

# That's incredible!



## Discuss:

- ▶ Have you ever been to a place which you considered incredible? What was special about it?
- ▶ In which cases would you say the phrase "That's incredible!"?

## Flick through the module and find...

- ▶ a short text about some strange designs in Peru p. 14
- ▶ a description of an ancient city p. 11
- ▶ a newspaper article about an unusual criminal p. 12
- ▶ a description of a mysterious island p. 6
- ▶ a dialogue between two friends p. 8
- ▶ an unbelievable story p. 16

## In this module you will...

- ▶ talk about mysterious and unusual events/incidents
- ▶ talk about interesting buildings and landmarks
- ▶ learn how to sequence past actions and events
- ▶ learn how to report statements, questions
- ▶ learn to write a description of a place/landmark
- ▶ acquire skills and strategies that will help you

**A. Discuss.**

- Are there any places in your country that are considered 'strange'?
- What is strange about them?

**B. Read the text quickly and choose the most appropriate title.**

**a** The inhabitants of Rapa Nui

**b** The statues of Rapa Nui

**c** The island of Rapa Nui

Rapa Nui is one of the world's most famous places. However, it is also one of the loneliest. Rapa Nui is a small island in the Pacific Ocean, about 4000 kilometres off the coast of South America and around 2000 kilometres from the nearest island. It can be reached only by plane, as it has no harbour. Most of the coastline consists of cliffs and there are some extinct volcanoes. As the island is covered in grass, most of its inhabitants are sheep farmers.

Besides its unique geographical location, Rapa Nui also has an extraordinary history. Rapa Nui had remained unknown to Europeans until 1722 when Dutch explorer, Jakob Rogeeven, discovered it. The inhabitants had been living on this remote island for centuries. Some fifty years later, Captain James Cook came to the island during his second Pacific voyage of discovery. To his surprise, he found between 600 and 700 men and only 30 women living on the island. Legend has it that the women and children had been killed during a war between the two tribes living on the island. The population decreased even more in 1862, when Peruvians ordered about one third of the island's inhabitants to be taken to Peru to work as slaves. Only fifteen of them returned home alive. However, they brought back diseases with them, which killed most of the rest of the inhabitants.

Because of these tragic decreases in population, it is difficult to trace where the islanders initially came from. There is no written account of the island's history and with the death of its inhabitants the oral tradition vanished. There are two major theories about the islanders' origins. The first is that they were Polynesian, while the second suggests that they came from South America. Whoever they were, one thing is certain. They have created the most famous stone statues in the world.

These enormous statues are figures of men showing only the upper body. According to archaeologists, they were made of volcanic rock and were carved hundreds of years ago. They were first carved lying down and then lifted into the positions where they stand today. There are approximately six hundred of them and specialists believe that they represent men who belonged to the ruling tribe of the island. The statues have long ears and wear a red stone hat, which probably represents the red hair most of the islanders had. The exact reason why the statues were made remains a mystery.

There are so many unanswered questions about Rapa Nui, its history and its inhabitants. This is probably what makes it a truly fascinating place.



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

1. What makes Rapa Nui special?
  - a. its landscape
  - b. its great distance from any land
  - c. its name
2. Why did the population of Rapa Nui decrease in the 19th century?
  - a. Because many people died of illnesses.
  - b. Because many people were killed during war.
  - c. Because most of the people were carried away as slaves.
3. What do the statues represent?
  - a. men from two different tribes
  - b. foreign visitors
  - c. men from the most powerful tribe
4. What is the purpose of this <sup>statue</sup>?
  - a. To attract visitors to Rapa Nui
  - b. To explain how the statues were made
  - c. To inform about the island

## The Answer:

**c**

1. **b** (...around 2000 kilometres from the nearest island.)
2. **a** (... However they brought back diseases ... inhabitants.)
3. **c** (... belonged to the ruling tribe)
4. **c** (the last paragraph)

موقع واجباتك



- The man **disappeared** into the forest and was never seen again. vanished
- I have **reduced** the amount of time I spend watching television. decreased
- Linda was **honestly** sorry for hurting her friend's feelings. truly
- Tom and Jack gave the police a clear **description** of the robber. account
- There were **nearly** 50 people in the building when it collapsed. approximat
- Their **trip** was very long and many of the sailors got seasick. voyage
- Thanks to developments in medicine, certain **illnesses** are no longer fatal. diseases
- Anna lives in an **isolated** town in the mountains. remote

### E. Discuss.

- Would you be interested in visiting Rapa Nu?
- Why do you think the inhabitants built the statues?

## VOCABULARY

### REPORTING VERBS

A. Read the following sentences. What do you think the verbs in bold mean?

Explain yourself, I beg you!

a. ask eagerly      b. promise      c. order

'Who is Eric?' he wondered aloud.

a. answered      b. thought      c. cried

B. Read the sentences below and match the verbs in bold with their meanings a-f.

- Sally **refused** to help me with the washing-up. **(f)**
- Ian **apologised** for all the trouble he had given us. **(d)**
- I **admit** that I broke the window and I'm terribly sorry about it. **(a)**
- Perhaps I should **remind** you that your term test is next Monday. **(e)**
- The police officer **ordered** the man to turn around. **(c)**
- He **denied** stealing the money but the police didn't believe him. **(b)**

- agree that something is true
- say that something is not true
- tell someone to do something
- say that you are sorry
- make someone remember
- not accept

## GRAMMAR

### PAST PERFECT SIMPLE – PAST PERFECT PROGRESSIVE

A. Look at the extracts from the text and answer the questions that follow.

- Rapa Nu **had remained** unknown to Europeans until 1722 when Dutch explorer, Jakob Rogeeven, **discovered** it.
  - Which action happened first and which happened next?
  - Which tenses are used?
- The inhabitants **had been living** on this remote island for centuries.
  - How long had the inhabitants been living on the remote island?
  - Which tense is used?

B. Read about the uses of the Past Perfect Simple and the Past Perfect Progressive and make your own examples.

#### The Past Perfect Simple (had + past participle)

is used for an action which was completed before a specific time or another action in the past.

#### The Past Perfect Progressive (had + been + -ing form)

is used for an action which had been going on for some time before a specific time or another action in the past.

Grammar Reference p. 77

## PRACTICE

Complete the text with the Past Simple, the Past Perfect Simple or the Past Perfect Progressive of the verbs in brackets.

- I (1) had been thinking (think) of travelling around the world for quite some time, and finally (2) found (find) the money to do so. While I was travelling around the Far East last year, I (3) met (meet) quite an unusual man. I was sitting in a café enjoying a cup of tea when I (4) noticed (notice) him looking at me. He (5) had been looking (look) at me for about ten minutes when he (6) stood (stand) up and (7) approached (approach) me. He (8) sat (sit) down opposite me and (9) began (begin) talking. He (10) knew (know) my name, surname, occupation, in fact, everything. Where (11) had / did he got / get (get) all this information from? It was like he (12) had read (read) a book about my life. When he (13) finished/had finished (finish), I (14) asked (ask) him (15) had found (find) it (16) said (say) 'Do (17) were (be) at u

## The Answer:

### GRAMMAR

#### A

##### 1

- Which action happened first and which happened next?

First: Rapa Nui had remained unknown.

Next: Jakob Rogeeven discovered it.

- Which tenses are used?

Past Simple and Past Perfect Simple

##### 2

- How long had the inhabitants been living on the remote island?

For centuries.

- Which tense is used?

The Past Perfect Progressive

#### B

We arrived at the station after the train had left.

The Pen had been searching for hours when they decided to give up.

## A. Discuss.

- Has anything strange ever happened to you?
- How did it make you feel?

## B. Listen to the dialogue. Who did Toby help? How?



## Toby helped the police arrest a robber.

**Toby** Hey Ray, you won't believe what happened to me the other day.

**Ray** What?

**Toby** Well I was going home from my taekwondo lesson.

**Ray** I didn't know you'd taken up taekwondo.

**Toby** Yeah, I had my first lesson last week. Anyway, let me finish my story. I was waiting at the bus stop when two police officers ran up to me and shouted 'Did a tall, thin man in a brown leather jacket come by here?' I told them I hadn't seen anyone like that and they ran away.

**Ray** That's odd. Did you find out why they were looking for him?

**Toby** Listen to my story. Shortly afterwards, the bus came and I got on and sat down. The bus was ready to leave when a man rushed on. He was out of breath and he was looking around suspiciously. He was also tall and thin and was wearing a brown leather jacket.

**Ray** Was it the man the police were looking for?

**Toby** Let me finish. I considered calling up the police, but I was worried the man might notice me.

**Ray** What did you do?

**Toby** When we came to my bus stop, I didn't get off. Two stops later, he got off.

**Ray** Did you pursue him?

**Toby** Well, yeah. But he went one direction and I wandered off in another. Then I turned around and followed him.

**Ray** What are you, a detective or something?

**Toby** I do my best. Anyway, I saw him enter a house and I immediately called the police. They said I should stay put and that they would be there shortly. But I reckon the man saw me and got suspicious because after a while he came out of the house.

**Ray** Oh no!

**Toby** Fortunately, the police turned up and arrested him. Apparently, he had held up the bank on Station Road last Monday.

**Ray** That was him? That's unbelievable! It was in all the papers.

**Toby** I know. The police said he had tried to make up a story about me being part of the robbery, but they didn't believe him.

**Ray** So, you're a real-life crime fighter.

**Toby** Yes, you could call me that.

## C. Read the dialogue again and answer the questions below.

1. When did Toby start taekwondo lessons?
2. Who did Toby talk to while he was waiting for the bus?
3. Why was Toby suspicious about the man who got on the bus?
4. Why didn't Toby get off at his bus stop?
5. What did Toby do as soon as he got off?
6. What did the police tell Toby to do?
7. How did Ray know what had happened?

## The Answer:

C

1. Last week. ('I had my first lesson last week.')
2. He talked to two police officers. ('I was waiting at the bus stop when two police officers ran up to me and shouted ...')
3. Because he rushed on the bus out of breath and was looking around suspiciously. ('...when a man rushed on...suspiciously.')
4. Because he wanted to follow the man. ('When we came to my bus stop, I didn't get off ... Did you pursue him')
5. He followed the man. ('Then I turned around and followed him.')
6. They told him not to leave. ('They said I should stay put ...')
7. Ray had read about the man in the newspaper. ('It was in all the papers.')

- odd
  - strange
  - friendly
  - scary
- pursue
  - stop
  - follow
  - look at
- wandered off
  - hid
  - left the place
  - remained in one place
- real-life
  - actual
  - fictional
  - imaginary

### E. Discuss.

- Do you think Toby did the right thing?
- What would you do if something similar happened to you?

## VOCABULARY

### PHRASAL VERBS WITH 'UP'

#### A. Look at the following extracts from the dialogue. What do the phrases in bold mean?

Fortunately, the police **turned up** and **arrested** him. Apparently, he had **held up** the bank...

#### B. Match the phrasal verbs in bold with their meanings a-h.

- I'm thinking of **taking up** painting. I've heard it's very relaxing. **d**
- Would you be able to **put me up** for the night? I have nowhere to stay. **e**
- I can't believe Trevor **turned up** at the meeting with his hair dyed green. **f**
- The robbers **held up** the bank and escaped with £300,000. **a**
- Many people believe that he **made up** the story, but he claims it is the truth. **b**
- Ed was **brought up** by his grandmother. **h**
- My father said that the price of electricity will **go up** by 25% next year. **c**
- The story is about a young girl **growing up** in South Africa in the 1960s. **g**

- |             |                              |
|-------------|------------------------------|
| a. rob      | e. offer accommodation       |
| b. invent   | f. appear                    |
| c. increase | g. gradually become an adult |
| d. start    | h. raise a child             |

## GRAMMAR

### REPORTED SPEECH (STATEMENTS)

#### A. Read the following extracts from the dialogue and complete the speech bubbles with the speakers' exact words.

I told them I **hadn't** seen anyone like that...

I **haven't** seen anyone like that.

They said I **should** stay put and that they would be there shortly.

**You** should **stay put**  
We **will** be there shortly.

The police said he had tried to make up a story about me being part of the robbery...

He **tried** to make up a story about **you** being part of the robbery.

#### B. Study the examples above and circle the correct words to complete the rules below.

We use Reported Speech when we report what someone said without using their exact words. We usually use the verbs *say* and *tell* to introduce reported statements. We use *say* / *tell* when there is an indirect object (e.g. *me*, *him*, etc.), but we use *say* / *tell* when there is no indirect object.

When we change from Direct to Reported Speech:

• Pronouns and possessive adjectives change according to the meaning of the sentence.

• Tenses and modal verbs change as follows:

Present Simple → Past Simple / Past Perfect Simple

Present Progressive → Past Progressive

Past Simple → Present Perfect Simple / Past Perfect Simple

Present Perfect Simple → Past Perfect Simple

Present Perfect Progressive → Past Perfect Progressive

can → could

will → should / would

may → might

NOTE

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

Grammar Reference pp. 77-78

## PRACTICE

#### Rewrite the following sentences using Reported Speech.

- 'I am thinking of taking a foreign language course,' Brad said to Tom.  
Tom that he was thinking of taking a foreign language course.
- 'I don't know what time Jack will arrive,' Adam told me.  
Adam told me that he didn't know what time Jack would arrive.
- 'I'm going to buy a holiday home in Spain,' Philip said to me.  
Philip told me that he was going to buy a holiday home in Spain.
- 'It may rain at the weekend,' Paul said.  
Paul said that it might rain.
- 'I have bought a new car for the race,' Peter told me.  
Peter told me that he had bought a new car for the race.

**The Answer:**

**VOCABULARY**

**A**

**turn up = appear**

**hold up = rob (a bank)**

**GRAMMAR**

**B**

**tell, say, Past Simple, Past Perfect Simple, would**

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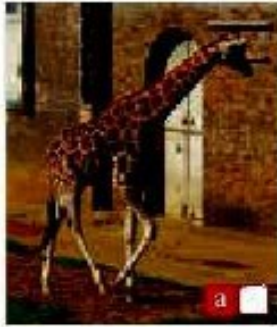
## LISTENING



### A. Discuss.

- Have you ever been on a guided city tour? If yes, did you like it? If not, would you like to go on one?

### B. You will hear a tour guide taking tourists on a tour of London. Listen and tick the places he mentions.



a



b



c



d



e



f

### C. Listen to the tour guide again and decide if the statements below are True or False. Write T or F in the boxes.

1. Big Ben is the name of the clock tower at the Houses of Parliament. **F**
2. There are different opinions about where the name Big Ben comes from. **T**
3. Each 'flight' on the London Eye lasts 30 minutes. **T**
4. The tourists aren't going on the London Eye because the weather isn't appropriate. **F**
5. The White Tower is the most famous building of the Tower of London. **T**
6. Beefeaters aren't allowed to speak to tourists. **F**

## SPEAKING

Talk in pairs. Imagine that you and your partner are in Jeddah and have enough time to visit only one of the two places, King Fahd's Fountain or the Jeddah Regional Museum of Archaeology and Ethnography. Decide which one to visit using the information you have and some of the words and expressions given below.

### King Fahd's Fountain



- tallest water fountain in the world
- open 7 days a week
- visit at night for a spectacular sight
- visible from almost everywhere in Jeddah

### Jeddah Regional Museum of Archaeology and Ethnography

- located in the Khuzam Palace in the Al-Nuzlah al-Yamaniyah quarter, in the south of Jeddah
- you can see artefacts of the stone age, several pre-islamic cultures and items illustrating the rise of Islam
- collection of ethnographic items of recent times



huge    spectacular/magnificent/breathtaking  
exciting    impressive    attractive    historic  
long queues    crowded    traditional

I think we should go to the museum.  
I disagree. I think we would enjoy the fountain more because it's more scenic.  
If we go to... we can see the fountain and the museum.

## The Answer:

### SPEAKING

#### Reasons for visiting King Fahd's Fountain:

This breathtaking sight is one of a kind - it is the tallest water fountain in the world.

It offers visitors a spectacular sight, especially at night.

It is open daily.

#### Reasons for visiting Jeddah Regional Museum of Archaeology and Ethnography:

It is located in a very attractive location, the Khuzam Palace.

It is educational: you can see important historic artefacts from various eras.

WRITING A DESCRIPTION OF A PLACE / BUILDING

**A. Discuss.**

- What places or landmarks attract visitors in your country? What is special about them?
- If you had the opportunity to visit a famous landmark, which would you choose? Why?

**B. Read the description of Petra below. Is it a place you would like to visit? Why / Why not?**

**PETRA:  
THE  
ROSE-RED  
CITY**



If you travel deep into the mountains of Arabah in the heart of Jordan, you will find the legendary Petra. This breathtaking ancient city is carved in the red sandstone cliffs of the Al Siq gorge.

Petra, which was built by the Nabataeans more than 2,000 years ago, was an important trade centre and all caravans passed through there. It linked Asia and the Middle East with the Mediterranean. There are hundreds of carved tombs, ruins, huge obelisks and even a Roman-style amphitheatre. However, Petra's most spectacular sight is the Al-Khazneh or the 'treasury' at the end of the gorge. The beautifully carved entrance of this building shows you why Petra was chosen as one of the New Seven Wonders of the World in 2007.

A guided tour by donkey or camel is very popular with tourists who want to admire the outstanding architecture of this glorious city. In addition to the numerous treasures this place has to offer, there are two fantastic museums; The Petra Archaeological and The Petra Nabataean where visitors can see finds from the area on display and get a feel of what life was like for the inhabitants of Petra.

Petra offers visitors a glimpse into Jordanian history. A trip to this ancient city is definitely worth the time and effort. It is a destination that no traveller should miss for the world.

**C. Each of the following phrases corresponds to one of the paragraphs in the description. Write the numbers 1-4 in the boxes.**

In this paragraph the writer:

- a. says why the place is worth visiting and makes a general comment about it. 4
- b. describes the place and its special features. 2
- c. mentions what else you can see and do there. 3
- d. says where the place is and gives general information about it. 1

**D. Find words/phrases in the text which mean:**

- a. having many stories told about it (para 1)
- b. the activity of buying and selling (para 2)
- c. existing in large numbers (para 3)
- d. to be put somewhere where people can look at it (para 3)
- e. a short experience of something that helps you understand it (para 4)
- f. a place where someone is going (para 4)

legendary

trade

numerous

on display

glimpse

destination

**E. When you are writing a description of a place, follow the outline below.**

**OPENING PARAGRAPH**

- Give some general information about the place.

**MAIN PART (2 paragraphs)**

- Describe the place, the atmosphere and its special features.
- Say what there is to see and do there.

**CONCLUSION**

- Summarise your points.
- Make a general comment or say how you feel about the place.

**WRITING TASK**

Write a description of a famous landmark or building in your country using the outline above (100-150 words). Go to the Workbook, p. 10.



When you are writing a description of a place:

- write about a place you are familiar with, for example one you have been to.
- use the Present Simple to describe the place and the Past Simple to talk about its history.
- write about the most important and interesting features of the place.
- don't include unimportant details in your description.
- use a variety of adjectives to make your description more vivid.



## The Answer:

### WRITING TASK

#### Nasseef House

Nasseef House (Bayt Nasseef) is situated in the old town of Jeddah on al-Alawi Street. The house is also known as "the house with the tree," for it opens onto a square with a neem tree, the only tree in Jeddah until the 1920s .

It was built between 1872 and 1881 by Sheikh Umar Effendi al- Nasseef in 1975. The house was designed by a Turkish architect. The house is constructed of limestone bearing walls reinforced with wooden beams and is therefore unusual when compared with other historic Jeddah residences.

The façade is covered with limestone plaster decorated with a band of floral motifs delineating the wooden slab of each floor. The plan of the house is arranged around a central hall leading to the four corner rooms, the stairs to the south and the major room to the north.

The interior rooms are decorated with frescoes, wood carvings, and decorative tiling holding Arabic calligraphy. I feel proud of this historic landmark.

**A. Discuss.**

- Have you ever read or heard about any strange crimes?
- What would you do if you realised there was a burglar in your house?

**B. Read the text quickly and answer the following question.**

Where does the text probably come from?

- a. a book with short stories
- b. a daily newspaper
- c. a weekly magazine
- d. a police report



## HUNGRY BURGLAR CAUGHT RED-HANDED

Last night, the police finally caught the well-known 'hungry' burglar in action in the house of Tony Green, a Montville, New Jersey native. The burglar was known in the area for breaking into houses when the owners were either gone or asleep, and simply eating or taking whatever food he could find. Many victims simply woke up or returned home to find their cupboards and fridges completely empty.

That was not the case for Tony, however. He was asleep when he heard strange noises coming from the kitchen. He quietly went downstairs and, to his astonishment, saw a chubby man, of about 40, eating his chicken leftovers. He immediately called the police and asked them to come to his house as quickly as possible. The police told him not to panic and said that they would be there **in no time**. They also told him to stay in his room for safety reasons.

'I had heard stories of the hungry thief from friends and some neighbours who had been victims of his food raiding, so I was prepared,' Tony says. **Thankfully**, the police arrived before the thief had time to finish my roast chicken. They also found about ten bags of food he was ready to take with him before he left.'

People like Tim and Miranda Jones were not so lucky. They returned home once to find one of their front windows broken and their kitchen a mess. They said that it looked like a hurricane had passed through their house. There were scraps of food everywhere and pots and pans **scattered** on the floor. 'It was very **bizarre**,' says Miranda. 'The police asked us if anything else was missing. We checked to see if our money and jewellery were gone. Fortunately, everything was in its place. It was just the food he was after. We asked our neighbours if they had heard or seen anything but nobody had. I had never **encountered** anything like this. We simply didn't know how to react.'

The police confirmed the identification of the man by matching his fingerprints with some that had been left on food containers from his previous burglaries. After the burglar **confessed**, the police asked him why he had committed those crimes. He said that he was a homeless man who was simply hungry and preferred eating home-cooked meals to stealing from supermarkets. He also said that he never stole anything **apart from** food. He was charged with burglary and can face up to two years in prison.

**C. Read the text again and decide if the following statements are True, False or Not Mentioned in the text. Write T, F or NM in the boxes.**

1. The burglar is a New Jersey native.
2. Tony Green caught the thief himself and held him in his house until the police came.
3. The burglar was preparing to take food from Tony's house.
4. The burglar's favourite food was chicken.
5. The burglar entered Tim and Miranda's house by breaking their front window.
6. No jewellery or money was taken from the Jones' house.
7. The police arrived at Tim and Miranda's house in no time.
8. The police matched the burglar's fingerprints with those left on food containers.
9. The burglar never admitted his crimes.
10. The burglar will go to prison for at least two years.

- NM
- F
- T
- NM
- T
- T
- NM

## The Answer:

### Comprehension Questions

- How was the burglar caught during his last burglary?

The owner of the house who was asleep woke up and called the police who came before the burglar left the crime scene.

- What kind of food was he eating when he was arrested?

Chicken leftovers.

- Why did the burglar break into houses?

Because he was homeless and he preferred home-cooked meals to stealing food from the supermarket.

1. ~~thankfully~~ **f**
2. **thankfully** **f**
3. scattered **e**
4. bizarre **a**
5. encountered **b**
6. confessed **g**
7. apart from **c**

- a. very strange  
b. experienced  
c. except for  
d. very quickly  
e. thrown and spread around  
f. luckily  
g. admitted doing something wrong

### E. Discuss.

- What makes the hungry thief different from other criminals who break into houses?

## VOCABULARY

### 1. WORDS RELATED TO CRIME

A. Complete the table with the missing words.

ACTION (VERB)	CRIME	CRIMINAL
steal	theft	<b>thief</b>
<b>rob</b>	robbery	<b>robber</b>
<b>murder</b>	murder	murderer
break in/into	<b>burglary</b>	burglar
<b>kidnap</b>	kidnapping	kidnapper

B. Complete the sentences with words from the table above. You may need to change the form of the words.

1. There was a robbery at the bank yesterday.
2. Someone broke into the museum last night and stole an ancient vase.
3. The kidnapper(s) asked for one million pounds in cash to release the child.
4. The police arrested a man for the theft of three computers from our company's offices.

### 2. EXPRESSIONS WITH THE WORD 'TIME'

Read the sentences 1-6 and match the expressions in bold with their meanings a-f.

1. They told us that the meeting would start **on time**. **b**
2. Make sure you arrive at the port **in time** to catch the last ferry back to the city. **f**
3. **From time to time**, I go to a spa and have a facial treatment. **a**
4. The children are quiet, **for the time being**. **c**
5. **Once upon a time**, there was a brave man who lived in a faraway land. **d**
6. **By the time** I can afford to buy that house, the price will have gone up. **e**

- a. occasionally  
b. at the correct time  
c. just for now  
d. a very long time ago  
e. before  
f. not late

### 3. 'BE' + PREPOSITIONS

A. Look at the following extract from the text. What does the phrase in bold mean?

*It was just the food he **was after**.*

- a. ate      b. cooked      c. tried to get

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

1. Hashim is usually **up** at seven o'clock in the morning. **e**
2. I **was about** to leave home when I heard a strange noise. **d**
3. **Are you for** your brother's decision to spend so much money on a new car? **b**
4. We must **be off** now. We have to catch the 8:30 train. **a**
5. I **am** definitely **against** the idea of express diets. **g**
6. I hope this long lecture will **be over** soon. **c**
7. What is that boy **up to**? Is he trying to hide something? **f**

- a. to leave  
b. to support  
c. to end  
d. to be ready to  
e. to be awake and out of bed  
f. to do (usually something wrong)  
g. to not support

## GRAMMAR

### REPORTED QUESTIONS, COMMANDS AND REQUESTS

A. Read the following extracts from the text on page 12 and complete the speech bubbles with the speakers' exact words.

He asked them to come to his house as quickly as possible.

Please, **come to my** house as quickly as possible.

The police told him not to panic...

**Don't panic**, sir!

We asked our neighbours if they had heard or seen anything...

**Did you** hear or see anything?

...the police asked him why he had committed those crimes.

**Why have you** committed these crimes?

B. Study the examples above and complete the rules below by circling the correct words.

#### Reported commands and requests

- Commands are usually introduced with the verb *tell* and requests with the verb *ask*.
- The imperative changes to:  
to + base form  
and the negative imperative changes to:  
**don't** **not** + to + base form.

#### Reported questions

- They are usually introduced with the verbs **ask**, *tell*, *wonder* and *want to know*.
- If a direct question begins with a question word (e.g. *who*, *what*, *why*), the reported question begins with the same question word.
- If a direct question does not begin with a question word, the reported question begins with **if** **that** or *whether*.
- The verb in a reported question is in the question **affirmative** form.
- When we change questions from Direct to Reported Speech, pronouns, tenses, etc. change in the same way as when we report statements.

Grammar Reference p. 78

## PRACTICE

Rewrite the following sentences using Reported Speech.

- 'Are you going to the beach on Thursday?' Andy asked Tony.  
Andy wanted to know **if/whether Tony was going to the beach on Thursday**.
- 'Could you bring me some ketchup, please?' Peter said to the waiter.  
Peter asked the waiter **to bring (whether/if he could bring) him some ketchup**.
- 'Will the weather be nice this weekend?' Becky thought.  
Becky wondered **if/whether the weather would be**.
- 'Why are you taking part in that competition?' my father asked me.  
My father wanted **to know why I was taking part in that competition**.
- 'Put your bag in the container,' the airport security guard said to me.  
The airport security guard told me **to put my bag in the container**.
- 'Where did I leave my credit card?' Ameer asked himself.  
Ameer wondered **where he had left his credit card**.
- 'Please, don't make noise!' Julie said to her sister.  
Julie asked **her sister not to make noise**.

## ENGLISH IN USE

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



## NAZCA LINES

In September 1926, Professor Julio C. Tello and his team of (1) **b** were digging in the (2) **a** of the Nazca Valley in Peru. One day, two of the team members went for a walk. They wandered (3) **b** in the direction of a hill. When they reached the top, they looked down and noticed something truly (4) **b**. The desert below was full of huge drawings of various geometric shapes. Apart (5) **a** those, there were also drawings of animals, birds and insects. Some were about two hundred metres long. Scientific testing (6) **c** that the drawings were more than two thousand years old. Scientists have many (7) **a** about why the ancient Nazca people made these lines. However, (8) **c** the time being, there is no definite answer. Some believe that the Nazca people knew how to fly and could see the drawings from the sky. Others believe they were a special calendar for the stars. Nowadays, the Nazca lines are one of Peru's most famous (9) **a** and if you want to experience them for yourself, you can go on a guided (10) **c**.

- |                   |                   |                |
|-------------------|-------------------|----------------|
| 1. a. victims     | b. archaeologists | c. specialists |
| 2. a. heart       | b. landscape      | c. discovery   |
| 3. a. for         | b. off            | c. up          |
| 4. a. traditional | b. spectacular    | c. legendary   |
| 5. a. from        | b. for            | c. to          |
| 6. a. reckoned    | b. confessed      | c. confirmed   |
| 7. a. theories    | b. mysteries      |                |
| 8. a. from        | b. in             |                |
| 9. a. landmarks   | b. wonders        |                |
| 10. a. trip       | b. voyage         |                |

**LISTENING**



**A. You will hear part of a radio programme called *Unbelievable but True*, which features strange short stories in a dramatised form. Listen and answer the question below.**

• Who was responsible for the mess in Andy's house? **Andy's pet rabbit.**

**B. Listen again and complete the sentences below.**

1. When Andy saw his house, the first thing he thought was that there had been a **burglary**.
2. When Andy came home, the door was **locked**.
3. Only Andy's **parents** have a key to his house.
4. Andy's **door** is on the same alarm system as the windows.
5. The detective thought that the thief was still **in the house**.
6. Andy forgot to give the detective some very important **information**.



