

KSA - Edition
Traveller 5

English Language

اللغة الإنجليزية

Secondary Stage

المرحلة الثانوية

Credits System

نظام المقررات

Semester System

النظام الفصلي

Specialized Program

البرنامج التخصصي

Specialized Pathways

المسارات التخصصية

Level Five

المستوى الخامس

English Language 5

اللغة الإنجليزية 5

كتاب الطالب
Student's Book



المملكة العربية السعودية

Kingdom of Saudi Arabia



وزارة التعليم

Ministry of Education

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Student's Book

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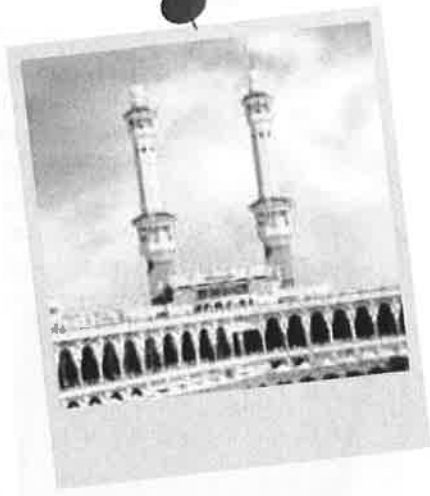
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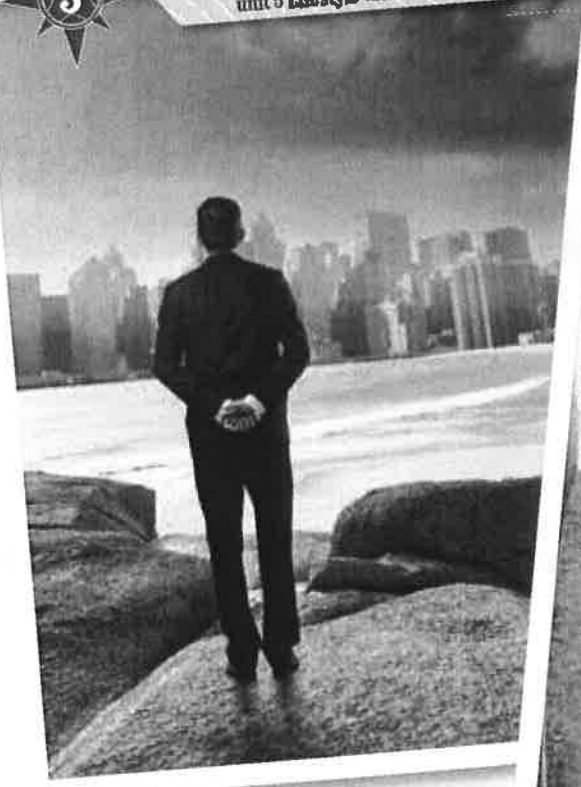
All over the world

unit 1 On holiday unit 2 The place to be



What the future holds

unit 5 Lifestyle unit 6 The environment



Beyond limits

unit 3 Crime and Punishment unit 4 Adventure





1

All over the world

unit 1 On holiday unit 2 The place to be



Discuss:

- ▶ If you had the opportunity to spend a month travelling around the world, which three places would you definitely like to go to? Why?
- ▶ Describe your ideal place to live in. Consider the type of house, where it is located, the facilities of the house/area, etc.

Flick through the module and find...

- ▶ a magazine article about an amazing country p 19
- ▶ e-mails from Manchester, England and Sydney, Australia p 16-17
- ▶ an article about a fun way of travelling in Europe p 28
- ▶ an article about a volcanic region in France p 26
- ▶ advertisements for unusual holidays/trips p 9
- ▶ a short text with advice for an enjoyable holiday p 15

In this module you will...

- ▶ talk about places and holidays
- ▶ learn to distinguish between permanent and temporary situations and use appropriate tenses for each
- ▶ learn how to use appropriate tenses to link the past with the present
- ▶ learn how to use nouns, quantifiers and articles correctly
- ▶ expand your vocabulary by learning lexical sets related to people and places, adjectives describing people and places, words easily confused, etc.
- ▶ learn how to write articles and e-mails
- ▶ acquire skills and strategies that will help you in exams

Unit 1 reading

1. PRE-READING

Discuss.

- Which of the following activities do you find most appealing? Why?

driving a racecar scuba diving with sharks
white-water rafting paragliding
bungee jumping astronaut training

- If you were interested in taking part in one or more of the activities above, what information would you like to know?

2. READING FOR GIST

Read the advertisements 1-5 on page 7 quickly and match them with the headings and pictures a-e below.

a. White-Water Rafting Trips in Colorado



Enjoy the breathtaking scenery as you go down the rivers of Colorado, as you experience various rafting courses from beginner to advanced, and everything in between!

5

b. Extreme Sports and Stunt Vacation in Las Vegas

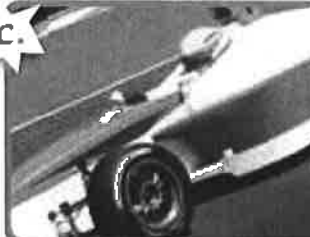
Have an adrenaline-filled experience that includes extreme sports with breathtaking/amazing stunts!



3

c. Mario Andretti and Jeff Gordon Racing School

Be a real racecar driver on an authentic speedway!



1

d. San Diego Shark Diving Trips

Have you ever wanted to swim with sharks? Now you can!



2

e. Zero-gravity Flight Experience

Go aboard G-Force One, a modified Boeing 727 and 'fly like a bird!'



4

3. SCANNING FOR SPECIFIC INFORMATION

Imagine that you are on vacation in the USA and you are interested in the trips and vacations advertised. Read the advertisements again and answer the questions 1-12. Choose a, b, c or d.

TIP

- When answering questions based on several texts, scan each text and look for the specific information mentioned in each question.
- Make sure you read each question carefully and understand what it means. The part of the text corresponding to the question will express the same meaning but most probably in different wording.

- You are visiting the USA this month and you want to go on a low-cost, one-day trip. Which option should you choose?
a. 2 b. 3 c. 4 **d. 5**
- Which trips provide you with something to remember them by?
a. 1 and 2 b. 2 and 3 **c. 2 and 4** d. 2 and 5
- You are thinking of taking a trip that will bring you close to nature. Which should you choose?
a. 1 and 2 b. 2 and 4 **c. 2 and 5** d. 3 and 5
- You and your friends love to travel at high speeds. Which options are best for you?
a. 1 and 2 **b. 1 and 3** c. 3 and 5 d. 1 and 5
- Your seventeen-year-old brother is 6 feet tall and in good shape. What can't he do?
a. 1 b. 2 **c. 3** d. 5
- One of your friends wants to go on a trip with you, but he is not very fit. What shouldn't you do?
a. 2 and 3 b. 1 and 2 **c. 1 and 3** d. 3 and 4
- Your brother loves water sports and other water-related activities. Which options suit him best?
a. 1 and 2 b. 3 and 5 c. 2 and 4 **d. 2 and 5**
- You are spending next summer's vacation with your friends and you want to stay under a \$1000 budget. Which options should you choose?
a. 1 and 5 b. 1 and 4 c. 1 and 3 d. 1 and 2
- Your parents usually go on trips where lodging and meals are all-inclusive. Which are the best options for them?
a. 1 and 2 b. 3 and 5 c. 4 and 5 **d. 2 and 5**
- Your father works for a big company and wants to arrange an extreme vacation for the company staff. Which vacations would be most suitable according to the advertisements?
a. 1 and 3 b. 1 and 4 **c. 4 and 5** d. 1 and 5
- You do not want to go on a trip that requires you to pay extra for equipment. Which should you avoid?
a. 1 and 2 b. 2 and 3 c. 3 and 5 **d. 2 and 5**
- You think that a vacation should also have some educational value. Which is the most suitable?
a. 1 b. 2 c. 3 **d. 4**

- Packages ranging from \$75 to \$3,999 to satisfy all budgets.
- 15 Nationwide Racing School locations, from California to North Carolina and everywhere in between.
- No equipment or training necessary.
- Must be in good physical condition, cannot be taller than 6'7" or heavier than 295 lbs.
- Must have a valid driver's licence.
- \$25 mandatory insurance, insures you against any vehicle damage, even wrecking the car!

Book your experience today!



- ★ Experience complete weightlessness and the same training as the NASA astronauts.
- ★ Participate at one of our three locations: Las Vegas, Nevada; San José, California or the Kennedy Space Centre, near Orlando, Florida.
- ★ Each aircraft has a seating zone and a flying zone: 35 seats are available in the seating zone.
- ★ The Zero-gravity Flight Experience costs include training, the flight, awards, photos and a complimentary DVD to remind you of your experience.
- ★ Flights may be chartered for private events: team building events, corporate incentive programs, college research and experiments, other educational use.
- ★ Approximately \$3,950 for each flight.
- ★ All equipment provided.



- Diving in scuba gear with sharks, as well as cage diving available.
- Packages ranging from \$1,500 - \$3,525.
- Many ships to choose from, which sail to The Bahamas, Mexico, Fiji and The Galapagos Islands. Depending on which package you choose and what time of year, you can see Great White Sharks, Tiger Sharks, Whale Sharks, Manta Rays, Hammerheads and Bull Sharks.
- Group rates available on your own private ship with a crew of your choice.
- Don't see a date that works for you? We also cater to individuals. Contact us for a private charter for a full or half boat.
- Professional videographer films your trip, and you may purchase the DVD of your experience.
- Price includes on-board accommodation with private room, food and drink, local bus transportation.
- Price does not include airfare, hotel, equipment rental, tourist visas.



- › Individuals, families and groups are welcome.
- › Perfect for an office or corporate outing and we love scout groups!
- › Safety is our priority. All staff and guides are certified with CPR and first aid training.
- › Guides are knowledgeable about the history of the area and the geology of the rivers.
- › You don't have to know how to swim, as life jackets are mandatory.
- › Fees include guides, transportation to and from the river and all necessary equipment.
- › Full-day trips include lunch, and multi-day trips include accommodation in cabins plus all meals and beverages.
- › Extra equipment can be rented for fees ranging from \$4 to \$42. This includes: camping gear, wetsuit gear, paddle jackets.
- › Family full-day rafting packages available for \$82. Fishing getaway packages available for \$529 for two people, which includes cabin.
- › Don't see an option you like? No problem! Call us today, to 'build your own' package!



- ✂ Approximately \$2000 for five days.
- ✂ Different packages including extreme sports like rock climbing, paragliding, paintball and skydiving.
- ✂ Stunt packages include: stunt fighting, high speed car transfers, partial body-burn, walking through fire, bungee jumping, car chases, running through burning buildings and a free fall from a rooftop.
- ✂ 100% safety record since opening in 1992.
- ✂ Individual activities, as well as private parties available at special group rates.
- ✂ Must be over 18 to participate in extreme sports and stunts.
- ✂ Must be in good physical shape.
- ✂ All training and equipment provided.



4. GUESSING THE MEANING OF UNKNOWN WORDS

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

1. wrecking g
2. cater to h
3. purchase d
4. complimentary c
5. certified b
6. mandatory f

- a. produce
- b. having official qualifications
- c. free of charge
- d. buy
- e. old-fashioned
- f. obligatory
- g. destroying
- h. provide services to

5. POST-READING

Discuss.

- Which of the trips or vacations would you prefer and why?
- Which of them would you definitely not be interested in? Why?

Unit 1 vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

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

travel trip journey tour voyage
cruise flight excursion expedition

- Our Geography teacher keeps telling us that travelling broadens the mind.
- Is your class coming on the afternoon excursion to Windsor Castle?
- Scott kept a journal of his scientific expedition to the North Pole.
- Many immigrants arrived in New York after a six-week voyage across the Atlantic Ocean.
- The flight to São Paulo has been delayed due to heavy rain at the airport.
- It's a five-hour journey by bus from Florence to Naples.
- We went on a guided walking tour of the city last summer.
- We are going on a two-week Indian Ocean cruise on a luxurious ship.
- Is your family still planning to go on a trip to Washington next week?

hotel hostel resort cabin
suite cottage caravan

- The new holiday resort in Miami offers free tennis lessons.
- Did you hear the news? Joe has bought a weekend cottage in the countryside.
- As we are on a tight budget, we'd better stay at a youth hostel.
- Many South Sea islanders still live in traditional wooden cabins.
- Tom took his caravan to France and stayed in it over the summer.
- As that hotel is near the airport, a lot of businessmen stay there overnight.
- The President stayed in a luxury suite at the Hilton.

arrive get reach come approach

- The captain promised the passengers that the ship would reach the port in time to go ashore for lunch.
- What is the best way to get to your uncle's ranch?
- As we approached the city centre, the traffic got really heavy.
- Are you coming to the airport with us to meet Dennis? His plane is scheduled to arrive at 18:30.

2. NOUNS ENDING IN -ION, -ATION, -ANCE AND -MENT DERIVING FROM VERBS

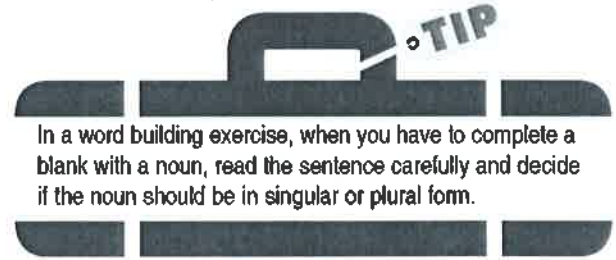
A. Look at the following nouns appearing in the advertisements on page 7. Which verbs do they derive from?

information inform insurance insure locations locate
equipment equip accommodation accommodate

B. Look at the table below and complete the missing nouns. Can you think of any more for each group?

nouns ending in -ion
impress → impression, attract → attraction, act → <u>action</u> (<u>react</u> → reaction, <u>connect</u> → connection)
nouns ending in -ion (irregularities)
decide → decision, intend → intention, produce → <u>production</u> , receive → reception, permit → permission
nouns ending in -ation
examine → examination, invite → invitation, prepare → <u>preparation</u>
nouns ending in -ance
assist → assistance, appear → appearance, (<u>assure</u> → assurance, perform → <u>performance</u> <u>endure</u> → endurance)
nouns ending in -ment
amuse → amusement, agree → agreement, argue → <u>argument</u> (<u>develop</u> → development, <u>manage</u> → management)

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



In a word building exercise, when you have to complete a blank with a noun, read the sentence carefully and decide if the noun should be in singular or plural form.

- We are having a discussion on how to finish the project by Friday. **DISCUSS**
- Both of the advertisements are very original. **ADVERTISE**
- The manual gives clear instructions on how to use the washing machine. **INSTRUCT**
- Most teenagers like comics with a lot of action in them. **ACT**
- The introduction to that book was written by Professor Robins. **INTRODUCE**
- Witnesses have given two different descriptions of the thief. **DESCRIBE**
- Fiona looked at the teacher in amazement when she heard she had passed the test. **AMAZE**
- The disappearance of birds from the forest is the result of climate change. **DISAPPEAR**

GRAMMAR

1. PRESENT SIMPLE / PRESENT PROGRESSIVE

A. Look at the sentences below appearing in exercise 3 on page 8 and answer the questions that follow.

1. You **are visiting** the USA this month...
2. You **are spending** next summer's vacation with your friends...
3. Your parents **usually go** on trips where lodging and meals are all-inclusive.
4. Your father **works** for a big company...

- Which sentence refers to a permanent situation? Which tense is used? **Present simple** (4)
- Which sentence refers to a repeated habitual action? Which tense is used? **Present simple** (3)
- Which sentence refers to an action happening at or around the time of speaking? Which tense is used? (1)
- Which sentence refers to a planned future action? Which tense is used? **Present Progressive** (2)

B. Match the rules about other uses of the Present Simple and the Present Progressive with the examples 1-8.

The Present Simple is used:

- for general truths (1)
- for future actions related to timetables and programmes (7)
- to refer to the plot of a book, etc. (4)
- in sports commentaries (6)
- in exclamatory sentences with *Here...* and *There...* (3)

The Present Progressive is used:

- for temporary states (5)
 - for situations which are changing or developing around the present time (8)
 - with *always*, *constantly* and *continually* to express annoyance (2)
1. Water freezes at 0° Centigrade.
 2. You are always leaving your books on the floor!
 3. Here comes the train!
 4. In chapter seven, Sandra meets her mother again.

5. My brother is working as a lifeguard this summer.
6. Robinson passes to Neil.
7. The train to Bristol departs at 4:55.
8. Tourism is becoming an important industry in many developing countries.

2. STATIVE AND NON-STATIVE VERBS

A. Look at the sentences below appearing in exercise 3 on page 8 and answer the questions that follow.

1. One of your friends wants to go on a trip with you, but he is not very fit.
2. You are thinking of taking a trip that will bring you close to nature.
3. You think that a vacation should also have some educational value.

- What does your friend want to do? When? Why is the Present Simple used here?
- What is the difference between *you are thinking* and *you think*?

B. Read the rule below and add two verbs to each group.

The following groups of verbs express states - not actions - and are not used in progressive tenses.

- verbs of the senses (see, hear, feel, etc.) (*smell, taste*)
- verbs of emotions and preferences (like, hate, want, prefer, etc.) (*dislike, need*)
- verbs of perception, belief and knowledge (know, believe, remember, etc.) (*understand, imagine*)
- verbs of ownership (have, possess, etc.) (*belong, own*)
- other verbs which describe permanent states (be, cost, seem, etc.) (*consist, exist*)

NOTE

Some stative verbs (*have, see, taste, etc.*) are used in progressive tenses when they express actions rather than states.

This cheese tastes like paper.
The chef is tasting the soup to see if there is enough salt in it.

Grammar Reference p. 88

3. PRACTICE

Two friends are having a telephone conversation. Complete the blanks with the Present Simple or the Present Progressive of the verbs in brackets.

- Ahmed Hi, Omar! What's up?
Omar Hey, Ahmed. Where (1) **are** you **calling** (call) me from?
Ahmed Home.
Omar Home? You (2) **usually go** (usually / go) swimming at this time. What (3) **are you doing** (you / do) there?
Ahmed I (4) **think** (think) I have a cold at the moment.
Omar Sorry to hear that. I hope you (5) **are not feeling/don't feel** (not feel) too bad.
Ahmed Thanks, it (6) **seems** (seem) to be getting better. What's up with you?
Omar Oh, you (7) **know** (know) me. I love going out. A gang of us from the gym (8) **are going** (go) to that new place on Market Street this weekend. Do you (9) **want** (want) to meet up?
Ahmed That (10) **sounds** (sound) like a great idea. Who else (11) **is coming** (come)?
Omar Well, let me think. Of course, Josh and Larry. My brother (12) **is thinking** (think) of asking some friends from his karate class, too.
Ahmed Great! What should I wear?
Omar Something casual. I (13) **'m getting** (get) a new pair of trainers on Friday, so I'll wear them and, I (14) **guess** (guess), I'll put on some smart jeans and a T-shirt.
Ahmed Thanks for the invitation. I have to go now. I (15) **have** (have) a headache.
Omar I (16) **understand** (understand) mate. Get some rest! We'll talk later.
Ahmed Right, bye!

Unit 1 listening

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



- ▶ Read the questions and options carefully before you hear each extract. Pay special attention to question words (*who, when, etc.*).
- ▶ Listen to each extract carefully. Don't try to understand every single word or phrase, but focus on the whole message.
- ▶ Choose the option that best answers the question. Don't choose an option just because words or phrases included in the extract appear in it.
- ▶ Choose an option after you have heard the whole extract and confirm your choice when you have heard the extract for a second time.



1. You hear two men talking.
When is it the best time for the man to go to Belize?
 - a. between November and May
 - b. between June and October
 - c. in February
2. You hear a man talking.
Why do most tourists go to Lake Plastira?
 - a. to hike in the surrounding area
 - b. to go canoeing
 - c. to enjoy the view
3. You hear a man talking.
Who can stay in the lounge?
 - a. British Airways passengers with children
 - b. all British Airways passengers
 - c. business and first class passengers of British Airways
4. You hear a woman talking about the Airbus A380.
What is she doing when she speaks?
 - a. encouraging people to travel on the Airbus A380
 - b. giving information about the Airbus A380
 - c. discussing the positive and negative features of the Airbus A380
5. You hear two men talking.
Which of the following is most likely to happen?
 - a. They will travel around Europe together.
 - b. They will visit the same countries in Europe.
 - c. They will both buy a Eurail ticket in the future.
6. You hear a man talking on the radio.
Who would the information he is giving interest most?
 - a. people living in Geneva
 - b. people travelling to Geneva
 - c. Geography and Art teachers

vocabulary & grammar

VOCABULARY

WORDS RELATED TO TRAVEL AND TOURISM

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

geographical features

coral reef rainforest islet fjord

volcano pond waterfall

facilities in a hotel

lounge spa conference room beauty salon business centre

sights

mosque castle tower monument archaeological site

tourism-related jobs

travel agent tour guide flight attendant bellboy receptionist

GRAMMAR

NOUNS AND QUANTIFIERS

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

- I will spend only *a little* time in the spa.
- There are *many* interesting museums in Geneva.
- There are *a few* islets in Lake Plastira.
- The Airbus A380 does not consume so *much* fuel.
- There is very *little* information about Belize on the Internet.

- Which of the nouns in bold are always countable, always uncountable or can be both? *information, fuel, time*
- What is the difference between *much* and *many*? *much + uncountable, many + countable*
- What other words could replace *many* in sentence 2? *a lot of, lots of, plenty of*
- Which of the words in italics means *not many*? *a few*
- What do *a little* and *little* mean? What's the difference between them?
- Which words could be replaced by *hardly any*? *very little*

Grammar Reference pp. 88, 89

B. Read the sentences and circle the correct answer.

- I am looking for some **information** / **informations** on endangered species for a project I have to do.
- There were only **few** / **a few** people at Jim's house last night, but we had a great time.
- I've got **hardly any** / **a little** money left, so I have to go to the bank and get some.
- A: Did you like the documentary?
B: Yes, I liked it **lots** / **a lot**.
- Your new furniture **is** / **are** really stylish.
- I don't have **much** / **many** time left. I need to leave for the airport soon.
- There **are** / **is** not enough natural **light** / **lights** coming into the room.
- This job requires previous work **experiences** / **experience**.
- There has been very **little** / **few** rain lately.
- People say that no news **is** / **are** good news.
- A: Where are the scissors?
B: I don't know. I can't find it / **them** anywhere.
- I didn't buy any more milk. We've got **plenty** / **a few**.
- How **much** / **many** luggage am I allowed to carry on the plane?
- Who do you turn to for **advices** / **advice** when you've got a problem?

Unit 1 speaking

1. WARM-UP

- Where do you usually go on holiday? How do you get there?
- Would you prefer a relaxing holiday or an active one?
- What do you like doing on holiday?

2. FOCUS ON PICTURES

Talk in pairs. Look at the photographs and answer the questions below. You can use some of the words and expressions in the boxes.

A

Student A: Photographs A1 and A2 show different holiday destinations. Compare the photographs and say what activities people can do at each holiday destination.

Student B: Which holiday destination do you prefer?

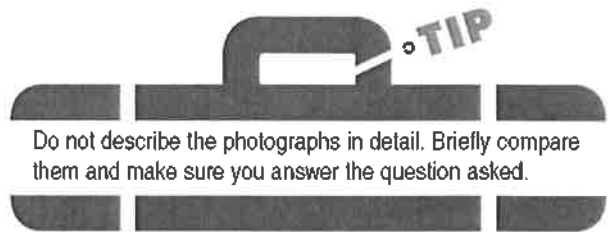
What activities can people do at each holiday destination?



3. FURTHER DISCUSSION

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

- If you had to choose between an extreme holiday and a relaxing spa getaway, which would you prefer and why?
- Imagine that you could go on a two-week paid holiday anywhere in the world. Where would you go and how would you get there?
- If you were planning a holiday and had to choose between a place you have never been to before and somewhere you have been to many times, which would you choose and why?
- What do you think the secret to having a good holiday is?



Do not describe the photographs in detail. Briefly compare them and make sure you answer the question asked.

B

Student B: Photographs B1 and B2 show different means of transport. Compare the photographs and say what the advantages and disadvantages of each means of transport are.

Student A: Which means of transport do you like to use when you go on holiday?

What are the advantages and disadvantages of each means of transport?



Both destinations / means of transport are...
...is more / less... than...

On the contrary / On the other hand, ...
Neither of these are...

I like... so I would choose...

If I had to choose between the two, I would probably...

safe / dangerous fresh air / stuffy
relaxing / interesting / fun confined / open space
fast / slow cheaper / expensive convenient
delay scenery extreme sports peaceful

adrenaline-filled challenging
a home away from home all-inclusive
explore new experiences facilities
luxurious educational / informative
ancient ruins natural wilderness
planning ahead good company
interesting destination

examination practice

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

- Ian is so messy! He _____ his clothes around.
a. always throwing
b. is always throwing
c. does always throw
d. is throwing
- A: Where is John? We've been waiting for him for over an hour!
B: Oh, here he _____.
a. is coming
b. does come
c. comes
d. coming
- There isn't _____ paper left in the photocopier.
a. plenty
b. many
c. much
d. a little
- The police _____ the murder of a well-known writer.
a. investigates
b. investigate
c. is investigating
d. are investigating
- The ski resort was crowded as there _____ snow last weekend.
a. was a little
b. were a lot of
c. was plenty of
d. was a few

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

- Success _____ many years of hard work.
a. combines
b. insures
c. provides
d. requires
- The lost climbers found _____ shelter in a cave.
a. obligatory
b. mandatory
c. temporary
d. complimentary
- Your passport is not _____. You need to get it renewed.
a. valid
b. modified
c. challenging
d. corporate
- After ten days at sea, I was glad that our _____ was nearly over and that we would soon be seeing land.
a. excursion
b. voyage
c. travel
d. sail
- Due to heavy traffic, we _____ to school half an hour after the lesson had started.
a. got
b. reached
c. came
d. arrived

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



- Read the text quickly to get an idea of what it is about.
- When completing a gap read the whole sentence, not just the words before and after the gap, as there may be clues that can help you.
- Try to guess what part of speech the missing word is. Remember that most of the missing words will be prepositions, articles, auxiliary verbs, pronouns, etc.

HOLIDAY tips

In summer, people everywhere (1) look forward to their holidays when they will have the chance to relax and escape the daily routine and pressure at work. However, things don't always work (2) out well and the dream can actually turn (3) into a nightmare. Well, here are a (4) for tips that will help you enjoy your holiday. To begin with, (5) not only should you choose a holiday destination (6) which/that suits your needs, but also go along with someone with whom you share common interests and are on good terms with, so as to avoid arguments. Secondly, (7) make/be sure you have made a hotel reservation well in advance to spare yourself the trouble (8) of finding suitable accommodation at the last minute, especially during the high season. Last but not least, make a list of (9) everything you need to take with you, especially those things you know you won't be (10) able to find at the place where you (11) are heading to. Then, don't forget to go shopping a couple of days before you actually leave. If you allow yourself (12) plenty/lots of time to do some planning beforehand, nothing will spoil your holiday.

Unit 1 writing

WRITING AN E-MAIL BASED ON PROMPTS 1

1. DISCUSS

- If you had the opportunity to visit an English-speaking country, which one would you choose?
- Which places in that country would you like to visit and what activities would you like to do?

2. FOCUS ON USING PROMPTS

A. Saleh has received an e-mail from his English friend, Peter. Read the e-mail with the notes Saleh has made. Match Saleh's notes with the points a-f below. There are two extra points which you do not need to use.

In his reply, Saleh should:

- | | |
|--|--|
| a. thank Peter and say how he feels about going to England | d. express preference and give reasons |
| b. accept an invitation | e. ask for information |
| c. refuse a suggestion and justify his decision | f. express enthusiasm |

Dear Saleh,

How are you? I'm really excited that you're coming to stay with me in Manchester. I have received the arrival details that you sent me and I will be picking you up from the airport on Saturday evening.

I have planned lots of things for us to do. I suggest we take a trip to the Lake District, which is a beautiful area in England, full of lakes and countryside which is great for hiking through. Something else, my dad is a season ticket holder for Manchester United and I've managed to get tickets for a match. What do you think? *great! Because... f*

Also, we have the option of spending a weekend in London or in Edinburgh as I have relatives in both cities who would be happy to put us up for a few nights. Let me know which city you would prefer to visit. I was wondering if you could arrange to stay in England for one more week so we could go to other exciting places. *no because... c*

I'm looking forward to seeing you soon. I hope you can make it and stay a bit longer!

All the best,
Peter

a thank and say how I feel

d say which and why

B. Now read Saleh's reply and answer the questions that follow.

Dear Peter,

How are you? I hope you are well. Thank you for offering to pick me up from the airport. I can't wait to come to Manchester. This trip is going to be a great opportunity for me to practise my English and learn more about England.

A trip to the Lake District sounds great. I've heard loads of nice things about it and I enjoy hiking. It's fantastic that you can get tickets to a Manchester United match. I love football and Manchester United is one of my favourite teams, so I'm really looking forward to going to one of their matches. *f*

As for the weekend option, I've been to London before but I've never been to Edinburgh, so I think I would prefer to go there if that's possible. Unfortunately, I won't be able to stay for an extra week with you because I've already planned a camping holiday with my cousins for the end of May. *d* *e*

Anyway, I'm sure we'll have a great time together. Say hello to everyone in your family.

Best wishes,
Saleh

1. Which sentences in the e-mail correspond to Saleh's notes? *See underlined sentences*
2. Is the wording in Saleh's e-mail exactly the same as in his notes? *No*
3. Does Saleh add any extra comments or information to his notes? *Yes*
4. What kind of language does Saleh use? *Informal*

3. FOCUS ON COMMUNICATION FUNCTIONS

Read the tip below and then write an appropriate response for each prompt. Remember to add a piece of information or a personal comment.



The notes that accompany a letter or an e-mail used as input require you to express certain functions, e.g. express enthusiasm, thank, apologise, explain, accept or decline an invitation, etc. When writing your reply, do not just copy the notes given. Try to paraphrase, add reasons, comments and/or information and use expressions to show how you feel.

1 Would you like to go fishing next weekend?

2 Is there something typical of your country that you can bring me when you come to England?

Sorry but... I'm sorry I can't because my parents are in town.

Yes! Explain... Well, I'm sure you'll love some fresh dates, they're in season now

Do you think you could come and visit me in June instead of July?

June fine No problem. June is fine with me.

3 Would you rather spend a long weekend in London or in a village in Wales?

Say which and why I think I'll take Wales, because I'm sick and tired of big cities.

Great! Because...

4 How about taking the Eurostar to Paris and spending a couple of days there?

Going to Paris is a great idea because the Louvre is hosting an exhibition of my favourite painters.

4. WRITING TASK

A. Read the rubric and the e-mail with the notes. Underline the key words in the rubric. What do you have to include in your e-mail?

You have arranged to go to Sydney, Australia to attend a three-week English language course. A friend of yours from Australia has written to you. Read your friend's e-mail and the notes you have made. Then write an e-mail to your friend, using all your notes. Thank your friend, accept the invitation to Bondi Beach, decline the invitation to baseball game, state food preferences if any.

How are you? I'm so glad you are coming to Sydney to do an English language course. I know that the college can provide accommodation, but I think it would be nicer if you stayed with us. We have a spare room, so there's nothing to worry about. So, what do you think?

I have some ideas about things we can do while you're here. A friend of mine has a house near Bondi Beach, so we could go and stay there for a weekend. How does that sound?

Apart from that, my favourite baseball team, the Hawks, are playing. Would you like me to book tickets for their game?

Another thing I'd like to know is if you have any food preferences so I can let my mother know what to cook!

I'm looking forward to hearing from you. Write back as soon as you can.

Best wishes

yes thanks!
sure!
say

not really



B. Write your e-mail based on the outline you have made (120-150 words). Go to the Workbook, p. 10.

For the layout of e-mails and set phrases that you can use to invite, accept or decline an invitation, thank, etc., see Appendix 1.



- When writing an e-mail based on prompts:
- ▶ read the prompts carefully and make sure you include all the points in your answer.
 - ▶ try to rephrase the notes given, add comments and information and use expressions to show how you feel.
 - ▶ organise your e-mail in paragraphs and put related ideas in the same paragraph.
 - ▶ write in an appropriate style according to who the person you are writing to is and the tone of the input.
 - ▶ use standard grammar and spelling conventions. Avoid forms such as *wanna*, *cu lbr*, etc.
 - ▶ aim at achieving a positive effect on the reader.

Unit 2 reading

1. PRE-READING

Discuss.

- When you hear the phrase 'amazing places', what kind of places come to mind? Which ones would you like to visit?
- Which of the following are important to you when you visit a place?

weather geographical features sights
culture and traditions people

- What do you know about Iceland?

2. READING FOR GIST


Read the magazine article on page 17 about Iceland and answer the question below.

What is the purpose of the article?

- a. to describe a place in detail
- b. to educate the reader
- c. to inform and entertain the reader
- d. to advertise a holiday

3. READING FOR DETAILS

Read the article again and answer the questions 1-7 below. Choose a, b, c or d.



TIP

- ▶ Read through the text before you look at the questions.
- ▶ Then read each question carefully to get an idea of what you are looking for and underline the section in the text where the answer is found.
- ▶ Make sure you have chosen the correct answer by eliminating the wrong options.
- ▶ Be careful! Don't assume an option is correct just because it contains a word or phrase that is also in the text.

