

KSA - Edition  
**Traveller 4**

**English Language**

Secondary Stage

Credits System

Compulsory Program

Level Four

نظام المقررات

البرنامج المشترك

المستوى الرابع

Semester System

Specialized Pathways

English Language 4

المرحلة الثانوية

النظام الفصلي

المسارات التخصصية

اللغة الإنجليزية 4

كتاب المعلم

Workbook Teacher's Edition

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كتاب التمارين

## Workbook

H. Q. Mitchell - Marileni Malkogianni

Published by



## STUDENT'S AUDIO CD TRACK LIST

Track 1	Traveller 4 (Titles)	
Track 2	1a	Listening and reading
Track 3	Module 1	Workbook Listening activity
Track 4	2a	Listening and reading
Track 5	Module 2	Workbook Listening activity
Track 6	3a	Listening and reading
Track 7	Module 3	Workbook Listening activity
Track 8	4a	Listening and reading
Track 9	Module 4	Workbook Listening activity
Track 10	Culture page 1	The Voyage of the Brendan
Track 11	Culture page 2	Aboriginal Australians

# Contents

<b>Module 1</b> That's incredible! .....	5
<b>Module 2</b> On the move .....	19
<b>Module 3</b> Up-to-date .....	34
<b>Module 4</b> Human Nature .....	48
<b>IELTS Practice</b> .....	62
<b>Self-assessment</b> .....	72
<b>Projects</b> .....	76



## VOCABULARY

### A. Choose the correct answer *a, b* or *c*.

- Our teacher \_\_\_\_\_ us that we had to hand in our projects by the end of the week.  
 a. reminded       b. ordered       c. explained
- Nizar is studying to become a(n) \_\_\_\_\_ at Boston University.  
 a. islander       b. account       c. archaeologist
- Tim is \_\_\_\_\_ my older brother's age.  
 a. initially       b. approximately       c. truly
- George \_\_\_\_\_ having stolen the jewels even though many people saw him take them.  
 a. promised       b. denied       c. apologised
- That building is \_\_\_\_\_. How tall do you think it is?  
 a. tragic       b. enormous       c. remote
- The \_\_\_\_\_ of penicillin has saved many lives.  
 a. discovery       b. mystery       c. legend
- Paul \_\_\_\_\_ his father to let him go to the shopping mall with his friends.  
 a. refused       b. wondered       c. begged
- The police \_\_\_\_\_ Ali to an address in Riyadh.  
 a. belonged       b. traced       c. remained

## GRAMMAR

### B. Choose the correct answer *a, b, c* or *d*.

- Ted \_\_\_\_\_ the fence for half an hour when it started raining.  
 a. was painting       b. had painted       c. painted       d. had been painting
- Saif \_\_\_\_\_ the building by eight o'clock.  
 a. had been leaving       b. left       c. was leaving       d. had left
- I was so exhausted last night that I \_\_\_\_\_ asleep while watching TV.  
 a. fell       b. had fallen       c. was falling       d. had been falling
- After the children \_\_\_\_\_ for school, their mother tidied up the house.  
 a. leaving       b. had been leaving       c. had left       d. were leaving
- When Amina \_\_\_\_\_ she had passed her university exams, she was thrilled.  
 a. had been learning       b. learnt       c. was learning       d. had learnt
- \_\_\_\_\_ for the bus when you witnessed the accident?  
 a. Did you wait       b. Had you waited       c. Were you waiting       d. Had you been waiting
- Last summer we \_\_\_\_\_ swimming every day.  
 a. went       b. had gone       c. were going       d. had been going

# 1a → Student's Book pp. 6-7

C. Complete the text by putting the verbs in brackets in the correct tense. Use the Past Simple, Past Progressive, Past Perfect Simple and the Past Perfect Progressive.

Hey Omar,

What's up? You'll never believe what

(1) happened (happen) to me yesterday.

My parents (2) had gone (go) away for the weekend, so I (3) had (have)

to stay home and look after my little brother. After we

(4) had played (play) board games for

five hours, we (5) were (be) so

exhausted that we (6) fell (fall)

asleep. I (7) was sleeping (sleep) when I (8) heard (hear)

a noise and (9) woke up (wake up). There (10) was (be) someone at the

door! They (11) had been trying (try) to get in for quite a while before I (12) heard

(hear) the doorbell and my dad shouting, 'Guys, open up! It's us!' As it (13) turned out (turn out),

my parents (14) had decided (decide) to come home a day earlier!

Take care,

Felix



# 1a → Student's Book pp. 8-9

## VOCABULARY

A. Complete the sentences with a suitable phrasal verb from the box. Make any necessary changes.

take up   go up   grow up   put up   hold up   bring up   make up   turn up   pick up   call up

1. Hashim grew up in a small town and had difficulty getting used to living in a big city.
2. You can't imagine what kind of stories children can make up.
3. Jim was kind enough to come and pick me up from the airport.
4. Ever since my father retired, he has taken up various hobbies.
5. Since we couldn't find suitable accommodation, a friend of mine offered to put us up.
6. Ned was brought up by his grandparents since his parents died when he was still very young.
7. The price of petrol has gone up recently.
8. Three masked men held up the local bank yesterday.
9. By the time he turned up at the museum, everyone else had left.
10. I couldn't call up Hisham because my mobile phone battery had run out completely.

**B. Read the definitions 1-7 and find the words. The first letter has been given to you. Then use the words to complete the sentences a-g. Make any necessary changes.**

- |  |   |
|--|---|
| 1. follow or chase someone or something                                  | p <u>u</u> <u>r</u> <u>s</u> <u>u</u> <u>e</u>  |
| 2. a person who steals from a person or place, especially using violence | r <u>o</u> <u>b</u> <u>b</u> <u>e</u> <u>r</u>  |
| 3. go somewhere in a hurry, quickly                                      | r <u>u</u> <u>s</u> <u>h</u>  |
| 4. strange, unusual  | o <u>d</u> <u>d</u>   |
| 5. a person whose job is to examine what has happened in a crime         | d <u>e</u> <u>t</u> <u>e</u> <u>c</u> <u>t</u> <u>i</u> <u>v</u> <u>e</u>                   |
| 6. think, believe  | r <u>e</u> <u>c</u> <u>k</u> <u>o</u> <u>n</u>  |
| 7. without any delay   | i <u>m</u> <u>m</u> <u>e</u> <u>d</u> <u>i</u> <u>a</u> <u>t</u> <u>e</u> <u>l</u> <u>y</u> |

- a. The detective managed to solve the mystery.  
 b. It's odd that Mark didn't show up for his brother's graduation.  
 c. The police pursued the man until they finally caught him.  
 d. Fortunately, the firefighters arrived immediately and put out the fire.  
 e. They rushed to the hospital as soon as they found out about the accident.  
 f. The robber got away with over \$ 200,000.  
 g. I reckon Andy will become a famous writer one day.

## GRAMMAR

**C. Read the sentences and circle the correct answer.**

1. Jason **said** / **told** me that I **needed** / **need** a haircut.  
 2. Natalie **said** / **told** that she **was feeling** / **is feeling** a bit sick.  
 3. Huda told Manal that she **will tell** / **would tell** her a secret when she **will see** / **saw** her.  
 4. When I saw Habib on Friday, he told me that he **booked** / **had booked** his ticket **the previous day** / **yesterday** and was leaving on Sunday.  
 5. Ed said that he **had already seen** / **has already seen** that documentary and that he **hadn't wanted** / **didn't want** to see it again.  
 6. Bill said he **had been sure** / **was sure** that Tom **was lying** / **is lying** to him.

**D. Rewrite the sentences using Reported Speech.**

1. 'I don't like this novel because it's really boring.'  
 Karen said that she didn't like that novel because it was really boring.
2. 'You should visit the dentist regularly.'  
 Eric told us that we should visit the dentist regularly.
3. 'We're going on holiday to Lebanon this year,' our friends said.  
 Our friends told us that they were going on holiday to Lebanon that year.
4. 'The Martins have bought a beautiful house in the countryside,' my brother said.  
 My brother said that the Martins had bought a beautiful house in the countryside.
5. 'You can go out when you finish your homework,' my mother said.  
 My mother told me that I could go out when I finished my homework.
6. 'I will post the letters for you on my way to work,' Ali said.  
 Ali said that he would post he letters for me on his way to work.
7. 'I went to the new shopping centre yesterday,' Jeff told Brian.  
 Jeff told Brian that he had gone to the new shopping centre the previous day.



# 1a → Student's Book pp. 8-9

## LISTENING



E. You will hear an interview with a man called John Curtis who had an unbelievable experience. For questions 1-8, complete the sentences.

# a dream come true



1. John's strange experience occurred two years ago.
2. John's grandfather left him the cottage/house when he died.
3. After cleaning up a little, John did some (grocery) shopping.
4. In his grandfather's desk, John found a letter.
5. The basement was in a terrible mess.
6. John's grandfather had probably given the jewellery box to his grandmother for their engagement.
7. In the jewellery box, John found some expensive jewellery and a letter.
8. John's grandfather had always dreamt of opening a (fish) restaurant.

# 1a → Student's Book pp. 10-11

## VOCABULARY

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

definitely world glorious destination trade glimpse cliffs



Asilah is one of the most (1) glorious old cities in Morocco. It is located on the coast, about 50 km from the city of Tangier. This city is over 3,500 years old and one of its features is the ancient wall which was built hundreds of years ago on (2) cliffs above the Atlantic Ocean. In the past this small city was a centre for (3) trade. Nowadays, it has become a very popular tourist attraction because of its beauty and history, as well as its popular beaches.

This is the perfect (4) destination if you want to relax and get a (5) glimpse of traditional Moroccan life. So, if you are visiting Morocco, don't miss Asilah for the (6) world. You will (7) definitely not regret it!

## WRITING

B. Below you have been given a description of Al-Diri'ya. Use the words in the box to complete the text.

traditional    ruins    mosque    architecture    towers    outstanding    magnificent

## Al-Diri'ya

### The historical City of Shields



Al-Diri'ya, the historic town and famous oasis, is located on the northwestern outskirts of Riyadh. The (1) ruins of the old city of Al-Diri'ya, which consist entirely of mud brick structures, can be seen on either side of the valley Wadi Hanifa. There are three districts, Ghusyba, Al-Mulaybeed, and Turaif, and they are set on top of hills overlooking the valley.

The oldest part of Al-Diri'ya was Ghusyba, which dates back to the mid-ninth century AH. Ghusyba was the First Saudi State capital until 1100AH.

Al-Diri'ya also became a religious centre after Muhammad Ibn Saud, ruler of Al-Diri'ya, invited a religious scholar by the name of Sheikh Mohammad bin Abdul Wahab there and implemented his religious views.

Strong protective walls with several observation (2) towers were built to protect Al-Diri'ya from foreign invaders. The length of the wall was approximately 14 km and it was made of small and large stones as well as mud.

The old city of Al-Diri'ya also contains numerous historic structures. For example, there is the (3) magnificent/traditional Salwa Palace, which is the largest palace on the site and was the home of the Al Saud Amirs and Imams during the First Saudi State. A(n) (4) outstanding structure all visitors should see is the Saad bin Saud Palace, famous for its courtyard.

Visitors to the area can also see a famous (5) mosque here which was built during the reign of Mohammad bin Saud. Students from all parts of the Arabian Peninsula used to travel here so it became a centre for religious education.

Other sights include the Guest House and the Al-Turaif Bath House. At the Guest House one can see a(n) (6) traditional/magnificent building with a number of small courtyards surrounded by rooms while at the Bath House visitors can admire the different styles of (7) architecture.

**Writing Plan: A description of a place / building**



**OPENING PARAGRAPH**

- What is the name and location of the famous place or building you are writing about?

---

- What is its most characteristic feature?

---

**MAIN PART (2 paragraphs)**

- What are its other features?

---

- What is special about them?

---

- Why are they important?

---

- What impression do they create?

---

- What is to see and do there?

---

**CONCLUSION**

- In a few words, what makes this place special?

---

- How do you feel about this place?

---



## VOCABULARY

### A. Choose the correct answer.

- I am calling to **confirm** / **confess** a dinner reservation I have made.
- The **homeless** / **victims** of the earthquake were provided with food and medical help.
- Is there a **pot** / **pan** I can use to fry some eggs?
- The burglar was caught in **action** / **crime** while breaking into the house.
- I couldn't believe it when I heard that Mr Brown had been **charged** / **committed** with murder.
- I didn't feel like cooking, so I just ate the **leftovers** / **scraps** from lunch.
- The **theft** / **thief** was never caught.
- He will serve at least ten years before he is **punished** / **released** from prison.

### B. Complete the following sentences with a suitable phrase from each box. Make any necessary changes.

by the time    in no time    on time    once upon a time    for the time being    in time    from time to time

- Luckily, there was no delay and the train left on time.
- Once upon a time, there was a kind prince living in a big castle.
- We arrived at the conference just in time for the beginning of the first seminar.
- It's nice to have a meal out from time to time.
- By the time my husband arrived home from work, the kids had already gone to bed.
- For the time being, the patient's condition is stable.
- Working together, they cleaned the entire house in no time.

be over    be up to    be up    be after    be against    be about    be for    be off

- The local residents are against the building of a new shopping centre as it will cause heavy traffic.
- I have an early start tomorrow. I have to be up at half past six.
- Story time is over. It's time you went to bed, kids.
- I'm afraid I must be off. I have to be at work by nine.
- Everyone who is for Jamie's idea, please raise your hands.
- The kids are unusually quiet. I wonder what they are up to.
- Did you eventually get what you were after?
- I was about to leave my house when Martin called and cancelled our meeting.

## GRAMMAR

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

- 'Are you going bowling next Thursday?' Frank asked the boys.  
Frank wanted to know if the boys were going bowling the following Thursday.
- 'Did I lock the door before leaving my house?' Ned asked himself.  
Ned wondered if he had locked the door before leaving his house.
- 'Do you know how to ski?' Adam asked Guy.  
Adam asked Guy if he knew how to ski.
- 'Stand behind the line,' said the security guard.  
The security guard told me to stand behind the line.
- 'Could you pass me the salt, Robert?' said Abdullah.  
Abdullah asked Robert if he could pass him the salt.

**D. Rewrite the sentences using the verbs given and Reported Speech.**

1. The little boy said, 'I didn't break the window yesterday.' **deny**  
*The little boy denied breaking/that he had broken the window the previous day.*
2. 'Oh! Dad, please let me go to the festival today!' said Alex. **beg**  
*Alex begged his father to let him go to the festival that day.*
3. 'Let's have chicken for dinner,' my brother said. **suggest**  
*My brother suggested that we (should) have chicken for dinner.*
4. 'I'm not at all satisfied with the service at this restaurant,' the customer told the manager. **complain**  
*The customer complained (to the manager) that he wasn't at all satisfied with the service at that restaurant.*
5. 'Don't forget to buy some bread when you return,' Mike told me. **remind**  
*Mike reminded me to buy some bread when I returned.*

**E. Rewrite the sentences using Direct Speech.**

1. Tony wondered where he had left his car keys.  
*'Where have I left my car keys?'* Tony wondered.
2. The man asked the shop assistant whether there was a discount.  
*'Is there a discount?'* the man asked the shop assistant.
3. The teacher asked the students not to make noise.  
*'Don't make noise,'* the teacher said.
4. Bert asked me what time my plane left the following morning.  
*'What time does your plane leave tomorrow morning?'* Bert asked me.
5. My father wanted to know who had directed that documentary.  
*'Who directed this documentary?'* my father asked.
6. The police asked Mr Preston to tell them what had happened the previous night.  
*'What happened last night?'* the police asked Mr Preston.