**SPEAKING**

Talk in pairs. Imagine that you both witnessed the strange event described in the news report below. Ask each other questions to find out more information and answer using your imagination and some of the vocabulary given.

# Strange Lights ! in the Sky.

The citizens of Springfield were treated to a very bizarre light show on Sunday night. Witnesses say that at around nine o'clock last night, a red light suddenly appeared in the sky forming different shapes and lighting up the entire night sky. It was then quickly followed by an orange, a yellow and a green light and all this happened several times. Some witnesses said that they also heard strange sounds. So far scientists have no explanation as to what those lights could have been.



spectacular    impressive    frightened    stunned    curious    weird

Where exactly / you / be / what / you / do?  
How / you / describe / sight?  
What / you / think / when / first see / lights?  
What kind / shapes / lights / form?

What kind / sou  
How / y  
Where / you / think

## The Answer:

### SPEAKING

**SA:** Where exactly were you and what were you doing at the time of the incident?

**SB:** I was at my best friend's house and we were playing football in his garden.

**SA:** How would you describe the sight?

**SB:** We saw a red light forming different shapes in the sky. Then the shapes changed colour and became yellow and orange.

**SA:** What did you think when you first saw the lights?

**SB:** I thought they were some kind of fireworks, but then I realised that the lights were too high to be fireworks.

**SA:** What kind of shapes did the lights form?

**SB:** At first, they formed circles and then spirals.

**SA:** What kind of sounds did you hear?

**SB:** It sounded like an engine.

**SA:** How did you feel?

**SB:** We weren't worried, but we were trying to figure out what was going on.

**SA:** Where do you think the lights were coming from?

**SB:** I think they were coming from a plane.

## WRITING A STORY

### A. Discuss.

- Have you ever had a dream that was so real that you thought it had actually happened? If yes, tell the others about it.

### B. Read the rubric and the story that follows. Has the writer ended the story appropriately? How does he explain what happened that night?

An international magazine 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:

*So, Peter realised it was a dream after all.*



Late **last Friday night**, Peter was watching TV **when** the phone rang. It was his cousin Kevin and he asked Peter to meet him at the stadium. **Before** Peter had time to say anything, Kevin said, 'Don't ask me why, just get here quickly. It's urgent!'

Peter grabbed his jacket and ran to the stadium. Someone had left a door open so Peter walked in. It was dark in the stadium and he could hardly see. **While** Peter was trying to find his cousin, he tripped and fell on the grass. Suddenly, all the flood lights turned on. Peter looked around and saw Kevin standing on the pitch, dressed in black. There were some other people standing there too, but he couldn't make out who they were.

Kevin spoke to Peter in a deep voice. He said, 'Come with us.' **Then**, the lights went out and Peter felt a cold wind blowing. He could hear Kevin's voice fading away, telling him to follow them. The next thing he knew, he was back home in front of the TV again.

Peter thought he had been dreaming. But he looked at his jeans and they had grass stains on them. It was all very mysterious. Then he remembered playing football earlier that day. So, Peter realised it was a dream after all.

### C. Read the story again and answer the questions.

1. What tenses does the writer use to set the scene of the story in the first paragraph?
2. What tenses does the writer use throughout the story?
3. Look at the words/phrases highlighted in the story.

- a. Which two link two past actions and indicate that one action 'interrupted' the other?
- b. Which two link past actions that happened one after the other?
- c. Which one indicates the specific time something happened?

**when, while**

**before, then  
last Friday night**



## The Answer:

### WRITING A STORY

#### B

- Yes, because the story ends with the words specified in the competition rules ('So, Peter realised it was a dream after all.').
- He says he had been dreaming.

#### C

##### 1.

Past Progressive, Past Simple, Present Simple

##### 2.

Past Progressive, Past Simple, Present Simple, Past Perfect Simple, Past Perfect Progressive

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below. Then read the story that  
the correct words/phrases.

#### Time words/phrases

linking two past actions one of which happened earlier than the other

after, when, before, until, as soon as, by the time

linking two past actions that were happening at the same time or linking two past actions one of which 'interrupted' the other

while, when, as

indicating when something happened

yesterday, then, after that, ago, next, last week, etc.

It was a cold winter's night and Ameer had just left work. (1) **While** As soon as he was walking home, he saw a tall man who reminded him a lot of his father. (2) **Until / By the time** Ameer turned around to look at him again, the man had left. (3) **Then / When** Ameer moved to the suburbs, his father was left alone, but Ameer visited him every weekend. He also talked to him on the phone every day (4) **until** after he could see him again. Ameer forgot about the incident, but (5) **before** after half an hour he started feeling that something was wrong. (6) **As soon as** As he got home, he tried to call his father, but there was no answer, so he decided to get the bus to his house. (7) **As / When** he arrived, he found his father on the floor; he had fallen down the stairs and broken his leg. Immediately, Ameer called the Saudi Red Crescent Authority and shortly after an ambulance took them to the hospital. Although Ameer didn't know who that man was, he was thankful he had seen him.



## WRITING TASK

Read the rubric below and the outline for the story.

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

*It was a day Mark would never forget.*

### INTRODUCTION

- How must you begin your story?
- Where was Mark?
- What time was it? / What was the weather like?
- Was anyone with Mark? Who?
- What was Mark's relationship to the others?

### MAIN PART

- What happened on that day?
- What did Mark (and the other people involved) do?
- How did Mark (and the others) feel?
- What were they expecting to happen?

### CONCLUSION

- What happened in the end?
- How did Mark feel afterwards?
- Did this experience change his life in any way?

Write your story in 100-150 words. Go to the Workbook, p. 15.



When you are writing a story:

- do not change the prompt sentence given to begin or end your story.
- use Past tenses (Past Simple, Past Progressive, Past Perfect).
- use Direct Speech to make a situation seem real.
- use questions or exclamations to make the story more exciting.
- use linking words / phrases to indicate the sequence of events, chronological order, etc.
- use expressions / phrases like:

*It was too good to be true!*

*(Un)fortunately...*

*I couldn't believe my eyes!*

*I was in / out of luck...*

*All of a sudden / Suddenly...*

*It was a real shock.*

*To my surprise...*

*The next thing I knew...*

## WRITING TASK

Mark is a young boy. He lives at East Yorkshire countryside in England. One day, Mark and his sister visited their uncle and stayed for the evening. The weather was windy at that day.

They decided to go back to their house on foot because their uncle's house is close to their house. After they arrived to the midway, Mark and his sister saw a big dog appeared suddenly. It was crossing the road. They were frightened much. He suggested to his sister to take another path, which was a long way. They tried to get away from the big dog. They ran and ran because they were horrified. The way was unfortunately become darker, but of course they arrived late.

When they returned home, they found their mother crying and their father had left the house looking for them everywhere. They felt so sorry towards their parents. This experience has made Mark more eager to get back home early so as not to cause anxiety for his parents any more.

## VOCABULARY & GRAMMAR

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

- Tony \_\_\_\_\_ his brother that he would take him to the park the following day.  
a. confirmed      b. promised      c. admitted      d. ordered
- Lisa \_\_\_\_\_ up at Nuha's house about an hour late.  
a. turned      b. took      c. put      d. went
- The two men were \_\_\_\_\_ with theft.  
a. committed      b. confessed      c. encountered      d. charged
- \_\_\_\_\_, dinosaurs inhabited the Earth.  
a. From time to time      b. For the time being      c. On time      d. Once upon a time
- His behaviour is very \_\_\_\_\_. Perhaps he's a criminal.  
a. unbelievable      b. suspicious      c. spectacular      d. curious
- A: What are you two \_\_\_\_\_ to? You look very suspicious.  
B: Oh, nothing, sir.  
a. about      b. for      c. on      d. up
- \_\_\_\_\_, I like to go for long walks in the countryside.  
a. For the time being      b. By the time      c. On time      d. From time to time
- The view from the Burj Khalifa is \_\_\_\_\_. I can't wait to go again.  
a. tragic      b. traditional      c. real-life      d. breathtaking
- The man handed me the envelope and then he \_\_\_\_\_ into the fog.  
a. vanished      b. pursued      c. scattered      d. released
- When the \_\_\_\_\_ realised he was surrounded by the police, he agreed to give the child back to his parents.  
a. kidnapper      b. murderer      c. robber      d. thief

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

- By the time I got there, Peter \_\_\_\_\_.  
a. had already left      b. had already been leaving      c. was leaving already      d. already left
- After I \_\_\_\_\_ in my exam paper, I realised that I had forgotten to put my name on it.  
a. had been giving      b. given      c. had given      d. was giving
- My friends were upset when I \_\_\_\_\_ because they had been waiting for me for over an hour.  
a. had arrived      b. had been arriving      c. arrived      d. was arriving
- Tom was tired because he \_\_\_\_\_ on the project for twelve hours non-stop.  
a. worked      b. working      c. had been working      d. works
- Afaf \_\_\_\_\_ that she would cook dinner the next day.  
a. told      b. said      c. asked      d. wondered
- The police officer \_\_\_\_\_ follow him.  
a. said me      b. told to      c. said me to      d. asked me to
- Bob wanted to know \_\_\_\_\_ the book belonged to me.  
a. had      b. did      c. if      d. was
- I asked my mum \_\_\_\_\_.  
a. where my T-shirt was      b. where was my T-shirt      c. whether was my T-shirt      d. where is my T-shirt
- The teacher \_\_\_\_\_ that a guest speaker would be coming to our class on Monday.  
a. told us      b. asked us      c. said us
- I told my friend \_\_\_\_\_ during the presentation.  
a. to not talk      b. not talking      c. not to talk

Read and decide which answer a, b or c best fits each gap.

## Bigfoot

Yesterday, something very interesting as well as (1) c happened in our town. To everyone's (2) b, Mr and Mrs Bob Sharp found some huge footprints outside their cabin in the woods and contacted the police. They told the police that they (3) a such big footprints before and that they were terrified because they believed that the footprints (4) c to Bigfoot.

It is believed that Bigfoot is an (5) b creature that looks like an ape and lives in the forests of northwestern USA and Canada. However, (6) b the reports of local inhabitants, the authorities say that there isn't enough evidence to confirm that he is real. Many people claim that they have (7) a Bigfoot, but nobody can really prove it. In any case, the police assured everybody that the footprints belong to a big bear that was (8) b in the area.



- |                      |                   |
|----------------------|-------------------|
| 1. a. legendary      | 5. a. elegant     |
| b. remote            | b. enormous       |
| c. bizarre           | c. extinct        |
| 2. a. theft          | 6. a. so far      |
| b. astonishment      | b. apart from     |
| c. identification    | c. throughout     |
| 3. a. had never seen | 7. a. encountered |
| b. never saw         | b. confessed      |
| c. have never seen   | c. searched       |
| 4. a. remained       | 8. a. wondering   |
| b. pursued           | b. wandering      |
| c. belonged          | c. fading         |

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

## In the wrong place at the wrong time

Michael is an ordinary man, and nothing (1) unbelievable has ever happened to him. But one day, as he was reading his newspaper, he saw a job (2) advertisement that looked interesting. He already had a job, but just out of (3) curiosity, Michael called and arranged an interview. To his surprise, the taxi left him outside an enormous building he had never seen before. A man took his coat and then vanished. He was waiting for the (4) owner of the company to come and interview him when a man walked in wearing a mask and told everyone present to give him their money. Poor Michael was in the wrong place at the wrong time. However, Michael was able to recognise the man. It was Steve Sanders, from school. He wasn't a (5) criminal, but he was very disappointed because after he had lost his job, he was left (6) homeless. As soon as he realised who Michael was, he started crying and (7) apologised to everyone for the incident. Everyone was (8) thankful for Michael's help, even his old classmate Steve.

- BELIEVE  
ADVERTISE  
CURIOUS  
  
OWN  
  
CRIME  
HOME  
APOLOGY  
THANK

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.

- 'Do you have any plans for the summer holidays?' Saif asked me. wondered  
Saif wondered if/whether I had any plans for the summer holidays.
- 'Don't leave the building,' the police officer told us. not  
The police officer told us not to leave the building.
- They sent the invitations and then they cancelled the art exhibition. had  
After they had sent the invitations, they cancelled the art exhibition.
- 'I have never seen a koala before,' said Mike. had  
Mike said (that) he had never seen a koala before.
- 'Where did Bob buy that nice suit?' Tom asked. wondered  
Tom wondered where Bob had bought that nice suit.
- We walked for five hours and finally we decided to stop for a while. been  
We had been walking for five hours when we finally decided to stop for a while.
- 'I am sorry I took your mobile without asking,' said Fred. ...  
Fred apologised for taking my mobile without asking.
- 'I did not take any money from your wallet,' said John.  
John denied taking any money from my wallet.

## LISTENING



You will hear a radio interview about the Bermuda Triangle. For questions 1-6, choose the correct answer a, b or c.

- Where is the Bermuda Triangle?
  - near Birmingham
  - in the northeastern Atlantic Ocean
  - between Miami, Bermuda and Puerto Rico
- What strange incident did Christopher Columbus witness in the Bermuda Triangle?
  - he saw a ship disappearing
  - he saw natives setting fire to an island
  - he saw lights on the horizon
- How many planes vanished in the famous navy training incident?
  - 19
  - 14
  - 5
- What final explanation did the US navy give for the disappearance of Flight 19?
  - pilot error
  - reasons unknown
  - giant squid
- Why would it be difficult to find a sunken ship in the Bermuda Triangle?
  - because the region has hurricanes
  - because there are deep trenches in the area
  - because it causes strange compass readings
- What does Dr Brown say the Gulf Stream is similar to?
  - a high wave
  - a storm
  - a river

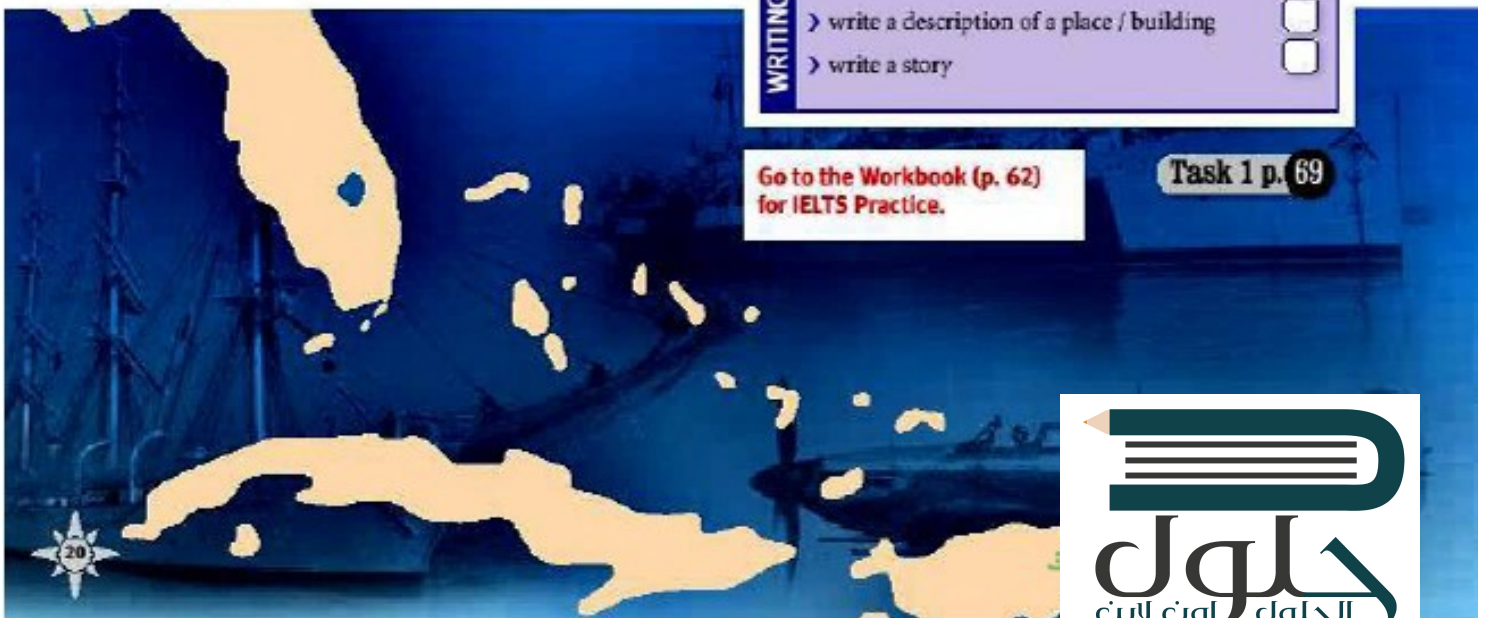
## SELF-ASSESSMENT

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 a variety of reporting verbs <input type="checkbox"/>
	> use lexical sets related to the topic of crime <input type="checkbox"/>
	> use phrasal verbs with 'up' <input type="checkbox"/>
	> use expressions with the word 'time' <input type="checkbox"/>
GRAMMAR	> use the verb 'be' + prepositions <input type="checkbox"/>
	> use the Past Perfect Simple and the Past Perfect Progressive appropriately <input type="checkbox"/>
READING	> report statements, questions, commands and requests <input type="checkbox"/>
	> skim a text to understand the gist and identify its origin <input type="checkbox"/>
LISTENING	> understand details in a text <input type="checkbox"/>
	> understand specific information in a monologue <input type="checkbox"/>
SPEAKING	> understand specific information in a radio programme and complete gapped sentences <input type="checkbox"/>
	> talk about mysterious and unusual events / incidents <input type="checkbox"/>
WRITING	> speculate about which landmark to visit and make a decision <input type="checkbox"/>
	> write a description of a place / building <input type="checkbox"/>
	> write a story <input type="checkbox"/>

Go to the Workbook (p. 62) for IELTS Practice.

Task 1 p. 69



# On the move

## Discuss:

- ▶ Do you like travelling? Why / Why not?
- ▶ What's your favourite means of transport? Why?

## Flick through the module and find...

- ▶ three short dialogues between a man and a hotel receptionist **p 24**
- ▶ a text about an imaginary way of travelling **p 28**
- ▶ an essay discussing the options a large city offers to young people **p 32**
- ▶ a short text about an unusual taxi **p 23**
- ▶ a magazine article about a bicycle tour **p 22**

## In this module you will...

- ▶ learn how to check into and out of a hotel, how to change a hotel and flight reservation and how to talk about air travel
- ▶ talk about means of transport, types of holidays and holiday destinations
- ▶ learn how to emphasise an action using the Passive Voice
- ▶ learn how to express reason, concession and purpose using appropriate clauses
- ▶ learn to write a paragraph and opinion
- ▶ acquire skills and strategies that

**A. Discuss.**

- Do you like cycling? Why / Why not?
- Do you think you would enjoy a long-distance cycling tour? In your opinion, what are the pros and cons of it?

**B. Read the text quickly without paying any attention to the missing sentences and answer the following question.**

What is the writer's purpose?

- to discuss the advantages and disadvantages of the bicycle tour
- to give some information about the bicycle tour and persuade the readers to go on it
- to give information about the most important sights in the Netherlands and Belgium

# Pedal Away!



Does the idea of combining exploration with the challenge of physical exercise appeal to you? If yes, then the guided bicycle tour from Amsterdam to Brussels is the perfect choice for you. The route is cycled, under the supervision of a guide, over the span of eight days. **1 B** Riders cycle about 24 miles per day on average and they also travel by train, barge and ferry.

**2 C** Then, cyclists are taken by a ferry to the city of Breukelen, where the route continues for about 23 miles to the next city. Along the way, cyclists pass by many well-known sites, such as the impressive Castle de Haar. This castle was originally constructed in the 15th century but, because it was attacked repeatedly, it had to be restored several times. **3 A**

Cyclists continue, after resting, to the old town of Hertogenbosch where they can go sightseeing. Next, there are a few more ferry trips and a lot more cycling until the Belgian border is finally crossed. Cyclists get the chance to explore the Flemish port town of Antwerp as well as the beautiful Flemish countryside. Next, the cyclists board a train which finally takes them to Brussels. **4 E** A final dinner of typical Belgian specialities such as mussels, chips and waffles is offered to the cyclists.

The cost of the guided cycling tour, including meals, accommodation, train and ferry fares, is around 635 euros. **5 F** The bike tour is only available from the months of May to September, when the weather is guaranteed to provide a safe and enjoyable journey.

**C. Five sentences have been removed from the text. Choose from the sentences A-F the one which best fits each gap 1-5. There is one extra sentence which you do not need to use.**

- Major work was done to the castle from 1892 until 1912.
- However, the route is easy, and there are frequent stops at local attractions.
- The route begins in Amsterdam, where cyclists have the opportunity to explore the city by riding around its famous canals.
- Only experienced cyclists can appreciate it.
- Cheap flights to Amsterdam can be found if you book in advance.
- Here, cyclists have an entire day to explore the city with their guide.

**D. Match the words highlighted in the text with their meanings. There are two extra meanings which you do not need to use.**

- route **d**
- span **g**
- constructed **h**
- restored **a**
- specialities **b**
- fares **e**

- brought back to a good condition
- local foods
- souvenirs
- a way between places
- money paid for a ticket
- discovered
- a period of time
- built

**E. Discuss.**

- Do you think you need to be this bike tour?

## The Answer:

C

1. **B** (It refers to the route which is mentioned in the previous sentence.)
2. **C** (This sentence describes the beginning of the route and is followed up by the next sentence □ 'Then...')
3. **A** (This sentence is the only sentence which refers to the castle, mentioned in the previous sentence.)
4. **F** (This sentence further explains what the cyclists do in Brussels once they get there and is connected to the previous sentence by 'here', a direct reference to 'Brussels'.)
5. **E** (The sentence gives additional information about how much the tour will cost participants-mentioned in the previous sentence-by referring to travel costs to Amsterdam.)

## Comprehension questions

- How much time do you need to complete the tour and how much does it cost?

It lasts eight days and it costs around € 635.

- How far do the cyclists need to cycle per day?

24 miles on average

- Where is Castle de Haar?

It is situated along the route between Amsterdam and Breukelen.

- What can the cyclists do in Brussels?

Explore the city and taste the local specialties, mussels, chips and waffles.

- When can you take part in the cycle tour?

From May till September, due to weather restrictions.

WORDS EASILY CONFUSED

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

tour trip journey

- The package holiday included flight tickets, accommodation and a tour of the island.
- After a fifteen-hour journey, the men were exhausted.
- Bob works for a multinational company and he is sent on business trips regularly.

fare ticket

- We have to wait for the bus, because we can't afford the taxi fare.
- How much did you pay for your ticket to Barcelona?

site area location

- A lot of robberies have recently taken place in the area where we live.
- The exact location of the president's house is kept secret for safety reasons.
- This archaeological site is visited by hundreds of visitors every day.

arrive get reach

- When are your guests expected to arrive at the train station?
- Call me the moment you get to the airport.
- As soon as you reach the border, the police will ask you for identification.

take bring carry

- Tom took the children to the zoo last Saturday.
- My assistant will bring you a cup of coffee in a minute.
- Can someone help me carry this bookcase downstairs?

PRACTICE

Read the text below and circle the correct verb form.



GRAMMAR

PASSIVE VOICE I

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

*The route is cycled, under the supervision of a guide...  
Then, cyclists are taken by a ferry to the city of Breukelen...*

- Why has the writer used the passive voice?
  - to emphasise the person who does the action
  - to emphasise the action itself

- How is the passive voice formed?
  - subject + verb *be* + past participle
  - subject + is or are + Past Simple

B. Read the table below and find more examples of the Passive Voice in the text on page 22.

Active Voice	Passive Voice
<b>Present Simple</b>	
They take pictures of the castle.	Pictures of the castle <b>are taken</b> .
<b>Past Simple</b>	
They took pictures of the castle.	Pictures of the castle <b>were taken</b> .
<b>Present Perfect Simple</b>	
They have taken pictures of the castle.	Pictures of the castle <b>have been taken</b> .
<b>Past Perfect Simple</b>	
They had taken pictures of the castle.	Pictures of the castle <b>had been taken</b> .
<b>Future will</b>	
They will take pictures of the castle.	Pictures of the castle <b>will be taken</b> .
<b>Modal verbs</b>	
They may take pictures of the castle.	Pictures of the castle <b>may be taken</b> .

**NOTE** When we want to mention who or what is responsible for the action, we use the agent (*by* + noun or pronoun).  
*Pictures of the castle are taken by many tourists.*  
We do not use the agent when we don't know or when it is easy to understand who the agent is.

Grammar Reference p. 78

When in Havana, Cuba, a fun way to get around is by Coco taxi. Coco taxis (1) are considered / consider a trademark of Cuba and (2) have been used / have used for years. They (3) call / are called 'coco' (Spanish for coconut) because of their shape. They are bright yellow and (4) can see / can be seen all around the city. As the locals will tell you, you (5) will find / will be found no faster or more enjoyable means of transport in the world! Because they are three-wheeled and can carry passengers, they can go very fast, like Cuban air. Ask the driver and you will see the sights of Havana.

## The Answer:

### GRAMMAR

#### B

#### Passive Voice Examples:

'The route is cycled...'

'...cyclists are taken...'

'This castle was originally constructed...', '...it had to be restored...'

'...the Belgian border is finally crossed.'

'A final dinner of... is offered...'

'...the weather is guaranteed...'

موقع واجباتك



## A. Discuss.

- Have you ever stayed in a hotel? What was it like?
- In your opinion, which of the following hotel facilities and services are the most important?

swimming pool    beauty salon    room service    spa    sauna    conference rooms  
 business centre    Wi-Fi connection    air conditioning

## B. Listen to three dialogues and decide which order they took place in. dialogue 3 dialogue 1, dialogue 2

- 1**
- Receptionist** Welcome to the Jeddah Luxury Hotel.  
How may I help you?
- Salman** I would like to check in, please. My name is Nasser. Salman Nasser.
- Receptionist** OK. Can I have your ID or your passport please?
- Salman** Sure. Here you are.
- Receptionist** Let's see... Nasser... Ah yes, I have you down for two nights. Is that right?
- Salman** Yes, it is.
- Receptionist** Can I have your credit card, please?
- Salman** Although I have a credit card, I'd prefer to pay in cash. Is that a problem?
- Receptionist** No problem at all. But if you choose to pay in cash, you will also have to leave a SAR1,000 deposit as a guarantee against any damage.
- Salman** Do you accept traveller's cheques?
- Receptionist** No, I'm sorry, we don't.
- Salman** In that case, charge the room to my credit card.
- Receptionist** OK. Here is your key. Please enjoy your stay with us.

- 3**
- Receptionist** Jeddah Luxury Hotel, how can I help you?
- Salman** My name is Salman Nasser and I'd like to change my reservation at your hotel.
- Receptionist** When was your original reservation for?
- Salman** It was supposed to be for this weekend, but because of a small problem that has come up, I'd like to make it for the following weekend, the 30<sup>th</sup> and 31<sup>st</sup>.
- Receptionist** Hmm, I'm sorry, Mr Nasser but there are no rooms available for that weekend.
- Salman** Oh no! How terrible! But didn't you recently expand the hotel in order to accommodate more guests?
- Receptionist** Well, despite adding an extra wing with 50 more rooms, we have none available. You see, it's a long weekend next weekend and many people have decided to take advantage of our 20% special discount offer. Oh... hold on a minute, Mr Nasser. This is your lucky day! There's a double room available as a reservation has just been cancelled.
- Salman** That's wonderful! Please book the room for me.
- Receptionist** OK, Mr Nasser. We look forward to seeing you.

- 2**
- Salman** Good morning. I'd like to check out, please.
- Receptionist** What is your room number, sir?
- Salman** 203.
- Receptionist** Just a minute please... OK... so you ordered room service.
- Salman** Yes, that's right.
- Receptionist** Here is your receipt. Please sign at the bottom.
- Salman** I'd like two copies please so that I can give one to my accountant and keep one for my own records, too.
- Receptionist** Of course. Here you are and thank you for staying with us.



## C. Read the dialogues and answer the questions below.

1. What is the hotel offering guests staying for the weekend of the 30<sup>th</sup> and 31<sup>st</sup>?
2. When did Salman originally plan to stay at the hotel?
3. What will Salman have to do if he decides to pay in cash?
4. How does Salman finally pay?
5. What does Salman ask for after he pays his bill?

**The Answer:**

**C**

1. A 20% special discount offer.
2. The weekend before that of the 30<sup>th</sup> and 31<sup>st</sup>.
3. He will have to leave a SAR 1000 deposit as a guarantee against any damage.
4. By credit card.
5. Two copies of the receipt.

موقع واجباتك



dialogues which  
5. which you pay and  
may be returned to you (dialogue 1)

- ask for payment from (dialogue 1)
- a piece of paper that proves you have paid money (dialogue 2)
- make bigger (dialogue 3)
- have enough room for (dialogue 3)
- a reduction in the usual price (dialogue 3)

receipt  
expand

discount

E. Talk in pairs. Read the situations below and act out the conversations.

ROLE PLAY

Student A: Imagine that you would like to change a reservation at / check into / check out of the Belvedere Hotel.

Student B: Imagine you are a receptionist working in the hotel.

VOCABULARY

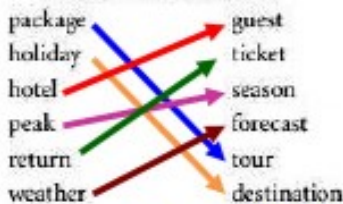
COMPOUND NOUNS

A. Look at the extracts from dialogue 2. What do the phrases in bold mean?

What is your **room number**, sir?  
...so you ordered **room service**.

**NOTE** A compound noun is a combination of two nouns that function as one word. The first noun defines the second one, e.g. **room number** is the number of a room.

B. Match the nouns on the left with those on the right to form compound nouns. Then complete the sentences 1-5 with some of them.