- Why would one find it hard to believe that there are lots of volcanoes in Iceland?
 - a. Volcanoes are not usually found on islands.
 - b. Volcanoes are a very special geographical feature.
 - c. We do not usually associate volcanoes with ice.
 - d. Volcanoes can cause damage to glaciers.
- When Jake Heath went to Iceland, the weather was
 - a. unusually mild.
 - b. warmer than he had expected.
 - c. as cold as he expected.
 - d. stormy but not very cold.
- What is remarkable about the Great Geyser?
 - a. its location
 - b. the temperature of the water
 - c. its size
 - d. the height the water reaches

- How does the Icelandic nation provide for some of its energy needs?
 - a. by having built a power station under the ground
 - b. by using geothermal sources to provide energy
 - c. by using advanced technology to heat water
 - d. by collecting and burning natural gas
- What does the word *it* in line 56 refer to?
 - a. the spa
 - b. the reservation
 - c. making a reservation
 - d. staying at the spa
- The Aurora Borealis
 - a. lasts for six months continuously.
 - b. occurs during daylight.
 - c. is a natural phenomenon.
 - d. is a state of total darkness.
- What do we learn about the Icelanders from the extract?
 - a. They have a good quality of life.
 - b. They are too traditional.
 - c. Most of them live in Reykjavik.
 - d. They keep themselves busy by taking part in fun activities.

4. GUESSING THE MEANING OF UNKNOWN WORDS

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

- | | | |
|----------------|------------------------------------|----------------------------------|
| 1. stand out | <input checked="" type="radio"/> c | a. to form |
| 2. made up | <input type="radio"/> a | b. to compensate for |
| 3. turned out | <input type="radio"/> d | c. to be very noticeable |
| 4. made up for | <input type="radio"/> b | d. to happen in a particular way |

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

- | | |
|--|--|
| 1. struck (line 7) | 5. harness (line 46) |
| a. hit | a. acquire |
| <input checked="" type="radio"/> b. impressed | b. exchange |
| c. attacked | <input checked="" type="radio"/> c. control and use |
| 2. scheduled (line 21) | 6. indulge in (line 54) |
| <input checked="" type="radio"/> a. arranged | a. think about |
| b. postponed | b. afford |
| c. designed | <input checked="" type="radio"/> c. allow yourself to experience something enjoyable |
| 3. gales (line 25) | 7. coastal (line 71) |
| <input checked="" type="radio"/> a. strong winds | <input checked="" type="radio"/> a. near the sea |
| b. heavy rain | b. in the mountains |
| c. high temperatures | c. in the suburbs |
| 4. spouts (line 33) | 8. policies (line 90) |
| a. drips continuously | a. ideas or plans |
| b. flows heavily | <input checked="" type="radio"/> b. rules and laws |
| <input checked="" type="radio"/> c. comes out quickly and with force | c. customs or traditions |

NICELAND!

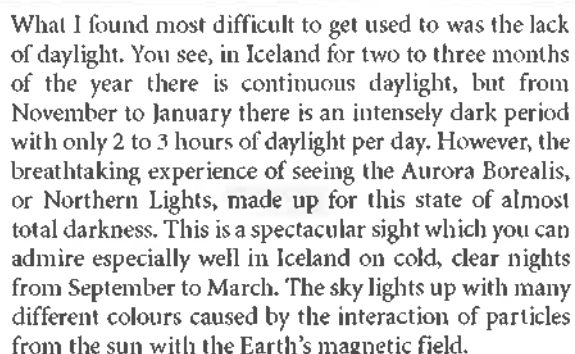
Are you in search of an amazing place to go on holiday? Have you ever considered Iceland? 'Professional traveller,' Jake Heath has just returned from a fascinating trip to the historic second largest island in Europe and tells our readers about this impressive place.

When I got to Iceland, I was immediately struck by the unique natural beauty and absence of pollution. These things make the island stand out from other places, as it is truly untouched by problems that exist in the rest of the world. One of the reasons that Iceland is such an amazing place is that about half of the island is made up of volcanoes and a mountainous lava desert. Who would imagine that a place with a name like 'Iceland' would feature landscape like that? Of course, Iceland also has several glaciers, or 'frozen rivers', and many fjords. Plus, it has more land covered by glaciers than anywhere else in Europe. So, when you think of it, the name Iceland does make sense after all!

When I was told that my trip to Iceland had been scheduled for the first week in January, what I expected was extreme cold. However, I was in for a surprise. The climate of Iceland is milder in winter than most people think. In Reykjavik, the average temperature in January is 5°C and although winds and gales are common in winter, thunderstorms are extremely rare. As it turned out, the weather was no obstacle to my expeditions to some fascinating places.

I have been travelling around the world for more than a quarter of a century, and I have been to several breathtaking natural wonders. Very few of them can be compared to the Great Geyser in Haukadalur in South Iceland. This geyser, or hot spouting spring, spouts hot water to a height of 60 metres, which is a truly remarkable and incredible sight! Another extraordinary sight I visited was the famous volcano of Hekla, one of the 200 active volcanoes in the country. Its first recorded eruption was 1000 years ago and since then there has been a series of eruptions, some of which were gentle while others caused significant damage to the nearby countryside.

In addition to volcanic activity, Iceland is richer in hot springs and high temperature geothermal activity than any other country in the world! The inhabitants of Iceland are very creative and technologically advanced, and they have managed to harness the energy of their natural resources. They have built a power station which collects and uses the natural geothermal heat produced under the ground to meet the energy needs of the island. The Icelanders have also used geothermal heat for open-air swimming pools and spas, where people can enjoy a dip in the relaxing thermal water. Plus, these thermal spas are famous for their numerous health benefits. So, who wouldn't want to indulge in a stay at one of them? Naturally, I had made a reservation at one of the most popular spas, and it was an experience I will never forget!



What I found most difficult to get used to was the lack of daylight. You see, in Iceland for two to three months of the year there is continuous daylight, but from November to January there is an intensely dark period with only 2 to 3 hours of daylight per day. However, the breathtaking experience of seeing the Aurora Borealis, or Northern Lights, made up for this state of almost total darkness. This is a spectacular sight which you can admire especially well in Iceland on cold, clear nights from September to March. The sky lights up with many different colours caused by the interaction of particles from the sun with the Earth's magnetic field.

About four fifths of the population of Iceland live near the capital, Reykjavik, and the surrounding coastal areas. Iceland also has a Muslim community and most of its members live in Reykjavik; in fact, a new mosque is now being built. The Icelanders are not characterised only by high standards of living and a high level of technology and education. Their culture is very rich with strong traditions in literature and art. Reykjavik has an annual cultural event every third week in August which attracts about 100,000 people from all over the world. This event offers numerous exciting types of entertainment, such as art exhibitions, fairs and fireworks displays. Of course, throughout the year visitors can participate in a variety of fun activities. I myself particularly enjoyed riding on a famous Icelandic pony, river rafting, whale watching and hiking on glaciers.

Iceland is a land of contrasts and quite a unique place not only in terms of geographical features. The wild Icelandic landscape invites the adventurous traveller, and the Icelandic people set an example with their environmentally-friendly policies.

5. POST-READING

Discuss.

- Would you like to visit Iceland? Why/Why not?
- How is the place you come from different from Iceland?

Unit 2 vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

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

absence lack shortage loss

- Jeremy didn't come to the meeting, and the manager commented on his absence.
- If it doesn't rain in spring, there will be a(n) shortage of water this summer.
- Maria reported the loss of her passport to the police.
- Amanda was given the job in spite of her lack of experience.

succeed achieve accomplish manage

- Do you think he will manage to finish all the work by tomorrow's deadline?
- In many computer games, you have to accomplish a number of tasks to get a high score.
- Kareem was chosen because his communication skills will help him succeed as a manager.
- Ken's training really hard to achieve his goal of taking part in the Olympics.

beach shore coast

- A new high-speed train line has been built along the west coast of Scotland.
- Many wild animals live on the shores of Lake Victoria.
- Building sandcastles on the beach is a summer tradition in Britain.

climate weather temperature

- Global warming has increased the world's average temperature.
- Latin America has a much more humid climate than most of Europe.
- Today's weather forecast is for heavy snow.

2. WORDS RELATED TO THE WEATHER

A. Match the words 1-10 with their meanings a-j.

- | | | | |
|-------------|----------|----------------|----------|
| 1. shower | <u>j</u> | 6. fog | <u>e</u> |
| 2. heatwave | <u>i</u> | 7. downpour | <u>b</u> |
| 3. blizzard | <u>a</u> | 8. humid | <u>g</u> |
| 4. freezing | <u>c</u> | 9. storm | <u>f</u> |
| 5. mist | <u>d</u> | 10. changeable | <u>h</u> |

- a snowstorm with strong winds
- an unexpected, heavy fall of rain
- extremely cold
- thin fog that gathers in the air above the ground or water
- thick clouds in the air
- powerful winds and heavy rain
- damp and usually very hot
- likely to go from hot to cold and back again
- a period of time when the temperature remains very high
- usually light rain for a short period of time

B. Complete the sentences using words from exercise A.

- The weather is so changeable today that I can't decide whether to wear a T-shirt or a jacket.
- It's freezing in this room. Can we turn on the central heating?
- It's very hot and humid in the jungle.
- Let's wait for this light shower to end before we go shopping.
- The stormy downpour has caused a flood in the town centre.
- A blizzard has covered the mountains in snow.

3. EXPRESSIONS WITH MAKE AND DO

A. Complete the blanks with the verbs *make* or *do*.

- | | |
|------------------------------|----------------------------------|
| 1. <u>make</u> an effort | 11. <u>make</u> a suggestion |
| 2. <u>make</u> a purchase | 12. <u>do</u> damage |
| 3. <u>do</u> business | 13. <u>do</u> one's homework |
| 4. <u>make</u> certain/sure | 14. <u>make</u> money / a profit |
| 5. <u>make</u> a complaint | 15. <u>make</u> a mess |
| 6. <u>make</u> a fuss | 16. <u>make</u> a phone call |
| 7. <u>do</u> one's duty | 17. <u>do</u> work |
| 8. <u>do</u> good/harm | 18. <u>do</u> wrong/right |
| 9. <u>make</u> up one's mind | 19. <u>make</u> noise |
| 10. <u>make</u> sense | 20. <u>make</u> a request |

B. Complete the sentences using the correct form of the phrases in the box.

make an appointment make a decision
make an excuse make a guess make progress
make a suggestion do one's best
do harm do somebody a favour do wonders

- John made an excuse and left work early.
- Can you do me a favour and pick up the children from school this afternoon?
- It has been hard work, but I think we are finally making progress on this project.
- Good morning, I would like to make an appointment to see the doctor this afternoon.
- We are all doing our best to finish the project on time.
- If you stop eating so much junk food, it will do wonders for your health.
- I'm not really sure when man walked on the moon for the first time, but I can make a guess.
- The scandal has done a lot of harm to his reputation.
- I would like to make a suggestion about how to improve the company's image.
- Have you made a decision yet about where you are going for your summer holiday?

GRAMMAR

1. PRESENT PERFECT SIMPLE / PRESENT PERFECT PROGRESSIVE

A. Match the rules about the uses of the Present Perfect Simple and the Present Perfect Progressive with the examples 1-8 below.

- Jake Heath **has just returned** from a fascinating trip to the historic second largest island in Europe...
- I **have been travelling** around the world for more than a quarter of a century...
- I **have been** to several breathtaking natural wonders.
- Its first recorded eruption was 1000 years ago and since then there **has been** a series of eruptions...
- They **have been hiking** all day, that's why they are so tired.
- It's the first time I've **seen** such an impressive spectacle.
- Have you been playing** games on my computer again?
- I'm afraid you can't see Mr and Mrs Heath because they **have gone** to Iceland.

The Present Perfect Simple is used:

- for actions that happened in the past but the exact time is not mentioned **(3)**
- for recently completed actions **(1)**
- for past actions whose results are obvious in the present **(8)**
- for actions which started in the past and continue up to the present (emphasis on the action) **(4)**
- with adjectives in the superlative form and expressions like *the only/first/second...* etc. **(6)**

TIME EXPRESSIONS used with the Present Perfect Simple

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

The Present Perfect Progressive is used:

- for actions which started in the past and continue up to the present (emphasis on the duration of the action) **(2)**
- for actions which happened over a period of time in the past and may have finished, but the results are obvious in the present **(5)**
- to show annoyance resulting from a recent action **(7)**

TIME EXPRESSIONS used with the Present Perfect Progressive

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

B. Look at the examples above and answer the following questions.

- What's the difference between *since* and *for*?
- What's the difference between *have been* in sentence 3 and *have gone* in sentence 8?
- In sentence 4, why is the Past Simple (*was*) appropriate in the first part of the sentence and why is the Present Perfect Simple (*has been*) appropriate in the second part of the sentence?

Grammar Reference pp. 88, 90

2. PRACTICE

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

Mark: I finally get to see your new flat! I (1) have been (be) so curious to see what it's like.

Tom: Well, it's a mess at the moment because I'm having it redecorated. The decorators (2) have been working (work) in here since seven this morning. It's quiet now because they (3) have stopped (stop) to take a tea break.

Mark: This is a great area to live in. Did you know that I (4) have been looking (look) for a place to buy for the last six months?

Tom: My landlord (5) has been trying (try) to sell a studio in this block since last summer.

Mark: Yes, I know. I (6) have already seen (already / see) it advertised. I am definitely interested in it.

Tom: Great! I'd love to have you as a neighbour. Would you like me to give you his phone number?

Mark: That's OK. I (7) wrote (write) it down when I (8) saw (see) the advert in the paper. Is that your phone ringing?

Tom: Yes, and it just might be my landlord. He (9) has been calling (call) me all week to ask me about how the decorators are coming along.

Paul: This village is really one of my favourite places.

John: I can see why. It's just beautiful! I can't believe I (10) haven't been (not be) here before. (11) Have you discovered (you / discover) it recently?

Paul: Oh, no, I (12) have been coming (come) here for more than twenty years. My father first (13) brought (bring) me when I was only eight.

John: You know, although it's just a few kilometres out of town, you feel like you are in a different country!

Paul: Yes, you are right. Let me show you something. Can you see that sign over there? There is a piece of land for sale. For the past few months I (14) have been thinking (think) of buying it. Maybe I could build a house. What do you think?

John: That's a wonderful idea! Is it expensive?

Paul: Well, I (15) haven't called (not call) the owner yet; but whatever it costs, it's definitely worth it. I (16) have never been (never be) anywhere so pleasant before.

Unit 2 listening

1. PRE-LISTENING

Discuss.

- Do you like visiting museums? Why / Why not?
- Which of the following museums would you be most interested in visiting?



Abdul Raouf Khalil Museum



National Museum of Saudi Arabia

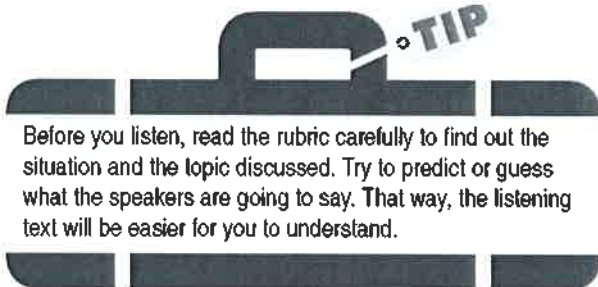


Madame Tussaud's Waxwork Museum



The London Dungeon

2. LISTENING FOR GIST



Before you listen, read the rubric carefully to find out the situation and the topic discussed. Try to predict or guess what the speakers are going to say. That way, the listening text will be easier for you to understand.

You will hear a conversation between a teenager who has just come out of the London Dungeon and a man who is writing a report on London's tourist attractions. Which of the following are discussed?

- the location of the museum
- what you can see
- how to get there
- who the museum is for
- the entrance fee

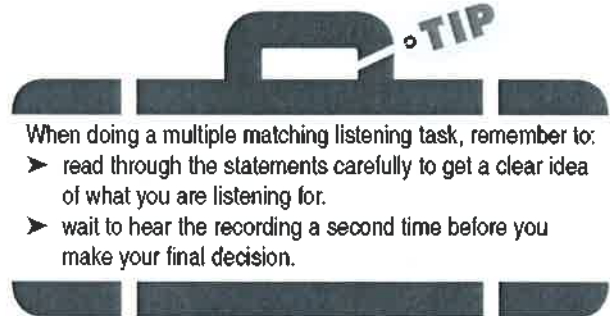
3. LISTENING FOR SPECIFIC INFORMATION

Listen to the conversation again and complete the sentences below.

1. The boy is in London on holiday with his brother and two friends.
2. His uncle recommended a visit to the London Dungeon.
3. The boys spent 2 hours in total in the Dungeon.
4. The boy described the visit as scary and funny at the same time.
5. The boys had to wait in a queue for 15 minutes to get into the dungeon.
6. Even approaching the ticket counter is scary because it is (really) dark.
7. The guides told the visitors about the history of London.
8. The rats that had brought the Great Plague were killed by the Great Fire.
9. The boy definitely does not think it would be a good idea for (small/young) children or nervous people to visit the Dungeon.
10. The boy would recommend a visit to the London Dungeon although he found it (quite) expensive.

4. MULTIPLE MATCHING

You'll hear five different people talking about why they visited or moved to a particular place. Choose from the list a-f the statement that best describes each speaker's experience. Use the letters only once. There is one extra letter which you do not need to use.



When doing a multiple matching listening task, remember to:

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

- a. I struggled to get used to my new surroundings.
- b. I found the locals to be very friendly and helpful.
- c. I enjoyed exploring a new place.
- d. I discovered a new talent.
- e. I took a risk that paid off.
- f. I adapted easily to a new lifestyle.

- Speaker 1 c
- Speaker 2 a
- Speaker 3 e
- Speaker 4 d
- Speaker 5 f

VOCABULARY

vocabulary & grammar

1. ADJECTIVES ENDING IN -ED AND -ING

A. Read the following sentences. What's the difference between *excited* and *exciting*? Can you think of any other adjectives ending in *-ed* and *-ing*?

I was very excited about moving to New York City.

My trip to Australia was one of the most exciting in my life.

NOTE

Adjectives ending in *-ed* describe the feeling or attitude one experiences (e.g. bored = experiencing the feeling of boredom). Adjectives ending in *-ing* describe what or who causes the feeling or attitude (interesting = causing interest). Note the following irregularities: impressed BUT impressive, scared BUT scary

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

- My older sister has an impressive collection of coins. **IMPRESS**
- The sight of the burnt countryside filled me with an overwhelming feeling of sadness. **OVERWHELM**
- The famous artist said that he was thrilled to visit his hometown. **THRILL**
- When I saw the bear coming towards me, I was too scared to move. **SCARE**
- If you get lost in a forest, it can be very frightening. **FRIGHTEN**
- Rob was disappointed when he found out he was not going to play for the team. **DISAPPOINT**

2. ADJECTIVES DESCRIBING PEOPLE AND PLACES

A. Look at the adjectives in the box and decide if they are used to describe people, places or both, and if they have a positive, negative or neutral meaning.

+Pbrilliant -Pnervous +Pglorious -Phomesick
+Pgrateful -Bmiserable +B enormous +B attractive
-Bdull OBplain OBmysterious +P picturesque
-OBremote +Bsplendid +Pgraceful

Pe: People P: Place B: both +: Positive -negative O: neutral

B. Complete the sentences below with some of the words in the box above.

- Tom is studying in another country but is homesick for his family.
- The swan was very graceful in its movements.
- The company manager's office is enormous; it must be at least 100 square metres.
- The sailors explored the mysterious ship in the hope of finding an explanation for what had happened to the crew.
- Mr Pound is a(n) brilliant mathematician.
- I would be grateful for any advice you can give me.
- After the earthquake, it was difficult for rescue teams to reach the remote areas of the country.
- People are often nervous before a job interview.

GRAMMAR

ARTICLES

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

- I'd always wanted to visit **Australia**, and when my friend, **Brad**, who lives in **Sydney**, invited me to his wedding, I accepted **the invitation** immediately.
- I really liked **the Sydney Aquarium**. There's a **glass chamber** in the aquarium that allows visitors to get a close look at some incredible sea creatures - including **sharks**!
- I decided to rent a **small cabin** near **Lake Winston**, which is about a **two-hour drive** from **the town** where I live.
- I've been working as an **accountant** for about ten years.
- I've always loved **animals** and was thrilled when my cousin agreed to let me help him with some of **the chores** on the farm.

- Which article do we use before a singular countable noun when we mention it for the first time? a(n)
- Which article do we use before nouns which are specific or have been mentioned before? the
- Do we use an article before plural countable nouns when we refer to them in general? No
- Which words do not take the definite article *the*?

Grammar Reference p. 90

B. Read the texts and complete the blanks with *a, an, the* or *-*.

A. Furnishing (1) a new flat is something that needs (2) - time and (3) - attention. Very (4) - few of us are rich enough to be able to hire (5) an interior decorator. (6) The majority of people must do it by themselves. Nowadays, there are lots of design shops which offer (7) a wide range of (8) - products at affordable prices.

B. (9) The Museum of (10) - Modern Art in New York is (11) a great museum. Not only does it contain beautiful paintings by (12) - famous artists, such as Monet and Picasso, but (13) the building itself is also (14) an excellent work of (15) - architecture.

Unit 2 speaking

1. WARM-UP

- Where do you live? What do you like or dislike about the area?

2. CHOOSING BETWEEN OPTIONS

Imagine that you are getting ready to go and study abroad and want to find a place to rent. You have found two places that you can afford. One is an apartment downtown, near your college. The other option is living in a shared house with other college students in the suburbs. Decide which one is better for you.

First:

Look at the pictures and ask your teacher:

- What are the neighbourhoods like?
- What are the drawbacks of each?
- What sort of condition is each building in?
- How much is the rent for each place?

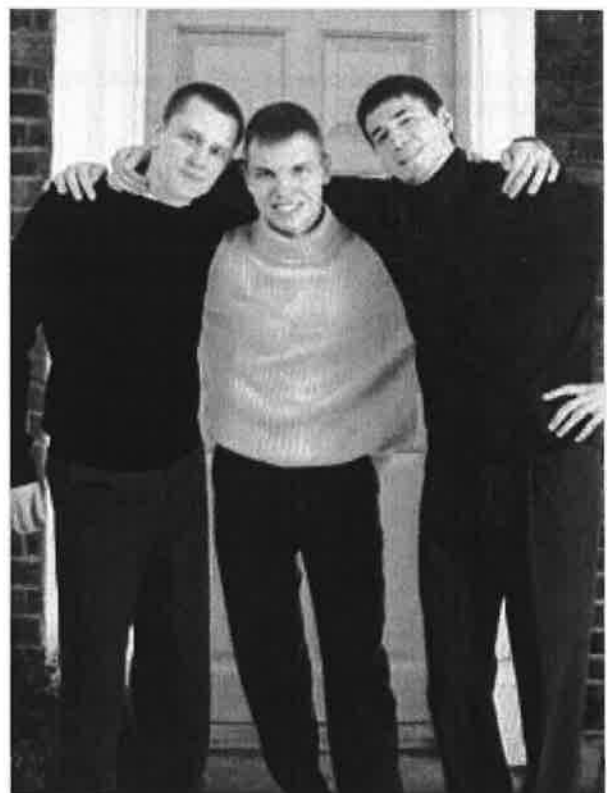
Then:

When you have all the information you need, explain which option you prefer and why.

OPTION 1



OPTION 2



- Read the rubric carefully and look at the pictures to make sure you understand the situation and what the options are.
- Ask the questions given; they will help you get the information you need to make your decision.
- Carefully consider all the information you have received before making your decision.
- Remember that you must explain why you prefer the option you chose.

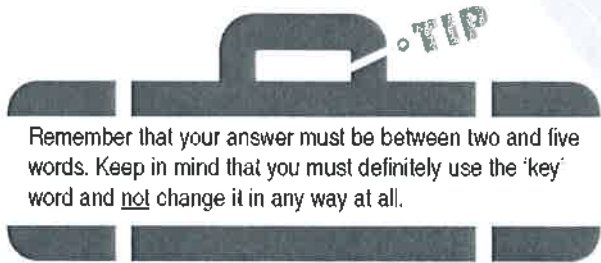
3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words/phrases in the box.

- What are the advantages or disadvantages of living in a large city?
- What are the advantages or disadvantages of living with roommates?
- If you could build a house anywhere you wanted, where would you choose, and why?

personal space privacy split the bills
economical fresh air open spaces
convenient public transportation
arguments get along with housework
have access to

examination practice

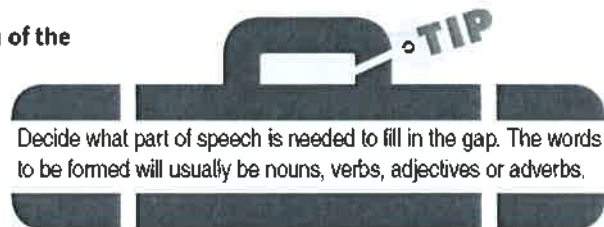


Remember that your answer must be between two and five words. Keep in mind that you must definitely use the 'key' word and not change it in any way at all.

- A. 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.**
- Tom is so tall that you always notice him in a crowd. **out**
Tom is so tall that he always stands out in a crowd.
 - The last time I played tennis was in March. **since**
I haven't played tennis since March.
 - It takes ten minutes by car to get from the shopping centre to our house. **drive**
Our house is a ten-minute drive from the shopping centre.
 - I couldn't get to work on time because there was so much traffic. **of**
There was a lot of traffic, so I couldn't get to work on time.
 - I bought this car a year ago. **had**
I have had this car for a year.
 - Jenny started doing her homework an hour ago. **been**
Jenny has been doing her homework for an hour.
 - Christine has a drawing class every Monday and Friday, as she wants to get better at it. **twice**
Christine has a drawing class twice a week, as she wants to get better at it.
 - Terry enjoyed himself so much at the spa that it compensated for the cost. **made**
Terry enjoyed himself so much at the spa that it made up for the cost.

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

Farasan Island



Decide what part of speech is needed to fill in the gap. The words to be formed will usually be nouns, verbs, adjectives or adverbs.

Last month we went on a weekend break to Farasan Island on the (1) recommendation of my best friend. **RECOMMEND**
 What an (2) amazing place! It is off the **AMAZE**
 southern coast of the Jizan province and it's a perfect
 (3) location for scuba diving. Farasan doesn't **LOCATE**
 have a wide range of (4) accommodation, so it's **ACCOMMODATE**
 necessary to book ahead of time. We stayed at the Farasan
 Hotel and were certainly very (5) satisfied **SATISFY**
 with the service. We arrived on Friday evening and
 (6) immediately went to visit a beautiful old **IMMEDIATE**
 mosque. The following day, I felt like staying in bed till late
 and having a leisurely breakfast, but my friend had made
 (7) arrangements for us to use a fishing boat to go **ARRANGE**
 scuba diving, so we got up bright and early. I had never
 been scuba diving before and I can say that it was one of
 the most (8) thrilling experiences I have ever **THRILL**
 had. Later that afternoon, we met some artists and we got
 an (9) invitation to attend their exhibition in **INVITE**
 the evening. It was great and we had a good time. We spent
 the next day exploring the picturesque streets of the old
 town. We had a fantastic weekend, and Farasan certainly
 made a very good (10) impression on us! **IMPRESS**

Unit 2 writing

WRITING AN ARTICLE

1. DISCUSS

- What kind of magazines do you enjoy reading? What particular kinds of articles attract your attention?
- Do you enjoy reading articles about travel and different places in the world? Why / Why not?

2. FOCUS ON CONTENT AND ORGANISATION

A. Read the rubric below and underline the key words.

You have seen this announcement on an international online travel magazine.

A place I will never forget

Tell us about a place you have visited which has made such an impression on you that you will never forget it.

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

B. Now read the article below. What aspects of the place does the writer refer to?

Auvergne

a magical combination

Have you ever stood on the summit of a volcano? Can you imagine yourself standing on one in France? In the Auvergne volcanic region, one of the most beautiful regions in France, you can experience the unique volcanic landscape and much more.

Last year I visited the region and on the first day, I climbed the Puy de Dôme - a dormant volcanic peak. The view from the top was simply breathtaking; the sky was bright blue and all around I saw mountain chains, rolling green hills, golden wheat fields and the sparkling city of Clermond-Ferrand.

The volcanoes aren't the only attraction, however. There are many other interesting places to see, including the elegant spa town of Vichy with its therapeutic waters. Here you can relax, become fit and get a new lease of life. But what I really enjoyed most was walking around the town, admiring the architecture and browsing in the antique shops. On my last night, I had dinner in a restaurant with stylish décor giving it a feel of old France. After I had eaten a satisfying meal and finished a delicious chocolate mousse, I was overcome with a feeling of bittersweet sadness at having



to leave that magical place. So, if you are looking for a place that combines beauty, health, fitness and leisure, then a visit to Auvergne is a must! It is an experience you will never forget.

C. Each of the following phrases corresponds to one of the paragraphs in the article. Write the numbers 1-5 in the boxes.

In this paragraph, the writer:

- makes a general statement summing up his opinion.
- uses questions to attract the reader's attention and introduce the topic.
- describes a specific occasion during his visit and his feelings.
- explains what one can see and do in the area.
- gives a description of impressive scenery.

5

4

4

3

2

3. FOCUS ON LANGUAGE AND STYLE

A. The writer has used language that makes the article vivid and interesting for the reader. Find descriptive language in the article that corresponds to the meanings below.

Paragraph 1
unusual and special

unique

Paragraph 2
not active
extremely beautiful
clear and bright

dormant
breathhtaking
sparkling

Paragraph 3
stylish
casually looking through

elegant
browsing

Paragraph 4
to be strongly affected by
combining happy and sad aspects

overcome
bittersweet

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

When the sun sets If you want Take a walk
Make time to Set in For those who enjoy
One thing you mustn't miss Once visited
Built on One of the major attractions

1. Set in the Alps, the town is the perfect place for a peaceful and relaxing winter holiday.
2. Make time to visit Petra, an ancient city in Jordan.
3. If you want to escape the routine of city life, Patagonia is the place for you!
4. When the sun sets, sit back and enjoy the quiet of the night.
5. For those who enjoy nature, the scenic Lake District is an ideal getaway.
6. One of the major attractions of Riyadh is Kingdom Tower.
7. Once visited, Tunisia is a country you'll definitely want to return to.
8. Built on 40 hills, San Francisco is one of the most charming cities in the country.
9. One thing you mustn't miss is the breathtaking pyramids of Giza.
10. Take a walk through the forest and see the squirrels.

4. OUTLINE

INTRODUCTION

- Give general information about the place you are going to describe.
- Refer to what makes the place interesting or why you are going to write about it.

MAIN PART (2-3 paragraphs)

- Describe the place, the sights and the things to do.
- Give your impression and/or describe your feelings.

CONCLUSION

- Sum up your opinion by making a general comment or giving your feelings.

5. WRITING TASK

Read the rubric below and write the article (120-180 words). Go to the Workbook, p. 18.

You have seen this announcement on an international online travel magazine.



When writing an article, you want to catch the readers' attention and interest them. You should:

- use a catchy title.
- think about the purpose of the article and who will read it in order to write in an appropriate style (formal or informal).
- organise the article in paragraphs which expand on, describe or give examples of the topic.
- use lively colourful language (i.e. a variety of words/phrases/expressions, direct and indirect questions).
- comment on the topic or give your opinion.

Module 1 round-up

Units (1-2)

READING

Read the magazine article below about travelling by InterRail around Europe and answer the questions 1-8 on page 27. Choose the best answer a, b, c or d.

INTERRAILING

around Europe



Imagine you were told to pack a rucksack with all you need for a month of travelling, what would you take with you? Well, this is the problem which thousands of young people have when they decide to go 'InterRailing'. Never heard of it? Well, InterRail has become a common part of our language. The idea is you buy one train ticket which covers the whole or part of Europe; you pack your bag, jump on a train and go! From Austria to Turkey, from Finland to Spain, InterRail is the ideal way for young people to travel around Europe on a small budget.

The InterRail Pass was first introduced in 1972 and was a rail ticket which offered under 21-year-olds unlimited travel through twenty-one European countries. The ticket quickly became very popular indeed, allowing young people to travel throughout Europe very cheaply. Over the years, the age limit for the ticket has been raised a number of times and the area covered by the ticket has been expanded. The rail pass now covers 30 countries, reflecting the opening of the borders to the East and the growth of the European Union. Today, there is a wide range of tickets available, for young and old alike, for a whole month or just a few days, for all of the countries or for just one particular 'zone'.

The ticket has been an amazing success. Since its introduction, nearly 7 million young people have travelled using this form of rail ticket. Apart from the fact that the ticket offers young people a cheap form of travel, the InterRail Pass is also simple to use. It is accepted as a means of travel without any further complicated paperwork. It also offers discounts on many ship and ferry connections and lower entrance fees to many museums and galleries.

But it is the freedom which it offers that has captured the hearts of young people. There is nothing quite like sitting on a train with nothing else except the things you have with you

in your rucksack. The freedom to be able to decide yourself when and where to travel without having to stick to any timetable other than the one you decide upon yourself is thrilling. InterRail offers an element of adventure while providing an element of security at the same time. You know you have your ticket, as it has already been paid for, you know where it is valid and for how long.

Despite the occasional language problem, Europe is perfect for InterRail. It offers travellers an enormous amount of diversity, with each country having something unique. France is one of the most popular countries, in particular Paris. Germany is also a top destination for its history and festivals; Italy is home to art and pizza; Greece has a 'sun, sand and sea' image.

Of course, anyone considering going InterRailing for a month really has to do some careful planning with maps, timetables and one of the many InterRail guides available. For certain trains, in particular the high speed ones, you have to pay extra. You also have to pay a supplement to use the sleeping wagons. Travel safety is a subject many young people have to become familiar with, as well. While it is usually pretty safe on most trains in Europe, there are, of course, areas and times which are more risky than others. Travelling by train during the day is advised for young people, and doing the journey with someone else is also much safer than travelling on your own.

A month of travelling through Europe gives you the chance to see many new places and meet young people from all over the world. It is both educational and culturally rewarding. You are advised to plan well in advance to try and get the most out of your journey. However, in my experience of InterRail, it was all the unexpected things which happened that made the journey so interesting, but above all, fun!

