading

READING



1. PRE-READING

Discuss.

- If you were in a foreign country, which of the following places would you like to explore and why?

mountains desert plains valleys

- What are the dangers for people travelling in or exploring those places?

2. READING FOR GIST

The text on page 121 is an extract from a novel. Read it quickly and answer the following question.

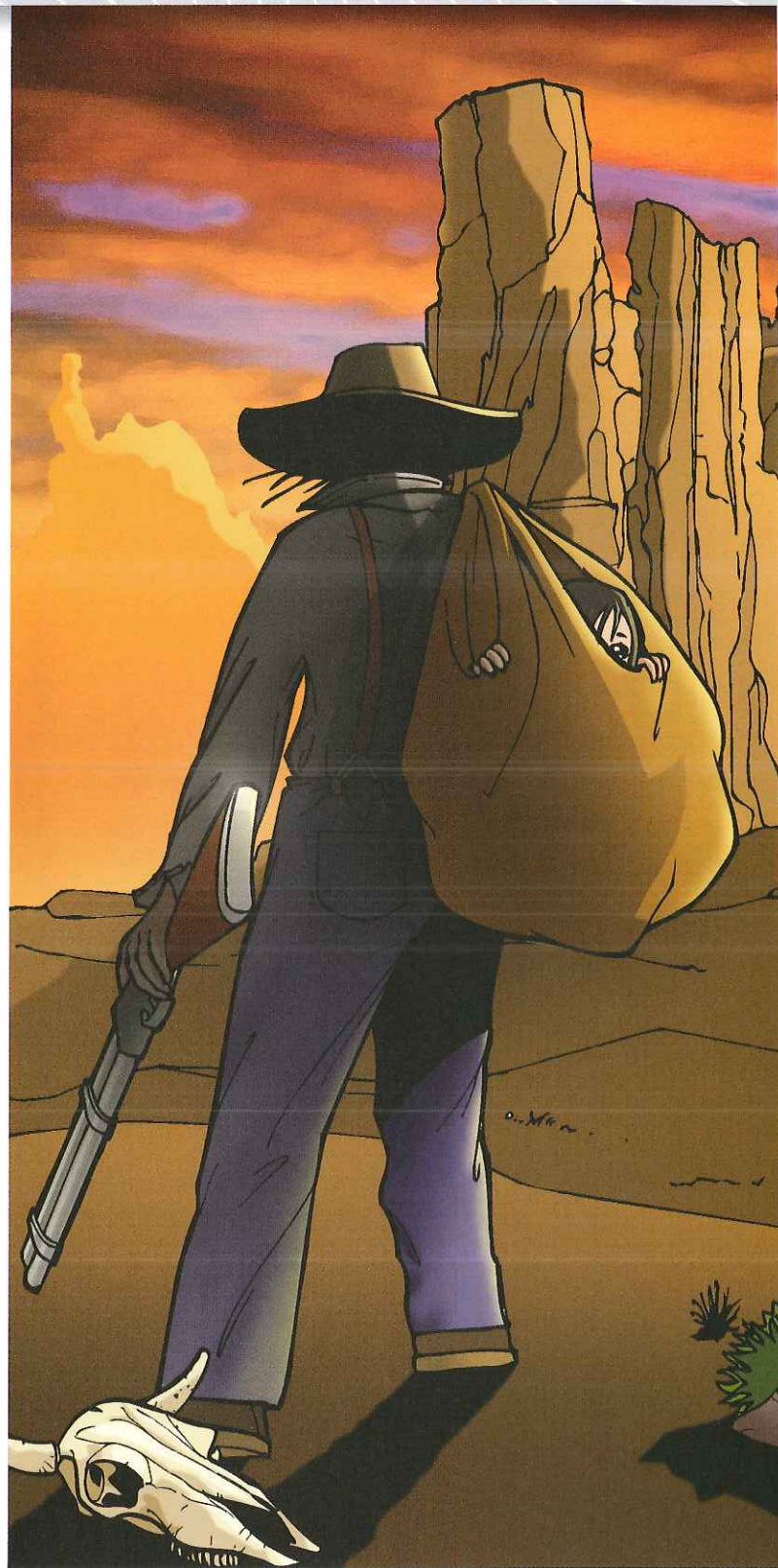
In which order can you find the following in the text?

- a description of the main character
- a description of where the story takes place
- a conversation between two characters
- a description of a particular location

3. READING FOR DETAILS

Read the text again and answer the questions 1-7. Choose *a, b, c* or *d*.

1. What is characteristic of the landscape?
 - a. It consists only of enormous plains.
 - b. It combines various natural features.
 - c. It is always covered with grey dust.
 - d. It is inhabited by various animal species.
2. What does the pathway prove?
 - a. that other travellers had tried to cross the desert
 - b. that other travellers had found water
 - c. that the man was not alone
 - d. that there was no reason to despair
3. What does the traveller see on the pathway?
 - a. man-made objects
 - b. white sand
 - c. bones
 - d. men and oxen
4. What conclusion do we reach after reading the traveller's description?
 - a. He is tired but feels optimistic.
 - b. He is sixty but looks forty.
 - c. He is very weak.
 - d. He has a strong chance of survival.
5. Why had the man climbed the Sierra Blanco?
 - a. to see the dry land
 - b. to look for signs of water
 - c. to find the pathway
 - d. to view the plain from above
6. What do we learn about the little girl?
 - a. She is dying.
 - b. She is big for her age.
 - c. She has injured herself badly.
 - d. She is healthier than the man.
7. It is evident from the passage that
 - a. the man doesn't care about the little girl.
 - b. the little girl's mother is going to join them.
 - c. the man is sure that everything is going to be alright.
 - d. the man is concerned about the little girl.



Somewhere in the centre of the great North American Continent there is a dry and inhospitable desert, which has for many years prevented the spread of civilisation. It covers an area from the Sierra Nevada to Nebraska, and from the Yellowstone River in the north to the Colorado River in the south. This miserable and barren landscape combines mountains, valleys, rivers and enormous plains, which in winter are white with snow, and in summer grey with dust. The only inhabitants of this land are the coyote and grizzly bears that search amongst the rocks for something to eat.

A lonely traveller stood on the northern slope of the Sierra Blanco, from which he could see this huge land of miserable nothingness. He looked at the great flat plain-land and the chain of mountain peaks on the horizon in despair. There was no sign of life, no movement on the dull, grey earth, and no sound to break the absolute silence. As he looked down, he saw a pathway that stretched across the desert. This was the path that so many adventurers had taken in the hope of finding water. But what became of them was clear, as here and there were white objects which shone in the sun and stood out against the grey sand. They were bones: some large and some small. They belonged to oxen and men.

It is difficult to say if the traveller was nearer to forty or to sixty. His face was thin and worn; his eyes were sunken in his head; the hand which held the rifle was like a skeleton's. It was clear that he was dying – dying from hunger and from thirst. He had climbed here in hope of seeing some signs of water. Now the plain stretched before his eyes, without a sign anywhere of a plant or tree which might indicate the presence of it. There was no sign of hope. He realised that his journey had come to an end and that he was about to die.

Before sitting down, he put his useless rifle and a large bundle, which he had been carrying with great difficulty the whole time, on the ground. The minute the bundle touched the ground, a cry was heard and a small, scared face, with bright, brown eyes appeared from it. 'You've hurt me!' said a child's voice.

'Have I?' the man asked gently, 'I didn't mean to.' As he spoke, he unwrapped the grey blanket that held the bundle together and took out a little girl of about five years of age. The child was pale and weak, but her healthy arms and legs showed that she had suffered less than her companion.

'How is it now?' he asked anxiously, as she was still rubbing the back of her head.

'Kiss it and make it well,' she said showing the injured part to him. 'That's what mother used to do.

Where's mother?'

'Mother's gone. I guess you'll see her before long.'

'Funny she didn't say goodbye. She's been gone for nearly three days! Say, it's very dry, isn't it? Isn't there any water or anything to eat?'

'No, there isn't anything, dearie. You'll just need to be patient for a while, and then you'll be all right. Put your head up against me like that, and then you'll feel better.'

After she had done that, the child fell asleep. He watched over her for some time, but then he too fell asleep.

Far away in the distance a cloud of dust began to rise and as it came nearer to where the child and man were sleeping, it became clear that a group of nomads was heading in their direction.



4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the words 1-6 from the text with the meanings a-h. There are two extra meanings that you do not need to use.

1. inhospitable (line 2)
2. barren (line 7)
3. huge (line 14)
4. absolute (line 19)
5. indicate (line 34)
6. companion (line 50)

- a. a person you are travelling with
- b. complete
- c. character
- d. not pleasant to live in
- e. dry and without any plants
- f. bring
- g. very big
- h. show

5. POST-READING

Discuss.

- Did you like the extract? Why / Why not?
- What do you think will probably happen next in the story? What makes you think so?

7b vocabulary & grammar

VOCABULARY

1. ADJECTIVES ENDING IN -ED AND -ING

A. Read the following sentence.

What's the difference between **bored** and **boring**?

The guided tour was extremely **boring** and all the tourists got **bored**.

B. Read the sentences below and circle the correct answer.

- Murad was **surprised** / **surprising** by the kindness of the stranger.
- Alex found it very **tired** / **tiring** to have a full-time job and attend university in the evenings.
- Sheila is very **interested** / **interesting** in archaeology.
- It was **fascinating** / **fascinated** to watch the artist sketch his drawings.
- The fans were **disappointed** / **disappointing** with the final score.

2. ADJECTIVES DESCRIBING PEOPLE AND PLACES

Look at the adjectives in the box and decide if they are used to describe people, places or both.

enormous	miserable	lonely	dull	pale
weak	optimistic	amazing	unpleasant	
luxurious	attractive	spectacular		

3. ADJECTIVES DERIVING FROM VERBS OR NOUNS

NOTE A lot of adjectives are formed by adding a suffix to a verb or noun.

A. Look at the adjectives below and write how they are formed as in the example.

healthy	noun (health) + y
dangerous	_____
scared	_____
beautiful	_____
continental	_____
exciting	_____
useless	_____
attractive	_____

B. Complete the sentences below with adjectives. Use the words in capitals and a suffix (-y, -ful, -al, -ive, -ous, -less, -ed or -ing).

- Don't be so _____ with your work. **CARE**
- I was feeling really _____ so I ate three sandwiches. **HUNGER**
- I love his paintings; they are so _____. **COLOUR**
- Jeddah is full of _____ buildings. **IMPRESS**
- Helen is really _____ about her trip to Thailand. **EXCITE**
- Mahdi is a _____ leader; he led his team to victory in the last game. **NATURE**
- The new student is very _____; he keeps to himself most of the time. **MYSTERY**
- John heard a _____ noise in the house and didn't know what to do. **FRIGHTEN**

GRAMMAR

1. PAST PERFECT SIMPLE / PAST PERFECT PROGRESSIVE

FOCUS ON USE

Look at the extracts from the text on page 121 and answer the questions that follow.