- All **hotel guests** can use the gym, sauna and relaxation room for free.
- According to the **weather forecast**, it will be sunny and dry next weekend.
- August is **peak season** that's why all the hotels are so expensive.
- We are going on a **package tour** to Lebanon. Would you like to come along?
- This airline has cheap flights to all the popular **holiday destinations** around the world.

vocabulary & grammar

deposit  
charge

GRAMMAR

CLAUSES OF REASON

Look at the extracts from the dialogues and answer the question that follows.

...**because of a small problem that has come up**, I'd like to make it for the following weekend...

There's a **double room available as a reservation has just been cancelled**.

- Are the phrases in bold used to explain why something happens or to express result? **It is used to explain why something happens.**

Use **because, as, since, because of** and **due to** to express the reason why something happens.

- because / as + subject + verb
- because of / due to + noun or -ing form

CLAUSES OF CONCESSION

Look at the extracts from the dialogues and answer the question that follows.

**Although I have a credit card**, I'd prefer to pay in cash.

...**despite adding an extra wing with 50 more rooms**, we have none available.

- Do the phrases in bold express an idea which is in agreement or in contrast with the rest of the sentence?

Use **although, even though, in spite of** and **despite** to express an idea which is in contrast with the idea expressed in the main clause.

- although / even though + subject + verb
- in spite of / despite + noun or -ing form

CLAUSES OF PURPOSE

Look at the extracts from the dialogues and underline the phrases which are used to express purpose.

I'd like two copies please **so that I can give one to my accountant and keep one for my own records, too**.

But didn't you recently **expand the hotel in order to accommodate more guests?**

To express purpose, use:

- to / in order (not) to / so as (not) to + base form
- so that + subject + can/could/will/would/may/might + base form

Grammar Reference p. 79

PRACTICE

Read the text below and circle the correct answer.

(1) **Although** As I have travelled to many different places, the place that made the strongest impression on me is Siwa in Egypt. This is (2) **because** / **despite** it is a beautiful oasis which makes you feel relaxed and full of energy. (3) **Despite** / **Even though** there is a road which connects Siwa to the outside world, it is a difficult place to reach – by car it can take up to ten hours and by bus it can take even longer. As you drive, you will feel a little sleepy (4) **due to** / **in spite of** the endless miles of straight road that you have to cover (5) **in order to** / **so that** get there. When you arrive, you will see the isolated town of Siwa which is surrounded by the desert. The town is beside Lake Siwa, which is an enormous salt lake. (6) **in order to** / **Due to** fully appreciate the beauty of this place, it is necessary to take a trip into the desert (7) **al** / **although** the intense heat, once the sun goes (8) **in** / **because** / **even though** the reward at the end of your trip makes up for

**The Answer:**

**VOCABULARY**

**COMPOUND NOUNS**

**A**

**the number of the room, service for guests in their room**

**GRAMMAR**

**CLAUSES OF CONCESSION**

**They express an idea in contrast with the rest of the sentence.**

موقع واجباتك



## LISTENING



### A. Discuss.

- If you were going to travel somewhere by plane, would you rather have a window seat or an aisle seat? Why?
- What are the following places at an airport?



check-in desk      terminal      gate

- Which of the following documents might you need if you want to travel by plane to another country?

visa    driving licence    passport    ID card

- If you want to change a flight reservation, which of the following do you think you need?

passport number  
flight reservation number  
seat number    flight number

- What information does a boarding pass include?
- What do you think a frequent flyer programme is? What kind of person would have a frequent flyer card?



- B. 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 a telephone conversation. Why won't the man be able to earn triple points on his frequent flyer card?
  - The offer is not valid any longer.
  - The offer is valid in some hotels only.
  - He is travelling after 30<sup>th</sup> November.
- You overhear a conversation. What does the man request for himself?
  - a wheelchair
  - an aisle seat
  - a vegetarian meal
- You overhear a conversation at an airport. What does the man need to do to get to his plane?
  - get his boarding pass
  - take a train to terminal A
  - go to gate 22
- You will hear a telephone conversation. Why is the man calling the embassy?
  - to make an appointment
  - to ask about American universities
  - to ask about New York
- You hear a conversation at an airport. What did the man have a problem with?
  - his luggage
  - his documents
  - his destination
- You will hear a telephone conversation. What must the man do in order to change his flight reservation?
  - contact the airline on the Net
  - pay a £25 fee
  - go to the airline's offices

## SPEAKING

Talk in groups. Look at the pictures of the different means of transport and discuss the following questions. You can use some of the words/phrases in the boxes.

- What are the advantages and/or disadvantages of each of these means of transport?
- Which means of transport, the car or the bicycle, would you prefer to use for short distances in a city?
- Which means of transport, the car or the aeroplane, would you prefer to use for travelling long distances between cities/countries?
- Is there any other means of transport you would prefer to the ones in the pictures? Why?

convenient    safe    comfortable    tiring    expensive    fuel    parking problem    exhaust fumes  
keep fit    exposed to heat/rain/snow    traffic jams    air/noise pollution    environmentally friendly

An advantage/disadvantage of... is...  
Another advantage/disadvantage is...  
One of the best/worst things about travelling by... is that...  
In my opinion, ... is much better/worse than...  
I would much rather travel by...  
I definitely prefer... to...



## The Answer:

### LISTENING

#### A

- If you were going to travel somewhere by plane, would you rather have a window seat or an aisle seat? Why?

I would have a window seat. I like sitting near the window.

- What are the following places at an airport?

**Check-in desk:** the place where you go to hand in your luggage and get your boarding pass.

**Terminal:** the part of the airport where passengers go to board the plane.

**Gate:** the place in the terminal where passengers leave the airport to board the plane.

- Which of the following documents might you need if you want to travel by plane to another country?

Visa, passport, ID card.

- If you want to change a flight reservation, which of the following do you think you need?

Flight number, flight reservation number.

- What information does a boarding pass include?

The passenger's name, the flight number, the seat number (not always- low budget flights have a first come -first board policy), the date, the scheduled time of departure, the points of departure and arrival.

- What do you think a frequent flyer programme is? What kind of person would have a frequent flyer card?

A frequent flyer programme is a reward programme through which people who frequently fly using one or a combination of air companies get points that correspond to air miles covered that can be exchanged for products or even for free tickets. This scheme is mostly used by businessmen who fly often due to the nature of their work- they might work in multinational companies operational all over the world.

## **SPEAKING**

### Bicycle

#### Advantages

- Perfect for short distances in the city centre.
- Ideal for avoiding traffic.
- Environmentally friendly.
- Cheap - no fuel needed.
- Easy to park everywhere and can be used in combination with other means of transport, such as tram or train.
- Helps you keep fit.

#### Disadvantages

- Not for everyone.
- You are exposed to the weather conditions.
- Not very comfortable- especially if you work in an office, you arrive sweaty.
- Tiring for those who are not used to exercising.
- When you cycle in the centre you inhale polluted air and because you exercise at the same time, this could lead to breathing problems.

### Car

#### Advantages

- Freedom of movement - you can drive anywhere you want without depending on public transport.
- Convenient if you want to carry heavy stuff, small furniture or even groceries.
- Ideal for transport in extreme cold or heat m you are not subject to weather conditions.

## Disadvantages

- Expensive to maintain (insurance, special local council fares, petrol, rented parking spots).
- Gas emissions are harmful to the environment.
- Creates traffic problems in the city centre.
- Difficult to find a parking space in the city centre.
- Using the car all the time leads to lack of exercise.

## Aeroplane

### Advantages

- Fastest way to travel long distances.
- Aeroplanes are often more comfortable than cars for long distances.
- Booking flights using the Net is very convenient.

### Disadvantages

- High ticket prices.
- Harmful to the environment.
- High levels of noise pollution in areas near airports.

## WRITING A PARAGRAPH EXPRESSING AN OPINION

### A. Discuss.

- Have you ever been on a camping holiday? If yes, did you enjoy it? If not, would you like to go on one? Why/Why not?
- In your opinion, what are some of the advantages and disadvantages of camping?

### B. Read the rubric below and two different opinions expressed in the paragraphs that follow. Which opinion do you agree with?

*Camping is the best way to enjoy yourself and relax while on holiday. Do you agree?*

Camping is a fun and relaxing way to spend a holiday. In my opinion, the experience of being so close to nature is unbeatable. Firstly, being out in the open helps you to relax and forget your anxieties. Whether you choose to camp in the mountains or on a beach by the sea, waking up to the sounds of the forest or the sea is the perfect way to start the day. Next, you are able to have fun doing all sorts of activities. If you are the energetic type, you can go swimming, hiking, cycling or even climbing. Those of you who want to relax can lie in a hammock and read a book. Finally, at night, there is no better way to end the day than sitting around the campfire with your friends or family telling stories and jokes or simply lying on the beach looking up at the stars.

Many people claim that camping holidays can be a lot of fun and especially relaxing. However, in my experience, this is not the case. In the first place, having to sleep in a tent exposed to the heat, cold or rain and sleep on the ground in an uncomfortable sleeping bag is not in any way enjoyable. Pitching a tent and cooking over a fire is exhausting work and certainly not relaxing. What's more, if you are not the outdoor type, there is absolutely nothing for you to do for the rest of the day so, instead of having fun, you feel bored and restless. Last but not least, when you go camping, there is limited space, which is very inconvenient.

### C. Read the two paragraphs again and answer the questions that follow.

1. In what part of the paragraph do the writers clearly state their opinion of camping? What phrases do they use?
  2. Which words/phrases do the writers use to list/add points? Underline them.
- D. Think about the advantages and disadvantages of travelling by car and list them below. You can use ideas from the Speaking section and add more. Do you think the advantages outweigh the disadvantages?**

### ADVANTAGES

- Freedom of movement - you can drive anywhere you want without depending on public transport
- Convenient if you want to carry heavy stuff, small furniture or even groceries
- Ideal for transport in extreme cold or heat - you are not subject to weather conditions

### DISADVANTAGES

- Very expensive to maintain (petrol, insurance, rented parking spots, etc.)
- Using a car instead of public transport increases traffic in the city centre
- Parking is very difficult in the city centre
- Using a car all the time leads to lack of exercise

### WRITING TASK

Read the rubric below and write a paragraph expressing your opinion (70-100 words). Go to the Workbook, p. 25.

*Travelling by car is no longer a luxury but a necessity. Do you agree?*



When you are writing a paragraph expressing your opinion:

- ▶ begin with a sentence introducing the topic.
- ▶ express your opinion clearly and give reasons.
- ▶ use linking words/phrases to list/add points

C

1.

At the beginning of the paragraph. Phrases used: *in my opinion, in my experience*

2.

Para 1: Firstly, Next, Finally

Para 2: In the first place, What's more, Last but not least

## WRITING TASK

**Travelling by car is no longer a luxury but a necessity. Do you agree?**

In my opinion travelling by car is necessary because it is safer as compared to a two-wheeler or auto. Even in case of an accident on city road, the car may get damaged with no/minor injury to passengers, whereas in case of two wheelers/auto, it is risk to life.

There are a lot of advantages of travelling by car. Firstly, cars are ideal for transport in extreme cold or heat and you are not subject to weather conditions. Next, cars give you freedom of movement - you can drive anywhere you want without relying on public transport. Finally, cars are comfortable if you want to carry heavy stuff, small furniture or even grocery.

There are also some disadvantages of travelling by car. In the first place, it is expensive to maintain (insurance, special local council fares, petrol, rented parking spots). What's more, it is difficult to find a parking space in the city centre. Last but not least, using a car instead of public transport increases traffic in the city centre.

It is a very subjective matter as to whether a car is a luxury or a necessity. If a person is travelling alone to a place which can be reached by means of an effective public transport system then by all means he not be using a car to reach such a place and thus car becomes a luxury here, But if the same person is trying to reach such a place which is not well-connected by good transport system or if he is travelling with a family of small children (then a car becomes a necessity here.

# Beam me up...

## A. Discuss.

- Read the title of the text. What do you think it means?
- What do you like/dislike about science fiction?

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

1. Ahead of its time **B**
2. It really happened! **E**
3. What does the future hold? **F**
4. Not yet possible **C**
5. An all-time classic **A**
6. A unique way of travelling **D**

## C. Read the text again and answer the following questions.

1. According to the text, science fiction is a combination of science and
  - a. everyday objects.
  - b. commonplace technology.
  - c. fictional characters.
  - d. great imagination.
2. Which of the following was not used in the *Star Trek* series?
  - a. mobile phones
  - b. portable computers
  - c. speech recognition technology
  - d. prophetic technology
3. According to the text, what do some scientists believe?
  - a. One day we will be able to travel at the speed of light.
  - b. Some technology in *Star Trek* will not become a reality.
  - c. Spaceships will never be able to go faster than they do now.
  - d. Warp speed can't be explained by physics.
4. What could the 'transporter' in the *Star Trek* series do?
  - a. transport the image of a person anywhere
  - b. transport a person from one place to another
  - c. transport spaceships to strange planets
  - d. transport spaceships out of danger
5. The writer suggests that
  - a. 'beaming' will never be used in the future.
  - b. 'beaming' will not require us to work.
  - c. 'beaming' could replace the need for transportation.
  - d. 'beaming' in the future will not be different from the *Star Trek* version.

**A** *Star Trek*, by the American science fiction writer Gene Roddenberry, is generally considered to be the most popular and successful science-fiction story of all time. Its popularity grew and grew and today it boasts millions of fans from all around the world.

**B** All science fiction is based on the mix of science and fantasy and no other series of books has really done it better than *Star Trek*. Long before the technology became commonplace, mobile and hand-held phones were being used in *Star Trek*. Small portable computers, rather like our laptops today, were being carried around by the characters and speech recognition technology was being used. In many respects, the technology of *Star Trek* was 'prophetic', and many things which were thought to be impossible then are now objects we use every day.

**C** Some of the technology, however, has still not become reality. Spaceships are still not being sent into space at warp speed (a fictional speed enabling spaceships to travel at around the speed of light). It is argued by some scientists that this will never be possible as it goes against the laws of physics.

**D** Perhaps the most famous technological idea put forward in *Star Trek* was that of 'beaming' people to different places. 'Beaming' was done in the 'transporter', a fictional machine which could transport people and things to wherever they wanted to go immediately. In the case of *Star Trek*, people were usually being beamed to a strange planet or back to the spaceship and out of danger. In fact, the 'beaming' of people to different places has become one of the most famous aspects of the *Star Trek* technology and the phrase 'Beam me up, Scotty' became a catch-phrase for a whole generation of *Star Trek* fans.

**E** Whether we will ever really be able to 'beam' people from one place to another is now a question for discussion. A television news station has recently successfully 'beamed' the image of one of its reporters into the studio via computer and interviewed him as though he were actually present. He was, in reality, thousands of miles away.

**F** Of course, this was slightly different from the *Star Trek* version of 'beaming'. It could, however, still have consequences for transportation in the future. It may mean we will no longer be present at work or in the classroom, but our hologram image will be beamed to wherever we want or have to be. Could 'beaming' solve our transportation problem?

## The Answer:

C

1. d ('... is based on the mix of science and fantasy...')
2. d (all other technological gadgets are mentioned in the second paragraph)
3. b ('It is argued ... that this (warp speed) will never be possible as it goes against the laws of physics.')
4. b ('...a fictional machine which could transport people and things to wherever they wanted to go immediately.')
5. c ('It could, however, still have consequences for transportation in the future.')

## Comprehension questions:

- What kind of technological gadgets did the Star Trek crew use in order to communicate?

Mobile and hand held phones, portable computers and speech recognition equipment.

- What is warp speed?

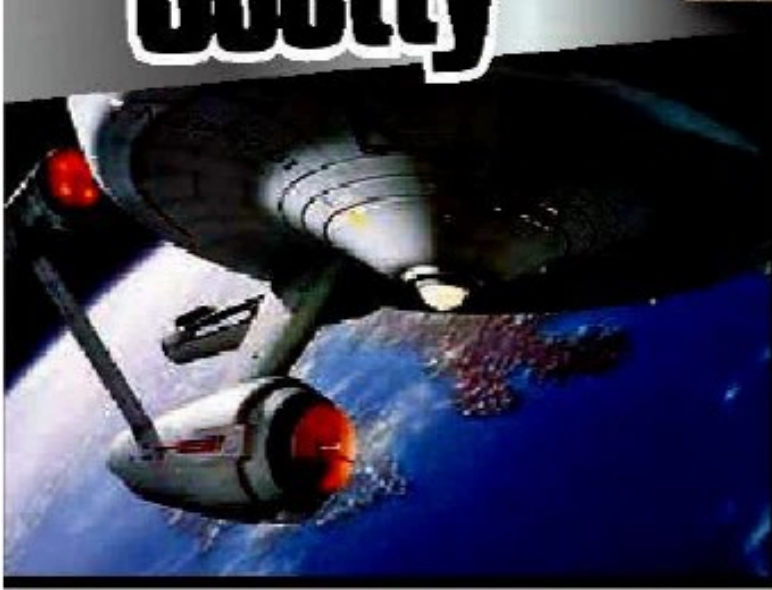
A fictional speed which allowed spaceships to travel at approximately the speed of light.

- In 'Star Trek' how was the 'transporter' usually used?

It was mostly used to beam people to strange planets or back to their spaceship and to help them escape from dangerous situations.

- How is the technology used by the TV news station similar to beaming on Star Trek?

They beamed the image of a reporter into the studio using computer technology and interviewed him as if he were in the TV studio.



## VOCABULARY

### 1. NOUNS DESCRIBING OCCUPATIONS

A. The nouns *writer* and *scientist* appear in the text on page 28. Which words do they come from? **write, science**

**NOTE**

Many nouns used to describe occupations end in suffixes such as *-ist*, *-er* and *-ian*.

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

science    report    electricity    engine  
reception    manage    politics    clean    technology  
                  mathematics    art    biology

-er	-ist	-ian
reporter	scientist	electrician
<b>engineer</b>	<b>receptionist</b>	<b>politician</b>
<b>manager</b>	<b>artist</b>	<b>technician</b>
<b>cleaner</b>	<b>biologist</b>	<b>mathematician</b>

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

- Ian thinks that some **politicians** often don't care about the community and only think about their ambitions.
- Some **scientists** believe that there is life on other planets.
- The **receptionist** at the Martin Hotel gave us a lot of information about the city.
- Mark had always been interested in painting and grew up to be a famous **artist**.
- We couldn't figure out why the lights didn't work, so we called the **electrician**.
- Our **reporter**, James Reese, will give us the latest news on this issue.

D. Match the words highlighted in the text with their meanings.

- |                 |          |  |
|-----------------|----------|--|
| 1. commonplace  | <b>f</b> | a. something that can be easily carried or moved |
| 2. portable     | <b>a</b> | b. through                                       |
| 3. fictional    | <b>g</b> | c. a little                                      |
| 4. aspects      | <b>e</b> | d. effects                                       |
| 5. via          | <b>b</b> | e. features                                      |
| 6. slightly     | <b>c</b> | f. usual, ordinary                               |
| 7. consequences | <b>d</b> | g. imaginary                                     |

E. Discuss.

Imagine you are living 200 years from now. As quickly as possible, make a list of things which you think you would be able to do then, which are not possible now. Then, compare lists with other people in your class. Have any others had the same or similar ideas? Which are the most popular ideas?

### 2. PREPOSITIONAL PHRASES WITH 'AT' AND 'IN'

A. Find prepositional phrases with *at* and *in* in the text on page 28. Can you think of any other common ones?

B. Complete the sentences 1-8 with prepositional phrases from the list below.

at first    at last    at least    at once  
at the age of    at the latest    at the moment  
in a hurry    in a good/bad mood    in a mess  
in detail    in general    in other words  
in particular

- At first**, Ahmed and Ayman didn't get along, but later, they became best friends.
- I wouldn't ask them for a favour if I were you. They are **in a bad mood** today.
- My father had an accident **at the age of** eight, and has had a fear of cars ever since.
- I would like you to write a report and have it ready by Monday **at the latest**. There is no time to waste.
- John was asked to leave the office and never come back. **In other words**, he was fired.
- Can't you do something about your office? It's always **in a mess**!
- Before Gary decided to change careers, he discussed it with his parents **in detail**.
- If you can't go to you **at least** them know.

## The Answer:

### 2. PREPOSITIONAL PHRASES WITH 'AT' AND 'IN'

A

In many respects, at warp speed, at ... the speed of light, in the case of Star Trek, in fact, in reality, at work, in the classroom, in the future

موقع واجباتك



### 3. ADJECTIVE SUFFIXES

A. The adjectives *different* and *fictional* appear in the text on page 28. Which words do they derive from? What suffixes are used?

**NOTE** Many adjectives are formed by adding the suffixes *-ent*, *-al* and *-ly* to a noun or verb.

B. Look at the adjectives in the table below. Decide which words they come from and what they mean.

-ent	confident, dependent, existent, etc.
-al	educational, additional, natural, national, logical, personal, traditional, etc.
-ly	costly, daily, weekly, monthly, yearly, etc.

## GRAMMAR

### PASSIVE VOICE II

A. Look at the following extracts from the text on page 28 and answer the questions that follow.

*Long before the technology became commonplace, mobile and hand-held phones were being used in Star Trek.*

*Spaceships are still not being sent into space at warp speed...*

1. How would the above extracts be written in the Active Voice?

Long before the technology became commonplace, people were \_\_\_\_\_ in *Star Trek*.

We are \_\_\_\_\_ into space at warp speed...

2. How do we form the Present Progressive and Past Progressive in the Passive Voice?

*In many respects, the technology of Star Trek was 'prophetic' and many things which were thought to be impossible then are now objects we use every day.*

3. What does the phrase in bold mean?

- People were thinking about many impossible things then.
- People thought that many things were impossible then.

B. Read the table below and give one more example for each case.

Active Voice	Passive Voice
<b>Present Progressive</b>	
They are taking pictures of the castle.	Pictures of the castle <b>are being taken</b> .
<b>Past Progressive</b>	
They were taking pictures of the castle.	Pictures of the castle were <b>being taken</b> .
<b>Verbs say, think, know, etc.</b>	
They say he is very rich.	It is said that he <b>is very rich</b> . <b>He is said to be very rich.</b>

Grammar Reference pp. 78-79

## PRACTICE

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

- The reporter is interviewing the politician at the moment.  
The politician **is being interviewed at the moment**.
- They say that Tim's last book is a huge success.  
Tim's last book **is said to be a huge success**.
- The students were using two laptops for this project.  
Two laptops **were being used for this project**.
- People believe that Niles is a millionaire.  
Niles **is believed to be a millionaire**.
- I am sending the e-mails as we speak.  
The e-mails **are being sent as we speak**.
- Everyone thinks that the house on the hill belongs to a rich businessman.  
It **is thought that the house on the hill belongs to a rich businessman**.

## ENGLISH IN USE

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

### GLOBE TREKKER

'Globe Trekker,' one of the most

(1) **successful** TV programmes of recent years, is a TV series featuring

(2) **exciting** documentaries about travelling around the world. A team

of TV hosts called (3) **travellers** go to exotic places and provide viewers

with a taste of life in that part of the world. The hosts interact with locals and take

part in their (4) **daily** lives, visit the sights, find out about the history

and culture of the place and taste (5) **traditional** cuisine.

The show is addressed to tourists of all budgets. However, Ian Wright, one of the

most popular hosts, says that you don't have to stay in (6) **costly** hotels to enjoy a trip to a foreign country.

Staying with local families is a great way to get (7) **additional** information

about the country you are visiting, not to mention much cheaper than staying in

a hotel. 'Globe Trekker' has enjoyed (8) **popularity** for

more than fifteen years, and its hosts are still continuing to trek the globe for

## The Answer:

### 3. ADJECTIVE SUFFIXES

#### A

The word 'different' derives from 'differ'. The suffix used is -ent.

The word 'fictional' derives from 'fiction'. The suffix used is -al.

#### B

**-ent:** confide, depend, exist

**-al:** education, addition, nature, nation, logic, person, tradition

**-ly:** cost, day, week, month, year

### GRAMMAR

#### A

##### 1.

Long before the technology became commonplace, people were using mobiles and hand-held phones in Star Trek.

We are still not sending spaceships into space at warp speed...

##### 2.

We form the Present Progressive and Past Progressive in the Passive Voice by adding the past participle of the verb to the Present Progressive and Past Progressive of the verb 'be'.

□ Subject + is/are being past participle (+ agent)

□ Subject + was/were being past participle (+agent)

#### B

They are decorating the house. → The house is being decorated.

They were decorating the house. → The house was being decorated.

They say he is extremely talented. → It is said that he is extremely talented./He is said to be extremely talented.



**A**

**A1**

**sandy beach**

**Advantages**

- Relaxing holidays combined with some water sports such as scuba diving
- Perfect chance to let off steam and recharge your batteries
- Good opportunity to get to know other cultures and civilisations

**Disadvantages**

- Expensive to fly to exotic islands
- Not for everyone

**A2**

**ski resort**

**Advantages**

- Ideal for people who like winter sports such as skiing and snowboarding
- Refreshing and energising way to get some exercise and be close to nature at the same time

**Disadvantages**

- Not suitable for people who are not into winter sports or do not like cold weather

## B

### B1

#### package holidays

- You don't have to worry about booking tickets, hotel accommodation or sightseeing - everything is arranged by the tourist agency
- A travel guide accompanies the group and guides them giving them useful information about places of interest
- Much safer

### B2

#### independent travelling

- You have to book flights, look for accommodation and become your own tourist guide, which means you have to devote a lot of time to reading guides.
- Freedom to choose the places you visit, where to eat and so on. You can always adjust your schedule and stay longer in one place or leave earlier.
- You might get lost or disoriented which is a problem especially if you don't speak the language.
- Independent travelling is not for everyone.

## WRITING AN ESSAY EXPRESSING AN OPINION

### A. Discuss.

- Are you happy where you live? Why / Why not?
- For what reasons would you consider moving to another place?

### B. Read the rubric, underline the key words and answer the question that follows.

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

Many young people prefer to leave small towns and move to larger cities because they feel there are more options available. What is your opinion?

What are you asked to do?

- describe life in a big city
- present your ideas and arguments and give your opinion
- express your opinion and give advice

### C. Now read the essay and answer the questions that follow.

It is a fact that many young people today would like to live in a large city. The obvious reason for this is that a big city has more things to offer a young person who is starting out in life.

Firstly, there are better study and employment opportunities in cities compared to small towns. The universities and other educational institutions in cities offer courses that might not be available to students in smaller towns. Students also have the chance to meet people with similar interests during their studies. In addition, cities support a large number of businesses and organisations which are all a source of employment.

Another reason why cities are so attractive is because they offer a wide range of entertainment. For instance, you can find museums, galleries and libraries. There are also different kinds of restaurants and cafés where young people can meet. Furthermore, with the giant shopping centres and big department stores, shopping is also more exciting.

In my opinion, living in a city can be a beneficial experience for a young person. A city offers a wealth of opportunities and entertainment choices and also broadens your mind by giving you the chance to meet new people.



- What is the function of the sentences underlined in the essay?
  - to summarise what the writer has said in the previous paragraph
  - to introduce the main idea of the paragraph
- What does the writer do in paragraph 2?
  - gives examples of many universities and job opportunities
  - explains what he/she means in the first sentence.
- What does the writer do in paragraph 3?
  - gives examples of what he/she mentions in the first sentence
  - explains the reasons why people like entertainment

### D. Look at the words highlighted in the essay and use them to complete the table below.

You can use the following linking words/phrases to:	
List points	<u>firstly</u> , to begin with, in the first place, finally
Add points	<u>also, in addition, another reason</u> , moreover, what is more
Give examples	<u>for instance</u> such as, for example, especially
Give your opinion	<u>in my opinion</u> I believe, from my point of view

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

- E. Read the essay below and choose the best topic sentence a-d for each paragraph. Then, circle the correct linking words/phrases.**
- Without a doubt, booking a holiday can be a very stressful task.
  - For all these reasons, going on a package holiday can be more enjoyable than being an independent traveller.
  - Furthermore, a tour operator will have a better knowledge of the country you want to visit.
  - Package holidays are a far better way for people to visit a country than travelling independently.

**1 d** There are a number of reasons why this type of holiday is the most convenient way to travel.

**2 a** For instance / I believe, if you travel independently, you have to book flights and accommodation plus organise other things such as also car rental and travel insurance. What's more Finally, you have to spend time searching for the most economical options. With a package holiday, all of these things are taken care of, so you can sit back and look forward to your holiday.

**3 c** For example Such as, tour operators know where the safest and best places to stay and eat are. However, if you are an independent traveller you may not know all these things.

**4 b** In my opinion Especially, package holidays offer tourists a relatively stress-free way to see a foreign country and are the best way to travel.

- F. When you are writing an essay giving your opinion follow the outline below.**

**INTRODUCTION**

- Briefly introduce the topic you are going to discuss.
- Say how you feel about it.

**MAIN PART (2 paragraphs)**

- Choose two main aspects of the issue and write one paragraph on each.
- Explain your ideas/points and give examples if possible.

**CONCLUSION**

- Sum up by stating your overall opinion.

- G. Read the rubric below. Then, make an outline for the essay following the guidelines in F and using ideas from the Speaking section on page 31.**

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

*The ideal summer holiday destination is a small, peaceful town. Do you agree?*



**WRITING TASK**

Write your essay (100-150 words). Go to the Workbook, p. 30.



When you are 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.
- use a variety of linking words to add more points, give an opinion.

### Introduction

Agree with the idea that the ideal holiday destination is a small, peaceful town.

### Main Part

Para 1: relax, walk around the town, enjoy local specialities

Para 2: away from the hectic city lifestyle, no noise and traffic, perfect for recharging your batteries

### Conclusion

Taking everything into consideration, there is no doubt that...

## WRITING TASK

The ideal summer holiday destination is a small peaceful town.

Do you agree?