- The InterRail ticket
 - was originally introduced for 21-year-olds.
 - was an instant hit with young people.
 - initially took some time to become popular.
 - was offered free of charge at the start.
- The popularity of the ticket led to
 - an increase in the price.
 - the age limit being lowered.
 - more countries being offered.
 - chaos on the railways.
- The InterRail ticket has been used by
 - nearly 7 million young people per year.
 - over 7 million young people per year.
 - almost 7 million young people altogether.
 - more than 7 million young people altogether.
- Today, the InterRail ticket
 - provides free access to all trains in 30 European countries.
 - includes European ferry crossings in its price.
 - is not available in paper form.
 - offers reductions on many museum entrance fees.
- Young people
 - don't really like travelling with only one rucksack.
 - like the fact that they are free to plan their trip on their own.
 - are thrilled by using fixed timetables.
 - don't feel secure using the InterRail ticket.
- Europe is ideal for this type of travel because
 - you can travel from France and Germany to Italy and Greece.
 - each country is so different.
 - you never have any language problem.
 - it is not far to get to.
- According to the text, people who have an InterRail ticket
 - must learn to be careful while travelling.
 - have to pay a supplement on most trains.
 - should not sleep on trains.
 - should not go to the risky areas of Europe.
- In the author's opinion, this type of travel is
 - good only if it is well-planned.
 - the cheapest way to travel around Europe.
 - a very positive experience for young people.
 - a bit complicated and difficult to do.

EXAMINATION PRACTICE

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



At (1) _____ 3350 metres, Mount Etna in Sicily is the highest (2) _____ volcano in Europe. It is one of Sicily's most (3) _____ natural attractions, (4) _____ climbers with a view of the island's amazing (5) _____. In winter, people can ski on the mountain and in summer, they can go on hiking tours through its various forests. In autumn, when the leaves on the trees change colour, it is a (6) _____ sight. The volcano has had several (7) _____ eruptions in the past century. The most (8) _____ was in April 2010, when it suddenly started violently spouting ash into the air. In 2002, many tourists had a(n) (9) _____ experience while attempting to (10) _____ the mountain; as they were climbing, the volcano started to erupt violently and molten lava started to flow down the mountain. Several witnesses recorded the eruption from a safe distance and claimed that, although it was (11) _____, it was an impressive (12) _____.

- hardly
 - approximately
 - unusually
 - constantly
- active
 - appealing
 - untouched
 - enormous
- valid
 - remarkable
 - traditional
 - luxurious
- indulging
 - providing
 - associating
 - offering
- destination
 - scenery
 - option
 - site
- gentle
 - picturesque
 - spectacular
 - brilliant
- significant
 - challenging
 - unique
 - extraordinary
- recent
 - new
 - late
 - plain
- mysterious
 - scared
 - overwhelming
 - brilliant
- come
 - arrive
 - get
 - approach
- thrilling
 - elegant
 - mild
 - frightening
- spectacle
 - expedition
 - particle
 - obstacle

Module 1 round-up

Units (1-2)

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

- By winning the gold medal in the Olympics, he _____ worldwide recognition.
a. accomplished b. achieved c. managed d. succeeded
- It took me an hour to _____ to work this morning due to the heavy traffic.
a. reach b. approach c. arrive d. get
- Ted was kind enough to _____ for the night since we couldn't find suitable accommodation.
a. pick us up b. make us up c. put us up d. pay us off
- Look at Yusuf skiing! He is so _____!
 a. graceful b. glorious c. picturesque d. grateful
- He was imprisoned as the evidence against him was _____.
a. challenging b. overwhelming c. appealing d. complimentary
- Her _____ from the event didn't go unnoticed.
a. lack b. shortage c. absence d. loss
- Martin overcame many _____ and reached great heights in his career.
 a. obstacles b. spectacles c. particles d. features
- The best way to get to know London is to join a guided city _____.
a. journey b. excursion c. trip d. tour
- The festival ended with a _____ fireworks display.
a. significant b. spectacular c. challenging d. stylish
- A meeting has been _____ for Tuesday morning.
a. chartered b. scheduled c. modified d. certified

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

- What _____ of our new apartment?
a. are you thinking b. have you thought c. do you think d. have you been thinking
- Tim _____ overtime lately.
a. works b. has been working c. is working d. worked
- There is only _____ time left before the plane takes off. Hurry up!
 a. a little b. hardly any c. few d. a few
- Sandra won't go to school today because she has _____ fever.
a. - b. the c. little d. a
- My grandmother has been in the hospital for ten days, but I haven't visited her _____.
 a. yet b. already c. since d. before
- This is the third time I _____ to Italy this year.
a. have been travelling b. travel c. travelled d. have travelled
- This kind of _____ quite a lot.
a. furniture cost b. furniture costs c. furnitures costs d. furnitures cost
- I enjoyed the trip to Edinburgh _____.
a. a lot of b. a lot c. plenty of d. much
- I'm afraid the news _____; our team lost all three games in the playoffs.
 a. is disappointing b. is disappointed c. are disappointing d. are disappointed
- I _____ in a lake since I was six years old.
a. don't swim b. didn't swim c. haven't swum d. haven't been swimming

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

Leave it to the TRAVEL AGENT!

Are you concerned about having to organise (1) your holidays all by yourself? Then why don't you try (2) the option of leaving everything to a travel agent? This has indeed turned (3) out to be the best solution during the past (4) few years, in terms of saving you the time and energy that planning a holiday requires. A visit to a travel agency will certainly pay (5) off as you will be able to find package tours for every taste and budget. You might (6) be in for a big surprise when you find out how (7) many different options there are and you will probably have a hard time making (8) up your mind about where to go. Travel agents, however, are always ready to provide you (9) with suggestions once they (10) have made sure of what your preferences are. So, don't waste (11) any more time! Pick up the phone and (12) make an appointment with your local travel agent! You won't regret it!

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

a trip to MADINAH



Last weekend I went with my family on a short trip to Madinah to visit its many (1) attractions. **ATTRACT**
 We stayed in a hotel in the city centre and we had an (2) impressive view of the Prophet's Mosque, Masjid Al Nabawi Al Sharief, from our window. During the day we explored the city. Our first stop was of course the Prophet's Mosque, where Prophet Muhammad lived and was buried. **IMPRESS**
 It was (3) overwhelming for my children to finally visit the site they had read so much about. This (4) amazing stone and marble mosque features 10 minarets and 24 domes and is a wonder of Arabic architecture. **OVERWHELM**
 We also visited the (5) impressive Quba Mosque, which is the oldest mosque of Islam. On our last day we just strolled around the city admiring its beauty. We were all in (6) agreement that Madinah was a fantastic place to visit with many (7) thrilling sights for the visitor. In the afternoon we stopped at a restaurant and had a (8) traditional meal and afterwards we went back to our hotel to get some rest. **AMAZE**
 Our trip to Madinah was a truly (9) wonderful experience. **IMPRESS**
AGREE
THRILL
TRADITION
WONDER

F. 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 am certain that this syrup will have a good effect on your sore throat. **do**
 I am certain that this syrup will do wonders for your sore throat.
- You have to work hard to compensate for the lost time. **make**
 You have to work hard to make up for the time you have lost.
- My brother is in the annoying habit of leaving his clothes lying around. **always**
 My brother is always leaving his clothes lying around.
- He has worked as a sales assistant for only three months. **little**
 He has got very little experience as a sales assistant.
- I haven't heard from Jason for two weeks. **time**
 The last time I heard from Jason was two weeks ago.
- We still haven't decided where to go on holiday. **up**
 We still haven't made up our minds about where to go on holiday.
- They are heading west. **part**
 They are heading to the western part of the country.
- I didn't expect things to happen the way they did. **out**
 I didn't expect things to turn out the way they did.

Module 1 round-up

Units (1-2)

LISTENING

You will hear people talking in seven different situations. For questions 1-7, choose the best answer a, b or c.

- You hear a man talking about an experience he had a few years ago.
What does he describe?
a. driving his car in a snowstorm
b. a coach trip in winter
c. a taxi ride up a mountain
- You overhear a conversation between two friends on holiday in Thailand.
What is James's attitude towards Gary's problem?
a. He sympathises with him.
b. He finds the situation funny.
c. He is trying to be helpful.
- Listen to an announcement of a ferry departure at a port.
What is its main purpose?
a. to warn about the weather conditions
b. to announce that the boat is late
c. to inform passengers the boat is leaving
- You hear two friends talking on the phone.
What does Alex do?
a. He gives Bill some advice.
b. He discourages Bill.
c. He apologises to Bill.
- You overhear a conversation at an airport check-in desk.
How does the man respond to the customer?
a. in a friendly and unprofessional manner
b. in a polite and professional manner
c. in an unhelpful and unsympathetic manner
- Listen to two friends talking on their first night in London.
Which of the following do both boys like?
a. English food
b. the place they are staying at
c. the McClean family
- You overhear this conversation.
Where have the two men met before?
a. in a hospital
b. on a glacier
c. in a park

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"/>
	> form nouns deriving from verbs by using appropriate suffixes <input type="checkbox"/>
	> use a variety of words related to the weather, tourism and holidays <input type="checkbox"/>
	> use collocations with <i>make</i> and <i>do</i> <input type="checkbox"/>
GRAMMAR	> use a variety of adjectives to describe people and places <input type="checkbox"/>
	> use the Present Simple and Present Progressive appropriately <input type="checkbox"/>
	> differentiate between stative and non-stative verbs <input type="checkbox"/>
	> use the Present Perfect Simple and Present Perfect Progressive appropriately <input type="checkbox"/>
READING	> use nouns, quantifiers and articles correctly <input type="checkbox"/>
	> skim a text to understand the gist and the writer's purpose <input type="checkbox"/>
	> scan a text to locate specific information <input type="checkbox"/>
LISTENING	> understand details in a text <input type="checkbox"/>
	> understand the necessary information in a short spoken text <input type="checkbox"/>
	> understand specific information in an interview and complete gapped sentences <input type="checkbox"/>
SPEAKING	> listen to short monologues and understand the main idea expressed by each speaker <input type="checkbox"/>
	> talk about places and holidays <input type="checkbox"/>
	> compare and discuss situations shown in photographs <input type="checkbox"/>
WRITING	> obtain information that I need, make a choice and justify it <input type="checkbox"/>
	> discuss the topic of <i>places to live</i> in detail <input type="checkbox"/>
	> write an e-mail to respond to a friend and expand on notes <input type="checkbox"/>
	> write an article <input type="checkbox"/>

Go to the Workbook (p. 60) for IELTS Practice.

Task 1 p. 83

Beyond limits

unit 3 Crime and punishment unit 4 Adventure

Discuss:

- ▶ Do you prefer reading crime stories or adventure stories? Why?
- ▶ Do you like action? Why / Why not?
- ▶ Who are your favourite characters in books related to crime and adventure?

Flick through the module and find...

- ▶ a short text about an exciting holiday in Canada P 2
- ▶ a funny story at the beach P 2
- ▶ an extract from a novel set in Africa pp-44-45
- ▶ a short text about a famous fraud artist p41
- ▶ short texts about stupid crimes pp-34-35

In this module you will...

- ▶ talk about crime and punishment, and adventure
- ▶ learn how to use appropriate tenses to talk about past events and situations
- ▶ learn how to make different forms of comparison
- ▶ learn how to use question words correctly
- ▶ expand your vocabulary by learning lexical sets related to crime and punishment, strong adjectives, words easily confused, etc.
- ▶ learn how to write letters expressing your opinion and stories
- ▶ acquire skills and strategies that will help you in exams

Unit 3 reading

1. PRE-READING

Look at the following crimes, discuss how common they are and rank them in order of seriousness.

kidnapping murder blackmail
fraud theft forgery hacking

2. READING FOR GIST

Read the texts A-F quickly. Which of the following is the best summary sentence for all six texts?

- Most people sympathise with unlucky criminals.
- Stupidity doesn't pay and neither does stress.
- Stupid criminals are always punished by the law.
- Stress and stupidity are serious crimes.

3. SCANNING FOR SPECIFIC INFORMATION

Read the texts again and answer the questions 1-15. Write A-F in the boxes.

Which criminal(s):

- remained at the scene of the crime until the police found him?
- left behind evidence that led to his arrest?
- decided to commit a crime spontaneously?
- planned to commit more similar crimes?
- never went to jail because his attempted crime was so amusing?
- misunderstood police instructions?
- was/were arrested because the victim left something important behind?
- injured his own partner in crime?
- confessed to his own crime?
- tried to sell stolen property?
- only took what was his already?
- thought the target would be easy?
- made the victim believe he had a weapon?
- was/were arrested after the police were told what he looked like?
- was/were too used to thinking like an honest person to commit a crime?

B

E

E

A

B

D

C

A

D

C

F

A

F

D

F

Somebody once said that crime doesn't pay. Was he thinking of the robber who broke into a shop, only to make off with an empty cash register? Television and the Internet are full of stories about criminals who do inexplicable or simply stupid things. Why is it that so many would-be crimes end in disaster for those trying to commit them? And why do we find it so funny? There is, of course, the joy of seeing a villain punished by his or her own stupidity, if not by the law.

A Two men from Michigan, USA, were in desperate need of money and decided to turn to crime to solve their financial difficulties. After thinking about it for a while, they concluded that their best bet would be to hold up an electronics store as the security there would not be too tight. If everything went well, they would move on to bigger businesses like supermarkets and why not even banks. On the day of the robbery, the two men felt extremely nervous as this was going to be their first attempt at armed robbery. Nonetheless, they decided to go through with their plan. The robbers rushed into the store and as they were waving their revolvers around, the first one shouted to the terrified assistant and customers: 'Nobody move or we shoot!' Unfortunately, when his nervous partner moved, the first robber immediately shot him.

B A young man in Seattle wanted to go for a nice long drive with his best friend. Unfortunately, he had no money for petrol so he decided to steal petrol from a motor home by putting a hose into the tank. The police later found a very ill man curled up next to the motor home near spilt sewage. Later, the man explained to the police that instead of putting the hose into the petrol tank, he put it into the motor home's sewage tank by mistake. The owner of the motor home didn't press charges, because, as he said, he hadn't laughed so hard before in his life.

C Daniel Woods from Plymouth, England, decided to buy a new car so he placed an ad in the paper to sell his old car. Unfortunately, though, he had to call the police a few days later to report the theft of his old car. He didn't know if he would ever see it again. Luckily, he remembered to tell the police that he had left his mobile phone in the car. The detective who was investigating the case called the phone number. He told the man who answered it about the ad in the newspaper and he pretended that he wanted to buy the car. They arranged to meet, and the thief was immediately arrested.

D A woman in New York was just leaving a convenience store when a man seized her handbag and ran. The incident was witnessed by an employee who quickly called the police and gave them a description. Soon, the police arrested the suspect and drove him back to the store. They took him out of the car and told him to stand there for identification. The thief pointed to the woman and told a policeman: 'Yes, Officer, that's her. That's the lady I stole the handbag from.'

E In Indiana, USA, a man left his house early one morning to go grocery shopping. After picking out the items he wanted to buy, he made his way to the till. He took out his wallet to pay and while he was waiting for his change, he noticed he was the only customer in the shop. Suddenly, he was overcome by a strange desire to rob the place. Without thinking about it, he demanded all the cash from the grocery till. The cashier handed it to him and he made his getaway – leaving his wallet on the counter with all his identification.

F It seems that stress reduces one's ability to deal with new situations or ideas. This happened to a man from Illinois, USA, who kidnapped a motorist by pretending to have a gun. He forced the driver to take him to two different cashpoints, where he withdrew money – from his own account. Instead of trying to understand the new situation and behave in an appropriate way, the man continued to behave as before, out of habit.



4. GUESSING THE MEANING OF UNKNOWN WORDS

A. Match the words 1-6 from the texts with their meanings a-h. There are two extra meanings which you do not need to use.

- | | |
|--------------------------------|----------|
| 1. inexplicable (introduction) | d |
| 2. villain (introduction) | e |
| 3. curled up (Text B) | g |
| 4. seized (Text D) | h |
| 5. getaway (Text E) | b |
| 6. withdrew (Text F) | a |

- a. took out
- b. escape
- c. offered
- d. impossible to explain
- e. criminal
- f. action
- g. lying in a position with arms and legs close to the body
- h. grabbed

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

- | | |
|--------------------|----------|
| 1. break into | e |
| 2. make off | c |
| 3. hold up | d |
| 4. go through with | a |
| 5. pick out | b |

- a. to do something despite the difficulties
- b. to choose
- c. to leave quickly
- d. to rob
- e. to enter by force

5. POST-READING

Make up your own funny crime story using one of the following openers.

- An off-duty police officer was...
- The thief thought it was a brilliant idea to disguise himself using...
- A thief attempted to break into what he thought was a deserted car...
- After leaving an electronics store with his loot, the thief realised...
- A robber decided to get into a bank by breaking a street-level window...

Unit 3 vocabulary & grammar

VOCABULARY

1. WORDS RELATED TO CRIME

A. Complete the table with the missing words.

VERB	CRIME	CRIMINAL
rob	robbery	robber
-	theft	thief
kidnap	kidnapping	kidnapper
shoplift	shoplifting	shoplifter
burglar	burglary	burglar
murder	murder	murderer
hijack	hijack/hijacking	hijacker

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

- Mr Collins reported the theft of his car to the police.
- Parents shouldn't leave young children alone in public places, as someone might kidnap them.
- Fortunately, the police arrived in time to stop the bank robbery in progress.
- Two people were caught shoplifting at the mall this morning.
- The airline is increasing its security in order to prevent further hijacking/hijacks.
- They found the murderer hiding in the library with a knife in his hand.

2. COLLOCATIONS

A. Match the verbs 1-7 with the words/phrases a-g to form collocations connected with crime and punishment.

- | | | |
|-----------|---|--------------|
| 1. pay | e | a. the law |
| 2. commit | f | b. a verdict |
| 3. serve | d | c. to court |
| 4. plead | g | d. time |
| 5. break | a | e. a fine |
| 6. take | c | f. a crime |
| 7. reach | b | g. guilty |

B. Complete the sentences with some of the collocations above. You will need to change the form of some of the verbs.

- I didn't pay my phone bill on time, so the company made me pay a fine.
- We all thought Tim was an honest person, so we were shocked to hear that he had committed such a serious crime.

- The jury took over three days to reach a verdict in the murder case.
- In some countries you are breaking the law when you litter the streets.
- Brian decided to take his neighbour to court because he was always making noise at night.

3. WORDS EASILY CONFUSED

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

rob steal burgle mug

- The police received a tip that someone was planning to rob the bank.
- Someone tried to mug my grandfather the other day, but he beat him with his cane.
- Someone opened my briefcase and stole my passport.
- The Smiths' home was burgled last week.

avoid prevent ban forbid

- Many states in the U.S. have banned smoking in all public buildings.
- The criminal wanted to avoid serving his jail sentence, so he left the country.
- I forbid you to leave your room, young lady!
- There are many ways that you can prevent forest fires.

victim hostage witness

- No one ever feels safe again once they've been the victim of a crime.
- The bank robbers are holding over twenty hostages in the bank.
- There were five witnesses at the scene of the accident who all agree that it was caused by the driver of the blue car.

blame accuse charge convict sentence

- The campers were blamed for setting fire to the forest.
- Tony accused his boss of stealing money from the company.
- The criminal was sentenced to life in prison.
- The police have enough evidence to charge the man with forgery.
- He was convicted of blackmail and spent many years in prison.

GRAMMAR

1. PAST SIMPLE / PAST PROGRESSIVE

A. Look at the sentences below appearing in text A on page 32 and answer the questions that follow.

As they **were waving** their revolvers around, the first one **shouted** to the terrified assistant and customers: 'Nobody move or we shoot!'

Unfortunately, when his nervous partner **moved**, the first robber immediately **shot** him.

- In which of the two sentences did the actions happen one after the other? Which tense is used? *2nd sentence, Past simple*
- In which of the two sentences did one of the actions interrupt the other? Which tenses are used? *1st sentence, Past simple and past progressive*

B. Match the rules about the uses of the Past Simple and the Past Progressive with the examples 1-9.

1. This time last Sunday, I **was swimming** in the Caribbean.
2. When I was a boy, I often **watched** cartoons on TV.
3. Michael **lived** in Mexico from 1981 to 2006.
4. It was cold and it **was raining** heavily.
5. My former flatmate **was always talking** on the phone.
6. I **bought** a new mobile phone yesterday.
7. The burglar **opened** the safe and **took** all the jewellery.
8. While we **were having** dinner, we **heard** a loud noise from upstairs.
9. Sean **was setting** the table while his wife **was making** the salad.

The Past Simple is used for:

- completed actions that took place at a definite time in the past 6
- completed actions that happened one after the other in the past 7
- past habits or repeated actions in the past 2
- permanent situations in the past 3
- an action in the past that interrupted a 'longer' action in progress 8

The Past Progressive is used for:

- an action that was in progress at a definite time in the past 1
- an action in progress in the past that was interrupted by another action 8
- actions happening at the same time in the past 9
- setting the scene when narrating 4
- repeated past actions or annoying past habits (with *always, constantly* and *continually*) 5

C. In which of the examples above could we replace the Past Simple with *used to*? 2

NOTE

used to + base form is used to describe permanent past states, past habits or repeated actions in the past
would + base form is used to describe past habits or typical behaviour in the past

Grammar Reference p. 91

2. PRACTICE

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

Yesterday morning, there (1) was (be) an attempted robbery at a computer shop. Two men who (2) were wearing (wear) gorilla masks (3) ran (run) into the shop, (4) pulled (pull) out their guns and (5) asked (ask) for all the money in the till. At first, the staff (6) thought (think) the robbers (7) were playing (play) a joke on them and one of the shop assistants even (8) offered (offer) the robbers a banana. However, the robbers (9) got (get) angry and (10) fired (fire) their guns into the air. It (11) became (become) apparent that this was no joke, so the shop assistants (12) gave (give) the robbers all the money in the till. However, when the robbers (13) fired (fire) their guns into the air, the alarm (14) went off (go off) and the police (15) arrived (arrive) at the scene in no time. As the robbers (16) were leaving (leave) the shop, they (17) noticed (notice) that the shop was surrounded by police cars. They (18) had (have) no choice but to surrender.



Unit 3 listening

1. PRE-LISTENING

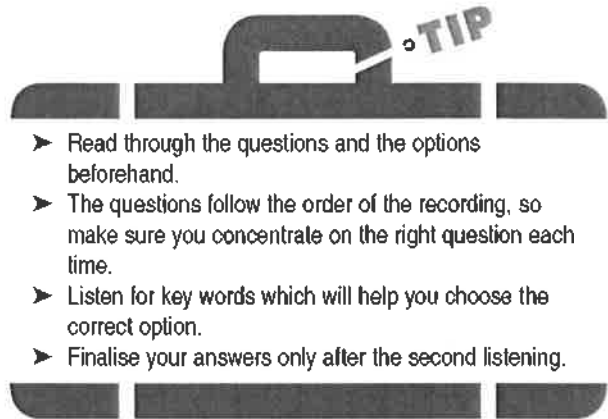
Discuss.

- Why do laws exist?
- Can you think of any laws that are too extreme, strange or ridiculous to be enforced?

2. LISTENING FOR SPECIFIC INFORMATION

You will hear part of a radio interview with Alan Stapleton, a legal expert who will talk about strange or stupid laws throughout the world. For questions 1-5, choose the best answer a, b or c.

1. In Canada, one reason why it is illegal to do repairs on your car in the street is because
 - a. garage mechanics might complain.
 - b. your car might get stolen.
 - c. you might get hurt.
2. Why does the law about bicycles in Connecticut sound stupid?
 - a. It can't prevent accidents from happening.
 - b. It's unlikely that bicycles can go faster than 100 km/h.
 - c. Cyclists have never caused an accident there.
3. In the UK, why must lorries transporting animals be driven on motorways between 10am and 7pm?
 - a. Many serious accidents and pile-ups happen outside these hours.
 - b. Lorries cannot go fast during these hours.
 - c. There is not so much traffic during these hours.
4. Why are strange animal laws enforced?
 - a. to make sure no one makes money from animals
 - b. to protect the rights of animals
 - c. to protect us from dangerous animals
5. The law about chewing gum in Singapore aims at
 - a. protecting people's health.
 - b. discouraging people from chewing too much gum.
 - c. preventing littering.



vocabulary & grammar

VOCABULARY

PREFIXES AND SUFFIXES

A. Look at the words in bold in the sentences below.

What do you think they mean? Choose a or b.

- The list is **endless**.
a. coming to an end **b. having no end**
- That sounds **incredible**.
a. impossible to believe b. easy to believe
- Can you think of any **unusual** laws?
a. common **b. strange**
- It is **illegal** to transport a bowl of fish on a public bus.
a. according to the law **b. against the law**
- Some stupid laws could be **harmful** to people.
a. causing harm b. without harm

NOTE

- The prefixes un- and in- are used before adjectives and adverbs to give them the opposite meaning (usual – unusual, correct – incorrect).
- Instead of in- we use the prefixes im- (when the word starts with m or p), il- (when the word starts with l) and ir- (when the word starts with r).
- The suffix -ful is used after a noun to form an adjective which means 'having enough of' (care – careful).
- The suffix -less is used after a noun to form an adjective which means 'not having' (end – endless).

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

- Despite their efforts, scientists were unable to explain the phenomenon. **ABLE**
- She found it impossible to keep to her diet, so she gave up after a couple of days. **POSSIBLE**
- My brother is a successful author; he has had several books published. **SUCCESS**
- It was irresponsible of Larry to drive so fast when it was raining because he could have caused an accident. **RESPONSIBLE**
- It was illogical to spend so much on a pair of shoes that were so uncomfortable. **LOGICAL**
- The forest fire was started by a careless group of teenagers who lit a camp fire in the night. **CARE**
- This heating system is very inefficient because it uses lots of energy without heating up the room quickly. **EFFICIENT**
- Alice felt helpless because she couldn't rescue the injured bird. **HELP**

GRAMMAR

COMPARISONS

A. Read the examples below and match them with their functions. Choose a or b.

- Can bicycles go **faster than** cars? **a**
 - The law about hard-boiled eggs is **the strangest** I have ever heard. **b**
 - Between 10am and 7pm there **isn't as much traffic as** early in the morning. **a**
- a. comparing two people, things, actions, situations or ideas
b. comparing a person, thing, action, situation or idea with several of the same kind

B. Read the sentences below. Which sentence means that there is not much difference between the laws and which means that there is a big difference between them? Which words in the sentences determine the meaning? *far more, slightly*

- The law about bicycles in Connecticut is **far more ridiculous than** the law about lorries in the UK. *big difference*
- There is a law about chewing gum in Singapore which is **slightly stricter than** the one in Thailand. *not much difference*

C. Match the examples 1-2 with the rules a-b.

- As there were **more and more** accidents on the motorways, the government decided to change the law. **a**
 - The **earlier** we start work, the **earlier** we'll finish. **b**
- a. The structure **Comparative Form + and + Comparative Form** is used to indicate a continual change.
b. The structure **the + Comparative Form, the + Comparative Form** is used to describe two actions or situations, one of which comes as a result of the other.

D. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

- The exam was less difficult than I expected. **not**
The exam was not as difficult as I expected.
- My headache kept getting worse, so I took an aspirin. **and**
My headache was getting worse and worse, so I took an aspirin.
- Yesterday it was a little cooler than it is today. **slightly**
Today it is slightly warmer than it was yesterday.
- I have never had a better meal. **the**
This is the best meal I've ever had.
- As Kevin ate more popcorn, he got thirstier. **the**
The more popcorn Kevin ate, the thirstier he got.
- I couldn't do any better. **best**
This is the best I could do.

Unit 3 speaking

1. WARM-UP

- What kinds of crimes are common where you live?
- For certain minor crimes, people can be sentenced to do community service rather than serve time in a prison. What do you think community service is?

2. FOCUS ON PICTURES

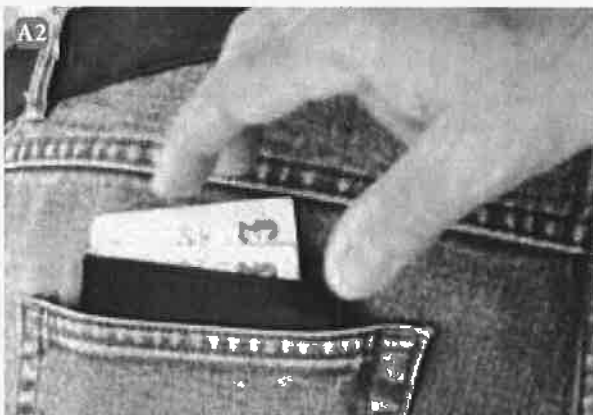
Talk in pairs. Look at the photographs and answer the questions below. You can use some of the words and expressions in the boxes.

A

Student A: Photographs A1 and A2 show different kinds of crimes. Compare the photographs and say how you think either of these crimes could be prevented.

Student B: Which crime would be worse if it happened to you?

How do you think either of these crimes could be prevented?



B

Student B: Photographs B1 and B2 show different kinds of punishment. Compare the photographs and say which is a more effective form of punishment.

Student A: Which of these forms of punishment would be harder to endure and why?

Which of these is a more effective form of punishment?



I think that... is a more serious crime because...
 Being burgled is worse than / not as bad as...
 Both kinds of crime/punishment are...
 ...is more/less than...
 In my opinion...
 On the other hand...
 Neither of these are...

victim break into burglar pickpocket
 wallet safe lock

prison inmate danger violent
 prevention confined freedom
 good behaviour community service reform

3. FURTHER DISCUSSION

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

- What do you think leads people to commit crimes like shoplifting or pickpocketing?
- Is it better to punish or try to reform a criminal?
- In your opinion, what are the advantages of having somebody who committed a crime do community service?

poverty tempting violate the law
 danger to society opposite effect
 opportunity to change fear loss of freedom
 minor crimes pay a fine
 benefit the community set an example

examination practice

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

- Fadi _____ his brother for missing their flight to Rome.
a. accused
 b. blamed
c. charged
d. shouted
- The robbers made their _____ in a fast sports car.
a. runaway
b. entrance
 c. getaway
d. exit
- The police officer _____ the criminal's gun.
a. resisted
b. arrested
 c. seized
d. robbed
- The mystery of Stonehenge is still to this day _____.
a. important
b. impossible
c. unsuitable
 d. inexplicable
- The thieves _____ with a million euros.
 a. made off
b. went through
c. held up
d. made up
- He couldn't _____ with the deal so he cancelled it at the last minute.
a. decide on
b. make off
c. pick out
 d. go through
- Charles Lindbergh's baby was _____ from his home.
a. stolen
b. burgled
 c. kidnapped
d. robbed
- Gafar's parents _____ him to go out with his friends.
 a. encouraged
b. prevented
c. arranged
d. offered

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

The Story Of Frank Abagnale Jr

Frank Abagnale is a former fraud artist, who was (1) able to cheat banks (2) in 26 countries out of 2.5 million dollars! He (3) was born in New York in 1948 and, by the time he was nineteen, he (4) had pretended to be a doctor, a pilot, a teacher and even a lawyer.

During his time (5) as a 'doctor', which lasted only ten days, he (6) was able to perform minor duties by letting the medical students handle (7) most of the cases. Pretending to be an airline (8) pilot, he flew over 1,000,000 miles on over 250 flights to 26 countries, and he (9) could fly, eat and sleep for free. All this before he was even eighteen years old.

He was eventually caught in 1969, and was set free less (10) than five years later on the condition that he (11) would help the government fight fraud without pay. It has been said that he finally opened up a legal business, became a millionaire and that he now lives a quiet (12) life with his wife and three sons.

Unit 3 writing

WRITING A LETTER TO THE EDITOR

1. DISCUSS

- What examples of vandalism can you think of?
- What do you think causes vandalism?

2. FOCUS ON CONTENT

Read the rubric below, the article and the sample letter. Do you agree with the writer's opinion?

You read this article in a local newspaper. Write a letter to the editor expressing your views on the issue.

THE BRENTVILLE TIMES

LUDLOW AVENUE HIT BY WEEKEND OF VANDALISM



At the weekend residents were woken up as a result of noisy vandalism on Ludlow Avenue. Pay phones were smashed, ATMs were put out of order and cars were damaged. Incidents like this have become common, and people are worried about the rise in this kind of violent behaviour in our normally peaceful town.

Dear Editor,

I am a concerned resident and I am writing in response to your article which describes the latest incident of vandalism in our town.

To begin with, it must be said that this is not the first time that the town has been attacked by vandals. Although I am not an expert on crime, I think that this happens because some people have not been taught to respect public property. The way I see it, children should learn at home and in school that these facilities exist for the benefit of the general public, including themselves.

Moreover, I believe the authorities should take specific measures to prevent vandalism, such as increasing police patrols in the town. Apart from this, people must be aware that anybody caught vandalising will be punished severely.

In conclusion, vandalism is a serious problem that affects everyone in our town. In my opinion, it is high time we did something about this situation.