After she **had done** that, the child **fell** asleep.

- Which action happened first and which happened next?
- Which tenses are used?

Before sitting down, he put his useless rifle and a large bundle, which he **had been carrying** with great difficulty the whole time, on the ground.

- Why is *he had been carrying* used instead of *he had carried*?
- What's the difference between the two?

FOCUS ON FORM

Complete the chart with the missing words to form the Past Perfect Simple and the Past Perfect Progressive of the verb **eat**.

	Affirmative	Negative	Question
Past Perfect Simple	I had _____	We _____ eaten	_____ he _____?
Past Perfect Progressive	I had _____	We _____ eating	_____ he _____ eating?

Grammar Reference p. 140.

2. PRACTICE

A. Read the sentences below and circle the correct answer.

1. By the time I **arrived** / **had arrived** home, my mother **had cooked** / **had been cooking** dinner.
2. Faiz **already finished** / **had already finished** his project before I **got** / **had got** home.
3. One morning last winter, I **saw** / **had seen** a fox in my garden.
4. I **had been walking** / **walked** along the beach for a while when suddenly something **had come** / **came** out of the sea.

B. Complete the text below with the Past Simple, Past Progressive, Past Perfect Simple or Past Perfect Progressive of the verbs in brackets.

Fishing in a... coracle

Last summer, I (1) _____ (stay) at a friend's house in a pretty village in Wales. One morning, while I (2) _____ (have) breakfast, my friend (3) _____ (tell) me that his cousins (4) _____ (go) fishing in a coracle. As I (5) _____ (not hear) of a coracle before, he (6) _____ (explain) to me what it is. A coracle is a circular boat which Welsh people commonly (7) _____ (use) from the time of the Romans until the 1970s. In those days, coracles (8) _____ (carry) people or things up and down the rivers but, nowadays, coracles are used for fishing.



We (9) _____ (decide) to go down to the river and have a look for ourselves. We (10) _____ (walk) for about an hour when we finally (11) _____ (spot) my friend's cousins sitting in separate boats. As they (12) _____ (fish) all morning, they (13) _____ (catch) quite a few fish. I was really curious to see how they do it. I (14) _____ (notice) that with one hand they (15) _____ (hold) a net while with the other hand they (16) _____ (control) their boats. Suddenly, a fish (17) _____ (get) caught in their net. So each of them (18) _____ (pull) in his end of the net until the boats (19) _____ (touch) and then, as if by magic, they (20) _____ (lift) the fish out of the net. The whole scene was amazing!

ENGLISH IN USE

Read the text below and complete the gaps. Use only one word in each gap.

A visit to Masafi



Masafi is a town which lies beneath the Hajar mountains in the United Arab Emirates. Last year, I (1) _____ the chance to visit a friend who lives there. I had never been to that part of the world before so I was overjoyed with his invitation. The town is famous (2) _____ its sweet mangoes and fresh water springs. (3) _____ is surrounded by green valleys, pretty gardens and orchards full of fruit trees. When I arrived, the farmers, (4) _____ already started picking fruit. I tasted a mango and I have to admit, they (5) _____ the juiciest mangoes that I had ever had! In the past, Masafi (6) _____ an oasis for weary travellers. It was also a meeting point where the buying and selling of goods took (7) _____. The Masafi Friday Market was started by a group of farmers who, after completing their Friday prayer ritual, sold their produce by the roadside. It was (8) _____ successful that another smaller market was set up in the town. Overall, my trip to Masafi was both enjoyable and interesting.

7b listening & speaking

LISTENING



1. PRE-LISTENING

Look at the map and the picture from Patagonia and discuss.

- What do you think tourists who visit Patagonia can see and do there?
- What animals live in Patagonia?



2. LISTENING TO CHECK PREDICTIONS

Listen to an interview with a man who has just come back from a trekking holiday in Patagonia. Check your predictions in the previous activity.

TIP

Before you listen, read the rubric carefully so that you know what topic is being discussed. Try to predict or guess what the speakers are going to say about the topic. This way, it will be easier for you to understand.

3. LISTENING FOR SPECIFIC INFORMATION

Listen to the interview again and complete the sentences below.

1. John describes trekking as _____.
2. John enjoyed the peace and quiet in Patagonia because he had the chance to _____ there.
3. Except for trekking, John also went _____ and _____ in Patagonia.
4. John's friend, Armando, works as a _____.
5. In the past, _____ were so big that gauchos had to do a lot of walking every day.
6. John went trekking in the Los Glaciares National Park with some _____.
7. John says he is planning to return to South America in a few years with _____.

4. POST-LISTENING

Discuss.

- Would you like to go on a trekking holiday in Patagonia? Why/Why not?

SPEAKING

1. WARM-UP

- What kind of things do you enjoy doing during your holiday?

2. SPECULATING AND MAKING A DECISION

Talk in pairs. Imagine that you are going to go on holiday next week. On the next page are some things that can ruin a holiday. First, talk to each other about how serious each problem is. Then, decide which two would completely spoil your holiday. You can use some of the words and expressions in the boxes.

stress worry disappointment
trouble hassle let down

In my opinion... is the worst thing that can happen because...

I believe... is not such a serious problem.

As far as I'm concerned... can be such a hassle.

To my mind... would be very troublesome.

...would ruin my holiday.

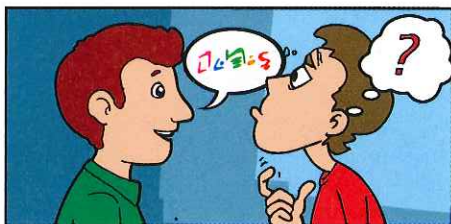
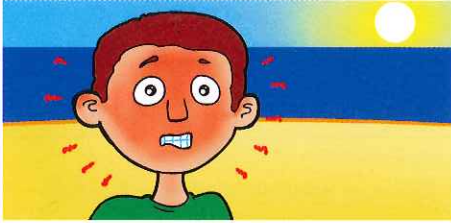
...could cause me lots of stress and anxiety.

...may not completely spoil my holiday but it would definitely worry/annoy me.

TIP

- There are no right or wrong answers but you must make sure to justify your answer.
- Remember this is not a monologue so both speakers must have equal opportunity to speak.
- You should listen to your partner's opinion and respond by either agreeing or disagreeing with it.
- Focus on the written prompts above the visuals to keep the task in mind.
- Don't forget that there are two parts to the task. One part is expressed in the instructions as 'First, talk...' and the second part as 'Then decide...'. So towards the end of the task, you must reach a decision that you have negotiated with your partner.

- How serious is each of these problems?
- Which two would completely spoil your holiday?



vocabulary & grammar

VOCABULARY

ADVERBS OF MANNER

A. Read the extract from the interview that you heard in the listening section. What was unfortunate?

Well, I heard plenty of stories about pumas but, **unfortunately**, I didn't actually see any.

NOTE

Adverbs of manner describe or add information to the meaning of a verb, an adjective, another adverb or a whole sentence. They are usually formed by adding -ly to an adjective (e.g. unfortunate – unfortunately).

B. Read the sentences below and circle the correct answer.

1. Dan lost his wallet but, **fortunately** / **completely**, the person who found it returned it to him.
2. We were playing football when, **possibly** / **suddenly**, it started raining.
3. It was **probably** / **incredibly** hot yesterday; they say the temperature reached 48 degrees.
4. **Naturally** / **Luckily**, Bassam was happy to hear that he got the job he had applied for.
5. I will **finally** / **probably** not go out tonight because I'm not feeling very well.
6. Our team played as well as they **luckily** / **possibly** could.
7. My brother couldn't drive me to the airport, but **luckily** / **probably**, I found a taxi easily and managed to get there on time.

GRAMMAR

USED TO - WOULD - WAS/WERE GOING TO

A. Read the extracts from the interview that you heard in the listening section and answer the questions that follow.

He told us about the old days when he **used to be** all alone and **wouldn't see** another human being for days.

We **were going to go** sailing on one of the lakes, too. But, **unfortunately**, something went wrong and that was cancelled.

1. Which structure refers to actions somebody intended to do in the past (but probably didn't)?
2. Which structures refer to repeated actions or situations in the past?

B. Rewrite the sentences below using the words in brackets.

1. In the past, I ate meat, but I stopped a few months ago. (used)

2. I planned to get up early this morning, but my alarm didn't go off. (going)

3. Omar would work out at the gym every day before he got married. (used)

4. My parents wanted to travel by plane, but all the flights were fully booked. (going)

5. Our Maths teacher always helped us whenever we couldn't solve a problem. (would)

Grammar Reference pp. 140-141.

7b writing

WRITING A STORY

1. DISCUSS

Have you ever been in an embarrassing situation? What happened? How did you feel?

2. FOCUS ON TASK COMPLETION, STYLE AND ORGANISATION

Read the rubric and the story below. Then, answer the questions 1-5.

The English Club of your school/college has organised a short story competition and you have decided to enter. The competition rules say that the story must end with the following words:

Looking back, I can now say it was very funny but at the time, I was so embarrassed!

Last year, I went to Switzerland on holiday. Since Switzerland is well-known for its fine chocolate, I decided to buy some for my dad. Boy, was that a mistake!

When I got to Geneva airport, I went straight to a shop that had all kinds of chocolates. There was dark chocolate, white chocolate, even chocolate in the shape of objects! My dad collects antique knives, so when I found a chocolate bar in the shape of a Swiss army knife, I thought, 'This is the perfect gift!' I put the 'knife' in my bag, and went through security control.

As the men were screening my bag, they seemed to be anxious and started making phone calls. **Then**, a police officer appeared and said, 'Will you please follow me, Sir?' Suddenly, I remembered: the knife!

After I had taken the chocolate out of my bag and showed them what it really was, they laughed and apologised for the misunderstanding. Looking back, I can now say it was very funny but **at the time**, I was so embarrassed!

1. Why was the writer embarrassed? Do you think the situation was funny?
2. Has the writer changed the prompt sentence used at the end of the story?
3. In which paragraph does the writer mention where and when the story took place?
4. Does the writer use formal or informal language?
5. What tenses does the writer mainly use in the story?

3. FOCUS ON TIME LINKERS

A. Complete the rules below with the highlighted words in the story on page 126.

- Use _____, **before**, _____, **until**, **till**, **as soon as** and **by the time** to link two past actions, one of which happened earlier than the other.
- Use **while** and _____ with the Past Progressive to link two past actions which were happening at the same time or to introduce the 'longer' of the two actions.
- Use time words/phrases such as **yesterday**, **last night**, _____, **after that**, _____, **next**, _____, **just then**, etc. to indicate when something happened.

