

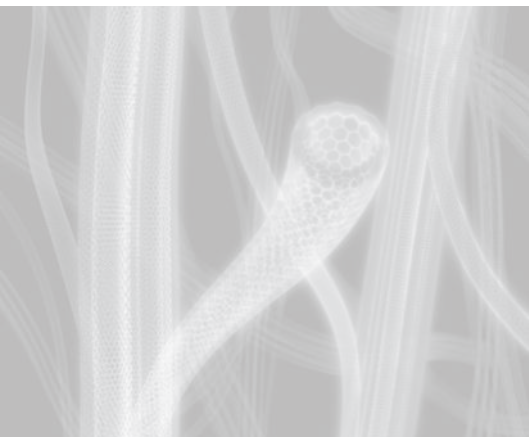
English Insights

Workbook

3


دار الأوبرا السلطانية مسقط
ROYAL OPERA HOUSE MUSCAT

English Insights 3



Workbook

 **NATIONAL
GEOGRAPHIC**
LEARNING

Paul Dummett
Rebecca Robb Benne
David A. Hill
Robert Crossley

National Geographic Learning,
a Cengage Company

English Insights Workbook 3

Paul Dummett

Rebecca Robb Benne

David A. Hill

Robert Crossley

Director of Development: Sharon Jervis

Editorial Manager: Claire Merchant

Custom and Adaptations Project Manager:
Hattie Fell

Field Editor: Emma Pathare

Content Editor: Sarah McConnell

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Senior Content Project Manager: Sue Povey

Manufacturing Manager: Eyvett Davis

Compositor: Jonathan Bargas

Partner in development:

English Language Curriculum Department,
Ministry of Education, Oman

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National Geographic Learning

Cheriton House, North Way

Andover, SP10 5BE

United Kingdom

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**His Majesty
Sultan Haitham Bin Tarik**



**The Late Sultan,
Qaboos Bin Said**

Revision

Present simple and present continuous

1 Complete the sentences with the correct form of the verb in brackets.

- 1 John in the garage at the moment. (work)
- 2 you swimming every Friday? (go)
- 3 The boys their homework now. (not do)
- 4 Where in London your sister ? (live)
- 5 Susan to ski in Austria in the winter. (like)
- 6 What the children today? (paint)

Present perfect simple

2 Put the correct past participle form of one of these irregular verbs into each sentence: *write, go, put, drive, see, eat*

- 1 I have often my car along that road.
- 2 I have too much. I don't feel well.
- 3 Have you the new Bond film?
- 4 My father's out – he's to the bank.
- 5 Paul still hasn't that report!
- 6 My father has the book I want on the top shelf.

3 Put one of the words from the box into each sentence.

yet	still	already	just
-----	-------	---------	------

- 1 I haven't used my new smartphone
- 2 Mike's bought a mountain bike.
- 3 Do you want a sweet? No thanks. I've got one.
- 4 Has Jane got that old car that her dad gave her?
- 5 Have you heard any news from Peter
- 6 He's finished lunch and will be ready soon.

Present perfect continuous

4 Put the verbs in brackets into the correct form of the present perfect continuous.

- 1 Martin for some new shoes for weeks. (look)
- 2 you here long? (wait)
- 3 They very hard so far today! (not work)
- 4 What Sarah since you last saw her? (do)
- 5 He the experience very much. (not enjoy)
- 6 My parents there for 40 years. (live)

Questions tags

5 Add the correct question tags to these sentences.

- 1 It's a nice day,?
- 2 The students don't like it much,?
- 3 Paul was there,?
- 4 The girls are coming with us,?
- 5 Bill can't understand it,?
- 6 The animals were running fast,?
- 7 You and I must do it together,?
- 8 You've already been there,?
- 9 Jim hasn't been doing well,?
- 10 The cat always eats quickly,?

Past perfect

6 Put the words in these past perfect sentences into the correct order.

- 1 the / I / had / When / arrived / finished / party / already
.....
- 2 before / I / Spain / been / twice / to / had
.....
- 3 got / done / there / work / I / before / had / They / the
.....
- 4 he / John / film / book / like / read / didn't / had / the / the / because
.....
- 5 until / Jeff's / yesterday / I / met / sister / hadn't
.....
- 6 team / say / the / the / well / manager / Did / played / hadn't / ?
.....

Revision

used to

1 Complete the sentences with the correct forms of *used to* and the verbs in the box.

not like play wear not eat work have

- 1 When James was little he with his toy cars and teddy bears.
- 2 I science fiction films when I was a teenager.
- 3 you holidays at the seaside?
- 4 My father in a book shop when he was young.
- 5 When people clothes like those?
- 6 They any meat when they were vegetarians.

Vocabulary: time

2 Match the words (1–6) with the details (a–f).

- | | |
|----------------|----------------------|
| 1 a century | a two weeks |
| 2 a decade | b twelve months |
| 3 a fortnight | c one hundred years |
| 4 an hour | d one thousand years |
| 5 a millennium | e sixty minutes |
| 6 a year | f ten years |

Vocabulary: cooking

3 Complete the text with the words from the box.

heat up chop peel wash boil slice

First of all, you should (1)..... the carrots in cold water, then (2)..... them with a sharp knife. Lie them on a wooden board and (3)..... them length-ways into two halves or four quarters, depending on how thick the carrots are. Then (4)..... the long slices into small pieces. While you do this, (5)..... some water on the cooker. Add a little salt, then put in the carrots and (6)..... them until they are soft and ready to eat.

Vocabulary: the media

4 Match the words (1–6) with the definitions (a–f).

- | | |
|----------------|--|
| 1 an article | a the large black words at the top of an article |
| 2 an audience | b a company that has programmes on the radio |
| 3 a journalist | c a piece of writing on one topic in a paper or magazine |
| 4 a headline | d a person who goes out to collect information for radio or papers |
| 5 a reporter | e the people who listen to a radio programme |
| 6 a station | f a person who writes for a paper or magazine |

Vocabulary: verbs with *to* or *at*

5 Complete the sentences with *to* or *at*.

- 1 They're staring the photos.
- 2 I'm waiting see what happens.
- 3 We know what to do because he explained it us first.
- 4 Do you want to look some of my magazines?
- 5 They waved their friends when they arrived.
- 6 I'm going to speak my father about it tomorrow.

Vocabulary: adjectives of personality

6 Match the adjectives (1–6) with the sentences about people (a–f).

- | | |
|-------------|---|
| 1 clever | a Paul's really good at making things with his hands. |
| 2 extrovert | b Sally always thinks everything through before she does anything. |
| 3 logical | c Jim finds it very difficult to talk to strangers. |
| 4 moody | d Patsy always gets top marks in her exams. |
| 5 practical | e Mike's loud and friendly; he enjoys people and parties. |
| 6 shy | f Be careful. Teenagers are great but they can go from feeling happy to sad very quickly. |

Revision

Vocabulary: occupations

1 Complete the sentences with one of the jobs in the box.

accountant	chef	lawyer	engineer
mechanic	soldier		

- The is going to find out what happened to my father's money.
- The took off his special uniform before he cleaned his gun.
- I'll ask the to look at the company's money problems.
- The in that restaurant always makes wonderful desserts.
- The didn't do a very good job on my car last week.
- John is an; he helped construct the new motorway near here.

Going to vs will future

2 Circle the correct future form (*going to* / *will*).

- I'm sure Sandra *is going to get* / *will get* the job at the sweet factory.
- Do you think Chelsea *are going to winning* / *will win* their next match?
- Button *is going to win* / *will win* this race easily – he's a long way in front.
- They *are going to train* / *will train* in Africa before the next game.
- If he plays Federer, he *is going to lose* / *will lose*.
- The boss says he *is going to change* / *will change* the offices next year.

Vocabulary: describing clothes

3 Put the words in the correct order to make sentences.

- long-sleeved / wearing / pale / blouse / blue / She's / a
.....
- cotton / you / striped / like / shirt / Do / this / ?
.....
- jacket / I / hooded / the / denim / prefer
.....
- woollen / bought / pullover / a / Mike's / V-neck
.....
- fashion / These / again / bright / in / headscarves / silk / are
.....
- dress / like / straight / I / black / don't / long / that
.....

The passive

4 Put the sentences into the correct form of the passive. Do not include *by* + agent.

- They make cars in that factory.
.....
- People built houses out of wood and mud.
.....
- The workers were putting the boxes into the lorries.
.....
- The students were not using dictionaries in the exam.
.....
- The archaeologists have discovered some Roman coins here.
.....
- My friends are packing clothes into suitcases now.
.....

5 Make passive sentences using the modal verb in brackets.

- clean up this rubbish (must)
.....
- touch those old coins (cannot)
.....
- find the old mosque (will)
.....
- use these fruits for food (can)
.....
- eat the cakes yet (must not)
.....
- see the new paintings (will not)
.....

Vocabulary: adjectives of size

6 Circle the best word to complete the sentences.

- We couldn't get there because some rocks were blocking the road.
a tiny **b** enormous **c** triangular
- We asked them to make us some concrete blocks.
a microscopic **b** small **c** rectangular
- Adult male African elephants really are animals!
a enormous **b** oval **c** tiny
- The new garden path is made of bricks.
a immense **b** triangular **c** microscopic

Revision

Vocabulary: verb + preposition

1 Match the two parts of the sentences.

- | | |
|--|-------------------------------|
| 1 Shakespeare has always been valued | a in Malawi. |
| 2 Wood can be made | b for some new vases. |
| 3 The new species of monkeys were found | c from the goats. |
| 4 The antiques we had were exchanged | d as a great writer. |
| 5 And here on the farm the sheep are separated | e into money. |
| 6 Great men's knowledge is often turned | f into many different things. |

Vocabulary: art and books

2 Complete the sentences with a word from the box.

portrait poetry novel landscape play fiction

- 1 A: Have you read the new John Burton yet?
B: No, I haven't. I don't really read I prefer biographies.
- 2 A: I think the he did of the Queen is very good.
B: Really? I prefer his paintings of Scotland.
- 3 A: Did you see the by Harold Pinter at the local theatre last night?
B: Yes – *The Caretaker*. I read in the programme that he also wrote

3 Match the different types of books (1–6) with their descriptions (a–f).

- | | |
|-------------------|---|
| 1 biography | a this is a famous book, usually by a famous older writer |
| 2 classic | b if you like stories about the future and space, read this |
| 3 reference | c this one will make you laugh |
| 4 humour | d this will tell you the story of someone's life |
| 5 science fiction | e you might get frightened when you read this book |
| 6 thriller | f you can find out facts and figures in this book |

Modal verbs for speculation

4 Use the correct form of *may*, *can* and *must* + *be* to speculate about possible, impossible and certain events in the present and past.

- 1 They're late. There a lot of traffic in the centre. (possible)
- 2 Nobody else has the key. It John who got in last night. (certain)
- 3 Jane is not like that. It her who did it. (impossible)
- 4 If their coats and shoes are here, the girls somewhere in the school. (certain)
- 5 Mike's still in bed. He out very late last night. (possible)
- 6 But Sally's in Africa now. It her at the door!! (impossible)

Second conditional

5 Put the verbs in brackets into the correct form.

- 1 If you with us, you would enjoy it. (come)
- 2 If they were quiet, they more birds. (see)
- 3 Liz wouldn't say so if it true. (not be)
- 4 The boys would easily win if they in the Cup. (play)
- 5 If Mary did want to go, she us. (tell)
- 6 I wouldn't ask for your help if I it. (not need)

Vocabulary: science and technology

6 Complete the text with the words in the box.

data knowledge research result
experiment breakthrough

Every day a scientist somewhere in the world starts a new (1) which they hope will lead to an important (2) in their particular area of (3) Scientists everywhere use their (4) to devise new studies, and they analyse the (5) they get and hope that it will give them the (6) they are looking for.

Revision

Third conditional

1 Complete the sentences with the correct form using the verb in brackets.

- 1 If they hadn't gone to the park, they the show. (not see)
- 2 If you me, I wouldn't have known about it. (not tell)
- 3 Carl would have been pleased if we him last week. (visit)
- 4 My mum the answer if I had asked her. (know)
- 5 I wouldn't have made that mistake if I where to go. (understand)
- 6 Even if I'd met him before, I him in that hat. (not recognise)

2 Complete the sentences with the correct form of *could have* or *should have* + past participle of the verb in brackets.

- 1 I good at maths, but I didn't study enough at school. (be)
- 2 He there when he saw it was snowing, but he tried to come home. (stay)
- 3 We it would be dangerous when we saw the road was closed. (know)
- 4 They the match if they'd played a bit better in the second half. (win)
- 5 Even if she'd been taller, she the top shelf. (not reach)
- 6 Mike June about it – she was very upset! (not tell)

Vocabulary: shops

3 Write two things which you can buy at each shop.

- | | | |
|-----------------|---------|---------|
| 1 baker's | a | b |
| 2 butcher's | a | b |
| 3 chemist's | a | b |
| 4 greengrocer's | a | b |
| 5 newsagent's | a | b |
| 6 florist's | a | b |

Reported speech

4 Report the things the people say.

- 1 Mike: 'It's a lovely day.'
.....
- 2 Janet: 'We had a very good time here.'
.....
- 3 Paul: 'It will be interesting for us.'
.....
- 4 Linda: 'You can visit me tomorrow.'
.....
- 5 Ben: 'She's reading in the library.'
.....
- 6 Daisy: 'We haven't finished our work yet.'
.....

5 Report the questions.

- 1 Paul: 'Have you got a bicycle, John?'
.....
- 2 Angela: 'Do you like ice-cream, Sarah?'
.....
- 3 Robert: 'Have you ever been to Muscat, Bill?'
.....
- 4 Carol: 'When will you visit your friends, Jason?'
.....
- 5 Dick: 'Did you go to Oman last year, Peter?'
.....
- 6 Phil: 'Can you come here tomorrow, Douglas?'
.....

Vocabulary: money

6 Match the words (1–6) to the descriptions (a–f).

- | | |
|--------------|--|
| 1 an account | a money made out of metal |
| 2 savings | b a limited amount of money to spend on a project |
| 3 a coin | c the money you keep for later and do not spend |
| 4 cash | d the money you get for the work you do |
| 5 wages | e the place where you keep your money in a bank |
| 6 budget | f notes and coins which you have in your pocket or bag |

Vocabulary: artists

1 Complete the words for different artists.

- | | |
|--------------------------------|-------------------------|
| 1 a paint..... <i>er</i> | 5 a photograph..... |
| 2 a music..... | 6 a graphic design..... |
| 3 a film direct..... | 7 an act..... |
| 4 an archit..... | 8 a ballet danc..... |

Music, art and the theatre

2 Complete the texts with eight of the words in the box.

auditions band cast encore gigs landscape lyrics portrait scenery sketch stage still life

1 When listening to a song, girls are much more likely to learn the than boys.

2 Q Why did the actor fall through the floor?
A It was just a he was going through.

3 The film *Gandhi* had the largest of any film: over 300,000 people were used in the funeral scene.

4 'Every time I paint a, I lose a friend.'
John Singer Sargent, painter (1856–1925)

5 The audience were delighted with her performance. At the end of the concert, they were all shouting for an

6 Even well-known actors sometimes have to do five or six before they get a part in a film.

7 It is said that a woman once approached Picasso on a Paris street and asked him to do a quick of her. When he had finished, she asked him how much she should pay. '5,000 francs,' he replied. 'But it only took you three minutes,' she protested. 'No,' said Picasso. 'It took me all my life.'

8 The band are planning a series of 50 at London's O2 Arena, a new record for the number of shows at a single venue.

Word building

3 Complete the sentences with the correct form (e.g. noun, adjective, adverb) of the words in brackets.

- Art is a medium that everyone can use to express their (create)
- 10 Things I Hate About You* is an adaptation of Shakespeare's *The Taming of the Shrew*. (play)
- I saw Michael Bubl  at a Celine Dion concert: he made a guest (appear)
- We tried to get tickets for the concert, but unfortunately, it was out. (sell)
- Recently a lot more have started to buy street art. (collect)
- I was really looking forward to the show, but in fact it was a little (disappoint)
- He gave a very convincing of a man who is losing his memory. (perform)
- Music companies are worried because many people are downloading songs (legal)

Vocabulary extension: words with two meanings

4 Look at the words and their definitions (1–5). These words all have a second meaning. Match them to their other definitions (a–e).

1 2 3 4 5

- a set – the scenery on the stage
- a sketch – a quick drawing
- a model – a miniature representation of something
- an opening – the first day or evening of a show
- a piece – a single work of classical music

- an opportunity (for an artist)
- a collection of songs played by a pop or jazz band
- a short piece of comedy acted on stage or TV
- someone who has their head or body drawn by an artist
- an artwork, e.g. a sculpture, a video installation, etc.

Listening: a public art exhibition

5 Read the description of a public art exhibition. How long did each person get to spend on the plinth? Complete the text.



One & Other was a live artwork by the sculptor Antony Gormley. It took place over 100 days in the summer of 2009. 2,400 people from all over the UK were each given hour to do whatever they liked on top of the empty fourth plinth in Trafalgar Square.

6 **1.1** Listen to five people describing what they saw people doing on the plinth. Match each speaker to the topic (a–f) which best summarises what they say. There is one extra topic.

- Speaker 1 Speaker 4
 Speaker 2 Speaker 5
 Speaker 3

- a** washing the stone
- b** a tribute to the founder of the fourth plinth project
- c** a real-life statue
- d** a way to make people laugh
- e** a sales opportunity for the artist
- f** an appeal on behalf of a medical charity

7 **1.1** Listen again and complete the sentences about each speaker's attitude and reaction to each work of art or performance.