Yours truly,

Philip Burk

Philip Burk

3. FOCUS ON STYLE

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

worried (para 1)	<u>concerned</u>
a person who lives in a place (para 1)	<u>resident</u>
in reply (para 1)	<u>in response</u>
I have to say (para 2)	<u>it must be said</u>
buildings and equipment (para 2)	<u>property</u>
there are (para 2)	<u>exist</u>
to help (para 2)	<u>for the benefit of</u>
do certain things (para 3)	<u>take specific measures</u>
have to know (para 3)	<u>must be aware</u>

4. FOCUS ON TEXT COHESION AND COHERENCE

A. Read the letter again paying attention to the highlighted words/phrases. Which linking words/phrases does the writer use to:

1. list points and add more points?
To begin with, Moreover, Apart from this
2. give his opinion?
I think that, The way I see it, I believe, In my opinion
3. express contrast?
Although
4. express cause/reason?
because
5. give an example?
such as
6. sum up?
In conclusion

B. Read through the table of linking words and phrases. Then, read the text and circle the correct linking word/phrase.

List points
firstly, to begin/start with, in the first place, finally, last but not least
Add more points
in addition (to this), furthermore, moreover, what is more, also, apart from this, besides, another point worth mentioning is
Give an example
for example, such as, particularly, especially, take for instance
Emphasise
in fact, as a matter of fact
Express contrast
although, in spite of, despite, however, but
Express cause/reason
because (of), as, since, due to, owing to
Express result/consequence
therefore, in this case, for this reason, consequently, as a result
Sum up
in conclusion, to sum up, all in all, on the whole, taking everything into account
Give your opinion
in my opinion/view, personally, I believe, the way I see it, from my point of view, I am in favour of, my belief is that

In recent years, there has been a disturbing increase of forest fires started by arsonists around the globe. (1) **To begin with** **Furthermore**, arson can be described as the act of setting fire with the intention of destroying property or being careless with flammable materials, (2) **such as** **because of** cigarettes and matches. Most cases of arson are (3) **due to** **despite** individuals who burn down forests in the hope of acquiring this land for future development. (4) **In spite of** **Take for instance** the news stories from around the world that we hear every summer about forest fires that are out of control. (5) **In fact** **Since**, if fires continue at this rate, it is predicted that the majority of our forests will have disappeared within the next fifty years. (6) **Although** **Consequently**, serious environmental problems will arise. Yet, (7) **in spite of** **in fact** all this, nothing is really being done to stop this criminal activity. (8) **Taking everything into account** **Another point worth mentioning**, I personally believe that we all need to work together to save our forests and educate people on the dangers of forest fires set by arsonists.

5. BRAINSTORMING

Read the article below concerning violent behaviour of fans at football matches and, in pairs or groups, discuss the questions that follow.

The residents of our city became witnesses to violent clashes between fans of rival football teams on Saturday. The fighting resulted in the injury of several fans as well as extensive damage to the stadium and neighbouring shops. A spokesperson for the Metropolitan Police has announced plans to combine forces with the local football clubs to control football hooliganism in the city.

- What do you think causes the violent behaviour of fans at football matches?
- What kind of problems does it create?
- What do you think can be done about it?

6. OUTLINE

Read the rubric and the outline for the letter to the editor below.

You read the article above in a local newspaper. Write a letter to the editor expressing your views on the issue of football hooliganism.

GREETING

Dear Sir/Madam, Dear Editor,

OPENING PARAGRAPH

Why are you writing the letter?

What is the title/topic of the article you are responding to?

MAIN PART

1st paragraph

What causes the problem?

What happens as a result of the problem?

Can you justify your opinion or give examples?

2nd paragraph

How can the problem be solved?

Can you give some examples?

CLOSING PARAGRAPH

Summarise your opinion on the issue and your recommendations.

SIGNING OFF

Use an appropriate signature ending.

Sign underneath and print your full name below your signature.

7. WRITING TASK

Write your letter to the editor using the outline you completed in exercise 6 (words 120-150). Go to the Workbook, p. 30.

TIP

When 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 or use offensive language.
- use linking words and phrases.

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

Unit 4 reading

1. PRE-READING

Discuss.

- What's your favourite adventure story?
- What qualities do you think an adventurer should possess? In your opinion, is courage more important than physical strength?

2. READING FOR GIST

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

Allan Quatermain decided to undertake that dangerous journey because he wanted to

- explore the African wilderness.
- find hidden treasure.
- have an unusual adventure.
- find the Guardian of the Treasure.

3. RECONSTRUCTING A GAPPED TEXT

Seven sentences have been removed from the text. Choose from the sentences A-H the one which best fits each gap (1-7). There is one extra sentence which you do not need to use.



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

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

- Just then, a part of the wall began to rise.
- They appeared to be guarding the entrance to a black cave.
- In the distance, I could see Sir Henry waving at me frantically.
- All I could think about was the fame and glory that the treasure would bring.
- We walked quickly to the chests and Sir Henry held the lamp over one of them.
- Would we suffer the same fate?
- What you will see in there may frighten you.
- It was about fifteen feet tall and was holding a spear in one hand.

King Solomon's Mines

King Solomon's Mines is set in Africa during the 1800s. It tells the story of an English adventurer, Allan Quatermain, who is approached by Sir Henry Curtis to help him find his missing brother, George. George Curtis disappeared when he went in search of the legendary King Solomon's diamond mines, and is believed to be dead. Quatermain agrees to help Sir Henry in his quest, and they set out on a dangerous journey through Africa with surprising results...

When we finally set out in search of King Solomon's diamond mines, our party consisted of Sir Henry, Gagool and me. Gagool had volunteered to be our guide. We knew the journey was going to be long and dangerous, but we were willing to take just about any risk to find the lost treasure of King Solomon.

Three days into the trip, we reached Solomon's Road, which, according to legend, is the road that leads to the mines. It was almost dark when we found the road. We were exhausted because we'd been hiking through mountainous terrain for eight hours, so we decided to wait until morning to continue our quest. Sir Henry and Gagool had already fallen asleep by the time the moon had risen in the sky, but I spent most of the night tossing and turning. **1 D**

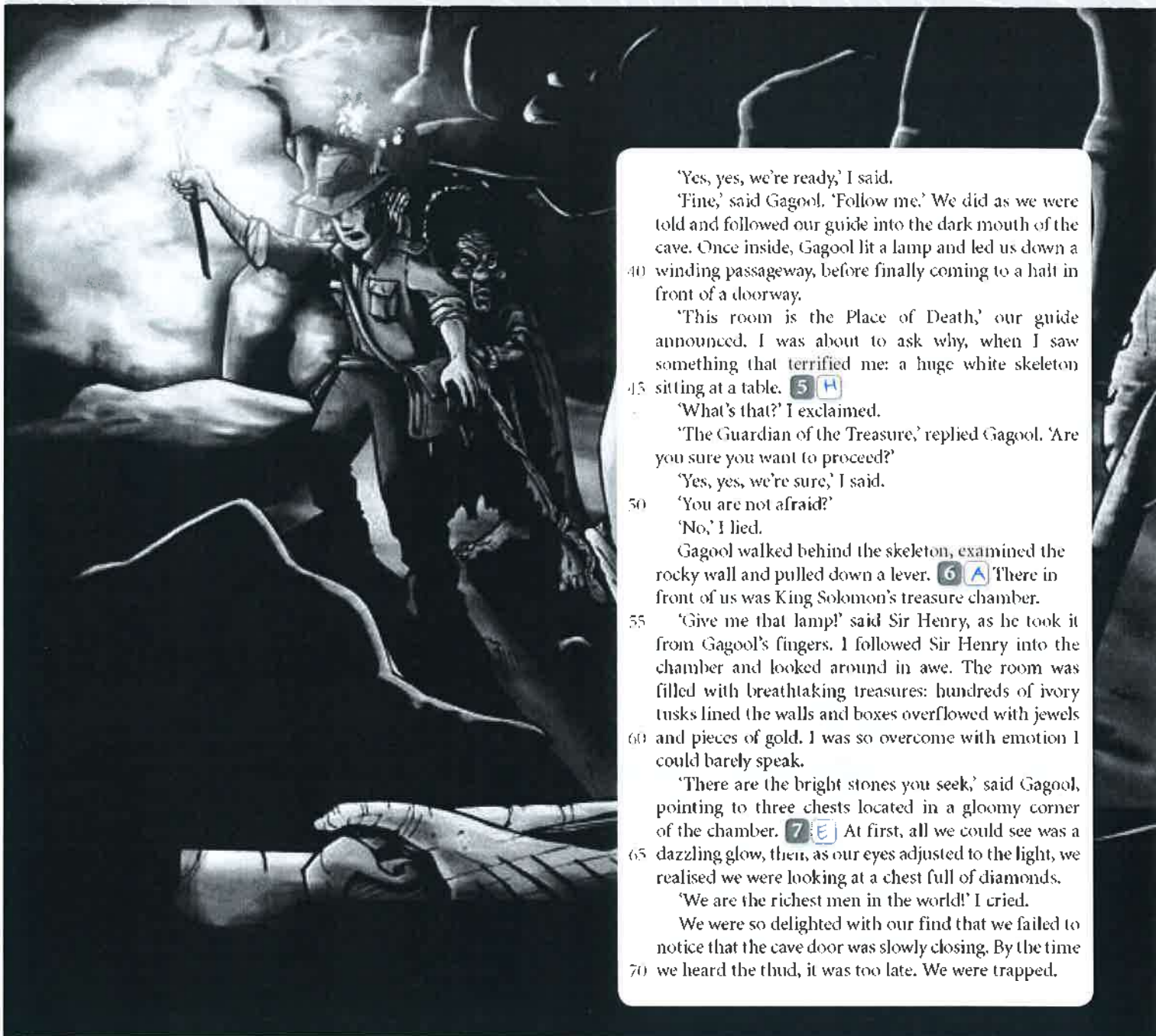
I cannot even begin to describe my feelings of excitement as we marched down Solomon's Road the next day. The treasure that had eluded so many before us would finally be ours! Then, I remembered Sir Henry's brother, George, who had also been searching for the treasure when he was lost. **2 F**

'Allan! Over there!' said Sir Henry suddenly. I looked up and saw three enormous stone statues in the distance. **3 B**

'The mines!' I exclaimed. 'We've found King Solomon's mines!' I began running towards the cave when Gagool grabbed my arm.

'Do not be in such a hurry,' Gagool said. 'I told you before, my lord, that mine is dangerous. It is better that I go in first. You wait here.' Reluctantly, I decided to listen to Gagool's warning and wait with Sir Henry.

The sun had already started to set when Gagool finally exited the cave. 'I have inspected the mine,' our guide said. **4 G** 'Are you sure you are ready to enter?'



'Yes, yes, we're ready,' I said.

'Fine,' said Gagool. 'Follow me.' We did as we were told and followed our guide into the dark mouth of the cave. Once inside, Gagool lit a lamp and led us down a winding passageway, before finally coming to a halt in front of a doorway.

'This room is the Place of Death,' our guide announced. I was about to ask why, when I saw something that terrified me: a huge white skeleton sitting at a table. **5 H**

'What's that?' I exclaimed.

'The Guardian of the Treasure,' replied Gagool. 'Are you sure you want to proceed?'

'Yes, yes, we're sure,' I said.

50 'You are not afraid?'

'No,' I lied.

Gagool walked behind the skeleton, examined the rocky wall and pulled down a lever. **6 A** There in front of us was King Solomon's treasure chamber.

55 'Give me that lamp!' said Sir Henry, as he took it from Gagool's fingers. I followed Sir Henry into the chamber and looked around in awe. The room was filled with breathtaking treasures: hundreds of ivory tusks lined the walls and boxes overflowed with jewels and pieces of gold. I was so overcome with emotion I could barely speak.

'There are the bright stones you seek,' said Gagool, pointing to three chests located in a gloomy corner of the chamber. **7 E** At first, all we could see was a dazzling glow, then, as our eyes adjusted to the light, we realised we were looking at a chest full of diamonds.

65 'We are the richest men in the world!' I cried.

We were so delighted with our find that we failed to notice that the cave door was slowly closing. By the time

70 we heard the thud, it was too late. We were trapped.

4. GUESSING THE MEANING OF UNKNOWN WORDS

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

- | | | | | | | | |
|-------------------------------|--------------------|------------------|--------------------|-----------------------|--------------------|----------------------|------------------------|
| 1. terrain (line 11) | a. bushes | b. ground | c. tunnel | 5. in awe (line 57) | a. carelessly | b. sadly | c. in amazement |
| 2. eluded (line 18) | a. escaped | b. found | c. killed | 6. seek (line 62) | a. look for | b. lose | c. see |
| 3. coming to a halt (line 40) | a. getting out | b. climbing | c. stopping | 7. dazzling (line 65) | a. very clear | b. very expensive | c. very bright |
| 4. proceed (line 48) | a. continue | b. leave | c. speak | 8. thud (line 70) | a. click | b. dull sound | c. whisper |

5. POST-READING

Discuss.

- What do you think will happen next in the story?
- If you were to undertake a journey through the African wilderness, what sort of difficulties do you think you would encounter?
- Why do you think the search for hidden treasure is a popular theme in many books?

Unit 4 vocabulary & grammar

VOCABULARY

1. EXPRESSIONS WITH 'TAKE'

A. Look at the following example from the text on pages 42-43. Can you think of any other expressions or collocations with the verb 'take'?

...we were willing to **take** just about **any risk** to find the lost treasure of King Solomon.

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

advice test advantage care
pride notice measures
granted time responsibility

- Ibrahim is very nervous because he is going to take his driving test in a few hours.
- My manager told me to take my time completing the report and to check it carefully.
- The oil company has refused to take responsibility for the oil leak in the sea.
- I'm glad I took my parents' advice and bought a house when I could afford it because property is much more expensive now.
- My next door neighbour takes care of my cats whenever I go away.
- The government is planning to take measures to stop motorists from parking their cars in the city centre.
- Khaled takes great pride in his work; he is a jewellery designer and he designs every piece of jewellery with great care.
- Salma sometimes feels that her teenage son takes her for granted because he never thanks her for all the things she does for him.
- The football coach took notice of Osamah's talent when he saw him playing in the school yard.
- I decided to take advantage of Mario's offer to go and stay with him during the summer in his house in Italy.

2. 'STRONG ADJECTIVES'

A. Look at the following extracts from the text on pages 42-43. What do the adjectives in bold mean?

We were **exhausted** because we'd been hiking through mountainous terrain for eight hours... very tired

We were so **delighted** with our find... very pleased

NOTE

'Strong' adjectives are a stronger version of other adjectives, e.g. *delighted* means *very pleased*. 'Strong' adjectives never follow adverbs like *very* or *extremely*. Adverbs such as *absolutely* and *utterly* are used instead.

B. Replace the strong adjectives in sentences 1-10 with *very/extremely* and the adjectives in the box.

angry scared small big bad silly
interesting tasty unpleasant important

- Emad was **furious** when he discovered that Alex had borrowed his new car without his permission. very/extremely angry
- Kevin owns an **enormous** house in the countryside with more than twenty rooms. very/extremely big
- Everybody started laughing when Luke walked in wearing a **ridiculous** hat. very/extremely silly
- It is **essential** that you wear safety glasses when doing this experiment. very/extremely important
- I saw **tiny** insects crawling all over the walls of the building. very/extremely small
- Layla made a **delicious** chicken pie last night. very/extremely tasty
- Our hotel bathroom was **disgusting**; it was dirty and there were cockroaches crawling all over the floor. → very/extremely unpleasant
- That book was **awful**; the plot was stupid and the ending was very bad. very/extremely bad
- I studied Archaeology because I find it **fascinating**. very/extremely interesting
- Nadia was **terrified** when she went bungee jumping. interesting

3. VERBS STARTING WITH 'OVER'

A. Look at the following extract from the text on pages 42-43 and guess what the words in bold mean.

...boxes **overflowed** with jewels and pieces of gold. I was so **overcome** with emotion I could barely speak.

- Does *overflowed* mean too full or moving slowly?
- Does *overcome* mean come to the top or affected?

NOTE

Over at the beginning of a verb can mean *too much*, e.g. *overeat* means *eat too much*. However, this is not always the case. For example, *overtake* means *pass a person or vehicle*.

B. Read the sentences below and match the verbs beginning with *over* with their meanings a-f.

- It is important when you start going to the gym not to **overdo** it. e
- I **overheard** them talking about me when I was standing in the corridor. f
- I **overestimated** David's enthusiasm for extreme sports; he didn't really appreciate my surprise gift of a paragliding training session. c
- Parents usually **overlook** the faults of their children because they love them. a
- I forgot to set my alarm clock last night and as a result I **overslept** this morning. d
- The lorry was **overturned** during the accident. b

- to not notice or ignore a problem
- to turn upside down or on the side
- to think that something is more than it actually is
- to sleep longer than you should
- to do too much of an activity
- to unintentionally hear something that someone says when they are not talking to you

GRAMMAR

1. PAST PERFECT SIMPLE / PAST PERFECT PROGRESSIVE

Match the rules about the uses of the **Past Perfect Simple** and the **Past Perfect Progressive** with the examples 1-4 taken from the text on pages 42-43.

- We were exhausted because we'd been hiking through mountainous terrain for eight hours, so we decided to wait until morning to continue our quest.*
- Sir Henry and Gagool had already fallen asleep by the time the moon had risen in the sky...*
- Then, I remembered Sir Henry's brother, George, who had also been searching for the treasure when he was lost.*
- The sun had already started to set when Gagool finally exited the cave.*

The **Past Perfect Simple** is used:

- for an action which was completed before a specific point of time in the past 2
- for an action which was completed before another action in the past. (The second action is in the Past Simple.) 4

The **Past Perfect Progressive** is used:

- to emphasise the duration of an action which had been going on up to a point of time in the past 3
- for an action whose duration caused visible results at a later time in the past 1

2. WOULD - WAS/WERE GOING TO

Look at the following examples taken from the text on pages 42-43 and answer the question. Choose **a**, **b** or **c**.

We knew the journey was going to be long and dangerous...

All I could think about was the fame and glory that the treasure would bring.

What do the phrases in bold express?

- something that we plan or intend to do in the future
- something that we planned to do or expected to happen
- something that happened before something else in the past

Grammar Reference p. 92

3. PRACTICE

Complete the text below with the **Past Simple**, **Past Progressive**, **Past Perfect Simple**, **Past Perfect Progressive** or **would + base form of the verbs in brackets**.

My classmates and I (1) had (have) a wonderful winter holiday last year. As it (2) was/would be (be) our last year at school, we (3) had agreed (agree) earlier on in the year that we (4) would all go (all / go) somewhere together. We (5) had studied/had been studying (study) really hard for the past few years, so everyone (6) wanted (want) a little adventure in their life. The parents of one of my classmates (7) had opened (open) a travel agency two months earlier, and when we asked for their advice, they (8) recommended (recommend) an adventure holiday in North America. It (9) sounded (sound) really exciting to us, so we all agreed on that idea. First, we (10) flew (fly) to Canada and (11) travelled (travel) all the way up to Newfoundland. When we arrived, the local people (12) told (tell) us that it (13) had been snowing (snow) non-stop for the past week and it (14) would continue (continue) for the next week. We (15) spent (spend) the first two days hiking through Gros Morne. The area is famous for its amazing geology and is a United Nations World Heritage Site. After that, things (16) kept (keep) getting more and more exciting! My favourite moment (17) was (be) when we (18) saw (see) some whales playing in the ocean while we (19) were kayaking (kayak). The whole holiday (20) was (be) absolutely fantastic!



Unit 4 listening

1. PRE-LISTENING

Discuss.

- Do you like motorcycles? Why/Why not?
- What kind of events do you think take place at a motorcycle rally?

2. LISTENING FOR SPECIFIC INFORMATION

You are going to hear a radio programme about a motorcycle rally. You will hear the programme in several parts. After each part you will hear some questions. For each question choose the correct answer. First, listen to the introduction and note the example question below.

Example

- a. every year
- b. every two years
- c. twice a year

The correct answer is a.



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

- a. North Dakota
 - b. The Black Hills
 - c. Sturgis
- a. South Dakota
 - b. all over the USA
 - c. all over the world
- a. for 68 years
 - b. for all his life
 - c. since 1950
- a. one day
 - b. seven days
 - c. nine days
- a. once a day
 - b. twice a day
 - c. every hour

- a. organised rides
 - b. races
 - c. photo exhibitions
- a. in motels
 - b. in campgrounds
 - c. in City Park

- a. He set up a custom bike stand.
 - b. He did motorcycle stunts.
 - c. He raced in motorcycle races.
- a. one
 - b. two or more
 - c. none

- a. He sold it to open up his store.
 - b. He added new parts to it and painted it.
 - c. He displayed it in a motorcycle museum.
- a. ten of his own
 - b. the ones with the red stickers
 - c. the ones he does not ride

- a. one of the rally organisers
 - b. a motorcyclist
 - c. a mechanic

- a. the first time he came to the rally
 - b. two years after attending the first rally
 - c. one year after attending the first rally

- a. some of the guys in Tom's group
 - b. Tom
 - c. all of the Joy Riders

- a. He races motorcycles.
 - b. He performs motorcycle stunts.
 - c. He only participates in rides.

- a. at a hotel
 - b. at a motel
 - c. at a campsite

- a. He can find shade there.
 - b. It is very close to Main Street.
 - c. He has all his comforts.

- a. \$ 75
 - b. \$ 160
 - c. \$ 250

- a. to the town of Sturgis
 - b. to the mayor of Sturgis
 - c. to the Sturgis Fire Department

- a. They are placed on Main Street in Sturgis.
 - b. They are free of charge.
 - c. You have to write your full name.

vocabulary & grammar

VOCABULARY

WORDS EASILY CONFUSED

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

competition match game race

- Last week's Formula One race was won by a British driver.
- The boxing match ended in a draw between two brave fighters.
- Do you think I should enter the short story competition?
- I like watching squash but I don't understand all the rules of the game.

fans spectators participants audience

- The audience expressed their satisfaction by applauding the speakers.
- The writer stopped to sign autographs for his loyal fans.
- The rally driver nearly crashed into some spectators standing at the side of the road.
- All participants in today's Fun Race must go to the starting line.

take part take apart take place

- The 2008 Olympic Games took place in Beijing.
- Are you going to take part in the drawing competition?
- Be careful! Do you really know how to take part the car engine?

single alone only unique lonely

- A number of unique diamonds are on display in the museum.
- Our son isn't married; he's still single.
- Were you alone when you heard the burglar break into the house?
- My grandfather feels lonely since my grandmother passed away.
- Only children under the age of three may enter for free.

GRAMMAR

QUESTIONS AND QUESTION WORDS

A. Match the questions 1-4 with the answers a-d and then answer the questions that follow.

- What kind of events take place during the week? **c**
- What did Bob do to his first motorcycle? **b**
- Who did Larry talk to at the Sturgis Motorcycle Rally? **d**
- Who still takes part in races? **a**

- Two guys in Tom's group do.
- He added new parts to his motorcycle and painted it.
- Organised rides, stunt shows, races and photo exhibitions.
- Dave, Tom and John.

• In which of the questions above do the question words ask about the subject of the verb? **1,4**

• In which of the questions above do the question words ask about the object of the verb? **2,3**

B. Read the questions below. What difference is expressed by the use of *what* and *which*?

- What does Bob display at the Sturgis Motorcycle Rally?
- Which bikes at Bob's stand are for sale?
which indicates limited choice

C. Match the questions 1-2 with the answers a-b.

- What did John give Larry? **b**
- Who did John give a brick to? **a**

- Larry.
- A brick.

NOTE

Certain verbs (*give, offer, send, show, buy, etc.*) take two objects. The direct object usually indicates a thing and the indirect object usually indicates a person (who we do the action to or for). When asking about the indirect object, we must put *to* or *for* at the end of the question.

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

- Which documentary did Rayan say we should see? **f**
- Who do I give the money to? **a**
- What did you say? **c**
- Who was on the phone just now? **d**
- Who did Lubna invite to her house? **e**
- Who do you want to buy the dress for? **g**
- Which of these pens is yours? **h**
- What caused the accident? **b**

- Give it to me.
- The slippery road.
- I said, 'Don't stay up too late.'
- James. He will call back later.
- All her friends, I think.
- The life of birds*. He says it's great.
- It's for my daughter actually.
- The yellow one.

Grammar Reference p. 92

Unit 4 speaking

1. WARM-UP

- Are you an adventurous person? What makes you think so?
- How would you feel if you had to spend two months on a desert island by yourself?

2. SPECULATING AND MAKING A DECISION

Talk in pairs. Imagine that you are taking part in a competition and that you have to spend two months on a desert island. On the right are some items that you could take with you in order to make your stay easier. First, talk to each other about how useful these items can be. Then decide which two items are the most important.

- How useful can these items be on a desert island?
- Which two items are the most important?



- There are no right or wrong answers but you must make sure to justify your answer.
- Remember this is not a monologue so both speakers must have equal opportunity to speak.
- You should listen to your partner's opinion and respond by either agreeing or disagreeing with it.
- Focus on the written prompts above the visuals to keep the task in mind.
- Don't forget that there are two parts to the task. One part is expressed in the instructions as 'First, talk...' and the second part as 'Then decide...'. So towards the end of the task, you must reach a decision that you have negotiated with your partner.

I believe that... is very useful/handy because it could help / would give...

As far as I am concerned, the most important item is... because...

I would definitely choose... because it would help...

handy useful essential chop
direction shelter



3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words/phrases in the box.

- Which items that you use every day would you find difficult to live without?
- What qualities should you possess to survive on a desert island?
- Why do you think more and more people are in search of adventure nowadays?

mobile phone computer game console fridge patience optimism
strength endurance boredom new experiences test themselves

examination practice

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

- He was the bravest man I _____.
a. saw before b. was ever seeing **c. had ever seen** d. had ever been seeing
- We _____ for an hour when we suddenly realised that we were going in the wrong direction.
a. have been driving b. have driven c. drove **d. had been driving**
- Who _____ to the park with yesterday?
a. did you go b. you went c. had you gone d. you had gone
- They _____ a company together but they had an argument and, in the end, they didn't.
a. would set up **b. were going to set up** c. had set up d. set up
- Who _____ you the postcard that came yesterday?
a. sent b. did send c. has sent d. had sent
- Maram _____ dinner by the time her husband came home.
a. made b. had been making **c. had made** d. was making
- _____ you like best, the red one or the blue one?
a. What dress do b. What dress **c. Which dress do** d. Which dress
- Mark expected that his team _____ to the playoffs, but it was just wishful thinking.
a. would make it b. to make it c. was making it d. made it
- A: '_____ the burglary?'
B: 'John did.'
a. Which saw **b. Who saw** c. Where was d. When was
- Gadi had been working for ten hours straight, so when he came home he _____ exhausted.
a. would be b. has been c. had been **d. was**

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



Every year my best friend, Ross, invites me to visit him in Sanibel, Mexico and take (1) _____ in the annual treasure hunt he organises. The (2) _____ are all friends and relatives who spend three days (3) _____ searching the town for the (4) _____ items. We are given a list of instructions with only vague (5) _____ of what we are supposed to look for and a map so that we don't get lost in the town. You might be (6) _____ why he does this year after year; well, he won lots of money in a competition four years ago making him very rich, and he happily shares his good fortune with his friends.

I must admit that the first time he invited me to Mexico, I (7) _____ accepted because I am (8) _____ of flying. But I decided to (9) _____ his advice and face my fears. As it turned out, there (10) _____ been no reason for me to be so worried; the flight was uneventful. In the end I had a fantastic time, the people were wonderful, the weather was nice and the treasure hunt was amazingly enjoyable. Ross is a great host, he puts everyone up in his (11) _____ house and takes care of our every need; and the best part is that everyone comes away with (12) _____ baskets of gifts.

- | | | | |
|---------------------------|-------------------|-----------------------|---------------------|
| 1. a. apart | b. part | c. place | d. time |
| 2. a. participants | b. audience | c. fans | d. spectators |
| 3. a. frantically | b. clearly | c. dangerously | d. safely |
| 4. a. hidden | b. secret | c. lost | d. private |
| 5. a. signs | b. clues | c. advice | d. symbols |
| 6. a. wondering | b. thinking | c. willing | d. believing |
| 7. a. enthusiastically | b. tiredly | c. reluctantly | d. interestingly |
| 8. a. alarmed | b. interested | c. attracted | d. terrified |
| 9. a. take | b. do | c. have | d. make |
| 10. a. has | b. have | c. had | d. having |
| 11. a. delighted | b. delicious | c. furious | d. enormous |
| 12. a. overflowing | b. overestimating | c. overlooking | d. overhearing |

Unit 4 writing

WRITING A STORY

1. DISCUSS

- Do you play tricks on your friends? Why / Why not?
- What's the best trick you've ever played on someone or someone has ever played on you?

2. FOCUS ON TASK COMPLETION, STYLE AND ORGANISATION

Read the rubric and the story below. Then answer the questions that follow.

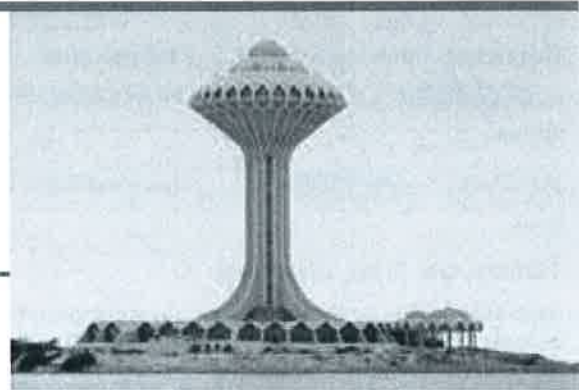
You have decided to enter a short story competition on an international online magazine. The competition rules say that the story must begin with the following words:

Ammar couldn't stop laughing every time he thought about what had happened that day.

Quite an Experience

Ammar couldn't stop laughing every time he thought about what had happened that day. He and some friends were spending a few days in Dammam and they had decided to go camping near a beautiful beach in the area. The days had passed so quickly. During their stay they had visited many places, including the impressive Al-Khobar Water Tower in the nearby town of Al-Khobar, and now it was their last day. They really wanted to make the most of it, so as soon as they woke up, they set off for the beach, as they all wanted to go fishing one last time.

The day started off uneventfully until they decided to stop fishing and go swimming. It was particularly hot that day. Ammar decided to join in the fun so he jumped in the water, too. He was swimming when, suddenly, he felt something brush against his leg. 'Shark!' Sami screamed and everyone ran out of the water, leaving Ammar behind. He was so scared that he couldn't move.



A few moments later, Ammar heard his friend Sami giggling. He immediately knew that Sami was playing another one of his tricks again so he relaxed and started laughing. When everyone else realised what had happened, they started chasing Sami.

Apparently, Sami had been waiting for the last day to scare everyone. He had planned everything perfectly and managed to make their last day unforgettable. Of course, he also gave Ammar a scary experience to talk about.

1. What did Ammar and his friends think was in the water? They thought that a shark was in the water.
2. Does the writer start the story in an appropriate way? Is the prompt sentence changed at all? Yes, he/she does. No, it isn't.
3. The writer uses narrative tenses in the story. Find and underline examples of:
 - a. an action that happened before something else in the past
 - b. an action that was taking place when it was interrupted by another action
 - c. a series of actions that happened one after the other in the past
 - d. an action that had started and continued up to a certain point in the past
4. Is the writer's style formal or informal? Find examples in the text to justify your answer. couldn't, "shark!", scary, etc.

3. FOCUS ON LANGUAGE AND STYLE

A. Read the sentences with the highlighted adverbs in the story. How does the use of adverbs improve the story?

The use of adverbs improves the style and makes the story more vivid and exciting.

B. Use the adverbs in the box to complete the sentences below.

luckily occasionally happily obviously
cautiously suddenly completely

- It was a beautiful spring morning and the children were playing happily in the garden.
- Luckily, Carl came out of the accident with only a few scratches.
- My best friend and I don't have much time to see each other any more, but we occasionally get together to chat and exchange news.
- After the climb up the mountain, we were completely exhausted.
- The vet approached the injured bear cautiously.
- Dennis had almost reached the top of the tree when suddenly the branch broke and he fell to the ground.
- Maria was obviously upset and didn't want to talk to us.

4. FOCUS ON TIME LINKERS

A. Look at the table below with time linkers (words/phrases that indicate the sequence of events). Then, read the story on page 50 again and find more time linkers. *circled in the story*

Beginning	initially, first, at first
Continuing	then, next, after this/that, afterwards, <i>a few moments later</i>
Concluding	finally, in the end, eventually
Others	meanwhile, the moment that, gradually, since, by the time, before, in the meantime, <i>during, as soon as, until, when</i>

B. Read the text and circle the correct word/phrase.

Adventure stories have been told (1) since / when the beginning of time. To this day, the adventure story is a tool used to warn, entertain and teach children all over the world. (2) Before / Initially, fairy tales were told in order to teach good and fair decisions. One such story is *Little Red Riding Hood*, which speaks of the adventures of a girl, giving the message that children should never talk to strangers. (3) Gradually / Hardly, the stories started becoming more focused on action than on adventure, but the moral lesson still remained. (4) Meanwhile / After, comic books started being released, and a new fan base of teenagers was created. Usually comic book creators find a traditional story or fairy tale. (5) Next / By the time they rewrite it to make it more adventurous and to fit their own characters. So the next time you sit down and read a comic book, remember that the story it was based on also lived an adventure (6) than / before it reached you.

5. OUTLINE

INTRODUCTION

- Describe the setting of the story.
- Introduce the main character(s).
- Describe feelings at the beginning of the story.

MAIN PART (2-3 paragraphs)

- Describe how the story started and developed.

CONCLUSION

- Describe the outcome of the story (could also be included in the main part).
- Make a brief comment on the story.

6. WRITING TASK

Read the rubric below and then write your story (120-180 words). Go to the Workbook, p. 38.

An international online magazine is organising a short story competition and you have decided to take part.

The competition rules say that the story must begin with the following words:

Michael didn't really like adventure but that day he had no choice.



When writing a story remember that:

- you should try to keep the plot of the story fairly simple.
- the story should continue from or end with the prompt sentence.
- the story should be organised in paragraphs, have an interesting introduction and an appropriate ending.
- you should use informal or consistently neutral language.
- you should use past (narrative) tenses.
- you should use time linkers (to indicate the sequence of events, chronological order, etc.).
- you should try to create an appropriate atmosphere by using direct speech, questions, exclamations, a variety of adjectives and adverbs and vivid vocabulary.

For linking words/phrases and other expressions/phrases that you can use, see Appendix 1.

Module 2 round-up

Units (3-4)

READING

Read the passage about extreme sports and answer the questions 1-6. Choose a, b, c or d.

Extreme Sports

Extreme sports are described as activities which have a high level of danger. ^{1c} Examples of common extreme sports include skydiving, rock climbing, surfing, scuba diving, water skiing, mountain biking and snowboarding. These sports often involve speed, height and great physical effort.