B. Expand the notes below into full sentences. Use the appropriate past tenses and the time linkers given.

- we / arrive / we / go / straight / hotel (as soon as)

- Khaled / have / big / breakfast / he / go sightseeing (then)

- Bob / take / pictures / monuments / guide / tell / tourists / about / history / city (while)

- I / walk / square / stranger / approach / and / ask / some money (as)

- Tim / get / station / train / already / leave (by the time)

4. WRITING TASK

A. Read the rubric below and complete the outline for the story.

An international travel magazine is organising a short story competition and you have decided to take part. The competition rules say that the story must end with the following words:

It was a holiday I will never forget.

INTRODUCTION

When did you go on the holiday?

Where did you go?

Who did you go with?

How did you feel at the time?

MAIN PART

What were you expecting the holiday to be like?

What was it like? / What happened?

What did you (and the others) do?

How did you (and the others) feel?

CONCLUSION

What was the outcome of the events?

How did you (and the others) feel at the time?

How do you (and the others) feel about the events now?

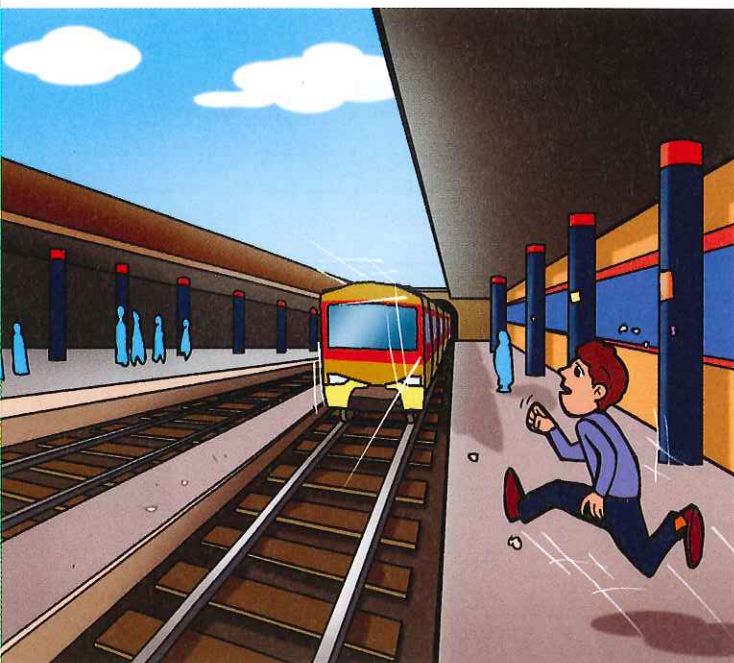
TIP

When writing a story remember that:

- you should try to keep the plot of the story fairly simple.
- the story should continue from or end with the prompt sentence.
- the story should be organised in paragraphs, have an interesting introduction and an appropriate ending.
- you should use informal or consistently neutral language.
- you should use past (narrative) tenses.
- you should use linking words (to indicate the sequence of events, chronological order, etc.).
- you should try to create an appropriate atmosphere by using direct speech, very short sentences, questions, exclamations and vivid vocabulary.

B. Now write the story (120-180 words).

For linking words/phrases and other words/phrases that you can use, see Appendix I.



7 round-up

VOCABULARY & GRAMMAR

A. Choose the word that most appropriately completes the sentence.

- Hamza is going on a(n) _____ to the Himalayas.
a. expedition
b. voyage
c. outing
d. tour
- The holiday resort _____ excellent restaurants and luxurious suites with a view of the sea.
a. indicates
b. appears
c. features
d. attracts
- The shipping company announced the _____ of two new ships.
a. purchase
b. priority
c. reservation
d. owning
- I think our last phone _____ was unusually high.
a. fee
b. fare
c. payment
d. bill
- Alex bought a(n) _____ flat in the city centre.
a. spacious
b. absolute
c. lonely
d. barren
- Nizar _____ burst into the room while I was getting ready to leave.
a. luckily
b. suddenly
c. finally
d. naturally
- The _____ of the village have an interesting custom; on 1st May they collect white flowers from the mountains.
a. visitors
b. passengers
c. inhabitants
d. tourists
- Brendan is feeling more _____ about the future since he got a promotion at work.
a. optimistic
b. pessimistic
c. tired
d. bored

B. Read the text below and decide which answer a, b or c best fits each gap.

A weekend in Reykjavik

Last weekend my brother and I went to Reykjavik in Iceland. It was a special occasion so we (1) _____ to do something different. Relatives who had been to Reykjavik suggested that we should go there because it is a(n) (2) _____ place to visit. It is also special because it is the world's most northern capital. We stayed in a nice (3) _____ located in the main shopping district; this gave us the opportunity to explore plenty of (4) _____ shops. On the second day, we went to the Blue Lagoon; it's a man-made lagoon which consists of mineral rich hot water. Our uncle (5) _____ reservations for us at the luxurious spa centre as a gift. (6) _____, we were very excited about it, and afterwards we both felt fantastic! In the evening, we went to the Winter Lights Festival, which (7) _____ place while we were there. Our love for the city (8) _____ by the hour. The festival celebrates winter and the increasing daylight hours after a long period in darkness. On our last day, we (9) _____ for a walk around Lake Tjornin, which is a small lake in the city centre. Although it was cold, the sky was crystal clear and the sun was shining. It was the perfect ending to a wonderful (10) _____.

- a. was wanted b. was wanting c. wanted
- a. embarrassing b. fascinating c. disappointing
- a. hotel b. resort c. cabin
- a. interested b. interesting c. interest
- a. had been making b. was making c. had made
- a. Naturally b. Suddenly c. Luckily
- a. had been taking b. was taking c. had taken
- a. was growing b. was grown c. had been growing
- a. had gone b. were going c. went
- a. tour b. outing c. trip

C. Expand the notes below into full sentences. Use the appropriate past tenses and the time linkers given.

- I / leave / house / I / realise / I / not take / my sunglasses after

- Ben / get / home / he / turn on / TV as soon as

- bus / leave / we / arrive / station by the time

- Bassam / swim / sea / he / see / octopus while

- children / swim / pool / suddenly / it / start / raining when

D. Complete the text below with the Past Simple, Past Progressive, Past Perfect Simple or Past Perfect Progressive of the verbs in brackets.

a memorable day in

TOKYO



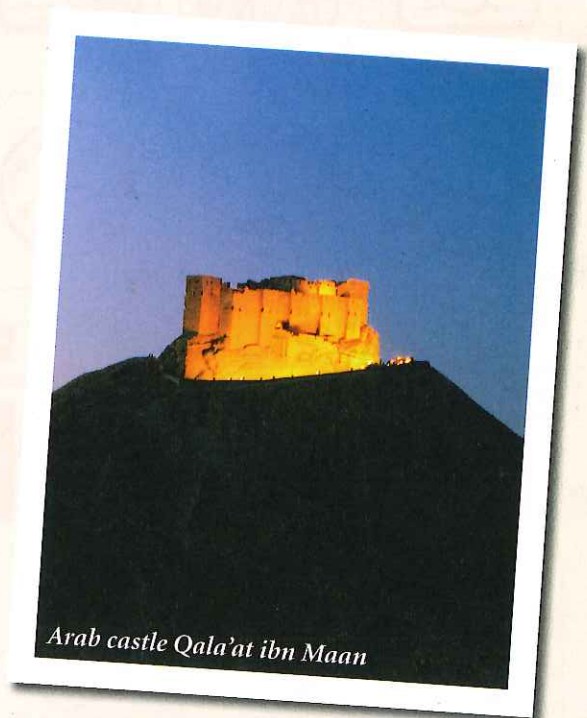
Last year, I (1) _____ (go) to Tokyo on a business trip and (2) _____ (decide) to take a tour of the city. I (3) _____ (admire) impressive skyscrapers, (4) _____ (visit) ancient sites and (5) _____ (wander) through gardens. I (6) _____ (admire) the city for several hours when I (7) _____ (bump) into an old school friend who now works in Tokyo. My friend told me that I was very lucky to be in Tokyo during that week in spring because the Japanese (8) _____ (celebrate) the Cherry Blossom Festival. He (9) _____ (go) to the Imperial Palace gardens to admire the blossoms so he (10) _____ (ask) me to go along. When we (11) _____ (arrive), we saw that many people (12) _____ (already / gather) there to celebrate the event. As he (13) _____ (bring) a picnic lunch, we (14) _____ (sit) down on the grass to eat. We (15) _____ (watch) as the small

round flowers (16) _____ (drop) from the trees onto the ground, surrounding us in a carpet of pink. Later, we (17) _____ (go) for a walk around the Imperial Palace. It was a truly unforgettable day.

E. Read the text below and think of the word which best fits each gap. Use only one word in each gap.

The Bride of the Desert

While we were in Syria, my friend, Jack, and I were looking forward (1) _____ visiting Palmyra, which is also known as 'the bride of the desert'. We got up at 6 o' clock with the intention of taking the bus to Homs early, but (2) _____ was a problem with my credit card that led to a delay. We ended up leaving at around 10 o' clock. Two hours later, we reached the Homs bus station, where we (3) _____ another bus to Palmyra. We felt a sense of relief upon reaching our accommodation as it was very hot and we really needed to get out of the heat. Feeling hungry after (4) _____ many hours without food, we went to a nearby traditional restaurant (5) _____ we had a wonderful meal consisting (6) _____ rice and spicy lamb followed by delicious watermelon and tea. Afterwards, we decided to visit the Arab castle Qala'at ibn Maan to see the sunset. It turned (7) _____ to be an exceptional place as it gave us a panoramic view of the archaeological site. Located in an oasis in the heart of the Syrian Desert, Palmyra (Tadmor in Arabic) is undoubtedly worth visiting (8) _____ only for its historic value but also for (9) _____ beauty. The ruins in the middle of the green oasis reveal the rich history that lies hidden under them. This experience left me feeling curious about the interesting sites we (10) _____ going to visit the next day.




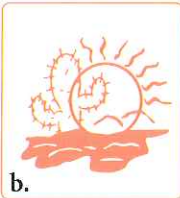
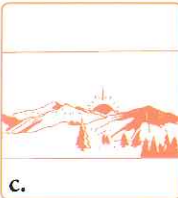
Arab castle Qala'at ibn Maan


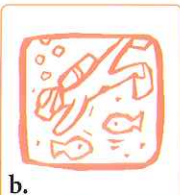

7 round-up




LISTENING







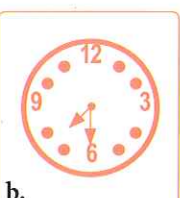
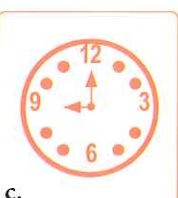
You will hear seven short conversations. After you hear each conversation, you will be asked a question about what you heard. Choose the picture which answers the question correctly.