Speaker 1: ... and it gave the name of a website where you could go and donate money to find a cure for it. It was quite

Speaker 2: I think he was hoping that someone in the art world would see them and buy one. It seemed a bit commercial to me and really

Speaker 3: Quite intelligent and really, but not something you could watch for – at least not for an hour.

Speaker 4: It wasn't really , she got a big cheer from the crowd at the end.

Speaker 5: Somebody told me that it was supposed to be in the style of the artist who set up the whole project, Antony Gormley. , I thought.

STUDY & EXAM SKILLS

Listening: understanding a speaker's attitude
 Understanding a speaker's attitude (e.g. Are they enthusiastic or negative?) is an important key to the overall understanding of what they are saying. Listen carefully for the adjectives and phrases that they use to express their attitude and to the tone of their voice.



Pronunciation: /ʌ/ sound

The sound /ʌ/ as in *but* is a difficult sound in English. It comes from the back of the mouth and is between the sound /æ/ as in *cat* and /ɒ/ as in *top*. We make /æ/ with a very open mouth, /ɒ/ with our lips rounded and coming forward, and /ʌ/ with the mouth open, but with no lip movement.

8 **1.2** Read the Pronunciation section above. Then listen and repeat these words containing the different sounds.

/æ/	/ɒ/	/ʌ/
cat	top	but
stack	stock	stuck
hat	hot	hut
bag	blog	cut
sang	song	sung

9 **1.3** The /ʌ/ sound is usually produced by the letter *u*, but it can also be produced by the letters *o* and *ou*. Listen to these words and tick the ones which contain the /ʌ/ sound.

- | | | | |
|--------------------|--------------------------|---------------------|--------------------------|
| 1 young | <input type="checkbox"/> | 6 one | <input type="checkbox"/> |
| 2 column | <input type="checkbox"/> | 7 other | <input type="checkbox"/> |
| 3 public | <input type="checkbox"/> | 8 commercial | <input type="checkbox"/> |
| 4 project | <input type="checkbox"/> | 9 model | <input type="checkbox"/> |
| 5 something | <input type="checkbox"/> | 10 bucket | <input type="checkbox"/> |

→ See Student's Book, Pages 7, 9 & 10 and Grammar GPS, Page 145 →

Present simple, present continuous and will

1 Read the accounts by three artists about their routines when they are on tour. Replace the present simple with the present continuous or will form, or write *not possible* if it cannot be done.

A musician in an orchestra

'People (1) always say that touring is very glamorous: that the musicians (2) visit lots of places and do lots of sight-seeing, but that's not the reality. Generally, we (3) arrive in a new town about lunchtime. During the afternoon we (4) rehearse and then we (5) have a couple of hours free before the concert. After the concert we (6) pack up and get ready to travel again the following morning.'



A theatre actor

'I think touring is easier for actors than other artists. That's because we (7) generally do three or four nights in one town before moving on. So we (8) get free time in the day. But we (9) always go out after the show for something to eat, so often we (10) get to bed quite late.'

A painter

'When I have a show in another country, I (11) go there three or four days before to set it up. Gallery owners (12) always try to dictate how they want the show to look, but I also have very clear ideas about this, so we (13) often have to negotiate. I (14) usually get my way, though.'

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14

Present perfect simple and continuous

2 Complete the interview with a rock musician. Put the verbs in brackets into the present perfect simple or continuous.

J = Journalist, B = Billy

- J:** What (1) (you / do) since we last met? I haven't really heard anything for a few years now.
- B:** We (2) (record) our next album, but we (3) (not / finish) it yet.
- J:** How far (4) (you / get) with it?
- B:** I (5) (write) about 20 songs, which is too many to put onto one CD. So we (6) (try) to work out which ones to keep and which ones to leave out.
- J:** Is that why you're not planning any live shows at the moment?
- B:** That's right. We (7) (tour) more or less non-stop for about two years. I need some quiet time to write.
- J:** And what is the new material like? Is it very different from earlier songs?
- B:** Yes, I (8) (work) with a Cuban guitar player called Fernando Gutteriez. We (9) (admire) each other's music for a long time, but this is the first time that we (10) (actually / play) together.

Articles and zero articles

3 Celia is a keen photographer. Choose the correct answers to complete Celia's description of her hobby.

Ø = no article needed

It's much easier to take (1) *a / the / Ø* good photos than it was in (2) *a / the / Ø* past because technology these days is so much better. What I mean is that anyone can now take (3) *a / the / Ø* pretty reasonable shot because (4) *a / the / Ø* digital cameras are intelligent and do a lot of (5) *a / the / Ø* thinking for you. But getting (6) *a / the / Ø* really great photos is as hard as it ever was. You still need to be creative and understand what makes (7) *a / the / Ø* good composition.

Grammar plus: present perfect simple and continuous

4 Put the verbs in brackets into the present perfect simple or continuous. Then decide if the sentences focus on duration (circle D) or on result (circle R). Do not circle anything if the verb is a state verb.

- 1 They (open) two new cinemas in my city this year. D / R
- 2 I (browse) the internet all day today in search of some interesting ballet performances. D / R
- 3 Photography (gain) popularity and it seems that it is even more popular than painting nowadays. D / R
- 4 *Cardenio* (be) in the repertoire of the theatre for months now. D / R
- 5 Few people buy music DVDs nowadays. I (buy) just one or two this year. D / R
- 6 Samir (go) to classical 'oud classes for several weeks now and seems to be really enjoying it. D / R
- 7 I (see) most of Shakespeare's plays at the theatre. D / R
- 8 This band (reach) number one in the charts four times so far. D / R



Present simple, present continuous and will

5 Put the verbs in brackets into the present simple or present continuous.

Mime (1) *is* (be) a theatrical performance in which the actors (2) (not / use) words. Mime artists (3) (tell) a dramatic story using body language – gestures, facial expressions, etc. Stage sets, props and music also (4) (play) a vital role. Mime shows (5) (share) certain characteristics and (6) (have) a lot in common with fairy tales. For instance, the storyline usually (7) (involve) a good character battling against a baddie.

6 Now look at the text in Exercise 5 again and circle the verbs which could be used with *will*.

Present continuous for expressing irritation

7 Expand the prompts to make sentences that express irritation at the situations.

- 1 I can't find my keys again! I (always / stuff / into my bag / them)
- 2 We're not going out with Andrew again. He and we have to pay for him. (his wallet / forget / always)
- 3 My cousin can be so embarrassing! She and they are not funny at all! (ridiculous jokes / always / tell)
- 4 I'm not getting in the car with you! You! (too fast / drive / always)

Articles

8 Complete the text with *a*, *the* or \emptyset (no article).

Annie Leibovitz is (1) American portrait photographer. She took (2) interest in (3) art when she was in (4) high school and then she went on to study (5) painting at (6) San Francisco Art Institute. To develop her skills in (7) photography, she attended (8) evening classes at the same time as her college studies. In (9) 1970s, she was appointed (10) chief photographer at (11) magazine called *Rolling Stone*. After (12) decade at this magazine, she moved to *Vanity Fair*, where she achieved (13) international fame as (14) photographer of (15) American celebrities.

Reading: file-sharing

1 Look at the three quotations (A–C) about file-sharing. Which person thinks ...

- 1 it's a way of increasing their audience?
- 2 it's wrong?
- 3 it's just a fact of life now?

A 'It's not my fault that your generation had to pay for entertainment and that mine doesn't.'

B 'I don't want potential fans to be blocked because the choice to check out our music becomes a financial decision for them.'

C 'People don't want to pay for music but musicians have to eat too! Big stars don't need the money but new artists do.'

2 Read the *Study and exam skills* box. Then read the article and answer the question posed in the title.

.....

.....

STUDY & EXAM SKILLS

Reading longer texts

The aim of this type of reading exercise is to improve your ability to read long and often complex texts and extract the main ideas from them. You may be asked to put these ideas into your own words. Here is a suggested approach:

- Look at the title and try to predict what the article is going to be about.
- Skim read the text and see if you were right. Pay particular attention to the first and last paragraphs as these generally contain the central idea.



Do music artists fare better in a world with file-sharing?

The growth in online music sites where users can gain free access to more or less any recording they wish has completely changed the way we listen to music. It's also given rise to a fierce debate in the music industry. As with any debate, there are two sides to the file-sharing question. Some people will tell you that the artists do better because their music is reaching a wider audience without them having to do anything about it. Others will claim that those audience numbers do not matter because no one is actually paying for the music. So, what is the truth?

There are three sources of income for a musician: they make money from sales of recorded music from CDs and downloads, performance fees for live music and from PRS (Performing Rights Society) revenues – the money that is paid to the artist each time their recordings are played in public, for example on the radio.

If you examine recent trends, the most striking fact is that artists' revenues from concerts will soon overtake revenues from sales of recorded music, which in the past constituted most of their earnings. Because of this and because the amounts collected by the PRS on behalf of the artists are also growing rapidly, artists themselves are now richer than they have been in the past.

So, why do we hear so much about how file-sharing is damaging the industry? The first reason is that, although the artists themselves seem to be doing all right, the record labels that sell CDs are suffering. Secondly, it is established artists that profit from the new economics. They can command big fees for live appearances and it is their music that gets played most often on the radio.



If you are an emerging artist, life is much more difficult. The record companies that traditionally invested a lot in new talent are less willing to do so because they will not see a decent return in CD sales. You could tell the new musician that they should give away their music and then wait for the time when they are popular and well-known enough to fill a large concert venue, but what small-time musician has the time or the funds to do that? That is why more and more musicians are publishing their own music.

So, it seems that file-sharing is principally harming the established record labels and not the established artists themselves. As for new artists, they can no longer rely on the promise of getting a big record deal to reach their audience, but on the other hand, through file-sharing websites, they have immediate access to their audience in a way that they never had before.

STUDY & EXAM SKILLS

Answering multiple-choice questions

- Read the first question and identify the key words that will lead you to the answer in the text.
- Scan the text for the answer and when you find it, formulate the answer in your own words.
- Look at the answers and choose the one closest to your own.
- Repeat this process for each question.



3 Read the *Study and exam skills* box. Then read the article on page 12 again and choose the correct answers (a, b, c or d).

- 1** Some people say that artists do well out of file-sharing because ...
 - a** music in general has a wider appeal now than it did in the past.
 - b** anyone can listen to their music now free of charge.
 - c** they don't have to work so hard to reach their listeners.
 - d** it doesn't matter any more how many people listen to their music.
- 2** In the near future, the biggest source of income for artists will be ...
 - a** live shows or performances.
 - b** revenues from radio and other public playing of their recordings.
 - c** CD sales.
 - d** downloads from the internet.
- 3** The people who are becoming richer in the new system are ...
 - a** the record companies.
 - b** new artists.
 - c** the music industry in general.
 - d** the artists who are already well known.
- 4** In the past record companies ...
 - a** were very cautious about giving money to new artists.
 - b** made a lot of money from big concerts.
 - c** were always looking to put money into emerging artists.
 - d** had difficulty finding new artists.
- 5** Another trend for less well-known artists is ...
 - a** to be more patient with their music careers.
 - b** not to use a record company to publish their music.
 - c** to publicise their own concerts.
 - d** to put their music on the internet without any controls.

4 Find words in the article on page 12 that mean the following:

- 1** say or state (paragraph 1)
- 2** get a better or higher position (paragraph 3)
- 3** harming something (paragraph 4)
- 4** doing badly (paragraph 4)
- 5** prepared or happy to do (paragraph 5)
- 6** sufficient in quantity (paragraph 5)
- 7** profit (paragraph 5)
- 8** mainly (paragraph 6)

5 Complete the sentences with the correct form of the words in Exercise 4.

- 1** Too much salt can your health.
- 2** If you don't revise for your exams, the only person who will is you.
- 3** The first thing people want from their job is a salary.
- 4** In 2010, Apple Microsoft to become the world's biggest technology company.
- 5** The record companies that file-sharing is destroying their business.
- 6** If official downloads were cheaper, I might be to pay for them.
- 7** These products are designed for the Asian market.
- 8** This type of account offers a high on all investments.

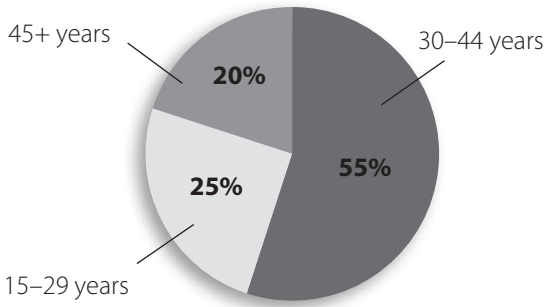
6 Complete the sentences with the correct prepositions.

- 1** Through the internet, artists now have access a much bigger audience.
- 2** Some bands, like Radiohead, let the audience decide how much they want to pay a download.
- 3** Only a few artists still make money selling CDs.
- 4** I heard their new song the radio this morning.
- 5** A lot of new artists have invested the equipment needed to publish their own music.
- 6** Musicians can't rely record sales alone to make a living.

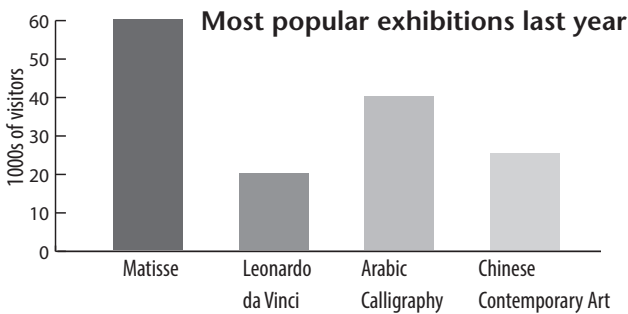
Describing statistics

1 Look at the charts about an art gallery. Complete the sentences describing statistics based on the information that the charts show.

Visitors by age



- The m..... visitors are aged between 30 and 44.
- A q..... visitors are under 30.
- O..... five visitors are over 45 years old.



- The Matisse exhibition was the
- The Arabic Calligraphy exhibition attracted twice visitors the Leonardo da Vinci exhibition.
- 20,000 people attended the Chinese Contemporary Art exhibition.

Booking a ticket

2 Adham wants to see a musical at the theatre on Saturday. Complete his phone conversation with the ticket agent at the box office.

Adham: Ask about remaining tickets.

(1) *Have you got any tickets left for this Saturday?*

Agent: Yes, we've still got a few.

Adham: Ask about the stalls.

(2)

.....

.....?

Agent: Sorry, no, we've none left in the stalls, but there are a few in the circle.

Adham: Ask about the price.

(3)

.....?

Agent: £32.

Adham: Ask about a discount for fifteen people.

(4)

.....?

Agent: Yes, there's a 20% discount on groups of twelve or more.

Adham: Ask for fifteen tickets.

(5)

.....?

Agent: OK, but I'm afraid they're not all in the same place.

Adham: Ask for clarification.

(6)

.....?

Agent: Well, six are in Row D and the other nine are in Row E.

Adham: Agree.

(7)

.....

Agent: OK. I'll book those for you now.

Adham: Ask about the start time of the show.

(8)

.....?

Agent: The doors open at 7.00 p.m. and the show starts at 8.00 p.m.

Adham: Ask about collecting the tickets.

(9)

.....?

Agent: We can post them to you or, if you prefer, you can collect them at the door.

3 1.4 Listen to a suggested answer for the conversation in Exercise 2 and compare it with your own.

An opinion essay

- 1 Read the essay instructions and answer the questions below about your own experience.

Some people believe that art is not an important subject for school students. Discuss your opinion on including art classes in Omani schools.

- Did you study art at school when you were younger? Why? / Why not?
- Do you study art at school now? Why? / Why not?

- 2 Read the opinion essay. Write one sentence to summarise the writer's opinion.

Students study many different subjects at school and they sometimes feel there is not enough time for everything. Some people say to help this situation students should only study important subjects and they argue that art is not one of these. I do not agree with this view. Art is a very important subject and every student should have the opportunity to study it.

Science and maths subjects are undoubtedly very important for the 21st century. However, school students need to study art too because they need to learn to be creative. The art classroom is a place in which we are free to develop these creative skills. These will help us to solve problems and be successful at college and work.

Art classes are also important because they can teach other skills. Students can work together to do art projects. As a result, they will develop teamwork skills. Also, since young children enjoy art activities, it is easy to get them to learn. As soon as they get the opportunity to do art, most children are motivated and enjoy their classes.

In conclusion, art is clearly an important subject for school students of all ages. They should study it to develop their skills in different areas and to help their learning in general.

- 3 Read and complete the Writing Skill information with words from the box. Then check your answers with Student Book p17.

discuss essay topic plan restricting
in your area of Oman difference instruction
again free museums

WRITING SKILLS

Analysing the essay question

Before you start writing, you should analyse the question. This helps you to understand what you are expected to write about and to how and what you are going to write. Taking the time to analyse the question can make the between a good and a bad essay. Follow these steps when analysing the question:

- 1 Read the question. Then read it !
- 2 Look for the words to find out what to do.
- 3 Look for words that tell you what to write about.
- 4 Look for words that limit the topic.

Look at the following example:

Discuss your opinion on having free museums in your area of Oman.

- Instruction word →
- Topic words →
- Restricting words →



- 4 Review the words from the model essay question in the table below. Then read the essay questions A and B below and complete the table with the correct words and phrases.

A

Some people argue that we should only watch TV shows and films made in or about our own countries. Discuss your opinion on whether the TV shows and films you watch should only be from or about Oman.

B

Many people think that science and maths are the only important subjects for university study. Discuss your view on whether Omani colleges and universities should teach arts courses too.