**ENGLISH IN USE**

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

# National Bank Held Up

An armed (1) *robbery* took place at the local National Bank yesterday. Two **ROB** men dressed in black entered the bank at 9am pretending to be clients. Just before they reached the teller, the (2) *robbers* put on masks, took out their guns and **ROB** then asked for all the money. The terrified teller did as he was told, and (3) *thankfully* nobody was hurt. However, a police car happened to be **THANK** passing by at the same time and the (4) *owner* of a nearby café, who had **OWN** realised what was going on, stopped it. The policemen went after the two (5) *criminals* and after chasing them through the streets of the city, they **CRIME** finally caught them. The two men turned out to be wanted for other crimes as well. There was evidence that they were involved in the (6) *theft* of a **THIEF** valuable painting from the Modern Art Museum as their (7) *fingerprints* had **FINGER** been found there.



## VOCABULARY

A. Complete the text with the words in the box. Make any necessary changes.

go out   incident   urgent   alarm system   appear   quickly   trip   make out

Last Wednesday is a day that I will never forget.

I finally got promoted to sales manager! I was not planning to

celebrate it because I had been too busy to organise anything. When I got home, I got a call from my colleague, Mark,

who told me that something (1) urgent had come up at the office. He told me to get to the office

(2) quickly and he would explain the problem. When I was entering my office, the lights suddenly

(3) went out. I heard some strange noises, but I couldn't (4) make out where they were

coming from. I was trying to find the light switch when I (5) tripped over something and that made the

(6) alarm system go off. Then, I heard people shouting, 'Surprise! Congratulations!' and the lights came on

again. Of course, the police soon (7) appeared because of the alarm. At first, they were quite angry, but

when we explained what had happened, they said they would forget the (8) incident.

*Congratulations!*

## WRITING

B. Read the story below. Join the underlined sentences using appropriate linkers and making all the necessary changes.

It was a cold winter's night. Ammar had been out of town on a business trip. He was feeling very tired and his eyelids were getting very heavy. He decided to stop somewhere to take a nap. He had heard of many stories about people who had had terrible accidents while driving long distances. The route he had chosen was not the one he usually took. Some colleagues had told him that it was much shorter. It could get him home nearly two hours earlier. As soon as he found a clearing, he pulled over and made himself comfortable. It was dark and isolated. Ammar was too tired to even think about feeling scared. He had only been sleeping for about thirty minutes. Somebody knocked on the driver's window. He was startled when he saw a man looking at him. The man asked Ammar for a lift into town. Ammar felt obliged to say yes. He didn't trust the man. There was something strange about him. They travelled in uncomfortable silence. Ammar would glance at the man every once in a while to make sure that everything was OK. Dawn was breaking. They arrived at the outskirts of the town. Ammar turned to ask the man where exactly he was going and didn't see the van that was coming towards them. He saw it. It was too late. It crashed into them. A couple of hours later, Ammar woke up. To his astonishment, he wasn't hurt. That wasn't the only strange thing. He was nowhere near the town. He was back in the clearing where he had stopped. He had been dreaming!

*Suggested answer*

*It was a cold winter's night. Ammar had been out of town on a business trip. Because he was feeling very tired and his eyelids were getting very heavy, he decided to stop somewhere to take a nap. He had heard of many stories about people who had had terrible accidents while driving long distances. The route he had chosen was not the one he usually took, as some colleagues had told him that it was much shorter and that it could get him home nearly two hours earlier. As soon as he found a clearing, he pulled over and made himself comfortable. Although it was dark and isolated, Ammar was too tired to even think about feeling scared. He had only been sleeping for about thirty minutes when somebody knocked on the driver's window. He was startled when he saw a man looking at him. The man asked Ammar for a lift into town. Ammar felt obliged to say yes even though he didn't trust the man. There was something strange about him. They travelled in uncomfortable silence. Ammar would glance at the man every once in a while to make sure that everything was OK. Just as dawn was breaking, they arrived at the outskirts of the town. Ammar turned to ask the man where exactly he was going and didn't see the van that was coming towards them. When he saw it, it was too late. It crashed into them. A couple of hours later, Ammar woke up. To his astonishment, he wasn't hurt but that wasn't the only strange thing. He was nowhere near the town. He was back in the clearing where he had stopped. He had been dreaming!*

## Writing Plan: **A story**



*Brainstorm ideas for your story*

### **INTRODUCTION**

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

### **MAIN PART**

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

### **CONCLUSION**

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





## ENGLISH IN USE

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

### A good night's sleep?

I am a deep sleeper and I hardly ever wake up (1) *in* the middle of the night. That is why I keep wondering why I woke up last night of all nights. What do I mean? Well, strangely enough, I couldn't sleep well last night due to a headache that was giving me a hard time. (2) *As* a result, I decided to go downstairs to the kitchen to take an aspirin. As I was walking down the stairs, I suddenly heard someone trying to unlock the front door. I hid behind the kitchen door and, (3) *to* my astonishment, I saw two men dressed in black entering the house.

It turned (4) *out* that they were burglars because they quickly started searching through every drawer in the house trying to find money or valuable jewellery. I quietly left the house through the back door and went over to a neighbour's house from (5) *where* I called the police. They arrived in (6) *no* time and caught the two burglars (7) *in* action. So, I have to admit that everything ended well, apart (8) *from* the fact that I was scared to death. However, I don't think I will ever be able to sleep deeply again.

## READING

### B. Read the text and answer the questions. Choose *a, b, c* or *d*.

- What do we learn about James Sullivan as a child?
  - He read all sorts of books.
  - He didn't like reading.
  - He read books related to a specific topic.
  - He had difficulty laying his hands on books.
- We are told that James Sullivan
  - became a very good detective.
  - had a bad name as a child.
  - hardly ever succeeded in solving a mystery.
  - was usually blamed when things went missing.
- What does the writer say about James Sullivan?
  - He had little experience in investigating a crime scene.
  - He enjoyed investigating a crime scene.
  - He never got used to investigating a crime scene.
  - He always found a paper bag at a crime scene.
- It is clear that Sullivan
  - liked his office.
  - regretted leaving his hometown.
  - enjoyed working from nine to five.
  - never regretted becoming a detective.
- James Sullivan was used to getting
  - calls at unusual hours.
  - a good night's sleep.
  - to bed early.
  - lots of exercise.
- That night Sullivan
  - never answered the call.
  - decided not to go to the hotel.
  - had slept well before he was woken up.
  - wasn't prepared for what was going to follow.

### The Reluctant Detective

James Sullivan had always wanted to be a detective. He had spent his childhood reading any book that he could lay his hands on about detectives, crimes and solving mysteries. If anything went missing or something was not right, James would be called upon to find the answer. The fact that he was almost always successful helped to build his name to such an extent that all the kids in the neighbourhood looked upon him with respect. Everyone knew that he had what it takes to be a detective! In a neighbourhood where cops and robbers was the game to play, his qualities were much admired! He was very clever and never missed even the smallest detail. Small wonder then that he managed to become one of L.A.'s finest detectives.

In spite of all his experience, he always felt sick upon reaching a crime scene. People expect detectives to be used to this kind of thing but James was not and never would be. He always kept a paper bag in the pocket of his coat just in case he needed it. He almost always did. You see, you never know what a job is like until you try it. He often wished he had chosen another line of work. Working in an office sounded nice! A nice nine to five job, working on a computer in a room with your name on the door. How different from his life. Being woken up at 3 o'clock in the morning and being told your services were required. Going to places that no living soul would wish to go knowing that your life was in danger. He had even left his hometown for his career. What a fool he had been leaving all his friends and family! As a result, he would spend the rest of his life alone.

He got the call at around 2 o'clock in the morning. The fact that he had gone to bed at 1 o'clock made it all the worse, because he had just fallen asleep when the phone rang. He had trouble sleeping most of the time. He tossed and turned until, at some point, he finally fell asleep. This was one of those nights, so he truly did not appreciate being woken up. Nevertheless, he picked up the phone only to hear someone telling him to go to a downtown hotel where a murder had occurred earlier that night. Fifteen minutes later Sullivan was driving to the scene of the crime. At the time he didn't know and couldn't possibly imagine what he would find there.

## VOCABULARY

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

- I would like a one way **ticket** / **fare** to Yemen, please.
- Do you know how long the **tour** / **journey** from London to Exeter takes?
- We travelled to Egypt and went on a guided **trip** / **tour** around Cairo.
- Thousands of tourists visit this archaeological **location** / **site** every year.
- By the time the climbers **arrived** / **reached** the top of the mountain, they were exhausted.
- The view from the top of the mountain is spectacular so don't forget to **carry** / **bring** your camera.
- I left work early today because I had to **bring** / **take** my son to the doctor.
- There was a lot of traffic, so I didn't **arrive** / **get** to the meeting on time.

### B. Complete the sentences with the correct form of the words/phrases in the boxes.

persuade   combine   restore   appreciate   construct   guarantee   afford

- A new shopping centre has been *constructed* in my area recently.
- During my holidays I like *combining* relaxation with education so I always take a couple of books with me.
- We *guarantee* that you will remain absolutely satisfied with the services provided by our hotel.
- I tried to *persuade* him to come with us to the festival but he didn't want to.
- I *appreciate* all the support you gave me when I most needed it.
- The old museum in our town is being *restored* at the moment.
- I would like to buy a new computer but I can't *afford* it at the moment.

enjoyable   canal   supervision   attraction   border   route  
pros and cons   accommodation   speciality

- Spicy chicken is the *speciality* at this restaurant.
- During the school trip, the students will be under the *supervision* of the teachers.
- The Badii Palace is a famous tourist *attraction* in Morocco.
- We travelled along the *canal* in a boat.
- We took a shorter *route* and arrived home earlier.
- It is difficult to find *accommodation* in this town as there are only two hotels.
- The *border* between the two countries is marked in red on the map.
- The children had an *enjoyable* time at the park this afternoon.
- The manager considered the *pros and cons* of hiring more staff.

GRAMMAR

C. Complete the text with the correct form of the verbs in brackets. Use the active or the passive voice.

# Queen Mary 2

## a luxurious voyage

When my brother and I both retired from work, we (1) used (use) some of the money we had saved to go on a trip of a lifetime; a sea voyage on the Queen Mary 2. The ship (2) is thought (think) to be one of the most impressive ocean liners that (3) has ever been built (ever / build), and those who travel on board the Queen Mary 2 (4) are provided (provide) with an extravagant and enjoyable experience. We (5) chose (choose) to go on the world cruise as this gave us the opportunity to visit many interesting places that we didn't think we would ever see. We (6) were taken (take) to exotic locations in Australia, South America, Asia and Europe - it was a truly memorable experience. The accommodation on board (7) is/was designed (design) with luxury in mind. We (8) stayed (stay) in two amazing suites; our rooms were very comfortable and had excellent facilities. Every morning a newspaper (9) was delivered (deliver) to our rooms, and in the evenings delicious chocolates (10) were laid (lay) on our pillows. There was also a wide variety of activities available for guests to do on board. We particularly (11) enjoyed (enjoy) taking afternoon tea, which on fine days (12) was served (serve) on the deck.



D. Rewrite the following sentences using the passive voice.

1. You must not reveal this secret to anyone.

*This secret must not be revealed to anyone.*

2. Every day we bring fresh fruit and vegetables to our restaurant.

*Fresh fruit and vegetables are brought to our restaurant every day.*

3. They will build a new sports centre in my city.

*A new sports centre will be built in my city.*

4. They had cleaned the rooms by 10:30.

*The rooms had been cleaned by 10:30.*

5. The teacher has explained the exercise twice.

*The exercise has been explained twice (by the teacher).*

6. They took Maria to the doctor.

*Maria was taken to the doctor.*



## GRAMMAR

### C. Choose the correct answer a, b or c.

- \_\_\_\_\_ the heavy rain, the pilot landed the plane safely.  
a. Although      b. Despite the fact      **c. In spite of**
- \_\_\_\_\_ I was tired, I couldn't sleep last night.  
a. In spite of      **b. Even though**      c. Because
- \_\_\_\_\_ he works long hours, he doesn't earn enough money.  
**a. Even though**      b. Despite      c. As
- \_\_\_\_\_ a small problem with my passport, I didn't fly last week.  
a. Despite      **b. Because of**      c. In spite of
- We kept walking \_\_\_\_\_ the heat.  
a. although      b. even though      **c. despite**
- He put on plenty of sunscreen \_\_\_\_\_ to avoid getting burnt.  
a. so that      **b. in order**      c. because

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

- George wasn't feeling well. However, he went to school.  
Although *George wasn't feeling well, he went to school.*
- We don't want to wake up the baby, that's why we are talking quietly.  
We are talking quietly so *as not to wake up the baby / that we won't wake up the baby.*
- Amani studied hard but she didn't pass the test.  
In spite *of studying hard, Amani didn't pass the test.*
- The weather conditions are bad so the match has been cancelled.  
Due *to the bad weather conditions, the match has been cancelled.*
- The boys are going to bed early. They want to get a good night's sleep.  
The boys are going to bed early so that *they can get a good night's sleep.*
- I'm going to eat all that fruit. You see, I like to eat healthily.  
As *I like to eat healthily, I'm going to eat all that fruit.*

## LISTENING



### E. Listen to two friends talking about a holiday. Decide whether the statements are True or False. Write T for True or F for False.

- Asad didn't want to go to Dammam. **F**
- Asad has not visited many places in the world. **F**
- After walking along Dammam Corniche, Asad went to a modern art museum. **F**
- Coral Island is under 2 km away from Corniche. **T**
- Asad and his son didn't catch any big fish. **T**
- Asad enjoyed the food in Dammam. **T**
- Asad didn't have time to visit the restaurant in the Heritage Village. **F**



## VOCABULARY

### A. Read the definitions and find the correct compound noun. The first letters of the words have been given for you.

- |   |  |
|---|--|
| 1. It is caused when there are too many cars on the roads.        | t <u>r a f f i c</u> j <u>a m</u>                      |
| 2. It is used by people who travel by plane very often.           | f <u>r e q u e n t</u> f <u>l y e r</u> c <u>a r d</u> |
| 3. You cannot drive a car without it.                             | d <u>r i v i n g</u> l <u>i c e n c e</u>              |
| 4. Passengers need it to get on the plane.                        | b <u>o a r d i n g</u> p <u>a s s</u>                  |
| 5. You have a great view on an aeroplane if you have one.         | w <u>i n d o w</u> s <u>e a t</u>                      |
| 6. You can see this written on the departure board at an airport. | f <u>l i g h t</u> n <u>u m b e r</u>                  |
| 7. Travellers show their tickets and leave their luggage there.   | c <u>h e c k</u> - i <u>n d e s k</u>                  |

### B. Match the two columns.

- |           |                            |               |
|-----------|----------------------------|---------------|
| 1. be     | <input type="checkbox"/> e | a. instance   |
| 2. for    | <input type="checkbox"/> a | b. start with |
| 3. what's | <input type="checkbox"/> d | c. a low cost |
| 4. at     | <input type="checkbox"/> c | d. more       |
| 5. to     | <input type="checkbox"/> b | e. exposed to |

### C. Complete the text with the words/phrases in the box. There are two extra words/phrases which you do not need to use.

freedom    means of transport    basic    luggage    aisle seat  
 comfort    wheelchair    flexible

Last year I went on a skiing holiday in the French Alps. The first few days were lots of fun; I'm quite an experienced skier and I enjoy the (1) freedom of gliding down the high slopes. However, on the fourth day, I had an accident and broke my leg. As you can imagine, this ruined everything. On my return journey, I had quite a few requests for the airline, but I was pleased to discover that they were very (2) flexible and they tried to ensure that they could meet all my requirements. Everything went according to plan; I got a(n) (3) wheelchair and someone took me to the plane. I had a(n) (4) aisle seat and despite the pain in my leg I was able to fly in relative (5) comfort. When I arrived at the airport, one of the airline staff helped me collect my (6) luggage and wheeled me out to meet my family.