1 a.  b.  c. 

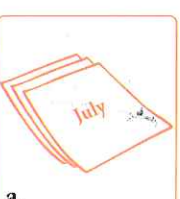
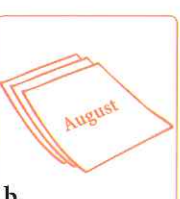

2 a.  b.  c. 

3 a.  b.  c. 

4 a.  b.  c. 

5 a.  b.  c. 

6 a.  b.  c. 

7 a.  b.  c. 

SELF-ASSESSMENT

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

Now I can...	
VOCABULARY	> distinguish the difference in meaning of words easily confused <input type="checkbox"/>
	> use adjectives and adverbs to describe people and places <input type="checkbox"/>
GRAMMAR	> use the Past Simple, Past Progressive, Past Perfect Simple and Past Perfect Progressive appropriately <input type="checkbox"/>
	> use time linkers correctly <input type="checkbox"/>
	> use <i>used to</i> and <i>would</i> to refer to repeated actions or situations in the past <input type="checkbox"/>
READING	> use <i>was/were going to</i> to refer to unfulfilled plans and intentions in the past <input type="checkbox"/>
	> skim a text to identify its purpose and the topics discussed <input type="checkbox"/>
	> scan a text to locate specific information <input type="checkbox"/>
LISTENING	> understand details in a text <input type="checkbox"/>
	> understand specific information in a short conversation and identify the picture that corresponds to the information <input type="checkbox"/>
SPEAKING	> understand specific information in a radio interview and complete gapped sentences <input type="checkbox"/>
	> talk about interesting places and holidays <input type="checkbox"/>
	> help solve a problem by making suggestions <input type="checkbox"/>
WRITING	> speculate on a topic and make a decision <input type="checkbox"/>
	> write an article describing a place <input type="checkbox"/>
	> write a story <input type="checkbox"/>

4a Student A

1. HELP SOLVE A PROBLEM

Look at the picture on the right and ask.

- Who is the person?
- What is the problem?
- What are the advantages/disadvantages of the possible solutions?

Then:

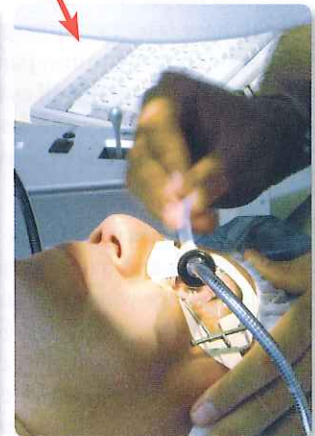
When you have all the information you need, you should offer some advice to help solve the problem. You can choose one of the possible solutions, or create your own solution to the problem. Remember to use information you learnt from asking questions to explain your solution.

SUGGESTED EXPRESSIONS

In my opinion, he should ...
 are a good idea because ...
 If I were in his position, I'd ...
 If he finds... difficult, he could ...
 If he's afraid of... , he could ...

VOCABULARY

vision painful / painless cure
 experienced surgeon accurate results
 reasonable price high risk eye infection
 coloured lenses disposable handle with care
 replace contact lens solution



7a Student A

2. HELP SOLVE A PROBLEM

Look at the picture on the right and ask.

- Who is the person?
- What is the problem?
- What are the advantages/disadvantages of the possible solutions?

Then:

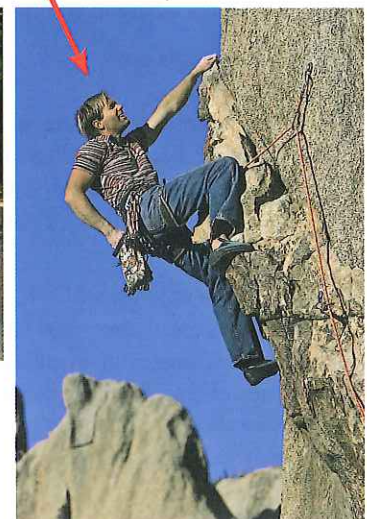
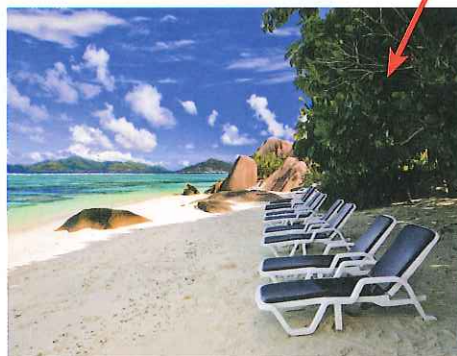
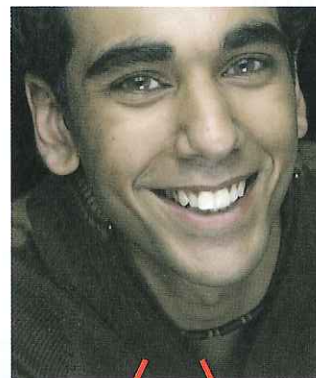
When you have all the information you need, you should offer some advice to help solve the problem. You can choose one of the possible solutions, or create your own solution to the problem. Remember to use information you learnt from asking questions to explain your solution.

SUGGESTED EXPRESSIONS

If he likes... he could...
 In my opinion, he should...
 ...would be better for him, because...
 If I were him, I'd...

VOCABULARY

relaxing
 bustling/peaceful
 package trip
 exotic/adventure/picturesque/secluded
 modern/quaint
 explore
 endurance



4a Student B

1. HELP SOLVE A PROBLEM

Situation:

I am your friend, and I have a problem. Try to find out what my problem is, and offer me some good advice.

First:

Look at the pictures below and ask me questions:

Who the person is:

my brother, nephew, cousin, colleague who wears glasses

What the problem is:

He has bad eyesight and doesn't want to have to wear glasses.

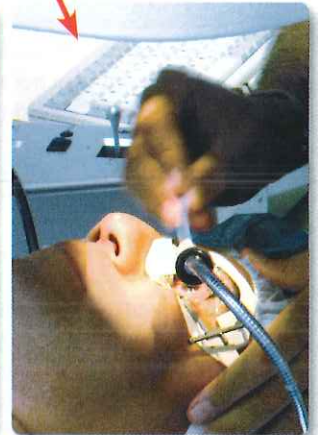
What the options are:

(laser eye surgery)

He can have laser eye surgery to get his vision corrected. It's a fast (about 10 mins), painless procedure with a quick recovery. However, not all eyesight problems can be cured with laser eye surgery and results may vary from patient to patient. It is also quite expensive.

(get contact lenses)

He can start wearing contact lenses. Contact lenses move with your eye and have no frames to obstruct vision. You can also change your eye colour with coloured contact lenses. However, it isn't easy for all people to put on contact lenses and some people may not find them comfortable. There is high risk of eye infection if contact lenses are not cleaned with appropriate solution and stored properly.



7a Student B

2. HELP SOLVE A PROBLEM

Situation:

I am your friend, and I have a problem. Try to find out what my problem is, and offer me some good advice.

First:

Look at the pictures below and ask me questions:

Who the person is:

my brother, nephew, cousin, colleague

What the problem is:

He can't decide where to go on vacation.

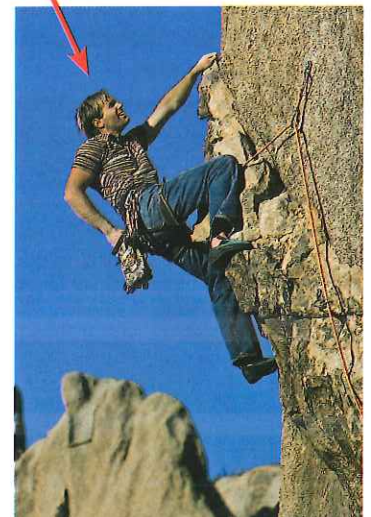
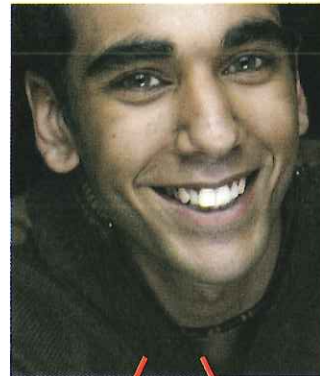
What the options are:

(beach resort)

He can go to an exotic resort on an island where he can relax, or do activities around the island. It's a very popular tourist spot, especially during the time of year in which he wants to go.

(exploring the wilderness)

He can take an extreme sport vacation. He can test his strength, survival skills, and endurance every day in the mountains. In places like these, you usually travel alone, and rarely see other people.



Module 1

★ Present Perfect Simple

I have worked	He has slept
Have you worked?	Has she slept?
They haven't worked	It hasn't slept

The **Present Perfect Simple** is used:

- to talk about an action which happened in the past, but the exact time is not mentioned.
I've already done that.
- to talk about a state which started in the past and continues up to the present.
Mary has had this mobile phone since September.
- to talk about an action that happened in the past and finished, but the results are obvious in the present.
I've just finished my project.
Tim has washed his car. (it's clean)

TIME EXPRESSIONS

just, yet, already, ever, never, before, always, how long, for, since, recently, lately, once, twice, so far, etc.

NOTE Irregular verbs on page 142.

- NOTE**
- We use the **Past Simple** for actions that were completed in the past and the exact time is mentioned.
Present Perfect Simple: *I have tasted Mexican food.*
Past Simple: *I tasted Mexican food last night.*
 - We use **for** and **since** for actions that started in the past and continue up to the present.
for + a period of time
I've had this car for 5 years.
since + a point in time
I've had this car since 2006.
Present Perfect Simple + since + Past Simple
Julian has changed jobs three times since he came to Luton.
 - have been to** = have visited and come back
have gone to = have not returned yet
I've been to the gym twice this week.
John isn't here; he's gone to the gym.

★ Present Perfect Progressive

I have been working	He has been sleeping
Have you been working?	Has she been sleeping?
They haven't been working	It hasn't been sleeping

The **Present Perfect Progressive** is used:

- to emphasise the duration of a state or action which started in the past and continues up to the present.
I've been learning English for 6 years.
- to talk about an action which happened over a period of time in the past and may have finished, but the results are obvious in the present.
We've been walking around all day. That's why we're so tired.

TIME EXPRESSIONS

for, since, how long, all day/week, etc.

- NOTE**
- We use the **Present Perfect Simple** to emphasise the result of an action. We use the **Present Perfect Progressive** to emphasise the duration of an action.
I've called him three times this morning.
I've been calling him since 9 o'clock.

★ Relative Clauses

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

Pronouns		Adverbs	
PEOPLE	who/that	PLACE	where
THINGS / ANIMALS / IDEAS	which/that	TIME	when
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.

He's the boy who/that lives next door.