Despite of the idea that the ideal holiday destination is a small, peaceful town is not widespread, I agree with it.

There are several advantages of spending summer holidays in a small peaceful town. Firstly, meet nice people while walking around the town. Next, spend your time in variety of entertainment restaurants, social events, night life, and parks. Finally, you can relax or enjoy local specialties or go shopping depending on your mood.

What's more, a small town is away from the hectic city lifestyle. There are no noise and traffic. Last but not least, the small town will be perfect for recharging your batteries.

Taking everything into consideration, there is no doubt that the cost of living in large cities is often higher than that of small towns. You're more likely to be able to buy healthy food in a small town than in the large city. I feel comfortable and relaxing in small towns and I sense the familiarity and kindness among the people of these small towns.

## VOCABULARY & GRAMMAR

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

- The old castle is the town's main tourist \_\_\_\_\_.  
 a. site                      b. location                      c. attraction                      d. area
- The climbers wanted to \_\_\_\_\_ the top of the mountain before it got dark.  
 a. get                      b. reach                      c. arrive                      d. come
- The teacher wants us to hand in our assignments by Wednesday \_\_\_\_\_. Anything after that won't be accepted.  
 a. at least                      b. at last                      c. at once                      d. at the latest
- Do his paintings \_\_\_\_\_ to you?  
 a. impress                      b. appreciate                      c. appeal                      d. attack
- John \_\_\_\_\_ visits his grandparents as they always have sweets for him.  
 a. frequently                      b. originally                      c. especially                      d. repeatedly
- Mike is bored with his job and wants to find something more \_\_\_\_\_.  
 a. relaxing                      b. stressful                      c. challenging                      d. refreshing
- With no public transport in that small town, getting around was hard and \_\_\_\_\_.  
 a. isolated                      b. inconvenient                      c. confident                      d. enjoyable
- He's a very imaginative writer, who likes to create \_\_\_\_\_ worlds for his characters to inhabit.  
 a. traditional                      b. portable                      c. fictional                      d. additional
- The city council has decided to \_\_\_\_\_ the old Town Hall rather than tear it down.  
 a. restore                      b. guarantee                      c. construct                      d. broaden
- Saud has lots of experience so he's the \_\_\_\_\_ person for the job.  
 a. logical                      b. ideal                      c. enthusiastic                      d. beneficial

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

- The politician admitted that mistakes \_\_\_\_\_ in the past.  
 a. had been made                      b. had made                      c. were making                      d. made
- He \_\_\_\_\_ the richest man in the world.  
 a. is said to be                      b. is said that                      c. is said that he is                      d. is said
- 'Why did you wake up so early today?'  
 '\_\_\_\_\_ catch the first train into town.'  
 a. Because                      b. In order to                      c. So that                      d. So as
- \_\_\_\_\_ he is rich and good-looking, he's still single.  
 a. Despite                      b. Even                      c. Because                      d. Although
- Sami ran home because he thought he \_\_\_\_\_ by a strange man.  
 a. was following                      b. followed                      c. was being followed                      d. had followed
- \_\_\_\_\_ the bad weather, Steven went sailing.  
 a. Although                      b. Due to                      c. Despite                      d. Because
- 'Why are you drinking coffee so late at night?'  
 '\_\_\_\_\_ I can stay awake and finish reading my book.'  
 a. Despite                      b. Though                      c. So that                      d. In order
- It is believed \_\_\_\_\_ somewhere in Dubai.  
 a. that Adam lives                      b. Adam to live                      c. to live Adam                      d. Adam that he lives
- The climbers felt exhausted \_\_\_\_\_ the heat.  
 a. because                      b. as                      c. due to                      d.
- Nothing this big \_\_\_\_\_ before.  
 a. has ever built                      b. has ever been built                      c. has ever been building                      d.

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

## A Traveller's Story

Last year I spent 6 months travelling around India with my brother. We started out in Mumbai. Travelling with heavy suitcases is not easy, but I tried to think how fit I would be at the end of the trip from (1) a all that weight. Mumbai is a fascinating city; the food, the people, the weather, it was all so overwhelming. Next, we took a train to Goa; after the hectic atmosphere of Mumbai, the slower pace of Goa was more (2) b. We saw impressive buildings and old colonial-style houses. There were beautiful sandy beaches and scenic (3) a to explore. From Goa, we travelled on to Kerala and then to Bangalore. This section was the toughest for me because I came down with a stomach flu when we got to Bangalore. When I finally recovered, I was ready to continue on our (4) a so we travelled north to the Golden Triangle, the three most popular holiday (5) c in India: Delhi, Agra and Jaipur. A (6) a attraction is the Taj Mahal in Agra; it (7) b to be one of the most spectacular sights in India. (8) c being exhausting and at times very demanding, the trip was an amazing experience for me.

- |                   |                   |
|-------------------|-------------------|
| 1. a. carrying    | 5. a. comforts    |
| b. bringing       | b. seasons        |
| c. taking         | c. destinations   |
| 2. a. energising  | 6. a. major       |
| b. relaxing       | b. final          |
| c. flexible       | c. convenient     |
| 3. a. countryside | 7. a. is thinking |
| b. country        | b. is thought     |
| c. campsites      | c. thought        |
| 4. a. journey     | 8. a. Because of  |
| b. location       | b. Due to         |
| c. fare           | c. In spite of    |

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

## A vision for a great museum

Saudi Arabia is a country with a long cultural heritage which plays an important role in history. Millions (1) of visitors travel to Saudi Arabia every year to visit the holy cities of Makkah and Madinah, and the Saudi people consider it a great honour to welcome them. In an effort (2) to attract even more visitors from all parts of the world, as part of Vision 2030, the Deputy Crown Prince Mohammed bin Salman has announced plans to build (3) the largest ever Islamic museum. Visitors to this museum will be taken (4) on a glorious journey through history which will help them develop an understanding and respect (5) for Islamic culture.

The museum will be built to meet the highest international standards and will include the latest technology. The (6) most advanced methods of presenting information will be used, allowing visitors to enjoy interactive exhibits and also take (7) part in cultural events. The museum will also include a world-class library and research centre, making it an international centre for knowledge and learning that will attract scholars from around the world. This great museum will (8) not only display the many different aspects of Islamic civilization, but it will also be a symbol of progress and show how the country is moving forward.



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.

- The football game was cancelled because it was raining. of  
The football game was cancelled because of (the) rain.
- I left early because I didn't want to miss the bus. would  
I left early so that I would not miss the bus.
- People believe that someone forced Mike to quit his job. was  
It is believed that Mike was forced to quit his job.
- The government is providing earthquake victims with food and water. provided  
Earthquake victims are being provided with food and water by the government.
- The police caught the burglar while he was still in the house.  
The burglar was caught by the police while he was still in the house.
- Despite feeling very ill, Maria went to school.  
Maria went to school even though she felt very ill.

## LISTENING



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

- You overhear two people talking.  
Where was the Frida Kahlo exhibition?  
a. in Mexico  
b. in Leamington  
c. in London
- You will hear part of a telephone conversation.  
When is the man checking out?  
a. 27<sup>th</sup>  
b. 28<sup>th</sup>  
c. 29<sup>th</sup>
- You hear a conversation between a tour guide and a man on a tour.  
What is the group going to do now?  
a. go shopping  
b. visit the medieval castle  
c. go to the National Gardens
- You overhear two friends talking.  
What is the weather going to be like in Barcelona?  
a. warm and sunny  
b. cold and rainy  
c. we don't know
- You hear two people discussing holiday plans.  
Why doesn't the man want to go to Costa Rica?  
a. He doesn't like flying to faraway places.  
b. He would rather go to a tropical island.  
c. He thinks it might be too expensive.
- You overhear two people talking about their plans for the weekend.  
Why is the man going to go to Dover?  
a. to go shopping  
b. to escape from the rainy weather  
c. to do something different

## 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 compound nouns <input type="checkbox"/>
	> use words and phrases related to air travel <input type="checkbox"/>
	> form nouns describing occupations <input type="checkbox"/>
	> use prepositional phrases with <i>at</i> and <i>in</i> <input type="checkbox"/>
GRAMMAR	> form adjectives by using suffixes <input type="checkbox"/>
	> use the Passive Voice appropriately <input type="checkbox"/>
READING	> use clauses of reason, concession and purpose <input type="checkbox"/>
	> skim a text to understand the gist and identify its purpose <input type="checkbox"/>
	> understand details in a text <input type="checkbox"/>
LISTENING	> understand text organisation and reconstruct a gapped text <input type="checkbox"/>
	> understand the necessary information in short conversations <input type="checkbox"/>
SPEAKING	> understand specific information in short conversations and identify the picture that corresponds to the information <input type="checkbox"/>
	> talk about means of transport, types of holidays and holiday destinations <input type="checkbox"/>
	> compare pictures and express opinion and preference <input type="checkbox"/>
WRITING	> write a paragraph expressing my opinion <input type="checkbox"/>
	> write an essay expressing my opinion <input type="checkbox"/>

Go to the Workbook (p. 65) for IELTS Practice.

Task 2 p. 71

## CULTURE PAGES

The Voyage of the B





### Discuss:

- ▶ Would you describe yourself as *traditional*, *trendy*, *a computer addict* or *a gadget freak*?
- ▶ How has technology changed our life compared to 100 years ago?
- ▶ What kind of machines and gadgets do you think will exist 100 years from now?

### Flick through the module and find...

- ▶ a dialogue between two young women **p. 40**
- ▶ a text about using new technology in language learning **p. 38**
- ▶ an announcement about a course in Islamic Art **p. 49**
- ▶ an article about restaurants using new technology **p. 44**
- ▶ a short text about a trendy way to keep fit **p. 46**
- ▶ a letter to the editor of a school newspaper **p. 43**

### In this module you will...

- ▶ learn how to express criticism, possibility and certainty in the past
- ▶ talk about various aspects of modern life including technology and devices
- ▶ learn how to express your opinion and justify it
- ▶ learn how to write a letter expressing your opinion and a letter/e-m
- ▶ acquire skills and strategies that will help you in exams

**A. Discuss.**

- Do you ever use the Internet to help you with your language learning? If so what do you use it for?

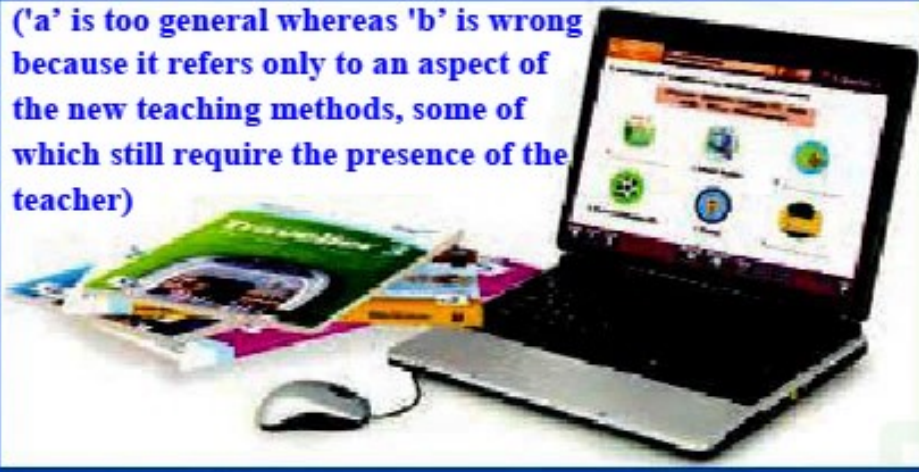
**B. Read the text quickly and choose which title a, b or c is the most appropriate for the text.**

**a English is all around us!**

**b No more pencils, no more books, no more teachers!**

**c Learning English with new technology!**

(‘a’ is too general whereas ‘b’ is wrong because it refers only to an aspect of the new teaching methods, some of which still require the presence of the teacher)



Today, many computer experts claim that traditional language learning methods used in classrooms will gradually be replaced by newer methods. Some of these new methods include e-learning, attending virtual classrooms, using tandem e-mail and using interactive CDs.

E-learning is short for electronic learning and, as the name suggests, it means any kind of learning environment which is electronic. On the Internet there are countless sites dedicated to language learning. These include worksheets, interactive games, puzzles, quizzes and so on.

It is also claimed that a day may come when we will no longer have to go to class. Instead, we will sit in front of the computer, log on from home, and ‘meet’ our teacher and other learners in a ‘virtual’ classroom. Although this type of learning environment is quite similar to the traditional classroom, it makes the learner far more independent and flexible. The teacher, or moderator, encourages the language learner to analyse what and how he or she wants to learn and then helps him or her to achieve those ends. Virtual classrooms can use all the online resources available and usually use a type of chat room to practise oral communication.

Another new method of language learning is tandem e-mail. Tandem learning means learning with a partner who is a native speaker of the language you are learning, but who is also learning your native language. In tandem e-mail, you and your partner exchange e-mails written half in the one language and half in the other. In this way, both you and your partner are reading and writing in the ‘foreign’ language. Tandem e-mail exchanges provide a very fast, immediate way of communicating. It is ‘real’ communication with a partner who is about the same age and may have the same interests.

Finally, there are interactive language learning CDs which offer a range of benefits. Learners can work at their own speed and can repeat vocabulary and phrases as often as they wish. Conversations are spoken by native speakers, which helps with pronunciation. CDs use a range of media; short clips of typical scenes and situations, interactive quizzes and much more.

So are the days of the traditional classroom numbered? Will the teacher be unnecessary? It is unlikely. However, the new media will play an increasingly important part in all learning and will complement traditional English teaching rather than replace it entirely.

**C. Read the text again and decide if the following statements are True, False or Not Mentioned. Write T, F or NM in the boxes.**

1. At the moment, there are not many sites on the Internet for language learning.
2. A teacher will still be needed in virtual classrooms.
3. In the virtual classroom, the students decide which areas of language learning they want to focus on.
4. In tandem e-mail, both students are learning the same language.
5. Of all the methods mentioned in the text, interactive CDs are the most effective way of learning.
6. The writer believes that teachers will not be necessary in the future.

F  
T

## The Answer:

C

1. F

'On the Internet there are countless sites dedicated to language learning.'

2. T

'...we will sit in front of the computer, log on from home, and "meet" our teacher and other learners in a "virtual" classroom.'

3. T

'The teacher, or moderator, encourages the language learner to analyse what and how he or she wants to learn and then helps him or her to achieve those ends.'

4. F

(Tandem learning means learning with a partner who is a native speaker of the language you are learning, but who is also learning your native language.)

6. F

(Will the teacher be unnecessary" It is unlikely.)

### Comprehension questions:

- What do language learning sites offer users?

Worksheets, interactive games, puzzles, quizzes etc.

- How do students learn through tandem e-mail?

They exchange e-mails with a native speaker of the language they wish to learn- the e-mail is written half in their language and half in their partner's language.

- What are the advantages of using CDs when learning a foreign language?

Students can set their own learning pace and can repeat items they wish to learn as many times as they want.

- What kind of materials are used in educational CDs?

Short clips of typical scenes and situations, interactive quizzes, etc.

highlighted in the text  
 gs. There is one extra  
 u do not need to use.

- |               |          |                                  |
|---------------|----------|----------------------------------|
| 1. countless  | <b>d</b> | a. go well with                  |
| 2. flexible   | <b>c</b> | b. use instead of something else |
| 3. range      | <b>f</b> | c. able to change easily         |
| 4. complement | <b>a</b> | d. a lot of                      |
| 5. replace    | <b>b</b> | e. device                        |
|               |          | f. variety                       |

**E. Discuss.**

- Which of the language learning methods mentioned in the text do you find the most interesting and effective?
- What do you think the advantages and disadvantages of each of them are?

**VOCABULARY**

**ADJECTIVES + PREPOSITIONS**

**A. Complete the chart with the adjectives in the box.**

aware full similar curious  
 jealous famous suitable  
 serious harmful responsible  
 relevant nervous

to	about
similar	curious
harmful	serious
relevant	nervous
for	of
famous	aware
suitable	full
responsible	jealous

**B. Complete the sentences below using adjectives + prepositions from the exercise above.**

- Even though I studied a lot last night, I'm **nervous about** my History test today.
- I don't understand how your question is **relevant to** our class discussion.
- People should always be held **responsible for** their own mistakes and not blame others.
- This sauce is very **similar to** a sauce I had in China.
- I don't think people are **aware of** the extent of the damage that has been done.

**vocabulary & grammar**

**GRAMMAR**

**INFINITIVES AND -ING FORMS**

**A. Look at the following examples and match them with the uses of the full infinitive.**

- The teacher, or moderator, encourages the language learner to **analyse** what and how he or she wants **to learn**. **b**
- Virtual classrooms usually use a type of chat room **to practise** oral communication. **a**
- It is interesting **to learn** a language through tandem e-mail. **d**
- I **don't know how to search** for a worksheet. **e**
- Have you got enough money **to buy** this laptop? **c**

The full infinitive (to + base form) is used:

- to express purpose
- after certain verbs (want, would like, hope, decide, learn, etc.)
- after too and enough
- after it + be + adjective
- after question words (who, what, how, etc.)

**NOTE** Use the bare infinitive (base form without to) after most modal verbs (can, could, must, may, should, etc.), would rather and had better. Also, after the verbs let and make in the active voice.

**B. Look at the following examples and match them with the uses of the -ing form.**

- What about **installing** a multimedia program? **c**
- Tandem e-mail exchanges provide a very fast, immediate way of **communicating**. **d**
- Learning** is generally more individual and self-directed. **a**
- Ian is considering **attending** a virtual classroom. **b**

The -ing form is used:

- as a subject
- after certain verbs (enjoy, finish, avoid, imagine, etc.)
- after certain expressions (how about, it's no use, it's worth, etc.)
- after prepositions (for, of, in, etc.)

**C. Look at the sentences below and decide what each of them means. Choose a or b.**

- You must **remember / not forget** to turn off the computer before you leave. **b**
- I will always **remember / never forget** flying over the jungle. **a**

Grammar Reference p. 79

**PRACTICE**

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

It's amazing (1) **to see** (see) how easily a modern mobile phone can (2) **affect** (affect) our everyday lives. Picture this. A man goes to the city centre (3) **to do** (do) some shopping. He enjoys (4) **walking** (walk) around looking at window displays. He realises he might (5) **not have** (not have) enough money to buy everything he wants, so he uses his mobile phone (6) **to get** (get) online and transfer money from his account. He sees a gadget he likes. He wants (7) **to** (get) a second opinion. So, he sends an MMS to his friend for a second opinion. So, he sends an MMS to his friend with the gadget and a question: 'Is it worth (8) **it** (cost) \$100? Don't you just love technology?'

### A. Discuss.

- When you go shopping, do you follow the latest fashion trends or do you have your own individual style?

### B. Listen to the dialogue and answer the following questions.



1. What is a makeover?
2. How is this shopping centre different from others?

**Lisa** Hello Sally! What are you up to?  
**Sally** Hi, Lisa! I just came back from the new shopping centre in the city centre. It's amazing!  
**Lisa** So I heard! Is it as big as they say?  
**Sally** It's huge and there is so much to do there!  
**Lisa** Like what?  
**Sally** Well, for starters, it's got over 350 shops so you can spend hours trying shoes and clothes on. But that's not the best part.  
**Lisa** What do you mean?  
**Sally** This is so much more than a shopping centre. For example, before you start shopping, you can ask one of the shop assistants for an opinion - for free! Their job is to tell you what looks good on you. Actually, one of them helped me **pick out** these clothes and this necklace.  
**Lisa** It's very pretty and it **matches** your blouse!  
**Sally** Thanks. She also gave my mum some advice. You see, my mum always wore awful cardigans and didn't take care of her face. So, first of all, she told my mum to get a **facial**. Then she had her hairstyle changed and her make-up done. The shop assistant also helped my mum choose some new clothes and accessories. When I saw my mum afterwards, I didn't recognise her!  
**Lisa** Wow! So they do makeovers, too?  
**Sally** Yes, of course. We saw this other woman who had a complete makeover done, and she looked absolutely **gorgeous**! She had her hair cut and dyed, and she bought new jewellery and elegant clothes. Seeing her persuaded my mum to give it a try!  
**Lisa** This sounds like the perfect shopping centre for women!  
**Sally** Yes, I agree! You know, they also cooperate with a number of doctors, so for instance, they recommended a dietician to me. She looked at my eating habits and gave me advice on what to change in order to **keep in shape**. She also suggested a fitness programme offered at the gym inside the shopping centre!  
**Lisa** Very impressive!



### C. Decide whether the following refer to Sally, her mum or both. Write S, M or B in the boxes.

- |                |                            |             |                            |
|----------------|----------------------------|-------------|----------------------------|
| 1. new clothes | <input type="checkbox"/> B | 5. a facial | <input type="checkbox"/> M |
| 2. jewellery   | <input type="checkbox"/> A | 6. hair     | <input type="checkbox"/> M |
| 3. make-up     | <input type="checkbox"/> M | 7. fit      | <input type="checkbox"/> M |
| 4. accessories | <input type="checkbox"/> M | 8. new      | <input type="checkbox"/> M |

## The Answer:

**B**

- A makeover is a complete change to the appearance of a person or place done in order to improve it.
- This shopping centre has got over 350 shops, it's got a gym and the shop assistants can help you improve your appearance.

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D. Look at the words/phrases highlighted in the dialogue and choose the correct meaning a, b or c.

- pick out  
a. make                      b. choose                      c. lend
- matches  
a. looks nice with                      b. is different from                      c. is cheaper than
- facial  
a. operation                      b. exercise                      c. beauty treatment
- gorgeous  
a. beautiful                      b. young                      c. happy
- in shape  
a. busy                      b. fit                      c. in fashion

E. Discuss.

- Do you think having a makeover can improve a person's life? How?
- What do you think makes a person 'beautiful'? Their appearance or their personality?

## VOCABULARY

### LEXICAL SET (APPEARANCE)

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

clothes					
	anorak	abaya	jumper	thobe	
	footwear				
		sandals	slippers	high heels	wellington boots
jewellery					
		earrings	bracelet	chain	

## GRAMMAR

### CAUSATIVE FORM

A. Look at the extracts from the dialogue and answer the questions that follow.

*...she had her hairstyle changed and her make-up done. She had her hair cut and dyed and she bought new jewellery and elegant clothes.*

- Did Sally's mum do her hair and make-up herself? If not, who did it for her?
- Did the woman in the second example buy new jewellery and clothes herself or did someone else do it for her?
- Which verb in one of the two examples above is used to indicate that someone else does something for you?

B. Study the rule below. Then, find more examples of the causative form in the dialogue.

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.  
e.g. *I usually have my hair cut once a month.*  
*Look! Mark has had his car painted purple!*

**NOTE** The question and negative forms of the Present Simple and the Past Simple of the Causative form are formed with *do/does* and *did* respectively.

Grammar Reference p. 79

## PRACTICE

Read the situations below and complete the sentences using the causative form.

- Andy will not buy a suit. He will ask a tailor to make it.  
Andy will have a suit made by a tailor.
- Mrs Adams is at the hairdresser's. They are dyeing her hair.  
Mrs Adams is having her hair dyed.
- Linda asked a catering company to prepare all the food.  
Linda had all the food prepared by a catering company.
- Didn't the mechanic service your car yesterday?  
Didn't you have your car serviced yesterday?
- Mr Wilson told his secretary to type and send all the letters.  
Mr Wilson had all the letters typed and cleaned.
- I am going to ask house.  
I am going to have my house cleaned.

## GRAMMAR

### CAUSATIVE FORM

**A**

1. No, she didn't- a hairstylist and make-up artist did it for her.
2. She bought new jewellery and clothes herself.
3. The verb 'have' followed by an object and the past participle of the main verb.

## VOCABULARY

### Clothes

coat  
dress  
gloves  
jacket  
jeans  
pajamas  
pants  
raincoat  
scarf  
shirt  
skirt  
suit  
sweater  
sweatshirt  
t-shirt  
trousers

### Footwear

boots  
shoes  
sneakers  
ballet shoes  
socks  
stockings

### Jewellery

necklace  
ring  
earrings  
brooch  
body piercing jewellery  
anklets



## LISTENING



### A. Discuss.

- How dependent on computers are you in your everyday life?
- Do you think that being computer literate is necessary today?

### B. You are going to hear a radio interview with an IT specialist about a project called 'One Laptop Per Child'. Listen and answer the question below.

What is the aim of this project?

- to make sure that students in all schools receive computer training
- to provide computers for children in developing countries
- to produce cheap laptops for the world market

### C. Listen to the interview again and complete the sentences below.

- Nicholas Negroponte is an architect as well as a computer scientist.
- In countries like Somalia and Rwanda, international aid mainly aims at providing food for people and helping them cope with a war situation.
- The OLPC project will create educational opportunities for children in developing countries.
- The final price of the laptop was £200.
- The laptop also has a battery which is environmentally friendly.

### D. Discuss.

- What is your opinion of the 'One Laptop Per Child' project?

## SPEAKING

Talk in pairs. Look at the pictures and discuss the following questions. You can use some of the words/phrases in the boxes.

- What aspect of modern life do these pictures show?
- How popular are they with people of your age?
- How do you feel about them?
- What are the positive and negative aspects of each of them?

junk food  
convenient  
health problems  
computer/online games  
addicted to  
combine shopping and entertainment  
choice of shops  
compete  
keep in touch

... is very / isn't so popular with...  
Among people of my age... is a favourite pastime because...  
Personally, I feel...  
I think/believe that...  
The way I see it...  
One of the greatest advantages/disadvantages of... is...  
Another drawback is...



## The Answer:

### SPEAKING

#### Advantages/Disadvantages:

##### Picture A

**Fast food:** very popular with young people

#### Negative aspects:

- consumption of junk food is bad for your health

#### Positive aspects:

- convenient
- inexpensive

##### Picture B

**Computer / online games:** very popular with young people

#### Negative aspects:

- Some people spend too much time playing these games and neglect other aspects of life.
- It can cause health problems.

#### Positive aspects:

- fun
- challenging
- educational

##### Picture C

**Shopping mall:** very popular with young people

#### Negative aspects:

- Teenagers can become addicted to shopping constantly, since the choice of shops and the products on offer are vast.
- Young people hang out with their friends in malls instead of taking up some kind of fun hobby or sport and doing something active.

#### Positive aspects:

- convenient for shopping
- food and entertainment on the premises
- family-oriented (some have creches and activities for children)

##### Picture D

#### A laptop

#### Negative aspects:

- This way of communication alienates people from each other. Teenagers tend to send e-mails to their friends/ family instead of meeting them and arranging some kind of activity with them.

#### Positive aspects:

- A convenient way to communicate when people are not at home due to busy schedules or distance.
- Relatively inexpensive compared to telephone communication.

**WRITING** A LETTER (TO THE EDITOR) EXPRESSING AN OPINION

**A. Discuss.**

- Why do you think people write letters to the editors of newspapers and magazines? Have you ever read any of these letters?
- Have you ever written to the editor of your school newspaper? What about?

**B. Read the letter to the editor of a newspaper below. What issue does Tom Evans discuss in his letter? Do you agree with him or not?**

Dear Sir/Madam,

I am a concerned parent writing to complain about the unhealthy dinners which are offered to our children in some schools. I feel that there is too much junk food and not enough fruit and vegetables on the menu. I think school staff and parents should do something about this situation.

A recent survey of school dinners has shown that the menus consist of pizza, chips and chicken nuggets. To make matters worse, vending machines in school canteens are stocked with soft drinks, crisps, chocolates and sweets. This kind of food leads to health problems such as heart disease, high cholesterol and obesity. In fact, it has been found that the number of overweight children in the country has increased dramatically in the last few years.

Although a trend in healthy eating has recently swept through the country, it does not seem to have caught on in our schools. Radical changes must be made to the existing junk food culture. We can do this by showing schools how to provide fresh nutritious meals that children will like.

In conclusion, I recommend that school staff and parents should take action on this issue. We all need to work together to come up with a solution before it is too late for our children.

Yours faithfully,

*Tom Evans*  
Tom Evans

**C. Read the statements below and tick the ones that apply to the letter above.**

The writer:

- a. uses a formal greeting and signature ending
- b. explains why he is writing in the first paragraph
- c. complains in a rude manner
- d. uses a variety of phrases to express his opinion
- e. uses short forms
- f. justifies his opinion
- g. makes suggestions
- h. uses the passive voice

**D. Find examples of formal language in the letter that correspond to the more informal words/phrases below.**

- a. worried (para 1) concerned
- b. fatness (para 2) obesity
- c. serve (para 3) provide
- d. healthy (para 3) nutritious
- e. suggest (para 4) recommend
- f. do something about this problem (para 4) take action on this issue

**E. When you are writing a letter (to the editor of a school newspaper, etc.) expressing your opinion, follow the outline below.**

**GREETING**

- Use a formal greeting.

**OPENING PARAGRAPH**

- Say why you are writing the letter.
- If you are writing in response to an article, refer to the topic/title of it.

**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 write your full name below your signature.

**WRITING TASK**

The aim of international aid to developing countries is often to prevent hunger and poverty. However, many people believe that providing education and access to modern technology would be a better way to help developing countries. An example of this is the OLPC project mentioned in the listening activity, which aims to offer cheap laptops to children in these countries. In your opinion, what is more important, food or laptops? Write a letter to the editor of your school newspaper expressing your views on this issue (100-150 words). Go to the Workbook, p. 39.



When you are writing a letter expressing your 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
- use linking words and

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## WRITING

### B

- He addresses the issue of unhealthy dinners offered to schoolchildren.
- Open response.

## WRITING TASK

Dear Sir/Madam,

I would like to give you my opinion on what is more important, food or laptops.