	Instruction words	Topic words	Restricting words
Model essay	<i>Discuss</i>	<i>including art classes</i>	<i>in Omani schools</i>
Essay A			
Essay B			

5 Look at the example sentences in the Writing Mechanics box. Then decide if the statements are true or false. Check your answers with Student Book p17.

WRITING MECHANICS

Giving reasons

QUIZ – True or false?

1 We can use connectors to join two sentences to give a reason.

2 The connector goes after the reason.

*Museum entry should be free **because** this gives everyone the opportunity to learn about their history and culture.*

***Since** museums are expensive, people are more likely to look at photos online.*



6 Complete the sentences with a reason. Then check to see if the model essay includes the same reasons.

1 School students need to study art because

2 Art classes are important because

3 Since young children, it is easy to get them to learn.

7 Can you remember the words we use to join sentences to talk about time, place and result? Complete the words in the Writing Mechanics box. Then check your answers with Student Book p18.

WRITING MECHANICS

Talking about time, place and result

We can join sentences together to make our writing flow and our essay more enjoyable to read. We use different words to join sentences, according to whether we are talking about time, place or result.

Time

Children could go w _ _ _ they finish school.

People bought tickets for the concert a _ _ _ _ they went on sale.

or

A _ _ _ _ _ the tickets went on sale, people bought them.

Place

They are places w _ _ _ _ art and history come alive.

This is the studio i _ _ _ _ _ he painted his most famous pictures.

Result

More people would visit. T _ _ _ _ _ , museums could get more donations to help with the costs.

More people would visit. A _ _ _ _ _ , museums could get more donations to help with the costs.



8 Find examples of the connecting words from the Writing Mechanics box in the model essay.

9 Complete the sentences with the correct words from the box. There are two possible answers for each sentence.

1 The art class is a place children can develop their creativity.

2 children enter their art class, they feel happy and motivated.

3 Creativity is very important in the 21st century. schools should help students to develop in this area.

10 Read the following essay question. Underline the instruction, topic and restricting words. Complete the plan.

Some people argue that drama and acting skills are important for teenagers, and these skills will help them in the future. Discuss your opinion on the importance of drama and acting skills for young people in Oman.

PLAN

Introduction – topic and opinion

.....

Paragraph 1 – reason

.....

Paragraph 2 – reason

.....

Conclusion – summary of opinion and reasons

.....

- 11** Now write an opinion essay. Give reasons to support your opinion and use your learning from this unit to help. Write approximately 200 words.
- 12** Read your opinion essay and tick (✓) the checklist. Have you:
- addressed the essay question?
 - given reasons?
 - talked about time, place and/or result?
 - used the grammar from the unit?

OPTIONAL

Give the final draft of your opinion essay to your teacher to read. Does your teacher have the same opinion as you?

Student's Book Unit 1

Word	Definition
amateur dramatics pln p9	theatre performances by untrained actors
architecture n p5	the style of buildings
artefact n p6	an object with historical interest
atrium n p6	a very large room, often with glass walls or roof, in a large building
audience n p6	a group of people who watch a play, film, etc.
audition n p8	a short performance by an actor to show they are suitable for a role
ballet n p5	a type of dance which tells a story
blend n p6	a mixture of styles
box office n p16	the place in a cinema or theatre where you buy tickets
cast n p8	the actors in a play
casting director n p8	the person who chooses the actors for a play or film
choreographer n p5	the person who makes dance routines for a performance
city planning n p5	the organization of a city in terms of buildings, architecture, roads, transport, etc.
classical adj p8	from a period of time in the past and well-known
comedy n p5	a type of film, play or book that is funny
concert n p12	a musical performance
costume n p8	the clothing an actor wears to play a role
courtyard n p5	an area outside a building that is surrounded by walls
craftsman n p8	a person who is skilled in a craft
creativity n p5	the ability to have original ideas
cubist adj p5	a type of modern art using geometric shapes
dome n p5	a rounded roof on a building or room
drama n p5	a serious play or film
fashion design n p5	the process of designing clothes
film n p5	a series of moving pictures that tell a story
fortress n p6	a large, strong building that can defend people inside from attack
geometric adj p5	a pattern made up of shapes like squares, triangles, rectangles
gig n p12	a concert
graphic design n p5	the process of designing text and pictures for books, magazines, etc.
irritating n p9	annoying
juggling n p12	throwing several objects into the air and keeping them in the air
landscape n p5	a picture of the countryside
lyrics pln p13	the words in a song
matinee n p16	a theatre performance in the afternoon
mime n p8	a performance without words to tell a story
mosque n p5	a building for the worship of Islam
music n p5	a pattern of sounds made by musical instruments or voices
opera n p6	a musical play where most of the words are sung
painting n p5	a picture made with paint
photography n p5	the activity of taking photos
play n p7	a story acted out in the theatre
portrait n p5	a painting of a person
prop n p8	an object or piece of furniture in a play or film
puppet show n p12	a performance acted out by puppets
recitation n p8	saying aloud a piece of writing, normally a poem
screen n p11	a flat surface on which you can watch TV programmes or films
script n p8	the words of a film or play
sculpture n p5	a work of art made from wood, clay, metal or stone
seascape n p10	a picture of the sea
set n p8	the arrangement of furniture on a stage to create the illusion of a place
sketch n p5	a simple, quick drawing

space n p5	land in a town that has no buildings
special effects pln p8	images in a film or play that have been created by technicians
stalls pln p5	the seats on the same level as the stage in a theatre
still life n p10	a painting or drawing of things that don't move, like flowers, fruit, etc.
theatre n p5	the place where you can see a play
thriller n p5	a dramatic film or play
unique adj p6	only one exists
variety show n p12	a theatre performance with different acts
venue n p6	the place where a public event takes place
visual arts pln p12	the arts of painting and sculpture
wing n p6	a part of a large building that sticks out from the main part

Workbook Unit 1

Word	Definition
appeal n p9	an official request to the public for money, information or help
cautious adj p13	a person who avoids risk
claim v p12	to say something is true
composition n p10	a piece of music someone has written
cure n p9	a solution to an illness
decent adj p12	good, acceptable
dictate v p10	to influence or make necessary
die-hard adj p15	a very enthusiastic fan
disappointing adj p15	makes you feel disappointed, unhappy
emerging adj p12	starting to be well-known
encore n p8	a small performance after the end of a concert demanded by the cheers of the audience
expectations pln p15	what you expect to happen
fare v p12	to succeed
funeral n p8	a ceremony to bury the body of a person
gesture n p11	a movement of the arms or head to suggest an idea or feeling
guest appearance n p8	the unexpected performance of a famous singer at the concert of another singer or band
musicianship n p15	a musician's skill
negotiate v p10	to have discussions with someone to reach an agreement
overtake v p12	to go past something by a greater amount
pack up phrv p10	to put equipment away
photographer n p10	a person who takes photos
plinth n p9	a stone block which a statue or column stands on
principally adj p12	mainly
return n p12	the profit from an investment
scenery n p8	the appearance of the environment
shot n p10	the framing of a photo
stuff v p11	throw something into something
touring n p10	taking a play or concert in tour around the country
trend n p13	fashion
tribute n p9	the praise of someone or something
willing adj p12	to be happy to do something

Vocabulary: health and safety standards

1 Choose the correct answers to complete the stories about children's behaviour.

Sam

'My brother was rather (1) *distracted* / *naughty* when he was little. He sometimes used to play (2) *tricks* / *traps* on me. He once (3) *told* / *spread* a rumour around my family that I had won a prize in an important competition. Everyone was (4) *discussing* / *talking* about it and my aunts even made me a special cake! My parents had no idea what was going on until my sister (5) *told* / *said* them. They made him apologise to me and everyone else.'

Gabi

'I was quite (6) *impulsive* / *insecure* as a child. I'm the youngest of five and my brothers and sisters were always making (7) *fun* / *jokes* of me. They sometimes read me fairy stories which were quite frightening so I didn't want to go to bed alone. Now I see the funny (8) *edge* / *side* of it and I often read those stories to my own children, but in the right way, so that they are not frightened by them.'

2 Match the headlines (A-D) to the sentences below.

- 1 this could be very dangerous for everyone
- 2 what would happen if they needed to get out in an emergency
- 3 protective clothing must be worn by law
- 4 transport managers need to ensure that employees are protected

A Building workers not wearing hard hats: site manager arrested

B GOVERNMENT INVESTIGATION ORDERED OVER LEAKS AT NUCLEAR PLANT

C Rail company charged with death of worker

D Fire escape at council offices declared unsafe

Personality traits

3 Complete the diagram with the words in the box.

.....

.....

.....

.....

by the rules common sense fair reason
 straight the game your feelings your head
 your heart your intuition your judgement

Vocabulary plus: travel and tourism

4 Match the words describing travel and tourism (1-6) to a word or phrase with a similar meaning (a-f).

- | | |
|----------------|------------------------|
| 1 remote | a genuine |
| 2 authentic | b green |
| 3 extortionate | c well-preserved |
| 4 unspoilt | d off the beaten track |
| 5 eco-friendly | e developed |
| 6 built-up | f a rip-off* |
- *colloquial/slang

5 Complete the holiday complaints by travellers using words from Exercise 4. In some cases, more than one answer is possible.

- 1 'We chose the hotel because the brochure said it was and ethically managed. In fact, what that meant was no swimming pool, no air-conditioning and small rooms. It was a complete!'
- 2 'When they said the cottage was in beautiful, completely countryside in the heart of Ireland, we had no idea it would be so far We were 40 miles from the nearest town in the middle of nowhere!'

Listening: dilemmas

6 Read the description of the Lucy Burnham Show. What kind of show is it?

.....

The Lucy Burnham Show



One of the most popular daytime TV shows in the world, The Lucy Burnham Show, started in 1995 and ended in 2012. It owed its success to the fact that so many women identified with its host, Lucy Burnham. Her talk show was highly influential, mixing entertainment with discussion of the important social issues of the day.

7 **2.1** Listen to an interview with a TV reviewer about Lucy's new show *How Would You Behave?* and answer the questions.

1 What is the basic idea of the show?

.....

.....

2 Who takes part in the programme?

.....

3 Did the reviewer like it enough to watch it again?

.....

STUDY & EXAM SKILLS

Listening: unstressed words

Don't worry too much if you miss a word. In English, heavy stress is often put on the most important words, so the words you hear most clearly are usually the ones that carry the meaning. If a word is difficult to hear, usually it is because it is not a very important word.



8 **2.1** Read the information in the *Study and exam skills box*. Then listen again and decide if the statements are true (T) or false (F).

- | | T | F |
|---|--------------------------|--------------------------|
| 1 In the show, staged situations are played out in front of actors. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 In one of the situations, people see a stranger suddenly collapse in the street. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The woman who collapses is a respectable-looking woman. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The man who collapses is young and handsome. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Seventy people stop to help the man. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The reviewer says that the fact that 70 people go past is terrible. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 The reviewer thinks that the programme is uninteresting and too serious. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 The reviewer thinks that the programme helps people be aware of what the right thing to do is. | <input type="checkbox"/> | <input type="checkbox"/> |

Pronunciation: phonetics

STUDY & EXAM SKILLS

Pronunciation: using a dictionary to pronounce new words

When you look up a word in a learner's dictionary, next to the word you will find how it is written phonetically. The dictionary will also contain a guide to phonetic symbols. Look for the ' mark in the word: this tells you that the stress is placed on the next syllable.



9 **2.2** Read the *Study and exam skills box*. Then look at how the words below are written phonetically. Practise saying them. Then listen and check your pronunciation.

- 1** dilemma /dar'lemə/ **2** intervene /,ɪntə'vi:n/
3 psychological /,saɪkə'lɒdʒɪkl/
4 moral /'mɒrəl/

10 Look up the words in the box in your dictionary to see how they are pronounced. Then answer the questions.

aware commuter experiment duty

- 1** Where does the stress fall in *aware*?
2 Where does the stress fall in *commuter*?
3 Where does the stress fall in *experiment*?
4 Does the *u* in *duty* sound like the *u* in *opportunity* or in *full*?

11 **2.3** Listen to the words in Exercise 10 and check your answers. Then listen again and repeat.

Past ability

1 Match the sentence beginnings to the endings.

- 1 I could to swim 40 lengths.
- 2 I was able in swimming 40 lengths.
- 3 I succeeded to swim 40 lengths.
- 4 I managed swim 40 lengths.

2 Complete the accounts of situations where people faced a moral dilemma. Use the correct form of the verbs in brackets with *could*, *was able to*, *managed to* or *succeeded in*. In some cases, more than one answer is possible.

Did they do the right thing?

There was a young woman sitting on a bench at the train station, crying. I (1) (see) that she was very upset and so I approached her and asked her what the matter was. She (2) (hardly / speak) for crying, but after some effort I (3) (get) it out of her. She had left her handbag on the bus, she said, and now she (4) (not / get) to London, where she had an important interview. So I gave her £20, but I don't really know if her story was genuine.

I (5) (arrive) at the canteen early because it was lasagne on the menu and it's my favourite. When I got there, there was only one portion left. I was just about to take it when the guy behind me reached over and grabbed it. I (6) (not / believe) his nerve, but I (7) (control) my temper. We moved down to the dessert section and the same thing happened. As I went to pick up an apple, the guy behind me snatched it. But as he took it, I (8) (see) it was bruised*. I didn't tell him. Would you have?

* *damaged*

My best friend (9) (get) two tickets for us to see our favourite band in concert in Paris. I had been trying for ages to get hold of tickets to see them, but I (10) (never / do) so. So I was really looking forward to it and (11) (not / wait) to see them. Then two days before the concert, my mum had to go into hospital for an operation. It wasn't a serious operation, but I (12) (not / bring) myself to just go off to Paris and have a good time knowing she was in hospital. So I cancelled and gave my ticket to another friend.

Future in the past

3 Choose the correct answers to complete the extract from a newspaper story about a whistleblower.

Doctor suspended for blowing the whistle



A local doctor (1) *is due to / was due to* appear at a press conference next week regarding her work collecting information concerning the hospital she's been working at for the past five years. It is believed that she (2) *is intending / was intending* to make important information public which the hospital would prefer (3) *to keep / to have kept* secret or (4) *tell / told* only officials about behind closed doors. The doctor, who cannot be named for legal reasons, claims that there are many aspects of work at the hospital which are not up to scratch, and that she (5) *is always going to / was always going to* discuss them with the hospital directors first. Unfortunately, she has revealed that the directors have threatened to charge her with bringing the hospital into disrepute and (6) *will drop / would have dropped* these charges only if she signs a contract which effectively prevents her from saying anything in public.

It appears that the hospital (7) *is about to / was about to* dismiss the doctor after she had made complaints about hospital practices internally. 'They (8) *are going to / were going to* find it difficult to dismiss her if she goes public with what she knows,' a hospital worker told the newspaper. It has also been suggested that some money (9) *is going to / was going to* be paid into her private bank account if she agreed to keep quiet. The hospital (10) *is expected / was expected* to make an announcement about the doctor's allegations later today, but this has now been postponed until tomorrow.

Circumstances surrounding the affair are currently not clear as the doctor is not willing to disclose details until the press conference itself.

Grammar plus: past ability**4 Complete the sentences with *could*, *couldn't* or *managed to*.**

- 1 The police convince the eye witness to testify and he didn't appear in court.
- 2 The climbers were caught up in a terrible blizzard, but fortunately, they reach the nearest mountain shelter.
- 3 When I was younger and fitter, I ski like a professional sportsman.
- 4 Jenny was a brilliant mathematician and she complete her PhD within two years. That's no mean feat!
- 5 His daughter draw toucans that actually looked like toucans when she was four. Amazing!

5 Decide if the verb refers to a general ability (GA) or a particular occasion when somebody managed to do something (PO). Then choose the correct verb. In some cases, both forms are possible.

- 1 I tried and tried and I finally *was able to* / *could* tie my tie. GA / PO
- 2 They got lost on the way here, but they *were able to* / *could* find their way in the end. GA / PO
- 3 My grandmother *was able to* / *could* speak four foreign languages fluently. GA / PO
- 4 They were all well-prepared climbers and they *managed to* / *could* climb for many hours in difficult conditions, but the wind was too strong and they gave up. GA / PO
- 5 I managed to do the first task, but I *wasn't able to* / *couldn't* do the second. GA / PO

Future in the past**6 Complete each of the sentences so that it reports the situation in the past described in the sentence above it. The time when each situation occurred is given in brackets. The time of each report is 'now'.**

- 1 We're supposed to be there by eight o'clock tonight. (yesterday)
We were supposed to be there by eight o'clock last night, but we didn't get there until 8.30.
- 2 I'm sure they're going to announce the name of the winner tomorrow. (several days ago)
I
but they still haven't said anything.

- 3 I should call Jeff to let him know I won't be there until later. (yesterday)
I should
but I was so busy that I forgot to do it.
- 4 Arwa knows that she can always ask us to help her. (some time in the past)
Arwa
but she wanted to do it herself.
- 5 I'll finish revising for the exam by the end of this week. (several weeks ago)
I
but I got the flu and I couldn't study properly.
- 6 I have to leave early this afternoon because I'm meeting my landlord. (several days ago)
I because
- 7 Fatima's going to start learning Chinese. (last year)
Last year Fatima
but then she changed her mind.
- 8 I'm worried that something terrible is about to happen. (some time in the past)
I
but everything carried on as normal.
- 9 Robbie's flight is due to arrive at ten o'clock tomorrow morning. (two days ago)
Robbie's flight
yesterday morning, but it was delayed by several hours.

had better, should and ought to**7 Rewrite the sentences using the words in brackets.**

- 1 You don't look well. It would be wise of you to go to the doctor straight away. (had better)
You don't look well. You go to the doctor straight away.
- 2 Your exams start next week, so it's not a good idea to stay up late tonight. (ought)
Your exams start next week' so you stay up late tonight.
- 3 If you experience discrimination in our company, you don't keep it to yourself. (should)
If you experience discrimination in our company, you keep it to yourself.
- 4 I think asking Anna about this is a good idea. (should)
I think we ask Anna about this.