Extreme sports differ from standard sports because they are affected by environmental obstacles and challenges, including weather and terrain. Because natural obstacles, such as wind, snow, water and mountains, cannot be controlled, they inevitably affect the outcome of the given sport or event. In contrast, in a standard sporting event, athletes compete against ^{2b} each other under controlled circumstances. While it is possible to create a controlled extreme sporting event, there are often factors which cannot be held constant. Examples include snow conditions for snowboarders, rock and ice quality for climbers and wave height for surfers. ^{3c}

^{5d} Most people that engage in extreme sports do so for the so-called 'adrenaline rush'. Under circumstances which cause fear, the hormone ^{4c} adrenaline is released, along with serotonin and endorphins, substances which produce a physical state of excitement and a general sense of well-being. Extreme sports fanatics claim that participating in such challenging activities allows them to develop their physical as well as mental skills and gives them the satisfaction of mastering inhospitable environments. ^{6a}

- In order to be labelled as an extreme sport, the sport must
 - be physically exerting.
 - take place in harsh weather conditions.
 - be done at high speeds and altitudes.
 - have a high level of danger.
- How are standard sports different from extreme sports?
 - Athletes do not compete against each other in extreme sports.
 - Standard sports are usually played in a controlled environment.
 - The outcome of a standard sport is constant.
 - Standard sports are always played, despite the weather.
- Why are snow conditions, rock and ice quality and wave height referred to in the text?
 - Because they affect only specific sports.
 - They are referred to as factors that must be controlled.
 - They are given as examples of changeable conditions.
 - Because these conditions are necessary for each sport.
- The hormone adrenaline is released
 - when someone is excited.
 - when someone is relaxed.
 - when someone is frightened.
 - by serotonin and endorphins.
- Extreme sports fanatics
 - have more advanced mental skills than regular athletes.
 - need high levels of serotonin.
 - have the ability to conquer all natural obstacles.
 - enjoy the adrenaline rush which accompanies extreme sports.
- People who participate in extreme sports
 - get a sense of achievement from overcoming the obstacles.
 - enjoy being in inhospitable environments.
 - want to be allowed to participate in even more challenging activities.
 - need substances like serotonin and endorphins to develop their physical skills.



EXAMINATION PRACTICE

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

1. Was Leena still living in Vancouver when she _____ the award?
a. was winning **b. won** c. had been winning d. would win
2. The lesson _____ already _____ fifteen minutes before we arrived.
a. was ... begun b. was ... beginning **c. had ... begun** d. would ... begin
3. Is it ever _____ as this in London?
a. the hottest **b. as hot** c. slightly hotter d. far more hot
4. '_____ will we have lunch today?'
'Let's go to that place by the ocean that makes sushi.'
a. What b. When c. Which **d. Where**
5. We _____ through the park when we heard the bomb explode.
a. walked **b. were walking** c. would walk d. were walked
6. His explanation about why he failed the exam is _____ I have ever heard.
a. the most strange b. stranger than c. strangest **d. the strangest**
7. _____ do you prefer, the red or the blue sneakers?
a. What b. Who c. Why **d. Which**
8. My friend was angry with me but forgave me when I _____ her some roses.
a. give **b. gave** c. was giving d. had been giving
9. Is it _____ to go by train or by bus to the airport?
a. cheaper b. the cheapest c. the cheaper d. as cheap
10. '_____ this stylish mobile phone?'
'Uncle Trevor. He always buys me gifts.'
a. Who did you give **b. Who gave you** c. Who was giving you d. Who did give you

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

1. Many countries in Europe are planning to _____ smoking in all public places.
a. charge b. convict **c. ban** d. avoid
2. The _____ to the burglary was questioned by the police.
a. hostage **b. witness** c. murderer d. hijacker
3. Abdullah showed me three T-shirts and told me to _____ the one I liked best.
a. pick out b. hold up c. go through with d. make off
4. The criminal _____ the businessman by threatening to harm his family.
a. kidnapped **b. blackmailed** c. shoplifted d. robbed
5. All the food was delicious and _____ the dessert.
a. particularly b. consequently c. moreover d. slightly
6. Maria won the _____ and now a publisher is interested in publishing one of her short stories.
a. race b. match **c. competition** d. game
7. Bayan lost her _____ with her young son because he kept nagging her to buy him candy.
a. patience b. endurance c. strength d. optimism
8. Poverty or even boredom can often lead people to _____ a crime.
a. serve b. plead c. break **d. commit**
9. He took it for _____ that I would help him with his project.
a. granted b. advice c. care d. responsibility
10. Although I live in a big city where there are lots of people, I often find myself feeling _____.
a. only b. single c. unique **d. lonely**

Module 2 round-up

Units (3-4)

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

Climbing Mount Kilimanjaro

For a long time, I had a strong (1) _____ to climb Mt Kilimanjaro, so last year I (2) _____ to climb the mountain to raise money for a charity. (3) _____, I started out on my adventure by flying to Tanzania in Africa, where the mountain lies amongst gently rolling hills. There were eight other people in my group and two guides who were (4) _____ for leading us safely up the mountain. On the first day, I was full of enthusiasm. We were (5) _____ by brilliantly-coloured flowers and butterflies, and we stopped and watched in amazement as a line of army ants (6) _____ across our path. At one point, one of the guides pointed at something and told me to keep still; I looked and was (7) _____ to see a family of blue monkeys. After this, the climb got very steep and the high altitude made everything more difficult. (8) _____, I had an awful headache, every part of my body ached and the weather became freezing cold and windy. Finally, after an (9) _____ seven-day trek, we reached the top of Mount Kilimanjaro. I was so (10) _____ that I could barely stand up. The view from there was so breathtaking that I was (11) _____ with emotions. Although it was the hardest thing I've ever done, climbing the mountain was a true test of my (12) _____. I don't regret it and I look back on that experience with a feeling of pride.

- | | |
|---|---|
| 1. <input checked="" type="radio"/> a. desire | 7. a. adjusted |
| b. respect | b. breathtaking |
| c. glow | <input checked="" type="radio"/> c. delighted |
| d. target | d. willing |
| 2. a. inspected | 8. a. Therefore |
| <input checked="" type="radio"/> b. volunteered | <input checked="" type="radio"/> b. Moreover |
| c. approached | c. In conclusion |
| d. investigated | d. For instance |
| 3. a. Meanwhile | 9. <input checked="" type="radio"/> a. incredible |
| <input checked="" type="radio"/> b. Initially | b. enormous |
| c. Afterwards | c. inexplicable |
| d. Gradually | d. unusual |
| 4. a. possible | 10. <input checked="" type="radio"/> a. exhausted |
| b. efficient | b. terrified |
| <input checked="" type="radio"/> c. responsible | c. desperate |
| d. successful | d. concerned |
| 5. a. displayed | 11. a. overturned |
| b. rushed | <input checked="" type="radio"/> b. overcome |
| c. overflowed | c. overdone |
| <input checked="" type="radio"/> d. surrounded | d. overtaken |
| 6. <input checked="" type="radio"/> a. marched | 12. <input checked="" type="radio"/> a. endurance |
| b. grabbed | b. quest |
| c. approached | c. emotion |
| d. attacked | d. intention |

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

a mysterious hijacking



On 24 November, 1971, a man named D.B. Cooper hijacked a (1) plane, collected a 200,000-dollar ransom, parachuted into the stormy night and was (2) never heard of again. He enjoys mysterious fame in (3) the history of U.S. crime, as his act is the only unsolved U.S. aircraft hijacking. No one knows (4) what really happened after he jumped from the plane on that night so long (5) ago. In the years before the hijacking, he (6) had served in the army and afterwards had worked for the U.S. Postal Service in the Seattle area. We can only guess about the reasons that led him to do what he (7) did that night. In any case, he had worked out every detail of his plan. What is known for sure is that the (8) most important thing for him was that (9) nobody got hurt, so he allowed the passengers to leave the plane when his demands were met. Once he got the parachute and the money, the plane (10) took off again and he told the pilots to fly towards Mexico and to keep the plane under 10,000 feet and at a speed of under 200 miles (11) per/an hour. At some point, he jumped, but (12) did he survive? Nobody knows for sure.

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

1. Our holiday was less expensive than I had expected. not
Our holiday was not as expensive as I had expected.
2. I have never read a better book. the
This is the best book I have ever read.
3. I took some more medicine as my fever kept getting worse. and
My fever was getting worse and worse, so I took some more medicine.
4. How long has Rami been driving a Ferrari? did
When did Rami start/begin driving a Ferrari?
5. It's a long time since I played tennis. for
I haven't played tennis for a long time.
6. There was less traffic than usual this morning. as
There wasn't as much traffic as usual this morning.
7. After he had listened carefully to all of us, my father spoke. until
My father didn't speak until he had listened carefully to all of us.
8. I would ride my bike for hours in the park when I was a boy. to
When I was a boy, I used to ride my bike for hours in the park.

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

THE ADVENTURES OF TROY SPECTOR



ZetaGames's new computer game is a great thriller that will keep you on the edge of your seat for hours. You take on the role of the main character Troy Spector, a scientist, archaeologist and (1) experienced FBI agent, and you investigate a kidnapping. Your (2) investigation(s) will take you all over the world as you are challenged by (3) dangerous and exciting adventures. Throughout your journeys, you come across many interesting items and many characters that will assist you in your quest. In this capturing tale, you search for clues to solve the kidnapping of Professor Eisenbart, a highly respected professor of history and (4) civilisation. The clues direct you to (5) fascinating cities in Mexico and you uncover ancient civilisations as you encounter (6) unexpected twists in the plot. For the computer game fan, this game is a great addition to any (7) collection. It is fun and really (8) interactive, as it keeps the player interested and entertained with (9) countless puzzles and clues. It brings a lot of excitement together with some wild and (10) imaginative scenes.

EXPERIENCE

INVESTIGATE

DANGER

CIVILISE

FASCINATE

EXPECT

COLLECT

INTERACT

COUNT

IMAGINE

Module 2 round-up

Units (3-4)

LISTENING

A. You will hear five different people talking about an event or experience they have had. Choose from the list a-f the statement that best describes each speaker's experience. Use the letters only once. There is one extra letter which you do not need to use.

- a. I couldn't figure out its origin or possible use.
- b. I am glad they managed to get away to a safe place.
- c. It was like travelling back in time.
- d. I think they should find who was responsible for such a terrible crime.
- e. I don't know if this is an indication that something terrible is going to happen next.
- f. I had a very lucky escape.

- Speaker 1 **f**
 Speaker 2 **a**
 Speaker 3 **d**
 Speaker 4 **c**
 Speaker 5 **e**

B. You will hear a radio interview with a Chief Inspector talking about a funny crime story. For questions 1-10 complete the sentences.

1. The police received a phone call from Mr Holder on the morning of 29th March.
2. Mr Holder reported that 5 luxury cars had been stolen from his showroom.
3. The detectives who went to the showroom found that the door was unlocked.
4. The police officers got to an abandoned warehouse by following a trail of chewing gum wrappers.
5. The detectives found a security guard in the warehouse.
6. The Chief Inspector says that day was (a) lucky (day) for the police.
7. The five thieves had hidden in the boots (s) of the cars.
8. The thieves opened the showroom door with the keys the manager had left on his desk.
9. The man had been chewing gum because he was trying to give up smoking.
10. A cargo ship was going to take the cars to Barcelona.

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 lexical sets and collocations related to the topic of crime and punishment <input type="checkbox"/>
	> form derivatives by using prefixes and suffixes <input type="checkbox"/>
	> use expressions with <i>take</i> <input type="checkbox"/>
	> use strong adjectives <input type="checkbox"/>
GRAMMAR	> use the Past Tenses (Past Simple, Past Progressive, Past Perfect Simple and Past Perfect Progressive) appropriately <input type="checkbox"/>
	> make different forms of comparison <input type="checkbox"/>
	> ask questions and use question words appropriately <input type="checkbox"/>
READING	> skim a text to understand the gist and the writer's purpose <input type="checkbox"/>
	> scan a text to locate specific information <input type="checkbox"/>
	> understand text organisation and reconstruct a gapped text <input type="checkbox"/>
LISTENING	> understand specific information in an interview and answer multiple choice questions <input type="checkbox"/>
	> understand specific information mentioned by different speakers on a radio programme <input type="checkbox"/>
SPEAKING	> talk about crime and punishment, and adventure <input type="checkbox"/>
	> compare and discuss situations shown in photographs <input type="checkbox"/>
	> make up and tell a story <input type="checkbox"/>
WRITING	> speculate on a topic and make a decision <input type="checkbox"/>
	> write a letter (to the editor) expressing my opinion <input type="checkbox"/>
	> write a story <input type="checkbox"/>

Go to the Workbook (p. 64) for IELTS Practice.

Task 2 p. 85

A man in a dark suit stands with his back to the camera on a rocky shore. He has his hands clasped behind his back and is looking out over a body of water towards a city skyline with many skyscrapers. The sky is overcast. In the top left corner, there is a compass rose with the number 3 inside a circle.

3

What the future holds

unit 5 Lifestyle unit 6 The environment

Discuss:

- ▶ What do you think life in the future will be like fifty years from now? How will houses, transport and food be different from the way they are now?
- ▶ Do you think environmental problems will be worse by the end of the 21st century? Why/Why not?

Flick through the module and find...

- ▶ a brochure about an interesting exhibition p. 71
- ▶ a semi-formal e-mail p. 68 pp. 60-61
- ▶ an article about what life in the future will be like
- ▶ a short text about long-distance running p. 67
- ▶ short articles about problems in cities pp. 78-79

In this module you will...

- ▶ talk about various aspects of modern life, life in the future and environmental issues
- ▶ learn how to refer to the future using appropriate tenses
- ▶ refer to possibilities and future or imaginary situations and their results
- ▶ learn how to express ability, obligation, permission, prohibition, absence of obligation, certainty and possibility, to make requests and deductions, and to give opinion or advice using appropriate modal verbs
- ▶ expand your vocabulary by learning words easily confused, collocations with *set*, nouns/verbs + prepositions, verbs starting with *re-*, phrasal verbs and prepositional phrases
- ▶ become aware of differences between British and American English
- ▶ learn how to write a semi-formal e-mail/letter based on prompts and an essay expressing your opinion
- ▶ acquire skills and strategies that will help you in exams

Unit 5 reading

1. PRE-READING

Discuss.

- What do you think cities will be like in the future?
- What are the advantages and disadvantages of working or studying at home?

2. READING FOR GIST

The magazine article on the right is about predictions made by a group of scientists about what life will be like in the future. Read the article quickly without paying attention to the missing sentences and compare the information in it with your answers to the questions in the previous activity.

3. RECONSTRUCTING A GAPPED TEXT

Seven sentences have been removed from the article. Choose from the sentences A-H the one which best fits each gap (1-7). There is one extra sentence which you do not need to use.

- A. Think of all the possible benefits of working or studying from home!
- B. Together they set out to discover and predict the future.
- C. There are also several disadvantages that one needs to keep in mind.
- D. Most public services and big businesses are located in or somewhere near the city centre.
- E. One aspect of the future that they focused on was what future cities will look like.
- F. So, you will be able to send one to take notes at your lecture and one to find information for an assignment you need to do while you stay at home to cook dinner.
- G. Think of how much time we could save if we didn't have to move around!
- H. The reason for this is that most of what we do today is aimed at some kind of benefit or outcome in the future.

4. GUESSING THE MEANING OF UNKNOWN WORDS

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

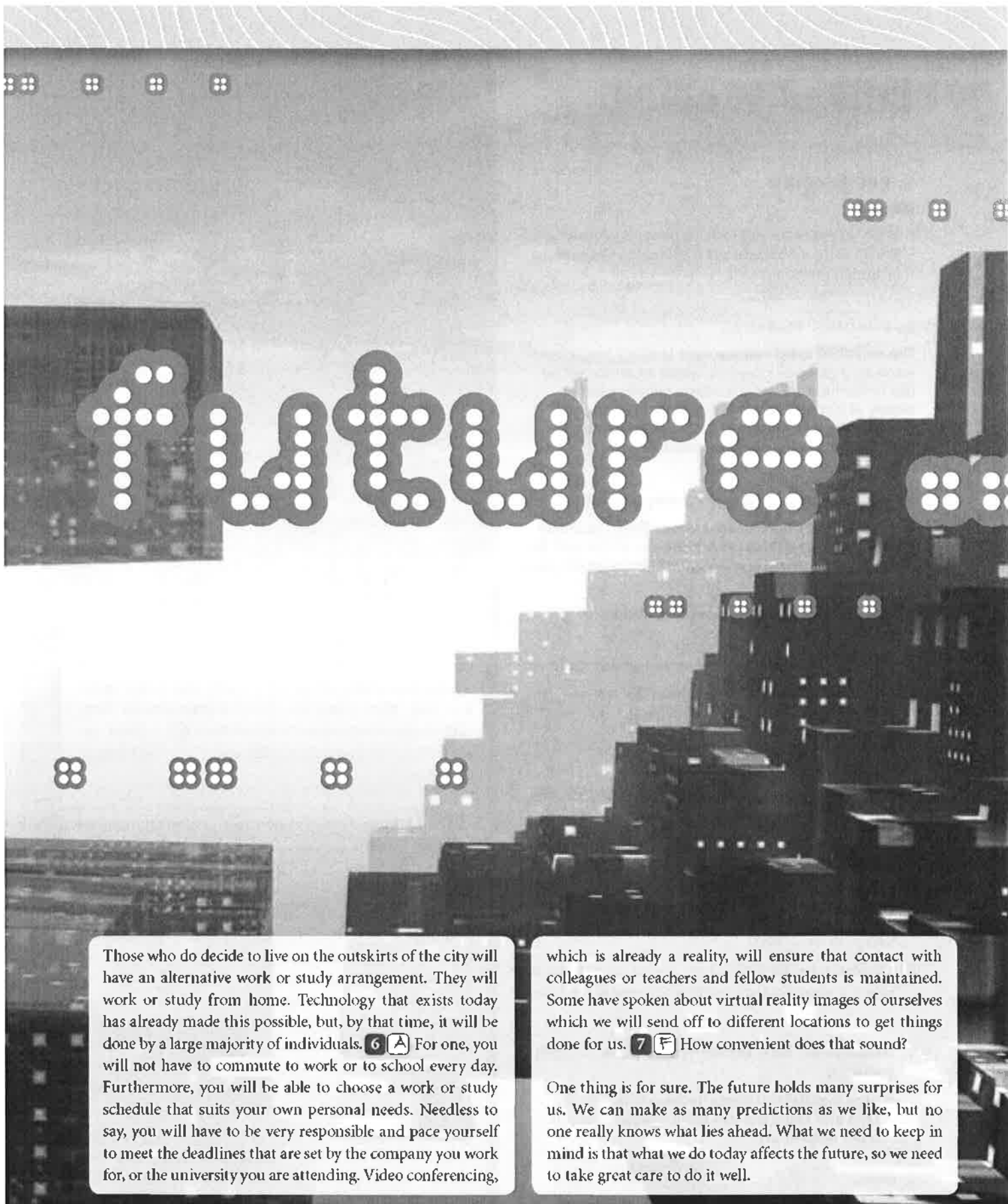
- | | | |
|----------------|-------------------------|--------------------------|
| 1. extent | <input type="radio"/> g | a. travel regularly |
| 2. undergo | <input type="radio"/> h | b. extreme |
| 3. radical | <input type="radio"/> b | c. disadvantage |
| 4. residential | <input type="radio"/> e | d. progress |
| 5. drawback | <input type="radio"/> c | e. having private houses |
| 6. commute | <input type="radio"/> a | f. stop |
| | | g. size |
| | | h. go through |



What does the future hold for us? This is a question that has most probably crossed your mind at some point.

1 H But is there anyone who can truly tell us what our lives will be like fifty years from now? A group of scientists recently completed a study that aimed to do just that. This group consisted of professionals from different occupations and fields of study. **2** B Here are a few ideas based on their predictions to help you imagine the future.

3 E Fifty years from now, populations in all countries will have grown to such an extent that cities will themselves have to undergo a radical change to cater for these growing population numbers. Cities, as they are today, will not be able to provide places for all these people to work and live. Although many have spoken about population explosions in cities and the need to get people out of city centres, this may not be the best solution to the problem. **4** D Most of the people living on the outskirts of the city are therefore forced to travel long distances to get to work every day, so a more suitable solution has to be found. This seems to be what are now called commercial and residential high-rise buildings. They will be similar to today's skyscrapers, but they will be taller and they will combine places of residence with different work environments. The people living in these high-rise buildings will not have to leave the building to go to work, the gym or the supermarket. They will live, work, shop and entertain themselves in the same building without having to travel from one place to another. **5** A The only drawback will be taking the lift to get from one floor to the next. Imagine how inconvenient it will be if each building consists of one thousand floors!



Those who do decide to live on the outskirts of the city will have an alternative work or study arrangement. They will work or study from home. Technology that exists today has already made this possible, but, by that time, it will be done by a large majority of individuals. **6** **A** For one, you will not have to commute to work or to school every day. Furthermore, you will be able to choose a work or study schedule that suits your own personal needs. Needless to say, you will have to be very responsible and pace yourself to meet the deadlines that are set by the company you work for, or the university you are attending. Video conferencing,

which is already a reality, will ensure that contact with colleagues or teachers and fellow students is maintained. Some have spoken about virtual reality images of ourselves which we will send off to different locations to get things done for us. **7** **F** How convenient does that sound?

One thing is for sure. The future holds many surprises for us. We can make as many predictions as we like, but no one really knows what lies ahead. What we need to keep in mind is that what we do today affects the future, so we need to take great care to do it well.

5. POST-READING

Discuss.

- Would you like to live in a residential high-rise building like the ones described in the text? Why / Why not?
- How does the idea of having several virtual reality images of yourself sound to you?

Unit 5 vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

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

forecast expectation prediction

1. His prediction of who would win the football game was accurate.
2. The weather forecast calls for a lot of rain tomorrow.
3. The Smiths have high expectations of their children.

neighbourhood outskirts suburbs zone

4. I prefer living in the city centre, because there isn't anything to do in the suburbs.
5. My parents live on the outskirts of town.
6. This isn't a very good neighbourhood to live in, as there is a lot of pollution.
7. The mayor has promised to turn this area into a pedestrian zone.

habitat home house residence

8. Abdul has bought a house in the countryside.
9. I want to stop and get some dinner before we go home.
10. Where is the location of your residence, sir?
11. I believe wild animals should live in their natural habitat, not in zoos.

block of flats office block skyscraper

12. The Sears Tower is one of the tallest skyscrapers in the world.
13. We used to live in a house but we recently moved to a new block of flats across the street.
14. I work in an ugly five-storey office block in the centre of the city.

2. COLLOCATIONS WITH SET

A. Look at the following extract from the text on pages 58-59. Can you think of any other words that collocate with the verb *set*?

...you will have to be very responsible and pace yourself to meet the *deadlines* that are *set* by the company you work for...

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

clock goal task date trap
price standards example

1. Have you set a date for your wedding, yet?
2. He hasn't set a price for his car, has he?
3. It's important to set a goal for yourself, so you have something to work towards.
4. I forgot to set the clock when the time changed, so now it is an hour behind.
5. I don't think you set a good example for your little brother, you know.
6. I set a trap for the mouse last night, but it isn't in there yet.
7. The teacher set a tough task for the students.
8. We set high standards and expect a lot from our employees.

3. NOUNS + PREPOSITIONS

A. Complete the sentences below with the missing prepositions. Then, look back at the text on pages 58-59 to check your answers.

The reason for this is that most of what we do today is aimed at some kind of benefit or outcome in the future.

...this may not be the best solution to the problem.

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

description need threat increase
result advantage opinion hope
comparison exception

1. What's the main advantage of studying abroad?
2. There is no way to make a(n) comparison between the two boys, because they are very different.
3. His description of the hotel room wasn't very accurate.
4. Most of the members of this family have red hair, but Brad is the exception to the rule.
5. The doctor said that there is still hope for a speedy recovery.
6. This year saw a(n) increase in investments by 10%.
7. Because of the high crime rate, there is a(n) need for more police officers on the streets.
8. What's your opinion of our new teacher?
9. As a(n) result of overspending, the company has gone bankrupt.
10. The destruction of the rainforest is a(n) threat to the wildlife of the area.

GRAMMAR

1. FUTURE FORMS

A. Match the rules about the uses of the Future will with the examples 1-5.

1. They **will be** similar to today's skyscrapers, but they **will be** taller and they **will combine** places of residence with different work environments.
2. Stop making noise or else you **will be** in trouble.
3. I give you my word that I **will never** forget to ask for permission again.
4. 'It's Joan's graduation tomorrow.' 'Really? I'll definitely go.'
5. 'Will you help me with the housework?' 'Sure! I'll clean the windows.'

The Future will is used for:

- spontaneous decisions **4**
- predictions about the future **1**
- promises **3**
- offers and requests **5**
- threats and warnings **2**

B. Look at the extract below taken from the text on pages 58-59 and match the phrases in bold with their meanings 1-3.

For one, you **will not have to commute** to work or to school every day. Furthermore, you **will be able to choose** a work or study schedule that suits your own personal needs. Needless to say, you **will have to be** very responsible...

1. It will be necessary.
2. It won't be necessary.
3. It will be possible.

Grammar Reference pp. 92, 93

C. Match the rules about the uses of the future forms with the examples 1-7.

1. The plane **is about to** land. Please fasten your seatbelts.
2. I'm **going to** buy Khalid a video game. Do you think he will like it?
3. I'm **visiting** my cousin in Bristol next weekend.
4. By the end of this century, life in the city **will have changed** radically.
5. This time tomorrow **we will be driving** to Riyadh.
6. The basketball final **starts** at 7.30pm.
7. By next June, I **will have been living** in this house for 20 years.

The Future Progressive is used:

for actions that will be in progress at a specific time in the future **5**

The Future Perfect Simple is used:

for actions that will be completed before a specific time or another action in the future **4**

The Future Perfect Progressive is used:

to show the duration of an action up to a certain point of time in the future **7**

The Future going to is used:

for plans or decisions that have already been made or predictions based on evidence **2**

The expression be (just) about to + base form is used:

for actions that will happen very soon **1**

The Present Progressive is used:

for personal plans and arrangements **3**

The Present Simple is used:

for official programmes and timetables **6**

2. TIME CLAUSES

Look at the example below. Which tense is used in the main clause and which in the time clause?

You **will be able to send** a virtual reality image of yourself to take notes at your lecture **while you stay at home to cook dinner.**

NOTE After the words *when, while, before, after, until, till, as soon as* and *by the time*, use the Present Simple when referring to the future, **not will.**

3. PRACTICE

Read the dialogues and circle the correct words.

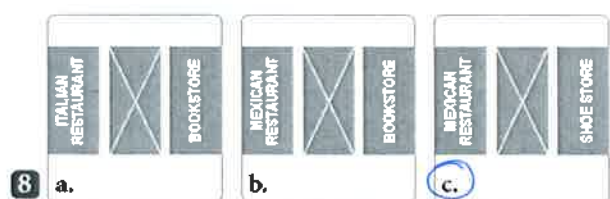
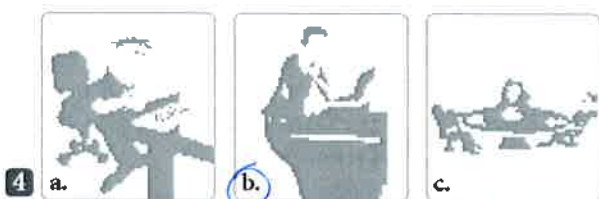
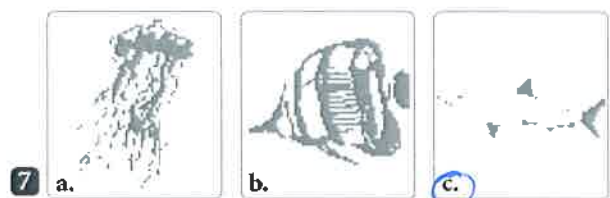
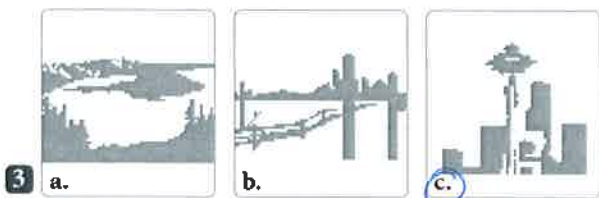
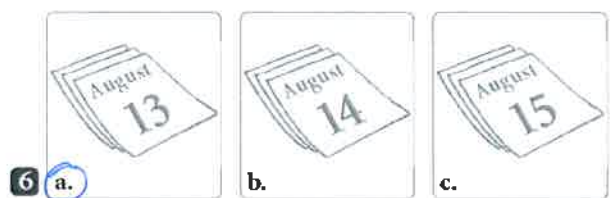
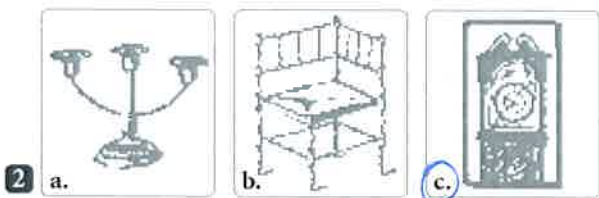
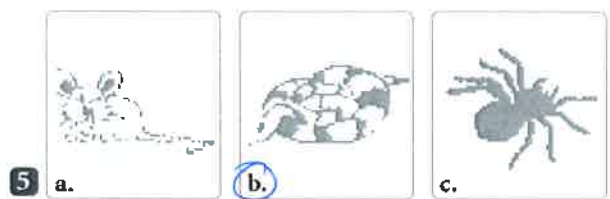
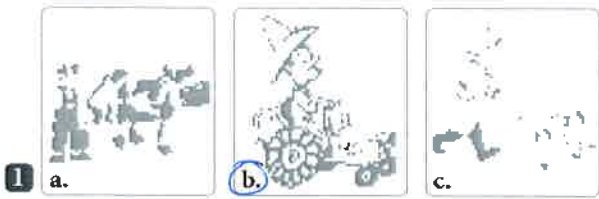
1. A: Where **are you going** / do you go on holiday next summer?
B: I **will probably go** / 'm about to go to Cyprus.
2. A: **Will you move** / Do you move house soon?
B: Yes, I move / **will move** as soon as they **finish** / will finish painting the house.
3. A: By one o'clock I **will drive** / **will have been driving** for four hours.
B: You should have a break. Let's stop at a restaurant and have some lunch.
4. A: This time tomorrow we **will have flown** / **will be flying** to Paris.
B: Yes, I know. It's so exciting!
5. A: **Will you have travelled** / **Will you be travelling** around Europe next month?
B: No, I'm not leaving / I won't have been leaving until the end of June.
6. A: In another hour or so it **will have been raining** / will rain non-stop for four hours.
B: Yes I know, I hope it **will have stopped** / will stop soon.
7. A: I **am going to run** / will have run in the New York City Marathon next month.
B: That's great.
8. A: I think I'll buy / I'll be buying the red T-shirt, not the blue one.
B: Whatever, just make up your mind soon. Our plane **is about to** / won't take off.

Unit 5 listening

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



- ▶ Before you start listening, look at the three pictures carefully to get a general idea of what you are going to hear.
- ▶ Listen carefully to the dialogue and focus on the question. All three pictures may be referred to in the dialogue. However, only one of them correctly answers the question.



vocabulary & grammar

VOCABULARY

BRITISH AND AMERICAN ENGLISH

Read the texts below and underline the words/phrases in American English. What are their British English equivalents?

A.

I work a lot during the week. That's why I love the weekends so much. On the weekend, I try to do as little as possible. Sometimes I go downtown and hang out with my friends. We usually grab a sandwich and fries chips at the local diner. I prefer to stay at home and watch my favorite TV programs. programmes Actually, I avoid leaving my apartment, if I can!



At the weekend

city centre

cafeteria/restaurant favourite

flat

B.

Last week I did the stupidest thing... I lost my cell phone! It was a nice day, so I decided to walk home from work, rather than take the subway. I was almost home, when I realized that my phone was gone. I went to a gas station to use the pay phone, and I called my cell phone to see if someone would answer. A man picked up the phone! He said he had found my phone on the sidewalk in front of the local drugstore. Lucky for me, I guess. Anyway, I'm going to be more careful from now on!



mobile phone

underground realised

petrol station

pavement pharmacy/chemists

C.

Tom Fry is your typical high school student with a very busy schedule. He's on his school's soccer team, and he loves going out with his friends. They usually go to the mall or play a game of match soccer together. He gets good grades in his classes, especially History and English, but he hates math! He also works part-time in the evenings when he doesn't have soccer practice. He's going to start college in the fall, and he wants to major in Art History.



secondary school

in a team football

Maths

university autumn

study

For differences between British and American English in spelling, words/phrases and grammar and usage, see Appendix II.

GRAMMAR

MODAL VERBS I

A. Read the examples below and complete the boxes with the missing modal verbs.

- Will you help me with the washing-up?
- I'm sorry sir, but you can't smoke here.
- I think you ought to apologise to your sister for your behaviour.
- I could swim when I was four years old.
- I really have to study hard for my Maths exam.
- You don't have to shout, I'm not deaf.
- Excuse me, may I use your pen?

Ability		Obligation / Necessity	
Present	Past	Present	Past
can	could	must / have to / need to	had to

Permission	Requests
can / could / may / might	may / can / could / will / would

Advice / Opinion	Prohibition
should / ought to / had better	mustn't / can't

Absence of Obligation
needn't / don't have to / don't need to

NOTE

- *Could* expresses general ability in the past. *Was/Were able to* express ability in a particular situation in the past.
- *Might*, *may* and *could* are more formal than *can* when used for asking for permission.
- *Would* and *could* are more formal than *will* and *can* when used for making requests.
- *Had better* is stronger than *should* and *ought to*.
- *Must* expresses obligation coming from how the speaker feels, while *have to* expresses obligation coming from external factors.