In my opinion, we should provide food to developing countries to help citizens. Everyone can benefit from this. Many elderly people have no relatives. And many children and women are poor and have no money to buy food. I agree also that providing laptops to developing countries important. When every school-age child in the developing countries is provided with a laptop computer, children can effectively engage with their personal laptops to the world so they can learn and integrate with global information developments.

I think supplying developing countries with food is important in the short term. Providing the children of developing countries with laptops is an effective solution in the long term. Thus, it is clear that the second solution is more effective way of helping developing countries.

In conclusion, I hold the view that the more important to developing countries is providing laptops because it supports self-reliance in learning, absorption of information, and ability to work and earn a living.

Yours faithfully,

Mashary Salem

**A. Discuss.**

- Have you ever heard of high-tech dining? What do you think it is?
- In what ways do you think technology could change the way we dine out in the future?

**B. Read the text quickly without paying any attention to the missing sentences and answer the question below.**

What is the purpose of this article?

- a. to encourage readers to visit some of London's famous sights
- b. to inform readers about various high-tech restaurants in London
- c. to inform readers about the quality of the food served in high-tech restaurants
- d. to discourage readers from visiting high-tech restaurants

## The high-tech adventures of a travelling food writer

by Bob Briscoe



On a recent trip to London, I decided to visit some exciting new restaurants that are using technology to change the way people dine out. My first stop was at an Italian restaurant in the city centre. **1 D** The manager must have noticed my confusion because he came up to me and explained that I could swipe my card at any of the food and drink stations in the restaurant, and that the card would record my order. No waiters necessary! I made my selection and then handed my card to the cashier. **2 B** My pasta was absolutely delicious, but, I must admit, I didn't enjoy having to carry my food up two flights of stairs!

**3 C** When we arrived, I was surprised to discover that there were no paper menus; instead, the menus were beamed on to the touch screen surface of the table with projectors. All we had to do was tap on our choices with our fingers and wait for the waiters to bring us our meal. **4 A** We had so much fun playing games that we hardly touched our food when it arrived – we really should have told the waiter to give us takeaways instead!

Another restaurant that I visited in London was an Indian restaurant. This restaurant also had touch screen tabletops, as well as another very interesting feature: a webcam which allowed me to see the cooks preparing the food in the kitchen! **5 F** I really enjoyed the evening, but I shouldn't have ordered the extra-spicy curry – it was a little too hot for me!

On my last day in London, I decided to get some tapas from a Spanish takeaway near my hotel. I had heard that the owners had installed a webcam at the restaurant to allow their customers to view the long lunchtime queue online. **6 G** While I packed my baggage, I kept an eye on the queue and then raced to the restaurant when the lunchtime rush was over. Without that wonderful webcam, I could have missed my plane!

I really can't wait for my next trip to London – high-tech dining is such fun!



**C. Six sentences have been removed from the text. 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.**

- A. The touch screen tabletop also allowed us to change virtual tablecloths and even play games!
- B. Once I'd paid for my meal, I collected it and made my way to the dining area on the second floor.
- C. On the next night, a friend of mine suggested that we visit his favourite high-tech restaurant.
- D. When I walked into the restaurant, I was given a tray and a chip card, but I had no idea what it was for.
- E. I was already used to high-tech dining so I was not impressed.
- F. After my meal, I used the touch screen to surf the Internet and to order a taxi to take me back to my hotel.
- G. This came in very handy for me.

## The Answer:

C

1. D

this sentence leads into the following one where the manager notices the writer's 'confusion'

2. B

This sentence describes what the writer did after he gave his card to the cashier and also mentions that the dining area is on the second floor □ 'I didn't enjoy having to carry my food up two flights of stairs.'

3. C

This is the only sentence that can serve as a topic sentence of a new paragraph describing another high- tech restaurant.

4. A

This sentence mentions that the touch screen tabletop allowed the customers to play games 'We had so much fun playing games...'

5. F

This sentence mentions using the touch screen tabletops, which were referred to in the previous sentence, to order a taxi. In addition, no other sentence makes sense in this gap.

6. G

This sentence refers to the convenience of being able to view the long lunch time queue online, because it allowed him to pack his luggage and visit the restaurant when the lunchtime rush was over, as mentioned in the next sentence.

**Comprehension questions:**

- **How do the customers use the chip card in the Italian restaurant?**

They swipe the card at any food and drink station and the card records the order.

- **What was the thing the writer didn't like in the Italian restaurant?**

The fact that the dining area was on the second floor which meant that he had to walk up two flights of stairs to get there.

- **How did the writer select his meal in the second high-tech restaurant?**

Instead of paper menus, there were touch screen tabletops and he tapped on what he wanted to order.

- **Besides the touch screen tabletops, what was an interesting novelty in the Indian restaurant?**

Through a webcam, you could actually see the cooks preparing the meal in the kitchen.

- **How can customers avoid waiting in the Spanish Tapas takeaway?**

They can use the webcam to check to see if there is a long queue of people waiting.

2. handed **c**
3. tap **a**
4. view **e**
5. queue **b**
6. baggage **g**
7. raced **f**

- a. strike lightly
- b. line of people
- c. gave
- d. choice
- e. watch
- f. went quickly
- g. bags and suitcases

**E. Discuss.**

- Which of the high-tech restaurants mentioned in the text would you like to go to?
- In your opinion, does high-tech dining spoil or improve one's dining experience?

**VOCABULARY**

**1. COLLOCATIONS/EXPRESSIONS WITH 'KEEP' AND 'HOLD'**

**A. Look at the following extract from the text. What does the phrase in bold mean?**

*While I packed my baggage, I **kept an eye on** the queue and then raced to the restaurant when the lunchtime rush was over.*

**B. Complete the sentences below with the correct form of keep or hold.**

1. The little boy and his father **held** hands as they went for a walk through the park.
2. John, can't you **keep** a secret? I told you not to tell anyone.
3. A: Can I speak to Mr Smith?  
B: Yes of course, **hold** the line please.
4. Afaf is a reliable person; she always **keeps** her promises.
5. I'm going to **keep** these two people in mind for the new position; they gave an excellent interview and got a high score in the test.
6. We are **holding** a meeting today to discuss some problems that have come up.
7. I'll stay and **keep** you company if you like; I don't want you to be alone.
8. How long can you **hold** your breath for?

**2. COLLOCATIONS WITH 'LOSE' AND 'MISS'**

**A. Look at the following extract from the text. Do you know any other words that collocate with the verb miss? What words collocate with the verb lose?**

*Without that wonderful webcam, I could have **missed** my plane!*

**vocabulary & grammar**

**B. Complete the sentences below with the correct form of lose or miss.**

1. Tom threw the bottle towards the bin but he **missed**.
2. I **missed** the last few classes and now I'm finding it difficult to understand what's going on.
3. I **lost** contact with Adam when he moved to Yemen.
4. I was disappointed that my team **lost** the match.
5. You **missed** your turn; please take another ticket and wait for your number to be called.
6. I really need to **lose** weight; I can't fit into my jeans any more.
7. I **miss** my mum a lot since I moved away from home.
8. Ali doesn't **lose** his temper very easily; he is certainly not an irritable person.
9. Jack hesitated and **missed** his chance to score a goal.
10. Louise **lost** her patience with her children because they kept on talking when she told them to be quiet.

**3. EXPRESSIONS WITH THE WORD 'WAY'**

**A. Look at sentence B in exercise C on page 44. What does the phrase in bold mean?**

*Once I'd paid for my meal, I collected it and **made my way** to the dining area on the second floor.*

**B. Match the phrases in bold in sentences 1-7 with their meanings a-g.**

1. The man was standing **in the way** of the robber and he managed to stop him. **d**
2. The police officer asked the man to move his car **out of the way** so the ambulance could get through. **g**
3. I met an old acquaintance **on the way** to work today. **f**
4. By **the way**, Peter said he wouldn't be able to make it to the meeting. **b**
5. **There's no way** that we'll finish this project by Tuesday. **a**
6. He won't listen to our advice so he's going to have to **learn the hard way**. **e**
7. A: Are you going **our way**?  
B: I'm going to the city centre.  
A: Get in, we'll give you a lift. **c**

- a. something will definitely not happen
- b. said when you want to add something to what you have already said
- c. the direction we are travelling in
- d. preventing somebody from moving or seeing
- e. make mistakes or face difficulties
- f. while someone was going some
- g. so that its presence would not happen

## The Answer:

### VOCABULARY

#### 1. COLLOCATIONS/EXPRESSIONS WITH 'KEEP' AND 'HOLD'

A

keep an eye on = watch something carefully

#### 2. COLLOCATIONS WITH 'LOSE' AND 'MISS'

A

miss the plane = not board the plane

#### 3. EXPRESSIONS WITH THE WORD 'WAY'

A

make my way to = move towards

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## GRAMMAR

### MODAL VERBS + HAVE + PAST PARTICIPLE

A. Look at the extracts from the text on page 44 and decide what they mean. Choose a or b.

- The manager **must have noticed** my confusion...
  - The manager had to notice my confusion.
  - I'm sure the manager noticed my confusion.
- ...we really **should have told** the waiter to give us takeaways instead!
  - We didn't tell the waiter to give us takeaways.
  - We had to tell the waiter to give us takeaways.
- ...I **shouldn't have ordered** the extra-spicy curry – it was a little too hot for me!
  - I was not allowed to order the extra-spicy curry.
  - I ordered the extra-spicy curry and that was a mistake.
- Without that wonderful webcam, I **could have missed** my plane!
  - I was able to miss my plane.
  - There was a possibility I would miss my plane but I didn't.

B. Do the extracts above refer to the present or the past? Which verb form is used after the modal verbs?

C. Look at the extracts again and complete the rules below with the missing modal verbs, **must**, **could** and **should**.

Use **should** + have + past participle to criticise or express regret about something that didn't happen in the past.

Use **shouldn't** + have + past participle to criticise or express regret about something that happened in the past.

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 in the past.

Use **may/might/could** + have + past participle to express possibility in the past.

Grammar Reference p. 80

## PRACTICE

Read the dialogues below and circle the correct answer.

- Khalid** Hi, Saad. What's wrong?  
**Saad** My mobile phone isn't working. I lent it to my brother. He (1) **must have broken** / should have broken it.
- Khalid** Let me have a look. Why is it wet? Ooh, no! He (2) **must have used** / should have used it in the rain. He (3) **shouldn't have done** / can't have done that.
- Saad** I am so annoyed. That's the last time I'll lend him anything. It's a state-of-the-art mobile phone. It cost a lot of money. He's going to have to buy me a new one.
- Khalid** Wait a minute. Look, it's working. We just needed to dry off the battery. If you want my opinion, you (4) **couldn't have lent** / **shouldn't have lent** it to him in the first place. This always happens when he borrows your things. Remember what happened to your laptop?
- Saad** Yeah, I remember I had to call a technician. He (5) **should have destroyed** / **could have destroyed** it completely, you know.

**Salman** I like your new shoes. They look expensive. You (6) **could have paid** / **must have paid** loads for them.

**Faisal** Actually, I bought them in a discount shop for SAR20.

**Salman** Really? I might go and get a pair.

**Faisal** Unfortunately, these were the last pair. You (7) **should have gone** / might have gone yesterday.

## ENGLISH IN USE

Read the text below and think of the word that best fits each gap. Use only one word in each gap.

### keep (Wii) Fit!

In this day and age, everyone wants to stay (1) **in** shape. Most people lead very busy lives and don't have time to go to the gym every day. Now, there is a quick and fun way (2) **to** work out at home, right in front of your TV with the *Wii Fit* video game. *Wii Fit* (3) **is** played on the Wii game console, and the controller is a balance board, specially made for the game. The Wii Balance Board is shaped just like a scale, and it has similar sensors in it to measure your weight as you work (4) **out**. You enter your height, and the game (5) **has** your 'fitness age' calculated while you are playing. The sensors also check your balance and there are many games (6) **which/that** specifically test your balance skills. There are around 40 exercises that are programmed into the game including jogging, playing football, and even hula hooping! Plus, there are several other activities (7) **for** all ages and levels. With the Wii gaming system, and it's becoming families to play together. In fact, it's (8) **so** the games are flying off the shelves.

**The Answer:**

**GRAMMAR**

**MODAL VERBS + HAVE + PAST PARTICIPLE**

**B**

**They refer to the past. After the modal verb we use 'have' + past participle.**

موقع واجباتك



## LISTENING



### A. Discuss.

- Do you enjoy reading?
- Have you ever read an e-book or accessed an e-library? What is your opinion about them?

### B. Listen to a conversation between two friends about e-resources and write T for True or F for False.

1. One of the boys was studying in the library.
2. One of the boys is not familiar with e-books.
3. According to Will, using printed books is more convenient than using e-books.
4. The boys' school library owns over 30,000 printed books.
5. Craig thinks that e-books help the environment.
6. Craig decides to use only e-books in the future.

F  
T  
F  
F  
T  
F

## SPEAKING

Imagine that you are going on a trip for a couple of weeks with some friends, and you can only take two of the devices shown below. First talk to each other about how useful each of these devices would be to you. Then decide which two you would take with you on your trip and why.

- How useful would each of the devices be to you?
- Which two would you take with you on a trip?



- There are no right or wrong answers but you must make sure to justify your answer.
- This is not a monologue, so take turns to speak.
- 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.'

handy    practical    convenient  
 entertainment    keep in touch  
                                  remember the moments  
 amusement    relaxation

I think that if I take a(n)... with me I can...  
 I would definitely take a(n)... with me because...

I don't think  
 I can't live  
 A(n)... would I



## **SPEAKING**

### **Items**

#### **Mobile phone**

**Ideal for communicating with friends and relatives even if you are travelling far, since the new 3G mobile phones offer unlimited roaming everywhere in the world. Also, a mobile phone allows you to call in cases of emergency or danger.**

#### **Camcorder**

**It is necessary if you want to remember all the places you have visited during your holiday. Its only drawback is that because it is quite expensive, tourists carrying one become targets for thieves - you will be very disappointed to go back home without it if it gets stolen, especially because your recordings would also be lost.**

#### **Camera**

**I can't think of any tourist who doesn't have a digital camera - the most convenient way to remember all the places one has visited. On top of this, most digital cameras allow you to upload the images on special websites and not worry in case you lose it or it gets stolen. Also, they are not as bulky as they used to be, they can fit almost anywhere since the new ones are literally the size of a credit card.**

#### **Laptop**

**Unless you are travelling for business, you really do not need to take a laptop with you. It is bulky and can break easily, especially if you carry it in your backpack. On top of this, you can find a computer and an Internet connection almost anywhere.**

**WRITING** A SEMI-FORMAL LETTER/E-MAIL BASED ON PROMPTS

**A. Discuss.**

- Would you be interested in contributing articles to a local magazine? Why / Why not?

**B. Read the announcement posted on a university noticeboard about a magazine and the notes a student of that university has made. What does he want to know more about?**

**WRITERS WANTED**

**whereaboutz**, our new university magazine, is looking for writers

- Are you interested in what's going on on campus?
- Do you like expressing your ideas in black and white?
- Can you hold the readers' attention?
- Have you got some free time?

Then you are perfect for the job!

For more information contact the English club president Mr Nizar

*Handwritten notes:*  
 - "great!" points to the magazine title.  
 - "What topics?" points to the first bullet point.  
 - "not a lot" points to the fourth bullet point.  
 - "published how often?" points to the text "Then you are perfect for the job!"

**C. Now read the e-mail the student wrote in response to the announcement and underline the parts of the e-mail that correspond to his notes above.**

Dear Mr Nizar,

I was very excited to see the announcement about the university magazine. I think the English club needs a magazine where students can express themselves and find out about what's going on. I have always been fond of writing and I would be delighted to take part in this project!

However, I would like to have some more information regarding the magazine. For example, you say that writers should have free time. I have some free time, but it is limited. So I would like to know how often the magazine will be published.

Another question I have is about the subject matter. The announcement mentions what's going on on campus. Does that include other things besides academic events? Please let me know.

Looking forward to your reply.

Best wishes,  
Faisal Al Saad

**D. Look at the e-mail above and answer the questions below.**

1. How does the writer address the person he is writing to? **in a formal way: Dear Mr Nizar**
2. What kind of questions does the writer use to ask for information? Are they direct, indirect or a combination of both?
3. What style does the writer write in?  
 a. quite formal      b. friendly and informal      c. something between the two
4. How does the writer sign off? **He signs off semi-formally: Best wishes**

## The Answer:

### WRITING

#### B

Faisal wants to find out what topics the new writers have to write about. He also wants to know how often the magazine will be published.

#### D

2. They are a combination of both direct and indirect questions. 'So I would like to know...', 'Does that include...?'

موقع واجباتك



... questions of indirect and direct questions in the e-mail on page 48 and rewrite the questions below in the phrases given.

1. Could you tell me what time the museum opens?

I was wondering \_\_\_\_\_  
**what time the museum opens.**

2. How much work will the project involve?

I would like to know **how much work the project will involve.**

3. How much does the course cost?

I would be grateful if you could tell me \_\_\_\_\_  
**how much the course costs.**

4. How can I get to 5th Street?

Could you tell me \_\_\_\_\_  
**how I can get to 5<sup>th</sup> Street?**

5. When does registration start?

I would like to know \_\_\_\_\_  
**when registration starts.**

6. Does the university offer accommodation?

I'm interested in finding out **if/whether the university offers accommodation.**

F. Read the rubric and the announcement with the notes. Underline the key words in the rubric. What do you have to include in your letter?

You have seen the following announcement about an Islamic Art course offered by an Art teacher who is an old friend of your family. Read the announcement and the notes you have made. Then, write a letter to the teacher using all your notes.

always been keen on art

# Islamic art COURSE

- Do you like pottery and ceramics?
- Would you like to express your feelings through art but don't know how?
- Do you want to meet local artists and see their work?

costs

Join our new course at the art department now and explore your creative side!



lasts how long?

what days?



For details, send us a letter to:  
Olaya Street, Riyadh 11594 Saudi Arabia

## WRITING TASK

Write your letter (100-150 words). Go to the Workbook, p. 44.

TIP

When you are writing a semi-formal letter/e-mail asking for information based on prompts:

- write in an appropriate style.
- include all the information in your notes.
- organise the information in paragraphs.
- use a combination of direct and indirect questions.
- use a variety of phrases to ask indirect questions, e.g.

*I would like to know...*

*Could you tell me...?*

*I would be grateful if you could tell me...*

*I was wondering...*

*I'm interested in finding out...*

- use standard grammar and spelling conventions.
- use appropriate phrases to express enthusiasm.

*I am very interested in...*

*I have always been keen on...*

*I was excited to see/hear, etc...*

*I would be delighted...*

## WRITING TASK

Dear Mr Hamad,

How are you? I was very excited to see the announcement about the Islamic art course.

I have always been keen in art and I would be delighted to be a member at this course!

However, I would like to have some more information regarding the announcement. For example, I would like to know the timetable or schedule of the course.

Another question I have is about the subject matter. The announcement didn't mention the cost of the course and what does it cover. I would be grateful if you could tell me about them. I was wondering did that include other things besides academic study or not? Please let me know.

Looking forward to receive your reply.

Best wishes

Mohamed Nasr

## VOCABULARY & GRAMMAR

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

- Bob said he wouldn't be able to \_\_\_\_\_ the seminar because he was very busy.  
a. install                      b. attend                      c. encourage                      d. achieve
- The *Plums and Noodles* shop offers a wide \_\_\_\_\_ of Asian products and utensils.  
a. range                      b. method                      c. trend                      d. feature
- Omar was \_\_\_\_\_ to work when the accident happened.  
a. in the way                      b. out of the way                      c. on the way                      d. by the way
- We started the engine and drove slowly but \_\_\_\_\_ picked up speed when we reached the motorway.  
a. entirely                      b. absolutely                      c. mainly                      d. gradually
- I like Indian food because it's \_\_\_\_\_.  
a. spicy                      b. handy                      c. unlikely                      d. radical
- In the beginning, sushi restaurants weren't at all successful, but they eventually \_\_\_\_\_.  
a. picked out                      b. caught on                      c. logged on                      d. tapped on
- Are you aware \_\_\_\_\_ the consequences of your actions, Jim?  
a. for                      b. about                      c. of                      d. to
- Nothing of what the president said was \_\_\_\_\_ to the situation; it seemed he wanted to change the subject.  
a. harmful                      b. similar                      c. relevant                      d. suitable
- The doctor \_\_\_\_\_ drinking a lot of water and avoiding junk food.  
a. analysed                      b. recommended                      c. complemented                      d. recorded
- Whatever he tells you, try to stay calm and not \_\_\_\_\_ your temper.  
a. lose                      b. hold                      c. miss                      d. keep

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

- I failed my Maths test; I probably \_\_\_\_\_ have studied harder.  
a. must                      b. should                      c. may                      d. might
- Maria \_\_\_\_\_ have seen the robbery; she was at school when it took place.  
a. mustn't                      b. can't                      c. should                      d. must
- Peter \_\_\_\_\_ have lied to his brother; he hurt his feelings.  
a. mustn't                      b. couldn't                      c. shouldn't                      d. can't
- Please be more careful! You \_\_\_\_\_ have been injured.  
a. should                      b. can't                      c. could                      d. can
- I can't afford \_\_\_\_\_ too much money on a holiday this year, so I think I'll go camping.  
a. to spend                      b. spend                      c. spending                      d. I spend
- Hamza has decided \_\_\_\_\_ engineering at the university.  
a. to study                      b. studying                      c. studied                      d. in studying
- Did you remember \_\_\_\_\_ your friend on Eid al-Adha or did you forget about it?  
a. calling                      b. call                      c. called                      d. to call
- Can you imagine \_\_\_\_\_ in Riyadh for a year?  
a. live                      b. living                      c. to live                      d. to living
- I \_\_\_\_\_ my plants unwatered for a week; now it's too late.  
a. should leave                      b. should have left                      c. shouldn't leave                      d. shouldn't have left
- Sally had a dress \_\_\_\_\_ for her graduation.  
a. made                      b. make                      c. making                      d. to m



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

# TEEN hangouts

What's the best place for modern teenagers (1) to hang out (hang out)? Teenagers used to gather in large shopping centres, parks or even on street corners. But now new research has shown that teenagers prefer (2) to spend/spending (spend) their time in or around modern buildings. For example, in London, teens like (3) meeting/to meet (meet) at the skate park or the café in the Oxford Circus Topshop; this has a large space for (4) displaying (display) trendy new fashions. In Manchester, the place (5) to be (be) is the space outside Urbis which is a trendy modern gallery devoted to cities and their street life. Teenagers want (6) to go (go) to places that are cool and entertaining. Modern teenagers are constantly using some form of communication (7) to talk (talk) with friends. But they also like art. A British gallery has already designed a space specifically for teens. The Wolverhampton Art Gallery has an area decorated with brightly coloured art prints. Public libraries in America have also designed some very cool teen spaces. For example, it's worth (8) checking out (check out) the teen section of the Jacksonville library in Florida where there are various activities available for teens (9) to take (take) part in. The space is designed with bright modern furniture, and there are collages on the walls. It is interesting (10) to note (note) that London's Tate Modern is also planning (11) to design (design) a teen space within its gallery.

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



## Modern Life

Some decades ago it seemed very (1) unlikely that technology would be able to affect our lives to the extent that it does today. There are (2) countles gadgets that make our lives easier, and we actually feel (3) depende on them. However, scientists say that future homes will be filled with gadgets that will do everything for people. Some (4) concern individuals fear that these machines will (5) gradual replace humans.

For this reason, many of these machines will be (6) interactive so that they allow humans to get involved. But is this enough? As we become (7) increasingly aware of our need to save time and achieve our technological goals, we are perhaps forgetting that we are also a part of nature. Are we becoming too (8) addicted to technology?

LIKELY  
COUNT  
DEPEND  
CONCERN  
GRADUAL  
INTERACT  
INCREASE  
ADDICT

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.

- The mechanic repaired my car last week. had  
I had my car repaired last week.
- They will paint my flat next week. have  
I will have my flat painted next week.
- John doesn't go to the gym any more. stopped  
John stopped going to the gym.
- Little Timmy is too short to reach the light switch. enough  
Little Timmy is not tall enough to reach the light switch.
- The King Abdul Aziz Museum is definitely worth a visit. visiting  
It's definitely worth visiting the King Abdul Aziz Museum.
- I'm sure Ian had a wonderful holiday. have  
Ian must have had a wonderful holiday.
- It's possible I left my wallet at home.  
I may/might have left my wallet at home.
- I don't think it was a good idea for me to buy a laptop. bought  
I shouldn't have bought / wish I hadn't a laptop.  
bought

## LISTENING



You will hear a conversation about Robonauts. For questions 1-5, choose the best answer a, b or c.

- What makes Robonaut different from other space robots?
  - It doesn't look like a human.
  - It can perform more demanding tasks.
  - It is cheaper to make than other robots.
- What is the main purpose of Robonauts?
  - to replace human astronauts
  - to help humans with tasks
  - both of the above
- Why can't Robonaut perform tasks outside the spaceship?
  - It's too cold.
  - It might get hit by meteors.
  - Humans won't be able to control them.
- What will happen with project M?
  - A Robonaut will be sent to the moon.
  - A Robonaut will travel to the moon with humans.
  - A Robonaut will travel to a space station.
- How will the new Robonaut robots move around?
  - on four wheels
  - on foot
  - on two wheels

## 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 adjectives + prepositions <input type="checkbox"/>
	> use words related to appearance <input type="checkbox"/>
	> use collocations and expressions with <i>keep, hold, lose</i> and <i>miss</i> <input type="checkbox"/>
	> use expressions with the word <i>way</i> <input type="checkbox"/>
GRAMMAR	> use infinitives and -ing forms appropriately <input type="checkbox"/>
	> use the causative form <input type="checkbox"/>
	> use the appropriate modal verbs + have + past participle to express criticism, possibility and certainty in the past <input type="checkbox"/>
READING	> skim a text to understand the gist and identify its purpose <input type="checkbox"/>
	> understand details in a text <input type="checkbox"/>
	> understand text organisation and reconstruct a gapped text <input type="checkbox"/>
LISTENING	> understand the gist and specific information in a radio interview <input type="checkbox"/>
	> understand specific information in a conversation between friends <input type="checkbox"/>
SPEAKING	> discuss various aspects of modern life <input type="checkbox"/>
	> speculate and make a decision about what devices I can't do without <input type="checkbox"/>
WRITING	> write an e-mail asking for information <input type="checkbox"/>
	> write a letter (to the editor) expressing my opinion <input type="checkbox"/>

Go to the Workbook (p. 67) for IELTS Practice.

Task 3 p. 72



# Human nature

## Discuss:

- ▶ What do you think are some common characteristics among humans?
- ▶ What kind of problems do young people face today? How do they cope with them?

## Flick through the module and find...

- ▶ letters from a magazine problem page **p. 59**
- ▶ three texts about embarrassing moments **p. 54**
- ▶ blurbs from several novels **p. 63**
- ▶ a conversation between two friends **p. 56**
- ▶ a book review **p. 64**
- ▶ a magazine article about telepathy between twins **p. 60**

## In this module you will...

- ▶ learn how to refer to hypothetical situations in the past
- ▶ learn how to express wishes and regret about something in the past
- ▶ talk about various aspects of human nature
- ▶ learn how to ask for and give advice
- ▶ learn how to write a letter giving advice
- ▶ acquire skills and strategies that will help you

A. Look at the pictures. What do you think happened to these people? Read and check your answers.

## Share your most embarrassing moments!

I don't know why embarrassing things keep happening to me! Just the other day, I was walking down the street with my friends from college when I **ran into** my History professor. I decided to say hello so I looked at him with a big grin on my face and walked towards him. He didn't seem to recognise me so as he was walking past me I called his name. The professor finally turned around, but had an alarmed look as if something was about to go terribly wrong. Then suddenly I felt like someone had hit me in the face with a brick. I was shocked for a moment, and then I realised I had walked into a lamp post. The professor tried not to laugh but my friends burst out laughing. If I had known things would turn out this way, I would have stayed at home! I had totally made a fool of myself!

(Beetroot red) Robbie




I was over at a friend's house and we were having a great time. Then some of the boys started telling scary stories. As one of my friends stood in the middle of the room with the lights off telling his story, I thought it was time for me to play one of my jokes on them. I found a torch in the kitchen and I went outside using the back door so that nobody would see me. My plan was to get in through the living room window holding the torch and pretending to be a burglar. That, I thought, would definitely scare everybody. Unfortunately, as I was climbing in through the window, I fell down and landed on a cactus! David, one of my friends, turned on the lights and everyone went outside to see what was going on. There was a moment of silence and then everybody started laughing. At first, I just wanted the ground to open and swallow me up, but then I started laughing too.

(Blushing Rose) James



### Shades of Shame

 Blushing Rose

 Beetroot red

 Bag over your head and hide under the table

I thought it would be a normal school day, just like all the rest. But it sure wasn't. I was late so I ran all the way to school. As I sat down, I noticed a very unpleasant smell. Soon enough, the other students **went hysterical** asking each other where it was coming from. The teacher was getting annoyed because he hates interruptions, and the smell seemed to be getting worse. It seemed to be coming from under my desk, where my bag was. So I opened the bag and, to my horror, I realised what it was. You see, about a week before, my mum had made me a cheese sandwich, which I had forgotten all about. The only solution was to get rid of it, fast. So, as my teacher turned his back to write something on the board, I slowly took the sandwich out of my bag, **making an effort** not to be noticed. However, one of the boys saw me and ruined everything, as he **couldn't help** telling everyone: 'Daryl's the one! He's got a smelly sandwich!' Everyone looked at me, of course and started laughing. They made fun of me for weeks afterwards, which **drove me up the wall!**

(Bag over your head and hide under the table)

Daryl



## The Answer:

### READING

#### A

Robbie walked into a lamp post, Daryl had a smelly sandwich in his schoolbag and James landed on a cactus while trying to play a joke on his friends.