Reading: conservation

STUDY & EXAM SKILLS

Reading: KWL

KWL stands for *Know*, *Want to know* and *Learnt*.

First, make a table with three columns: *Know*, *Want to know* and *Learnt*.

Look at the title of the text to understand the topic of the text. Then write down what you know about the topic in the first column and what you would like to learn in the second.

When you have finished reading, make notes on what you have learnt in the third column.



- 1 Read the *Study and exam skills* box. Then look at the title of the newspaper article about Everest and fill in the first two columns of the table.

For example: In the *Know* column, write down what you know about Mount Everest.

In the *Want to know* column, write down what facts you hope to learn.

Know	Want to know	Learnt
.....
.....
.....
.....
.....
.....

Is it time for Everest to be closed?

Some people have called it the tallest junkyard in the world. Covered in discarded climbing equipment and other tourist waste, the world's most famous mountain is in need of a rest, say conservationists. They are demanding that Everest be closed for a period and that when it re-opens, visitors and mountaineering expeditions are strictly limited. Otherwise, they say, it faces ecological disaster.

Along the trail that leads to the mountain, hostels, restaurants and cyber cafés have sprung up, bringing new wealth to local people, but also causing a shortage of resources like building materials and timber, and an increase in rubbish such as tins, plastic bottles and old tents.

But Nepalese officials have no plans to limit tourism, as it brings important revenue. A team of seven climbers pays a fee of around £50,000 just to set foot on Everest. Apart from the 150 people that climb the mountain each year, over 20,000 visit its base.

- 2 Read the newspaper article and check if the points in the *Want to know* column were answered. Then fill in the *Learnt* column with the facts you found most interesting in the article.

- 3 Look at the title of the article and the photo on page 25. Make a new table and fill in the first two columns. Then read the article and fill in the third column.

- 4 Complete the statements as accurately as possible using information from the article.

- 1 The main focus of the article is a conservation programme at
- 2 The programme is interesting because it involves donations from and work by
- 3 The work the local people have stops them from needing to the forests.
- 4 The most famous animals that live in Madagascar are
- 5 In some places people still and lemurs.
- 6 The project is a for how people can work in conservation.

- 5 Is the author positive or negative about what has happened in Madagascar? Give reasons for your answer.

.....

.....

.....

.....

- 6 Find words in the article that mean the following:

- 1 animals and plants (paragraph 1)
- 2 members of the monkey family (paragraph 1)
- 3 other places (paragraph 2)
- 4 animals or plants which are not common everywhere (paragraph 2)
- 5 to move goods, people or animals illegally (paragraph 2)
- 6 the nature of the land (paragraph 2)
- 7 an organisation made up of people from different groups who work together (paragraph 3)
- 8 people who give (paragraph 3)
- 9 women who clean hotel rooms (paragraph 4)
- 10 the quantity produced (paragraph 4)
- 11 able to support itself (paragraph 5)
- 12 all the living things in a particular area (paragraph 5)

Conservation on the 'eighth continent'



5 Madagascar, the fourth largest island on Earth, is situated in the Indian Ocean, east of Africa. Its fauna and flora are unlike those found in any other places. The most unusual of the island's inhabitants are the lemurs. These are a branch of primates, like monkeys and apes, but which only exist on Madagascar. There are over 60 species, from the 25g Pygmy Mouse Lemur to the 9.5kg Indri.

10 As elsewhere in the world, many species in Madagascar are endangered because of human activity. The main problem is the destruction of the forests where the lemurs and many other rare species live. The local Malagasy people have relied on cutting and burning forests for their basic subsistence for 2000
15 years, and in isolated areas they still continue to do this. Also, while it has been illegal to kill lemurs or keep them as pets since 1964, they are still killed to be eaten or are smuggled to be pets for rich foreigners. And while there are National Parks, park rangers and others who might stop the hunting and destroy traps when they find them, the forests are enormous and the terrain is difficult.

20 However, there have been some success stories, most particularly with the Ranomafana National Park in eastern central Madagascar. It was in the mountain rainforests here, in 1985, that American primatologist Patricia Wright discovered a species of lemur new to science: the Golden Bamboo Lemur. Her discovery led her to create a coalition of local community
25 leaders to protect the forests in that area, which hold around ten species of lemur. She also won support from international donors and was able to persuade the government to set aside more than 40,000 hectares of land as the Ranomafana National Park.

35 The setting up of the Park has had enormous benefits for the local communities. There are many job opportunities. Sixty-five villagers are now working as full-time research assistants, with salaries, overtime pay and healthcare benefits. Around 50 people work as guides. Then there is work in the new hotels, restaurants and shops which have opened around the park to service the incoming tourists. The maids, cooks and gardeners all have families they are now able to feed with the money they get from their employment. A further development is the introduction of improved rice-growing techniques, giving greater yield for the local communities. And finally, 50 per cent of the National Park entrance fees is fed back into the local community. There are also
40 continuing donations from outside Madagascar.

45 The people have seen their lifestyle improve, particularly in terms of health care and education. The pressure has been taken off the forest where the lemurs live. However, Ranomafana, like all National Parks, will never be self-sufficient. Even Yellowstone in the USA receives subsidies for its upkeep. So it is important that external funding continues, whilst also increasing the local communities' participation and their awareness of the fragile nature of the ecosystem in which they live.
50

55 This project has been a great success, and serves as a model of how other countries might proceed in situations where the economic adversity of the local people works against the conservation of endangered species.
60
65

Giving advice

1 Complete the conversations where people ask for advice. Write one or two words in each gap.

Fran: I applied for a job with a newspaper two weeks ago and I still haven't heard anything. Do you think I (1) call them?

Hala: I think it would (2) to wait a bit. People don't like to be hassled.

Fran: Maybe not. But I need to know one way or another, so that I can get on and look for other things.

Hala: Well, if I (3), I'd carry on looking for other things anyway and hope you hear from them soon.

Kate: What are you getting Sara for her graduation?

Sam: I want to get her tickets for a concert, but the question is whether she's free that weekend or not. Do you think I should (4) her first?

Kate: Well, it'll spoil the surprise, of course, but I think you had (5) tell her. It would be awful if she had already fixed something.

Sam: I think you're right.


Jo: I need to get a new bicycle. What do you (6) those new battery-powered ones?

Kay: I'd advise against it. They're very expensive and they're also hard work to pedal when the battery is off. You'd be better (7) a well-made commuter bike.

Jo: Well, yeah, in the interests of my health, I (8), but I need something to help me get up the hill without arriving at work all hot and bothered.



Discussing a problem

2  2.4 Complete the conversation. Write one word in each gap. Then listen and check.

Bob: Well, I think this is clearly a (1) of poor management. The man shouldn't be fired. Not for this.

Kim: For me, the (2) is whether he knew what he was doing. If he did, then I'm afraid I have no sympathy for him.

Rick: I agree with you. We need to (3) whether he knew he was leaking sensitive information.

Anne: Just a minute. It's our (4) to protect the company's good name. I think whether he knew what he was doing or not is irrelevant. There can be no excuse.

Bob: Well, I would still (5) against firing him. I think it will only bring us bad publicity.

Kim: You might be right. In the (6) of the company, we should handle this very carefully indeed.



3 Complete the second sentence using the word in brackets.

1 We have to make sure this doesn't happen again. (duty)

It is

2 It's obvious that he bribed him. (case)

This is clearly

3 We don't know why he did it. (establish)

We need

4 My advice is not to act now. (against)

I would

5 It will harm the company if we don't make a statement. (interests)

It is in

Writing: a review of a TV documentary**4 Put the sections of a review (a–e) into the correct order.**

- a** Present the theme or story.
- b** Sum up your feelings about the film.
- c** Describe the qualities of the film.
- d** Describe the background and aims of the documentary.
- e** Give a recommendation to other viewers.

5 Read the conversation between two people discussing a documentary that they saw on TV last night. Use the structure suggested in Exercise 4 and write a review of the documentary.**J = Jenny, T = Tania****J:** Did you see the documentary about sea otters in Monterey Bay last night?**T:** Yes, I did. It was very touching, wasn't it?**J:** Yes, it was fascinating, but I didn't like the narrator's voice.**T:** No, she was rather patronising – as if she was talking to children.**J:** But the filming of the otters which live around the boats in the harbour was amazing.**T:** Yes, it was. They were so tame. I couldn't believe how close the camera could get. But I didn't really understand how they came to be there. I missed the beginning.**J:** Oh. Well, basically, what happened was the fishermen used to try to get rid of the sea otters because they ate all the shellfish, particularly the abalone. But then they became an endangered species, so now fishermen have to protect them instead.**T:** And they were saying that sea otters have become a big attraction for tourists, bringing in far more money than the fishing industry ever did.**J:** That's right, but they're still endangered because even with humans not scaring them off any more, they can't find enough food in the sea. I think that was the point of the film: to show that this is still a species which needs protecting.**T:** Well, I hope they show it again so I can see the bits I missed.**J:** Me too. I'd definitely watch it again. It was so brilliantly filmed – you felt as if you were right there with them.**6 Work in pairs. Read your partner's review. Is it interesting? Is the structure clear? Does your partner recommend the documentary?**

A large area of lined paper for writing a review, consisting of approximately 25 horizontal lines.

A for-against essay

1 Read the essay and complete the essay question below.

Some people argue that, because of the, we should not so much. To what extent do you agree with this?

International travel is becoming more and more popular each year, and this obviously involves flying. Some people say we should reduce the amount of travel we do in order to protect the environment from the harmful effects of flying. However, not everyone agrees.

People that argue for the reduction of flying say the negative effects are far too harmful. Pollution from air fuel has an enormous impact on the environment. In addition to this, there is now far less need to travel. We can 'go' everywhere we want to on the internet. There is no need to damage the planet by travelling to far-off places to see the places in real life.

The above arguments are valid. However, there are also many things to gain from international travel. We can develop our understanding of the world and, together, help to make the world, including the environment, a better place. It is impossible to replace real-life contact with contact over the internet. So, until there is a convenient alternative to flying, this remains the best way to develop our knowledge about the world.

I am convinced that we need to learn about the world in order to protect it. We can do this from the internet. However, seeing a place in real life is such a powerful experience that nothing can replace it. If we limit our travel as much as possible and also support organisations that help the environment, then we can enjoy the world and protect it at the same time.

2 Read and complete the Writing Skill information with words from the box. Then check your answers with Student Book p31.

feel	facts	reader	writers	opinion
styles	objective			

WRITING SKILLS

Using subjective and objective writing

In an essay we can use different: subjective or objective writing.

In subjective writing, give their own They write from their own point of view and the knows exactly how the writers about the topic.

In writing, writers just give the about the topic.

Compare these:

Plastic bag consumption is a recognised problem in this country. Thousands of plastic bags are used every day.

We use too many plastic bags in this country and we should use fewer so we can help the environment.



3 Find examples of objective and subjective writing in the essay. Underline the key words which show the style of the writing.

4 Complete the words indicating quantity and quality in the Writing Mechanics box. Check your answers with Student Book p31.

WRITING MECHANICS

Talking about quantity and quality

Using different expressions to express quantity and quality can make your writing more varied.

The idea was __ simple that we couldn't believe no one had thought of it.

It was _____ a natural choice that no one was surprised.

The explanation was ___ too complicated.

The writing was a _____ too small.

Their offer of support was not genuine _____.



5 Use different expressions to rewrite the sentences from the box so they have a similar meaning.

For example:

The writing was a little too small. → The writing was not big enough.

6 Complete the phrases for giving opinions in the Writing Mechanics box. Then check your answers with Student Book p32.

WRITING MECHANICS

Giving opinions

In a for-against essay, you should give your opinion in the conclusion. Use an expression that clearly shows you are giving your opinion, for example:

I am c _____ that reducing our carbon footprint is the right thing to do.

I am in _____ t_ b _____ that giving children free fruit at school teaches them healthy eating habits.



Student's Book Unit 8

Word	Definition
admit liability phr p22	for a person to accept that they are responsible for a mistake
allege v p22	to state something as being a fact but without giving any proof
anxious adj p19	worried, nervous
attentive adj p19	listening and watching carefully
authentic adj p19	real or true
blow the whistle i p23	to report something that should not be happening in order to stop it from getting worse
built-up adj p19	developed
by the rules adv p19	doing something the right way
cautious adj p19	avoiding risk
common sense n p19	the ability to make good practical judgements to stay safe
confident adj p19	having confidence and belief
deceive v p28	to hide the truth from
desire n p21	want
distracted adj p19	not focused
easy-going adj p19	relaxed and not easily worried
eco-friendly adj p19	keen to live in a way that does not cause damage to the environment
fair adj p19	treating somebody in a reasonable way; the right way
feelings pln p19	emotions
health and safety standards pln p22	official rules which are there to protect people and keep them safe
hoax n p29	a trick
human nature n p20	a natural, instinctive way of behaving
improper practice n p22	a dishonest and unacceptable way of working
impulse n p20	a strong desire to do something
impulsive adj p19	acting quickly without planning or any thought of the consequences
ingenious adj p28	very intelligent and original in its thinking
insecure (not confident) adj p19	lacking confidence and self-belief
instinct n p19	the way that animals and people react without thinking
intuition n p19	an ability to understand a situation without needing to use reason
investment n p30	putting time and money into something in order to see a positive outcome
irregularities pln p22	things done against the rules
irresponsible adj p28	not thinking about the possible consequences
judgement n p19	the ability to make a decision
make something public phr p22	to provide information about something that was previously kept a secret
marshmallow n p20	a small soft pink or white candy/sweet
naughty adj p19	behaving badly
outgoing adj p20	friendly, energetic and comfortable in the company of others
the private sector n p30	the businesses that are not owned or controlled by the government
privatisation n p30	when the government sell off businesses to private owners
settle out of court phr p22	an agreement or compromise reached by two or more people to stop a case from going to court
shy adj p19	nervous or uncomfortable around people
testify v p22	to give evidence in court
trade link n p30	trade connections – buying and selling
upgrade v p30	to improve the current system of way of doing things
well-behaved adj p19	behaving in a way that is accepted as being correct
workforce n p30	the group of people who work for a company or organisation

Workbook Unit 8

Word	Definition
allegation n p22	an accusation that somebody has done something illegal but there isn't any proof yet
arrest v p20	to use legal authority (the police) to take somebody into custody and ask them questions about a crime
authentic adj p20	genuine
base (of a mountain) n p24	the lowest part
blizzard n p23	a snow storm with strong winds
bring someone/ something into disrepute phr p22	to make somebody / an organization appear untrustworthy
built-up adj p20	developed
charge v p20	to formally accuse someone of committing a crime
collapse v p21	suddenly fall down
developed adj p20	an area with lots of houses, shops, businesses, etc.
discarded adj p24	thrown away
disclose v p22	to make something known
discrimination n p23	unfair or worse treatment than somebody else
eco-friendly adj p20	keen to live in a way that does not cause damage to the environment
ensure v p20	to make sure
ethically adv p20	based on morals
extortionate adj p20	incredibly expensive
eye witness n p23	somebody who sees what happened
fire escape n p20	the quickest route that people should take to get to safety in the event of a fire
genuine adj p20	real, true
green adj p20	eco-friendly
hard hat n p20	the hard plastic hat that some workers legally have to wear in order to stay safe
host n p21	presenter
identify with someone phr p21	feeling that you have something in common or a connection with someone
leak n p20	when liquid or gas escapes something
length (of a swimming pool) n p22	the measurement of something along its longest side
the middle of nowhere i p20	far away from any other towns, cities or people
no mean feat i p23	a great achievement
off the beaten track i p20	not a well-known place
otter n p27	a mammal that swims and eats fish, has four legs and short brown fur
patronising adj p27	speaking in a way to someone that assumes they do not have much intelligence
postpone v p22	to put off until another time
press conference n p22	where people deliver a public statement and then often answer questions from reporters
protective clothing n p20	clothes that protect a person from harm or injury
respectable-looking adj p21	when a person is considered socially acceptable and well-behaved based on their looks
revenue n p24	the amount of income that a company receives on a regular basis
rip-off n p20	not worth the money it costs
spring up phv p24	to suddenly appear
staged adj p25	arranged and performed
subsistence n p25	having enough of the basic things to stay alive, such as food and money
unspoilt adj p20	beautiful due to having not been damaged
up to scratch i p22	of a good enough standard
well-preserved adj p20	kept in good condition
whistleblower n p22	a person who tell somebody in a position of authority of something illegal that is going on

Grammar: present perfect simple and continuous

1 Complete the sentences with the correct form of the present perfect using the verb in brackets.

- 1 My mother (cook) in the kitchen for the party all day.
- 2 you ever (visit) South Africa?
- 3 Paul (not work) in this office for very long.
- 4 The boys (clean) their rooms all morning.
- 5 Mike (seen) this film twice before.

2 marks per item: / 10 marks

Present simple and present continuous

2 Circle the correct form of the verb in these sentences.

- 1 I *go / am going* to football practice every Wednesday evening.
- 2 My grandparents *live / are living* in Germany.
- 3 What *does Paul do / is Paul doing* at the moment?
- 4 They *don't play / aren't playing* now.
- 5 *Do you like / Are you liking* strawberry ice-cream?