**WRITING**

D. Read the advantages and disadvantages of using a bicycle as a primary means of transport. Add any additional ideas that you can come up with. Then write a paragraph summarising the advantages or disadvantages of using a bicycle as a primary means of transport.

*Suggested answer*

**Advantages**

- ) environmentally friendly  
does not emit CO<sub>2</sub>
- ) keeps you fit  
good exercise for heart and lungs
- ) easy to park
- ) low cost of maintenance  
spare parts and service cheap
- ) economical  
do not pay for fuel
- ) can easily manoeuvre yourself through traffic
- ) fun activity that can be done with others  
in the suburbs or country

**Disadvantages**

- ) dangerous driving on streets with other vehicles
- ) breathe in exhaust fumes from cars and other means of transport
- ) can easily be stolen even if tied with a chain and lock
- ) riding conditions affected by weather
- ) can only carry a limited number of things

*There are many advantages to using a bicycle as a primary means of transport. Firstly, a major advantage is the fact that a bicycle is environmentally friendly as it does not emit carbon dioxide. Riding a bicycle keeps you fit as it is good exercise for your heart and lungs. In addition, it is much easier to park than a car and it has a lower maintenance cost because spare parts and services are cheap. Overall, a bicycle is more economical as you don't have to pay for fuel. Also, you can avoid being stuck in a traffic jam, all you have to do is manoeuvre yourself through traffic. Finally, cycling is a fun activity which can be done with your friends in the suburbs or country.*

*or*

*Although many people believe that riding a bicycle is an ideal way to get around in a city, I believe that cycling has several disadvantages. It can be dangerous to cycle on busy roads with other vehicles. It is unhealthy to breathe in the exhaust fumes from cars and buses. In addition, a bike is very easy to steal even if tied with a chain and lock. The weather can affect riding conditions and you can only carry a limited number of things with you.*

## Writing Plan: A paragraph expressing an opinion



### INTRODUCTORY SENTENCE

*In your opinion, is travelling by car a luxury or a necessity?*

---

### SUPPORTING SENTENCES

- *Why do you think so?*

---

---

- *What are the advantages of travelling by car?*

---

---

- *What are the disadvantages of travelling by car?*

---

---

- *How do these make travelling by car a luxury or a necessity?*

---

---



## VOCABULARY

### A. Complete the sentences with a suitable phrase from the boxes.

at once      at first      at last      at least      at the latest

- \_\_\_\_\_ *At first* \_\_\_\_\_, I found the book boring but as I kept reading, it became more interesting.
- Ken, come here \_\_\_\_\_ *at once* \_\_\_\_\_! I want to talk to you.
- We had been waiting for the bus since eleven o'clock. \_\_\_\_\_ *At last* \_\_\_\_\_ it came at a quarter to twelve.
- The project had to be finished by Tuesday \_\_\_\_\_ *at the latest* \_\_\_\_\_.
- You never do anything around the house! You could \_\_\_\_\_ *at least* \_\_\_\_\_ tidy up your room!

in a mess      in a hurry      in general      in detail      in a bad mood      in particular      in other words

- Jack is \_\_\_\_\_ *in a bad mood* \_\_\_\_\_ because he failed his Maths exam.
- We discussed the problem \_\_\_\_\_ *in detail* \_\_\_\_\_ before reaching a conclusion.
- After cooking, Sally always leaves the kitchen \_\_\_\_\_ *in a mess* \_\_\_\_\_.
- The ending was quite predictable, but \_\_\_\_\_ *in general* \_\_\_\_\_ it was a nice book.
- His behaviour was immature and irresponsible, \_\_\_\_\_ *in other words* \_\_\_\_\_ very unprofessional.

### B. Complete the text with the words in the box.

version      popularity      commonplace      consequences      personal      forward

Whether in your own country or while on holiday, getting lost can have serious (1) \_\_\_\_\_ *consequences* \_\_\_\_\_. For this reason, in recent years GPS navigators have become (2) \_\_\_\_\_ *commonplace* \_\_\_\_\_ for drivers around the world. Rather than using maps or asking for directions, drivers simply enter their destination and follow the visual and vocal instructions. Most navigators can store (3) \_\_\_\_\_ *personal* \_\_\_\_\_ data, like your favourite destinations, your home address, even pictures. GPS navigators enjoy great (4) \_\_\_\_\_ *popularity* \_\_\_\_\_, and some of them are quite affordable, too. A latest (5) \_\_\_\_\_ *version* \_\_\_\_\_ has a voice detector, which means that instead of typing in the address which you want directions to, you 'talk' to the navigator and it can find it for you. However, authorities in some countries have put (6) \_\_\_\_\_ *forward* \_\_\_\_\_ the idea of making navigators illegal, as they can easily cause accidents.

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

- |   |          |
|---|----------|
| 1. I consider documentaries to be very _____ <i>educational</i> _____.                              | EDUCATE  |
| 2. Ali pays for his car in _____ <i>monthly</i> _____ instalments.                                  | MONTH    |
| 3. Children are _____ <i>dependent</i> _____ on their parents for food and clothing.                | DEPEND   |
| 4. If you need any _____ <i>additional</i> _____ information, please do not hesitate to contact us. | ADDITION |
| 5. Let's go on a short holiday and get away from our _____ <i>daily</i> _____ routine.              | DAY      |
| 6. Anne is _____ <i>confident</i> _____ that she will do well in her exams.                         | CONFIDE  |

## GRAMMAR

### D. Choose the correct answer a, b, c or d.

- Michael thought he \_\_\_\_\_ by a strange man last night.  
 a. followed      b. was following      c. to be followed      **d. was being followed**
- This doctor is believed \_\_\_\_\_ the best in his field.  
 a. being      b. to being      c. that he is      **d. to be**
- The customers are \_\_\_\_\_ by the waiters at the moment.  
 a. served      b. serving      **c. being served**      d. been served
- A contract \_\_\_\_\_ between the businessmen.  
 a. was signing      b. signed      c. was being signing      **d. was being signed**
- Fresh fruit is believed \_\_\_\_\_ beneficial for people's health.  
 a. being      **b. to be**      c. to have      d. it is

## 2b → Student's Book pp. 28-30

### E. Rewrite the following sentences using the passive voice. Start with the words given.

1. I asked the children to go to bed early tonight.

The children *were asked to go to bed early tonight* \_\_\_\_\_.

2. People were taking lots of photos during the race.

Lots *of photos were being taken during the race* \_\_\_\_\_.

3. I expect that this scientist will win a Nobel Prize this year.

This scientist *is expected to win a Nobel Prize this year* \_\_\_\_\_.

4. Millions of people are going to watch the football match.

The football match *is going to be watched by millions of people* \_\_\_\_\_.

5. Don't come in. They are painting the living room at the moment.

Don't come in. The *living room is being painted at the moment* \_\_\_\_\_.

6. They say that Mr Jones is the man who helped the police solve the mystery.

It *is said that Mr Jones is the man who helped the police solve the mystery* \_\_\_\_\_.

## ENGLISH IN USE

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

1. I went to the library so that I could return the books I had borrowed.

**order**

I went to the library \_\_\_\_\_ *in order to return* \_\_\_\_\_ the books I had borrowed.

2. We didn't go to the park because it was raining heavily.

**to**

We didn't go to the park \_\_\_\_\_ *due to the heavy* \_\_\_\_\_ rain.

3. Despite being tired, I agreed to go to the library with my brother.

**though**

I agreed to go to the library with my brother \_\_\_\_\_ *even though I was* \_\_\_\_\_ tired.

4. Ted joined the gym so as to keep fit.

**that**

Ted joined the gym \_\_\_\_\_ *so that he could* \_\_\_\_\_ keep fit.

5. Afaf will prepare the food for dinner.

**be**

The food for dinner \_\_\_\_\_ *will be prepared by* \_\_\_\_\_ Afaf.

6. They had painted the school before the students returned from the summer holidays.

**been**

The school \_\_\_\_\_ *had been painted* \_\_\_\_\_ before the students returned from the summer holidays.

7. You must do this exercise within fifteen minutes.

**done**

This \_\_\_\_\_ *exercise must be done* \_\_\_\_\_ within fifteen minutes.

8. Although Mike studied hard, he didn't pass the final exam.

**of**

Mike didn't pass the final exam \_\_\_\_\_ *in spite of studying* \_\_\_\_\_ hard.

## 2b → Student's Book pp. 31-33

## VOCABULARY

### A. Match the synonyms.

- |                  |     |                          |
|------------------|-----|--------------------------|
| 1. to begin with | (d) | a. variety               |
| 2. such as       | (b) | b. for example           |
| 3. moreover      | (e) | c. from my point of view |
| 4. I believe     | (c) | d. in the first place    |
| 5. range         | (a) | e. what is more          |

B. Complete the text with the words/phrases in the box. There are two extra words/phrases which you do not need to use.



refreshing    appealing    giant    firstly    relatively    economical    tour operators    restrictions

A couple of years ago I went on a holiday in Kenya with some friends. We were visiting some of the

(1) relatively unspoilt islands off the coast of Kenya. We took a *dhow*, which is a type of boat, to get to Mando Toto island, where we were going to stay for a few nights. When we arrived at Mando Toto, we had a(n) (2) refreshing swim in the crystal clear waters. Anyone who enjoys snorkelling will find these islands very (3) appealing as they have plenty of exotic sea life. After lunch we were taken to our accommodation, a row of tree houses built in (4) giant trees on the beach. Apart from having a beautiful view of the sea, the tree houses were very (5) economical to stay in - they cost only \$20 a night. Many (6) tour operators are now offering all-inclusive holidays to these islands so it's best to go there before the area becomes spoilt by too much tourism.

## WRITING

C. Read the essay, complete the gaps 1-4 with the topic sentences A-D and circle the correct linking words/phrases.

**The Internet is considered by many to be an ideal solution to many problems of our modern lifestyles. What is your opinion?**

1. **D** The obvious reason for this is the global connection and speed it provides. This enables people to come into contact and keep in touch with family and friends, no matter what the distance is. It also offers a wide range of time-saving options.
2. **A** It is true that today's hectic lifestyle does not leave us with enough time to interact socially on a daily basis. Using the Internet and technology, you can 'meet up' with your friends and family and tell them your news without having to move around. **Moreover** / **Especially**, you can keep in touch with family members that live abroad at a very low price.
3. **B** Many people find it hard to cope with the demands of modern life. The Internet gives them the opportunity to get things done more easily and quickly. **For example** / **From my point of view**, students can access online libraries and databases to get information on a variety of fields like History, Medicine, etc.
4. **C** By this I mean that it helps people to maintain contact with their friends and family and also save a lot of time while exposing them to a wide range of information.

- A. **Firstly** / **For example**, the Internet provides people with the opportunity to interact with other people.
- B. Another reason why the Internet is considered ideal is that it is a fast and efficient tool.
- C. **Especially** / **In my opinion**, the Internet is a very useful invention.
- D. It is a fact that the Internet is thought to be an ideal way to deal with the problems created by our modern way of life.

## Writing Plan: An essay expressing an opinion



### INTRODUCTION

- *How common/widespread is the idea that a small, peaceful town is the ideal summer holiday destination?*  
\_\_\_\_\_
- *Do you agree?*  
\_\_\_\_\_

### MAIN PART (1-2 paragraphs)

- *What is one advantage/disadvantage of spending summer holidays in a small peaceful town? Why?*  
\_\_\_\_\_  
\_\_\_\_\_
- *Can you think of any examples?*  
\_\_\_\_\_  
\_\_\_\_\_
- *What is another advantage/disadvantage of spending summer holidays in a small peaceful town? Why?*  
\_\_\_\_\_  
\_\_\_\_\_
- *Can you think of any examples?*  
\_\_\_\_\_  
\_\_\_\_\_

### CONCLUSION

- *What is your overall opinion of this type of summer holiday destination?*  
\_\_\_\_\_
- *How would you feel about spending your summer holidays in a small peaceful town?*  
\_\_\_\_\_





## ENGLISH IN USE

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

# Stranded on Safari



When my brother suggested going on a safari, I thought Zimbabwe would be an (1) \_\_\_\_\_ holiday destination. We stayed on a reserve, close to which leopards, elephants and crocodiles roamed and on the first two days we really (2) \_\_\_\_\_ being so close to nature.

On the third day, we hired a car to explore the (3) \_\_\_\_\_ African landscape. On the way, we saw signs not to leave the car. However, after driving for hours on end, we eventually ran out of petrol. To make matters worse, we got lost and we had no other (4) \_\_\_\_\_ but to spend the night in the car. The next day, very early in the morning, we decided to walk back. We reached the reserve after ten long hours. Naturally, the staff were very worried about us. (5) \_\_\_\_\_, they told us they had sent a jeep to look for us and they apologised for not being able to help. Undoubtedly, this holiday was one we will never forget. And despite our little adventure, Zimbabwe is a beautiful country which has got so many (6) \_\_\_\_\_ worth visiting. We will certainly go there again.

- |   |   |   |
|---|---|---|
| 1. <input checked="" type="radio"/> a. ideal      | b. enthusiastic                                 | c. additional                                   |
| 2. <input type="radio"/> a. accommodated          | b. guaranteed                                   | <input checked="" type="radio"/> c. appreciated |
| 3. <input checked="" type="radio"/> a. impressive | b. enjoyable                                    | c. brilliant                                    |
| 4. <input checked="" type="radio"/> a. option     | b. range  | c. restriction                                  |
| 5. <input checked="" type="radio"/> a. Moreover   | b. Firstly                                      | c. Without a doubt                              |
| 6. <input type="radio"/> a. objects               | <input checked="" type="radio"/> b. attractions | c. tours  |

## READING

B. You are going to read a text about a holiday on Ile de Re. Six sentences have been removed from the text. Choose from A-G the one which fits each gap (1-6). There is one extra sentence which you do not need to use.

- A. I went there with my wife and two children last year and I have to say it was a truly enjoyable holiday.
- B. We bought some fresh baguettes from the bakery for our picnic.
- C. However, all too soon, our two week holiday was over and we were on the plane returning home.
- D. We drove to the capital of the island, which is a charming harbour town.
- E. However, we didn't let the bad weather bring us down and armed with umbrellas and raincoats we went exploring.
- F. This tradition goes back to a time when animals working in the fields were covered with cloth to protect them from mosquito bites.
- G. The children ran into the sea for a swim while we were reading books and talking.



# A French holiday

Ile de Re is an enchanting island off the Atlantic coast of France. It is a great place for a family holiday with activities and attractions that will appeal to everyone, both young and old. **1. A** We flew into La Rochelle airport and from there we drove across the bridge which connects Ile de Re to mainland France. The island has a scenic landscape with unspoilt beaches, forests, ports and salt marshes.