Grammar Reference pp. 93, 94

B. Read the sentences and circle the correct answer.

- 'Must / May I interrupt you?'
'Sure.'
- They should / might make their reservations soon; otherwise the hotel will be full.
- 'I've got really bad toothache.'
'You should / need go to the dentist.'
- You mustn't / don't have to wear a suit and tie; the dinner party is not formal.
- I can't see the floor anymore; you really ought to / might clean this room.
- Could / Should you please turn down the volume? I am trying to concentrate on my homework.
- You mustn't / needn't use your mobile phone during the examinations; it's against the rules.
- I ought to / had to go to the bank yesterday to cash a cheque.
- I was sitting so far away from the speaker that I wouldn't / couldn't hear him very well.
- You had better not / don't have to wake up late again or you will lose your job.

Unit 5 speaking

1. WARM-UP

- What types of public transportation exist where you live? How often do you use them?

2. HELP SOLVE A PROBLEM

Work in pairs. Student A, read the situation, look at the pictures and ask the questions. Student B, go to page 87, read the information and answer Student A's questions.

Situation:

I am your friend and I have a problem. Find out what my problem is and offer me some good advice.

First:

You should look at the pictures below and ask:

- Who is this person?
- What is the problem?
- What are the options?

Then:

When you have all the information you need, you should offer some advice to help solve the problem. You can choose one of the options or create your own solution to the problem. Remember to use information you learn from asking questions to explain your final choice.

Finally:

After you have shared your decision, you will be asked more questions about the topic.

I think he should...
 I don't think he should...
 If I were him, I would...
 Buying a ... might not be a very good idea because...
 It would be a good idea to...
 The best solution would be ...

accommodate passenger
 convenient/inconvenient
 weather conditions commute
 harmful to the environment
 cost of gas dangerous traffic



3. FURTHER DISCUSSION

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

- Why do you think many people prefer to drive to school/work rather than use public transportation?
- In your opinion, what can be done to encourage people to use public transportation?
- What do you think vehicles will be like in the future?
- Is it possible to have a form of transportation that is not harmful to the environment?

comfort time-consuming
 improve frequent
 computerised complicated
 necessity obligation

examination practice

A. 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.

- As the meeting is tomorrow, this ought to be finished before I go home. **better**
As the meeting is tomorrow, I had better finish this before I go home.
- This time tomorrow we'll be on the plane to Argentina. **flying**
We will be flying to Argentina this time tomorrow.
- Mustafa knows fully well that he should report the problem to the manager. **ought**
Mustafa is fully aware that he ought report the problem to the manager.
- Do you think Joe will have to stay in hospital for long? **likely**
Is Joe likely to stay in hospital for long?
- The lights must be fixed by the time the exhibition opens. **to**
The lights have to be fixed by the time the exhibition opens.
- Are you inviting Nabil to your wedding? **going**
Are you going to invite Nabil to your wedding?
- A language test is compulsory before you can join the course. **must**
You must take a language test before joining the course.
- Reporters must have a special pass to enter the stadium before the game. **not**
Reporters without a special pass must not enter the stadium before the game.

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

A vision for the future



Have you ever wondered where you will be in ten or fifteen years' time? Do you have any ideas about the type

(1) of job you would like to do? What are your goals? What are your dreams? Do (2) you have a vision for the future?

In April 2016 'Saudi Arabia's Vision 2030' (3) was announced by Deputy Crown Prince Mohammed bin Salman, and part of this vision involves preparing the younger generation (4) for the challenges they will be facing in the coming years. Programmes designed (5) will improve the quality of education are already (6) been introduced, through which all young people will be (7) having the opportunity to develop their skills and interests. Likewise, initiatives for new jobs, more cultural activities and entertainment events, better housing and improved health care have already begun.

For each individual to become truly successful, it takes serious planning. Parents will (8) be encouraged to plan carefully for their family's future and to participate (9) in school activities. Teachers will be trained to work with parents to ensure children turn (10) out to be moderate and responsible adults. A broader, higher-quality education will provide young people with the necessary skills to achieve their goals, and (11) at the same time help them match their personal goals with the needs and demands of a successful economy and an exciting society for years to come. For young people to be ready for the jobs of the future, they need to have the right skills and knowledge for the types of jobs that will be available – and then our vision can be turned (12) into reality.

Unit 5 writing

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

1. DISCUSS

- Do you think that your lifestyle is as healthy as it should be? Why / Why not?
- What things would you change in your life if you wanted to have a healthier lifestyle?

2. FOCUS ON CONTENT

Read the announcement and the response a student has written. Underline the sections in David's e-mail that correspond to the points circled in the announcement. Has David included all the necessary information in his response?

Attention All Students

We are extending a challenge to all students to come up with a healthy lifestyle change for our school. Write an e-mail to Mr Garland giving your suggestions. Please describe in detail your suggestions and explain why you think it would be a good idea for our school. The Ministry of Education has recommended that we remove all vending machines with soft drinks and snacks from the school grounds; please include whether you agree or disagree with this recommendation and why. Finally, we are looking for volunteers to help promote the healthy lifestyle change to students in the school. Please state if you would be willing to volunteer your time.

Dear Mr Garland,

I am writing in reply to the announcement posted in the school cafeteria. I have a few suggestions concerning the healthy lifestyle change.

In my opinion, the best idea would be a healthier menu in the cafeteria. By offering students a healthy alternative that also tastes good, we could change our eating habits and live healthier lifestyles.

I would also like to say that I think that the Ministry's decision to remove all vending machines that sell soft drinks and snacks is great. In combination with replacing the menu in the cafeteria, it would make our school more health conscious.

With regards to promoting the healthy lifestyle change, I have spoken to some of the other students in my class and we would like to volunteer to help.

I hope that you agree with my proposal and I look forward to hearing what changes will be made.

Yours sincerely,
David Huntington

→ suggestions

3. FOCUS ON STYLE AND REGISTER

A. What aspects of the e-mail indicate that it is semi-formal? Think about the following:

greeting

→ explain why
→ Agree and say why

language

closing

B. How would these aspects have been different if this were an informal e-mail to a friend or relative?

4. FOCUS ON COMMUNICATION FUNCTIONS

Read the phrases in the table and the prompts 1-6. Respond to each prompt using some of the phrases given and your own ideas. Don't forget to give reasons to justify your opinion.

MAKING SUGGESTIONS

- One thing you should / could / ought to do is...
- It would be a good idea to...
- In my opinion, the best idea would be to...
- Why don't you...?
- How/What about...?
- Why not consider...?
- The way I see it, you can/could...
- I would definitely recommend...

AGREEING

- I think it is a great idea to...
- I entirely agree with/about...
- You are absolutely right about...

DISAGREEING

- You have a point about... but...
- I'm afraid I don't agree with/about...
- I don't think it's a good idea to...

1 Do you think spring is a good time to organise a day trip to the waterfalls?

2 I was thinking about spending our next summer holiday on a small island. What do you think?

3 What kind of present should I buy for Yvonne's wedding?

4 I'm not sure about which foreign language I should study. Any ideas?

5 We are considering banning mobile phones in all areas on the university campus.

6 How can we persuade the members of our club to recycle more?

5. WRITING TASK

A. Read the rubric and the letter with the notes below. What must you include in your reply to Mr Fisher?

You recently received a letter from Ian Fisher, the father of your English-speaking friend, Ben. Read Mr Fisher's letter and the notes you have made. Then write a letter to Ian Fisher using all your notes.

suggest two dishes, give your opinion about arts and crafts area and make suggestions, give your opinion about photos and justify

My brother and I are opening up a restaurant with international dishes and we have decided to include a couple of specialities from your country. Which ones would you recommend? They could be starters, main courses or desserts and they shouldn't be too difficult to make.

suggest 2

Apart from that, we also want to have a children's area. This way parents can enjoy their meal without worrying about their children getting bored. Do you think an arts and crafts area is a good idea? The topic could be associated with a different country every week. What else do you suggest?

give opinion

Finally, we want to decorate the walls with some of the photos we took when we were on holiday in your home town. They're a mixture of sights and landscapes. Do you think they're typical of your country?

say

Your opinion will be of great help to us. Please, write back soon.

say and explain

Yours sincerely,
Ian Fisher

B. Write your letter to Mr Fisher based on the outline you have made (120-150 words). Go to the Workbook, p. 48.



When you are writing a letter based on prompts, remember:

- ▶ to write in an appropriate style.
- ▶ to include all the information in your notes.
- ▶ to write between 120 and 150 words.
- ▶ to check your spelling and grammar.

For greetings and signature endings that you can use, see Appendix I.

Unit 6 reading

1. PRE-READING

Discuss.

- In your opinion, what are the most serious environmental problems we are facing? Why?

global warming acid rain air pollution
destruction of rainforests water pollution
extinction of animal and plant species

- What sources of power do you think will be used in the future?

nuclear power fossil fuels
hydroelectric power solar energy

2. READING FOR GIST

Read the text on page 69 quickly. Why was the text written?

- to persuade people to use alternative sources of energy
- to give information about an exhibition and attract visitors
- to inform people about future technology
- to show that protecting the environment can also be fun

3. SCANNING FOR SPECIFIC INFORMATION

Read the text again and answer the questions 1-12.

Choose a, b, c or d.

- What does the brochure say about the appearance of the homes in the exhibition?
 - They are unlike normal ones.
 - They are copies of space stations.
 - They are confusing or misleading.
 - They look like posters.
- How much would a group of four friends have to pay for a guided tour?
 - \$5
 - \$20
 - \$25
 - \$50
- According to the brochure, which of the following are you not able to do online?
 - book a room at the Palm Olive Resort Hotel
 - watch a documentary
 - buy a ticket for the exhibition
 - reserve a table at the coffee shop
- On which day can you visit the pavilions until 8pm?
 - Tuesday
 - Wednesday
 - Thursday
 - Saturday
- How much does a college student and his sixteen-year-old brother have to pay for an afternoon at the exhibition?
 - \$60
 - \$45
 - \$35
 - \$30

- Which of the following informs you about documentary screenings?
 - 937-555-1590
 - 937-555-3015
 - 937-555-0813
 - 937-555-1549
- How long does it take to complete a tour of the exhibition?
 - 15 minutes
 - half an hour
 - one hour
 - an hour and a half
- Which place is not recommended for people with disabilities?
 - the Sea Residence Pavilion
 - the Palm Olive Resort Hotel
 - the Urban Space Station Pavilion
 - the Sky Coffee Shop
- Where is an environmentally friendly form of energy currently used?
 - the Homes Pavilion
 - the Urban Space Station Pavilion
 - the Sea Residence Pavilion
 - the Palm Olive Resort Hotel
- Where should you go for information on plants in the future?
 - the Urban Space Station Pavilion
 - the Palm Olive Resort Hotel
 - the Homes Pavilion
 - the Sea Residence Pavilion
- What can you not do after 4 pm?
 - go on a guided tour
 - have a cup of coffee
 - catch the shuttle bus
 - make your own poster
- Where can you see walls made of natural building materials?
 - the Palm Olive Resort Hotel
 - the Homes Pavilion
 - the Sea Residence Pavilion
 - the Urban Space Station Pavilion

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the words 1-6 with their meanings a-h. There are two extra meanings which you do not need to use.

- | | | |
|-----------------|-------------------------------------|-----------------------------|
| 1. cutting-edge | <input checked="" type="checkbox"/> | a. home |
| 2. ramps | <input checked="" type="checkbox"/> | b. promotes |
| 3. generates | <input checked="" type="checkbox"/> | c. advanced |
| 4. dwelling | <input checked="" type="checkbox"/> | d. traditional |
| 5. renewable | <input checked="" type="checkbox"/> | e. powers |
| 6. boosts | <input checked="" type="checkbox"/> | f. artificial slopes |
| | | g. natural and never-ending |
| | | h. produces |

BUILDING THE FUTURE

the 7th International Exhibition

This exciting exhibition is centred on cutting-edge developments in the field of ecological architecture and technology. The main idea is that buildings should be grown and not built. How is that done? Visit the exhibition and find out! Computer-generated images of planned environmentally friendly cities of the future give you a realistic picture of what cities will look like. Stop by the working model of a sea solar power station and discover how alternative sources of energy will be put to use. All in all, 45 countries are taking part in what is an eye-opening experience.

For general information call 937-555-1590 or e-mail us.

There are also 15-minute documentaries on the theme of life in the cities of the future showing continuously. Call 937-555-3015 or e-mail us for further information and ticket reservation.

All areas have ramps and are accessible for wheelchairs (for more specific advice for wheelchair users visit our website).

THE HOMES PAVILION

From the outside they look like normal houses, but if you take a closer look, you discover that these homes of the future are like nothing you have ever seen before. Take the opportunity to walk inside a house with walls built with bags of earth mixed with straw and volcanic rock. Follow the arrows and you will find out how it will soon be possible to have a green house which generates all the energy a family needs from the sun, sea and biofuels.

There is a separate section on gardens and plants in the future. If the temperature continues to increase globally, it will become easy to grow exotic trees and plants, such as banana trees and flowering desert cactus plants, even in Canada!

THE URBAN SPACE STATION PAVILION

This is futuristic technology for the environment. The city space station will be built on top of existing high-rise buildings and will make use of solar power. In the soon-to-be future, it will provide homes and offices for thousands of residents. Of course, there will also be places of entertainment, such as bowling alleys and ice-skating rinks.

Travel into the future through the computer-generated models available inside the space station. Create your own bedroom, living room or rec room using our programs and then print it out and turn it into your own take-home souvenir poster.

THE SEA RESIDENCE PAVILION

How would you feel if you lived on a giant platform on the sea or inside a giant plastic bubble under the ocean? Of course this is not going to happen in the very near future, but when it does, this kind of dwelling will run on ocean thermal power. This power will be generated from the solar energy stored in the warm water of the tropical oceans. Here, you can get an idea of how this will be done and what cities on and under the ocean will look like.

Please note that as there may be water on the floor, which can make the floor very slippery, this area is not suitable for wheelchairs.

HOURS AND ADMISSION FEES

Fri to Sun 9am-8pm

Mon to Thurs 10am-6pm

	Adults (18 years and up)	College students (with ID)	Under 17
Day Pass	\$ 25	\$ 20	\$ 15
Weekend Pass	\$ 40	\$ 30	\$ 20

- Prices are in U.S. dollars and are subject to change.
- Methods of payment: Cash at the door or pay online with American Express, Visa, MasterCard or any major credit card.
- Guided Tour: \$5 per person with a maximum of 10 in a group - there is a minimum charge of \$25. The tour takes 90 minutes and there is one every sixty minutes between 11am and 4pm.

Included in the price

- Entrance to all the pavilions (full-day access)
- Admission to all lectures and powerpoint presentations
- Entrance to the rooftop Sky coffee shop (open 11am - 5:30pm. Sorry, no reservations in advance.)
- *Building The Future* Souvenir Poster

Not included

- Guided Tour
- Documentary screenings

THE PALM OLIVE RESORT HOTEL

This is a hotel which is more than aware of the environment. Everything here operates on renewable energy from a local geothermal source, and all the hotel towels and linen are made from organic cotton. The Palm Olive also boosts social awareness by donating any unwanted furniture to a local charity to be reused or recycled.

There is a 10% discount for all guests during the week of the Building The Future Exhibition.

Please visit our website for our facilities and to check the availability of rooms. Online reservations available.

The hotel will be providing a three-way shuttle bus service between the airport, the hotel and the exhibition every half hour during the day. The first bus leaves at 6:30am and the last returns at 6:30pm.

People with disabilities are particularly welcome. For international guidelines on disabled travel, call 937-555-0813.

For further information call 937-555-1549 or e-mail us.

5. POST-READING

Discuss.

- Would you like to visit the *Building The Future 7th International Exhibition*? Why/Why not?
- Which section of the exhibition do you find most interesting/unrealistic? Why?

Unit 6 vocabulary & grammar

VOCABULARY

1. VERBS + PREPOSITIONS

A. Look at the following extracts from the text on page 69. Can you think of any other verbs followed by the preposition on? *focus, concentrate, elaborate*

This exciting exhibition is centred on cutting-edge developments in the field of ecological architecture and technology.

Everything here operates on renewable energy from a local geothermal source.

B. Complete the chart with the verbs in the box.

verb + on	verb + in
<i>depend</i>	<i>result</i>
<i>comment</i>	<i>succeed</i>
<i>spend</i>	<i>specialise</i>
<i>concentrate</i>	<i>invest</i>
<i>insist</i>	<i>involve</i>
verb + to	verb + with
<i>amount</i>	<i>supply</i>
<i>refer</i>	<i>mix</i>
<i>relate</i>	<i>replace</i>
<i>contribute</i>	<i>combine</i>

C. Complete the sentences below using the correct form of the verbs from the exercise above.

- I'm afraid I must insist on everyone wearing their life jackets.
- He hasn't done anything to contribute to class discussion all year long.
- If you have some extra money, you should invest in the stock market.
- His yearly income amounts to \$100,000.
- I like this author because he successfully combines history with humour in his stories.
- We don't relate to each other very well, because we don't have anything in common.
- They will supply all schools with new books before 1st September.
- If you don't have any sour cream, you can mix it with yoghurt.
- You are wasting your money when you spend it on mobile phones.
- The spokesperson refused to comment on the results of the meeting.
- It's really hard to concentrate on my homework with all this noise!
- He has a degree in American History, but he specialised in Colonial Architecture.

2. VERBS STARTING WITH RE-

A. Look at the extract from the text on page 69 and answer the questions that follow.

The Palm Olive also boosts social awareness by donating any unwanted furniture to a local charity to be reused or recycled.

- Does reuse mean use again? *yes*
- Does recycle mean cycle again? *No*

NOTE The prefix re- is used before verbs and nouns deriving from verbs, and often - but not always - means again (e.g. *retell* means *tell again*, but *repair* doesn't mean *pair again*).

B. Read the following sentences. In which of the words in bold does re- mean again? Match the rest of the words with their meanings in the box.

narrate try to find information
bring back to a previous condition decrease
find a solution suggest change

- They are going to **rebuild** the bridge that collapsed in the earthquake. (*re=again*)
- If everyone would **reduce** the amount of driving they do, the amount of pollution would lessen. (*decrease*)
- He has **recounted** the story of how he got the job at least 100 times! (*narrate*)
- Are there any dishes which you **recommend** I try? (*suggest*)
- I can't read this, can you please **rewrite** it more neatly? (*re=again*)
- They are going to **restore** the 16th century museum in the main square. (*bring back to a previous condition*)
- Why can't you two just talk to each other like adults and **resolve** your differences? (*find a solution*)
- I know you're lying to me, so would you like to **revise** your story? (*change*)
- I spent the whole morning in the library **researching** for my project. (*try to find information*)

3. WORDS WITH MORE THAN ONE MEANING

A. Look at the extracts from the text on page 69 and answer the questions that follow.

- This exciting exhibition is centred on cutting-edge developments in the field of ecological architecture and technology.*
What does *field* mean?
a. grassland **b. area of interest**
- The city space station will be built on top of existing high-rise buildings and will make use of solar power.*
What does *power* mean?
a. energy b. authority

NOTE There are many words in English which have different meanings although they have the same spelling and sometimes the same pronunciation.

B. Read the sentences below and match the words in bold with their meanings.

- | | | |
|---|----------|---|
| 1. The atmosphere inside the meeting room was very tense because the representatives from each country could not come to an agreement. | b | a. gas which is produced by an engine |
| 2. The satellite broke apart as it re-entered the Earth's atmosphere . | c | b. the feeling or mood of a place |
| 3. Calvin wastes his money on gadgets when he should be trying to save up to pay for his college education. | k | c. layer of air or gases around a planet |
| 4. The factory produces large amounts of toxic waste which is released into the nearby river. | f | d. the most southern or northern point of a planet |
| 5. Shirley used two poles and some wire to build a washing line in her garden. | e | e. a long piece of metal used to support things |
| 6. Scientists discovered a hole in the ozone layer over the South Pole . | d | f. material which has been used and is no longer wanted |
| 7. In spring my husband and I like to go for a walk in the countryside and enjoy the beauty of nature . | i | g. the season between winter and summer |
| 8. Lucy has a very gentle and loving nature . | i | h. to make somebody tired |
| 9. Spring is my favourite season; there is more sunlight, the flowers start to bloom and I feel anything is possible. | g | i. character |
| 10. When we were in Iceland, we went for a swim in a hot water spring ; it was lovely. | j | j. a place where water comes up through the ground |
| 11. You shouldn't exhaust yourself by worrying about things that are not important. | h | k. to use too much of something that is valuable |
| 12. Cyclists wear masks as they go about the city because of the high level of exhaust fumes. | a | l. the plants, animals and other forms of life that are not made by man |

GRAMMAR

1. CONDITIONAL SENTENCES

A. Look at the examples below taken from the text on page 69 and answer the questions that follow.

- If the temperature continues to increase globally, it will become easy to grow exotic trees and plants...*
 - Is the temperature likely to continue to increase? **yes**
 - Will this certainly happen? **No**
 - What is the condition and what is the result of the condition? **condition: "if-globally"; result: "it-plants"**
- ...if you take a closer look, you discover that these homes of the future are like nothing you have ever seen before.*
 - Does the example above express something likely to happen or a general truth? **general truth**
 - Which word could be used instead of *if* with no change in the meaning? **when**
- How would you feel if you lived on a giant platform on the sea or inside a giant plastic bubble under the ocean?*
 - Does the sentence refer to the past or the present/future? **present/future**
 - Are you likely to live on a giant platform on the sea or inside a giant plastic bubble under the ocean? **No**

B. Match the examples 1-3 with the types of Conditionals explained below.

Zero Conditional = a general truth or something that always happens **2**

if or when + Present Simple → Present Simple

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

if + Present Simple → will, can, must, may, might or should + base form
 ↘ imperative

Conditional Sentences Type 2 = something imaginary/unreal or unlikely to happen in the present or future **3**

if + Past Simple → would, could + base form

NOTE

- *Unless* can be used instead of *if... not...* in conditional sentences.
- Instead of *if*, we can use *as long as, provided/providing (that), suppose/supposing* and *on condition (that)*.
- *If I were you* is often used to express an opinion or give advice.

Grammar Reference p. 94

2. PRACTICE

Rewrite the sentences using conditional sentences.

- Be here in ten minutes or else I will catch the train without you.
 Unless you **are here in ten minutes, I will catch the train without you**
- I can't help you because I have a lot of work.
 If I didn't **have a lot of work, I would help you**
- You must study hard, otherwise you won't get into the university you want.
 If you **don't study hard, you won't get into the university you want**
- The ferry stops running in very poor weather conditions.
 If weather conditions **are very poor, the ferry stops running**
- I'll lend you my surf board but you must return it after the weekend.
 As long as you **return it after the weekend, I'll lend you my surfboard.**

Unit 6 listening

1. PRE-LISTENING

Discuss.

- Which endangered species do you know of? Why are they endangered?
- What can be done to protect endangered species?

2. LISTENING FOR SPECIFIC INFORMATION

You will hear a radio interview with a spokesperson of a company called *Endangered Species Chocolate* (ESC). For questions 1-7, choose the best answer a, b or c.

1. What is the purpose of *Endangered Species Chocolate*?
 - a. to buy fairly traded natural chocolate
 - b. to take advantage of people who like chocolate for profit
 - c. to use chocolate to spread positive environmental messages
2. How does ESC reduce its negative effects on the environment?
 - a. by using appealing packaging
 - b. by making chocolate
 - c. by using only natural ingredients
3. Why did ESC decide to use chocolate to give an environmental message?
 - a. Because it is very popular.
 - b. Because no one likes broccoli or carrots.
 - c. Because chocolate is sweeter than carrots.
4. How does ESC protect endangered species?
 - a. by informing people about the problem
 - b. by giving money to support them
 - c. both a and b
5. What is LEED?
 - a. an environmentally-friendly building
 - b. an environmental rating system
 - c. a factory in Indiana
6. Why is Tony a fan of the giraffe chocolate bar?
 - a. He likes its ingredients.
 - b. The giraffe is the most endangered species.
 - c. He loves giraffes.
7. What are the purses made out of?
 - a. chocolate
 - b. misprinted wrappers
 - c. animal skin



vocabulary & grammar

VOCABULARY

1. PHRASAL VERBS (KEEP)

A. Look at the following extracts from the radio interview in the listening section and match the phrasal verbs in bold with their corresponding meanings a or b.

In order to **keep up with** the growing demand for premium chocolate, in 2005 we decided to move...

...we have to constantly **keep up** our responsibility.

- a. maintain b. keep pace with

B. Match the phrasal verbs in bold with their meanings.

- stick to continue stay away from
not reveal keep under control

- Hey you, **keep off** the grass! *stay away from*
- Despite the heavy rain, the boys **kept on** playing football. *continue*
- Keep to** the speed limit or else I'll get out of the car. *stick to*
- It's getting too loud in here, **keep it down!** *keep under control*
- Why do you always **keep back** all the interesting gossip? *not reveal*

2. PREPOSITIONAL PHRASES WITH 'FOR' AND 'WITHOUT'

A. Look at the following extracts from the radio interview. Do you know any other prepositional phrases starting with **for** and **without**? *for example, without success*

For instance, there is the sea turtle bar, made with dark chocolate and blueberries...

Chocolate is one of the most loved and most consumed foods the world over **without exception**.

B. Read the sentences and choose the correct prepositional phrase.

- I want everyone here at 9am sharp, **without exception** / **without warning!**
- Without doubt** / **Without fail**, this is the best apple pie I have ever had in my life.
- I think we finally got rid of our ant problem **for instance** / **for good.**
- Why don't you make dinner **for a change** / **for a while?**
- Suddenly, the two men started shooting at everyone in the bank **without warning** / **without doubt.**
- There are many things to do at the spa, **for instance** / **for good**, you can sit in the jacuzzi or go in the sauna.
- I guarantee that we will finish this, **without fail** / **without exception.**
- I'm going to watch some TV **for a while** / **for sure** and then I'll do my homework.
- He didn't have anything at all for dinner. He wasn't hungry **for good** / **for sure.**
- Get everyone out of the building, **without delay** / **without doubt!**

GRAMMAR

MODAL VERBS II

A. Read the examples below and complete the boxes with the missing modal verbs.

- It **might** rain later so take an umbrella just in case.
- Don't worry, your brother **will** be waiting for you at the station.
- She **can't** be Tom's mother; she's too young.
- John **must** be at home now; there's light in his bedroom.

Certainty (we are absolutely sure about something)

will

Possibility (something is possible to happen but we are not sure)

can / may / *might* / could

Positive deduction (we are almost sure that something is true)

must

Negative deduction (we are almost sure that something is not true)

can't

NOTE

- Might** is used to express a slighter possibility for something to happen than **may**.

B. Read the sentences and circle the correct answer.

- My father **will** / **may** pick you up from the airport but I'm not 100% sure yet.
- Philip **can't** / **mustn't** be serious about buying a new car; I don't think he can afford it.
- We **must** / **might** go to France next summer; we just have to wait and see if we will manage to save up enough money.
- Ikram **must** / **might** be the youngest member of the team; he's only seven and all the other members are teenagers.
- I give you my word; Martha **will** / **might** look after your cat while you are away.
- Rana **might** / **must** not be able to come back tomorrow because of the bad weather.
- I think we **can't** / **might** find olive oil in this shop, let's try.
- John isn't answering the phone; he **can't** / **may** be in the bathroom.
- Henry **must** / **might** be here; I'm sure I heard his voice.
- That **can't** / **won't** be Julia; she's in London at the moment.

Grammar Reference p. 94

Unit 6 speaking

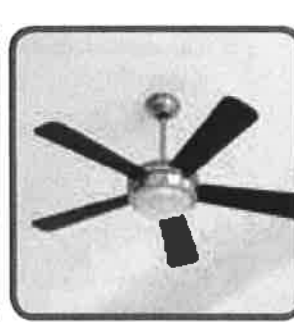
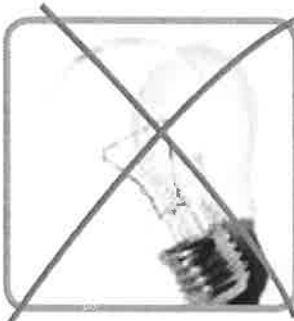
1. WARM-UP

- What are some things we can do to save energy?
- Do you do any of them? Why/Why not?

2. SPECULATING AND MAKING A DECISION

Talk in pairs. You have been asked to change certain daily routines in order to reduce your impact on the environment. Here are some ideas to consider. First, talk to each other about how helpful these ideas are. Then, decide which two ideas you think would be the most effective. You can use some of the words and expressions in the boxes.

- How helpful are these ideas?
- Which two ideas would be the most effective?



reduce reuse recycle cut down (on)
 destroy pollute/harm the environment dump
 save dispose (of) protect throw away
 convenient recyclable energy-saving devices
 environmentally friendly materials find alternatives (to)

In my opinion, ... is more / less...
 As far as I am concerned, it would be best to...
 ...would make less of an impact on the environment...
 I think that... is also...

3. FURTHER DISCUSSION

Discuss the following questions.

- Have you or your family taken any measures to reduce your impact on the environment? If so what?
- Which part of your daily routine do you think has the worst impact on the environment? Why?
- Would you volunteer to help or donate money to an environmental organisation? What kind of organisation would interest you?
- In your opinion, what is the best way to reduce the amount of rubbish we produce daily?

economise on
 install
 compost
 ceiling fan
 solar water heater
 generate pollutants
 non-recyclable packaging
 renewable energy

examination practice

A. Choose the word or phrase that best completes the sentence.

1. There is a fascinating art _____ in the entrance of the Hilton Hotel.
a. pavilion b. exhibition c. spectacle d. parade
2. A wind turbine _____ electricity from the wind.
a. builds b. causes c. generates d. raises
3. The forest fire spread into the town and destroyed over fifty nearby _____.
a. inhabitants b. places c. residents d. dwellings
4. We were disappointed when we discovered that some of the hotel _____ were not available during our stay; in particular, the outdoor swimming pool and the gym.
a. advantages b. comforts c. appliances d. facilities
5. Drivers should be more careful under wet and _____ conditions.
a. cold b. smooth c. slippery d. misleading
6. I _____ you try the chocolate fudge brownies with ice cream; they are delicious.
a. think b. promote c. encourage d. recommend
7. The author is an expert in the _____ of archaeology.
a. species b. department c. theme d. field
8. There was a lively _____ at the family dinner.
 a. atmosphere b. climate c. temperature d. character
9. Their cosmetics are all handmade with natural ingredients and they are not tested on animals; this makes them very _____ to customers.
a. magnificent b. appealing c. pretty d. accessible
10. Let's walk along the beach _____ and enjoy the sunset and then we can have dinner.
a. for sure b. for good c. for a while d. for instance

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

1. Be careful! You _____ your finger with that knife.
a. must cut b. could cut c. have cut d. are cutting
2. The weather forecast said we _____ have some rain today.
a. can b. may c. must d. won't
3. If I were you, I _____ a jacket on, it's a bit chilly.
a. will put b. can put c. could put d. would put
4. If I won \$1,000,000, the first thing I _____ is take my father on a luxury cruise on the Queen Victoria.
 a. would do b. will do c. can do d. am doing
5. If we go to Egypt, we _____ the Pyramids.
a. are visiting b. would visit c. visit d. will visit
6. If you watch TV for too long, you _____ a headache.
a. would get b. got c. will get d. are getting
7. Unless you press this button, the door _____.
 a. won't open b. didn't open c. wouldn't open d. isn't opening
8. Naim _____ be at the gym now; he always goes there at this time every evening.
a. can b. must c. mustn't d. can't
9. As long as I have enough money, I _____ a house with a big yard and an outdoor swimming pool.
 a. will buy b. am buying c. buy d. bought
10. David _____ at the café; I'm sure he's in France till next Tuesday.
a. mustn't be b. can't be c. must be d. will be

Unit 6 writing

WRITING AN ESSAY

1. DISCUSS

- Is air pollution a serious problem where you live?
- What causes air pollution?
- In your opinion, what can be done to reduce air pollution?

2. FOCUS ON CONTENT AND ORGANISATION

A. Read the short article and the rubric that follows. Underline the key words in the rubric.

As part of a campaign to reduce the levels of air pollution in the town, Madison City Council has decided to make car-pooling mandatory for all people commuting to and from the city. When the measure is enforced, it will be illegal for people to drive their car in the downtown area if there are not

at least two other passengers in it. Residents have mixed feelings about the measure. When asked for his opinion, Adam Conway, an accountant who commutes to work daily, said, 'I know we have to do something about the air pollution in the city, but car-pooling will be very inconvenient for me'.



Car-pooling is one way to reduce levels of air pollution that is especially effective in crowded cities. In your opinion, what are the advantages and disadvantages of car-pooling? Discuss the issue giving examples.

B. Read the essay written in response to the rubric. The first sentence (topic sentence) of each paragraph is missing. Look at the sentences a-d and match them with the paragraphs of the essay.

- b As the majority of us use our cars on a daily basis, one of the best solutions to the problem of pollution caused by cars is mandatory car-pooling.
- d It is an efficient alternative to using public means of transportation. By car-pooling, several people ride in one car and this reduces the number of vehicles on the road. Moreover, it decreases the amount of gas we consume. This way, exhaust fumes that pollute the atmosphere are also reduced.
- a The lack of autonomy that car-pooling results in is one example. People who share a ride are dependent on one another making it difficult to make individual plans. This creates the sense that one's freedom is somehow restricted.
- c Car-pooling is a practical way to fight air pollution, a problem which societies ignore for the sake of convenience and luxury. It is time for this to stop.

- a. On the other hand, there are certain drawbacks to this measure.
- b. Air pollution is a serious problem in most cities today and it is essential to find a way to deal with it.
- c. On the whole, it would seem that the benefits of car-pooling outweigh the drawbacks.
- d. Mandatory car-pooling provides an effective solution in the attempt to reduce air pollution.