2 marks per item: / 10 marks

Past ability

3 Complete the sentences with the correct past form of a verb from the box.

can	succeed	manage	be able to	can't
-----	---------	--------	------------	-------

- 1 When I was 18, I to win a scholarship to a good university.
- 2 My brother swim until he was twenty.
- 3 We tried very hard and finally we in pushing the huge door open.
- 4 We all pass our exams in the end.
- 5 you speak English well when you were a child?

2 marks per item: / 10 marks

Total marks: / 50

4 Complete the sentences with better, should and ought.

- 1 'He don't feel well.' 'He had see the doctor.'
- 2 'It feels cold in here.' 'You put on a jacket.'
- 3 'Mia is worried she won't be picked for the swim team.' She to train harder.'
- 4 'Do you think it's going to rain?' 'I'm not sure. But we had take an umbrella.'
- 5 They don't know the city very well. Which places they visit?

Vocabulary: the arts/media

5 Complete the sentences with words from the box.

cast	costumes	set	audition	props
------	----------	-----	----------	-------

After I had been to the (1), and the director had chosen me to take part in the play, I was soon asked to go and meet the rest of the (2), They were all really nice people, and we got on very well. As we read the play and rehearsed it, we gradually started to use the things we needed. We wore our (3) whilst designers built the (4) on the stage and added all of the (5) we needed to act with. It was all very exciting.

2 marks per item: / 10 marks

6 Complete the sentences with words from the box.

architecture photography theatre film concert
opera comedy paintings music sculptures

- 1 Mike's always looking at old buildings. He's very interested in
- 2 Do you like? No, I haven't got a camera.
- 3 I went to the last night and saw Shakespeare's *Julius Caesar*.
- 4 Have you been to the cinema to see the new James Bond yet?
- 5 The new hall is wonderful, whether you are listening to a full orchestra or a solo singer perform.
- 6 Do you enjoy? No, not really. I find it strange to see people acting and singing at the same time – it seems unnatural somehow.
- 7 I like watching films. I think something that makes you really laugh is very good for you.
- 8 There's an exhibition of French Impressionist at the gallery next month.
- 9 Can you read? Yes, I can because I had piano lessons as a child.
- 10 His are wonderful. As you walk around each figure, you feel that they could almost talk to you, even though they are carved from wood and stone.

1 mark per item: / 10 marks

Vocabulary: personality

7 Complete the sentences with one of the personality words from the box.

easy-going well-behaved impulsive
confident cautious

- 1 No, she never does anything without thinking about it for ages. She's very
- 2 I like working with Jill. She's calm, relaxed and very
- 3 Oh, Jim always jumps straight in – both feet together! He's very
- 4 It's remarkable how our 2 year old is today! He isn't usually so obedient when we go to the park.
- 5 Anne is a very person. She never has problems meeting strangers and talking.

2 marks per item: / 10 marks

Humour

8 Circle the correct word to complete each sentence.

- 1 John is always tricks on people.
a making **b** playing **c** telling
- 2 Jane sometimes what I say too seriously.
a takes **b** sees **c** makes
- 3 She's very good at jokes.
a saying **b** doing **c** telling
- 4 He doesn't like it when others fun of him.
a make **b** take **c** play
- 5 Clare never the funny side of anything!
a takes **b** plays **c** sees

2 marks per item: / 10 marks

Collocations

9 Complete the sentences with one of the words in the box.

implement recruit tackle foster raise

- 1 The directors need to the problem of our best workers moving to other companies.
- 2 They are going to a new and more attractive policy about working hours.
- 3 It would be a good idea to try and new staff directly from university.
- 4 We're trying to money for a new swimming pool. Would you like to contribute?
- 5 We want our school to a feeling of confidence in our students.

2 marks per item: / 10 marks

Vocabulary: changes

- 1 Read the text about the changes to a town and replace the words in bold with their opposites.

My home town is completely (1) **unchanged** from what it was like ten years ago. But most of these changes have been for the (2) **better** They have (3) **enhanced** the town centre by building a rather ugly new shopping centre. However, they (4) **haven't touched** the harbour area. It is now full of fancy restaurants and cafés. Unfortunately, the fishing industry that used to dominate it is (5) **booming**

Ageing

- 2 Complete the collocations in the text with five of the words in the box.

birth	expectancy	generation	group
life	older	outlive	population

In some countries, the question of the (1) ageing has got politicians worried. The (2) rate is declining, the population is (3) getting – (4) life is now around 80 and rising. The fastest-growing (5) age is the over 80s and these people need extra care and assistance.

Prefixes of measurement

- 3 Complete the words in the sentences with the prefixes *hyper*, *micro*, *semi* or *ultra*. Use a hyphen if necessary.

- Be careful how you tell her the bad news; she's sensitive at the moment.
- There's no need to be too formal with your boss. I'd advise you to write in a formal tone.
- He managed the project, checking every detail as it went along.
- We live in a detached house, and our neighbours are really nice.
- The man slipped and hit his head. He was conscious and didn't realise what had happened.
- At the post-match conference, he was critical of his own performance.
- Their new watches are fashionable and being worn by all the stars.
- He's completely active – he can't sit still.

Eating habits

- 4 Complete the food facts.

- It is said that former British Prime Minister Mr Gladstone each mouthful of food 33 times before swallowing it.
- Over 20 per cent of shelf space in American supermarkets is dedicated to foods – potato crisps, sweets, etc.
- The most popular meal in Britain is not fish and chips, as you might imagine, but Chinese food.
- On average, each British person now spends £1,250 per year on eating, rather than eating at home.

Vocabulary plus: prefixes

STUDY & EXAM SKILLS

Prefixes

Try to learn the basic meaning of prefixes (and suffixes) in English. It will help to extend your vocabulary. E.g. *multi* (= many), *re* (= again or back), *mis* (= wrongly), *trans* (= across), *over* (= too much), *under* (= too little), *pre* (= before), *inter* (= among/between).



- 5 Read the *Study and exam skills* box. Then complete the words in the sentences with one of the prefixes. Use a hyphen if necessary.

- 'Nanotechnology' is a relatively new term. There are a lot of successful 'nano' experiments that date the expression 'nanotechnology'.
- People estimate the power of nanotechnology. They don't realise that it is going to completely change our lives.
- One idea is clothes that can be functional: they can resist harmful bacteria, and even power your mobile phone.
- Nanotechnology is the idea that we can form basic materials into new materials.
- You should not get excited though. These technologies are still some way in the future.
- There are many doubters who think faith in such technology is placed.
- They think nanomaterials will have to be tested and tested many times before we can be confident that they are not harmful.
- Scientists also need to investigate how different nanomaterials act with each other.

Listening: nanofood technology

STUDY & EXAM SKILLS

Listening to monologues

Listening to monologues requires a lot of concentration. There are no interruptions from other listeners, as in an interview, where the other speaker questions or checks the meaning of what the main speaker has said.

Instead you must listen carefully for *discourse markers*. These are words and phrases that help you to know what is coming next, that the speaker has a certain attitude, or that he/she is making a contrast.

Look at these examples of discourse markers:
On the other hand, ... (introducing a contrast)
Realistically, ... (showing the attitude of the speaker)

It is clear that ... (introducing an important fact)



6 **3.1** Read the *Study and exam skills* box. Then listen to an expert speaking about nano food technology. How will nanotechnology improve food and the way we eat? Tick (✓) the items she mentions.

- 1 smaller amounts
- 2 new flavours and tastes
- 3 more vitamins
- 4 longer-lasting food
- 5 safer food



7 **3.1** Listen again and choose the correct answers (a, b, c or d).

- 1 Willy Wonka's chewing gum is special because ...
 - a it uses nanotechnology.
 - b it tastes like tomato soup.
 - c it combines lots of different tastes.
 - d it can be used again and again without losing its flavour.
- 2 Technology that can design foods to give any taste in any form ...
 - a will be available soon.
 - b will remain just a fantasy.
 - c is here already.
 - d may be possible in the long term.
- 3 Nanopackaging will ...
 - a mean less packaging in foods.
 - b stop bacteria getting to the food.
 - c allow us to eat the boxes and wrappers too.
 - d give companies a commercial advantage.
- 4 In the future, people with an allergy to milk will be able to drink it because ...
 - a nanoparticles will have removed the bacteria.
 - b nanoparticles will boil the milk for you.
 - c the lactose will be filtered out.
 - d the plastic of the bottle will contain nanofilters.

Pronunciation: hard and soft g

8 **3.2** Listen to these words and decide which contain a hard /g/ as in *got* or a soft /dʒ/ as in *gentle*? Write *H* or *S*. Check, listen and repeat.

- | | |
|------------------------------------|---------------------------------------|
| 1 magical <input type="checkbox"/> | 4 longer <input type="checkbox"/> |
| 2 change <input type="checkbox"/> | 5 technology <input type="checkbox"/> |
| 3 gum <input type="checkbox"/> | 6 guess <input type="checkbox"/> |

9 **3.3** Now mark these words hard (*H*) or soft (*S*). Then listen, check and repeat.

- | | |
|--------------------------------------|-------------------------------------|
| 1 guarantee <input type="checkbox"/> | 5 gum <input type="checkbox"/> |
| 2 generous <input type="checkbox"/> | 6 biology <input type="checkbox"/> |
| 3 finger <input type="checkbox"/> | 7 logical <input type="checkbox"/> |
| 4 danger <input type="checkbox"/> | 8 generate <input type="checkbox"/> |

The future

1 Complete the three conversations. Put the verbs in brackets in the present simple, present continuous, *going to* or *will* form. In some cases, more than one answer is possible.

1 Anna: So, what (1) (you / do) this weekend? It's a three-day weekend and I (2) (not / spend) it at home.

Clare: I haven't made any plans, but I know my aunt (3) (stay) in her cottage in Wales. Perhaps I (4) (ask) her if there is room for us too.

Anna: Do you think she (5) (mind)?

Clare: I don't think so. As far as I know, she (6) (only / take) my youngest cousin.

Anna: Well, I'd certainly be keen. My last class (7) (finish) at 12.30 on Friday, so we could leave after that.

Clare: OK. I (8) (give) her a call.

2 Nabil: (9) (you / do) anything this Thursday evening?

Adam: Umm ... nothing planned. Why?

Nabil: We (10) (have) a barbecue. Would you like to come?

Adam: I'd love to ... but, actually, I can't. My cousin (11) (come over) with her husband. She (12) (introduce) him to me.

Nabil: Well, ask them too.

Adam: Are you sure? OK, great. We (13) (bring) some burgers ... and some salad or something.

3 Writer: What (14) (you / do) tomorrow?

Doctor: I (15) (go) to a village in the mountains with a colleague. We (16) (take) the children.

Writer: How (17) (you / get) there?

Doctor: The village is three hours on foot from the nearest road. We (18) (take) a bus part of the way. Then we (19) (walk) from there. We (20) (get up) early because the bus (21) (leave) at 5.30 a.m.

Future perfect simple and future continuous

2 Look at these predictions for 2050. Then use the information to complete the sentences. Put the verbs in brackets in the future perfect simple or future continuous.

Predictions for 2050

- 1 world population: 9 billion
- 2 global temperature: 2–3 degrees warmer
- 3 average life expectancy: over 100 years
- 4 medicine: no more inherited diseases
- 5 computers: human-like consciousness
- 6 food: mass production of genetically-modified food
- 7 language: multi-language electronic translators
- 8 environment: new ways to store electricity

1 The population (reach) *will have reached* *nine billion.*

2 The temperature (increase)

3 People (live)

4 Medical scientists (eliminate)

5 Computers (think)

6 Everyone (eat)

7 People (use)

8 Scientists (discover)

Future perfect and future perfect continuous

3 Choose the correct answers to complete the sentences.

By 2050 ...

- 1 we *will have built* / *will have been building* a lot more renewable energy plants.
- 2 the world population *will have stopped* / *will have been stopping* rising.
- 3 we *will have used* / *will have been using* automatic translators for so long that we *will have forgotten* / *will have been forgetting* how to speak other languages.

Grammar plus: future forms

4 Match each sentence to the context that is the necessary condition for the use of the given future form.

- | | |
|--|---|
| 1 I'm going to visit Muscat next month. | a It may happen, but I'm not sure. |
| 2 I'm visiting Muscat next week. | b I have already decided to go, but I have no fixed arrangements yet. |
| 3 The President visits Muscat next week. | c At that time I will have already started my visit but will not have finished it yet. |
| 4 I will probably visit Muscat next week. | d I've just decided to go. |
| 5 I will visit Muscat next week. | e I've decided to go and all the arrangements have been made. |
| 6 This time next week, I'll be visiting Muscat. | f He has a schedule of visits for the whole year and Muscat is planned next week. |

5 Which answers (a, b or c) best complete the sentences?

- 1** It was nice and sunny and now the sky's overcast.
 - a** It's going to rain.
 - b** It will rain.
 - c** It will be raining.
- 2** European societies are ageing and I'm sure that governments ...
 - a** are extending the retirement age.
 - b** are going to extend the retirement age.
 - c** will extend the retirement age.
- 3** The hotel and flight bookings are confirmed. The Bahamas are waiting!
 - a** We're leaving tomorrow.
 - b** We'll leave tomorrow.
 - c** We're going to leave tomorrow.
- 4** Environmental changes are speeding up around the world. I don't think the situation ...
 - a** is getting any better soon.
 - b** will get any better soon.
 - c** gets any better soon.
- 5** Oh dear! We've run out of fuel and it's 50 km to the nearest petrol station. We ...
 - a** won't make it!
 - b** aren't going to make it!
 - c** are definitely not making it!

Future perfect and future perfect continuous **OPTIONAL**

6 Complete sentences a and b. Put the verbs in brackets in the future perfect simple or continuous.

- 1** Tomorrow between 2.00 and 4.00 p.m., I will be planting salad in my garden.
 - a** Tomorrow at 5.00 p.m., I the salad. (plant)
 - b** Tomorrow at 3.00 p.m., I for one hour. (plant)
- 2** We are negotiating our new contract conditions from Monday to Wednesday.
 - a** On Thursday, we the contract conditions. (negotiate)
 - b** On Wednesday, we for two full days. (negotiate)
- 3** I'm staying at that hotel from 13th to 24th August.
 - a** On 25th August, I the hotel. (leave)
 - b** On 19th August, there for one week. (stay)

Future perfect, future perfect continuous, future continuous and will **OPTIONAL**

7 Put the verbs in brackets into the correct tense – future perfect, future perfect continuous, future simple or future continuous. In some cases, more than one answer is possible.

- 1** I (finish) writing this essay by next Thursday and I'm sure my English teacher (love) it.
- 2** By the middle of this century, the climate (change) a lot.
- 3** Tomorrow at noon, I (fly) over the Pacific Ocean. My flight takes off at 10.00 a.m.
- 4** On 1st September next year, my parents (be) married for 25 years, so on that day we (celebrate) with family and friends.
- 5** By 2020, I (graduate) from university and I (have to) find a job quickly.
- 6** This time next week, we (sit) our end-of-term exam.

Reading: technology in the classroom

STUDY & EXAM SKILLS

Reading: text types

Different types of text require different reading skills or approaches to extract the necessary information. For example, if you are reading:

- a fact sheet or some statistics, you will **scan** for key figures.
- a review, you will **scan** for key words that give the writer's impression and opinion.
- an article that examines a complex issue, you will read **intensively** to understand the arguments.
- a very long article, you will **skim read** it first to get the general idea.
- a blog, you will **read quickly** to understand the writer's point of view on a current issue.

Be conscious of the type of text you are going to read and your purpose for reading it and adapt your reading style accordingly.



1 Read the *Study and exam skills* box. Then read the blog below and answer the questions.

1 What is the topic of the blog?

.....

2 What is the writer's point of view?

.....

My mum and dad say that when they went to school all they got was 'chalk and talk' – the teachers spoke and wrote things in chalk on a blackboard. Think of all that chalk dust in the classroom! At least our teachers have a whiteboard and board markers, and we can listen to CDs and see DVDs projected on a screen. Or should I say 'we used to', because, guess what? This week all the classrooms in our school had interactive whiteboards (IWBs) installed, so now the teachers can use their laptops and show us all kinds of stuff projected onto the screen. It's really cool and makes the teaching much more interesting and enjoyable! How about that?!

- 5
- 10
- 15

2 Blogs are often written in a conversational style, using colloquial expressions. Choose the definition (a or b) that is closest in meaning to these phrases from the blog in Exercise 1.

- 1 Guess what? (line 9)
- Can you imagine what happened?
 - Do you like what happened?
- 2 all kinds of stuff (line 13)
- an interesting thing
 - lots of different things
- 3 really cool (line 14)
- the classroom isn't very warm
 - it's a very good thing
- 4 How about that? (line 16)
- What do you think about it?
 - How are you?

3 Read the article on page 35 about new technology in the classroom. Complete the gaps (1–4) using sentences (a–f). There are two extra sentences.

- One of the most interesting new pieces of equipment is the Interactive Whiteboard (IWB).
- More cameras have also been widely used in language lessons in some schools.
- It also had a portable projector and screen for showing photographic slides and filmstrips.
- In the past, schools invested in PCs which usually had to be used in a special computer laboratory.
- And students are always encouraged to bring their own laptops into the classroom.
- IT lessons have become a regular part of everyday school life for children of all ages.



New technology in the classroom



Technology in schools has come a long way in a relatively short time. When I was a boy at a British primary school in the 1950s, the teacher just had a blackboard and chalk. There was also a radio in the classroom on which we could listen to special BBC schools programmes. By the early 1960s, there was also a TV set in one classroom where we could go and watch BBC programmes for schools.