The book (which/that) you bought is on the desk.

- NOTE**
- Who, which** and **that** can be omitted if they refer to the object of the sentence. **Whose** and **where** cannot be omitted.
 - In **formal language** prepositions appear at the beginning of the relative clause.
In **informal language** they appear at the end of the relative clause.
The chair on which I'm sitting isn't very comfortable. (formal)
The chair (which/that) I am sitting on isn't very comfortable. (informal)

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.

Mr Brown, who is our Geography teacher, is quite old.

Our car, which cost us a lot, keeps breaking down.

- NOTE**
- Relative pronouns/adverbs** cannot be omitted in non-defining relative clauses; nor can we use **that** instead of them.
 - Prepositions usually appear at the beginning of non-defining relative clauses.
This cupboard, in which I keep my old toys, hasn't been cleaned for ages.
 - Which** may also refer to a whole sentence.
He offered to give me a lift, which was very kind of him.

★ should/shouldn't

We use **should/shouldn't** + **base form**:

- to ask for and give advice.
Should I ask Linda to help me with this?
- to express an opinion.
He should be more careful when he drives.
- to make a suggestion.
You should really go to that new restaurant. It's fantastic!
- to express mild obligation.
Students should hand in their homework on time.

We use **should** + **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 + 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.

NOTE

- The verb *ought to* can be used instead of *should* in all the above cases.
e.g. *You ought to have let me know you weren't coming.*

★ **had better**

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

Module 2

★ **Future will**

I'll work	He'll sleep
Will you work?	Will she sleep?
They won't work	It won't sleep

The **Future will** is used:

- to make predictions about the future, usually with **perhaps** or after the verbs **believe, think, hope, expect, be sure**, etc.
She'll probably be here tomorrow.
- to talk about spontaneous decisions.
We've run out of milk; I'll go and buy some.
- for promises.
I'll be on time, don't worry!
- for offers and requests.
I'll do the washing-up after dinner.
Will you help me clean my room?
- for threats and warnings.
I won't speak to you again!

★ **Future going to**

I'm going to stay	He's going to leave
Are you going to stay?	Is she going to leave?
They aren't going to stay	It isn't going to leave

The **Future going to** is used:

- to talk about future plans.
My brother is going to study Biology.
- to make predictions based on evidence.
Look out! You're going to trip over that chair.

TIME EXPRESSIONS

tomorrow, tonight, next month/year/week/Tuesday, etc.
this month/year/week/Tuesday, etc.
in an hour/year, etc.
soon

NOTE

- We use the **Present Simple** for future actions related to official timetables and programmes.
The plane arrives at seven.
- We use the **Present Progressive** for planned future actions related to personal arrangements.
I'm travelling to London tomorrow.

★ **Future Progressive**

I'll be working	He'll be sleeping
Will you be working?	Will she be sleeping?
They won't be working	It won't be sleeping

The **Future Progressive** is used:

- to talk about actions that will be in progress at a specific time in the future.
At 9 o'clock tomorrow, he'll be flying to Egypt.

★ **Future Perfect**

I'll have worked	He'll have slept
Will you have worked?	Will she have slept?
They won't have worked	It won't have slept

The **Future Perfect** is used:

- to talk about actions that will be completed before a specific time or another action in the future. The action which follows the first one is in the **Present Simple**.
He'll have returned by the time you leave.

TIME EXPRESSIONS

by + a point in time, by the time, by then, before, etc.

★ **Time Clauses**

Time clauses are introduced with **as soon as, when, after, before, until, as** and **while**. We never use future forms in time clauses.

When I see George, I'll tell him that you've been looking for him.

★ **Zero Conditional**

if-clause	Main clause
If/When + Present Simple	Present Simple

The **Zero Conditional** is used to talk about general truths.
If/When you press the button, the machine starts.

★ **Conditional Sentences Type 1**

We use **Conditional Sentences Type 1** for something which is possible to happen in the present or future.

if-clause	Main clause
If + Present Simple	Future <i>will</i>
	Modal Verbs (can, may, might, must, should) + base form
	Imperative

If I see James, I'll give him his book back.
If you want a parrot, you must promise to take care of it.
If you go to the supermarket, buy some milk.

★ Conditional Sentences Type 2

We use **Conditional Sentences Type 2** for unreal or imaginary situations which are unlikely to happen in the present or the future.

if-clause	Main clause
If + Past Simple	would/could + base form

*If I had enough money, I would buy a farm in the country.
You could lose some weight if you went on a diet.*

NOTE

- In Conditional Sentences Type 2 **were** is often used instead of **was** in the if-clause.
If I were rich, I would live in a luxurious house.
- We use **If I were you** to express an opinion or to give advice.
If I were you, I wouldn't buy it.
- **Unless** can be used instead of **if... not...** in all conditional sentences.
I won't buy this car unless you agree (= if you don't agree).

★ MUST - HAVE TO - NEED - MUSTN'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 finish this by tonight. (= I say so)
- **have to + base form** expresses external obligation in the present or future.
You have to drive on the left when you're in England. (= It's the law)
- **mustn't + base form** expresses prohibition in the present or future.
You mustn't park here. (= You aren't allowed to)
- **had to + base form** expresses obligation in the past.
When I was at school, I had to wake up at 7 o'clock every morning.

EXPRESSING NECESSITY AND ABSENCE OF NECESSITY

- **need to + base form** expresses necessity in the present or future.
I need to know how many people will be at the conference.
- **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 call us again. (= It isn't necessary)
He doesn't need to send his CV again.
You needn't worry. Everything is under control.*
- **needed to + base form** expresses necessity in the past.
We needed to buy some more soft drinks, so we went to the supermarket.

- **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 pick up the kids from school.
- **needn't have + past participle** expresses 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.)

NOTE

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 interrogative and negative form.

I need to go out.

Do you need to go out? Need you go out?
She doesn't need to go out. She needn't go out.

I needed to go out.

Did you need to go out? Need you have gone out?
You didn't need to go out. You needn't have gone out.

Module 3

★ Infinitives

The **full infinitive** is used:

- to express purpose.
I went to the post office to post some letters.
- after **it + be + adjective** (*it's nice, it was stupid, etc.*)
It was great to see you after such a long time.
- after **the first/second/last/best, etc.**
Neil Armstrong was the first man to walk on the moon.
- after certain adjectives: *afraid, surprised, free, happy, ready, sorry.*
At last he was free to do what he wanted.
- after **too** and **enough**.
*Ben is too tired to go jogging today.
It isn't warm enough to go to the sea yet.*
- after certain verbs (*afford, agree, appear, decide, forget, hope, learn, manage, need, offer, plan, promise, refuse, seem, tend, want, would like, etc.*).
I hope to see you again soon.
- after the objects of certain verbs (*advise, allow, encourage, invite, order, persuade, teach, tell, etc.*)
It was Glen who persuaded me to apply for this job.
- after question words (*how, what, when, where, etc.*)
I don't know what to do.

The **bare infinitive** is used:

- after modal verbs (*can, may, must, should, etc.*).
You should start thinking about your future.
- after the verbs **let** and **make** in the Active Voice.
*My parents let me stay up later at weekends.
Our teacher made us retake the test.*
- after **would rather** and **had better**.
*I'd rather go to an Italian restaurant tonight.
You'd better tell me everything you know about this.*

★ -ing forms

The **-ing form** is used:

- as a noun (subject or object of a verb).
Exercising is a good way of keeping fit.
- after the verb *go*, indicating physical activities.
We often go fishing in the summer.
- after certain verbs (avoid, enjoy, finish, like, love, hate, imagine, keep, risk, spend (time), suggest, consider, etc.).
Martin suggested going to the museum on Friday.
- after certain expressions (be interested in, can't stand, don't mind, how about, it's no use, it's no good, it's worth, there's no point (in), be used to, etc.).
It's no use trying to do everything yourself. Ask Ethan for help.
- after prepositions (for, about, without, etc.).
I'm so excited about going to university next year.

★ 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.
It started to rain / raining a minute ago.
- Some verbs can be followed by either the full infinitive or the *-ing* form, but with a difference in meaning
try + -ing form = do something to see what effect it will have
If you have a sore throat, try drinking some hot tea.
try + full infinitive = make an effort
I'll try to come tonight, but I can't promise anything.
remember + -ing form = remember something that has already happened
Do you remember meeting Brendan at the Bookers' last week?
remember + full infinitive = remember something before doing it
Did you remember to lock the door before you left?
forget + -ing form = forget something that has already happened
I'll never forget visiting the Louvre.
forget + full infinitive = forget something you are supposed to do
Chris forgot to tell you that he was going away for the weekend.
regret + -ing form = regret something that has already happened
Chelsea regretted talking to her sister like that.
regret + full infinitive = be sorry to do something
We regret to inform you that there are no more tickets for tomorrow's football match.
stop + -ing form = terminate an action and no longer do it after that time
Stop making up excuses all the time.
stop + full infinitive = pause temporarily in order to do something else
I was writing a letter but I stopped to answer the phone.

★ Expressing possibility

- **can / could / may / might + base form** express possibility in the present or future.
He could / may / might be at home now.
He can be very rude 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 go to the conference.
- **may / might + have + past participle** express possibility in the past.
I may / might have read the book, but I'm not sure.
- **could + have + past participle** expresses possibility in the past which was not fulfilled.
You were lucky. You could have been hurt.

★ Making Deductions

- **must + base form** expresses certainty that something is true.
My father must be at work now.
- **can't + base form** expresses belief that something is impossible.
You can't be serious.
- **must + have + past participle** expresses certainty that something happened in the past.
I must have left my wallet at home.
- **can't/couldn't + have + past participle** express certainty that something didn't happen.
You can't/couldn't have met their parents. They live in the UK.

★ Question Tags

Question tags are short questions placed at the end of a statement. They are formed with an auxiliary verb and a personal pronoun. We use them when we are not sure about something or when we are asking for confirmation.

- If the statement is positive, then the question tag is negative.
You spoke to Tom yesterday, didn't you?
- If the statement is negative, then the question tag is positive.
You aren't coming to school tomorrow, are you?

Note the following question tags:

- *I am your best friend, aren't I?*
- *Let's do something together tonight, shall we?*
- *Open the window, will/can/could you?*
- *Don't forget to call me, will you?*
- *Somebody is at the door, aren't they?*
- *Nobody is home, are they?*

Module 4

★ Reported Speech (Statements)

In **Direct Speech**, we repeat the exact words that someone said. We usually use the verb *say* and the words of the speaker are put in quotation marks.
Irina said, "Tina is on the phone."

In **Reported Speech**, we report the meaning of what someone said, without using their exact words. We use a reporting verb, usually **say** or **tell**, followed by **that** (which can be omitted) and the reported statement.
Irina said that Tina was on the phone.