### Comprehension questions:

- What did Robbie do when he saw his History professor?

He looked at him with a big grin on his face and walked towards him.

- Why did all his friends burst out laughing?

Because he had walked into a lamp post.

- How did Robbie feel?

He felt embarrassed.

- Why was Daryl's teacher not pleased?

Because he hated interruptions.

- Where did the bad smell come from?

From a cheese sandwich Daryl had forgotten in his bag for a week.

- Why did James want to climb in the house through the window?

To play a joke on his friends.

- Was this a very embarrassing experience for James?

No, it wasn't. He ended up laughing, too.

1. It took me a while to realise what had happened. **R**
2. I was trying to get someone's attention. **R**
3. I enjoyed what happened as much as the others. **J**
4. I wanted to throw something away. **D**
5. I was annoyed by the way the others reacted. **D**
6. I was trying to do something funny when the accident happened. **J**

**C. Match the highlighted words/phrases in the text with their meanings a-h. There are two extra meanings which you do not need to use.**

- |                         |          |                                       |
|-------------------------|----------|---------------------------------------|
| 1. run into             | <b>f</b> | a. behave as if                       |
| 2. pretend              | <b>a</b> | b. go crazy                           |
| 3. go hysterical        | <b>b</b> | c. try                                |
| 4. make an effort       | <b>c</b> | d. attend                             |
| 5. can't help           | <b>e</b> | e. not able to control your behaviour |
| 6. drive sb up the wall | <b>g</b> | f. meet by chance                     |
- D. Discuss.**
- Has anything embarrassing ever happened to you?
- g. annoy sb  
h. believe in

## GRAMMAR

### CONDITIONAL SENTENCES TYPE 3

**A. Look at the extract from the text and answer the questions that follow.**

*If I had known things would turn out this way, I would have stayed at home.*

1. Did the writer know what would happen? **No, he didn't.**
2. Did he stay at home? **No, he didn't.**
3. How does he feel about it?

**He regrets it.**

**B. Read and complete the rule below.**

### Conditional Sentences Type 3

They are used for unreal situations in the past or to express regret about something that happened or didn't happen.

If + Past Perfect → would/could/might + **have** + past participle

Grammar Reference p. 80

## VOCABULARY

### PHRASES/EXPRESSIONS WITH 'MOST' AND 'LEAST'

Read the sentences below and match the phrases/expressions in bold with their meanings a-h.

1. I thought the book would be nice but it wasn't in **the least** interesting. **a**
2. Children should drink **at least** two glasses of milk per day. **d**
3. I want to thank my friends Ali, Saif, Ameer and **last but not least** Hamza for all their support. **f**
4. Nobody believed his story, **least of all** the police. **c**
5. It's an awful restaurant; the food is tasteless to **say the least**. **g**
6. I plan to **make the most of** my holiday and spend my time relaxing. **h**
7. We will stay in Dubai for ten days **at most**. **e**
8. The thing I liked **most of all** about the book was the second chapter. **b**

- a. at all
- b. more than anything else
- c. especially not
- d. not less than
- e. not more than
- f. as important as the rest
- g. not to say everything that you could say
- h. get the maximum advantage from

## PRACTICE

Complete the dialogues using the correct form of the verbs in brackets.

1. **A:** How did Tony do in the interview?  
**B:** Not too well. If his CV **had been** (be) more professional, he **would/could have got** the job.  
**A:** Maybe next time.
2. **A:** It's a shame we missed the documentary. If we **had known** (know) what time it was on, we **would have watched** (watch) it.  
**B:** Yes, you're right.
3. **A:** What do you mean he disappeared into thin air?  
**B:** I know that it sounds incredible, but if you **had seen** (see) it, you **would have believed** (believe) it.
4. **A:** It was a bad idea to wait for the bus.  
**B:** Yes, I know. We **would have arrived** (arrive) earlier if we **had walked** (walk) home.
5. **A:** Did you buy a laptop?  
**B:** Well, I went back to the shop and they had none left! I was so disappointed. If I **had known** (know) how popular, I **would have bought** (buy) it first saw it.

## The Answer:

**B**

**1. R**

'...I was shocked for a moment.... I realised I had walked into a lamp post.'

**2. R**

'He didn't seem to recognise me so as he was walking past me I called his name.'

**3. J**

'...but then I started laughing too.'

**4. D**

'The only solution was to get rid of it, fast...making an effort not to be noticed.'

**R. D**

'...which drove me up the wall!'

**6. J**

'I thought it was time for me to play one of my jokes on them.'

### A. Discuss.

- Is being overweight a serious problem? Why / Why not?
- Do you think there are both healthy and unhealthy ways of losing weight? Can you give a few examples of each?

**Lisa** Hey, Mary. What's wrong? You look a bit down in the dumps.

**Mary** That's because I am. I went to the doctor yesterday, and she weighed me as part of my routine **check-up**. I've gained 15 pounds since my last visit six months ago!

**Lisa** I'm sorry to hear that. But it doesn't show, if that makes you feel any better.

**Mary** Thanks. If only I had been more careful with my eating habits! Anyway, there's no point in sitting around and **moping**. I have to focus on **shedding** these extra pounds.

**Lisa** Don't worry; it will be a piece of cake. Once, when I wanted to lose ten pounds, I ate only one meal a day and I exercised a lot. I lost ten pounds in less than a month.

**Mary** Well, I don't want to **starve** myself. My doctor told me I should eat four small meals a day and avoid sugar. Unfortunately, she also told me to exercise three or four days a week. I hate exercising! I wish I could lose weight without doing anything.

### B. Listen to the dialogue and answer the questions below.



1. What is Mary's problem?
2. What is she going to do about it?

**Lisa** Perhaps you can take some weight-loss supplements to **speed up** your metabolism. My cousin Julie took them and lost eight pounds in two weeks!

**Mary** Yeah, I know these slim quick diet pills are all the rage, but my doctor strongly advised me against using weight-loss supplements. She said some of them could be extremely dangerous. Plus, when you stop taking them, you just gain back all of the weight you lost.

**Lisa** Yeah, I guess you're right. My cousin did gain back all of the weight she lost when she stopped taking the pills.

**Mary** If only losing weight was as quick and easy as you say, but it looks like it's a **process** that needs to be done right.

**Lisa** To tell you the truth, the ten pounds I lost did not stay off long after I stopped exercising and started eating normally again. I guess I should try losing weight the healthy way. We can do it together!

### C. Read the dialogue and decide whether the following statements are true, false or not mentioned. Write T, F or NM in the boxes.

1. Mary wasn't very careful about what she ate.
2. Lisa thinks that Mary will lose weight easily.
3. Mary doesn't mind exercising.
4. Mary's doctor suggests that she should try taking weight-loss supplements.
5. Mary realises that there is no quick and easy way to lose weight.
6. Mary will probably gain back all the weight she will lose.

## The Answer:

### Listening & reading

#### B

1. She went to the doctor and, as part of a routine check-up, she found out that she had put on 15 pounds in six months.
2. She is going to eat four small meals a day, avoid sugar and start exercising.

#### C

##### 1. T

'If only I had been more careful with my eating habits!'

##### 2. T

'Don't worry- it will be a piece of cake.'

##### 3. F

'I hate exercising!'

##### 4. F

'... but my doctor strongly advised me against using weight-loss supplements.'

##### 5. T

'If only losing weight was as quick and easy as you say, but it looks like it's a process that needs to be done right.'

1. check-up **e**
2. moping **d**
3. shedding **h**
4. starve **g**
5. speed up **b**
6. process **a**

- a. a series of actions
- b. make something go faster
- c. eating too much
- d. feeling miserable
- e. a medical examination to see if everything is all right
- f. exercise
- g. eat very little
- h. losing

**E. Discuss.**

- Have you or has anyone you know tried losing weight in any of the ways mentioned in the text?
- Do you think people's eating habits are getting better or worse? Why?

**VOCABULARY**

**IDIOMS**

**A. Look at the following extracts from the dialogue. What do you think the phrases in bold mean?**

*You look a bit **down in the dumps**.*  
*Don't worry; it will be a **piece of cake**.*  
*I know these slim quick diet pills **are all the rage**...*

**B. Read the sentences and match the idioms in bold with their meanings a-f.**

1. I know chocolate is bad for me but I can't stop eating it. I guess I **have a sweet tooth**. **f**
2. The teacher told the students to learn the poem **by heart**. **d**
3. When I found out that I had passed all my exams, I **was on cloud nine**. **b**
4. If I **were in your shoes**, I would inform the police. **c**
5. 'Who told you the secret?'  
'John **spilled the beans**.' **a**
6. Stop **beating about the bush** and tell me what you want. **e**

- a. to tell a secret
- b. to be very happy
- c. to be in someone's place
- d. to memorise
- e. to not speak directly about something
- f. to like food with a lot of sugar in it

**vocabulary & grammar**

**GRAMMAR**

**WISHES AND UNREAL PAST**

**A. Look at the following extracts from the dialogue and answer the questions that follow.**

*I wish I could lose weight without doing anything.*  
*If only losing weight was as quick and easy as you say...*

1. Can Mary lose weight without doing anything?
2. Is losing weight as quick and easy as Lisa says?
3. Do the sentences refer to the present or the past?
4. Would Mary like these situations to be different?

*If only I had been more careful with my eating habits!*

1. Was Mary careful with her eating habits?
2. Does the sentence refer to the present or the past?

**B. Read the rules below and match the extracts above with the uses of wish / if only.**

**We use wish / if only + Past Simple:**

to make a wish about a present or future situation which we would like to be different.

**We use wish / if only + Past Perfect:**

to express regret about something that happened or didn't happen in the past.

Grammar Reference p. 80

**PRACTICE**

**Read the following situations and write sentences starting with the words given.**

1. You speak very loudly and I don't like that.  
I wish you didn't / wouldn't speak so loudly / as loudly as you do.
2. I lied to my sister and that was a mistake.  
If only I hadn't lied to my sister.
3. I should have visited my aunt when she was in hospital.  
I wish I had visited my aunt when she was in hospital.
4. Afaf doesn't sleep well at night and she's worried about it.  
Afaf wishes she slept well at night / could sleep well at night.
5. Brad feels bad because he ate a huge chocolate ice cream.  
Brad wishes he hadn't eaten a huge chocolate ice cream.
6. I would like to go to the gym three times a week but I just can't.  
If only I could go to the gym three times a week.
7. I woke up at 9 and went to school.  
If only I hadn't woken / school an hour later.

## The Answer:

### VOCABULARY

#### A

down in the dumps = sad depressed

a piece of cake = easy

are all the rage = latest trend fashionable

### GRAMMAR

#### A

I wish I could lose weight without doing anything.

If only losing weight was as quick and easy as you say...

1. No, she can't.
2. No, it isn't.
3. They refer to the present.
4. Yes, she would.

If only I had been more careful with my eating habits!

1. No, she wasn't.
2. It refers to the past.

#### B

I wish I could lose weight without doing anything. (wish + Past Simple)

If only losing weight was as quick and easy as you say... (if only + Past Simple)

If only I had been more careful with my eating habits! (if only + Past Perfect)

## LISTENING



### A. Discuss.

- Which problems or issues do you usually discuss with your family or friends?
- How do you solve problems which arise?

### B. You will hear a telephone conversation between a teenage boy, Andy and his uncle, David. What is Andy's main problem?

- He doesn't like London and wants to move to Miami.
- He can't find ways to make friends.
- He is having difficulty adapting to a new situation.
- His parents don't let him go out.

### C. Listen to the conversation again and decide if the statements below are True or False.

- David invites Andy to visit him in Miami.
- Andy argues with his friends at school.
- David suggests that Andy should join a jogging club.
- Andy would like to join a book club.
- Andy and his parents disagree about many things.
- David advises Andy to show his parents that he respects their opinion.

T  
F  
F  
T  
T  
T

## SPEAKING

Talk in pairs and take turns to be Student A and Student B. Ask for and give advice using the words/phrases in the boxes.

### Student A

Look at the pictures and imagine you have one of the problems shown. Explain the problem to Student B and ask for advice.

### Student B

Listen to Student B's problem and give him/her advice.

household chores    share    responsibility  
take turns    duty    alone    lonely  
isolated    make friends

I've got a problem with... and I'd like your advice.

I need your advice because...

I don't know what to do about...

What do you think of the problem/situation?

What can/should I do about... ?

I think you should / had better...

If I were you, I would...

Why don't you... ?

It would be a good idea to...

If I were in your shoes, I would...



## The Answer:

### SPEAKING

#### Picture A

**Student A:** I've got a problem and I need your advice. I feel that my flatmate doesn't do his share of the household chores. I've told him that we should share responsibility for the chores and take turns to do the washing-up and other things, but he refuses to listen and never does anything around the flat. What do you think I should do?

**Student B:** I think you should discuss the problem with your flatmate again, and calmly explain that it's unfair for you to do all the chores. It would be a good idea to come up with a chores schedule where each one notes down the chores he prefers to do and agree to take turns doing housework you both hate.

#### Picture B

**Student A:** I need your advice because I have recently moved to a new town. As you realise, I left all my friends back in the town I used to live in and now I feel lonely and isolated. I haven't made any friends at my new school or in my new neighbourhood. Changing schools and neighbourhoods has been very difficult for me and I can't seem to make new friends. I am very worried and I don't know what to do about it.

**Student B:** If I were you, I would take part in some kind of activity at school. This is the best way to make friends and meet other girls with the same interests as you. I am sure that in no time you will be able to make new friends!

- Why do you think some people would write to a magazine problem page?

**B. Read the letter below, which a boy wrote to a magazine problem page. What advice would you give him?**

write to Stephen



Dear Stephen,

I am feeling really upset because I had a fight with my best friend. We have been friends since primary school and we are rarely apart. I would say we are more like brothers. We both want to do the same course at university, and because we want to stay together, we applied to the same university in London. However, I was accepted for the course there, and he has been rejected. I really want to do the course but I feel really guilty about it. Ever since he received his rejection letter, he has been really depressed. He is constantly picking fights with me over little things, and now he says he feels betrayed because I've accepted the offer. Please, can you help me?

Guilty in Guilford

**C. Now read the advice given to the boy and compare it to the advice you would give him. Do you think Stephen's advice is helpful? Why / Why not?**

Dear Guilty in Guilford,

I'm sorry to hear that you are having so much trouble with your friend. It sounds like he's very disappointed and has lost confidence in himself because he was rejected by the university. I think it is also possible that he feels jealous of your success.

First of all, decisions concerning your future career can't be based on your friends; this is one of the most important decisions of your life. You have to do what is best for you. If you want to do the course in London, then that is your right and you shouldn't feel guilty about it.

Since your friend probably feels a bit jealous of you, you will have to talk to him about it if you want to save your friendship. You must explain to him how you feel. Next, you need to support him and try to boost his confidence by telling him there are other universities he can apply to. You should assure him that you will always be friends no matter how far away from each other you are.

I hope I've been able to give you some ideas on how to solve this problem.

Good luck!

Stephen

**D. When you are writing a letter giving advice, follow the outline below.**

**GREETING**

- Use the person's first name.

**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 first name below that.

**WRITING TASK**

Read the letter below and write back to Victor giving him advice (100-150 words). Go to the Workbook, p. 53.

Dear Ray,

I have a problem and I want your advice. I'm having trouble with my cousin. We are studying at the same university and we share a flat. The problem is that he keeps on inviting loads of his friends over to the flat and they make a lot of noise.

I've been trying to study for my exams and it's almost impossible for me to concentrate. I've been going to the library to get some peace and quiet. But when I get back, his friends are still there.

Last week, the landlord came round to complain. I had to open the door because my cousin and his friends were making so much noise they couldn't hear the doorbell. The landlord told me that the neighbours were very annoyed and he said that if the noise continued, he would have to inform our parents about the problem. Of course, I told my cousin about this, but the next day everything was the same.

What do you think I should do? I'd be really grateful for your advice.

Best wishes,  
Victor

**TIP**

When you are writing an informal letter giving advice:

- address the person you are writing to in a friendly way and use informal language.
- make various suggestions to help solve the problem.
- use appropriate expressions to give advice and make suggestions.

For set phrases y  
giving advice, see

**B**

- Talk to him and make him understand that the fact that he was not accepted is not your fault.
- Try to make him believe in himself and apply to other universities as well.

**C**

I think the advice given is sound and helpful. Stephen seems to understand the problem and the advice he gives may help the boys get over the problem.

**WRITING TASK**

Dear Victor,

I'm sorry to hear that you are having so much trouble with your cousin. It sounds like he is irresponsible person because he continued in his attitude.

You really unable to study or concentrate and can't eject your cousin from the flat.

Here are some tips to help you deal with your problem. First of all, you should better send an email to your and his parents. They can urge him to act well. You ought to be friendly with your cousin. This way will make you both less stress.

There are also certain things you can do gradually. Here are some examples; you should make suggestions to your cousin and his friends to spend their time outdoors. You shouldn't stop trying to talk to the landlord to give you more time to solve the problem.

Remember to be patient. I hope my advice will help you.

God luck!

Ray

# Twin Minds think alike

Telepathy is the ability to communicate with someone else by using your mind. The communication could include anything from transferring thoughts, feelings or other kinds of information. There are three groups that are thought to have telepathic abilities: some animals and their owners, a mother and her newborn baby and identical twins. Of these groups, twins have the strongest telepathic connection. Scientists believe that this is true because identical twins share the same brain waves, which allows both of them to experience and feel things at the same time, even when they are not in the same place.

Many studies have been done regarding the phenomena of the twin psychic connection, but a 2003 study that took place in a London TV studio puts to rest many doubts people may have of the existence of twin telepathy. Eight-year-old Damien and Richard Powles sat in separate soundproof rooms in the studio. Richard was told to roll up his sleeve and put his arm into a bucket of ice water. He gasped from the shock of the cold. Meanwhile, Damien, who was in his room and **unaware** of what was happening to his brother, also gasped at the same time. Damien was **attached** to a polygraph machine, which **monitored** his breathing, stomach muscles, pulse and the amount of sweat on the palms of his hands. Professional polygrapher Jeremy Barrett was recording the results and analysing them. Neither Damien nor Barrett knew what was going on in the other room at any time during the experiment. In the next experiment, Richard was asked to open a cardboard box placed in front of him. Instead of something pleasant like chocolate in the box, a plastic snake jumped out at him, frightening him. Barrett said that at that exact moment, Damien showed signs of distress through his heart rate and pulse line.

There are many other stories of instances like this between twins. Two young girls, one at a friend's house and one at home, are a good example. The young girl that was at home burnt her hand. At the same moment, the other girl developed the same kind of blister in the exact same spot on her hand as her sister. Another example is a man who collapsed in a chair, **clutching** his chest in pain at the exact moment his twin brother had an accident more than 30 miles away. There may never be **definitive** proof that all identical twins have telepathic powers, but there is enough evidence to suggest that this kind of psychic connection is possible.

## A. Discuss.

- What is telepathy?
- Have you heard or read about people who can communicate with someone else by using their mind?

## B. Read the text quickly and answer the question below.

Who did the writer write the text for?

- a. professionals in the field of psychology
- b. twin brothers and sisters
- c. the general public
- d. people with telepathic abilities



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

- According to the writer, telepathy
  - is the ability to use your mind.
  - has to do with how people feel in stressful situations.
  - is a form of communication of thoughts and feelings.
  - is the strongest psychic connection between twins.
- Why do scientists believe that twins have the strongest telepathic connection?
  - because they have the same experiences
  - because they're usually in the same places
  - because their brains control their feelings
  - because their brains work in a similar way
- What happened when Richard opened the cardboard box?
  - He was pleased.
  - He was disappointed.
  - He was scared.
  - He remained calm.
- Damien and Richard
  - had similar reactions.
  - knew what each other was doing.
  - were attached to polygraph machines.
  - did not believe they were telepathic.
- Why does the writer mention the twin sisters and the twin brothers in the last paragraph?
  - to prove that all identical twins have telepathic powers
  - to show that twins can feel each other's feelings
  - to show that both male and female twins can have telepathic powers
  - to scientifically explain telepathy

## The Answer:

**B**

c

('a' is wrong since the text is not scientific, there is no indication of 'b' or 'd' either)

**C**

1. c

'Telepathy is the ability to communicate with someone else by using your mind.'

2. d

'Scientists believe that this is true because identical twins share the same brain waves...'

3. c

'Instead of something pleasant... frightening him.'

4. a

'Damien... also gasped at the same time.' and 'Barrett said that at that exact moment, Damien showed signs of distress through his heart rate and pulse line.'

5. b

'There are many other stories of instances like this...' Not 'a': ('There may never be definitive proof that all identical twins have telepathic powers...' Not 'c': no evidence. Not 'd': no scientific explanation given)

## **The Answer:**

### **Comprehension questions:**

- **Which groups are most likely to possess telepathic abilities?**

Some animals and their owners, a mother and her newborn baby and identical twins.

- **Which two feelings did scientists test in the case of Damien and Richard Powles?**

The feelings of cold and fear.

- **What did the polygraph machine measure?**

Breathing, stomach muscles, pulse and the amount of sweat on the palms of the hands.

- **What happened to the young girl when her sister got burnt at home?**

She developed a blister in the exact same spot on her hand as her sister.

- **How did the man feel at the moment his twin brother had an accident more than 30 miles away?**

He felt pain in his chest.

to use.

1. regarding **d**
2. unaware **f**
3. attached **b**
4. monitored **a**
5. clutching **g**
6. definitive **h**

- a. checked
- b. connected
- c. worried
- d. concerning
- e. including
- f. not informed
- g. holding tightly
- h. final

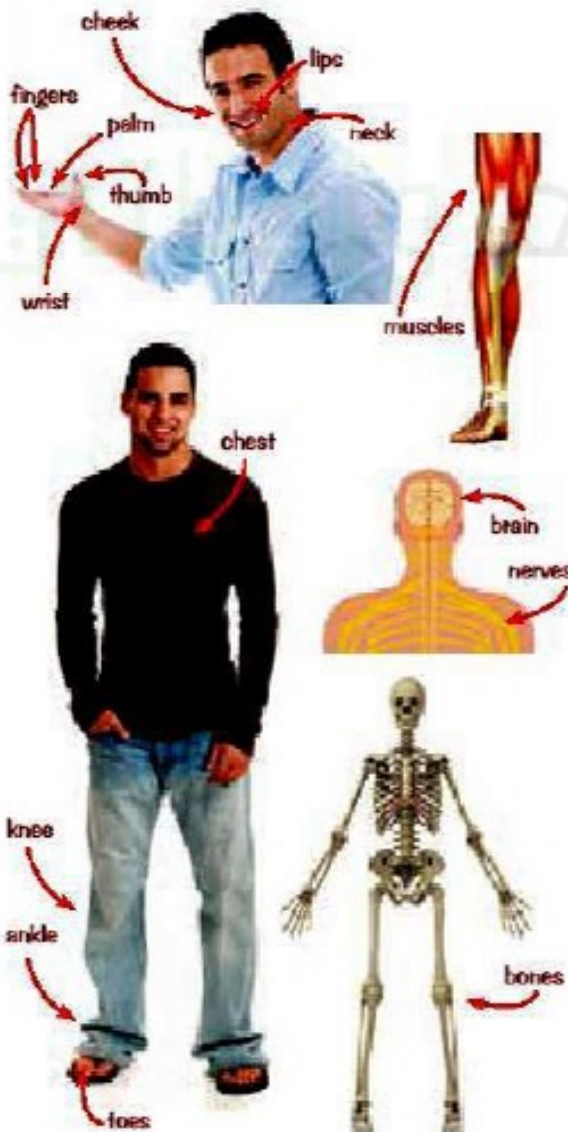
### E. Discuss.

- Would you like to have telepathic abilities? Why / Why not?
- Do you think that the human mind has powers that are not fully used?

## VOCABULARY

### 1. LEXICAL SET (PARTS OF THE BODY)

Look at the words below. What other words do you know describing parts of the body?



### 2. WORDS EASILY CONFUSED

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

harm hurt injure

1. I'm sorry, I didn't mean to hurt your feelings.
2. Fortunately, no one was seriously injured in the accident.
3. Scientists believe that chemical fertilisers can harm our health.

injury bruise pain

4. My mother was in terrible pain after her operation.
5. The football player was not able to play in the World Cup because he had a serious knee injury.
6. The day after the rugby match, I had a big bruise on my left cheek.

rash scratch blister

7. I have a blister on my foot; could you get me a plaster?
  8. When I eat strawberries, I get a rash all over my body; I'm allergic to them.
  9. It was a miracle that the man escaped from the burning building with only a few scratches.
- faint choke gasp
10. When I finally reached the surface of the water, I gasped for air.
  11. Ali suddenly felt dizzy and then he fainted.
  12. Brian nearly choked on a piece of meat.

### 3. PHRASAL VERBS

Match the phrasal verbs in bold in the sentences below with their meanings.

1. It took me nearly two weeks to **get over** the flu. **f**
2. The poet was not able to visit your school because he **came down** with a cold. **d**
3. When I **came round**, I was lying in a hospital bed. **e**
4. When the doctor **brought me round**, I didn't know what had happened to me. **b**
5. The painkiller started to **wear off** after about an hour and my leg started really hurting me. **c**
6. The doctor told Anne she was **worn out** from looking after her five children and that she needed to get some rest. **a**

- a. exhausted
- b. make someone conscious again
- c. slowly have no effect
- d. catch an illness
- e. recover consciousness
- f. recover from

**The Answer:**

**VOCABULARY**

**1. LEXICAL SET (PARTS OF THE BODY)**

a. eyes, eyelid, eyelash, eyebrow, forehead

b. arm, elbow, hand, leg, foot

موقع واجباتك



## GRAMMAR

### ALL - BOTH - NEITHER - NONE

Read the examples below and complete the rules.

**Both** twins experienced the same feeling although **neither** of them knew what was happening to his brother.

**All** the students attended the psychology lecture but **none** of them understood it because it was very difficult.

**both** and **neither**  
are used for two people, things, ideas, etc.

**All** and **none**  
are used for more than two people, things, ideas, etc.

**None** and **neither**  
are used in affirmative sentences and give them a negative meaning.

### BOTH... AND... / NEITHER... NOR... / EITHER... OR...

Read the examples below and match them with their meanings.

You can have **both** coffee and orange juice; they're free anyway. **C**

You can have **either** coffee or orange juice; choose which you prefer. **B**

You can have **neither** coffee **nor** orange juice; they aren't good for your stomach. **A**

- You can't have a drink.
- You can have one of the two drinks.
- You can have two drinks.

### QUESTION TAGS

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

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

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. 80

## PRACTICE

A. Complete the dialogues with **all**, **both**, **and**, **neither**, **nor**, **none** or **either**.

- A: Does Amy speak Italian?  
B: Actually, she is fluent in **both** Italian **and** Spanish.
- A: Would you like some coffee or tea?  
B: Actually, I drink **neither** coffee **nor** tea. Do you have any orange juice?
- A: Where do you feel like going for dinner tonight?  
B: We can **either** go to the Mexican restaurant or to the Thai one.
- A: Does your family live here?  
B: No, **all** my relatives live in Riyadh and **none** of them have ever travelled abroad.
- A: I don't think the guests liked the food.  
B: What do you mean? **All** my friends like my cooking.

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

- The book wasn't very good, **was it** ?
- It's too hot today, **isn't it** ?
- You're the new teacher, **aren't you** ?
- Mary made this cake, **didn't she** ?
- You will remember to buy some bread on your way home, **won't you** ?
- Let's go to a restaurant tonight, **shall we** ?
- You go to the gym every day, **don't you** ?
- Remember to buy a newspaper, **will you** ?

## ENGLISH IN USE

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

- Ken regrets not flying to Egypt to see his family. **wishes**  
Ken **wishes he had flown** to Egypt to see his family.
- Mark and Alex hate art, so I don't think they will go to the museum. **nor**  
Neither **Mark nor Alex like** art, so I don't think they will go to the museum.
- Derek woke up very late so he missed the interview. **woken**  
If Derek **had woken up early/earlier** he wouldn't have missed the interview.
- I can't buy that car because it is very expensive. **only**  
If **only that car weren't/wasn't** so expensive.
- Bill didn't receive an invitation, so he didn't go to the wedding. **have**  
Bill **would have gone to** the wedding if he had received an invitation.
- I live in the suburbs but I prefer to live in the city centre. **only**  
If **only I lived** in the city centre instead of the suburbs.

## LISTENING



### A. Discuss.

- What are your friends and family like?

**B. You will hear five different people talking about different types of people. Choose from the list a-f what each speaker might say. There is one extra letter that you do not need to use.**

- |           |          |  |
|-----------|----------|--|
| Speaker 1 | <b>b</b> | a. These people don't work well in a group.                  |
| Speaker 2 | <b>e</b> | b. These people like to spend time alone.                    |
| Speaker 3 | <b>f</b> | c. These people combine opposite characteristics.            |
| Speaker 4 | <b>c</b> | d. These people are often stubborn.                          |
| Speaker 5 | <b>d</b> | e. These people like dangerous jobs.                         |
|           |          | f. These people are more sensitive than they like to appear. |



## SPEAKING

Read the blurbs from five different novels and talk about what you would and wouldn't like about each of them. Then decide which two books you would definitely be interested in reading and why.

- What would/wouldn't you like about each of the following books?
- Which two books would you definitely be interested in reading?



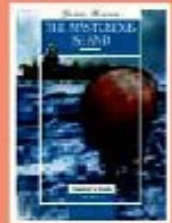
### The Jungle Book – Rudyard Kipling (Adventure)

In this book, the author takes us on a journey through a collection of stories. The reader follows Mowgli, the hero, who was raised in the jungle, through his adventures. As the book progresses, Mowgli grows up and learns how to survive in the world.