By the time I became a teacher myself in the mid-1970s, as well as my classroom blackboard and chalk, the school had a spirit duplicator on which I could make copies for the pupils. (1) There was a portable audio cassette player to play dialogues and music on, and the overhead projector (OHP) to present images and writing on the wall or screen. The latter was an exciting piece of equipment, because it allowed teachers to pre-prepare transparencies for projection in class, but also enabled students to write and interact with materials which were projected.

Since the early 1990s most schools in developed countries have had a photocopier to produce high-quality materials for students, and from the mid-1990s PCs and later laptops became normal in staffrooms, school libraries and classrooms. The educational value of these developments in terms of easy access to knowledge and information has been enormous. (2) The ability to attach a data projector to a computer means that teacher-created materials and already-existing materials, such as web pages, can be projected onto a large screen.

As technology advances globally, other hardware has made its appearance in the classroom. (3) With this, teachers can integrate information from the computer and internet with student work. For example, they can project a map of a country onto the board, and with the special markers provided, students can come out and label different geographical features with arrows and words. In the same way, photographs, texts and films can be brought into the classroom for all students to work with.

With the arrival of the 'tablet' format, things are already changing again. (4) This means that teachers had to pre-book the room for a specific date and time and cut out spontaneous work as it arose in the classroom. The single computer with data projector in the classroom solved one problem – you could have live internet and immediate use in the classroom – but it also meant that only one person could use the keyboard at any one time, whereas in the computer lab everyone could work at the same time. But tablets are changing this. They are cheaper, easy to store, and mean that a teacher can take a box of them into a class so everyone can use them with the school WiFi set up.

4 Read the article again and choose the correct answer (a, b, c or d).

1 Which of the following statements about technology in the classroom is NOT true?

- a Technology for the classroom has developed quickly in recent years.
- b The use of the computer has changed students' access to information.
- c Most teachers in developed countries still use just a blackboard and chalk.
- d Technological equipment is cheaper now than in the past.

2 Which of these statements is true?

- a Schools in Britain in the 1970s only had blackboards.
- b 'Tablet' computers are bringing another change to the classroom.
- c All classrooms in developed countries have computers in them.
- d Teachers find it difficult to use new technology.

3 What point does the author make about why the OHP and the IWB are good pieces of classroom equipment?

- a they are both cheap for schools to buy
- b they are both easy for teachers to use
- c they are both easy to keep clean
- d they are both interactive for students

4 Which two reasons does the author give for why tablets are good for schools?

- a they are very small
- b they are cheap
- c they are easy to use
- d they are easy to store

5 Find words in the article which mean the following:

- 1 comparatively (paragraph 1)
- 2 easily carried (paragraph 2)
- 3 way of getting (paragraph 3)
- 4 equipment made of metal and/or plastic (paragraph 4)
- 5 put together (paragraph 4)
- 6 immediate, not planned (paragraph 5)

Talking about the future

1 Complete the words in the conversation about living longer.

- A:** Do you think that our generation will live much longer than our parents'?
- B:** Yes, I'm absolutely (1) we will.
- A:** And do you think people (2) m..... find a way to live to, say, 150 years old?
- B:** No, I can't (3) s..... that happening. I think it's very (4) u..... that anyone would live that long.
- A:** But advances in medical science might (5) w..... make it possible.
- B:** There's a good (6) c..... they will. But there would (7) d..... be a lot of opposition to such a thing. There's no (8) w..... that the planet could cope with the increased number of people.

Expressing opinions

2 Put the words in brackets in the correct order to complete the conversation about the distribution of food in the world.

- Julia:** (1) (that / it / personally / I / amazing / find) when there is so much hunger in some parts of the world, there are so many people in rich countries who are overeating.
- Stefan:** I agree with you. It is incredible. Particularly (2) (how / food / considering / much) we waste too. I think it's very wrong, actually.
- Lucia:** (3) (way / see / I / it / the) it's not that surprising. When people are rich, they tend to consume more and waste more.
- Julia:** By and large that's true, and that's OK if other people have enough, but they don't. There are people starving, and (4) (concerned / as / I / as / am / far) that's wrong. (5) (show / if / that / statistics / us) we shared available resources equally, there would be enough food for everyone.
- Lucia:** But that is (6) (the / due / fact / to / that) a lot of land is used for meat production rather than for growing crops. I don't think you can change that easily. Rich people want to eat meat.

Making arrangements

3 Read the conversation between two friends. Reem's responses are too formal. Rewrite them in a more informal tone using the words in brackets

- Katie:** Do you fancy seeing the new James Bond film this afternoon?
- Reem:** I'm afraid I am not available this afternoon. (free)
(1)
- Katie:** Oh, that's a shame. What about tomorrow?
- Reem:** Yes, that would be more convenient. (suit)
(2)
- Katie:** OK. Shall we meet outside the cinema at about 3.00?
- Reem:** Great. I shall look forward to meeting you then. (see)
(3)

4 Rewrite Samir's statements in a more formal tone using the words in brackets.

- Samir:** Hello, I need to fix a time to see the bank manager. (appointment)
(1)
- Clerk:** When did you have in mind?
- Samir:** What about some time this week? (would)
(2)
- Clerk:** One moment – I'll check his diary. Would 3.00 on Wednesday be convenient for you?
- Samir:** No, sorry. I can't do Wednesday. (available)
(3)
- Clerk:** He has a space at 10 a.m. on Thursday.
- Samir:** Yes, that's OK. Thank you. (would)
(4)

5 Complete the email about a date for an interview.

Re: Date for interview ⊞ ⊞ ⊞

Dear Ms James,

Thank you for your email informing us that you will be unable to (1) the interview on 12th November for family reasons. I have now cancelled this appointment and would like to (2) you to an interview on 25th November at 10.15 a.m. instead. Please can you confirm that this new date and time is (3) for you?

Yours (4),
Sarah Thompson
Administrator

Writing: an opinion essay

6 Read the opinion essay. Which of the questions (a–c) is it an answer to?

- a** Is genetic engineering a positive or a negative thing?
- b** Does medical science interfere too much in people’s lives?
- c** Should genetic engineering be banned?

In my opinion, there is no doubt that the benefits of genetic engineering outweigh its disadvantages. For the first time in medical history we can combat genetic defects. **(1) But** it is a subject which provokes very strong emotional reactions, **(2) so** we need to examine the arguments carefully and objectively.

Genetic engineering will give us the opportunity to eliminate genetic diseases like cystic fibrosis, giving hope to millions of carriers. **(3) Unlike** treatment with drugs, where the patient is treated for a long time after the illness is diagnosed, with gene therapy he or she will not even know that they are a ‘patient’ in the first place. **(4) Moreover**, they will suffer no side effects and will never have to worry about the risks of surgery.

The result of this will be a healthier and stronger population. This will mean a better quality of life for everyone and less money will have to be spent on healthcare.

(5) In spite of these huge advantages, many people are suspicious. Some say that when we alter someone’s genetic make-up, we could be causing a different problem. Others imagine a boring, futuristic world in which people are all too similar to each other.

These fears are normal. On the other hand, history shows us that medical science has always been questioned when there is a new discovery. Genetic engineering is just the latest step. **(6) On balance**, I believe it is a very positive step.

7 What is the writer’s opinion of genetic engineering? Underline the arguments he gives to support his opinion.

8 Match the bold linking words (1–6) in the essay to the phrases in the box. Note that with some words you would have to form a separate sentence.

all things considered despite however
 in addition in contrast to therefore

9 Find verbs in the essay that collocate with the nouns.



- 1** to the disadvantages
- 2** to a strong reaction
- 3** to the arguments
- 4** to a patient
- 5** to an illness
- 6** to side effects
- 7** to money on healthcare
- 8** to science

10 Write your own review of something you have seen or heard recently. Use the template and words and phrases in Exercise 6 to help you. Write 200–250 words.

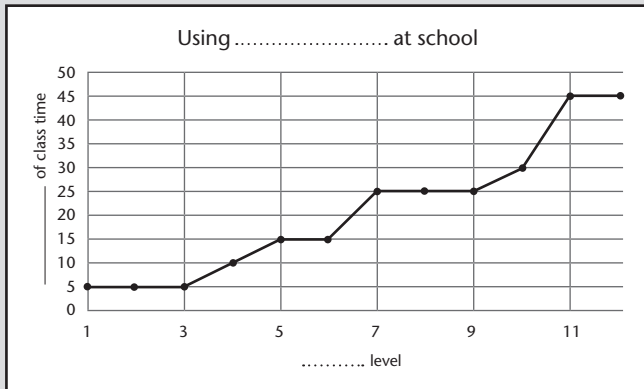
- Introduction: presentation of opinion
- Main arguments
- Additional arguments
- Opinions against
- Conclusion: repetition of opinion

A description of data

- 1 Complete the titles and labels of the data sources with words in the box.

Grade	Teachers	technology	future
Percentage	amount		

Views on the use of technology at school – present and future		
	% happy with of current technology use	% would like to use more technology in the
Students	89	95
.....	65	75
Parents	39	45



- 2 Read the description of data. Circle the specific information in the table and graph which the writer uses.

The table presents data on the views of students, teachers and parents on the use of technology at school. The students are the happiest with the amount of current technology used. 65% of teachers are happy, but only around 40% of parents say they are happy. Parents are the least likely to want more technology too. However, 95% of students would be happy to see more technology in their schools, with 75% of teachers agreeing with them.

The graph shows how the amount of time using technology in schools increases as students progress through the grades. Technology use remains the same from Grade 1 through to the end of 2, but when students enter Grade 3, they see a steady rise in use. There is a sharp increase from Grade 6 to 7. In addition to this sharp rise, there is another from Grade 10 to 11. By Grade 12, students use technology almost 50% of the time in some form or another.

It is clear from analysing the data that students enjoy using technology. By Grade 12, students are already using it 50% of the time, and they will be happy to use more in the future.

- 3 Review and complete the Writing Skill information from memory (some phrases are repeated). Then check your answers with Student Book p49.

WRITING SKILLS

Describing data

When describing data and comparing different sources, organise your writing so that it is clear which source you are referring to in each sentence. Try using the following structure:

Paragraph 1

- Describe the first data source and the it shows.
- Describe the of the information shown in the data source.

Paragraph 2

- Describe the second data source and the it shows.
- Describe the of the information shown in the data source.

Paragraph 3

- Describe the between the two sources. What is similar? What is different?
- Reach a



- 4 Review the description of data and underline the conclusion the writer reaches.

- 5 Complete the Writing Mechanics information with the words from the box. Then check your answers with Student Book p50.

too	with	also	In addition
and	Furthermore		

WRITING MECHANICS

Adding extra information

We can add extra information using *and*, *with*, *also*, *too*, *furthermore* and *in addition*. These words are used at different places in the sentence and they also have special rules about their punctuation. Look at the examples below:

They collected the data in the morning, then they wrote the report.

→ use a comma when adds another clause

It is a very complete report, some interesting conclusions.

→ use a comma when adds information after a clause

Student's Book Unit 3

Word	Definition
birth rate n p40	the number of births over a particular period of time in a particular place
capacity n p37	what is being produced
chew v p46	to slowly bite something repeatedly
coating n p43	a layer of a substance
communication n p37	informing people
comprehensive adj p43	incredibly detailed – not leaving anything out
conservative adj p39	a traditional society opposed to change
convenience food n p46	ready-made, pre-packaged food that requires little preparation
course (of meal) n p46	the different parts of a meal such as a starter, main meal and dessert
diabetes n p47	a condition that means the body cannot control the level of sugar in the blood
dress (style of clothes) n p38	type/style of clothing
dwarf adj p43	very small
eat out phv p46	eat at a restaurant or cafe
education n p37	teaching and learning, often in a school or college setting
electrical appliance n p38	a device that is plugged in and powered by electricity
entertainment n p37	watching films, TV, shows, etc. that entertain
environment n p37	the place where a person lives
food chain n p43	living things that are connected to each other because one group feeds off another
foodie n p37	a person who loves food and takes a real interest in different types of food
fossil fuel n p45	fuel that is formed naturally underground such as coal, gas and oil
globalisation n p37	when countries trade with each other on a large scale
grab n p37	quickly pick up
greenhouse gas n p45	a gas such as carbon dioxide that stops heat from escaping the Earth into space
health n p37	medical care
illiteracy n p38	being unable to read or write
impending adj p43	refers to something unwanted that is likely to happen very soon
insignificant adj p42	unimportant
invest v p39	to spend money on something in order to see improvements or profits
isolated adj p39	not near to other places
leisure n p37	free time, when a person is not working
life expectancy n p40	the length of time that people are expected to live
low-calorie adj p37	food that contains fewer calories
medicine n p37	treatment for illness
migration n p40	moving from one area to another
nanotechnology n p42	a type of technology that uses extremely small machines made of just a few atoms
obesity n p38	being very overweight in a way that is dangerous to a person's health
on the go adv p37	very busy
optimistic adj p37	having a positive opinion or feeling hopeful
outlet n p47	a shop
pessimistic adj p43	having a negative opinion or feeling hopeless
plough v p38	to use a plough (farming tool) to dig land
pollutant n p43	a harmful substance that leads to pollution
power plant n p43	power station: a place where power is produced
purification n p43	cleaning and removing harmful substances
ready meal n p46	a meal bought from a shop that has already been made and just needs heating up
regulation n p43	an official rule to control something
reserve judgement phr p39	to not come to a conclusion yet

rust v p43	to become covered in rust; a reddish-brown substance
safeguard v p45	to protect from harm
savour v p37	to eat slowly in order to really enjoy it
scalpel n p43	a sharp knife used by surgeons
scenario n p40	a description of possible events
school canteen n p37	the place in a school where food is sold
scratch: do something from scratch i p46	from the beginning (a meal prepared and cooked at home)
sensor n p43	something that discovers and reacts to changes
skip v p37	to go without something
snack n p37	something small that is eaten between meals
stain-resistant adj p43	does not leave a dirty mark
stem-cell research n p44	research into how human cells develop in order to help understand what causes diseases
surface area n p42	the area of an object's surface
surgery n p43	a medical operation
swell v p40	to increase
takeaway n p37	a meal that has been prepared and cooked in a shop or restaurant and is ready to eat at home
trend n p40	the direction that things are going in
versatile adj p37	easily able to change
waterway n p37	a river or canal
widespread adj p37	on a large scale / happening a lot
wind turbine n p45	a structure that turns wind into electricity

Workbook Unit 3

Word	Definition
active (physically) adj p30	busy and on the move
alter v p37	to make changes to something
audio cassette player n p35	a machine that plays cassettes
combat v p37	to stop
conscious adj p30	not awake or aware of what is happening
defect n p37	problem
detached adj p30	not connected to another house
doubter n p30	somebody who has doubts about something
eliminate v p32	to remove something
extend v p33	to make longer
harbour n p30	an area of water by the shore where boats can shelter behind a wall
hardware n p35	computer parts and equipment
interfere v p37	to get involved in a way that is unwanted
longer-lasting adj p31	it stays fresh for longer
objectively adv p37	looking at the facts rather than opinions
overhead projector n p35	a machine that projects large images onto a wall by shining a light underneath a flat sheet of clear plastic (transparency)
sensitive adj p30	easily upset
side effect n p37	an unpleasant or unwanted effect of something
spirit duplicator n p35	a device that prints ink onto a page
suspicious adj p37	not trusting something
transparency n p35	a clear plastic sheet with words and images on it that can be seen when a light is shone underneath it
wrapper n p31	packaging

4A

Higher education Education systems

Vocabulary: university

- 1 Complete the text about choosing the right course at university with the words in the box.

academic activities application course degree
gain get prospects requirements vocational

Have I chosen the right subject?

Just after sending off their (1) form, this is the question most people embarking on a university (2) ask themselves. They think they will enjoy the subject, but are now anxious that their career (3) would be better if they had listened to Uncle George and opted for law rather than an (4) subject like history of art. But is this worrying really necessary?

Jobs in medicine, dentistry and architecture require a specific (5) However, a look at the top 100 graduate employers' (6) reveals that very few specify a particular subject. Instead, employers want a good grade and the candidate to possess certain skills, such as good communication skills, teamwork, enthusiasm, motivation and initiative. Employers also like candidates to (7) some life experience. Moreover, they say work experience and involvement in extra-curricular (8) show a candidate's motivation and commitment.

It's a mistake to choose a (9) course with the assumption that a 'good job' lies at the end of it. Instead, if you select a subject that you will enjoy studying, you are more likely to (10) the best out of your time at university!



Specialists

- 2 Complete the table by adding the suffixes *-er*, *-ist* or *-ian* to the nouns. Make any necessary spelling changes.

	Subject	Career
1	history	historian
2	psychology	
3	biology	
4	design	
5	physics	
6	politics	
7	law	
8	economics	

Vocabulary plus: phrasal verbs

STUDY & EXAM SKILLS

Phrasal verbs are often limited in what they collocate with. For example, one meaning of *make up* is 'invent', but you can only use it with things people say (*make up an excuse, make up a story*). You can't make up a new kind of telephone.

Always check the example sentences given with each phrasal verb in the dictionary to understand its meaning(s) and use(s).



- 3 Read the *Study and exam skills* box. Complete the phrasal verbs related to learning with the prepositions in the box. There are more words than sentences.

along by down down to for
in out out of up

- When you reach university level, you are often left to **find** things^{out}..... or **work** the answer to a problem for yourself.
- We don't give specific instruction on how to use this equipment, but students usually **pick** it quite quickly as they go
- As he didn't have any savings or a university grant, he had to **get** on money from his part-time job.
- It was only in his final year that he really got serious work.