On our first day, we were disappointed because it was pouring with rain. **2. E** We discovered a wonderful local market which sold fruit, vegetables, fish and oysters. We discovered hidden alleyways and pathways which led us down to beautiful gardens and vegetable patches. Soon we found ourselves on the coast looking at a spectacular beach. The weather had finally cleared and the grey clouds had given way to a bright blue sky. **3. G**

The island is very picturesque so the following day we rented a car and set off to explore it. **4. D** It has some impressive historical buildings and there are plenty of restaurants and cafés on the waterfront which serve a large selection of delicious meals. Also, we took the kids for a ride on the famous donkeys of the capital, which are dressed in gingham trousers. **5. F**

We managed to pack a lot of sightseeing and several trips to nearby islands into the following days. **6. C** I will always remember my family holiday in Ile de Re with great fondness. Who knows, perhaps one day we will return there again.

## VOCABULARY

### A. Choose the correct answer *a, b* or *c*.

- Our teacher makes us act out a role play with a different \_\_\_\_\_ each time.  
 a. partner                      b. expert                      c. site
- Brenda is always \_\_\_\_\_ of other students who do better than her at school.  
 a. relevant                      b. unlikely                       c. jealous
- Whether we go camping or not depends \_\_\_\_\_ on the weather.  
 a. entirely                      b. increasingly                      c. gradually
- The author has \_\_\_\_\_ the book to his children.  
 a. printed                       b. dedicated                      c. attended
- I am thinking of \_\_\_\_\_ my old sofa with a new one.  
 a. exchanging                       b. replacing                      c. changing
- My brother always \_\_\_\_\_ lectures in the morning.  
 a. analyses                      b. includes                       c. attends
- The police arrived at the \_\_\_\_\_ of the accident within minutes.  
 a. site                      b. clip                       c. scene
- It is hoped that this new medicine will save the lives of \_\_\_\_\_ people.  
 a. individual                       b. countless                      c. unique

### B. Match the words with their definitions. Then use the words to complete the sentences 1-4. Make any necessary changes.

- |                 |                                    |                               |
|-----------------|------------------------------------|-------------------------------|
| 1. method       | <input checked="" type="radio"/> b | a. not probable               |
| 2. conversation | <input checked="" type="radio"/> c | b. the way of doing something |
| 3. unlikely     | <input checked="" type="radio"/> a | c. discussion                 |
| 4. rather than  | <input checked="" type="radio"/> d | d. instead of                 |

- It is \_\_\_\_\_ *unlikely* \_\_\_\_\_ that he will come. He has a lot of studying to do.
- I prefer to read a book \_\_\_\_\_ *rather than* \_\_\_\_\_ a magazine.
- Our teacher uses very useful teaching \_\_\_\_\_ *methods* \_\_\_\_\_.
- I had an interesting \_\_\_\_\_ *conversation* \_\_\_\_\_ with my friends yesterday.

## GRAMMAR

### C. Read the sentences and circle the correct answer.

- To lend /  Lending money to Ron was foolish of you.
- I'd really love  to come / coming to your graduation.
- I think we should  prevent / preventing him from cheat /  cheating in the test.
- I don't remember to meet /  meeting you before.
- We were shocked hearing /  to hear that Bushra had had an accident.
- Marcia always wanted  to become / becoming a teacher.
- I want to apologise for speak /  speaking to you in such a rude way.

**D. Complete the dialogues with the correct form of the verbs in brackets. Use the full infinitive, bare infinitive, or -ing form.**

1. A: Hey, do you fancy \_\_\_\_\_ *watching* \_\_\_\_\_ (watch) this documentary?  
B: That's a good idea.
2. A: Did he really threaten \_\_\_\_\_ *to leave* \_\_\_\_\_ (leave) the company?  
B: Yeah! But I don't think he will.
3. A: It was so nice of you \_\_\_\_\_ *to send* \_\_\_\_\_ (send) me flowers.  
B: I never forget how much you like roses.
4. A: Is it true that Stu is a millionaire?  
B: I don't know if he is a millionaire, but he is believed \_\_\_\_\_ *to be* \_\_\_\_\_ (be) very rich.
5. A: Who did the police accuse of \_\_\_\_\_ *stealing* \_\_\_\_\_ (steal) the money?  
B: Henry, but he denied \_\_\_\_\_ *having* \_\_\_\_\_ (have) anything to do with it.
6. A: I was really surprised \_\_\_\_\_ *to see* \_\_\_\_\_ (see) Peter at the shopping centre yesterday.  
B: Yes, he changed his mind and decided \_\_\_\_\_ *to come* \_\_\_\_\_ (come) with us after all.
7. A: Why did your grandfather stop \_\_\_\_\_ *driving* \_\_\_\_\_ (drive)?  
B: Because he could no longer see very well.

**E. Complete the text by putting the verbs in brackets in the correct form. Use the full infinitive, bare infinitive, or -ing form.**

May I (1) \_\_\_\_\_ *have* \_\_\_\_\_ (have) your attention please? Final exams begin next Monday, so listen carefully. You should avoid (2) \_\_\_\_\_ *staying* \_\_\_\_\_ (stay) up late at night (3) \_\_\_\_\_ *to study* \_\_\_\_\_ (study). It would (4) \_\_\_\_\_ *be* \_\_\_\_\_ (be) better (5) \_\_\_\_\_ *to organise* \_\_\_\_\_ (organise) your time effectively during the day. However, if you feel like (6) \_\_\_\_\_ *going* \_\_\_\_\_ (go) to the park (7) \_\_\_\_\_ *to have* \_\_\_\_\_ (have) a break, then do, but remember (8) \_\_\_\_\_ *to return* \_\_\_\_\_ (return) home early and (9) \_\_\_\_\_ *get* \_\_\_\_\_ (get) enough sleep. When the exam period finishes, you'll (10) \_\_\_\_\_ *have* \_\_\_\_\_ (have) plenty of time (11) \_\_\_\_\_ *to get* \_\_\_\_\_ (get) as much rest as you like.



## 3a → Student's Book pp. 40-41

### VOCABULARY

**A. Cross out the odd word.**

- |               |                      |                    |                    |
|---------------|----------------------|--------------------|--------------------|
| 1. anorak     | thobe                | <del>facial</del>  | abaya              |
| 2. earrings   | <del>cardigans</del> | bracelets          | chains             |
| 3. high heels | sandals              | <del>jumpers</del> | Wellington boots   |
| 4. blouse     | cardigan             | coat               | <del>slipper</del> |

## B. Complete the text with the words/phrases in the box.

fitness programme    dietician    in shape  
absolutely    recommended    complete

A few months ago, Mohammad went to the doctor for a check-up. He thought that he was (1) absolutely fine, but the doctor told him that he had to change his eating habits. Actually, his diet was a (2) complete disaster: fried food, lots of chocolate and no exercise. So, Mohammad went to see a (3) dietician, who suggested that he should lose weight. He (4) recommended a list of healthy options and told him what to avoid. He explained that staying (5) in shape is not just a matter of appearance but, more importantly, it's a matter of health. So, he decided to join his friends and start going to the gym. The (6) fitness programme at the gym helped him lose weight and feel a lot healthier.



## GRAMMAR

### C. Decide which person does the action being described. Choose a or b.

- Peter is having his pictures developed.  
a. Peter                      **b.** a photographer
- Bob had his television fixed.  
a. Bob                        **b.** a technician
- Aisha cooked a delicious meal.  
**a.** Aisha                      b. a chef
- Naeem will type his assignment.  
**a.** Naeem                     b. a secretary
- Gary has had a pair of trousers made.  
a. Gary                      **b.** a tailor

### D. Rewrite the sentences using the causative form.

- The dentist whitened my teeth.  
I had my teeth whitened.
- The mechanic is repairing my car at the moment.  
I 'm having my car repaired at the moment.
- A painter painted my flat last week.  
I had my flat painted last week.
- My brother will wash my car this weekend.  
I will have my car washed this weekend.
- The nurse took my blood pressure.  
I had my blood pressure taken.
- The hairdresser has cut and styled my hair.  
I 've had my hair cut and styled.

## LISTENING



### E. You will hear four different people talking about fashion and the environment. For questions 1-4, choose from the list (A-E) what each speaker says. There is one extra sentence which you do not need to use.

- Speaker 1 **C**  
Speaker 2 **E**  
Speaker 3 **A**  
Speaker 4 **D**

- There are environmentally-friendly ways of producing fabrics.
- Fashion is being used to save endangered species.
- Unwanted materials can be used in a creative way to design new clothes.
- There is a way of living which has been applied to the production of fashion items.
- The fashion industry can help poor countries.

## VOCABULARY

### A. Complete the sentences with a suitable word from the box.

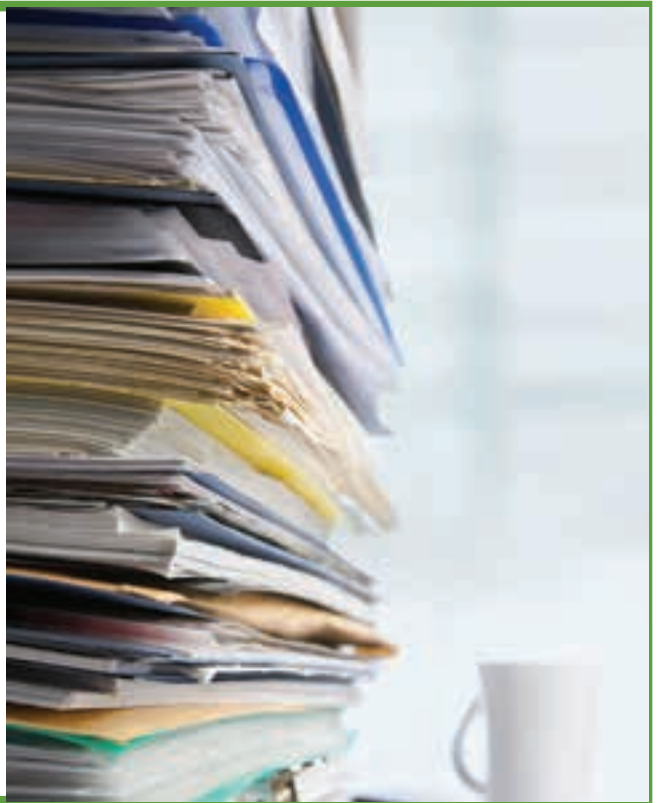
aid    hunger    poverty    chicken nuggets    addicted    canteen

- Whenever Billy goes to a fast food restaurant, he always orders chicken nuggets.
- Lots of people live in poverty and can barely survive.
- Medical aid is being given to all the earthquake victims.
- At lunchtime I go to the canteen and buy something to eat.
- Unless we give this horse some food, it will die of hunger.
- Larry seems to be addicted to coffee. He drinks at least three cups every day.

### B. Complete the text with the words in the box.

drawbacks    pastime    overweight    nutritious    radical    concerned

One of the (1) drawbacks of modern life is the fact that people don't have much time to just relax. Scientists have said that it is important to have a (2) pastime in order to relieve the stress of everyday life, but most of us have little time to indulge in our interests. Another disadvantage of leading a busy lifestyle is that you may not have enough time to exercise and eat (3) nutritious meals. Many people opt for eating fast food which is easier and less time consuming. However, too much of this kind of food can often lead to you becoming (4) overweight. If you are (5) concerned about this situation, then now is the time to do something about it. You may not even have to make (6) radical changes; just setting aside some time to do something positive like a hobby will make a difference and lead you to a happier, healthier life.



### C. Match the two columns to make phrases/collocations.

- |               |     |                  |
|---------------|-----|------------------|
| 1. come       | (d) | a. machine       |
| 2. take       | (c) | b. conclusion    |
| 3. in         | (b) | c. action        |
| 4. to make    | (f) | d. up with       |
| 5. developing | (e) | e. countries     |
| 6. vending    | (a) | f. matters worse |

## WRITING

D. Read the article and the letter a reader has written in response to it. The underlined phrases are inappropriate for the letter because they are too informal. Rewrite them in a more formal way.

### Community Programme for helping senior citizens

A discussion is being held by the city council about a community programme, which aims to get community members involved in helping senior citizens in the area. The programme aims to provide various services to senior citizens who have no family to take care of them. Some have expressed an interest in the programme, and say that specialised professionals should help in providing senior citizens with the necessary support and quality of life which they deserve.

Dear Sir / Madam,

I am writing with regard to the article in your newspaper about the senior citizens community programme. I want to tell you what I think.

Yeah, why shouldn't we do this? It's good for everyone you know! Providing senior citizens with services that help them live comfortably is obviously a good cause. You see these old folks have nobody. For this reason, they end up living a lonely and unhappy life. Community members can thus play an important role in helping them overcome their loneliness, and be of service to them by helping them with everyday chores.

Taking care of the elderly often requires know-how and special skills. For this reason, we all have a responsibility to hire professional caretakers. I guess that together we can look after them.

All in all, I am in favour of this programme but only if community members work with specialised social workers, who will play a leading role in providing services to the aged.

Yours faithfully,

Salman Al Amri

#### *Suggested answers*

1. I want to tell you what I think.

*I would like to give you my opinion on this matter.*

2. Yeah, why shouldn't we do this? It's good for everyone you know!

*I agree we should help senior citizens; everyone can benefit from this.*

3. You see these old folks have nobody.

*Many elderly people have no relatives.*

4. I guess that together we can look after them.

*I believe that if we work together we can look after the elderly.*

## Writing Plan: A letter (to the editor) expressing an opinion



### GREETING

- Use a formal greeting:

---

### OPENING PARAGRAPH

- What is the issue that you are discussing in your letter?

---

### MAIN PART

- Why is providing food to developing countries important?

---

- Why is providing laptops to developing countries important?

---

- Which one is a more effective way of helping developing countries?

---

### CLOSING PARAGRAPH

- In a few words, what do you think is more important to developing countries providing food or laptops?

---

### SINGING OFF

- Sign off with an appropriate formal ending:

---





## VOCABULARY

## A. Complete the sentences with a suitable phrase from the box. Make any necessary changes.

out of the way    the hard way    in the way    on the way    by the way  
 the other way round    there's no way    make one's way

- Adam had to learn the hard way before he became a successful businessman.
- My young daughter always gets in the way while I am trying to do the housework.
- Khalid greeted his friend and made his way towards his office.
- Will you please move your car out of the way so that I can get mine out of the garage?
- Do I turn left first and then right or is it the other way round?
- On the way to the supermarket, I met an old classmate of mine.
- Our team is the best. There's no way we are going to lose today's match.
- By the way, who is going to prepare dinner?

B. Complete the sentences with the correct form of the verbs *miss*, *lose*, *keep* or *hold*.

- It's amazing that Nasir can hold his breath for two whole minutes!
- Nadir and Murad were very close friends, but when Nadir moved to another city they just lost contact.
- Make sure you hold your father's hand so that you don't get lost in the crowd.
- Our dad kept his promise and took us to the festival.
- Saud loses his temper easily, especially when he feels he is treated unfairly.
- Keep in mind that Mr Faisal has very little time to spare, so make sure that you are not late.
- The company is holding a meeting next week.
- If you land on a red square, it means that you lose your turn.