NOTE

- We use **say** when there is no indirect object.
'I can't fix the car,' he said.
He said that he couldn't fix the car.
- We use **tell** when there is an indirect object.
'I'll be late, Tom,' he said.
He told Tom he would be late.

- When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence.

'I like your new bike,' said Ian.

Ian said that he liked my new bike.

- When a sentence changes from Direct to Reported Speech, tenses, modals and time expressions change as follows:

Present Simple → Past Simple

Eddie said, 'I want to buy a new car.'

Eddie said (that) he wanted to buy a new car.

Present Progressive → Past Progressive

Alan said, 'I'm having a shower.'

Alan said he was having a shower.

Past Simple → Past Perfect Simple

Lars said, 'I saw a bear behind the tree.'

Lars said he had seen a bear behind the tree.

Present Perfect Simple → Past Perfect Simple

Tim said, 'I've seen the Loch Ness monster.'

Tim said he had seen the Loch Ness monster.

Present Perfect Progressive → Past Perfect Progressive

Andy said, 'I've been waiting for an hour.'

Andy said he had been waiting for an hour.

will → would

Dan said, 'I'll call you later.'

Dan said he would call me later.

can → could

Mike said, 'I can show you the way.'

Mike said he could show me the way.

Conditional Sentences Type 1 → Conditional Sentences Type 2

Diane said, 'If we take a taxi, we'll get there quicker.'

Diane said if they took a taxi, they would get there quicker.

may → might

Paul said, 'I may go to Brazil.'

Paul said he might go to Brazil.

must → had to

Jim said, 'You must work hard.'

Jim said I had to work hard.

now → then

Mark said, 'I'll talk to him now!'

Mark said he would talk to him then.

today, tonight → that day, that night

Tom said, 'We're meeting Tim today.'

Tom said they were meeting Tim that day.

yesterday → the previous day / the day before

Danny said, 'I visited my lawyer yesterday.'

Danny said he had visited his lawyer the previous day.

this morning/year, etc. → that morning/year, etc.

Mary said, 'I haven't eaten anything since this morning.'

Mary said she hadn't eaten anything since that morning.

here → there

Eric said, 'I saw it here.'

Eric said he had seen it there.

tomorrow → the next day / the following day

Steve said, 'I'm flying to Paris tomorrow.'

Steve said he was flying to Paris the following day.

ago → before

Ben said, 'I bought this car two days ago.'

Ben said he had bought that car two days before.

last week/month, etc. → the previous week/month, etc. the week/month, etc. before

Dave said, 'I called Ted last week.'

Dave said that he had called Ted the previous week.

next week / month, etc. → the following week / month, etc.

Gary said, 'I'll return the book next week.'

Gary said he would return the book the following week.

NOTE

- These changes cannot be made when the sentence expresses a general truth or the reporting verb is in the Present, Future or Present Perfect Simple.
'I enjoy cooking,' Cindy said.
Cindy said (that) she enjoys cooking.
'I will move to Dublin next year,' Eric says.
Eric says he will move to Dublin next year.
- The Past Perfect and the verbs *could*, *might*, *should*, *would* and *used to* do not change in Reported Speech.
- The Past Progressive usually doesn't change but when it does, it changes to Past Perfect Progressive.
- Conditional Sentences Types 2 and 3 do not change in Reported Speech.

★ **Special Introductory Verbs**

There are a number of special introductory verbs used in Reported Speech.

- **verb + full infinitive** (agree, claim, demand, offer, promise, refuse, threaten, etc.)

'I'll help you,' said Patty.

Patty offered to help me.

- **verb + object + full infinitive** (advise, allow, ask, beg, encourage, forbid, invite, order, permit, remind, warn, etc.)
'You should take better care of yourself, Ivana,' said Gina.
Gina advised Ivana to take better care of herself.

- **verb + -ing form** (accuse sb of, apologise for, admit (to), complain to sb about, deny, insist on, suggest, etc.)
'George lied to me,' said Cyril.
Cyril accused George of lying to him.
- **verb + that clause** (admit, agree, claim, complain, exclaim, explain, inform sb, promise, suggest, etc.)
'You never listen to me,' he said.
He complained that I never listened to him.

★ Reported Speech (Questions)

- We usually introduce reported questions with the reporting verbs *ask*, *wonder* and the expression *want to know*.
- The verbs in reported questions are in the affirmative form.
'Why did you go to the doctor?' he asked.
He asked me why I had gone to the doctor.
- If the direct question begins with a question word, the reported question also begins with the same question word.
'Where are you going?' she asked.
She asked me where I was going.
- If the direct question does not begin with a question word, the reported question begins with *if* or *whether*.
'Did you enjoy the meal?' he asked.
He asked me if/whether I had enjoyed the meal.
- When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as in reported statements.

★ Reported Speech (Commands and Requests)

- We commonly use *tell*, *command*, *advise*, *warn* or *order* when we report commands and *ask* when we report requests.
- The Imperative changes to full infinitive or *not* + full infinitive.
'Sit down, Rex,' said Dan. → Dan told Rex to sit down.
'Don't tell anyone, please,' Ben said. → Ben asked me not to tell anyone.

NOTE • When the request is in question form, in Reported Speech it changes to full infinitive.
'Will you open the door, please?' Vicky said.
Vicky asked me to open the door.

★ Clauses of Result

- We use **Clauses of Result** to express the result of an action or a conclusion.
- **so + adjective/adverb + (that)**
He was so ill (that) he left work early.
- **such + (a/an) + (adjective) + noun + (that)**
It was such a hot day that we all went swimming.

NOTE • We say **so + much/many**, but **such a lot of**.
• *That* can be omitted, especially in spoken English.

Module 5

★ Passive Voice I

Use

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

Formation

The Passive Voice is formed with the verb **be** + the **past participle** of the **main verb**.

NOTE The person who causes or carries out the action is called an **agent** and is preceded by the preposition **by**.

We usually omit the agent:

- when the action interests us more than the agent.
- when we don't know the agent.
- when it is easy to figure out who the agent is.
The bank was robbed! (by someone who we do not know)
English is spoken in Australia. (by people)

Present Simple	Past Simple
I am called	I was called
Are you called?	Were you called?
They aren't called	They weren't called

Present Perfect Simple	Past Perfect Simple
I've been called	I'd been called
Have you been called?	Had you been called?
You haven't been called	They hadn't been called

Future Will	Modal Verbs
I'll be called	I can be called
Will you be called?	Should you be called?
They won't be called	They mustn't be called

NOTE Irregular verbs page 142.

★ Passive Voice II

We form the **Progressive tenses** in the Passive Voice with the appropriate form of the verb **be** + **being** + the **past participle of the main verb**.

Present Progressive	Past Progressive
I am being called	I was being called
Are you being called?	Were you being called?
They aren't being called	They weren't being called

- The verbs **make**, **see**, **hear**, etc. are followed by a **bare infinitive** in the Active Voice but in the Passive Voice they are followed by a **full infinitive**.
My mum made me eat the whole soup. →
I was made to eat the whole soup.

- 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.

People believe that he is very rich.

The Passive Voice can be formed in two ways:

- It + passive form of verb + that clause**
It is believed that he is very rich.
- subject + passive form of verb + full infinitive**
He is believed to be very rich.
- When a verb (give, offer, send, etc.) takes two objects in the Active Voice, there are two ways of forming the Passive Voice.

Active Voice: *They gave William a present.*

Passive Voice: *William was given a present.*

A present was given to William.

★ Clauses of Concession

- We use **Clauses of Concession** to express **contrast** or **opposition** to the main clause.
- although / even though + subject + verb**
Although/Even though he was starving, he didn't take any of the food they offered him.
- in spite of / despite + noun / -ing form / what...**
Despite the heavy rain, it was very hot.
In spite of feeling afraid, Jim went on the roller coaster.
Despite what you may think, that's not the case.
- in spite of / despite + the fact + that-clause**
He went to school in spite of/despite the fact that he had a terrible headache.

Module 6

★ Unreal Past I

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 have to go tomorrow. (= But you have to).
I wish I had a bigger house. (= But I don't).
- We use **wish / if only + could + bare infinitive** to express regret about something we cannot do at present.
I wish I could speak Italian.
I wish I could come with you on Friday.
- We use **would rather + Past Simple** to say that we would prefer somebody to do or not do something (the subject of *would rather* must be different from the subject of the main verb).
I'd rather you didn't use my phone.
- We use **it's time + Past Simple** to complain, criticise or express what we think should be done.
It's time you went to bed.
- We use **as if / as though + Past Simple** for untrue situations.
He speaks as if he were an expert. (He is not.)

NOTE

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

★ Unreal Past II

- 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 taken a torch with me. I can't see a thing.
- We use **would rather / as if / as though + Past Perfect Simple** to refer to the past.
I'd rather you had informed me earlier.
He talked to us as if he had known us for years.

★ 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 been offered the job, I would have taken it.
- to express regret.
If I hadn't gone to bed so late last night, I would have woken up on time this morning.
- to criticise somebody/something.
If you had completed your degree, you might have found a better job.

★ Causative Form

The **causative form** is used when we do not do something ourselves, but we arrange for somebody else to do it for us.

We painted the house last month. (We did it ourselves.)

We had/got the house painted last month. (A painter did it.)

The **causative form** is formed as follows:

subject + have/get + object + past participle

Present Simple	<i>I have my car fixed.</i>
Present Progressive	<i>I'm having my car fixed.</i>
Past Simple	<i>I had my car fixed.</i>
Past Progressive	<i>I was having my car fixed.</i>
Future will	<i>I'll have my car fixed.</i>
Present Perfect Simple	<i>I've had my car fixed.</i>
Past Perfect Simple	<i>I had had my car fixed.</i>
Modal Verbs	<i>I must have my car fixed.</i>

NOTE

- The interrogative and negative forms of the Present Simple and the Past Simple are formed with the auxiliaries **do/does** and **did**.
How often do you have your hair cut?
Sue didn't have her hair cut yesterday.
- In informal language we can use **get** instead of **have**.
I must get the washing machine repaired.
- If we want to mention who performs the action, we can add **by + agent** at the end of the sentence.
She always has her hair dyed by a hairdresser.
- have someone do something** = make someone do something
get someone to do something = persuade someone to do something

Module 7

★ Past Simple

I worked	He slept
Did you work?	Did she sleep?
They didn't work	It didn't sleep

The **Past Simple** is used:

- to describe a completed action in the past (the time is usually mentioned or implied).
I bought a laptop yesterday.
- to describe completed actions that happened one after the other in the past.
I walked up to the till, paid and then left the shop.
- to describe past habits or repeated actions in the past (often used with adverbs of frequency).
When I was younger, I often went jogging in the park.

TIME EXPRESSIONS

ago, yesterday, in 1998, last week/month/night, etc.

NOTE Irregular verbs on page 142.