### The Shadow of the Wind – Carlos Ruiz Zafón (Mystery/Thriller)

Set in Barcelona, this is the story of a young boy called Daniel Sempere, who is taken to the Cemetery of Forgotten Books and allowed to choose a book to keep. Daniel starts a search to find out more about the mysterious writer of the novel he has chosen and why his books were destroyed over the years. As Daniel grows older, his interest in the author leads to him gaining enemies and he soon realises that in trying to save the author's work, Daniel is saving himself.



### The Mysterious Island – Jules Verne (Adventure)

A four-year adventure begins when five men escape the American Civil War in a balloon. They find themselves on an unmapped island somewhere in the Pacific Ocean and start a new life there. Numerous dangers are at hand: the wild nature of the island, extreme weather conditions, and even pirates and an active volcano! Will the men survive this challenge? Can anyone help them get home again? Read this classic story of courage, companionship and hope and join the heroes on their adventures.



### The Story of my Life – Helen Keller (Autobiography)

The book tells the story of a little girl who lost both her hearing and sight at a very young age. With the help of her teacher, Anne Sullivan, she learnt to communicate with the outside world.



### Moby Dick - Herman Melville (Adventure)

When Captain Ahab loses his leg to a white whale named Moby Dick, he devises a plan to destroy the animal – at any cost; but Ahab's quest for justice ends in tragedy.

fascinating   exciting   page turner  
(un)original   gripping   dull

I would prefer to read... because...  
I don't think I'd like... as I'm not really into...  
I think... would be fascinating to read because...  
I would definit

## The Answer:

### SPEAKING

#### The Jungle Book- Rudyard Kipling

I would definitely want to read this classic book. All other books by Kipling are gripping and informative, and sometimes I can't put them down.

#### The Mysterious Island - Jules Verne

Jules Verne is very famous for his adventure stories, which often involve an element of mystery. I am sure this book will be exciting, so I am looking forward to reading it.

#### Moby Dick in Herman Melville

This novel sounds very interesting, I like anything related to sea animals, so I would love to read it. Also, the end of the blurb sounds intriguing: there must be a twist in the plot somewhere!

#### The Shadow of the Wind - Carlos Ruiz Zafón

Ideal for those who love mystery and suspense. Judging from the blurb, the plot sounds really intriguing and I think it would be fascinating to read!

#### The Story of my Life - Helen Keller

The story of Helen Keller is something that I would love to read because it sounds like a very emotional story. I think she must have been a very extraordinary person so I would like to learn more about her.

**WRITING** A BOOK REVIEW

**A. Discuss.**

- How do you choose books to read or give as gifts?
- Do you ever read book reviews in newspapers or magazines? Why / Why not?

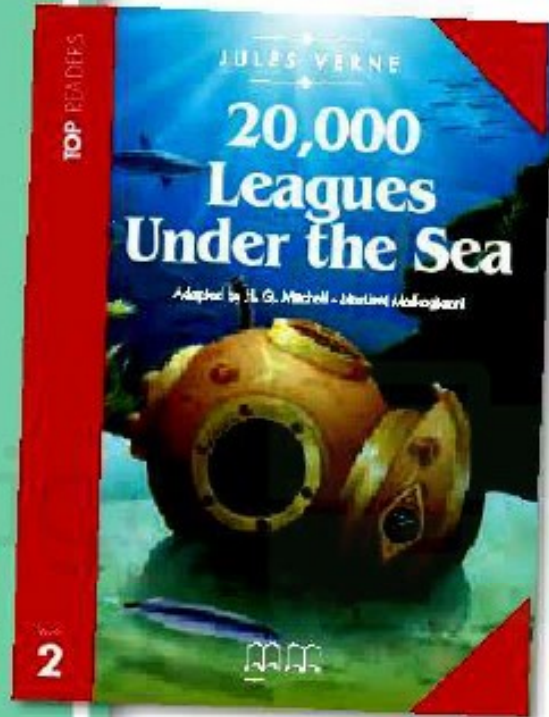
**B. Read the review of the novel *20,000 Leagues Under the Sea*. Is this a book you would be interested in reading? Why / Why not?**

Jules Verne's timeless novel, *20,000 Leagues Under The Sea* was first published in 1870. It is a great adventure tale which focuses on man's battle against the forces of nature and his desire to overcome them.

The story takes place in 1866, when a mysterious sea creature appears, causing trouble in Europe and America. The well-known scientist Dr Pierre Arronax along with his servant Conseil and the adventurous Ned Land set off on an expedition to find the monster. Their quest is successful, but the creature attacks the ship and the three men fall overboard. After hours of swimming, they manage to climb onto a hard surface, which only proves to be the creature itself. A little later it turns out that the 'monster' is actually a great submarine, run by the mysterious Captain Nemo.

*20,000 Leagues Under The Sea* is a classic of science fiction, and Verne is considered one of its founders. The author manages to involve science and technology in an adventure story. However, as much as the author believed in technological progress, he realised that it also had its dangers for mankind. This is obvious in the novel, which is written as a warning of how man can use it wrongly. Nemo, for example, has impressive knowledge and has made great achievements. Nevertheless, because of his thirst for revenge, he seems to be nothing but a dangerous man.

Verne's fantastic tale of ocean exploration takes the reader from the beautiful corals of the Red Sea to famous shipwrecks, at the same time discussing matters such as courage, friendship and moral goodness. There is no question why this novel became so popular that it has never gone out of print since the year it was published.



**C. Read the review again and answer the questions below.**

In which paragraph does the writer:

- a. tell us where the story takes place? **2**
- b. give an overall impression of the novel? **4**
- c. tell us who the author of the novel is? **1**
- d. refer to a certain character's flaws? **3**
- e. refer to important themes in the book? **4**
- f. comment on what makes the novel so popular? **4**

**D. Read the review again and find words/phrases which mean the following:**

- not affected by the passing of time (para. 1)
- a search for something (para. 2)
- over a ship's side and into the water (para.2)
- the human race (para. 3)
- a desire for sth (para. 3)
- the remains of a destroyed s (para. 4)

timeless

quest

overboard



## WRITING TASK

### Book Review on Robinson Crusoe by Daniel Defoe

**Title of the book: Robinson Crusoe**

**Writer/Author: Daniel Defoe**

**The book was first published in 1719.**

**Kind of the book: Adventure and novel of isolation**

**The book is about Robinson Crusoe who wanted to be sailor but his family wouldn't let him.**

**When Robinson Crusoe got older he left and became a sailor. He went to South America and bought his own cotton farm. He had to make a voyage to Africa to get some slaves. On the way the ship got caught in a storm and it was destroyed. When Robinson woke up, he was on a beach. All the men were dead except him. He went and got what supplies that were left on the boat. He lived on the island for 30 years. On certain times Cannibals came and he had to fight them off.**

**Robinson Crusoe is both the narrator and main character of the book. The minor characters are Friday; Robinson Crusoe Friend and the Captain. This two minor character affect the plot. The rising action in the book is that Crusoe disobeys his father and goes out to sea. The conflicts that the characters face are Man vs. Man, Man vs. Nature, and Man vs. himself. I think the theme of this book is "If you are stranded on an island, never give up hope".**

**This book looks interesting to me all the way through because there are a lot of lessons which people need to learn from it. I would recommend this book to other people who like adventures because there are a lot of actions.**

## VOCABULARY & GRAMMAR

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

- If you aren't going to the wedding, \_\_\_\_\_ call them to let them know. They are expecting you.  
a. in the least      b. least of all      c. at least      d. to say the least
- How did you find out? Did Fatima \_\_\_\_\_ again?  
a. learn it by heart      b. sit on cloud nine      c. have a sweet tooth      d. spill the beans
- Salma couldn't wear her high heels because she had sprained her \_\_\_\_\_.  
a. wrist      b. knee      c. ankle      d. thumb
- How did this \_\_\_\_\_ develop? Did you eat or drink anything you might be allergic to?  
a. scratch      b. bruise      c. rash      d. blister
- You don't look very well. Are you coming \_\_\_\_\_ with something?  
a. down      b. round      c. over      d. up
- After two days of no food and little water, the young boy \_\_\_\_\_ outside the post office.  
a. gasped      b. choked      c. fainted      d. exhausted
- You might not like being in a foreign country, Ali, but while you are there, you should \_\_\_\_\_ the most of it.  
a. do      b. make      c. have      d. be
- If you stick to this exercise plan, you will manage to \_\_\_\_\_ some extra weight.  
a. mope      b. review      c. shed      d. starve
- All employees are \_\_\_\_\_ by Mr Mohammad, the supervisor.  
a. monitored      b. clutched      c. attached      d. stranded
- Abdulaziz came out of the accident with only a \_\_\_\_\_ on his arm.  
a. hurt      b. pain      c. bruise      d. harm

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

- Your cousin wouldn't have bought you flowers if he \_\_\_\_\_ you were allergic to them.  
a. knew      b. had known      c. has known      d. knows
- If only my parents \_\_\_\_\_ me from becoming a teacher so many years ago.  
a. would stop      b. didn't stop      c. hadn't stopped      d. could stop
- You broke mum's vase, \_\_\_\_\_?  
a. did you      b. do you      c. didn't you      d. don't you
- If Saud hadn't seen that car coming towards us, we \_\_\_\_\_ killed!  
a. were      b. might have been      c. should have been      d. might be
- Dr Salman sometimes wishes he \_\_\_\_\_ medicine.  
a. will not study      b. didn't study      c. hadn't studied      d. studies
- Yesterday I went to the supermarket to do some shopping with my two sisters, but when we reached the checkout, we realised that \_\_\_\_\_ of us had enough money to pay for the shopping.  
a. either      b. neither      c. none      d. nor
- I hate this rainy weather! If \_\_\_\_\_ on a tropical island right now.  
a. I wish I were      b. only I were      c. only I had been      d. I wish I had been
- I have neither seen \_\_\_\_\_ heard from Khalid in days. Do you think he is OK?  
a. either      b. or      c. nor      d. and
- Alex is working in a bank now, \_\_\_\_\_?  
a. doesn't he      b. isn't he      c. is he      d. does he
- \_\_\_\_\_ Saad and Abdullah were at the festival yesterday.  
a. None      b. All      c. Both      d. Either



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

## wedding preparations

Everything seemed perfect before the wedding but I was still feeling nervous as the time was approaching. My friends had taken care of every single detail (1) b the wedding and they didn't let me do anything at all. However, I couldn't (2) a feeling that something would go wrong! The big day had come at last but there was a slight problem. My friends had forgotten to order the wedding cake! (3) a of my friends had thought of it! 'If only we (4) c do something to change the situation!' said my sister. Luckily, my cousin, who is a baker, offered to make the cake. 'If I (5) c, I wouldn't be so unhappy! I will make you the best cake you've ever seen!' my cousin said. I was no longer down in the (6) b. At the wedding, my cousin was (7) c, but the cake was indeed perfect! (8) a the wedding guests were pleased with everything and above all the cake!

- |   |   |
|---|---|
| 1. a. supporting<br>b. regarding<br>c. adapting | 5. a. were on cloud nine<br>b. had a sweet tooth<br>c. were in your shoes |
| 2. a. help<br>b. monitor<br>c. mope             | 6. a. bush<br>b. dumps<br>c. process                                      |
| 3. a. None<br>b. Neither<br>c. Nor              | 7. a. brought round<br>b. rolled up<br>c. worn out                        |
| 4. a. would<br>b. should<br>c. could            | 8. a. All<br>b. Both<br>c. Either   |

D. Read the text below and think of the word which best fits each gap. Use only one word in each gap.

## find a hobby!

When I was young, I used (1) to enjoy painting and drawing; however, as I grew older and took on more responsibilities, I found that I had very little time left for the hobby that gave me so (2) much joy as a child. I sometimes think that if I (3) had made more time for my hobby over the years, maybe I would have enjoyed life more. Scientists and psychologists believe that a hobby is an excellent way to combat stress and live a happier life. Everyone should have at (4) least one hobby and there are many to choose (5) from. Some people want to do physical exercise, so they take (6) up swimming or tennis. They both provide you with a good workout. If you want to exercise your mind, (7) try reading and learning a new language, which stimulate your brain. If you don't have a hobby yet, instead of blaming it on your lack of time, and wishing 'if (8) only I had more time', just make the time and do it!



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 was really disappointed that all the shoes I tried on were uncomfortable. none  
I was really disappointed that none of the shoes I tried on were comfortable.
- Mr Jones thought that both candidates were unsuitable for the job. neither  
Mr Jones thought that neither candidate was suitable for the job.
- The journalist reported that every single house was destroyed by the hurricane. all  
The journalist reported that all the houses were destroyed by the hurricane.
- I didn't know you just graduated, that's why I didn't get you a present. would  
If I had known you just graduated, I would have got you a present.
- You didn't get the job because you didn't have the necessary qualifications. had  
If you had had the necessary qualifications, you would have got the job.
- Emma didn't take her camera with her on the trip and now she regrets it. wishes  
Emma wishes she had taken her camera with her on the trip.
- It would have been better if you had called a plumber when you saw that the sink was leak  
If only you had called a plumber when you saw th
- When Tom regained consciousness, the doctor told him that he had fainted.  
When Tom came round the doctor told hi

## LISTENING



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

- Why was the man late to work?
  - There was traffic.
  - His car didn't work.
  - There were animals in the way.
- You overhear a man talking about an exhibition. What was the biggest problem?
  - the artists
  - the museum
  - the paintings
- You overhear a man talking about losing weight. What does he suggest people should do?
  - go on a strict diet
  - avoid certain foods and be more active
  - talk to health experts
- You overhear two people talking. Why is the man's brother worried?
  - It will take long for the economy to improve.
  - He may find himself without a job.
  - He has no university degree.
- Why doesn't the man want to go bowling?
  - He went last weekend.
  - He thinks it will be crowded.
  - He wants to watch a documentary.
- Where are the married couple going to eat?
  - at a restaurant
  - at their house
  - at a relative's house

## 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 phrases and expressions with <i>most</i> and <i>least</i> <input type="checkbox"/>
	> use certain idioms appropriately <input type="checkbox"/>
	> identify parts of the body <input type="checkbox"/>
GRAMMAR	> distinguish the difference in meaning of words easily confused <input type="checkbox"/>
	> use phrasal verbs related to the topic of health and illness <input type="checkbox"/>
	> use Conditional Sentences Type 3 <input type="checkbox"/>
	> use the unreal past to express wishes and regret <input type="checkbox"/>
READING	> use <i>all</i> , <i>both</i> , <i>neither</i> and <i>none</i> appropriately <input type="checkbox"/>
	> use <i>both... and...</i> , <i>neither... nor...</i> and <i>either... or...</i> appropriately <input type="checkbox"/>
	> use question tags to ask for confirmation <input type="checkbox"/>
LISTENING	> skim a text to understand the gist and identify its purpose <input type="checkbox"/>
	> scan a text to locate specific information <input type="checkbox"/>
	> understand details in a text <input type="checkbox"/>
WRITING SPEAKING	> understand gist and specific information in a telephone conversation <input type="checkbox"/>
	> listen to short monologues and understand the main idea expressed by each speaker <input type="checkbox"/>
	> discuss problems, ask for and give advice <input type="checkbox"/>
	> discuss novels and express my opinion <input type="checkbox"/>
	> write a letter giving advice <input type="checkbox"/>
	> write a book review <input type="checkbox"/>

Go to the Workbook (p. 70) for IELTS Practice.

Task 4 p. 73

CULTURE PAGES  
Aboriginal Australia

Read the three advertisements below for home technology of the future and decide if the sentences 1-7 are True or False. Write T for True or F for False.

## Make your home beautiful with the latest interactive wallpaper!

Interact with the 'Techno-wall' by simply touching it with your finger! You can connect it to all your home devices and control them from anywhere in the house!

You can turn on the light or send a message to a friend. The wallpaper is flat, made from paper and paint and lies on top of the sensors that connect to the Internet and other devices through wireless technology.

**Who says walls are boring?**

*Only £60/ft<sup>2</sup>*

*Order online and receive a 10% discount!  
orders@technohome4u.com*



## No more housework for you!!

Try robo-clean (RC)! The vacuum cleaning robot that does all the work for you! Simply choose from one of the 5 settings and let RC go around your home cleaning up all the mess. RC is not connected to any cables so it can roam around the house freely. It can even get into small spaces and under tables and chairs.

If you try it once, you won't want to let it go!

*Just £135 including free delivery*

*Call 0344 800 3020 or email us at [info@robocleanyourhouse.com](mailto:info@robocleanyourhouse.com)*

*If you're not satisfied we'll give you your money back!*



## Smartfridge

The Intelligent fridge that knows what shopping you need to do and does it for you!

When you put items in this intelligent fridge, it registers what it is and keeps a record of it. You can program Smartfridge to check that you always have certain items, and if it sees you are running low, it uses wireless technology to connect to the Internet and order the items online. This fridge will learn your favourites and make sure they are always in your kitchen. It can even remind you when it's time to throw old items away, keeping your fridge forever fresh!

From only £1,590

Available in 10 different colours and sizes.

Get yours now by calling 0474 232 4754



- |  |          |   |          |
|--|----------|---|----------|
| 1. Users interact with Techno-wall by talking to it.   | <b>F</b> | 5. It is possible to get a refund if you don't like RC.   | <b>T</b> |
| 2. Techno-wall connects to the Internet using sensors. | <b>T</b> | 6. Smartfridge is connected to the Internet to communicate with you about when items are running out in the fridge. | <b>F</b> |
| 3. It is cheaper to order techno-wall online.          | <b>T</b> | 7. Smartfridge can clean itself and stay fresh.   | <b>E</b> |
| 4. RC can clean your tables and chairs.                | <b>E</b> |   |          |

**B. In pairs discuss the items advertised above and decide which ones you would like in your home.**

\_\_\_\_\_  
*I like... because...*  
*This one is definitely the best because...*  
*I think... is useless because...*  
*I don't like the idea of... because...*

**C. With your partner, think about what other inventions for the home will be available in the year 2050 and design a perfect techno-house of the future. Make notes about what the house will look like, how it will feel, what jobs the modern devices will do, how they will be used, etc. Think about what the different areas of the house will be like e.g. the kitchen, bathroom and garden. Then, present your ideas to the class.**

\_\_\_\_\_  
*When you enter the house... there will...*  
*To turn on the lights you won't have to...*  
*If you want to close the door you will...*  
*If you forget to..., the... will*  
*There will be...*  
*The house will have...*

## The Answer:

**B**

**A:** I think robo-clean is the best because I really hate doing housework and it would make my life so much easier! It looks like it's really clever and it's not that expensive, when you think about it.

**B:** I think the Techno-wall is a bit useless, and I think it might be complicated to set up in the house.

**A:** The intelligent fridge is a clever idea, but it's very expensive and also I don't trust a machine to do my shopping for me, I think it might make mistakes.

**B:** I definitely think it's better to let machines do the simple and boring tasks, like housework!

**C**

When you enter the house you will see an eco-friendly building, there will be beautiful tiles which are made by organic compounds. To turn on the lights you won't have to walk and press buttons. You can easily turn on the lights by using an app on your cell phone.

If you want to close the door you will use an intelligent system for anti-theft protection. If you forget to run the protection system when you exit from the home, the program will close the door and windows automatically. There will be a self cleaning program for home and garden.

The house will have modern devices everywhere. In your kitchen, the devices will help you to cook, and clean up after. Baths and showers will also clean their acts automatically and water will be recycled when it used. Light UV will be used also to dry the bathroom floor and to kill the bacteria.

In the living room there will be an air purifier system. The air is perfumed with natural fragrances that do not cause allergies. In the bedroom, the modern devices will change the wallpapers according to your mood and also make the bed.

**A. Read the post from a travel forum below and answer the questions that follow.**

**@ohn2803 said:**

I had never been on an organised tour before, but last month, because of an incredible special offer, I decided to book a trip to Costa Rica with Sueños Tours. I can honestly say that the company was excellent and with their help every step of the way, our trip was a great success. We were met at the airport by Carlos, their friendly and professional driver, who took us immediately to his clean and very comfortable bus. Then, as we were being driven west to the seaside city of Puntaneras, we were given an excellent introduction to Costa Rican history and culture. Throughout the trip Carlos recommended fantastic restaurants and we were served some of the best seafood I have ever tasted! We were taken to many spectacular locations and we saw monkeys, crocodiles, a volcano, dense tropical forests, beautiful marine life and many small villages in the countryside. It was wonderful travelling by bus as we could enjoy the view from the window and we could ask Carlos to stop whenever we wanted. We did not have to worry about anything as the schedule was very well organised and someone was always with us to recommend where to eat or what to see. We were shown places where tourists don't normally go, so we felt like we were given an authentic taste of life in Costa Rica. I have travelled many times independently and without a doubt I can say that travelling as part of an organised tour is much more relaxing and informative. If you are considering going to Costa Rica, I really recommend booking a Sueños tour with your travel agency.




1. Why did the blogger decide to go on an organised tour?
2. What did the group learn about on the way to Puntaneras?
3. What kind of food was the blogger particularly impressed by?
4. Why did the blogger like travelling by bus?
5. Why didn't the group have to worry about anything?
6. How does the blogger think an organised tour is different from travelling independently?

**B. In pairs discuss the different ways to see your country. What are the possible ways to travel around? What are the most important places to visit? What means of transport are available to get there? How are they different? Give your opinion about which way you think is the best.**

**C. Write your own entry for the travel forum stating your opinion about the best way to see your country.**

1. Because he had found an incredible special offer.
2. They learnt about Costa Rican history and culture.
3. He was impressed by the seafood.
4. Because he could enjoy the view from the window and ask the driver to stop when they wanted to.
5. Because the schedule was well organised and someone was always with them to recommend where to eat or what to see.
6. He says that travelling as part of an organized tour is much more relaxing and informative than travelling independently.

### Comprehension questions:

- Had the blogger been on an organised tour before?

No, he hadn't.

- Which tour company did he use?

He used Sueños Tours.

- Did the blogger like the company? Why?

Yes, he did because it provided help every step of the way, and organised a very successful trip.

- Who was Carlos?

The friendly and professional driver of Sueños Tours.

- Where is the city of Puntaneras located?

It's a seaside city.

- What animals and landscapes did they see during the trip?

They saw monkeys, crocodiles, a volcano, dense tropical forests, beautiful marine life and many small villages in the countryside.

- Why did the blogger feel that they were given an authentic taste of life in Costa Rica?

Because they were shown places that tourists don't normally go to.

- What is the blogger suggesting to future travellers to Co

That they book a Sueños tour with their travel agency.

C

Taif in Saudi Arabia. is called "Garden of the Hejaz" because of all the fruits and flowers. The city is the cool and green Summer Capital. It is located in the western part of the Kingdom of Saudi Arabia. The possible ways to travel around are by cars and bikes.

Throughout the year, the city is one of the most popular holiday resorts. People come here for the weather which is much cooler than Jeddah in the summer months because of the beautiful scenery and the town's relaxed atmosphere.

Taif is a contrast of the old and new. It is called "Garden of the Hejaz" because of all the fruits and flowers. There are many places to visit in Taif. For example, King Fahd Garden, the museum in the Shubra Palace, Souk Okaz and Taif Gardens.

You can visit many parks in Taif and also can go shopping. I like Taif because there are beautiful and old traditional houses among the modern buildings.

A. Listen to a radio interview with the host of Home Makeovers, Leo Spencer, who has just renovated the Wright family's house and decide if the statements 2-5 are True or False.



1. Jimmy's father was involved in an accident.
2. Leo turned Jimmy's room into a playroom.
3. There was one thing in the kitchen which Leo didn't change.

F  
 F  
 T

4. After the makeover, Leo used some of the old furniture in the garden.
5. Mrs Wright was frustrated when she saw the new kitchen.

F  
 F

B. Talk in pairs. You and your partner are in charge of renovating a very old house. Look at the pictures and decide what you need to do. Use the vocabulary in the table.



What needs to be done

floor →	retile/fix, new
kitchen cabinets →	build/repair
stairs →	recarpet/remove carpet altogether and wax floor
bathroom sink →	clean/replace
living room floors →	wax/replace
lawn →	mow/remove and plant flowers and trees
bedroom windows →	fix/replace

*I think we need to have these stairs recarpeted.*

*Maybe we also have to have the floor retiled. It's in really bad condition.*

*Yes, I agree. I don't think they can be fixed. / No, I disagree. How about having it fixed instead? It will be less expensive.*

*What about....?*

C. Present the makeover you have undertaken to the class, explaining why you made the specific decisions.

*We decided it was necessary to have the bedroom windows replaced. It was hard to have them fixed, and it would cost about the same as replacing them. We also....*

## **The Answer:**

### **B**

**A: Do you think we should have the floor re-tiled?**

**B: Yes, I'm not sure it can be fixed. It's in really bad condition.**

**A: What about the kitchen cabinets?**

**B: Well, they look quite old to me. I don't think it's any use repairing them. We should have new cabinets built instead.**

**A: I agree. Also, we could have the stairs re-carpeted.**

**B: You have a point. Having the carpet removed and waxing the floor is more expensive.**

**A: What about the bathroom sink? Maybe we should try to get it cleaned.**

**B: No, I disagree. It's a very old sink and I don't think it will be expensive to replace it.**

**A: OK, I see your point. Should we also mow the lawn?**

**B: Yes, and why don't we have some flowers and trees planted?**

**A: Sounds good.**

### **C**

**We decided it was necessary to have the bedroom windows replaced. It was hard to have them fixed, and it would cost about the same as replacing them. We also decided to have new kitchen cabinets. We need to retile the floor, fix bathroom sink and also mow the lawn.**

the conversation between two friends and  
decide if the statements 1-5 are True or False.



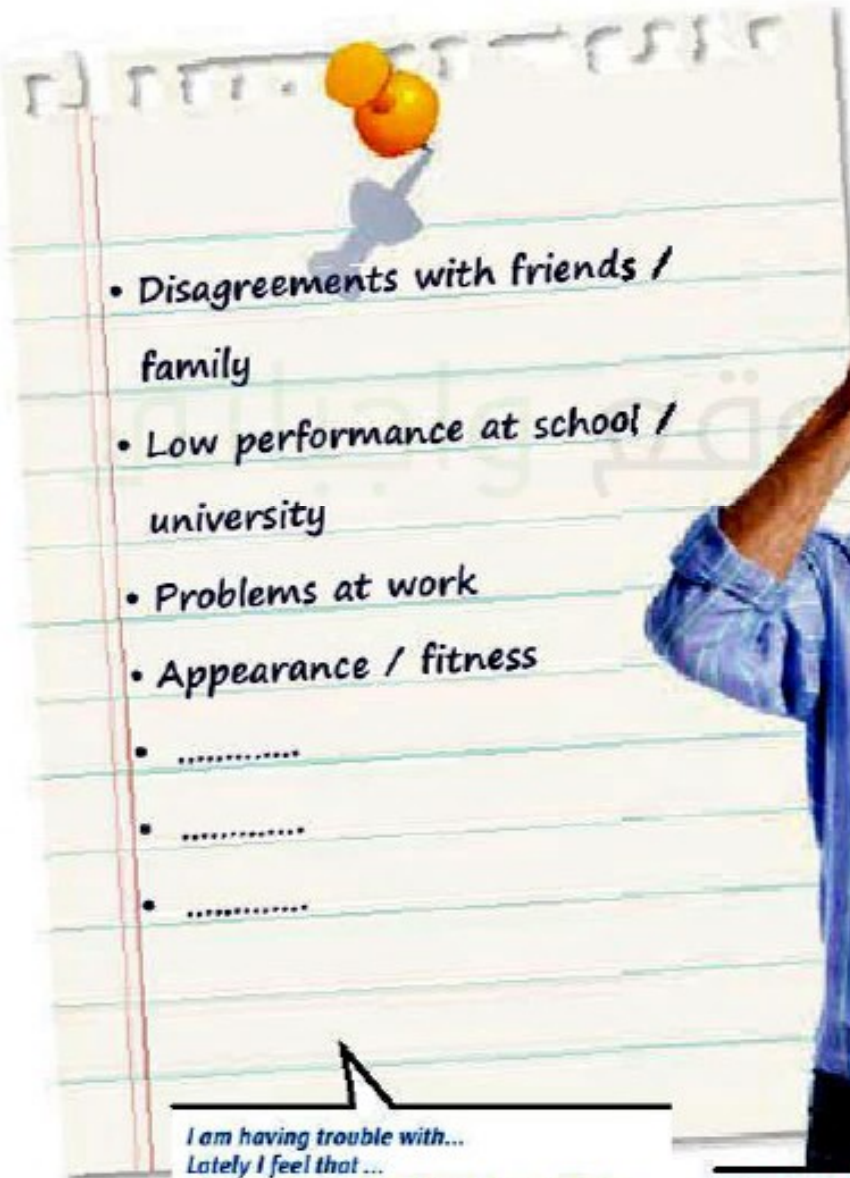
1. Bill is applying to a college next week. **F**
2. Jim and Tom aren't satisfied with their career choices. **F**
3. One of Bill's brothers thought he would be a street juggler. **F**
4. Neither of Bill's brothers agrees with his choice. **T**
5. One of Bill's parents supports his decision. **T**



B. Talk in pairs. Discuss Bill's situation and offer some advice. Make some notes in the space provided. Then present your advice to the class.

If I were in his shoes, / If I were Bill, I would tell my brothers that this decision is entirely up to me, because it affects my life, so I am the only one who can make it.  
 I think it's a good idea to tell his brothers that if he became a doctor or a teacher, he would be miserable for the rest of his life.  
 Why doesn't he also talk to his parents about it? Since his mother understands, I'm sure she can help him.  
 Also, I would ask them to respect my decisions and try to be supportive.

C. Decide which of the following are common problems people your age face and add some more to the list. Then talk in pairs. Take turns asking for and giving advice for each of these problems.