## C. Complete the text with the words in the box. There are two extra words which you do not need to use.

cook    takeaway    selection    scenery    rush    discouraged    install    feature

As it was such a nice day last Saturday, we decided to organise a day in the park. My mum thought it would be nice for us to have a picnic so she brought a (1) selection of food and I also ordered some (2) takeaway just in case there wasn't enough for everyone. My sister, who is an excellent (3) cook, prepared a whole chicken which was absolutely delicious. Afterwards, my brothers wanted to play football but Dad (4) discouraged them from doing that. He told them it was not a good idea to exercise immediately after eating a big meal. So we sat and admired the beautiful (5) scenery; there are beautiful trees and plants in the area. Another interesting (6) feature of the park is a small lake. We all had a great time together and we started making plans for next weekend.

## GRAMMAR

### D. Read the dialogues and circle the correct answer.

- A: It is wrong not to ask your parents' permission.  
 B: You're right. I should **ask** / **have asked** them otherwise they'll get very upset.
- A: Adam is late again. What happened to him?  
 B: He must **miss** / **have missed** the bus.
- A: Wow! Your earrings are fantastic. You must **have paid** / **pay** a lot for them.  
 B: No, actually they were a gift from my family.
- A: Letting your little brother ride the horse was not responsible. He **could** / **should** have hurt himself.  
 B: You're right. I won't let him ride it again.
- A: I think I saw Ken yesterday.  
 B: You **can't** / **won't** have seen him. He's still in China.
- A: I can't find the car keys.  
 B: You **might** / **might have** put them in the drawer.

### E. Rewrite the sentences using *should, must, might, could, can't + have + past participle*.

- It was wrong of you to take your brother's mobile phone without asking him first.  
 You *shouldn't have taken your brother's mobile phone without asking him first*.
- I am certain Harry went to the library.  
 Harry *must have gone to the library*.
- I'm sure getting lost in the forest was a scary experience for you.  
 Getting lost in the forest *must have been a scary experience for you*.
- Emad isn't sure if he has seen this documentary before.  
 Emad *might have seen this documentary before*.
- I'm sure Larry did not finish his assignment before me.  
 Larry *can't have finished his assignment before me*.
- It's possible that they didn't know about the exhibition.  
 They *might not have known about the exhibition*.
- You were lucky you didn't break your leg when you fell down.  
 You *could have broken your leg when you fell down*.

## ENGLISH IN USE

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

When Tom was a teenager, he dreamt of travelling. He loved his hometown, (1) *but* felt that he wanted to see more of the country. So, when he was offered a job in another city, there was (2) *no* way he would stay. When he said goodbye to his family, his father told him to (3) *keep* in mind that there is no place like home.

In the beginning he was very excited. New place, new opportunities. He met a lot (4) *of* people at work but didn't lose contact (5) *with* his friends and family back home. However, as work grew more stressful, he didn't have time for socialising or keeping in touch. Tom realised that he missed his family very much. Also, although he had met all those people, there was nobody he could talk to (6) *about* his problems. By the end of the month he was unhappy. He had learnt the (7) *hard* way that only his home gave him a sense of fulfilment. He should (8) *have* listened to his father: there really is no place like home.

## VOCABULARY

A. Read the definitions and find the words. The first letter has been given for you.

1. to do something to make somebody/something successful
2. a statement that informs people about something
3. concerning
4. a type of art in which lots of different pictures are stuck together
5. an occasion; a happening

c o n t r i b u t e

a n n o u n c e m e n t

r e g a r d i n g

c o l l a g e

e v e n t

## WRITING

B. Read the note posted on a school noticeboard about an English summer course and the notes made by a student who is interested in attending. Then read the e-mail that he has written and rewrite the underlined questions using a variety of indirect questions.

### ENGLISH SUMMER COURSE

- Attend an intensive course in English as a foreign language at an English university during the summer. *When?*
- Demanding course which requires students to have upper-intermediate knowledge of the language. *I do, but not good at speaking, okay?*
- Certificate of attendance provided. *For what level?*
- Accommodation, food and transport costs are included in the price. *Where stay? How much?*

Contact Mr Saad if you wish to attend.

Dear Mr Saad,

I am writing in connection with the announcement which was posted on the noticeboard last week regarding the English Summer Course. I am interested in attending but require some additional information.

Firstly, when is this course taking place? I have prior arrangements for July and will not be able to attend then. Regarding the level of English that is required, I have an upper-intermediate level certificate but I'm not good at speaking. Is that okay? Furthermore, you mention a certificate of attendance is provided. What level is this for?

As for the price, you mention that accommodation, food and transport are included but how much does the course cost?

In addition, where will we be staying?

I look forward to hearing from you at your earliest convenience.

Yours sincerely,

Abdullah Al-Naser

1. Firstly, when is this course taking place?

*Firstly, I would like to know when this course is taking place.*

2. Is that okay?

*Could you tell me if this will be alright?*

3. What level is this for?

*I was wondering what level this is for.*

4. ... how much does the course cost?

*... I would be grateful if you could let me know how much the course costs.*

5. ... where will we be staying?

*... could you let me know where we will be staying?*

## Writing Plan: A semi-formal letter/e-mail based on prompts



### GREETING

- Use an appropriate greeting to address the teacher:
- 

### OPENING PARAGRAPH

- Why are you writing and how do you feel about the course offered? (always been keen on art)
- 

### MAIN PART

Paragraph 1:  
what days? lasts how long?

- What is the timetable/schedule of the course?
- 
- 

Paragraph 2:  
cost

- What is the cost of the course and what does it cover?
- 
- 

### CLOSING PARAGRAPH

- End your letter/e-mail by saying that you are looking forward to receive a reply:
- 

### SIGNING OFF

- Use an appropriate set phrase to sign off your letter/e-mail:
-



# 3 round-up → Student's Book pp. 50-52

## ENGLISH IN USE

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.

1. There's no point getting upset over unimportant matters. **use**  
It's \_\_\_\_\_ *no use getting* \_\_\_\_\_ upset over unimportant matters.
2. Shall we go fishing this weekend? **about**  
How \_\_\_\_\_ *about going fishing* \_\_\_\_\_ this weekend?
3. Kevin prefers to work part-time this summer. **rather**  
Kevin \_\_\_\_\_ *would rather work* \_\_\_\_\_ part-time this summer.
4. A professional interior designer is decorating our house. **are**  
We \_\_\_\_\_ *are having our house decorated* \_\_\_\_\_ by a professional interior designer.
5. They asked a plumber to fix the water pipe. **had**  
They \_\_\_\_\_ *had the water pipe fixed* \_\_\_\_\_ by a plumber.
6. Mark didn't tell his parents the truth, which was wrong. **have**  
Mark \_\_\_\_\_ *should have told his parents* \_\_\_\_\_ the truth.
7. I am sure Ikram has visited this museum before. **visited**  
Ikram \_\_\_\_\_ *must have visited this museum* \_\_\_\_\_ before.
8. Jason was driving carelessly and almost had an accident. **had**  
Jason \_\_\_\_\_ *almost had an accident* \_\_\_\_\_ because he was driving carelessly.

## READING

B. Read the text on page 47 and decide whether the following statements are True (T), False (F) or Not Mentioned (NM).

1. The Airbus A380 had to be redesigned so that it could land at some airports.
2. Emirates, Qantas and Singapore Airlines all own an Airbus A380.
3. The number of seats in first class, business class and economy class is the same.
4. Only passengers in business class can enjoy more space.
5. Singapore Airline's twelve first-class suites all come with a double bed.
6. Travelling on an Airbus A380 is less tiring than travelling on any other plane.
7. It is cheaper to travel on an Airbus A380 than on any other plane.
8. There are plans to build more Airbus A380 planes.

# a state-of-the-art aircraft



**T**he new Airbus A380 is the largest passenger jet that has ever been built. It can hold more passengers and cargo than any other commercial aeroplane, and most airports actually have to be redesigned in order to provide room for it. Even though the first designs of this giant aeroplane appeared back in 1994, it did not make its first commercial flight until October of 2007, from Singapore to Sydney, Australia, with Singapore Airlines. This long design period allowed the new Airbus jet aeroplane to be perfected technologically as well as practically. It has since been bought by Emirates Airlines as well as Qantas Airlines, and more and more airlines are expressing interest.

The Airbus A380 is nearly 240 feet long and 260 feet wide, from wing to wing. Because of its incredible size, it can seat up to 840 passengers. However, since the seating is divided into first class, business class and economy class, and each class has different seating arrangements, a total of 555 passengers can be seated. In general, more space means broader seats, more personal storage and better head room in all three classes. There are two floors on the Airbus A380, the upper including business and economy class, and the lower including more economy seats as well as first-class seats. Singapore Airlines offers twelve private first-class suites on its A380, each with one full and one

secondary seat, a full-sized bed, desk and personal storage space. Four of these suites are in the form of two 'double' suites featuring a double bed. Qantas Airways' first-class seats feature a long flat bed that converts from the seat but does not have privacy doors. Emirates Airline's fourteen first-class private suites have shared access to two 'shower spas'. First and business class passengers are offered snacks and have shared access to a lounge with two sofas, in addition to a first-class-only private lounge.

The Airbus A380 is designed to make travelling more comfortable for the passenger. The aeroplane includes very efficient air filters, which refresh the air in the cabin every three minutes helping passengers feel fresher both during and after the flight. Also, the noise in the cabin is lower than any other existing aircraft, which helps reduce tiredness and fatigue.

The Airbus A380 is also environmentally friendly. Its engine emissions are well below international limits, contributing to improved air quality around the airports it serves. It also produces less than 75 grams of carbon dioxide per passenger kilometre contributing to reduced greenhouse gases in the atmosphere. The A380 also consumes less fuel than most jet aeroplanes, making it not only a bigger, but in many ways, a better aeroplane.



## VOCABULARY

### A. Complete the sentences with a suitable phrase from the box.

most of all    in the least    at most    at least    make the most of  
 last but not least    least of all    to say the least

- I thought I'd be exhausted after climbing the mountain but I wasn't tired in the least.
- You should make the most of the trip to the Caribbean and enjoy yourself as much as possible.
- Steve isn't hardworking. He is lazy, to say the least.
- What I liked most of all about the chalet where we stayed was the view of the snowy mountains from our window.
- Nobody was in favour of Jake's idea, least of all James, who thought it was absolutely impractical.
- We have 10 days at most to finish the project.
- Last but not least, I would like to thank all the employees for their hard work.
- The car has been badly damaged so it will cost you at least £1000 to repair it.

### B. Match the two columns. Then use the phrases to complete sentences 1-5. Make any necessary changes.

- |          |          |               |
|----------|----------|---------------|
| 1. go    | <b>c</b> | a. help       |
| 2. can't | <b>a</b> | b. rid of     |
| 3. go    | <b>e</b> | c. hysterical |
| 4. get   | <b>b</b> | d. an effort  |
| 5. make  | <b>d</b> | e. wrong      |

- I finally got rid of my old car and bought a new one.
- I really don't know what went wrong with my chemistry experiment.
- Mark went hysterical when he realised that someone had stolen his briefcase.
- Henry is making a serious effort to exercise daily.
- I know I shouldn't have laughed when I saw Adam wearing that ridiculous hat but I just couldn't help it.

### C. Complete the text with a suitable word from the box. Make any necessary changes.

burst    swallow    play    drive    embarrassing    grin  
 run    make    scare

I love my little brother, but sometimes he really (1) drives me up the wall. Just the other day we were walking home from school when we (2) ran into some of the guys from the football team. We all started walking together since we were all going in the same direction. Suddenly, my brother felt like (3) playing a joke on me, so he ran up ahead of us and hid behind a bush. Then as we were passing by he jumped out and shouted 'Boo'. I got (4) scared and started running. Everyone (5) burst out laughing. Even my brother! I (6) had made a fool of myself and all I could do was stand there and just (7) grin at them. I wanted the ground to open and (8) swallow me up! It was so (9) embarrassing.

## GRAMMAR

### D. Read the texts below and put the verbs in brackets in the correct form.

Sometimes life is full of surprises. If I (1) had not seen (not see) the advertisement in the newspaper about a short story competition, I (2) would never have discussed (never discuss) it with my best friend. He was the one who encouraged me to take part in it. If I (3) hadn't taken part (not take part) in the competition, I (4) wouldn't have won (not win) first prize. The most amazing thing was that the first prize was a trip to Cairo. If I (5) hadn't taken (not take) my friend's advice, I (6) wouldn't have had (not have) the chance to visit this magnificent city.



Last month Ian had a car accident. Fortunately, it wasn't anything serious. If he (7) hadn't worn (not wear) his seatbelt, he (8) would/could have been (be) seriously injured. Of course, if he (9) had been (be) more careful, he (10) would/could have avoided (avoid) such an unpleasant incident. What can I say? He's always been careless.

### E. Read the situations and write sentences using Conditional Sentences Type 3.

1. Harry ate too much last night. That's why he felt ill.

If Harry hadn't eaten too much last night, he wouldn't have felt ill.

2. Brian didn't wake up early this morning and arrived late at work.

If Brian had woken up early this morning, he wouldn't have arrived late at work.

3. Dave parked illegally the other day. He had to pay a fine for that.

Dave wouldn't have had to pay a fine if he hadn't parked illegally the other day.

4. Lyle didn't train enough last week. The coach didn't let him play in the match.

If Lyle had trained enough last week, the coach would have let him play in the match.

5. We didn't study for the test so we failed it.

We wouldn't have failed the test if we had studied for it.

6. I didn't remember that it was his graduation. That's why I didn't call him.

I would have called him if I had remembered that it was his graduation.

7. Rami didn't have enough money on him. He didn't buy the laptop he wanted.

Rami would have bought the laptop he wanted if he had had enough money on him.

## VOCABULARY

**A. Complete the following sentences with a suitable phrase from the box. Make any necessary changes.**

have a sweet tooth    look down in the dumps    beat about the bush    be all the rage    spill the beans  
 be on cloud nine    be in somebody's shoes    be a piece of cake

- The exam was a piece of cake; I'm confident I've passed it.
- Ali seems to have a sweet tooth and can't stop eating chocolate bars.
- Ever since he got accepted by the university he applied to, he has been on cloud nine.
- Did you spill the beans about the trip? I told you it's a secret.
- If I were/was in your shoes, I would apologise to Mark for not telling him the truth.
- You look down in the dumps! What's wrong?
- State-of-the-art mobile phones are all the rage nowadays.
- What are you trying to tell me? Stop beating about the bush and get to the point.

**B. Match the two columns. Then use the words to complete sentences 1-8. Make any necessary changes.**

- |              |          |   |
|--------------|----------|---|
| 1. process   | <b>g</b> | a. to get more of   |
| 2. starve    | <b>h</b> | b. in addition  |
| 3. mope      | <b>e</b> | c. sad, unhappy   |
| 4. gain      | <b>a</b> | d. to tell somebody what you think they should do about something |
| 5. advise    | <b>d</b> | e. to feel unhappy and not interested in anything                 |
| 6. miserable | <b>c</b> | f. to make something go faster                                    |
| 7. plus      | <b>b</b> | g. a series of actions that lead to a result                      |
| 8. speed up  | <b>f</b> | h. suffer from lack of food                                       |

- My doctor advised me to rest my leg until it got better.
- I am starving! What's for dinner?
- He has been sitting in his room and moping because he failed his exams.
- A technician gave me some advice on how I can speed up my computer.
- Losing weight is a difficult process.
- Ever since I stopped going to the gym, I have gained ten pounds.
- Using public means of transport is environmentally friendly. Plus, it's economical.
- Jack's car got stolen and he has been feeling miserable ever since.