3. FOCUS ON TOPIC SENTENCES

The two paragraphs below are from an essay on the advantages and disadvantages of solar power. The topic sentences are missing. Read the paragraphs and the topic sentences a-d. Then, choose which topic sentence is most suitable for each paragraph.

- As solar energy is clean and renewable, it helps to protect the environment. It does not contribute to global warming or acid rain. In addition, it saves you money because it helps you economise on your electricity bills, it does not require any fuel and has very low maintenance costs.
- The main disadvantage is that installing the solar energy system is costly and quite a large space is required for the solar panels. Furthermore, cloudy weather affects the production of solar energy, and no solar energy is produced during the night either.



- a. The world's sources of fossil fuels are diminishing rapidly and alternative sources of energy must be found.
- b. Alternative sources of energy are not free of disadvantages, unfortunately.
- c. Solar power is an alternative form of energy that is environmentally friendly and inexpensive.
- d. There are, however, several drawbacks that have to be taken into consideration.

4. OUTLINE

When writing an essay presenting arguments for or against an issue, follow the outline below.

INTRODUCTION

- Introduce the subject of the essay.

MAIN PART

- Present arguments in favour of the issue/ statement (1-2 paragraphs).
- Present arguments against the issue/ statement (1-2 paragraphs).

CONCLUSION

- Make a general comment on the issue.
- Give your opinion.

5. WRITING TASK

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

The proposal to build a multi-storey parking garage in the place where Lawton Park now stands has caused a lot of controversy in the local council. The parking problem in the city is well-known. However, those opposing the decision claim that the destruction of the park is unnecessary. They also say it shows a total lack of regard for the needs of children especially, who enjoy playing in the park. They insist that another site should be found for the parking garage.

Growing populations in cities lead to the development of more facilities like shopping malls, and parking garages to cater for the needs of the residents. This often happens at the expense of nature such as parks, fields or forests in the area. What are the advantages of destroying a park in order to build a parking garage that would serve the needs of a community? Are there any disadvantages? Discuss the issue giving examples.

B. Write your essay (150-175 words.). Go to the Workbook, p. 56.

TIP

When writing an essay (for or against an issue):

- carefully consider the arguments for and against the issue (advantages/disadvantages).
- select the arguments 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.

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

Module 3 round-up

Units (5-6)

READING

Read the text and answer the questions 1-8. Choose the best answer a, b, c or d.

MY NATURAL ENVIRONMENT

Living in South Africa, I had always taken the wildlife pretty much for granted. Not to say that we were surrounded by it, but the accessibility of game parks and wildlife sanctuaries always made it seem like a natural part of the environment. For this reason, I suppose that the way my European friends used to talk to me wasn't so strange after all. They would ask me what I thought at the time were really silly questions which got on my nerves. They'd say things like 'Do you have a baboon?' or 'Do you travel to school by elephant?'. 05

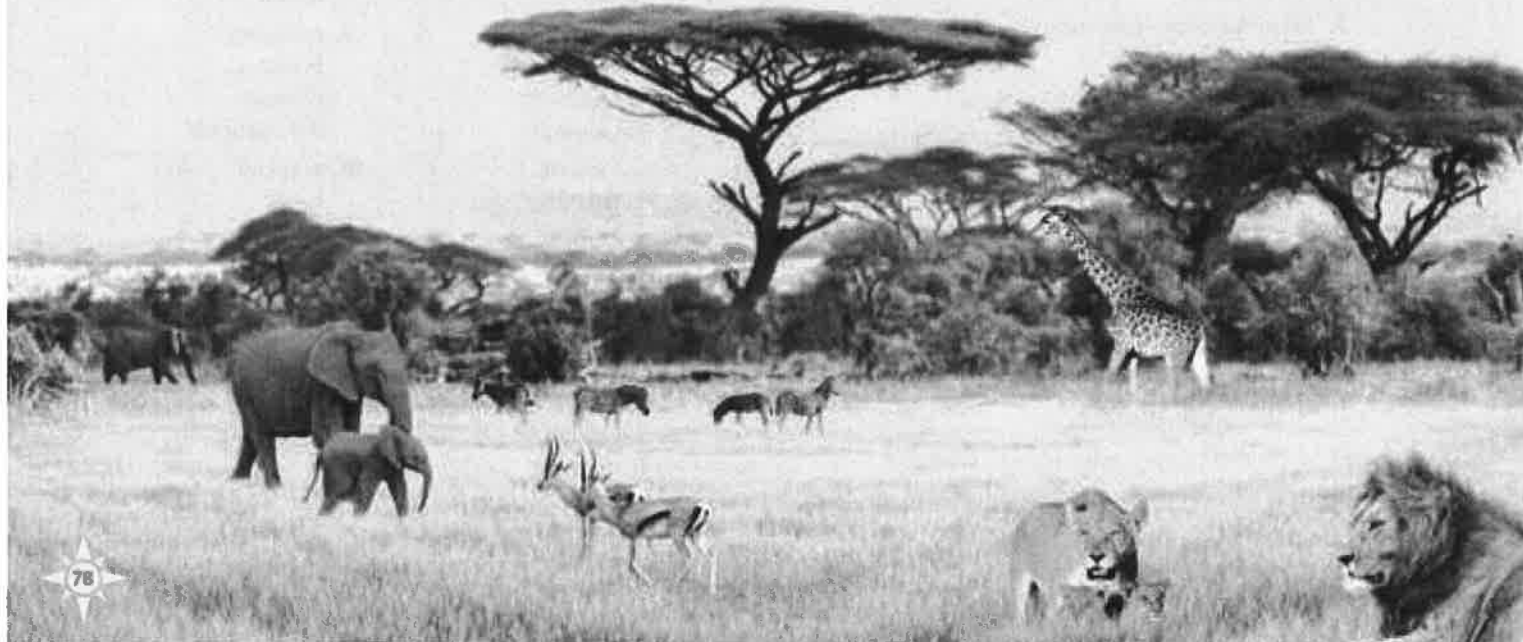
When John, a friend of mine who was visiting from England, invited me to join him and a group of friends on a wildlife expedition, I was not brimming with enthusiasm. However, from the moment we entered the gates of the Zuluzi game reserve, I knew that this was not going to be anything like I had expected. We had been travelling along the National Road when, suddenly, we swerved onto a dirt track which seemed to be hidden in the middle of nowhere. Miraculously, the scenery changed dramatically. The civilised environment took on a wild, chaotic aspect and continued to do so as we 10 penetrated deeper into the bush.

After having a good night's sleep at one of the reserve's bungalows, we were woken at the crack of dawn. After a quick breakfast we piled into a jeep and set off. Our guide assured us that the early start was necessary in order to have the best chance of seeing what was really worthwhile. Armed with just a thermos of coffee, we set out towards the shore of a small lake where it was expected that we could see the animals that used it as their morning watering hole. 15

On the way to our destination, we topped a hill and there, silhouetted against the emerging morning light, were a group of animals. It was a stunning sight. As we moved closer, the animals did not appear to be alarmed by our presence. I had never before come within such close range of a pride of lions. It did cross my mind, however, that we might be in a certain amount of danger. When I asked Timothy, our game ranger, if we were actually in any danger, he bluntly replied that one is never entirely safe in the bush, but his knowledge and experience allowed him to anticipate any danger with 20 reasonable accuracy.

However, the following day there was some cause for alarm. Not having started out so early, we missed the sightings of the day before. We decided to drive around for a while, hoping to come across something of interest. Suddenly our tracker perched up on the back of our vehicle, signalled to the driver to halt and at the same moment I realised that this time we had stumbled right into a pride of lions. The driver promptly turned off the engine and in a low voice warned 25 us to remain seated and not to make any abrupt movements. The lions were picking at what looked like the carcass of a zebra. Timothy later told us how much to our advantage this was. Had their bellies not been full, their reaction to us would surely have been otherwise. As the nearest lion was less than three metres away from the jeep, I considered that we had been very lucky indeed.

All in all, it was a wonderful trip. Our near miss with the lions was without a doubt the highlight, but what it taught me 30 yet again was how easy it is to be indifferent to our surroundings and not have a full appreciation of the beauty around us.



- How did the writer feel about the questions his European friends asked?
 - ridiculous
 - irritated
 - strange
 - embarrassed
- When did the writer's attitude change about the expedition?
 - when he was travelling along the dirt track
 - when he received his invitation
 - when he arrived at the game reserve
 - when his friend arrived from England
- The guide woke everyone up very early, so they
 - could have breakfast.
 - wouldn't miss an opportunity.
 - had plenty of time to visit different places.
 - wouldn't miss the sunrise.
- What does 'It' in line 17 refer to?
 - the pride of lions
 - the destination
 - the top of the hill
 - the morning light
- Timothy's experience as a game ranger was valuable because he
 - could supply a blunt answer to any question.
 - knew how to frighten the animals.
 - knew the game reserve well.
 - could identify trouble in advance.
- Why did the tracker signal to the driver of the jeep to stop?
 - to avoid disturbing the lions
 - to get a better look at the lions
 - to study the lions' movements
 - to see what the lions were eating
- What does the writer mean by 'we had been very lucky indeed' in line 29?
 - They had seen the lions up close.
 - They hadn't been attacked.
 - They had a good guide with them.
 - They had gone on a trip.
- What conclusion does the writer of the text come to?
 - We often do not realise how attractive our environment really is.
 - It is not clever to unnecessarily put ourselves in dangerous situations.
 - We don't respect wild animals enough.
 - We should protect our surroundings.

EXAMINATION PRACTICE

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

the future of *water*

Many of us often wonder what the future holds; some believe (1) _____ advances in technology will occur which will (2) _____ in improvements to our everyday lives. Scientists have predicted shortages in fossil fuels and changes in the weather patterns of the world. However, one (3) _____ change that will have an alarming impact on all of us is the global water shortage. Analysts have (4) _____ that some of the consequences of this will be mass migration from Africa to Europe and wars between countries over clean water. The main causes of this disturbing water shortage are global warming, climate change and the increasing world population. The supply of fresh water which comes from mountain glaciers and flows into lakes and rivers is diminishing, and this also (5) _____ to the shortage. Water analysts and government leaders need to start making (6) _____ changes to the way water use is managed and they need to find new (7) _____ that will be able to meet the demands of an ever-growing population. In addition, more things need to be done to control global warming as this will help to (8) _____ water shortages. People should be made (9) _____ of the situation and warned not to (10) _____ water. Multinational companies should invest (11) _____ developing better water management systems. In summary, if we start (12) _____ action now, we might be able to prevent a world disaster.

- | | |
|---|--|
| 1. a. urgent | 7. a. beginnings |
| b. main | <input checked="" type="radio"/> b. sources |
| <input checked="" type="radio"/> c. major | c. origins |
| d. central | d. roots |
| 2. <input checked="" type="radio"/> a. result | 8. a. shorten |
| b. produce | <input checked="" type="radio"/> b. reduce |
| c. happen | c. decline |
| d. end | d. fade |
| 3. a. necessary | 9. a. known |
| b. compulsory | b. certain |
| <input checked="" type="radio"/> c. significant | <input checked="" type="radio"/> c. aware |
| d. required | d. acquainted |
| 4. <input checked="" type="radio"/> a. forecast | 10. a. spend |
| b. risked | b. use |
| c. known | <input checked="" type="radio"/> c. waste |
| d. analysed | d. lose |
| 5. a. amounts | 11. a. to |
| <input checked="" type="radio"/> b. contributes | b. with |
| c. results | c. on |
| d. relates | <input checked="" type="radio"/> d. in |
| 6. <input checked="" type="radio"/> a. radical | 12. a. making |
| b. natural | b. doing |
| c. other | <input checked="" type="radio"/> c. bringing |
| d. alternative | d. taking |

Module 3 round-up

Units (5-6)

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

- I am afraid I must _____ on you turning off your mobile phones in the classroom.
 a. insist b. depend c. comment d. refer
- Can you _____ any good Thai restaurants in the area?
 a. advise b. recommend c. tell d. direct
- Have you and Husam _____ your dispute?
 a. resolved b. fixed c. decided d. answered
- The new French restaurant has a very nice _____.
 a. nature b. feeling c. environment d. atmosphere
- When I go to college, I want to attend medical school, but more specifically I want to _____ in pediatrics.
 a. specialise b. focus c. centre d. concentrate
- 'How long does it take you to get to work?'
 'By train, the _____ takes just over an hour.'
 a. travel b. schedule c. journey d. commuting
- All of his _____ about the UEFA Champions League came true.
 a. predictions b. guesses c. calculations d. estimates
- If teachers have low _____ of students, it may lead to low achievement.
 a. expectations b. anticipations c. hopes d. dreams
- This tropical plant will not survive the _____ cold of the winter.
 a. major b. drastic c. radical d. extreme
- Charles is facing serious health _____.
 a. problems b. drawbacks c. bothers d. trouble

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

- This time next week we _____ to Jamaica.
 a. will have flown b. will fly c. will be flying d. will have been flying
- I'm _____ until the end of next month.
 a. moving b. not moving c. to be moving d. not move
- _____ going to the *Al-Janadriyah Festival* tomorrow?
 a. Are you about b. Will you have c. Will you d. Are you
- I'll call you before I _____.
 a. come b. will come c. am coming d. have come
- _____ you please change the channel? I want to watch the news.
 a. Might b. Should c. Could d. Must
- _____ I didn't have a lot of work, I would help you.
 a. When b. Unless c. If d. As long as
- I _____ do that if I were you. You'll get into trouble.
 a. didn't b. won't c. wouldn't d. will
- I will lend you my laptop _____ you promise to take good care of it.
 a. as long as b. unless c. when d. would
- My father _____ come to pick us up. He will let me know for sure later.
 a. will b. might c. would d. must
- This _____ be Carl's house. That's his car in the driveway.
 a. can't b. needn't c. must d. ought

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



Without a doubt, we are ruining planet Earth day by day. Although most of us are aware (1) of this fact, we still do very little to help. In fact, a lot of people think that this is too big of an issue to solve, and that even if they did something, nothing (2) would change. Thankfully, the members of the *Greener World* association are setting (3) an example. They say that (4) unless we take action immediately, the planet will be destroyed. *Greener World* believes that (5) if each of us tried to reduce our carbon footprint, the difference would be much greater (6) than we can imagine. This year, *Greener World* are organising worldwide campaigns about ways in (7) which everyone can help, like saving energy, buying reusable products, using public transport and (8) so on. So mark it down on your calendar: next month *Greener World* (9) will be visiting our town to present the benefits of owning biodiesel and hybrid cars. They are also (10) going to address the issue of recycling as (11) well as the use of energy-efficient devices. The event will (12) be held outdoors and is expected to attract people from nearby towns, too.

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

Experience the Monkeys in Laos

In recent years, there has been a huge (1) movement that hopes to reverse the (2) destruction caused by loggers all over the world. One of these (3) activities is the Gibbon Experience in Laos. The Ministry of Tourism in partnership with the Ministry of Environment started an ecotourism adventure programme, which provides residents with financial (4) assistance in order to encourage them to conserve (5) endangered species. The Gibbon Experience employed local (6) inhabitants to build tree houses and a network of zip lines, which are a system of cables that transports people through the trees of the Bokeo Nature Reserve providing a unique and (7) ecological experience. The Gibbon Experience takes you deep into the heart of the jungle rainforest, and offers you the opportunity to fulfil your childhood dreams by sleeping in a tree house. In the morning, the sounds of the forest act as a (8) natural alarm clock. Your dwelling has all the necessary (9) equipment for your stay, but rest assured, all products are ecologically safe. The most (10) original part of the whole experience is that you really are experiencing nature as it should be experienced... with respect and admiration.

- MOVE
- DESTROY
- ACTIVE
- ASSIST
- DANGER
- INHABIT
- ECOLOGY
- NATURE
- EQUIP
- ORIGIN

F. 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.

1. I'm sure Alex has access to the information that you need. **must**
Alex must have access to the information that you need.
2. Don't leave or else I will never speak to you again. **you**
If you leave, I will never speak to you again.
3. Don't you think you should close the window before it gets cold in here? **better**
You had better close the window before it gets cold in here.
4. That report has to be finished by 9pm tonight. **needs**
By 9pm tonight, that report needs to be finished.
5. If they are ripe, I would love some apricots for dessert. **long**
I would love some apricots for dessert as long as they are ripe.
6. As it is a public holiday, we don't have to go to school tomorrow. **needn't**
We needn't go to school tomorrow, as it is a public holiday.
7. Speaking more than two languages in this job isn't necessary. **have**
You don't have to speak more than two languages in this job.
8. If I don't get a pay rise, I won't be able to go on holiday this year. **unless**
I won't be able to go on holiday this year unless I get a pay rise.

Module 3 round-up

Units (5-6)

SELF-ASSESSMENT

LISTENING

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

1

a.  b.  c. 

2

a.  b.  c. 

3

a.  b.  c. 

4

a.  b.  c. 

5

a.  b.  c. 

6

a.  b.  c. 

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 collocations with the verb <i>set</i> <input type="checkbox"/>
	> use nouns/verbs + prepositions <input type="checkbox"/>
	> use verbs starting with <i>re-</i> <input type="checkbox"/>
	> use phrasal verbs with <i>keep</i> <input type="checkbox"/>
GRAMMAR	> use prepositional phrases with <i>for</i> and <i>without</i> <input type="checkbox"/>
	> differentiate between British and American English <input type="checkbox"/>
	> use future tenses and other future forms appropriately <input type="checkbox"/>
	> use Conditional Sentences Type 0, 1 and 2 <input type="checkbox"/>
	> use <i>must</i> , <i>have to</i> and <i>need</i> to express obligation, prohibition and absence of necessity <input type="checkbox"/>
	> use <i>can</i> and <i>could</i> to express ability/possibility, ask for or give permission and make requests <input type="checkbox"/>
	> use <i>may</i> and <i>might</i> to express permission and possibility <input type="checkbox"/>
	> use <i>should</i> , <i>ought to</i> and <i>had better</i> to give opinion or advice <input type="checkbox"/>
	> use <i>must</i> and <i>can't</i> to make deductions <input type="checkbox"/>
	READING
> understand text organisation and reconstruct a gapped text <input type="checkbox"/>	
> understand details in a text <input type="checkbox"/>	
LISTENING	> understand specific information in a short conversation and identify the picture that corresponds to the information <input type="checkbox"/>
	> understand specific information in an interview and answer multiple choice questions <input type="checkbox"/>
SPEAKING	> talk about various aspects of modern life, life in the future and environmental issues <input type="checkbox"/>
	> help solve a problem by making suggestions <input type="checkbox"/>
	> speculate on a topic and make a decision <input type="checkbox"/>
WRITING	> write a semi-formal e-mail/letter based on prompts <input type="checkbox"/>
	> write an essay expressing my opinion <input type="checkbox"/>

Go to the Workbook (p. 68) for IELTS Practice.

Task 3 p. 86

Task 1

A. Listen to three people talking about their health and diet and complete the profiles below.

Name: Tom

Age :

Exercise:

doesn't have a lot of
(1) _____

Diet habits:

eats vegetables, doesn't usually
eat (2) _____

Health problems / goals:

doesn't (3) _____
enough,
often feels (4) _____,
sometimes gets
(5) _____

wants to have more

(6) _____

Name: Jack

Age:

Exercise:

(1) _____ every day,
walks up (2) _____

Diet habits:

doesn't eat a lot of
(3) _____,
drinks (4) _____,
favourite food is (5) _____
or spicy rice

Health problems / goals:

wants to (6) _____

Exercise likes / dislikes:

likes most (7) _____,
enjoys anything that gets him
(8) _____

Name: Jerry

Age:

Exercise:

goes (1) _____ three
times a week, likes going to the
(2) _____,
doesn't like (3) _____

Health problems / goals:

doesn't get (4) _____
often,
feels a little (5) _____,
wants to be (6) _____

Diet habits:

has a (7) _____
appetite,
loves (8) _____ food,
favourite food is chicken and
(9) _____

B. Read the short texts below. Then, talk in pairs. Discuss which aspects of the different diets and exercise habits suit Tom, Jack and Jerry and why.

People in Iceland live longer than average and one of the reasons for this may be the diet. It is said that Icelanders eat more fish than anyone else in the world, 225 pounds per person per year, which could explain why they live such long and healthy lives. The fish they eat is rich in omega-3 which is very good for keeping your heart healthy, as well as your mood happy. Also Icelanders consume a lot of local and natural

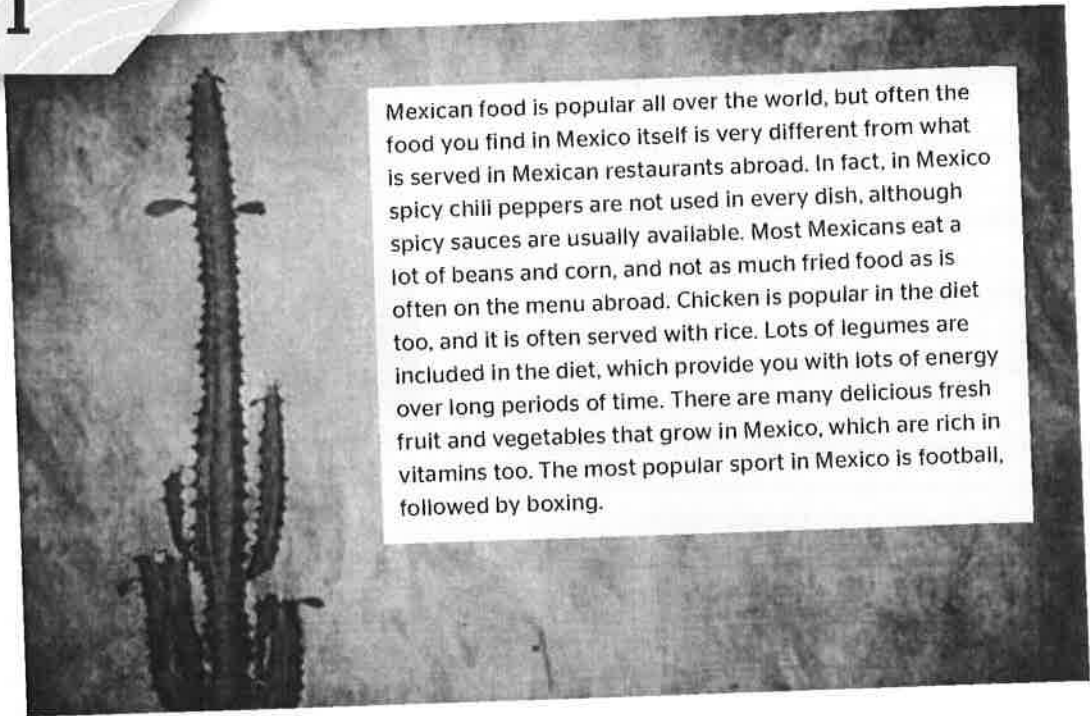
products, such as Icelandic lamb and cheese, which contain very few chemicals and keep them strong during the colder winter months. Sports in Iceland are very popular too, such as handball, football, athletics and swimming. Outdoor activities such as horseback riding and climbing are also popular, but during the winter months it is dark for 18 hours of the day, which doesn't leave a lot of time for exercise outside!



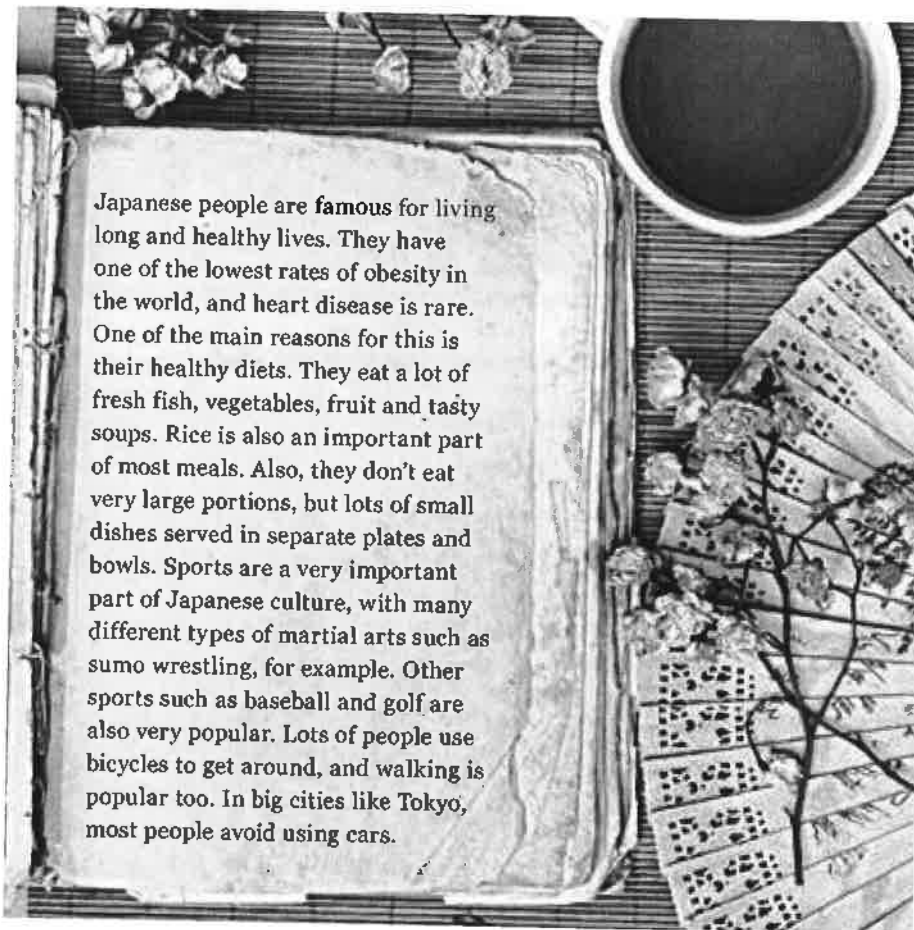
Italy is famous for its healthy Mediterranean cuisine full of fresh and nutritious ingredients. Bread, fruit and vegetables are consumed in large quantities. In fact, the average Italian consumes around 300 pounds of fruit, and 400 pounds of vegetables a year! This is much more than many Northern European countries and the United States, where there are problems with obesity. Although the Italian diet also includes food that can lead to weight gain, such as pizza, pasta, cheeses and meat, the Italians eat moderate portions and use a lot of olive oil. This may explain why they have low rates of heart disease compared to many other countries. Moreover, Italian people like to stay in shape and they enjoy practising a variety of sports such as football, cycling, basketball and athletics as well as swimming in the beautiful seas that surround the country.



Task 1



Mexican food is popular all over the world, but often the food you find in Mexico itself is very different from what is served in Mexican restaurants abroad. In fact, in Mexico spicy chili peppers are not used in every dish, although spicy sauces are usually available. Most Mexicans eat a lot of beans and corn, and not as much fried food as is often on the menu abroad. Chicken is popular in the diet too, and it is often served with rice. Lots of legumes are included in the diet, which provide you with lots of energy over long periods of time. There are many delicious fresh fruit and vegetables that grow in Mexico, which are rich in vitamins too. The most popular sport in Mexico is football, followed by boxing.



Japanese people are famous for living long and healthy lives. They have one of the lowest rates of obesity in the world, and heart disease is rare. One of the main reasons for this is their healthy diets. They eat a lot of fresh fish, vegetables, fruit and tasty soups. Rice is also an important part of most meals. Also, they don't eat very large portions, but lots of small dishes served in separate plates and bowls. Sports are a very important part of Japanese culture, with many different types of martial arts such as sumo wrestling, for example. Other sports such as baseball and golf are also very popular. Lots of people use bicycles to get around, and walking is popular too. In big cities like Tokyo, most people avoid using cars.

*Jack would find the diet in ... appealing because...
It would help Tom if he tried the diet of... because...
Jerry would benefit from the diet of... the most because...
Jack would enjoy the sports that are popular in...*

- C. **In pairs**, discuss your diet, any health problems you might have, your exercise likes/dislikes and your fitness goals. Take notes and then look at the health and fitness profiles in activity A and create one for your partner.
- D. Present your partner's profile to class and have the class make suggestions about which country's diet and exercise habits best suit him/her.

Task 2

A. Listen to a man talking about his trip to Istanbul and answer the following questions.

1. What did the speaker win in the competition?

2. When did he and his wife visit Istanbul?

3. What was the weather like?

4. What is the Grand Bazaar?

5. How does the speaker describe the shop owners?

6. What was his wife's favourite sight?

7. What dish did the speaker enjoy particularly?

8. What does the Bosphorus Bridge connect?



B. Think about a place you have visited that you enjoyed. Make notes about that place and what you saw and did there.

- when you visited the place
- what activities were available
- what the weather was like
- what you liked most there

- places of interest to visit
- local people
- architecture
- cuisine
- history



I visited Singapore last year with my aunt and my cousin. We did a lot of activities. We went to Universal studio to enjoy the rides, visited the zoo and had contact with some wild animals. The weather was sunny, and it was a good weather to go sightseeing. People in Singapore were not really friendly, but most of them can comprehend English very well. What I like most about Singapore is its clean surroundings.

C. Talk in small groups. Take turns to present the places you have visited, discuss the different places and decide on your favourite. Then choose a person to present this place to the rest of the class, but without saying the name of that place. Can the rest of the class guess the place being described?

Task 3

A. Read the two posts below and decide if the following statements are True, False or Not Mentioned. Write T, F or NM in the boxes.

Home

Contacts

Projects

GREENPLANET.COM environmental website

Making Mexico City Green

Hi everyone! I live in Mexico City, it's a great city but it's very densely populated. This puts a lot of strain on the environment, which is a big concern for all of us who live here. In 2007, a 'Green Plan' was introduced to make the city cleaner and already many things have changed. The plan focuses on land and water conservation, housing, transportation, air pollution, recycling and climate change. The city's bus system has been improved and now runs on more environmentally-friendly fuel. Also, the new Metro Line between Tlahuac and Mixcoac is being built which will pass through 20 stations and transport approximately 450,000 passengers daily. This will help residents become less dependent on cars as a method of transportation and therefore reduce air pollution. Furthermore, we have the 'Ecobici' program, which is a system of bicycles for all citizens to use and share, and it has become very popular.

The government hopes more and more people will soon have green roofs on their homes covered in plants, which keep the air clean and protect buildings from the heat in summertime, as well as insulating warmth during the winter. Recycling programmes have been improved too and there have been many reforestation projects that make the city greener.

There are many more things happening in Mexico City to make it an environmentally-friendly place to live. I hope other cities across the world are doing the same!

The Green Tech Project in Hanoi

Hi guys. I want to tell you about my city, Hanoi. It's the capital of Vietnam and it is taking some innovative steps towards becoming a greener city. Many plans are under way to transform areas of the city in ways that are sustainable and respect the environment. For example, the Green Tech City project aims to create an area in the city centre that will be self-sufficient and will reduce carbon emissions. The idea is that wind and solar energy will power the whole area and new green technologies will be introduced. For example, a complex water system will clean dirty water, provide necessary water to park areas, and also protect the city from floods. No water will be wasted and new green zones will be created with parks, gardens and walkways. New schools, health centres and sports arenas will be built, as well as many other public facilities. The idea is that the area will help raise awareness about environmental issues and set a good example for other cities and future developers. I am very proud of this project and hope that lots of people come to Hanoi to check it out!

1. The 'Green Plan' in Mexico City aims at reducing the population of the city.
2. The 'Green Plan' project looks at ways to protect land and water supplies.
3. The new bus system in Mexico City transports 450,000 passengers daily.
4. Green roofs in Mexico City help keep the buildings cool.

5. Hanoi is greener than Mexico City.
6. Hanoi is using solar energy to power the city.
7. The Green Tech area in Hanoi will have new schools and public facilities.
8. The water system in Hanoi aims to protect areas from floods.

B. Talk in pairs. Discuss the two posts above and the different ways each city is trying to become more environmentally friendly.

- Which methods are practical?
- Which methods are more complicated?
- Do you think the methods might be expensive?
- Which methods do you think would be useful in your town/city?

C. Write a post for the website and make suggestions about how to make your town/city greener. You can include information about any projects that have already started and that you think are good ideas.

The biggest problem in my town/city is... I think we should...

It would be very effective if... People have started...

It would be a great idea to... We now have...

D. Present your suggestions to the class. Vote for the ideas that you think are best.

Speaking activities

5 Student B

2. HELP SOLVE A PROBLEM

Situation:

I am your friend and I have a problem. Find out what my problem is and offer me some good advice.

Who the person is:

A friend, relative, colleague

What the problem is:

The person's old car broke down, and he must get a new means of transportation. He cannot decide what to get.

The options:

1. Get a car: Cars can accommodate several passengers and are convenient for carrying things. Also, you are not affected by weather conditions. However, they are harmful to the environment and require a lot of gas.
2. Get a motorcycle: Motorcycles are cheaper than cars and are convenient in traffic. Also, you don't have parking problems. However, you can take only one passenger, and it is difficult to carry a lot of things. They are inconvenient in bad weather.



Grammar Reference

Module 1 - Unit 1

★ Present Simple

Present Simple	
I work	He sleeps
Do you work?	Does she sleep?
They don't work	It doesn't sleep

The **Present Simple** is used:

- to describe permanent situations.
Tina lives in London.
- to describe repeated/habitual actions.
He wakes up at 7:30 every morning.
- to talk about general truths.
Water boils at 100°C.
- to talk about future actions related to timetables and programmes.
Our plane leaves at 10:00 tomorrow.
- to refer to the plot of a book, etc.
The wolf lives deep in the forest.
- in sport commentaries.
Jefferson shoots and he scores!
- in exclamatory sentences with *Here...* and *There...*
Here comes Uncle Harry!

TIME EXPRESSIONS

- Adverbs of frequency: always / usually / often / sometimes / occasionally / rarely / seldom / hardly ever / never / constantly.
They are usually positioned:
 - before the main verb.
Richard never comes to work late.
 - after the verb *be*.
He is often away at the weekends.
- every day/week, etc.
- in the morning/spring, etc.
- at the weekend
- once/twice/three times, etc. a week/day, etc.
- on Mondays/Monday morning, etc.