★ Past Progressive

I was working	He was sleeping
Were you working?	Was she sleeping?
They weren't working	It wasn't sleeping

The **Past Progressive** is used:

- to describe an action in progress at a certain time in the past.
'What were you doing at 10 o'clock last night?'
'I was having a shower.'
- to describe actions that were happening at the same time in the past (usually with *while* or *as*).
While Lynn was cooking, John was sleeping.
- to describe background scenes to a story.
There were a lot of people at the station. Some were talking on their mobiles, others were sleeping and a few were walking up and down.
- to describe temporary past states or actions.
My grandfather was writing a play in those days.
- to describe repetitive or annoying actions (with the adverbs of frequency *always*, *continually*, etc.)
My brother was always taking my toys when we were young.

★ Past Simple - Past Progressive

Time Clauses (when, while, as, as soon as)

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while**, **when** or **as**.
As/While/When they were walking in the forest, they saw a bear.
I was having a bath when the lights went out.

NOTE

We commonly use **as soon as** with the **Past Simple**.
As soon as we arrived on the island, we ran to the beach.

★ Past Perfect Simple

I had worked	He had slept
Had you worked?	Had she slept?
They hadn't worked	It hadn't slept

The **Past Perfect Simple** is used:

- to describe an action which was completed before a specific point of time in the past.
My mum had done the washing-up by midnight.
- to describe an action that was completed before another action in the past. The second action is in the Past Simple.
The train had already left when we got to the station.

TIME EXPRESSIONS

already, ever, never, just, when, by the time, after, by, before, etc.

NOTE Irregular verbs on page 142.

★ Past Perfect Progressive

I had been working	He had been sleeping
Had you been working?	Had she been sleeping?
They hadn't been working	It hadn't been sleeping

The **Past Perfect Progressive** is used:

- to emphasise the duration of an action that took place before another action in the past.
He had been living in London for 15 years when he moved to Glasgow.
- to refer to an action whose duration caused visible results at a later point of time in the past.
They were tired because they had been cleaning the house all day.

TIME EXPRESSIONS

already, by the time, for, since, after, before, when, how long, etc.

★ used to + base form

I used to work	He used to sleep
Did you use to work?	Did she use to sleep?
They didn't use to work	It didn't use to sleep

used to + base form is used:

- to describe permanent past states.
I used to be overweight when I was younger.
- to describe past habits.
My father used to drive to work, but now he walks.
- to describe repeated actions in the past.
We used to go out every day, but we don't any more.

★ would + base form

I would work	He would sleep
Would you work?	Would she sleep?
They wouldn't work	It wouldn't sleep

would + base form is used:

- to describe past habits.
My grandmother would always wake up at 6 o'clock in the morning.
- to describe typical behaviour in the past.
Every night, Linda would sit down on the sofa and drink a hot cup of tea after dinner.

★ Past intentions

was/were going to + base form

I was going to work	He was going to sleep
Were you going to work?	Was she going to sleep?
They weren't going to work.	It wasn't going to sleep

- **was/were going to + base form** is used to talk about actions somebody intended to do in the past (but probably didn't).
I was going to visit my cousins over the weekend, but they came to visit me instead.


Irregular verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was/were	been	lie	lay	lain
bear	bore	born(e)	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bend	bent	bent	meet	met	met
bind	bound	bound	pay	paid	paid
bite	bit	bitten	put	put	put
blow	blew	blown	read	read	read
break	broke	broken	ride	rode	ridden
bring	brought	brought	ring	rang	rung
build	built	built	rise	rose	risen
burn	burnt/burned	burnt/burned	run	ran	run
buy	bought	bought	say	said	said
burst	burst	burst	see	saw	seen
catch	caught	caught	seek	sought	sought
choose	chose	chosen	sell	sold	sold
come	came	come	send	sent	sent
cost	cost	cost	set	set	set
creep	crept	crept	sew	sewed	sewn/sewed
cut	cut	cut	shake	shook	shaken
deal	dealt	dealt	shine	shone	shone
dig	dug	dug	shoot	shot	shot
do	did	done	show	showed	shown
draw	drew	drawn	shut	shut	shut
dream	dreamt/dreamed	dreamt/dreamed	sing	sang	sung
drink	drank	drunk	sink	sank	sunk
drive	drove	driven	sit	sat	sat
eat	ate	eaten	sleep	slept	slept
fall	fell	fallen	smell	smelt/smelled	smelt/smelled
feed	fed	fed	speak	spoke	spoken
feel	felt	felt	speed	sped	sped
fight	fought	fought	spell	spelt/spelled	spelt/spelled
find	found	found	spend	spent	spent
fly	flew	flown	spill	spilt/spilled	spilt/spilled
forget	forgot	forgotten	split	split	split
forgive	forgave	forgiven	spoil	spoil/spoiled	spoil/spoiled
freeze	froze	frozen	spread	spread	spread
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	stick	stuck	stuck
grow	grew	grown	sting	stung	stung
hang	hung	hung	strike	struck	struck
have	had	had	sweep	swept	swept
hear	heard	heard	swear	swore	sworn
hide	hid	hidden	swim	swam	swum
hit	hit	hit	take	took	taken
hold	held	held	teach	taught	taught
hurt	hurt	hurt	tear	tore	torn
keep	kept	kept	tell	told	told
kneel	knelt	knelt	think	thought	thought
knit	knit/knitted	knit/knitted	throw	threw	thrown
know	knew	known	understand	understood	understood
lay	laid	laid	wake	woke	woken
lead	led	led	wear	wore	worn
lean	leant/leaned	leant/leaned	weave	wove	woven
learn	learnt/learned	learnt/learned	weep	wept	wept
leave	left	left	win	won	won
lend	lent	lent	withdraw	withdrew	withdrawn
let	let	let	write	wrote	written

1a A FORMAL LETTER

Appendix I

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

<p>Position of the person you are writing to and/or name of company (start one line below the date).</p>	<p>The Personnel Manager Waterstones Bookstore</p>	<p>92 Park Lane Epsom Surrey KT18 2LR</p>	<p>Your address: on the right-hand side of the page (without your name).</p>
<p>Address of the person or company you are writing to.</p>	<p>103 Brunswick St Canterbury Kent KT20 68R</p>	<p>18 June 20...</p>	<p>Date: below the address, leaving a blank line in between.</p>
<p>Greeting: on the left-hand side of the page (leave a blank line before and after the greeting).</p>	<p>Dear Sir or Madam, / Dear Mr Jones,</p>		
<p>Signing off: on the left-hand side of the page, followed by a comma.</p>	<p>Yours faithfully, / Yours sincerely,</p>		
<p>Your signature and your full name clearly written underneath.</p>	<p> John Thomas (Mr)</p>		<p>Paragraphing: You can indent (see informal letter 4a) or write in blocked paragraphs leaving a blank line in between the paragraphs. Note that when using blocked paragraphs, everything begins on the left-hand side of the page, except your address and the date.</p>

NOTE In a formal letter, when you don't know the name of the person you are writing to, begin with **Dear Sir/Madam** and end with **Yours faithfully**. When you know the name of the person you are writing to, begin with **Dear Mr/Miss/Mrs/Ms/Dr + surname** and end with **Yours sincerely**. In American English, **Yours truly** and **Yours sincerely** are commonly used in both cases.

In the FCE and ECCE Examinations students are told not to write any addresses.

Expressions/phrases commonly used in a letter of application

Set phrases for opening paragraph	<p>I am writing with regard to / in connection with your advertisement in (where). I am writing to apply for the position of (job) as advertised in (where) on (date). I am interested in applying for the job of...</p>
Expressions for main part	<p>I have studied / been working for... I am presently working for... I am familiar with / experienced in / fluent in... At present I am... As you can see from my curriculum vitae, ... I believe I am suitable for the position of... I consider myself well-qualified for the position of...</p>
Set phrases for closing paragraph	<p>I look forward to hearing from you / a favourable reply. I hope my application will be taken into consideration. If you feel that my qualifications meet your requirements, note that I am available for an interview at your convenience. I enclose / have attached a copy of my curriculum vitae outlining my qualifications and experience.</p>

1b AN ESSAY I

You can use the following linking words/phrases to:

List points	firstly, to begin/start with, in the first place, finally, last but not least
Add more points	in addition to this, furthermore, moreover, what is more, also, apart from this, besides, another point worth mentioning is
Give an example	for example, such as, particularly, especially, take for instance
Emphasise	in fact, as a matter of fact
Express contrast	although, in spite of, despite, however, but
Express cause/reason	because (of), as, since, due to, owing to
Express result/consequence	therefore, in this case, for this reason, consequently, as a result
Sum up	in conclusion, to sum up, all in all, on the whole, taking everything into account
Give your opinion	in my opinion/view, personally, I believe, the way I see it, from my point of view, I am in favour of, my belief is that

2b A LETTER OF COMPLAINT BASED ON PROMPTS

For the layout of formal letters, see 1a.

Set phrases for opening paragraph	<p>I am writing to complain about / make a complaint about ...</p> <p>I am writing to you regarding / in connection with ...</p> <p>I regret that I am obliged to complain about ...</p> <p>I feel I must complain about ...</p> <p>It was completely different from ...</p> <p>I feel it is absolutely unacceptable ...</p> <p>I am dissatisfied with ...</p> <p>Unfortunately, it was nothing like I expected.</p>
Expressions for main part	<p>The problem is ...</p> <p>I must mention/point out ...</p> <p>To make matters worse ...</p> <p>As if that was not bad enough ...</p> <p>I was shocked/surprised ...</p> <p>To my amazement/surprise ...</p> <p>Your advertisement/brochure was misleading.</p> <p>In your advertisement/brochure you state otherwise.</p> <p>You failed to mention that ...</p> <p>You led me to believe that ...</p>
Set phrases for closing paragraph	<p>I believe I am entitled to a partial/full refund.</p> <p>I demand a full refund / immediate action / a replacement.</p> <p>I would be grateful if you would deal with this matter immediately.</p> <p>I would appreciate it if we could sort this matter out as soon as possible.</p> <p>I feel sure / am confident that this matter will receive your prompt attention.</p> <p>I hope that you will give this matter your prompt attention.</p> <p>I am afraid that if this matter is not dealt with immediately, I will...</p> <p>I hope to hear from you as soon as possible.</p> <p>I look forward to hearing from you.</p> <p>Thanking you in advance</p>

3a AN ESSAY II

For a list of linking words/phrases you can use, see 1b.