## GRAMMAR

**C. Read the dialogues and put the verbs in brackets in the correct tense.**



- A:** The bus journey lasts two hours.

**B:** Don't remind me! I wish I had (have) a car.



- A:** The windows of this room are so dirty!

**B:** Yes, if only I could (can) find the time to clean them.



3. A: Going to China was such an interesting experience.  
B: I agree and I wish I \_\_\_\_\_ *had gone* \_\_\_\_\_ (go) years ago.



4. A: Did you have a good time at the museum yesterday?  
B: Not really. I wish I \_\_\_\_\_ *had stayed* \_\_\_\_\_ (stay) home to relax.



5. A: Did you get the job?  
B: No, I don't have the right qualifications. If only I \_\_\_\_\_ *spoke/could speak* \_\_\_\_\_ (speak) French.



6. A: Did you pass the test?  
B: No, but I wish I \_\_\_\_\_ *had studied* \_\_\_\_\_ (study) harder for it.

#### D. Choose the correct answer a, b, c or d.

- Abdulaziz wishes he \_\_\_\_\_ the documentary last night but he had to study.  
a. saw                      b. has seen                      **c. had seen**                      d. would have seen
- After watching the football match, Abdullah wished he \_\_\_\_\_ as well.  
a. did play                      b. has played                      c. can't play                      **d. could play**
- What a silly mistake! If only you \_\_\_\_\_ more careful.  
a. be                      b. weren't                      **c. had been**                      d. are
- Ali wishes his son \_\_\_\_\_ so lazy.  
**a. wasn't**                      b. didn't be                      c. had been                      d. hadn't been
- What terrible weather! I wish I \_\_\_\_\_ out without an umbrella.  
a. had gone                      b. didn't go                      c. was going                      **d. hadn't gone**
- Fatima wishes she \_\_\_\_\_ as well as her mother does.  
a. cooks                      **b. cooked**                      c. had cooked                      d. didn't cook

## LISTENING



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

- You hear a man talking about exercise. Why does the man dislike exercise?  
a. He doesn't enjoy physical activity.  
b. He thinks it's unnecessary.  
**c. He thinks there are better ways to become healthy.**
- You hear a teenager talking about a recent football match. What lesson does the teenager learn?  
a. that sometimes you win and sometimes you lose  
**b. that you need to take all your opponents seriously**  
c. that you need to practise hard in order to win
- You hear a nutritionist talking on the radio about eating habits. Why are most people overweight?  
a. They don't take their time to eat.  
b. They eat unhealthy food.  
**c. They often eat too much.**
- You hear a father talking to his son about school and sports. In which case would Timmy be forced to quit the basketball team?  
a. If he fails his Maths class.  
**b. If his grades don't improve.**  
c. If he doesn't graduate from high school.
- You hear an Olympic athlete talking about his training. How does the athlete feel about training?  
**a. The purpose makes the difficulties worthwhile.**  
b. He doesn't mind the hard training at all.  
c. He constantly feels tired.
- You hear a man talking about a hobby. Why won't the man hike anymore?  
a. He is bored with it.  
**b. He has grown too old.**  
c. He has other hobbies now.

## VOCABULARY

A. Complete the following sentences using a suitable word from the box. Make any necessary changes.

arise adapt grateful support reject boost betrayed concentrate depressed assure come round

- Turn down the radio! It's impossible for me to concentrate on my homework!
- If any problems arise, just give me a call.
- Ever since Stephen lost his job he has been feeling depressed.
- Teachers should always try to boost students' confidence.
- When my father died, all my friends were there to support me.
- Toby grew up in a village and had difficulty adapting to life in the city.
- Two friends of mine came round yesterday and we watched a documentary.
- I am grateful to you for helping me finish my report on time.
- The doctor assured me that my son would be fine.
- Although he is a very bright student, the university rejected his application.
- I felt betrayed when I found out that my best friend had lied to me.

## WRITING

B. Two friends, Nasir and Ali, have written letters to a problem page about a misunderstanding. The extracts 1-4 come from the two boys' letters but they are jumbled up. Match them and find which letter belongs to which boy.

Anyway, after that incident he just refused to talk to me. I've tried calling him to apologise but he won't take my calls. At school, if he sees me approaching, he turns and walks the other way. I even sent him a note of apology but that didn't help either. I can't stand the thought we are not friends any more. **1**

I know I shouldn't have lied, but I just didn't want to hurt his feelings. Some boys from school had asked me to go to the festival with them and I said yes. When he asked me too I guess I panicked and didn't think we would run into him! Now I wish I had told him the truth about it from the beginning. **2**

I'm never going to talk to him again. I admit that he's tried to talk to me but that's not enough. He proved to me that he can't be trusted. It hurts knowing that we're never going to talk again but maybe it's better this way. If he wanted us to be friends, then he should have been honest with me. **3**

I wanted to go to the local festival so I asked him to join me. He told me that he was too busy to go. So I went with my brother. We were walking around, when all of a sudden we ran into him! He was with some other boys and they seemed to be having a great time. I never felt so betrayed in my life. **4**

Ali

4 3

Nasir

2 1

## Writing Plan: A letter giving advice



### GREETING

- Use an appropriate informal greeting:

---

### OPENING PARAGRAPH

- In a few words, what is the problem that you are asked to give advice on?

---

### MAIN PART (1-2 paragraphs)

What should Victor do concerning the consequences of the problem on him personally (emotional and practical)?

---

---

---

---

---

---

---

---

What should Victor do concerning the others involved in the situation (his cousin, the neighbours, the landlord)?

---

---

---

---

---

---

---

---

### CLOSING PARAGRAPH

- What is the most important thing that Victor must remember?
- Express your hope/wish that your advice will be helpful:

---

---

### SINGING OFF

- Sign off with an appropriate informal ending:

---



## VOCABULARY

### A. Read the sentences and choose the correct answer.

- Car exhaust fumes **hurt** / **harm** the environment.
- Let go of my hand! You are **injuring** / **hurting** me!
- Luckily, John's **injuries** / **pains** from the car accident were not serious.
- My son fell down the stairs and the next day he was covered in **bruises** / **injuries**.
- It's a new car but it's got a few **blisters** / **scratches**.
- Fred is allergic to bananas and he gets a **rash** / **blister** whenever he eats one.
- On hearing the bad news, Amina almost **fainted** / **gaped**.
- We got out of the burning building **choking** / **gasping** for air.

### B. Choose the correct answer a, b or c.

- I am not going to tell you anything! My \_\_\_\_\_ are sealed.  
 a. lips                      b. cheeks                      c. thumbs
- He is in a hospital bed surrounded by machines \_\_\_\_\_ his heart rate and pulse.  
 a. communicating     b. monitoring                      c. receiving
- Our team scored a(n) \_\_\_\_\_ victory over their opponents and managed to win the championship.  
 a. definitive                      b. separate                      c. attached
- What was his \_\_\_\_\_ to hearing that he was the winner of the competition?  
 a. sign                       b. reaction                      c. phenomenon
- Mark sprained his \_\_\_\_\_ while playing tennis.  
 a. chest                      b. neck                       c. ankle
- The football player fell down and \_\_\_\_\_ his knee in pain.  
 a. transferred                       b. clutched                      c. rolled up
- After spinning round and round for several minutes, the children felt \_\_\_\_\_.  
 a. conscious                      b. unaware                       c. dizzy

### C. Complete the following sentences using a suitable phrasal verb from the box. Make any necessary changes.

be worn out    get over    come down with    wear off    come round    bring round

- The marathon runners \_\_\_\_\_ *were worn out* \_\_\_\_\_ after having run for 42 km.
- It will be another two hours before the sleeping pill \_\_\_\_\_ *wears off* \_\_\_\_\_ and he wakes up.
- The boy fainted and it took a few minutes for him to \_\_\_\_\_ *come round* \_\_\_\_\_.
- I don't feel very well. I think I am \_\_\_\_\_ *coming down with* \_\_\_\_\_ something.
- Ali fainted at the sight of the needle and it took the doctor some time to \_\_\_\_\_ *bring* \_\_\_\_\_ him \_\_\_\_\_ *round* \_\_\_\_\_.
- Has your sister \_\_\_\_\_ *got over* \_\_\_\_\_ her cold yet?

# 4b → Student's Book pp. 62-63

## GRAMMAR

### A. Complete the sentences using *all, both, and, neither, nor, none* or *either*.

- Abdulrahman is fluent in \_\_\_\_\_ *both* \_\_\_\_\_ English and French.
- You should buy \_\_\_\_\_ *either* \_\_\_\_\_ the blue or the silver mobile.
- Tom, Dan and Leo have had something to eat earlier so \_\_\_\_\_ *none* \_\_\_\_\_ of them are hungry.
- Come on students, I want \_\_\_\_\_ *all* \_\_\_\_\_ of you to help with this project.
- I'm afraid that \_\_\_\_\_ *neither* \_\_\_\_\_ my dad \_\_\_\_\_ *nor* \_\_\_\_\_ my brother can take me to the airport. They're still at work.
- \_\_\_\_\_ *Both* \_\_\_\_\_ Tim \_\_\_\_\_ *and* \_\_\_\_\_ Jason decided to take up tennis this year. They like it very much.





# 4b → Student's Book pp. 62-63

## B. Read the sentences and choose the correct answer.

1. Both / Either / **None** of my friends is interested in History.
2. Let's go for shopping today, **shall we** / will we / do we?
3. Either / **All** / Both the employees of the company start work at 8:00.
4. None / Neither / **Either** Saturday or Sunday is fine. Come whenever you like.
5. You went to the museum yesterday, did you / **didn't you** / don't you?
6. Either / Both / **Neither** Todd nor Adam will be able to come tonight.
7. All / **Both** / Either my parents are doctors.

## ENGLISH IN USE

### C. 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. Mark didn't take an umbrella and got wet. **had**  
If Mark had taken an umbrella, he wouldn't have got wet.
2. I would love to live in a small, quiet town in the countryside. **could**  
If only I could live in a small, quiet town in the countryside.
3. He didn't follow my advice and got himself into trouble. **have**  
If he had followed my advice, he wouldn't have got himself into trouble.
4. I'm afraid there aren't any snacks left. **all**  
I'm afraid all the snacks have been eaten.
5. He didn't come to the museum with us and now he regrets it. **wishes**  
He wishes he had come to the museum with us.
6. Unfortunately, neither computer is available. **both**  
Unfortunately, both computers are being used.
7. I think I have caught the flu. **down**  
I think I have come down with the flu.
8. Unfortunately, Matt and Ken failed the exam. **neither**  
Unfortunately, neither Matt nor Ken passed the exam.

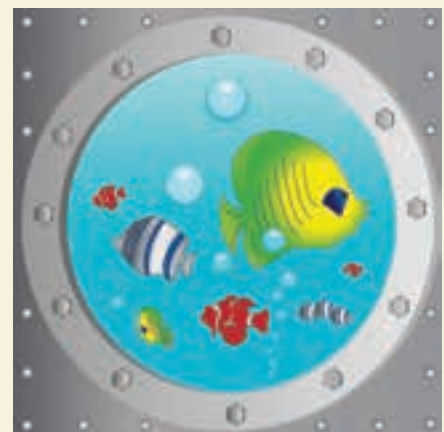
# 4b → Student's Book pp. 64-65

## VOCABULARY

### A. Complete the text with a suitable word from the box.

eager expedition submarine dull mankind thirst

When I was young, I sometimes had trouble sleeping so my mother would make up stories to help me go to sleep. Rather than reading one of my (1) dull story books, I preferred listening to my mother, whose stories were always fascinating. My favourite one was about a young man who was (2) eager to explore the depths of the sea. Such was his (3) thirst to discover more about sea life that he decided to go on a(n) (4) expedition. He believed that the depths of the sea held great beauty and (5) mankind has yet to discover it. As he went down in his (6) submarine, he saw wonderful fish in all sorts of colours and different shapes and took a lot of photos to show his friends and family. Interesting, huh? I think that story is why I sometimes still dream of colourful fish and coral reefs!



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

- |   |           |
|---|-----------|
| 1. Charlie's report to the police was very <u>descriptive</u> .   | DESCRIBE  |
| 2. Documentaries can be quite <u>informative</u> .  | INFORM    |
| 3. This is such a <u>gripping</u> book that you will find it hard to put down.                            | GRIP      |
| 4. Going to Africa and helping the poor was the most <u>worthwhile</u> thing I have ever done in my life. | WORTH     |
| 5. Some <u>adventurous</u> tourists decided to go rock climbing.  | ADVENTURE |
| 6. Unfortunately, Tom lost his <u>hearing</u> when he was a child.  | HEAR      |

## C. Match the two columns. Then use the words to complete sentences 1-6.

- |                |          |                                     |
|----------------|----------|-------------------------------------|
| 1. timeless    | <b>g</b> | a. bought by a lot of people        |
| 2. review      | <b>f</b> | b. a story                          |
| 3. blurb       | <b>d</b> | c. the story of a book              |
| 4. bestselling | <b>a</b> | d. a short description of a book    |
| 5. plot        | <b>c</b> | f. what critics write about a book  |
| 6. tale        | <b>b</b> | g. unaffected by changes in society |

- Have you read the review of Tim's latest book?
- This is one of Dan's bestselling books.
- Did you read the blurb on the book cover?
- I can't follow the plot of the book; it's too complicated.
- The book tells the tale of a young man who became a sailor.
- This is one of Jules Verne's timeless books.

## WRITING

### D. Read the book review, choose the correct answer and put the paragraphs in the correct order.

# The Story of my Life

- Perhaps one of the most important features of the book is that it provides both comfort and motivation to its readers. It is proof that no matter what difficulties a person may face in life, they can **manage** / **escape** to find the strength to succeed. Helen Keller not only manages to communicate with others, but also becomes a well-known **author** / **historian**.
- Helen Keller's **autobiography** / **mystery**, *The Story of my Life*, gives a **vivid** / **unoriginal** account of her life. It was **published** / **described** in 1903 and is still a popular book today.
- If you haven't read *The Story of my Life*, make sure you get a copy. You will definitely find it **dull** / **worthwhile**. It's a real page turner.
- This extraordinary book is made up of three **sections** / **blurbs**. Firstly, Helen Keller describes the first twenty-two years of her life and what it was like to be blind and deaf at the beginning of the twentieth century. In the second part, Helen Keller's letters can be found, allowing the reader to have a better understanding of her personality and life experiences. In the third and last part, there is an additional account of Helen Keller's **complicated** / **conventional** life as well as her education.

## Writing Plan: A book review

Brainstorm ideas for  
your review

### INTRODUCTION

- What is the title of the book?  
\_\_\_\_\_
- Who is the writer?  
\_\_\_\_\_
- When was it first published?  
\_\_\_\_\_
- What kind of book is it (science-fiction novel, detective novel, biography, adventure story, etc.)?  
\_\_\_\_\_
- What is it about?  
\_\_\_\_\_

### MAIN PART (2-3 paragraphs)

- When and where does the story take place?  
\_\_\_\_\_
- Who are the main characters?  
\_\_\_\_\_
- What is important to know about the characters?  
\_\_\_\_\_
- What happens?  
\_\_\_\_\_
- What do the characters do and how do they feel?  
\_\_\_\_\_
- What are the most significant aspects of the book (main themes, style of writing, symbolism, etc.)?  
\_\_\_\_\_

### CONCLUSION

- What is your overall opinion/impression of the book?  
\_\_\_\_\_
- Who would you recommend this book for?  
\_\_\_\_\_



# 4 round-up → Student's Book pp. 66-68

## ENGLISH IN USE

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

It is said that our childhood years are the best years of our lives.