★ Present Progressive

Present Progressive	
I'm working	He's sleeping
Are you working?	Is she sleeping?
They aren't working	It isn't sleeping

The **Present Progressive** is used:

- to describe actions happening now.
Robert is talking to his boss right now.
- to describe temporary situations.
I'm staying with my aunt at the moment.
- to talk about annoying actions which happen repeatedly (with the adverbs of frequency *always, constantly, continually*).
You're always interrupting me!
- to describe situations which are changing or developing around the present time.
Air pollution is increasing in our city.
- to talk about future arrangements.
I'm visiting some friends at the weekend.

TIME EXPRESSIONS

now, at present, at the moment, today, these days
this week / year, etc.
next week / year, etc.
tonight, tomorrow, etc.

★ Stative verbs

The following verbs are not normally used in progressive tenses:

- **Verbs of the senses:** feel, hear, smell, taste, notice, see, etc.
- **Verbs of emotions:** like, love, hate, dislike, want, need, prefer, fear, wish, admire, mind, etc.
- **Verbs of perception and opinion:** know, agree, think (= believe), believe, understand, remember, forget, hope, expect, mean, imagine, etc.
- **verbs of ownership:** have, possess, belong, own, etc.
- **other verbs which describe permanent states:** be, cost, seem, appear, weigh, consist, etc.

Certain stative verbs can be used in progressive tenses when they express actions rather than states, but with a difference in meaning:

- **think (= consider)**
I'm thinking of buying a car.
- **see (= meet, visit)**
She's seeing her sister tonight.
- **have (= drink, eat, take)**
Glenn is having lunch at the cafeteria at the moment.
- **taste (= try food)**
I'm just tasting the food to see if it's ready.
- **feel (= touch)**
John is feeling the packet in order to find out what's inside.

★ Nouns

Countable nouns

Countable nouns can be counted and have singular and plural forms. We can use **a/an, one** in the singular and **some, any, (a) few**, etc. in the plural.

The following nouns are always in the plural.

people, clothes, goods, police

His clothes are always clean.

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

Angie wears glasses.

George has bought two new pairs of jeans.

Words such as **family, team, group, audience, class, government, crew** are **collective nouns** and may take either a singular or a plural verb.

Tina's family is rich. Tina's family are on holiday.

Uncountable nouns

Uncountable nouns are used only with a singular verb form and we can't use **a/an** or **numbers** with them. To express quantity we use **some, any, much, little, a lot of**, etc.

• **Uncountable nouns:**

food	meat, sugar, cheese, butter, chicken, chocolate, etc.
liquids	milk, water, coffee, etc.
materials	wool, gold, paper, glass, iron, leather, etc.
abstract nouns	love, help, freedom, time, information, news, advice, health, communication, work, experience, traffic, business, etc.
natural phenomena	weather, light, rain, snow, etc.
some concrete nouns	baggage, furniture, money, luggage, etc.

- With uncountable nouns which state **food** or **liquid**, we can use the following expressions to show quantity: **bottle, cup, glass, can, slice, piece, loaf, carton, box, packet, kilo, litre, bar, bowl**, etc. + of
a loaf of bread four cartons of milk
- Certain words like **hair, light, glass, wood, experience, time, chicken, iron** can also be used as countable nouns with a difference in meaning.

Steve's hair is dark.	There are cat hairs on the sofa.
My room doesn't get much light .	The lights are on, but there's nobody home.
This isn't a diamond, it's just glass .	Have you seen my glasses anywhere?
This table is made of wood .	Would you like to go for a walk in the woods ?
Have you got any previous job experience ?	We had some fascinating experiences when we visited China.
Hurry! We haven't got much time .	Lucy has been to the library three times this week.
There's some chicken on your plate . Are you going to eat it?	My mum bought a chicken from the supermarket. It was 30% off.
The gate is made of iron .	We need a new iron . This one doesn't work.

★ **Quantifiers**

some/any/no

- **some + uncountable / plural countable nouns** is used in affirmative sentences and in questions when we offer something or ask for something politely.
There is some orange juice in the fridge.
Would you like some chips?
Could I have some coffee?
- **any + uncountable / plural countable nouns** is used in questions and negative sentences.
Is there any orange juice in the fridge?
There aren't any chips on the table.
- **no (= not any) + uncountable / plural countable nouns** is used in affirmative sentences to give a negative meaning.
There is no cheese in the fridge. = There isn't any cheese in the fridge.

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

- **many + plural countable nouns** is used mainly in questions and in negative sentences.
How many people were at the meeting yesterday?
I didn't see many people from work there.
- **much + uncountable nouns** is used mainly in questions and in negative sentences.
How much sugar do you need?
I didn't manage to learn much information from him.

- **a lot / lots / plenty** are always used with **of** when they are followed by a noun.
They are used with:
- plural nouns and a plural verb.
There were a lot of people at the lecture.
- uncountable nouns and a singular verb.
Have some more food. There's lots left.
Have you got enough money? Yes, plenty.

NOTE

- **Many and much** are used in affirmative sentences with **too, so, how, as**.
There's too much sugar in my coffee.
- **Much** is used with **very** as an adverb (or on its own in negative sentences).
I miss my family very much.
She didn't like the food (very) much.
- **A lot (of)/Lots (of)/Plenty (of)** are quite informal, so in formal writing it is better to use *many* or *a number of* with countable nouns and *much* or *a great deal of* with uncountable nouns.
Many/A number of people believe that recent technological developments have improved our lives.
A great deal of stress is often experienced by people who work in offices.
- **A lot (of)/Lots (of)/Plenty (of)** are not used with measurements of time or distance.
I was ill for many weeks.

a few/a little/few/little

- **a few (= not many but enough)** is used with plural nouns and a plural verb.
I need a few more things from the supermarket.
There are a few coins on the table.
- **a little (= not much but enough)** is used with uncountable nouns and a singular verb.
There's still a little cake left in the fridge.
- **few (= not many and not enough)** is used with plural nouns and a plural verb.
Very few people disagreed with him.
- **little (= not much and not enough)** is used with uncountable nouns and a singular verb.
There was little evidence to support his claim.

hardly any

- **hardly any** is used with plural countable nouns and uncountable nouns and means *very few* and *very little* respectively.
There's hardly any coffee left.

NOTE

- For emphasis we can use:
- **very, so, too + little / few**
There's very little milk in my coffee.
- **only + a little / a few**
He's got only a few friends.
- **Some, any, much, many, a little, a few, a lot, lots, plenty** can also be used without nouns, as pronouns.
Have you got any money? No, I haven't got any.

Module 1 - Unit 2

★ **Present Perfect Simple**

Present Perfect Simple

I have worked	He has slept
Have you worked?	Has she slept?
They haven't worked	It hasn't slept

The **Present Perfect Simple** is used:

- for actions which happened in the past, but the exact time is not mentioned.
I've already done that.

- for actions which started in the past and continue up to the present (emphasis on the action).
Tony has had his car since September.
- for actions that happened in the past and finished, but the results are obvious in the present.
Tim has washed his car. (it's clean)
- for recently completed actions.
We have just finished dinner.
- with adjectives in the superlative form and expressions like *the only/ first/ second...* etc.
It's the first time I've received an e-mail from Jake.

TIME EXPRESSIONS

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

NOTE

- We use the **Past Simple** for actions that were completed in the past and the exact time is mentioned.
Present Perfect Simple: *I have tasted Mexican food.*
Past Simple: *I tasted Mexican food last night.*
- We use **for** and **since** for actions that started in the past and continue up to the present.
for + a period of time
I've had this car for 5 years.
since + a point in time
I've had this car since 2004.
Present Perfect Simple + since + Past Simple
Ted has changed jobs three times since he came to Luton.
- **have been to** = have visited and come back
have gone to = have not returned yet
I've been to the supermarket twice this week.
John isn't here; he's gone to the supermarket.

★ Present Perfect Progressive

Present Perfect Progressive

I have been working	He has been sleeping
Have you been working?	Has she been sleeping?
They haven't been working	It hasn't been sleeping

The **Present Perfect Progressive** is used:

- to emphasise the duration of a state or action which started in the past and continues up to the present.
I've been learning English for 6 years.
- for actions which happened over a period of time in the past and may have finished, but the results are obvious in the present.
We've been walking around all day. That's why we're so tired.
- to show annoyance resulting from a recent action.
Who has been wearing my jacket?

TIME EXPRESSIONS

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

NOTE

- We use the **Present Perfect Simple** to emphasise the result of an action. We use the **Present Perfect Progressive** to emphasise the duration of an action.
I've called him three times this morning.
I've been calling him since 9 o'clock.

★ Articles

The **indefinite article** *a/an* is used before singular countable nouns.

a/an is used:

- before nouns when we refer to them in their general sense.
A pilot flies an aeroplane.
- when we mention something for the first time.
I got a letter yesterday.
- when talking about someone's job.
My wife is a nurse.

The **definite article** *the* is used before countable and uncountable nouns.

the is used:

- before something specific or already mentioned.
I have to go to the dentist.
I bought two T-shirts and a dress. The dress is white.
- for things that are unique.
The sun heats the Earth.
- for things that are defined.
The house which is next to ours is 300 years old.
- with the superlative of adjectives/adverbs.
Joan is the best student of all.
- before names of **seas, oceans, rivers, deserts, groups of islands, mountain ranges and countries in the plural.**
the Black Sea, the Indian Ocean, the Thames, the Kalahari Desert, the Azores, the Alps, the USA
- before nationalities when we refer to the whole nation.
The Chinese invented paper thousands of years ago.
- before people's surnames when we refer to the whole family.
The Simpsons came to see us last night.
- with: **hotels, restaurants, museums.**
the Hilton, the Pasta House, the British Museum
- with **newspapers, services and organisations.**
the Guardian, the police, the United Nations
- with adjectives referring to classes of people.
the old, the blind, the poor

the is not used:

- before countable and uncountable nouns which refer to something general or not mentioned before.
He loves chocolate.
Whales are mammals.
- before names of **people, streets, cities, countries, continents, islands and mountains.**
Maggie Smith, Oxford Street, Rome, Italy, Europe, Corsica, Mount Everest
- before the **days of the week and months.**
on Monday, in June
- before names of **squares, parks and lakes.**
Trafalgar Square, Central Park, Lake Winnipeg
- before the names of **magazines, sports, games, colours, school subjects and languages** (when they are not followed by the word *language*).
Newsweek, tennis, Monopoly, white, Maths, Spanish
- with meals (**breakfast, lunch, dinner**).
What did you have for breakfast?
But: When we talk about a specific meal, we use **the**:
I didn't enjoy the dinner on the plane.
- before the words **bed, court, church, home, hospital, prison, school, university, work** when they are used for the purpose for which they exist.
Thomas went to university to study Engineering.
But: *Peter went to the university to visit his professor.*
- before names of **airlines or companies.**
Air France, BMW

Module 2 - Unit 3

★ Past Simple

Past Simple	
I worked	He slept
Did you work?	Did she sleep?
They didn't work	It didn't sleep

The **Past Simple** is used:

- to describe a completed action in the past (the time is usually mentioned or implied).
I bought a mobile phone yesterday.
- to describe completed actions that happened one after the other in the past.
I walked up to the till, paid and then left the shop.
- to describe past habits or repeated actions in the past (often used with adverbs of frequency).
When I was younger, I often went jogging in the park.
- to describe permanent situations in the past.
Jake lived with his grandparents when he was young.
- to describe an action in the past that interrupted a 'longer' action in progress.
I was sleeping when the phone rang.

TIME EXPRESSIONS

ago, yesterday, in 1998, last week/month/night, etc.

★ Past Progressive

Past Progressive	
I was working	He was sleeping
Were you working?	Was she sleeping?
They weren't working	It wasn't sleeping

The **Past Progressive** is used:

- to describe an action in progress at a certain time in the past.
'What were you doing at 10 o'clock last night?'
'I was having a shower.'
- to describe actions that were happening at the same time in the past (usually with *while* or *as*).
While Susan was cooking, her daughter was sleeping.
- to describe background scenes to a story.
There were a lot of people at the station. Some were talking on their mobiles, others were sleeping and a few were walking up and down.
- to describe temporary past states or actions.
My grandfather was writing a book in those days.
- to describe repetitive or annoying actions (with the adverbs of frequency *always*, *continually*, etc.)
My brother was always taking my toys when we were young.
- to describe an action in progress in the past that was interrupted by another action.
While I was driving, I saw a cat in the street.

Time Clauses (when, while, as, as soon as)

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case, we usually use **while**, **when** or **as**.
As/While/When they were walking in the forest, they saw a bear.
I was having a bath when the lights went out.

NOTE

- We commonly use **as soon as** with the **Past Simple**.
As soon as we arrived on the island, we ran to the beach.
- used to + base form** expresses permanent states, past habits or repeated actions in the past.
My grandfather used to be a librarian.
He used to smoke heavily when he was younger.
- would + base form** expresses past habits or describes someone's typical behaviour in the past.
Every evening he would do his homework, watch TV and go to bed quite early.

★ Comparisons

The comparative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in *-y* is formed by adding *-er*. (In adjectives ending in *-y*, the *-y* changes to *-i*, while those ending in *-e* take only *-r*.)
tall-taller, near-nearer, happy-happier, late-later
- of most adjectives and adverbs with two or more syllables is formed with *more*.
beautiful - more beautiful, slowly - more slowly
- of adjectives or adverbs is followed by *than* when we compare two people, animals, things, ideas or situations.
Peter is taller than James.
Living with your family can be easier than living on your own.

The superlative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in *-y* is formed by adding *-est*. (In adjectives ending in *-y*, the *-y* changes to *-i*, while those ending in *-e* take only *-st*.)
tall-tallest, near-nearest, happy-happiest, late-latest
- of most adjectives and adverbs with two or more syllables is formed with *most*.
beautiful - most beautiful, slowly - most slowly
- of adjectives or adverbs is used with *the... (of/in)* when we compare one person, animal, thing, idea or situation with several of the same kind.
That's the most ridiculous idea I've ever heard.
Peter is the tallest boy in his class.

Irregular forms

Positive	Comparative	Superlative
good/well	better	best
bad/badly	worse	worst
much/many	more	most
little	less	least
far	farther/further	farthest/furthest

NOTE

- Some two-syllable adjectives form comparative and superlative forms in both ways.
clever - cleverer / more clever - cleverest / most clever
common - commoner / more common - commonest / most common
narrow - narrower / more narrow - narrowest / most narrow
simple - simpler / more simple - simplest / most simple
- Comparatives can be graded by using the words *far*, *much*, *rather*, *a lot*, *a little*, *a bit*, *slightly*.
This car is much more expensive than the one I bought.
The house we live in now is slightly bigger than the one we lived in before.

★ Other forms of comparison

- **as + adjective/adverb + as** (to show similarity)
She's as tall as her sister.
- **not so/as + adjective/adverb + as** (to show difference)
It isn't so/as far as we thought.
- **less/least** (to show inferiority)
The book I read was less interesting than the one I read last month.
- **the + comparative, the + comparative** (to describe two actions or situations, the second of which comes as a result of the first)
The more you study, the better you'll do in the test.
- **comparative + and + comparative** (to indicate continual increase or decrease)
The car was going faster and faster.

Module 2 - Unit 4

★ Past Perfect Simple

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 lecture had already started when we got to the university.

TIME EXPRESSIONS

already, ever, never, just, when, by the time, after, by, before, etc.

★ Past Perfect Progressive

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 was in progress before another action or a specific point of time in the past.
He had been living in London for 15 years when he moved to Glasgow.
- to refer to an action whose duration caused visible results at a later point of time in the past.
They were tired because they had been cleaning the house all day.

TIME EXPRESSIONS

already, by the time, for, since, after, before, when, how long, etc.

★ Would - was/were going to...

- **would + base form** is used when referring to the past for things that we expected to happen at a later time.
I knew he would pass the examination.
- **was/were going to + base form** is used to talk about actions somebody intended to do in the past (but probably didn't).
I was going to visit my cousins over the weekend, but they came to visit me instead.

★ Questions and question words

Subject Questions - Object Questions

- **Subject Questions:** When we use the question words **who**, **which** and **what** to ask about the subject of the verb, we form the question without auxiliary verbs (**who / which / what + verb** in the **affirmative form**).
*Who saw the accident? Tom (saw the accident).
What happened outside? An accident (happened).*
- **Object Questions:** When we use the question words **who**, **which** and **what** to ask about the object of the verb, we form the question with auxiliary verbs (**who / which / what + verb** in the **question form**).
*Who did you see at the restaurant? (I saw) Tom and Gadi.
What are you eating? (I'm eating) Chinese food.*

Who - Which - What...?

Question word	We ask about	Examples
Who	people (subject or object)	<i>Who is your best friend? Who are you talking to?</i>
Which	people or things (limited choice)	<i>Which students will participate in the survey? Which of these sweaters do you like best?</i>
What	things (unlimited choice), actions and activities, general descriptions, specific information	<i>What did you buy? What happened? What is your brother like? What sort of cars do you like driving?</i>

Verbs with two objects

Certain verbs (**give**, **offer**, **send**, **show**, **buy**, etc.) take two objects. The direct object usually indicates a thing and the indirect object usually indicates a person (who we do the action to or for).

indirect object	direct object
-----------------	---------------

Adam sent Lee an e-mail.
Tina bought Jane a watch.

When asking about the indirect object, we must put **to** or **for** at the end of the question.

*Who did Adam send an e-mail to?
Who did Tina buy a watch for?*

Module 3 - Unit 5

★ Future forms

Future will

I'll work	He'll sleep
Will you work?	Will she sleep?
They won't work	It won't sleep

The **Future will** is used:

- to make predictions about the future, usually with **perhaps** or after the verbs **believe**, **think**, **hope**, **expect**, **be sure**, etc.
She'll probably be here tomorrow.
- to talk about spontaneous decisions.
We've run out of milk; I'll go and buy some.
- for promises.
I'll be on time, don't worry!

- for offers and requests.
I'll do the washing-up after dinner.
Will you help me clean my room?
- for threats and warnings.
I won't speak to you again!

Future going to

I'm going to work	He's going to leave
Are you going to work?	Is she going to leave?
They aren't going to work	It isn't going to leave

The **Future going to** is used:

- to talk about future plans.
My brother is going to study Biology.
- to make predictions based on evidence.
Look out! You're going to trip over that chair.

TIME EXPRESSIONS

tomorrow, tonight, next month/year/week/Tuesday, etc.
this month/year/week/Tuesday, etc.
in an hour/year, etc.
soon

NOTE

- We use the **Present Simple** for future actions related to official timetables and programmes.
The plane arrives at seven.
- We use the **Present Progressive** for planned future actions related to personal arrangements.
I'm travelling to London tomorrow.
- We use the expression **be (just) about to + base form** for actions that will happen very soon.
The ship is about to set sail. Wave goodbye!

Future Progressive

I'll be working	He'll be sleeping
Will you be working?	Will she be sleeping?
They won't be working	It won't be sleeping

The **Future Progressive** is used:

- to talk about actions that will be in progress at a specific time in the future.
At 9 o'clock tomorrow, he'll be flying to Egypt.

Future Perfect Simple

I'll have worked	He'll have slept
Will you have worked?	Will she have slept?
They won't have worked	It won't have slept

The **Future Perfect Simple** is used:

- to talk about actions that will be completed before a specific time or another action in the future. The action which follows the first one is in the **Present Simple**.
She'll have returned by the time you leave.

Future Perfect Progressive

I'll have been working	He'll have been sleeping
Will you have been working?	Will she have been sleeping?
They won't have been working	It won't have been sleeping

The **Future Perfect Progressive** is used:

- to show the duration of an action up to a certain point of time in the future. The action may continue further.
By midnight we will have been flying for seven hours.

TIME EXPRESSIONS

by + a point in time, by the time, by then, before, etc.

★ Time Clauses

Time clauses are introduced with **as soon as**, **when**, **after**, **before**, **until**, **by the time**, **as** and **while**. We never use future forms in time clauses.

When I see George, I'll tell him that you've been looking for him.

★ Modal Verbs I

Ability		
Modal verbs	Use	Examples
can be able to	Ability in the present or future	<i>Can you swim?</i> <i>Mike will be able to play tennis after he has had some lessons.</i>
could was/ were able to	Could expresses general ability in the past. Was/were able to express ability in a particular situation in the past.	<i>George could swim, so he was able to save the boy from drowning.</i>

Permission		
Modal Verbs	Use	Examples
Can I (possibly)...? Could I...? May I...? Might I...?	Informal ↓ Formal	<i>Mum, can I go out with my friends?</i> <i>Could I borrow your car tonight?</i> <i>May I sit here?</i> <i>Might I use your phone?</i>

Requests		
Modal Verbs	Use	Examples
can will	Informal	<i>Can you help me with the ironing?</i> <i>Will you please put out your cigarette?</i>
could may would	Polite/ Formal	<i>Could/May I have some coffee, please?</i> <i>Would you pass me the salt, please?</i>

Advice / Opinion		
Modal Verbs	Use	Examples
should ought to	to ask for and give advice. to say what is generally right or wrong	<i>I think you ought to see a doctor.</i> <i>You shouldn't be watching TV now; you should be studying.</i>
had better	To give strong advice; it often expresses a threat or warning and is stronger than should/ought to .	<i>You'd better not argue with him.</i> <i>He'd better study harder if he wants to pass the exam.</i>

Obligation/ Necessity		
Modal verbs	Use	Examples
must	Internal obligation: the speaker feels that he or someone else is obliged to do something.	<i>I must repair the roof before winter comes. You must get up early tomorrow.</i>
have to	External obligation: it comes from external factors, not from the speaker's opinion or feelings.	<i>Policemen have to wear a uniform. (regulation) I have to see my dentist tomorrow. (I have an appointment.)</i>
need	Necessity	<i>She needs a new pair of gloves. This room needs painting. Do I need to take an umbrella? Need I take an umbrella?</i>
had to	Obligation in the past	<i>When I was at school, I had to wake up at 7 o'clock every morning.</i>

Prohibition		
Modal verbs	Use	Examples
mustn't can't	Prohibition	<i>You mustn't enter this room. We can't use this equipment.</i>

Absence of obligation		
Modal verbs	Use	Examples
needn't don't have to don't need to	It is not necessary to do something.	<i>You needn't take your jacket. It isn't cold. I don't have/need to cook dinner tonight; we are going to a restaurant.</i>

Module 3 - Unit 6

★ Conditional Sentences

Zero Conditional

if-clause	Main clause
If/When + Present Simple	Present Simple

The **Zero Conditional** is used to talk about general truths.
If/When you press the button, the machine starts.

Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is possible to happen in the present or future.

if-clause	Main clause
If + Present Simple	Future will
	Modal Verbs (can, may, might, must, should) + base form
	Imperative

*If I see James, I'll give him his book back.
If you want a parrot, you must promise to take care of it.
If you go to the supermarket, buy some milk.*

Conditional Sentences Type 2

We use **Conditional Sentences Type 2** for unreal or imaginary situations which are unlikely to happen in the present or the future.

if-clause	Main clause
If + Past Simple	would/could + base form

*If I had money, I would buy a farm in the country.
You could lose some weight if you went on a diet.*

NOTE	
•	In Conditional Sentences Type 2 were is often used instead of was in the if-clause. <i>If I were rich, I would live in a luxurious house.</i>
•	We use If I were you to express an opinion or to give advice. <i>If I were you, I wouldn't buy it.</i>
•	Unless can be used instead of if... not... in all conditional sentences. <i>I won't buy this car unless you agree (= if you don't agree).</i>
•	Instead of if , we can use as long as , provided/providing (that) , suppose/supposing and on condition (that) . <i>You can borrow my camera as long as you promise to handle it with care.</i>

★ Modal Verbs II

Certainty		
Modal verbs	Use	Examples
will	when we are absolutely sure about something	<i>Call him at home. He will be there.</i>

Possibility		
Modal verbs	Use	Examples
can	Possibility in the present or future	<i>Tina may/could/might (not) be at home now.</i>
could	• Can is used when something is only sometimes possible.	<i>George could be working late tonight.</i>
may	• Might is used to express slighter possibility than may .	
might		<i>My brother can be very rude sometimes.</i>

Deduction		
Modal verbs	Use	Examples
must	Positive deduction about the present or future (We are fairly sure that something is true.)	<i>John must be at the dentist's; he was complaining about a toothache.</i>
can't	Negative deduction about the present or future (We are almost certain that something is not true.)	<i>The 6:30 train to Liverpool can't be leaving yet; it's only 6:10.</i>

Irregular verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was/were	been	let	let	let
bear	bore	born(e)	lie	lay	lain
beat	beat	beaten	light	lit	lit
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bend	bent	bent	mean	meant	meant
bind	bound	bound	meet	met	met
bite	bit	bitten	pay	paid	paid
blow	blew	blown	put	put	put
break	broke	broken	read	read	read
bring	brought	brought	ride	rode	ridden
build	built	built	ring	rang	rung
burn	burnt/burned	burnt/burned	rise	rose	risen
buy	bought	bought	run	ran	run
burst	burst	burst	say	said	said
catch	caught	caught	see	saw	seen
choose	chose	chosen	seek	sought	sought
come	came	come	sell	sold	sold
cost	cost	cost	send	sent	sent
creep	crept	crept	set	set	set
cut	cut	cut	sew	sewed	sewn/sewed
deal	dealt	dealt	shake	shook	shaken
dig	dug	dug	shine	shone	shone
do	did	done	shoot	shot	shot
draw	drew	drawn	show	showed	shown
dream	dreamt/dreamed	dreamt/dreamed	shut	shut	shut
drink	drank	drunk	sink	sank	sunk
drive	drove	driven	sit	sat	sat
eat	ate	eaten	sleep	slept	slept
fall	fell	fallen	smell	smelt/smelled	smelt/smelled
feed	fed	fed	speak	spoke	spoken
feel	felt	felt	speed	sped	sped
fight	fought	fought	spell	spelt/spelled	spelt/spelled
find	found	found	spend	spent	spent
fly	flew	flown	spill	spilt/spilled	spilt/spilled
forget	forgot	forgotten	split	split	split
forgive	forgave	forgiven	spoil	spoil/spoiled	spoil/spoiled
freeze	froze	frozen	spread	spread	spread
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	stick	stuck	stuck
grow	grew	grown	sting	stung	stung
hang	hung	hung	strike	struck	struck
have	had	had	sweep	swept	swept
hear	heard	heard	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	withdrawn
lend	lent	lent	write	wrote	written

Appendix I

1

AN E-MAIL BASED ON PROMPTS

<p>Greeting: on the left-hand side of the page. Put a comma after the name.</p>	<p>Dear Eric,</p>
<p>Paragraphing: write in blocked paragraphs leaving a blank line in between the paragraphs.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Signing off: on the left-hand side of the page. Use your first name or full name as appropriate.</p>	<p>Hope to see you.</p> <p>Kevin</p>

You can use the following linking words/ phrases to:

invite	<p>I'd like to invite you to ... Would you like to come to ... ? It would be great if you could come to ... How about ... ? I'm writing to invite you to ...</p>
accept an invitation	<p>That would be great! I just love the idea of ... Thanks for inviting me ... I'd love to come to ... How could I say no?</p>
decline an invitation	<p>I'm afraid I can't come because ... I'm sorry, but ... Unfortunately, I won't be able to make it. It was nice of you to invite me, but ... We would have had a great time, but ...</p>
apologise	<p>I'm sorry that... I'm sorry about... I want to apologise for... My apologies for...</p>

express enthusiasm	<p>It's fantastic that... It will be great to... I'm so excited that... ... is a wonderful idea!</p>
---------------------------	---

thank	<p>I'd like to thank you... Thanks for... Many thanks for... I want to thank you...</p>
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express preference	<p>I'd rather... I would prefer... I think... would be best... I don't care whether we... or...</p>
---------------------------	--

3

A FORMAL LETTER

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

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 68R*.
- Address of the person or company you are writing to.** Points to the recipient's address.
- 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,*
- 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: *Jake Thomas*
- 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...*
- Paragraphing: You can indent or write in blocked paragraphs leaving a blank line in between the paragraphs. Note that when using blocked paragraphs, everything begins on the left-hand side of the page, except your address and the date.** Points to the main body of the letter.

NOTE In a formal letter, when you don't know the name of the person you are writing to, begin with **Dear Sir/Madam** and end with **Yours faithfully**. When you know the name of the person you are writing to, begin with **Dear Mr/Miss/Mrs/Ms/Dr + surname** and end with **Yours sincerely**. In American English, **Yours truly** and **Yours sincerely** are commonly used in both cases.

In the FCE and ECCE Examinations students are told not to write any addresses.

Greetings / set phrases / signature endings commonly used in a letter to the editor

Greetings	Dear Sir, Dear Madam, Dear Sir/Madam, Dear Editor,
Set phrases for opening paragraph	<ul style="list-style-type: none"> • I am writing with regard / in response to the article in your newspaper / magazine about... • I felt I should write to you to express my opinion. • I am writing to express my opinion about an article that I read in your newspaper/ magazine about...
Signature endings	Yours faithfully, Yours truly, Yours sincerely,

Appendix I

4

A STORY

Linking words/phrases:

Time	before, before long, when, as soon as, just as, the moment that, while, as, during, in the meantime, immediately, after, afterwards, after that, later, some time later, soon, then, next, in the beginning, at first, in the end, finally, eventually, at last, until, by the time
Concession - Contrast	although, even though, in spite of, despite, however, no matter how/what, whatever, but, while, whereas, nevertheless, regardless of
Result - Consequence	so... that, such... that, therefore, so, otherwise, for this reason, under the circumstances, consequently, as a consequence, as a result
Cause - Reason	because (of), as, since, due to, owing to
Emphasis	in fact, as a matter of fact, actually, to tell you the truth, strangely enough

Expressions/phrases commonly used in story writing

It was too good to be true. It was a sight for sore eyes. I couldn't believe my eyes/luck. As luck would have it ... I was in/out of luck. (Un)luckily ... I breathed a sigh of relief. I was out of breath.	My heart was beating furiously. It made me jump. I burst out laughing / into tears. It was a real shock. It was getting on my nerves. It was the best / worst ever. I was in a good / bad mood. I was left speechless.	All of a sudden / suddenly ... The next thing I knew ... I was taken by surprise ... To my surprise ... (Un)fortunately ... Without a doubt ... Beyond any doubt ... Without thinking ...
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5

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

- A semi-formal e-mail/letter is written to a person you know but he/she is not a friend or relative of yours.
- In a semi-formal e-mail/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 + first name** or **full name** depending on the degree of familiarity.

6

AN ESSAY

You can use the following linking words/phrases to:

List points	firstly, to begin/start with, in the first place, finally, last but not least
Add more points	in addition to this, furthermore, moreover, what is more, also, apart from this, besides, another point worth mentioning is
Give an example	for example, such as, particularly, especially, take for instance
Emphasise	in fact, as a matter of fact
Express contrast	although, in spite of, despite, however, but
Express cause/reason	because (of), as, since, due to, owing to
Express result/consequence	therefore, in this case, for this reason, consequently, as a result
Sum up	in conclusion, to sum up, all in all, on the whole, taking everything into account
Give your opinion	in my opinion/view, personally, I believe, the way I see it, from my point of view, I am in favour of, my belief is that

Appendix II

British and American English

words and phrases

British English	American English
autumn	fall
bill (at a restaurant)	check
biscuit	cookie
block of flats	apartment building
boot (of a car)	trunk (of a car)
candyfloss	cotton candy
car park	parking lot
caravan	camper, RV
cashpoint	ATM
chemist's	pharmacy
chips	French fries
city centre	downtown
cooker	stove / oven
crisps	potato chips
curriculum vitae (CV)	resumé
do the washing-up	wash the dishes
flat	apartment
flatmate	roommate
football	soccer
football boots	cleats
fridge	refrigerator
garden	yard
go to university	go to college
ground floor	first floor
handbag	purse
headmaster	principal
holiday	vacation
ill	sick
jumper	sweater
leisure centre	sports / recreation center
lift	elevator
lorry	truck
mark	grade
match	game
Maths	math
Ministry (of Education)	Department (of Education)
mobile phone	cell phone
motorbike	motorcycle
motorway	highway
mum / mummy	mom / mommy
office block	office building
pavement	sidewalk
pay rise	pay raise
petrol	gas
petrol station	gas station
(take a) photo	(take a) picture
queue	line
rubbish	garbage / trash
rucksack	backpack
secondary school	high school
second hand	used
shop	store
shop assistant	salesperson
surname	last name
sweets	candy
term	quarter / semester
tick (✓)	check (✓)
till (n)	(cash) register
timetable	schedule
toilet, loo	restroom
torch	flashlight
train (v)	practice (v)
trainers	sneakers
transport	transportation
trendy	stylish
trousers	pants
underground (railway)/tube	subway
washing line	clothes line

spelling

British English	American English
aeroplane	airplane
centimetre	centimeter
centre	center
colour	color
dialogue	dialog
favour	favor
favourite	favorite
grey	gray
humour	humor
kilometre	kilometer
litre	liter
metre	meter
millilitre	milliliter
millimetre	millimeter
neighbour	neighbor
organise	organize
practise	practice
programme	program
travelled	traveled
travelling	traveling
tyre	tire

grammar and usage

British English	American English
28 February	February 28
28th February	February 28th
at the weekend	on the weekend
in examinations	on examinations
in a team	on a team
cater to	cater for
quarter past two	a quarter after two
Have you got?	Do you have?
I've got / I have got	I have
I haven't got	I don't have
burnt	burned
learnt	learned
smelt	smelled
spoilt	spoiled
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 examination	take an examination
have a shower	take a shower

Traveller 5
Student's Book

H. Q. Mitchell - Marileni Malkogianni

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Traveller

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Student's Book



Workbook



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Name of student

Name of school

CEFR

A1

A2

B1

B2

C1

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