Listening: career advice

4 Look at the school notice and answer the questions.

Sherwell School

Annual leavers' prize-giving ceremony
 28 June, 7.00–8.30 p.m. in the Main Hall
 Guest speaker: John Wells, former pupil and scriptwriter, *University! What next?*

- 1** What is the occasion?
.....
- 2** What is the guest speaker's connection with the school?
.....
- 3** What will he be talking about?
.....

- 5** **4.1** Listen to John Wells's speech and choose the statement (a–c) which best sums up his advice to the students.
- a** Get involved in extra-curricular activities.
 - b** Choose a subject you enjoy doing.
 - c** Build as big a network of contacts as you can.

STUDY & EXAM SKILLS

Listening: choosing the correct option
 In this kind of exercise, you are looking for a paraphrase of what you hear in the recording. *Paraphrasing* means saying the same thing using different words. For example, you may hear *he selected a course in medicine* and the correct option would be something like *he chose to study to become a doctor*.

- 6** **4.1** Read the *Study and exam skills* box. Then listen and choose the correct answers (a, b, c or d).
- 1** Not knowing what you want to do in life is something that ...
 - a** is only the case for a few unlucky people.
 - b** doesn't really bother most people.
 - c** is a problem when you choose your university course.
 - d** was the case for the speaker when he started at university.
 - 2** By their third year, most students have ...
 - a** studied hard.
 - b** already taken their important exams.
 - c** visited a careers adviser.
 - d** lost some of their work focus.

- 3** What activities does the speaker mention?
 - a** part-time work
 - b** sports clubs and theatre clubs
 - c** organising events
 - d** extreme sports activities
- 4** The speaker chose to get involved with ...
 - a** a charity.
 - b** a comedy group.
 - c** a creative writing group.
 - d** festival organising.
- 5** The TV production company invited him ...
 - a** for a trial as a writer.
 - b** to an interview for a job.
 - c** to become a light entertainer.
 - d** to send in two of his best sketches.
- 6** If you follow the speaker's advice you will ...
 - a** feel less scared about getting a job.
 - b** feel really excited about getting a job.
 - c** be able to use your contacts to get a job.
 - d** find a job quite quickly.

Pronunciation: word stress on two-syllable words

7 **4.2** Read the *Study and exam skills* box. Then listen to the words. Which ones don't follow the rule?

STUDY & EXAM SKILLS

Pronunciation: two-syllable nouns
 Generally, the stress on two-syllable nouns falls on the first syllable. This is common with names of places in English-speaking countries.

- | | |
|---|--|
| 1 Denver <input type="checkbox"/> | 5 Berlin <input type="checkbox"/> |
| 2 London <input type="checkbox"/> | 6 Auckland <input type="checkbox"/> |
| 3 Kansas <input type="checkbox"/> | 7 Milan <input type="checkbox"/> |
| 4 Bristol <input type="checkbox"/> | 8 Madrid <input type="checkbox"/> |

8 **4.3** Say these other two-syllable nouns and decide where the stress is. Then listen and check. Which two words do not follow the rule?

	1st syllable	2nd syllable
1 student	<input type="checkbox"/>	<input type="checkbox"/>
2 prospects	<input type="checkbox"/>	<input type="checkbox"/>
3 degree	<input type="checkbox"/>	<input type="checkbox"/>
4 subject	<input type="checkbox"/>	<input type="checkbox"/>
5 career	<input type="checkbox"/>	<input type="checkbox"/>
6 pupil	<input type="checkbox"/>	<input type="checkbox"/>
7 future	<input type="checkbox"/>	<input type="checkbox"/>
8 college	<input type="checkbox"/>	<input type="checkbox"/>
9 tutor	<input type="checkbox"/>	<input type="checkbox"/>

→ See Student's Book, Pages 53, 55 & 56 and Grammar GPS, Page 148 →

Question tags

1 **4.4** Complete the sentences with question tags and decide if the intonation rises (R) or falls (F). Then listen and check.

- 1 It's not rocket science, *is it*? F
- 2 You haven't seen my pen anywhere,?
- 3 It was great to hear that Jane had passed her exams,?
- 4 Let's take a break,?
- 5 You didn't study history at university,?
- 6 I should have known better,?
- 7 I don't suppose you know what date the summer term ends,?
- 8 You wouldn't like to see a movie tonight,?

Conditionals

2 Look at the descriptions of students' situations. Then complete their sentences with the correct form of the verbs in brackets.

Lottie has applied for a place at Cambridge University to study medicine.

- 1 If they offered me a place, I (certainly / accept) it.
- 2 If it wasn't one of the best universities for medicine, I (not / apply) there.
- 3 If they reject my application, I (have to) look elsewhere.

Dan didn't go to university. He left school and got a job as an IT technician. But now, after three years of work, he has decided to go back to college.

- 4 If I hadn't worked as an IT technician for three years, I (not / have) such a clear idea of what I want to do now.
- 5 If I (go) to university straight after school, I wouldn't have got the experience that I have now.
- 6 If I (pass) the course, I will be able to get a better paid job.

Simon is studying French at university. He likes his course, but wants to study Spanish too, because he thinks it will offer him better career prospects.

- 7 If you speak Spanish, you (have) a lot of opportunities to use it in different countries around the world.
- 8 If I had chosen to do Spanish and French in the first place, I (not / face) this problem now.

3 What do these sentences tell you about what each speaker is studying or has studied at university?

1 Jonah: I think if I hadn't listened to my parents, I would probably be studying something much less practical, like history of art.
.....
.....

2 Millie: If I were better at maths, I would have got into medical school, but then I would have missed out on a fantastic engineering course.
.....
.....

3 Olivia: If I were you, I wouldn't do media studies. If you do a course in journalism, you'll stand a better chance of getting a job with a newspaper or magazine. If I weren't trying to get a job in TV, that's certainly what I'd be doing.
.....
.....

4 Write the 'd short forms in the conditional sentences as full forms.

- 1 If you'd passed the exam, you'd be a doctor now.
- 2 You'd be better off catching the train if you want to get there in time.
- 3 If I'd known, I'd have told you.
- 4 I'd be surprised if they weren't at home.

Verb as subject of a sentence

5 Circle the correct form.

- 1 *Eating* / *To eat* alone always made Paul feel bad.
- 2 *Running* / *To run* before breakfast always made Jane hungry.
- 3 *Being* / *To be* a teacher, you need a lot of dedication.
- 4 *Working* / *To work* in the factory taught him a lot about life.
- 5 *Studying* / *To study* more, you also need more sleep.
- 6 *Winning* / *To win* the competition he had to train much harder.

Grammar plus: question tags

6 Complete the sentences with a question tag.

- 1 I'm really oversensitive about it,
- 2 Let's talk about your career path,
- 3 You shouldn't have done it,
- 4 She gets a student grant,
- 5 I'm not telling her about the surprise,
- 6 Let's go now,
- 7 You couldn't lend me a pound or two,
- 8 Getting a degree won't be easy,
- 9 I'm not very popular with your brother,
- 10 Let's enrol on this course together,

Conditionals

OPTIONAL

7 Hilary and Bob are at a school reunion, where they are meeting their classmates again, 20 years after leaving school. Complete their conversation with the correct form of the verbs in brackets.

- H:** Look, Bob – there's Carrie. Remember how busy she used to be?
- B:** Yes. And she failed her exams, didn't she? If (1) (not / be) so busy with other activities, perhaps she (2) (study) more instead.
- H:** So you think she (3) (be) happier now if she (4) (pass) her exams?
- B:** I think so, yes. If she (5) (go) to university, she (6) (could / become) a really successful lawyer, for example, like you.
- H:** Successful, but lonely. If I (7) (spend) more time meeting new people as a student, I (8) (learn) how to make friends. I'm sure my life (9) (be) more satisfying now if I (10) (not / worry) about exams as much as I did.
- B:** Yes, I suppose all of us (11) (do) things differently when we were students if we (12) (know) then what we know now.

8 Complete the conditional sentences. Keep the meaning of the original sentences. Which conditional sentences are mixed?

- 1 I made an appointment two days ago. I can't come with you today.
If I *hadn't made* an appointment, I *could come* with you today. mixed conditionals:3..... /2.....

- 2 I didn't pass my exam with good results. I am not studying medicine now.
If I my exam with better results, I medicine now. /
- 3 I am not a doctor. I didn't follow in my parents' footsteps.
I a doctor today if I in my parents' footsteps. /
- 4 Ron doesn't have rich parents, so he applied for a state grant to pay his tuition fees.
If Ron rich parents, he for a state grant to pay his tuition fees. /
- 5 You didn't get down to serious studying in May and June, so you have to resit your exams now.
If you to serious studying in May and June, you resit your exams now. /
- 6 You should've taken an honours degree. You would have better chances in the job market.
If you an honours degree, you better chances in the job market. /

9 Complete each sentence with the gerund (-ing form) or to infinitive, so that it means the same as the first sentence.

- 1 I got up late this morning. It was a bad mistake.
..... up late this morning was a bad mistake.
- 2 If you want to enjoy life in the city, you must do lots of different things.
..... life in the city, you must do lots of different things.
- 3 In order to cook well, you have to keep practising.
..... well, you have to keep practising.
- 4 I met my best friend Mike in 2003. It was the best thing that happened to me.
..... my best friend Mike in 2003 was the best thing that happened to me.
- 5 So as to understand music, you must listen to it a lot.
..... music, you must listen to it a lot.
- 6 If you walk 5km every day it's good for you.
..... 5km every day is good for you.

10 Now translate the completed sentences into your own language. What are the main differences in the ways that the -ing sentences and the to infinitive sentences are expressed in your language?

Reading: courses at British universities

STUDY & EXAM SKILLS

Reading: gap-fill exercises

When you are asked to fill in a missing word in a text, follow these steps:

- First, read the whole text quickly so that you understand the context.
- Decide what kind of word is missing (e.g. noun, verb, adverb).
- Make sure that the word you choose fits the meaning.
- Look at the words directly before and after the gap and make sure that the word you choose fits grammatically (e.g. *blame someone for doing something, accuse someone of doing something*).
- If there is more than one possibility, think about which word will collocate most naturally with the word before or after the gap.



1 Read the *Study and exam skills* box. Then look at the text and answer the questions below.

British universities (1) students to read their prospectus and discover the variety of related courses which are on offer. For those students who are (2) in a particular area of study, there are sure to be a number of (3) available at different universities. It is almost impossible for a required area of study to be (4) absent from the list of courses.

1 What kind of word is needed in each gap?

- 1
- 2
- 3
- 4

2 Does a particular grammatical construction follow the gapped word (e.g. gerund or infinitive)?

- 1
- 2
- 3
- 4

2 Choose the correct word (a, b, c or d) for each gap in the text in Exercise 1.

- 1 **a** encourage **b** suggest **c** offer **d** persuade
- 2 **a** interested **b** interesting **c** eager **d** keen
- 3 **a** chooses **b** choice **c** optional **d** options
- 4 **a** well **b** completely **c** total **d** whole

3 You are going to read an article about subjects offered by British universities. Look at these four broad areas of study:

- a Business and Management Studies
- b Media and Communication Studies
- c Computer Sciences and IT
- d Tourism, Transport and Travel Studies

Which of these four courses goes with each one?

- 1 Artificial Intelligence
- 2 Journalism
- 3 Event Management
- 4 Human Resources

4 Read the article on page 45 and choose the correct answers (a, b, c or d).

- | | |
|----------------------|---------------------|
| 1 a section | b order |
| c group | d part |
| 2 a found | b obtained |
| c given | d applied |
| 3 a usual | b careful |
| c traditional | d same |
| 4 a undergo | b turn |
| c respond | d diversify |
| 5 a placement | b occupation |
| c vocation | d situation |
| 6 a quickly | b speed |
| c rolling | d rapid |

5 Read the article again and answer the questions.

- 1 Which are the four oldest universities in Britain?
.....
- 2 Why did the number of universities expand around the 1850s?
.....
- 3 Why did the number of universities expand in the 1960s?
.....
- 4 What professions do university courses in Law and Medicine lead to?
.....
- 5 Which of the four new areas of study discussed has the most courses available in British universities?
.....
- 6 Why was there an increase in the number of Computer and IT courses available after 1990?
.....

Trends in courses at British universities



British universities have changed a lot over the last 500 years. Originally there were only Oxford and Cambridge, and later St Andrews and Glasgow in still-independent Scotland. The first big increase in the number of universities occurred in the middle of the 19th century, with the foundation of the so-called 'red brick' universities in big cities like Birmingham, Leeds and Manchester to meet the requirements of an increasingly educated society. It was 100 years later, to support the needs of the post Second World War baby-boom generation, that the next (1) of universities opened in provincial centres such as Norwich, Keele and York. And finally in the late 1980s, many of the former polytechnics and other colleges (2) university status. As the number of universities grew, so did the types of course on offer.

Until the end of the Second World War, the courses on offer were very (3) Universities offered mainstream subjects like English, History and Geography, plus the full range of courses leading to specific professions such as Law and Medicine. However, from the 1960s courses began to (4) Two areas which started to expand then were those of Business and Management Studies and Media and Communication Studies. The numbers and variety of courses available within these broad areas have increased enormously in the last 20 years. Within the Business area, you can take

30 courses such as Economics, Industrial Relations, Marketing, Human Resources, Entrepreneurship and Business IT. Students can choose from a range of one-year and half-year options during their degree course and many universities expect their Business students to do a one-year industrial (5) as part of their studies. Media and Communication Studies courses are equally varied, dealing with many sub-areas such as TV Production, Journalism and Digital Film Production. In 2012 there were over 1,600 different courses available at British universities in this broad area.

More recently, two newer areas of study have seen a (6) expansion both in the number and variety of courses available and in the numbers of students taking them – Computer Sciences and IT and Tourism, Transport and Travel Studies. These have increased in response to major changes in computer use and mass tourism in society since 1990. There were over 1,200 courses on different aspects of Computer Studies at British universities in 2012, including such various courses as Internet Engineering, Artificial Intelligence, Software Development and Information Security. Meanwhile, there was a large jump in the number of courses on offer related to tourism and the leisure industry, such as Event Management, Tour Operation and Hotel Management.

Obligations and requirements

1 Write the sentence numbers (1–8) in the correct group.

- 1 You're expected to ...
- 2 You're supposed to ...
- 3 You don't have to ...
- 4 You should ...
- 5 You're required to ...
- 6 You ought to ...
- 7 It's up to you whether you ...
- 8 You have to ...

what the right thing to do is


what you can choose to do or not do

what others say you must do

2 Jake and Liam are history students at university. Choose the correct answers to complete their conversation about an assignment they have been given.

- Jake:** It sounds like an interesting assignment, but I didn't really understand what we (1) *'re supposed / should* to do. I mean, how much freedom do we have here?
- Liam:** Well, as I understood it, we (2) *should / 're required* to choose a historical figure and write about how they influenced events. In other words, you (3) *'re expected / don't have* to analyse how things might have been different if they hadn't acted as they did.
- Jake:** And (4) *is it up to us / do we expect* to choose who we write about?
- Liam:** Well, up to a point. You (5) *have / should* to choose someone, write a brief summary of what you are going to say about them, and then present your idea to your tutor. He will tell you whether it's acceptable.
- Jake:** How much (6) *are we required / is it up to us* to write for the summary?
- Liam:** You (7) *ought / don't have* to write much – about a page, I think. He definitely said a brief summary.
- Jake:** Have you decided who you're going to write about yet?
- Liam:** No, I've had so much other work. But I really (8) *am expected / ought* to start thinking about it soon.

Writing a personal statement

3  4.5 Complete the conversation between a careers teacher and Kim, a student who wants to apply to university. Then listen and check.

T = careers teacher; K = Kim

- T:** Hello, how can I help you?
- K:** I want to apply to university, and I have to write a (1) Can you give me some advice about how to write it, please?
- T:** Certainly. What are you applying to study?
- K:** (2), and Birmingham University is my first choice.
- T:** Right. Well the first thing you need to do is say why you want to study psychology – what attracts you to the subject – and then why you have chosen (3)
- K:** I see.
- T:** And then you should mention any jobs you have done or are doing.
- K:** Can that include unpaid work? I mean, I did some (4) helping at the old people's home here.
- T:** Yes, that's very important. It gives a (5) of the kind of person you are, plus you can link looking after the old people to your future psychology studies – something about understanding different people's feelings and attitudes.
- K:** Thanks, that's a good idea. What about (6)
- T:** Yes, you should mention all your serious, long-term personal interests and any (7) related to them that you are proud of.
- K:** Could that include getting my swimming life-saving certificate last year?
- T:** Absolutely. The more things you can include like that, the better. And don't forget to include any positions of responsibility you have held.
- K:** So perhaps I could include being treasurer of the local (8)
- T:** Yes, indeed. Wonderful! They're really going to like you, Kim. And then finish off by telling them something about (9) – what you would like to do once you have got this psychology degree, in terms of work, career, further study and so on.
- K:** Well, thanks very much. That's really helpful. Can I bring my (10) for you to check before I send it off?
- T:** Of course you can.

Writing: applying to a British university

- 4 Look at this advertisement for Aberavron International University. Then read the letter of application. Which of the requirements does the candidate not meet?

Aberavron International University



Aberavron is a university with a difference. We encourage diversity. Students come from a range of international, school and social backgrounds. All have taken either A levels or the International Baccalaureate. Many have interesting stories to tell. But all have one thing in common: they are hungry to learn and to develop as individuals. Excellent written and spoken English are essential.