It's true, but there is one thing about my childhood that was

(1) unpleasant.

PLEASANT

You see, my father, who was a wonderful man, was a manager for a huge chain of shops and had to travel a lot around the country, so we had to move a lot. It was very (2) annoying for me to have to constantly adapt to new environments.

ANNOY

Every time I made friends, we had to move and that left them feeling (3) betrayed. The problem was mainly at school. Naturally, I lacked the (4) confidence to make new friends, because I was sure we would soon have to move again. That left me feeling miserable

BETRAY

CONFIDENT

(5) afterwards.

AFTER

The other boys in my class (6) rarely talked to me so I often felt (7) rejected. At some point, my father's company decided to appoint him to the town where the rest of our family lives and we never had to move again. Needless to say, I never felt

RARE

REJECT

(8) depressed again.

DEPRESS



## READING

### B. Read the text about four people's dreams and ambitions and answer the questions 1-8. Write A, B, C or D in the boxes.

Which person(s)

wrote a book?

1 **B**

changed their mind about what they wanted to become?

5 **A**

likes reading?

2 **A**

has their own business?

6 **C**

works with their hands?

3 **C**

admired one of their parents?

7 **D**

was searching for someone?

4 **D**

are very talented at what they do?

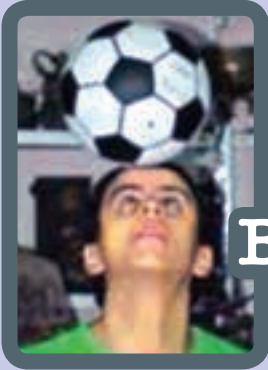
8 **B C**

When Samar was young, she wanted to become a scientist. She dreamt of making breakthrough discoveries which would be beneficial to the world. At first she thought of becoming a doctor but not being able to stand the sight of blood, she gave up that idea. Next, she decided to become a great inventor. She started working on a machine which would revolutionise the art of making cakes. However, her science teacher didn't think that her chocolate cake machine was very original. That's when she became interested in history. You'll never guess what she ended up becoming. A librarian. It's a great job. You're surrounded by books and you don't have to pay to read. That's also very economical. What a bonus!



**A**

## 4 round-up → Student's Book pp. 66-68



Mohammad was five years old when his father realised he had a natural talent. He first showed his skills at a local leisure centre and many thought that he was going to be one of the finest footballers of his generation. He had the chance to join many big clubs when he was fifteen, but he chose the local team and he is happy with his decision. However, football is not the only thing Mohammad is interested in. In his free time, he loves to play golf. He has also written a book giving young footballers valuable tips and advice.

Since he can remember, Saad has loved to build things. As a boy, he would wake up early in the morning and go into the large garage next to his house. He would search through old pieces of wood and leftover rubbish, and with a few simple tools, he would construct the most wonderful things, from miniature chairs to intricate tables and desks. When Saad turned seventeen, he told his parents that he had decided to be a carpenter. Recognising the talent of their young son, they agreed and he started attending the local technical institute. Fifteen years later, Saad runs his own design shop, which is considered by many to produce some of the finest handmade crafts in the world.



The house was terribly hot. Fire could be seen shooting down the other end of the hallway. Somewhere in this house, a young boy was trapped. Ali slowly walked toward the door. Briefly his thoughts turned toward his memories of childhood. Riding with his father in the fire engine, begging him to turn the siren on for just a moment. His only desire was to be like his father. It all seemed so exciting then, so adventurous. Now he recognised the danger confronting him. He and this little boy could die at any moment. He had to find him, and quickly. Suddenly, he heard a sound. Rushing he opened the door and saw him huddled in a corner. He grabbed him and quickly ran outside to safety.

# IELTS Practice: Module 1 Reading

You should spend about 20 minutes on QUESTIONS 1-13, which are based on the Reading Passage below.

## An incredible calculator

From time to time, individuals have appeared throughout history with incredible mathematical ability. For example, there are people who are able to look at two unknown dates and, in a matter of minutes, figure out the number of human heartbeats that would have passed, or people who are able to read any date from history and say almost instantly what day of the week it would have fallen on. These people are known as 'lightning calculators', because of the high speed at which they are able to work out the answer to challenging mathematical calculations without using a pen, paper or any tool other than their own minds.

Before digital technology became common, such people were valuable members of scientific research teams. For example, the European Organization for Nuclear Research employed lightning calculators to help scientists with their calculations. At that time, computers were few and far between and less powerful than a small hand-held calculator of today. Amazingly, until technology developed, the mathematical abilities of lightning calculators were both faster and more accurate than a computer.

The question often asked about lightning mental calculation focuses on whether such talents are a natural gift or a skill which people develop. In other words, are people with this kind of ability simply born geniuses, or are they ordinary people who acquired it through training and hard work.

Evidence from the past is mixed. A quick look back over time reveals that while some lightning calculators were extremely intelligent and highly educated people, many more seemed to have been of only average intelligence. What is more, many developed their talent without access to any sort of education at all. It is possible that these cases were what the modern world recognises as 'savants' – individuals with incredible talents in specific areas, but who are below average ability in other skills. Such cases aside, the number of individuals in both the past and the present who developed their talent through

training has led many researchers to believe that the skills of lightning calculation can be learnt by almost anyone willing to put in enough hard work.

It is thought that an untrained 'average' adult uses their short-term memory to work out calculations. However, not all mathematical problems need actual calculation. This is because mathematical information often already exists in a person's long-term memory. For example, most people do not need to 'work out' the answer to  $3 + 3$ ; they simply know (or rather, remember) that the answer is 6. This is what scientists call 'memorised mathematics'. Memorised mathematics such as this is essential for calculation; a lightning calculator simply has a much broader range of memorised mathematics in their long-term memory, learnt through intensive study.

For the average person, working out a mathematical calculation is a slow task, which takes up a lot of their short-term memory and uses only some 'known answers' from their long-term memory. Lightning calculators, however, have more of this remembered knowledge and they are able to bring up the answers from their long-term memory automatically. They then make any further calculations necessary in their short-term memory. With practice, the brain becomes familiar with so many calculations that it will often be able to reach the answer to a new problem almost instantly. Although this sounds simple, a very strict control of the mind is necessary to be able to do this.

Through research, our understanding of the roles that different areas of memory play in calculation has developed. Scientists have managed to show that there is indeed a difference between the way the brain of an untrained person and that of a lightning calculator works when faced with a mathematical problem. The results show that both untrained people and lightning calculators used the parts of the brain associated with short-term memory. However, in lightning calculators those areas of the brain linked to locating information in long-term memory were also active.

# IELTS Practice: Module 1 Reading

## Questions 1-5

Complete each sentence with the correct ending, A-H, below. Write the correct letter, A-H.

1. An individual who can perform mental maths at high speed
2. In the early days of computing, lightning calculators
3. There is much discussion about whether high-speed calculation
4. While some lightning calculators were highly educated,
5. With hard work and a lot of practice

**D**  
**A**  
**E**  
**B**  
**H**

### TIP

- First, read the beginning of the sentences 1-5 and then the ending of the sentences A-H. Go back to the text to locate relevant information.

- A. were considered more reliable than technology.  
B. it is understood that many never received any training.  
C. are identified by incredible mental maths abilities.  
D. is regarded as a lightning calculator.  
E. should be viewed as a natural talent or an acquired skill.  
F. is thought to be a savant.  
G. it is influenced by a natural gift for numbers.  
H. it is believed that fast calculation can be learnt by anyone.

## Questions 6-13

Do the following statements agree with the information given in the Reading Passage?  
In boxes 6-13, write

- TRUE if the statement agrees with the information  
FALSE if the statement contradicts the information  
NOT GIVEN if there is no information on this

6. In the average adult, all mathematical knowledge is stored in short-term memory. **F**
7. Even without training, most people remember answers to some mathematical problems without having to work them out. **T**
8. In comparison to lightning calculators, the average adult has less mathematical information stored in their long-term memory. **T**
9. Lightning calculators also have a great amount of remembered knowledge relating to topics other than mathematics. **NG**
10. For the average person, calculation is performed only in the area of the brain that deals with long-term memory. **F**
11. Solving mathematical problems becomes quicker as the amount of memorised answers increases through practice. **T**
12. Research has shown that the brain of a lightning calculator is actually larger than that of an average adult. **NG**
13. It has been proven that, when calculating, lightning calculators use sections of their brain that untrained individuals do not. **T**

### TIP

- If you aren't familiar with some of the words in the task, try to determine if they have a negative/positive meaning. Then try to guess the meaning from the surrounding words.  
➤ Be careful when deciding which questions are Not Given: although parts of the question may be mentioned in the passage as true or false, you need to consider the statements as a whole.



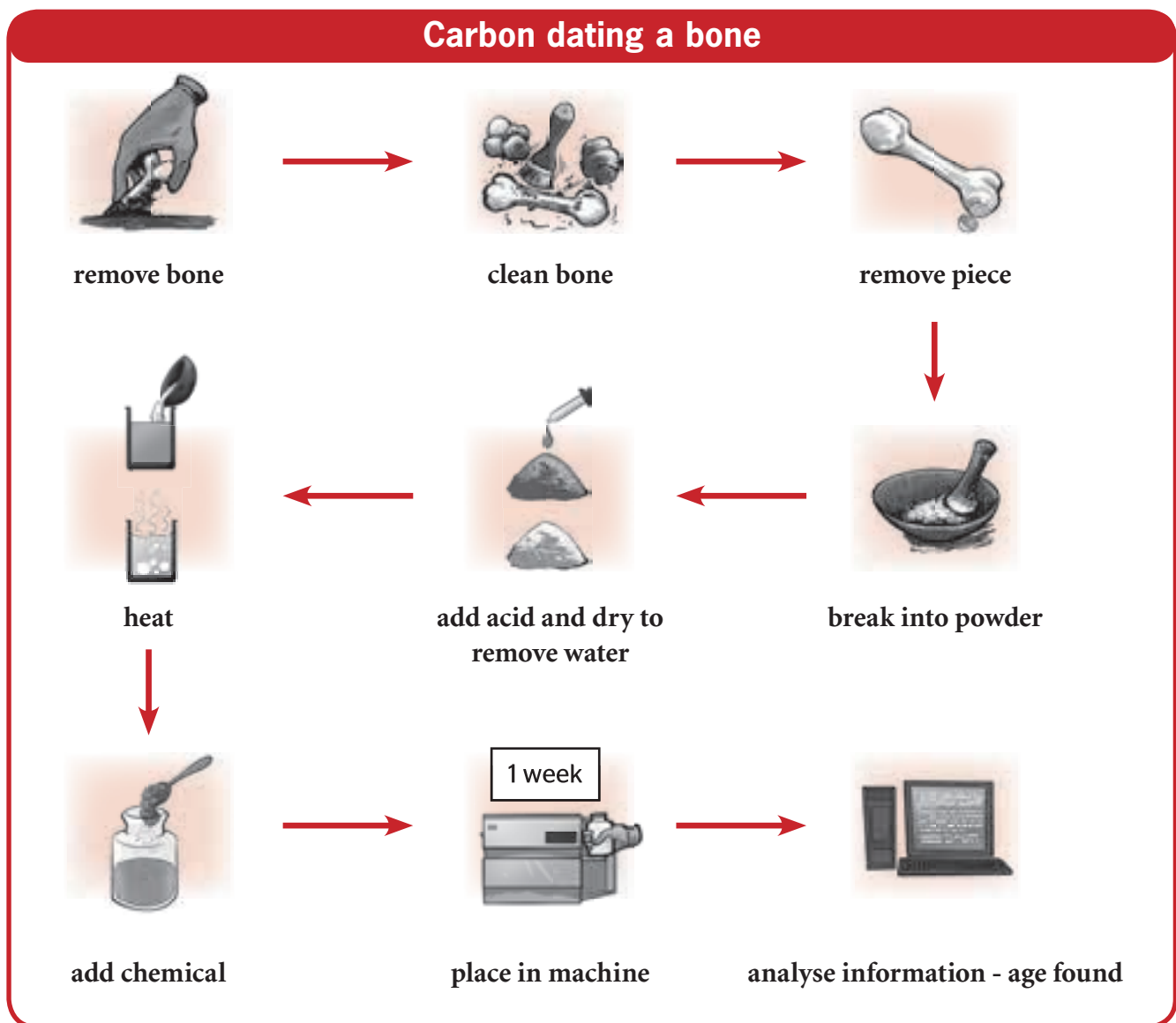
# IELTS Practice: Module 1 Writing

## WRITING TASK 1

You should spend about 20 minutes on this task.

The diagram below shows the main stages in the carbon dating process, which is used to measure the age of ancient artefacts. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### TIP

- Task 1 is a summary and has to be done in about 20 minutes. The aim is to summarise the main points of the diagrams, charts, etc. and compare and contrast information.
- The summary should be written in a formal tone and should present information that is illustrated on the diagrams. You should not give your opinion on what is illustrated.

# IELTS Practice: Module 2 Listening

## SECTION 1

### Questions 1-10

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

## BAYSIDE TOWN PLAZA

### ROOM RESERVATION FORM

#### PERSONAL INFORMATION

Customer name: Mr H Chambers

Customer contact telephone number: (1) 07700 900368

#### RESERVATION DETAILS

Check-in date: (2) Tuesday 24<sup>th</sup> August / Check-out date: Thursday 26<sup>th</sup> August

Number of guests (adults): (3) one / 1

Room type: (4) double

(Room includes: Wi-Fi connection; coffee machine; air conditioning; telephone)

Breakfast added: yes

Extras included in the booking: none

Car rental service required: yes (car required for (5) two / 2 days)

Check-in time: 14:00 p.m. / Check-out time (6) 11:00 / eleven a.m.

Cancellation policy: (7) free cancellation (24 hours before check in)

#### PAYMENT INFORMATION

Total to pay for room: (8) £ 180

Payment method: (9) cash

Reason for travel (10) business (trip)

### TIP

- Read the rubric carefully. For this task, you have to write no more than two words and/or a number. If you write more than this, you will be penalised.
- Read through the form. What kind of information is missing? For example, is it a name, a number, a date, or an address?
- Listen carefully: you will hear the recording only once.
- At the end of the listening section, you will be given some time to transfer your answers onto the answer sheet.
- Be careful! All answers must be spelt correctly.

# IELTS Practice: Module 2 Speaking

## Part 1

4-5 minutes

### Means of transport

- How do you usually travel to work or school?
- What is your favourite means of transport? Why?
- What is public transport like in your city/country? How often do you use public transport?
- Do you think that people should walk or cycle to their destination more often instead of travelling by car? Why? / Why not?
- Do you think that more could be done to reduce traffic congestion on the roads in your country? Why? / Why not?

## Part 2

1 minute THINK & 2 minutes SPEAK

Talk about an interesting travel experience that you once had.

You should say:

- what happened
- where you were
- who else was there

and explain why you found it interesting.