3b A REVIEW

Expressions/phrases commonly used in a book review

	Introduction/Plot	Comments	Conclusion
BOOK	<p>This book is a best seller. The book is written by ... It is a novel / a classic / an adventure story / a mystery, etc. It came out in ... It was published in/by ... The book tells the story of ... The main character is ... The story is based on ... The story begins ... The book is about ... It is set in ... The plot becomes interesting/ complicated when ... At some point in the story ... The hero/heroine of the story ...</p>	<p>This book is badly/well written. The opening chapters are so appealing that you want to keep on reading. The book contains detailed/ vivid descriptions of the characters. The book is very descriptive and informative. The plot is weak/confusing/slow in development. It is full of suspense. It's long/boring/interesting. Certain parts are funny/amusing. It has realistic dialogues. The ending is (un)predictable/ disappointing/spine-chilling. It has a surprising end. It portrays ... successfully.</p>	<p>You will find it hard to put down. It is (not) worth reading. If you haven't read it, make sure you get a copy. I was highly disappointed by the book. It is a big let-down from start/ beginning to finish/end. It's a classic / a blockbuster. It's a highly entertaining book. It's worthwhile. I found the book boring/exciting. It's a masterpiece of its kind. It appeals to all ages. It's (un)suitable for children. I definitely recommend it.</p>

4a A LETTER GIVING ADVICE

Expressions/phrases commonly used in a letter giving advice

Opening paragraph	<p>I was sorry to hear that you've got problems. I hope the following advice will help you. I've thought about your problem quite a lot. The reason I'm writing back so quickly is to give you some advice.</p>
Main Part	<p>I think / Maybe you should(n't)... If I were in your position, / If I were you, I'd... I strongly advise you to... One thing you can do is... How/What about...? Why don't you...?</p>
Closing paragraph	<p>I hope everything goes well. Good luck! Let me know how everything turns out. There's no need to panic. You'll get over it. Everything will be just fine. Don't forget to keep in touch.</p>

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

Greeting: on the left-hand side of the page (e.g. Dear Bill, Dear Mum). Put a comma after the name.

Dear Ben,

92 Park Lane
Epsom
Surrey KT18 2LR
18 June 20....

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

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

Signing off: towards the middle of the page (e.g. Love, Best wishes). Don't forget the comma followed by your first name written underneath.

Date: below the address.

In the FCE and ECCE Examinations students are told not to write any addresses.

4b A REPORT

Introduction	Conclusion
The aim/purpose of this report is to... This is a report on... This report describes / deals with...	All in all... To sum up... On the whole... In my opinion,... I definitely recommend this place...

5a AN E-MAIL BASED ON PROMPTS

Greetings	Set phrases for opening paragraph	Set phrases for closing paragraph	Signature endings
Dear Tom	How are you (keeping)?	Well, I think that's about it.	Yours
Dearest Jane	I hope you're fine.	Well, that's all for now.	Love
Dear Mum	What have you been up to?	Well, I'd better finish off here.	All my love
Dear Aunt Sue	I haven't heard from you for ages.	I must go now.	Best wishes
Hi Karen!	It was nice to hear from you.	Write soon.	All the best
Hello Bill!	Thank you / Thanks for your letter.	Waiting for your letter.	Lots of kisses
NOT:	Sorry I haven't written for so long.	I'm looking forward to hearing from you.	Take care
Dear brother	It's taken me ages to reply, but ...	See you soon.	Bye for now
Dear friend	I've been meaning to write back, but ...	Keep in touch.	
Dear cousin	Just thought I'd drop you a line.	Give my love/regards to everyone.	

Use some of the phrases in the box in your e-mail to:

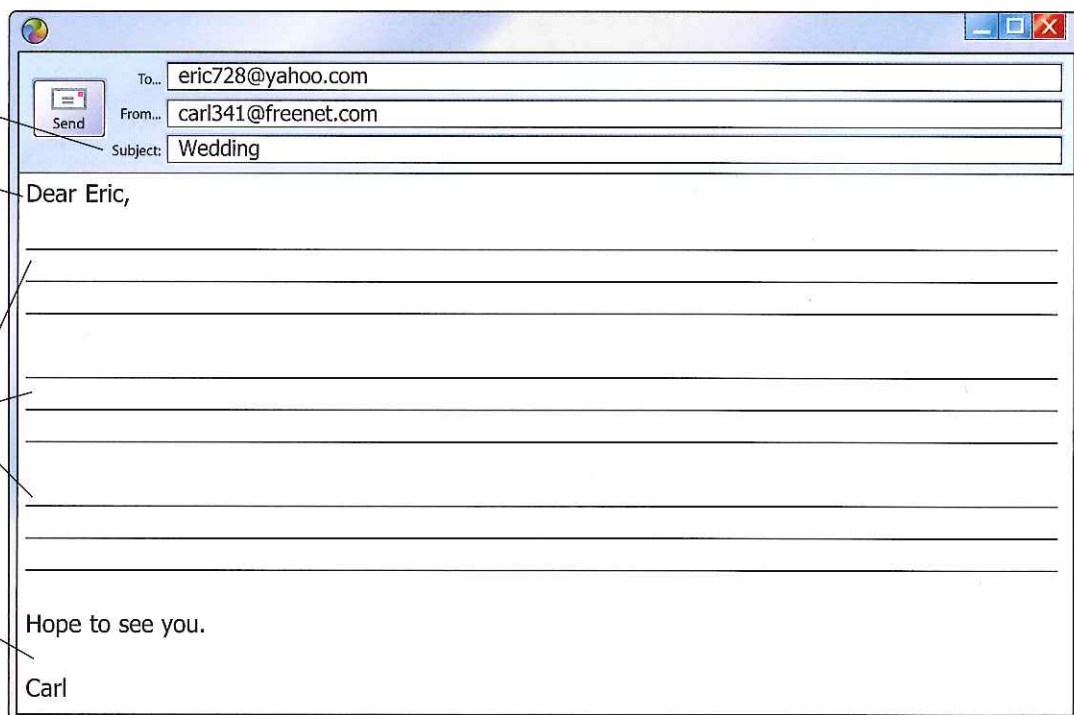
invite	<p>I'd like to invite you to ... Would you like to come to ... ? It would be great if you could come to ... How about ... ? I'm writing to invite you to ...</p>	decline an invitation	<p>I'm afraid I can't come because ... I'm sorry, but ... Unfortunately, I won't be able to make it. It was nice of you to invite me, but ... We would have had a great time, but ...</p>
accept an invitation	<p>That would be great! I just love the idea of ... Thanks for inviting me ... I'd love to come to ... How could I say no?</p>	make arrangements	<p>What do you think about ... ? We could ... Why don't we ... ? I think it would be nice to ... What if we ... ?</p>
give information	<p>You can get here by car / bus / train / plane. You should take / bring... with you... because... The weather here is... The best time to visit is... It would be better if you... The best way to get here would be... because... As for...</p>		

Subject: a brief phrase that indicates what the content of the e-mail is.

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

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

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



5b A LETTER (TO THE EDITOR) EXPRESSING AN OPINION

For the layout of formal letters, see 1a. For a list of linking words/phrases you can use, see 1b.

6a A SEMI-FORMAL LETTER

- A semi-formal letter is written to a person you know but he/she is not a friend or relative of yours.
- In a semi-formal letter, begin with **Dear Mr/Miss/Mrs/Ms/Dr + surname** or with **Dear + first name** and end with **Yours sincerely, All the Best, Best wishes** or **Yours**.

6b AN ESSAY III

For a list of linking words/phrases you can use, see 1b.

7b STORY

Linking words/phrases:

Time	before, before long, when, as soon as, just as, the moment that, while, as, during, in the meantime, immediately, after, afterwards, after that, later, some time later, soon, then, next, in the beginning, at first, in the end, finally, eventually, at last, until, by the time
Concession - Contrast	although, even though, in spite of, despite, however, no matter how/what, whatever, but, while, whereas, nevertheless, regardless of
Result - Consequence	so... that, such... that, therefore, so, otherwise, for this reason, under the circumstances, consequently, as a consequence, as a result
Cause - Reason	because (of), as, since, due to, owing to
Emphasis	in fact, as a matter of fact, actually, to tell you the truth, strangely enough

Expressions/phrases commonly used in story writing

It was too good to be true. It was a sight for sore eyes. I couldn't believe my eyes/luck. As luck would have it ... I was in/out of luck. (Un)luckily ... I breathed a sigh of relief. I was out of breath.	My heart was beating furiously. It made me jump. I burst out laughing / into tears. It was a real shock. It was getting on my nerves. It was the best/worst ever. I was in a good/bad mood. I was left speechless.	All of a sudden / suddenly ... The next thing I knew ... I was taken by surprise ... To my surprise ... (Un)fortunately ... Without a doubt ... Beyond any doubt ... Without thinking ...
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Appendix II

British and American English

spelling

British English	American English
aeroplane	airplane
centimetre	centimeter
centre	center
colour	color
dialogue	dialog
favour	favor
favourite	favorite
grey	gray
humour	humor
kilometre	kilometer
litre	liter
metre	meter
millilitre	milliliter
millimetre	millimeter
neighbour	neighbor
organise	organize
practise	practice
programme	program
theatre	theater
travelled	traveled
travelling	traveling
tyre	tire

words and phrases

British English	American English
aubergine	eggplant
autumn	fall
bill (at a restaurant)	check
bookshop	bookstore
brackets	parentheses
burgle	burglarize
car park	parking lot
cashpoint	ATM
chemist's	pharmacy
chips	French fries
city centre	downtown
cooker	stove / oven
crisps	potato chips
curriculum vitae (CV)	resumé
driving licence	driver's license
do the washing-up	wash the dishes
flat	apartment
flatmate	roommate
football	soccer
footballer	soccer player
fridge	refrigerator
garden	yard
ground floor	first floor
holiday	vacation
ill	sick
jumper	sweater
leisure centre	sports / recreation center
lift	elevator
lorry	truck
luggage	baggage
mark	grade
match	game
maths	math
Ministry of Education	Department of Education
mobile phone	cell phone
move house	move
mum / mummy	mom / mommy
pavement	sidewalk
petrol	gas
petrol station	gas station
phone (v)	call (v)
public telephone	pay phone
(take a) photo	(take a) picture
railway station	train station
rubbish	garbage / trash
secondary school	high school
shop	store
shop assistant	salesperson
shopping centre	shopping mall
surname	last name
tablet	pill
term	quarter / semester
tick (✓)	check (✓)
till (n)	cash register
timetable	schedule
train (v)	practice (v)
trainers	sneakers
trolley	cart
trousers	pants
radio programme	radio show
underground (railway)	subway

grammar and usage

British English	American English
28 February	February 28
28th February	February 28th
at the weekend	on the weekend
in exams	on exams
cater to	cater for
quarter past two	a quarter after two
Have you got?	Do you have?
I've got / I have got	I have
I haven't got	I don't have
learnt	learned
smelt	smelled
be in hospital	be in the hospital
go to hospital	go to the hospital
book a room/table	make a reservation
lay the table	set the table
sit for an exam	take an exam
have a shower	take a shower