I am having trouble with...  
 Lately I feel that ...  
 I have a problem and I want your advice...  
 I'm a little down in the dumps because...

I'm sorry to hear that...  
 If I were you, I would...  
 In your position, I would pre...  
 I hope everything goes well

# Time Voyage of the Brendan

Every student learns that Christopher Columbus discovered America in 1492. But nine hundred years earlier, an Irishman called Brendan described a voyage in a tiny boat. After a difficult trip, he came to a strange land that is now believed to be America. Many people think the story is a fairy tale. However, the sailor Tim Severin believed it might be true. How would he prove it? By repeating Brendan's voyage himself.

First, he needed a boat like Brendan's. According to the story, it was made of animal skins. Severin talked to people in Ireland who knew how to make leather boats. The research took four years, and building the boat took four months. Not surprisingly, he called the boat *the Brendan*. It was only 11 metres long. The first time Severin sailed in the Brendan, he was pretty scared. He wondered if they would really be able to cross the Atlantic.

In May 1976, Severin and four crew members sailed from Ireland. For two weeks, Severin felt seasick. In addition, the leather smelled terrible, and they were always wet. Sometimes, they had to sail in the opposite direction because the wind was blowing the wrong way. Still, they went on through the Scottish islands. Like Brendan the sailor, they saw many whales. The whales showed interest in the little skin boat, and often came to look at it.

Next they arrived in Iceland. In his story, Brendan describes an island where unfriendly people threw burning rocks at him. Perhaps this was Iceland, where volcanoes throw fire and hot rocks into the sea. Leaving Iceland, the Brendan faced a terrible storm. Severin was afraid the boat would overturn. The waves were huge and it felt like they were in a car crash every fifteen seconds. They got wet and were scared, but they survived.

Like Brendan the sailor, they ran into fog as they passed Greenland. When the fog lifted, Severin saw icebergs. This meant they were close to Newfoundland, Canada. Their journey was almost over! However, the worst was yet to come. One day, the Brendan hit ice and water began to flood the boat. They struggled to keep the boat above the surface. Luckily, they were able to fix the hole with a piece of leather. The tiny ship made of skins survived what had sunk the Titanic!

At 8pm, on June 26, 1977, the Brendan reached Canada. They had made it! So did this mean an Irishman had reached the New World 1500 years ago? Perhaps. But without a doubt, Tim Severin had made one of the greatest sailing trips of the 20th century.

Read the text and write T for True or F for False.

1. Brendan was a sailor from Ireland.
2. Tim Severin's boat was made of leather.
3. Severin found it easy to sail the boat.
4. Some people threw rocks at Severin.
5. The Brendan almost sank off the coast of Canada.



## The Answer:

**A**

1. **T** ('...an Irishman called Brendan...')
2. **T** ('First, he needed a boat like Brendan's...made of animal skins.')
3. **F** ('...Severin felt seasick...', '...they were always wet...', 'Sometimes, they had to sail in the opposite direction...', '...The waves were huge...', 'the Brendan hit ice and water began to flood the boat...', etc.)
4. **F** ('Brendan describes an island where unfriendly people threw burning rocks at him. Perhaps this was Iceland, where volcanoes throw fire and hot rocks into the sea.')
5. **T** ('...saw icebergs...close to Newfoundland, Canada... hit ice and water began to flood the boat.')

## Comprehension questions:

•What happened nine hundred years earlier than Columbus' discovery of America?

An Irishman called Brendan described a voyage on a tiny boat to a place that could be America.

•When did Tim Severin sail from Ireland?

In May 1976.

•Which of the two sailors encountered whales in the course of their voyage?

Both Tim Severin and Brendan.

•How many years did Tim Severin's voyage last?

It lasted a little more than one year.

# Aboriginal Australians

The first people who inhabited Australia were the Aboriginal people and the Torres Strait Islanders. They are believed to have migrated\* there over 40,000 years ago from Asia. Today, there are many different groups of Aboriginal people with different local languages. However, all these groups are linked by common beliefs which tie them to the land. The Aboriginal people were traditionally hunters and gatherers; the women collected fruit, herbs and vegetables, whereas the men hunted animals and birds. A large number of the population still follow this way of life and live in remote\* areas of the country.

Aboriginal Australians have a deep respect for the land. They believe that their land includes the environment, the seasons, the people and their stories. The tradition of storytelling is an important part of their life. The Stories of the Dreamtime are stories about the history and culture of the people since the Dreamtime, which is the beginning of time. These stories are handed down from one generation\* to another, and through them younger generations learn about the world around them and how they should behave.

Ceremonies, or corroborees, also play an important role in the cultural life of the Aboriginal Australians. They are impressive events in which members of the tribe participate. There are also other ceremonies that are attended only by young men; they are coming of age ceremonies that aim to introduce the young men to their adult life.

\*migrate = to move to another place to live  
 remote = far from a city and difficult to reach  
 generation = people of the same age in a country



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

- What do the different groups of Aboriginal people have in common?
  - their language
  - their beliefs about the land
  - their lifestyle
- What is true of the Aboriginal people today?
  - Men and women have different roles.
  - They don't live in remote areas.
  - Many of them follow the traditional way of life.
- What is the Dreamtime?
  - a period of time in the past
  - the time when stories are told
  - a time when history and culture are taught
- Why is storytelling important in Aboriginal Australian culture?
  - to educate younger generations
  - to remember their history and culture
  - for both of the above reasons

## The Answer:

### A

1. b (para 1 lines 8-9; not a - para 1, lines 6-7; not c - para 1, lines 13-15)
2. c (para 1, lines 9-15)
3. a (para 2, lines 6-9)
4. c (para 2, lines 4-13)

## Comprehension questions:

- Where did the first inhabitants of Australia probably migrate from?

From Asia.

- What were the traditional roles of Aboriginal men and women?

The men hunted animals and birds; the women collected fruit, herbs and vegetables.

- What does the word 'land' mean to Aboriginal Australians?

They believe the 'land' includes the environment, the seasons, the people and their stories.

- What is another word for Aboriginal ceremonies?

Corroborees.

- Which ceremonies are attended only by men?

Coming of age ceremonies are attended only by young men and introduce them to their adult life.

## ★ 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 81.

## ★ 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.  
*The women 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.

## ★ Reported Speech (Statements)

In **Direct Speech**, we give the exact words that someone said. The words of the speaker are put in quotation marks.  
*Thomas said, 'Bob is on the phone.'*

In **Reported Speech**, we give the meaning of what someone said, but with some changes and without quotation marks. We use a reporting verb, usually **say** or **tell**, followed by **that** (which can be omitted) and the reported statement.  
*Thomas said that Bob 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.  
*'It'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**

*Ken said, 'I want to buy a new car.'*  
*Ken said (that) he wanted to buy a new car.*

**Present Progressive → Past Progressive**

*Alan said, 'I'm having lunch.'*  
*Alan said he was having lunch.*

**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 documentary.'*  
*Tim said he had seen the documentary.*

**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**

*Bob said, 'If we take a taxi, we'll get there more quickly.'*  
*Bob said if they took a taxi, they would get there more quickly.*

**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**

*Dad said, 'I'll talk to him now.'*  
*Dad 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.**

*Mark said, 'I haven't eaten anything since this morning.'*  
*Mark said he 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**

*Andy said, 'I'm flying to Paris tomorrow.'*  
*Andy said he was flying to Paris the next day.*

**ago → before**

*Bill said, 'I bought this car two years ago.'*  
*Bill said he had bought the car before.*

the previous week/month, etc.  
the week/month, etc. before  
the last week.

Dave said that he had called Derek 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,' Tom said.*  
*Tom said (that) he 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 buy a book for you,' said Pete to his daughter.*  
*Pete offered to buy a book for his daughter.*
- **verb + object + full infinitive** (advise, allow, ask, beg, encourage, forbid, invite, order, permit, remind, warn, etc.)  
*'You should take better care of yourself, Ian,' said Gregg.*  
*Gregg advised Ian to take better care of himself.*
- **verb + -ing form** (accuse sb of, apologise for, admit (to), complain to sb about, deny, insist on, suggest, etc.)  
*'George lied to me,' said Steve.*  
*Steve 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?' he asked.*  
*He 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 festival?' he asked.*  
*He asked me if/whether I had enjoyed the festival.*
- 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* or *order* when we report commands and *ask* or *beg* when we report requests.

- The Imperative changes to: **to + base form** and the negative imperative to: **not + to + base form**.  
*'Sit down, Tony,' said Dan. → Dan told Tony to sit down.*  
*'Don't tell anyone, please,' Larry said. → Larry asked me not to tell anyone.*

NOTE

- When the request is in question form, in Reported Speech it changes to **to + base form**.  
*'Will you open the door, please?' Victor said.*  
*Victor asked me to open the door.*

## Module 2

### ★ 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 81.

### ★ 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

- 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 tall.*  
The **Passive Voice** can be formed as follows:  
• **It + passive form of verb + that clause**  
*It is believed that he is very tall.*

**Form of verb + to + base form**  
very rich.

(*offer, 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 Reason

- **Clauses of reason** express the reason for something. They are introduced with **because, as** and **since**.  
*I tiptoed into the living room as I didn't want to disturb my grandfather.*

**NOTE**

To express reason we can also use **because of / due to + -ing form or noun or the fact + that clause**

*Due to the fact that sales have been falling this year, we won't be able to take on any more staff.*

### ★ 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**  
*Despite the heavy rain, it was very hot.  
In spite of feeling afraid, Jim went on the roller coaster.*

### ★ Clauses of Purpose

**Clauses of purpose** are introduced with:

- **so that + modal verb (can/may/will/could/might/would) + (not) + base form**  
*We will call him so that he will be informed about this as well.*
- **so as (not) to/in order (not) to + base form**  
*The burglar wore gloves so as not to leave any fingerprints.*

## 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 **certain adjectives: afraid, surprised, free, happy, ready, sorry.**  
*At last he was free to do what he wanted.*
- after **too and enough.**  
*Larry 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 stay at home today.  
You'd better tell me everything you know about this.*

### ★ -ing forms

The **-ing form** is used:

- as the subject 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 Tuesday.*
- 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 your dad 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  
**remember + -ing form** = remember something that has already happened  
*I remember visiting Paris in 2004.*  
**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 India.*  
**forget + full infinitive** = forget something you are supposed to do  
*Tom forgot to tell you that he was going away for the weekend.*

### ★ 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**

<b>Present Simple</b>	<i>I have my car fixed.</i>
<b>Present Progressive</b>	<i>I'm having my car fixed.</i>
<b>Past Simple</b>	<i>I had my car fixed.</i>
<b>Past Progressive</b>	<i>I was having my car fixed.</i>
<b>Future will</b>	<i>I'll have my car fixed.</i>
<b>Present Perfect Simple</b>	
<b>Past Perfect Simple</b>	
<b>Modal Verbs</b>	

ative forms of the Present Simple if the causative form are formed **with** *do* and *did*.

**NOTE**

- 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 TV set repaired.*
  - If we want to mention who performs the action, we can add **by + agent** at the end of the sentence.  
*He always has his roof repaired by a handyman.*

★ **Modal Verbs + have + Past Participle**

- **may/might/could + have + past participle** express possibility in the past.  
*I may/might/could have seen the documentary, but I'm not sure.*
- **might/could + have + past participle** also express possibility in the past which was not fulfilled.  
*You were lucky. You might/could have been hurt.*
- **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 US.*
- **should + have + past participle** expresses regret about something that didn't happen in the past.  
*We should have come home earlier.*  
It's also used to criticise somebody's behaviour.  
*You should have called me and let me know you weren't coming.*
- **shouldn't + have + past participle** expresses regret about something that happened in the past.  
*I shouldn't have shouted at Larry today.*  
It's also used to criticise something somebody has done.  
*Danny shouldn't have told you that. It was supposed to be a secret.*

**Module 4**

★ **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 found a better job, I would have quit a long time ago.*
- 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.*

★ **Wishes and Unreal Past**

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).*

**NOTE**

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

- 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 **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.*

★ **all/both/neither/none**

- **All** is used for more than two people or things. It is used in affirmative sentences and takes a plural verb.  
*Ali, Adam and Mike are going to the festival. They are all very excited. / All of them are very excited.*
- **Both** is used for two people, things, etc. It is used in affirmative sentences and takes a plural verb.  
*Bill and Ted are cousins. Both of them are in a team. / They are both in a team.*
- **Neither** is used for two people, things, etc. It is used in affirmative sentences and gives them a negative meaning. It takes a singular or plural verb.  
*Bob and Ted want to get a car. Neither of them have/has had one before.*
- **None** is used for more than two people, things, etc. It is used in affirmative sentences and gives them a negative meaning. It takes a singular or plural verb.  
*All my friends love chicken. None of them likes/like vegetables.*

★ **both... and... / either... or... / neither... nor...**

**Double conjunctions (both... and..., either... or and neither... nor...)** link two words or phrases in the same sentence. They are used only in affirmative sentences.

- **Both... and...** is used when something is true for two people, things, etc.  
*Both my cousin and my brother go to secondary school.*
- **Either... or...** is used when something is true for one of two people, things, etc.  
*Either he was too busy or he didn't want to come.*
- **Neither... nor...** is used when something is not true for two people, things, etc.  
*Neither Jake nor Jim like tennis.*

★ **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, shall we?*
- *Open the window, will/can't you?*
- *Don't forget to call me, will you?*
- *Somebody is at the door, are they?*
- *Nobody is home, are they?*

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	sink	sank	sunk
drink	drank	drunk	sit	sat	sat
drive	drove	driven	sleep	slept	aslept
eat	ate	eaten	smell	smelt/smelled	smelt/smelled
fall	fell	fallen	speak	spoke	spoken
feed	fed	fed	speed	sped	sped
feel	felt	felt	spell	spelt/spelled	spelt/spelled
fight	fought	fought	spend	spent	spent
find	found	found	spill	spilt/spilled	spilt/spilled
fly	flew	flown	split	split	split
forget	forgot	forgotten	spoil	spoilt/spoiled	spoilt/spoiled
forgive	forgave	forgiven	spread	spread	spread
freeze	froze	frozen	stand	stood	stood
get	got	got	steal	stole	stolen
give	gave	given	stick	stuck	stuck
go	went	gone	sting	stung	stung
grow	grew	grown	strike	struck	struck
hang	hung	hung	sweep	swept	swept
have	had	had	swear	swore	sworn
hear	heard	heard	swim	swam	swum
hide	hid	hidden	take	took	taken
hit	hit	hit	teach	taught	taught
hold	held	held	tear	tore	torn
hurt	hurt	hurt	tell	told	told
keep	kept	kept	think	thought	thought
kneel	knelt	knelt	throw	threw	thrown
knit	knit/knitted	knit/knitted	understand	understood	understood
know	knew	known	wake	woke	woken
lay	laid	laid	wear	wore	worn
lead	led	led	weave	wove	woven
lean	leant/leaned	leant/leaned	weep	wept	wept
learn	learnt/learned	learnt/learned	win	won	won
leave	left	left	withdraw	withdrew	withdrew
lend	lent	lent	write	wrote	wrote
let	let	let			

### 3a A LETTER (TO THE EDITOR) EXPRESSING AN OPINION

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

The diagram shows a formal letter layout with the following components and callouts:

- Position of the person you are writing to and/or name of company (start one line below the date):** Points to the recipient's address: *The Personnel Manager, Waterstones Bookstore, 103 Brunswick St, Canterbury, Kent: KT20 6BR*.
- Your address: on the right-hand side of the page (without your name):** Points to the sender's address: *92 Park Lane, Epsom, Surrey KT18 2LR*.
- Date: below the address, leaving a blank line in between:** Points to the date: *18 June 20....*
- Greeting: on the left-hand side of the page (leave a blank line before and after the greeting):** Points to the greeting: *Dear Sir or Madam, / Dear Mr Jones,*
- Paragraphing: You can indent (see informal letter 2b) 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.** Points to the main body of the letter, which consists of several horizontal lines.
- Signing off: on the left-hand side of the page, followed by a comma:** Points to the sign-off: *Yours faithfully, / Yours sincerely,*
- Your signature and your full name clearly written underneath:** Points to the signature: *Jason Thomas*

**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.

### 3b A SEMI-FORMAL LETTER / E-MAIL BASED ON PROMPTS

- 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**.

## WRITING A LETTER GIVING ADVICE

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

<p><b>Greeting:</b> on the left-hand side of the page (e.g. Dear Bill, Dear Mum). Put a comma after the name.</p>	<p>Dear Adam,</p>	<p>92 Park Lane Epsom Surrey KT18 2LR 18 JUNE 20...</p>	<p>Your address on the right-hand side of the page (not always necessary).</p>
<p><b>Indent paragraphs:</b> start the first line of each paragraph under the comma.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Date: below the address.</p>	
<p><b>Signing off:</b> towards the middle of the page (e.g. Best wishes). Don't forget the comma followed by your first name written underneath.</p>	<p>Take care, Tony</p>		

Expressions/phrases commonly used in a letter giving advice.

<b>Greetings</b>	<p>Dear Tom Dear Mum Dear Aunt Sue Hi Bob! Hello Bill!</p> <p><b>NOT:</b> <del>Dear brother</del> <del>Dear friend</del> <del>Dear cousin</del></p>
<b>Opening paragraph</b>	<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.</p>
<b>Main Part</b>	<p>I think / Maybe you should(n't)... If I were in your position, / If I were you, I'd... One thing you can do is... How/What about...? Why don't you...?</p>
<b>Closing paragraph</b>	<p>I hope everything goes well. Good luck! Let me know how everything turns out. Everything will be just fine.</p>
<b>Signature endings</b>	<p>Yours All the best Take care Bye for now</p>



## spelling

British English	American English
acroplane	airplane
centimetre	centimeter
centre	center
cheque (n)	check (n)
colour	color
dialogue	dialog
favour	favor
favourite	favorite
grey	gray
humour	humor
kilometre	kilometer
jewellery	jewelry
litre	liter
metre	meter
neighbour	neighbor
organise	organize
practise (v)	practice (v)
programme	program
travelled	traveled
travelling	traveling
tyre	tire

## words and phrases

British English	American English
anorak	parka
autumn	fall
bill (at a restaurant)	check
bookshop	bookstore
brackets	parentheses
car park	parking lot
cashpoint	ATM
chemist's	pharmacy
chips	(French) fries
city centre	downtown
cooker	stove / oven
crisps	potato chips
curriculum vitae (CV)	résumé
driving licence	driver's license
do the washing-up	do/wash the dishes
flat	apartment
flatmate	roommate
football	soccer
footballer	soccer player
fridge	refrigerator
garden	yard
ground floor	first floor
handbag	purse
head teacher	principal
holiday	vacation
ill	sick
jumper	sweater
leisure centre	sports / recreation center
lift (n)	elevator
lorry	truck
mark	grade
match	game
maths	math
Ministry of Education	Department of Education
mobile phone	cell phone
motorway	highway
mum / mummy	mom / mommy
opposite	across from
pavement	sidewalk
petrol	gas
petrol station	gas station
phone (v)	call (v)
plaster	Band-Aid
public telephone	pay phone
queue	line
railway station	train station
rubbish	garbage / trash
secondary school	high school
shop	store
shop assistant	salesperson
shopping centre	shopping mall
speciality	specialty
surname	last name
sweets	candy
table tennis	ping pong
takeaway	takeout
tick (✓)	check (✓)
train (v)	
trainers	
trousers	
TV / radio programme	
underground (railway)	

## 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
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
learn	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
go to university	go to college

account  
 apologise  
 approximately  
 archaeologist  
 beg  
 belong  
 carve  
 decrease  
 deny  
 discovery  
 disease  
 enormous  
 explorer  
 extinct  
 harbour  
 initially  
 islander  
 landscape  
 legend  
 mystery  
 oral  
 order (v)  
 origin  
 promise  
 refuse  
 remain  
 remind  
 remote  
 rule (v)  
 slave  
 specialist  
 theory  
 trace  
 tragic  
 tribe  
 truly  
 vanish  
 voyage  
 war  
 whoever

### 1a → pp. 8-9

apparently  
 arrest  
 bring up  
 bus stop  
 call up  
 come by  
 detective  
 didn't mean to  
 do one's best  
 fortunately  
 go up  
 grow up  
 hold up (bank)  
 immediately  
 make up  
 odd  
 out of breath  
 paper= newspaper

pick sb up  
 pursue  
 put up  
 real-life  
 reckon  
 rob  
 robber  
 robbery  
 run away  
 rush (v)  
 shortly  
 stay put  
 suspicious  
 tackwondo  
 take up  
 the other day  
 thin  
 turn up  
 unbelievable  
 wander off

### 1a → pp. 10-11

architecture  
 artefact  
 breathtaking  
 caravan  
 cliff  
 definitely  
 destination  
 donkey  
 Don't miss it for the world  
 effort  
 entrance  
 fountain  
 glimpse  
 glorious  
 gorge  
 guided tour  
 Houses of Parliament  
 in the heart of  
 landmark  
 last (v)  
 legendary  
 magnificent  
 numerous  
 on display  
 outstanding  
 queue  
 ruins  
 spectacular  
 tomb  
 tour guide  
 tower  
 trade  
 traditional  
 wonder (n)  
 worth

### 1b → pp. 12-14

apart from  
 be about to

be after  
 be against  
 be for  
 be over  
 be up  
 be up to  
 bizarre  
 break into  
 burglar  
 burglary  
 by the time  
 charge with  
 chubby  
 commit  
 confess  
 confirm  
 container  
 crime  
 criminal  
 daily  
 encounter (v)  
 face (v)  
 fair  
 fingerprints  
 for the time being  
 from time to time  
 homeless  
 identification  
 in action  
 in no time  
 in time  
 kidnap  
 kidnapper  
 kidnapping  
 leftovers  
 match (v)  
 murder  
 murderer  
 on time  
 once upon a time  
 owner  
 pan  
 pot  
 punish  
 release  
 safety  
 scatter  
 scraps  
 thankfully  
 theft  
 thief  
 to one's astonishment  
 victim

### 1b → pp. 15-17

after all  
 alarm system  
 ambulance  
 citizen  
 dream (n)  
 elegant

fade away  
 flood lights  
 go out  
 hardly  
 immediately  
 incident  
 light up  
 make out  
 mysterious  
 shape (n)  
 so far  
 stain (n)  
 suburb  
 suddenly  
 thankful  
 throughout  
 trip (v)  
 urgent

### 2a → pp. 22-23

accommodation  
 afford  
 appeal (v)  
 area  
 arrive  
 attack (v)  
 attraction  
 barge (n)  
 board (v)  
 border  
 canal  
 choice  
 construct  
 cross (v)  
 enjoyable  
 exploration  
 fare  
 frequent  
 frequently  
 guarantee (v)  
 journey  
 persuade  
 physical  
 pros and cons  
 repeatedly  
 rest (v)  
 restore  
 rider  
 route  
 sight  
 span (n)  
 speciality  
 supervision  
 ticket

**2a → pp. 24-25**

accommodate  
accountant  
air conditioning  
be supposed to  
beauty salon  
book (v)  
bottom  
business centre  
cancel  
charge (v)  
check in  
check out  
come up  
conference room  
copy (n)  
counter  
credit card  
damage (n)  
deposit (n)  
despite  
discount (n)  
double room  
expand  
following  
guarantee (n)  
in cash  
in order to  
in that case  
invoice  
none  
order (v)  
original  
package tour  
passport  
prove  
receipt  
record (n)  
reduction  
reservation  
room service  
sauna  
security  
spa  
take advantage of  
traveller's cheque  
Wi-Fi connection  
wing

**2a → pp. 26-27**

aisle seat  
at a low cost  
basic  
be exposed to  
boarding card  
campsite  
cause (v)  
check in desk  
comfort (n)

**driving licence**

**flexible**

**flight number**

for instance  
freedom  
frequent flyer card  
frequent flyer programme  
fuel  
gate  
luggage  
means of transport  
organised  
passport control  
request (v)  
restrict  
seat number  
terminal  
timetable  
to start with  
traffic jam  
vegetarian  
visa  
what's more  
wheelchair  
window seat

**2b → pp. 28-30**

additional  
argue  
artist  
aspect  
at last  
at least  
at once  
at the age of  
at the latest  
at the moment  
beam (v)  
biologist  
boast  
catch-phrase  
chemist  
commonplace  
consequence  
costly  
electrician  
enable  
engineer  
existent  
fantasy  
fictional  
hand-held phone  
in a good/bad mood  
in a hurry  
in a mess  
in detail  
in general  
in other words  
in particular  
logical  
mix (n)  
monthly

**national**

**natural**

**object (n)**

personal  
physics  
popularity  
portable  
put forward  
reality  
receptionist  
reporter  
scientist  
slightly  
technician  
transport (v)  
transportation  
version  
via  
wherever  
yearly

**2b → pp. 31-33**

appealing  
beneficial  
broaden  
car rental  
course  
economical  
employment  
energising  
firstly  
from my point of view  
giant  
ideal  
in the first place  
independent  
insurance  
moreover  
option  
range (n)  
refreshing  
relatively  
restriction  
sit back  
stressful  
such as  
to begin with  
tour operator  
variety  
what is more  
without a doubt

**3a → pp. 38-39**

analyse  
attend  
clip  
conversation  
dedicated  
entirely  
exchange  
expert  
gradually

**increasingly**

**individual (adj)**

**instead**

interactive  
it's no use  
it's worth  
jealous  
log on  
media  
method  
no longer  
partner  
rather  
relevant  
replace  
resource  
scene  
site  
unlikely  
virtual

**3a → pp. 40-41**

abaya  
absolutely  
anorak  
blouse  
braclet  
cardigan  
chain  
complete (adj)  
dietician  
dye (v)  
earrings  
facial  
fitness programme  
gorgeous  
hairstyle  
high heels  
in shape  
jewellery  
jumper  
makeover  
make-up  
necklace  
pick out  
recommend  
sandals  
slippers  
tailor  
thobe  
Wellington boots

**3a → pp. 42-43**

addicted  
aid (n)  
canteen  
catch on  
chicken nugget  
c  
c  
c

in conclusion  
 junk food  
 nutritious  
 overweight  
 pastime  
 poverty  
 radical  
 stock (v)  
 to make matters worse  
 trend  
 vending machine

**3b → pp. 44-46**

by the way  
 come up to  
 confusion  
 cook (n)  
 discourage  
 feature (n)  
 flight of stairs  
 handy  
 hold a meeting  
 hold hands  
 hold one's breath  
 hold the line  
 in the way  
 install  
 keep a secret  
 keep an eye on  
 keep in mind  
 keep one's promise  
 keep sb company  
 lose contact  
 lose one's temper  
 make one's way to  
 miss a turn  
 on the way  
 one's way  
 out of the way  
 projector  
 record (v)  
 rush (n)  
 scenery  
 selection  
 spicy  
 tablecloth  
 takeaway  
 tap on  
 technician  
 the hard way  
 there's no way  
 touch screen  
 tray  
 webcam

**3b → pp. 47-49**

amusement  
 announcement  
 collage

contribute  
 entertainment  
 event  
 in black and white  
 regarding  
 relaxation  
 whereabouts

**4a → pp. 54-55**

alarmed  
 annoyed  
 at most  
 brick  
 burst out laughing  
 by chance  
 can't help  
 drive sb up the wall  
 embarrassing  
 formal  
 get rid of  
 go hysterical  
 go wrong  
 grin  
 in the least  
 interruption  
 it's a shame  
 lamp post  
 land (v)  
 last but not least  
 least of all  
 make a fool of yourself  
 make an effort  
 make the most of  
 most of all  
 play a joke  
 pretend  
 run into  
 scare  
 solution  
 to say the least  
 torch  
 unpleasant  
 want the ground to open up  
 and swallow you

**4a → pp. 56-57**

a piece of cake  
 advise  
 be in sb's shoes  
 be on cloud nine  
 beat about the bush  
 check-up  
 down in the dumps  
 examination  
 gain  
 have a sweet tooth  
 learn by heart  
 miserable  
 mope  
 plus  
 process  
 shed weight

speed up  
 spill the beans  
 starve

**4a → pp. 58-59**

adapt  
 arise  
 assure  
 betrayed  
 boost  
 come round  
 concentrate  
 concerning  
 confidence  
 depressed  
 doorbell  
 grateful  
 household chores  
 no matter  
 peace and quiet  
 rarely  
 reject  
 support  
 take turns

**4b → pp. 60-62**

ankle  
 attached  
 be worn out  
 blister  
 bones  
 brain  
 bring round  
 bucket  
 cardboard  
 check  
 chest  
 choke  
 clutch  
 come down with  
 come round  
 communicate  
 conscious  
 definitive  
 distress  
 dizzy  
 evidence  
 exhaust  
 faint  
 field  
 frighten  
 gasp (v)  
 get over  
 heart rate  
 identical twins  
 knee  
 lie (v)  
 lips  
 monitor (v)  
 neck  
 nerves  
 phenomenon

pleasant  
 proof  
 psychology  
 public  
 pulse  
 rash  
 reaction  
 regarding  
 roll up  
 scratch  
 separate  
 sign  
 sleeve  
 telepathy  
 thought (n)  
 thumb  
 tightly  
 toes  
 transfer (v)  
 twin  
 unaware  
 wear off  
 wrist

**4b → pp. 63-65**

adventurous  
 author  
 autobiography  
 bestselling  
 blurb  
 descriptive  
 eager  
 expedition  
 go about  
 gripping  
 hearing  
 informative  
 lighthearted  
 mankind  
 overboard  
 overcome  
 page turner  
 plot  
 publish  
 quest  
 review  
 revenge  
 shipwreck  
 submarine  
 tale  
 thirst  
 thriller  
 timeless  
 vivid  
 worthwhile