### TIP

- Part 1 is about familiar topics such as home, studies, friends, free time, everyday life, and so on. Practise speaking about these topics.
- Part 2 is about a specific concept, such as a person, a place, an object, an event or a situation. You will have one minute to prepare your answer and two minutes to deliver it. Make notes in the space provided. Your notes should be in the form of mind mapping.
- To practise for the speaking section, you can record yourself and then listen to the recording. Are you satisfied? How can you improve your answer? Record yourself again.
- Do not try to impress the examiner with sophisticated vocabulary. What is important is to speak correctly and with a fair degree of fluency.
- If you do not understand something, ask the examiner politely to repeat or rephrase the question.

# IELTS Practice: Module 3 Reading

You should spend about 20 minutes on QUESTIONS 1-13, which are based on the Reading Passage below.

## The era of fully autonomous vehicles

### Is a driverless society set to become a reality?

**A** In recent years the car industry has gradually been moving towards the idea of fully autonomous cars (also referred to as driverless or self-driving cars). The unique feature of these vehicles is that rather than being operated by a human driver when travelling between destinations, the car is in total control at all times and makes all driving decisions; for instance, when to start and stop the vehicle, as well as when to move out of the way of a pedestrian. This is made possible by the advanced self-driving software installed within the car's computer system which makes sure that the car is always aware of its surroundings. Indeed, this technology is developing fast and, as more companies try to design their own fully autonomous vehicles, it is easy to see how a driverless world will one day become reality.

**B** While many transport experts claim that, in just a few decades from now, driverless cars will be commonplace, this all depends on public demand. In other words, will society ever accept, use and be willing to buy this new technology? These same experts also predict that as driverless cars become more advanced, any fears that people currently have about placing their trust in a computer will start to fade away. At the same time, people will be attracted by the obvious benefits associated with owning a driverless car. Without doubt, the greatest of these relates to road safety. Transport organisations say that well over 90% of traffic accidents are caused by human mistakes. By replacing the human driver with a safer computer alternative able to react faster than a human ever could, a huge reduction in traffic accidents is expected. Moreover, other future benefits include people being able to sleep during long journeys as well as cars being used as an office space, where people can comfortably work while travelling to and from work each day. Possibly the only real drawback of removing the driver is that anyone working in a driving job (e.g. courier workers and taxi drivers) will, unfortunately, be forced to find different employment.

**C** Some believe that an even greater change in the way that people live and behave is likely. As driverless cars gradually replace the traditional car, people's view of driving will start to change. For example, if driverless vehicles become reality, the very fact that people are no longer driving these vehicles will make car ownership seem almost ridiculous. As an alternative, a new trend in how people choose to move about will develop, where members of society rely on a network of driverless-taxi services as their means of transport. It will become routine for a person to book a self-driving vehicle whenever needed via an app on their Smartphone and, in a matter of minutes, it will arrive, ready to drive them to their destination (e.g. work, school or the supermarket). Not only will this be a very efficient way of travelling between destinations, but it will also be very economical, as people in the future will no longer spend huge sums of money on buying and running their cars, rather, they will simply pay for the number of miles they travel when using this driverless system.

**D** By sharing cars in this way, a positive effect on cities will be experienced. With most cars on the road being used at full capacity, far fewer cars will be needed. This will reduce traffic congestion and, along with it, the pollution level. This will make cities healthier places to live, work and visit. Moreover, fewer cars will mean that it will be possible to redesign roads to be narrower, allowing for more public spaces to be created. Even now the very idea of car ownership is changing. For past generations, buying a car has always been something that people have wanted to achieve in their life. However, millennials (people born between the years of 1980 and 2000) do not place as much importance on owning things. What is more, studies have shown that car ownership is decreasing among the younger generations with fewer young people choosing to get a driving licence. Whether or not this will really be the last generation of people to actually own their own cars remains to be seen.

# IELTS Practice: Module 3 Reading

## Questions 1-4

Complete the summary below. Choose **ONE WORD ONLY** from the passage for each answer.

A(n) (1) world full of self-driving cars is quickly approaching, mainly because of progress made in creating the necessary (2) software / technology. Amazingly, experts say that cars will soon be able to think for themselves. When this happens, the need for a(n) (3) human driver will be totally removed; people will simply sit back during car journeys and allow the car to make its own (4) decisions on the road.

### TIP

- First decide what part of speech the missing word is (verb, noun, adjective, etc.). Go back to the text and look for synonyms of the words you see before and after the gap.
- The words must be used exactly as they appear in the passage without changing their form.

## Questions 5-9

The reading passage has four paragraphs, A-D. Which paragraph contains the following information? Write the correct letter, A-D, in boxes 5-9.

**NB** You can use any letter more than once.

5. A description of how people might use a driverless taxi service in the future.
6. An indication that people's priorities are changing.
7. An example of more efficient time management.
8. The effect of driverless cars on the appearance of urban spaces.
9. A negative consequence of technological progress.

### TIP

- Read the information first. Look for synonyms of these concepts in the passage. Do not spend too much time on one piece of information.

## Questions 10-13

Do the following statements agree with the views of the writer in the passage?

In boxes 10-13, write

YES	if the statement agrees with the views of the writer
NO	if the statement contradicts the views of the writer
NOT GIVEN	if it is impossible to say what the writer thinks about this

10. It is likely that driverless cars will catch on more quickly in some countries than others.
11. Fully autonomous cars could completely remove the risk of a road accident occurring.
12. The car is a hugely underused resource.
13. Driverless cars will improve the lives of people living and working in cities in the years to come.

### TIP

- If you aren't familiar with some of the words in the task, try to determine if they have a negative/positive meaning. Then try to guess the meaning from the surrounding words.
- Be careful when deciding which questions are Not Given: although parts of the question may be mentioned in the passage, you need to consider the statements as a whole.

# IELTS Practice: Module 3 Writing

## WRITING TASK 2

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You should spend about 40 minutes on this task.

Online shopping has become increasingly popular in recent years. Some people prefer to shop in this way because it is convenient and offers the customer more choice. However, others say that online shopping can never replace the traditional shopping experience of going into a shop. Discuss both of these views and give your opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

### TIP

- Task 2 gets double marks, which is why you should spend about 40 minutes on it.
- You must address all the points in the rubric. It is also vital to support your arguments with examples.

# IELTS Practice: Module 4 Listening

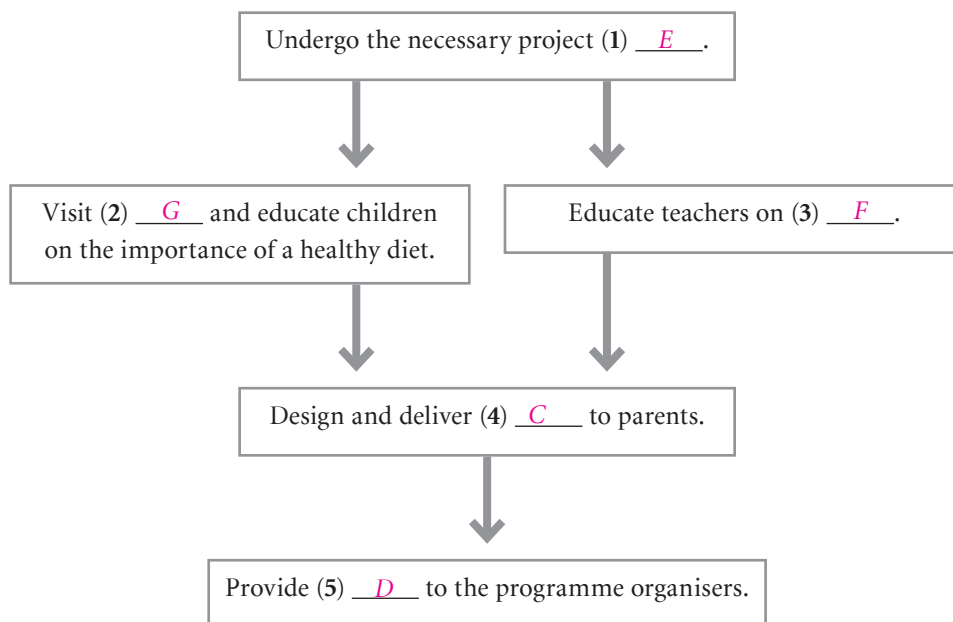
## SECTION 2

### Questions 1-5

Complete the flow chart below. Choose FIVE answers from the box and write the correct letter, A-G, next to questions 1-5.

- A. workshops
- B. role model
- C. educational seminars
- D. feedback
- E. training
- F. child nutrition
- G. local schools

### The Health Education in Schools Programme



### TIP

- ▶ Remember: Some of the words you see here are probably synonyms of the words you will hear in the recording.
- ▶ If there is an article before the gap (a(n)/the), the word you are looking for is a noun. This noun could be preceded by an adjective.

### Questions 6-7

Choose TWO letters, A-E. Which TWO of the following will not be expected of the dietician volunteers?

- A. to redesign the school breakfast menu
- B. to contribute to research
- C. to offer cooking lessons
- D. to complete paperwork
- E. to educate on how to prepare food

### Questions 8-9

Choose TWO letters, A-E. Which TWO of the following might the dietician volunteers find difficult?

- A. being away from home
- B. the feeling of not making a big enough difference
- C. the lack of public transport
- D. the language barrier
- E. the full schedule

### TIP

- ▶ According to the rubric, you must choose only two letters which answer the questions.

# IELTS Practice: Module 4 Speaking

## Part 1

4-5 minutes

### The future

- What kind of job do you imagine yourself doing in the future? Why?
- Would you like to live and work abroad one day? Why/Why not?
- What are your hopes and dreams for the future? Do you think that you will achieve these?
- Would you like to learn another foreign language one day? Why/Why not?
- How do you think the world will change over the next fifty years?

## Part 2

1 minute THINK & 2 minutes SPEAK

Talk about a healthy dish that you like eating.

You should say:

- what it contains
- when you first tried it
- how often you eat it

and explain why you like eating it.

### TIP

- Part 1 is about familiar topics such as home, studies, friends, free time, everyday life, and so on. Practise speaking about these topics.
- Part 2 is about a specific concept, such as a person, a place, an object, an event or a situation. You will have one minute to prepare your answer and two minutes to deliver it. Make notes in the space provided. Your notes should be in the form of mind mapping.
- To practise for the speaking section, you can record yourself and then listen to the recording. Are you satisfied? How can you improve your answer? Record yourself again.
- Do not try to impress the examiner with sophisticated vocabulary. What is important is to speak correctly and with a fair degree of fluency.
- If you do not understand something, ask the examiner politely to repeat or rephrase the question.



# Self-assessment

## What I can do in English

Use this checklist to record what you can do (Column 1 = me). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2 = my teacher). Use column 3 to mark those things which you cannot yet do but which you feel are important (Column 3 = my goals).

Add to the list – perhaps with the help of your teacher – other things you can do, or that are important for your English learning at this stage.

### Use the following symbols:

In columns **1** and **2**

In column **3**

✓ *I can do this under normal circumstances*    ! *This is one of my goals*

✓✓ *I can do this easily*

	me	my teacher / other	my goals
	1	2	3
<b>Listening</b>			
I can follow the gist of everyday conversation (family, school, free time, etc.) when people speak clearly.			
I can understand the main points of a longer discussion if people speak clearly.			
I can follow short talks on familiar topics if they are delivered in clear standard speech.			
I can understand the main points of many radio or TV programmes if people speak relatively slowly and clearly.			
I can understand the main points of recorded material about familiar subjects delivered relatively slowly and clearly.			
I can understand a short narrative well enough to be able to guess what may happen next.			
I can also ...			
...			
...			
...			
...			

## What I can do in English

	me	my teacher / other	my goals
Reading	1	2	3
I can understand the main points in short newspaper articles on current and familiar topics.			
I can skim short texts and find relevant facts and information (for example who has done what and where).			
I can understand 'typical' texts that present facts about themes I know well.			
I can scan longer texts in order to find information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.			
I can understand simple messages and standard letters (giving news, asking for information, etc.)			
I can follow the plot of clearly structured stories and literary texts.			
I can understand those parts of private letters dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.			
I can understand the most important information in short simple information brochures.			
I can recognise the main arguments in a text.			
I can also ...			
...			
...			

	me	my teacher / other	my goals
Reading strategies	1	2	3
I can use the overall meaning of short texts to guess the meaning of unknown words from the context.			
I can also...			
...			
...			

# Self-assessment

## What I can do in English

	me	my teacher / other	my goals
Spoken production	1	2	3
I can express my opinion and give reasons.			
I can express and respond to feelings such as surprise, happiness and sadness.			
I can describe events, real or imaginary.			
I can narrate a story.			
I can develop an argument on a topic of general interest (e.g. pollution) well enough to be followed without difficulty most of the time.			
I can talk about the plot of a book and give my opinion.			
I can present the advantages and disadvantages of something familiar.			
I can speculate and make a decision.			
I can also...			
...			
...			

	me	my teacher / other	my goals
Spoken interaction	1	2	3
I can speculate and make a decision about simple things (e.g. holidays, free-time activities).			
I can ask for and give advice on familiar topics.			
I can express my opinion on a practical problem.			
I can answer simple questions and respond to simple statements in an interview.			
I can also...			
...			
...			

## What I can do in English

	me	my teacher / other	my goals
<b>Speaking strategies</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can start, have and end simple conversations on familiar topics.			
I can correct myself when I realise I've made a mistake in spoken English.			
When I can't think of the word I want, I can use another word meaning something similar.			
I can ask someone to repeat or clarify what they have just said if I haven't understood something.			
I can take turns in a discussion and interrupt someone politely using appropriate phrases.			
I can also ...			
...			
...			

	me	my teacher / other	my goals
<b>Writing</b>	<b>1</b>	<b>2</b>	<b>3</b>
I can write descriptions of places or things I know well, or which I can imagine.			
I can write short texts about things I like doing or which I am interested in.			
I can write personal letters to friends or relatives giving news.			
I can narrate a simple story or report on an event.			
I can write a simple essay on a familiar topic, discussing advantages and disadvantages and giving my opinion.			
I can write a short review of a book.			
I can write a letter asking for or giving advice.			
I can write an account of a true event.			
I can write an informal letter (inviting, making arrangements, giving information, etc.)			
I can write a semi-formal letter.			
I can also...			
...			
...			

# Projects

## Module 1 That's incredible!

### AN EYEWITNESS

Someone broke into your neighbour's house last night. You and your family were at home and have some information which can help the police. Write two paragraphs about what you heard and/or saw.



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## Module 2 On the move

### EXTREME SPORTS!

Make a poster about the extreme sports below, paragliding and white-water rafting, and write their advantages and disadvantages.



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# Projects

## Module 3 Up-to-date

### MY FAVOURITE GADGET

Make a poster about your favourite gadget, e.g. your mobile phone. Say why it is useful and why you like it.



## Module 4 Human nature

### MY FAVOURITE BOOKS

Choose two of your favourite books and write short descriptions of them and include information such as the author, the characters, what it is about and your favourite part.





## **Traveller 4**

### **Workbook**

H. Q. Mitchell - Marileni Malkogianni

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H. Q. Mitchell - Marileni Malkogianni

# Traveller

is an exciting course that follows the modular approach and is organised into topic-based modules.

## The Workbook Contains:

- A variety of exercises practising grammar and vocabulary
- Reading comprehension and Use of English exercises
- Listening activities
- Writing tasks
- Writing plans
- A portfolio (Self-assessment and Projects)
- IELTS practice material



CEFR

A1
A2
B1
B2
C1
C2



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