Ms Sophie Jeffries
Admissions Tutor
Aberavron University
Glamorgan
GA53 1WE

James King
12 Aston Street
Southampton
SL19 T04

12 May 2013

Dear Ms Jeffries,

I would like to apply for a place on your Development Studies course starting next year. I studied at the Martin High School in Chartres in France until I was 17. I did not take my Baccalaureate, but instead decided to go travelling in South America. During my travels in Peru I developed a keen interest in Fair Trade. On my return to Europe I got a job with an importer of Fairtrade goods from Peru, where I have worked for the last year. I have found the job very rewarding, since a fair share of the profits from the sales of these goods is returned to the producers.

Part of my job is to sell. I have to be both organised and self-motivated. It has also taught me that most skills can be learnt. I am very keen to follow a course in Development Studies at Aberavron so that I can continue doing the kind of work I have already done, but with a better understanding of world affairs.

I am now 19 years old and I feel that I still have a lot to learn. I think a course at Aberavron will give me this opportunity and allow me to develop as an individual. I am optimistic that, even though I have spent two years out of full-time education, I can meet this challenge. I am a US citizen with a French mother and an American father.

Thank you for considering my application. I look forward to hearing from you.

Yours sincerely,
James King
James King

- 5 Find words or expressions in the letter that mean the following:

- 1 I became interested in
.....
- 2 worthwhile
.....
- 3 one of my responsibilities was to
.....
- 4 I believe that
.....
- 5 enable me to
.....
- 6 I am confident that
.....

STUDY & EXAM SKILLS

Writing: writing a personal statement or letter of application

The important thing is to choose words and phrases that are persuasive. Be passionate about what you believe and give the reader a clear idea of your personality.



- 6 Read the *Study and exam skills* box. Then write your own letter of application to a university. Follow the steps below.

- 1 Introduce yourself and explain your background.
- 2 Talk about your interest in the subject and what experience you have of it.
- 3 Explain what other things you have done that show your motivation.
- 4 Explain what you like about the university and why you have chosen to apply there.

Begin and end your letter like this:

Dear Sir/Madam,

Thank you for taking the time to consider my application. I look forward to hearing from you.

Yours faithfully,

A problem-solution essay

- 1 Read the essay title and make a note of possible problems below.

Many young people go straight to university from school. This is very beneficial for their education. However, there are also some possible problems. Identify two possible problems and solutions to them.

Problems – your ideas	Solutions – your ideas

- 2 Read and complete the Writing Skill information and the block and chain diagram with your ideas. Then check your answers with Student Book p63.

WRITING SKILLS

Block and chain structures

Use a block or chain structure to make it to identify the problems and in your essay. Choose structure only. Do not mix them.



- 3 Read the problem-solution essay and complete the diagram below. Is the essay structure block or chain?

University is a great opportunity for young people to develop their academic and professional skills. Many young people go straight to university after graduating from school. However, this can cause some problems which need careful consideration.

One major problem of going straight to university is that companies and bosses want graduates to have work experience when they hire them. If students go straight to university, they do not have time to gain work experience and skills. One solution to this problem is for universities to include work placements as part of degree courses. For instance, a business student could work in a local company for two months while completing college work in the evening.

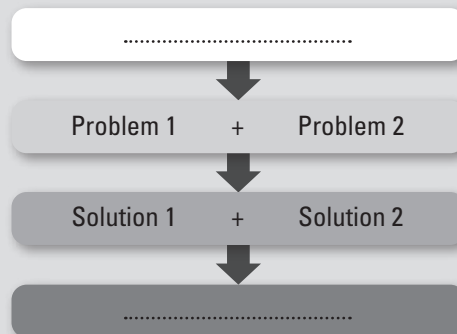
Another problem is that students might not be sure about what to study when they get to university. Some students know from a young age what they want to do in the future. However, others do not. There are some solutions to this problem, namely more career

guidance and a greater range of courses in the first year at university. To illustrate the second point, in some countries such as the US, students study several different courses at university before choosing a major, the subject they want to focus on.

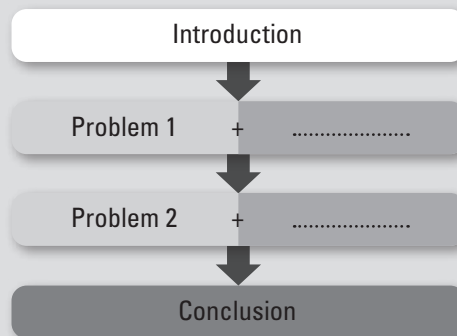
In conclusion, university is an incredible opportunity for young people to develop their skills. However, if problems such as work experience and subject choice are not dealt with, some students will not benefit fully from this opportunity.

- 4 How would you organise your ideas for the essay? Make a block or chain plan using your ideas from Exercise 1.

Block structure



..... structure



- 5 Complete the information in the Writing Mechanics box. Check your answers with Student Book p63.

action	ways	sentences	outcomes
problems			

WRITING MECHANICS

Writing conclusions

Problem-solution essays identify and suggest to overcome these. Use conditional in your conclusion to present possible of an

If students aren't prepared at high school, they won't do well at university.

Change can only happen if we all make an effort.



Student's Book Unit 4

Word	Definition
academic adj p51	connected to studying at college or university
achievement n p59	success in doing something difficult
ambition n p56	a strong desire to achieve something
attribute n p59	characteristic
career path n p56	the type of job you choose to take
career prospects pln p54	positive opportunities that a person might expect to have in a career
challenge v p52	to put your ability to the test
confident adj p59	having confidence
crocodile n p56	a large reptile similar to an alligator that lives in hot, wet climates
debt n p51	owing money after borrowing it
degree n p51	a qualification gained after studying at university
department n p52	part of an organisation; in a university, each subject has its own department
drop out phv p54	to leave
duties pln p59	things a person is responsible for
endangered adj p56	in danger of becoming extinct
enrol v p61	to join, to sign up
entry requirement pln p52	what somebody needs to achieve in order to gain a place e.g. excellent high school grades
exchange programme n p60	a period of studying or working at a university in a different country
explorer n p57	somebody who travels and discovers new places
extra-curricular activities n p52	hobbies and leisure activities
fees pln p51	the amount of money it costs to pay for a university education
fieldwork n p56	practical work in real situations
frog n p57	a small animal that can live in water and on land; it is typically green or brown in colour and jumps using powerful back legs
fund v p53	to be able to pay for
graduate n/adj p51	a person who has graduated or completed university
graduate school (chiefly US) n p52	a college department where students go after they have got a degree
grant n p51	money given to a person by an organisation that they do not have to pay back
guidelines pln p59	information that offers advice
hands-on adj p61	doing something practically rather than just studying or reading about it
herpetologist n p56	a person who studies reptiles
higher education n p51	education that takes place at a college or university
immerse v p52	to be completely involved in something
independence n p60	freedom, an ability to live without relying on other people
interpersonal skills pln p60	the skills required to form positive relationships with others
lifestyle n p60	a person's way of living
lizard n p57	a small reptile with a long body, a long tail and four legs
loan n p51	money that is borrowed and needs to be paid back
major (US) n p52	the main subject a person is studying or a person who studies one main subject
motivated adj p53	determined to succeed
personal statement n p59	a short written statement a person writes about themselves, their interests and skills as part of the UK university application process
placement n p59	a temporary job role in an organisation
postgraduate n/adj p51	a person who studies for an advanced level degree after already completing a degree
prize n p51	a reward for winning something
qualification n p51	a level of skill or ability that can be proved
reliable adj p59	somebody who can be relied upon and trusted

reptile n p56	an animal with dry, scaly skin that lays eggs
rewarding adj p59	satisfying
scholarship n p51	money paid for a person's education who shows great talent but has little money
snake n p57	a long reptile without legs
stocktaking n p59	the counting of stock in a shop
technical college n p51	a college that provides more practical learning, such as engineering, agriculture, technology, etc.
undergraduate n/adj p51	somebody who is studying for a degree at university
undertake v p59	to complete
unemployment rate n p51	the number of people who are out of work in a particular place over a period of time
university n p51	a place where people study for a degree
vocational adj p51	a type of course that prepares a person for a particular job

Workbook Unit 4

Word	Definition
artificial intelligence n p44	the development and use of computers and machines that have some human qualities
baby boom n p45	a large increase in the number of babies being born in a particular place and over a particular period of time
commitment n p40	a willingness to put time and effort into something
contact n p41	a person who may be useful in helping you connect with other people
dedication n p42	a willingness to put time and effort into something
event management n p44	a job/industry that involves planning large events, such as roadshows and parties
fairtrade n p47	a way of trading products that ensures those who produce the product receive a fair price for it
follow in someone's footsteps i p43	to do the same things that somebody else has already done (often a parent or sibling)
former adj p41	previously
guest speaker n p41	a person who is invited to speak to a group
honours degree n p43	a more specialised university degree
initiative (personal quality) n p40	the ability to use your judgement to solve problems and make decisions
life experience n p40	the experiences a person gains over time through meeting new people and being in new situations
light entertainer n p41	a person who works in entertainment that isn't very serious, involving singing, dancing and telling jokes
mainstream adj p45	conventional
mass tourism n p45	a vast number of people going on holiday, often to the same places at the same time
media studies n p42	studying the media; film, television, news
polytechnic n p45	a type of college in Britain where students complete technical or vocational courses
prospects pln p40	opportunities and the possibility of being successful
prospectus n p44	a document that a college or university produce to show what courses and activities they offer
reject v p42	to refuse to accept
requirements pln p40	something that is needed
rocket science: it's not rocket science i p42	it isn't as difficult to understand as you might think (humorous)
software n p45	the instructions that control a computer
tour operation n p45	making travel arrangements and selling holidays
trial n p41	a temporary period of trying something out
tuition fees pln p43	the money that students pay a university for their education

Grammar: the future

1 Complete the sentences with the correct form of the verbs in brackets. Use the present simple, going to or will future.

- 1 What time you tomorrow morning? (leave)
- 2 Paul's Paris next weekend. (visit)
- 3 If you need some sugar, I some when I go out. (buy)
- 4 And you some milk too, please? (get)
- 5 The concert at seven o'clock this evening. (start)
- 6 he the show with you on Saturday? (see)
- 7 The flight at eight. They've changed it. (not depart)
- 8 They are playing so badly! The team like this! (not win)
- 9 John says he a doctor when he grows up. (be)
- 10 What she if he doesn't take her? (say)

1 mark per item: / 10 marks

2 Complete these sentences by circling the correct form (future perfect, future continuous or future perfect continuous).

- 1 Next year, I *will be working* / *will have been working* here for ten years.
- 2 In two days' time we *will be going* / *will have been going* on our holidays.
- 3 Jack *will have finished* / *will have been finishing* in one week's time.
- 4 They *will have fed* / *will have been feeding* the animals by ten o'clock.
- 5 What do you think you *will be doing* / *will have been doing* in five years' time?

2 marks per item: / 10 marks

Question tags

3 Write the correct question tags.

- 1 He hasn't met her yet,?
- 2 You are coming tomorrow,?
- 3 They liked the food,?
- 4 You won't forget,?
- 5 He's your friend,?
- 6 Let's go for a walk,?
- 7 I'm next,?
- 8 You've seen that film,?

9 She'd already told you,?

10 You didn't really want to go,?

1 mark per item: / 10 marks

Conditionals

4 Complete the sentences with the correct conditional form of the verb in brackets.

- 1 If you give it to him, he it. (use)
- 2 They wouldn't like it if they (not know)
- 3 If she had said nothing, he (not go)
- 4 They'll enjoy it if they around the country. (travel)
- 5 I would have brought it if you me to. (ask)
- 6 If you don't send them an email, they here. (not come)
- 7 What would they have done if the road closed? (be)
- 8 Will you still go to the park if it (rain)
- 9 If you were there, I'm sure he the piano. (play)
- 10 If you put water in a fridge, it (freeze)

1 mark per item: / 10 marks

Verb as subject of a sentence

5 Circle the correct form of the verb.

- 1 *Studying* / *To study* English requires a lot of effort.
- 2 *Working* / *To work* in the garden always exhausted Paul.
- 3 *Swimming* / *To swim* successfully, you first need to float.
- 4 *Exercising* / *To exercise* every day keeps you fit.
- 5 *Getting* / *To get* good marks, you have to study hard.
- 6 *Succeeding* / *To succeed* you'll need to read this book.
- 7 *Flying* / *To fly* over the Alps is a wonderful experience.
- 8 *Staying* / *To stay* at the office late didn't help me.
- 9 *Speaking* / *To speak* clearly, you need good pronunciation.
- 10 *Going* / *To go* to bed late every night is a bad habit.

1 mark per item: / 10 marks

Total marks: / 50

Vocabulary: the changing world

6 Complete the sentences with words from the box.

illiteracy population globalisation
birth rate poverty

- 1 There has been a general of everything, but that does not mean that everyone in the world has been affected by it.
- 2 Some countries have levels of which are shocking for rich people in the west.
- 3 really holds back development; we need to help people to read and write.
- 4 If a country has a high, then lots of resources are used in child care.
- 5 As the increases, the resources available for each person get proportionally smaller.

2 marks per item: / 10 marks

Food and meals

7 Match the words (1–5) to the definitions (a–e).

1 2 3 4 5

- 1 a low-calorie meal
- 2 a takeaway meal
- 3 a meal cooked from scratch
- 4 a sit-down meal
- 5 a ready meal
- a a meal you buy already cooked and hot, then eat at home
- b a meal you buy already prepared, but you heat or cook it at home
- c a meal where the whole family is at the table
- d a healthy meal that doesn't make you fat
- e a meal where you start with all the ingredients raw

2 marks per item: / 10 marks

Adding information

8 Complete the sentences with: *and, with, also, too, in addition.*

- 1 It's a very nice place to stay, many restaurants.
- 2 There is going to be singing, dancing and nice food; there will be fireworks after dark.
- 3 My parents are visiting Egypt, Qatar, the UAE and Saudi Arabia.
- 4 I like carrots, cauliflower, onions potatoes.
- 5 John and Kathleen like walking in the mountains,

2 marks per item: / 10 marks

University words

9 Put the words in the box into the correct gaps in the text.

grant postgraduate degree
scholarship vocational

Once students have completed their first (1) at university, they can go on to do (2) work, studying for a Masters or PhD. This is a more usual path for those following academic courses rather than (3) ones. Money can be a problem, and students are unlikely to get a (4) towards their fees from the government; however, each department usually has at least one (5) it can offer to really excellent students.

2 marks per item: / 10 marks

Experiences

10 Match the verbs (1–5) with the rest of the expression (a–e).

- | | |
|------------|-----------------------|
| 1 to take | a useful contacts |
| 2 to gain | b to a new culture |
| 3 to adapt | c responsibility for |
| 4 to make | d on one's experience |
| 5 to draw | e life experience |

2 marks per item: / 10 marks

Total marks: / 50

Vocabulary: celebrations and parties

1 Complete the words in the texts about three different kinds of party.

When our American friends left to go back to the USA after two years here, we gave them a (1) f..... party. We had a barbecue in the garden and my dad made a really funny (2) s..... about how we wouldn't miss them at all. Of course, he didn't mean it. Then, when it got dark, we lit a fire and let off a few (3) f.....

My sister had a (4) f..... dress party for her twelfth birthday. It was a 'tropical' theme. I went as a lion. I wore orange pyjamas and a lion's (5) m..... on my face. My sister wore a flowery dress with a (6) g..... of flowers round her neck and a hat decorated with tropical fruit. We had great fun.

Each year there is a big (7) s..... party near my house. It's called 'Cowley Road Carnival'. It starts with a (8) p..... along the road with different groups of entertainers and musicians. There are also some circus performers – jugglers and (9) a..... People line the street cheering and (10) c..... This year my school made the main (11) b..... It read 'Cowley Road – Cultural heart of Oxford'.



Vocabulary: stages of life

2 Match the people (1–6) to the stage they are in (a–f).

- | | | |
|-----------------------|--------------------------|----------------------|
| 1 a 45-year-old man | <input type="checkbox"/> | a infancy |
| 2 a teenager | <input type="checkbox"/> | b childhood |
| 3 a ten-year-old boy | <input type="checkbox"/> | c adolescence |
| 4 an elderly couple | <input type="checkbox"/> | d adulthood |
| 5 a baby | <input type="checkbox"/> | e middle age |
| 6 a 22-year-old woman | <input type="checkbox"/> | f old age |

3 Complete the text with words from Exercise 2.

I was born in England, but I don't remember because I only spent my (1) there. The rest of my (2) was quite unusual. We moved to Singapore when I was four years old and instead of sending me to a normal school, my parents employed an (3) retired school teacher of 68 to teach me and my brother at home. It was OK at first, but by the time I reached (4), I was very bored and desperately wanted the company of other (5) Luckily, my parents recognised this and sent me to the local school when I was fourteen.

Vocabulary plus: useful verbs (celebration)

4 Rewrite the sentences about a party using the words in brackets.

- 1 My friends came to my house. (got together)
We all
- 2 It was an end-of-term party. (celebrating)
We
- 3 We had a really good time. (enjoyed)
We
- 4 Everyone relaxed completely. (chill out)
Everyone
- 5 Some people wore funny costumes. (dressed)
Some people
- 6 Afterwards there was a firework display. (let)
Afterwards we
- 7 We didn't go to bed until very late. (stayed)
We
- 8 It was a great way to commemorate the end of school. (mark)
It was a great way to

Listening: Groundhog Day

5 Read the description of Groundhog Day. Why do people celebrate this day?



The earliest written record of Groundhog Day dates back to 1841. It was originally celebrated by the German communities in Pennsylvania, USA, but there are festivals in many American towns now. The festival always takes place on February 2nd, and the most famous one is at Punxsutawney, where people study what a groundhog called Punxsutawney Phil does when he comes out of his burrow after hibernation. Folklore says that if it is cloudy and the groundhog stays outside, spring will come early; if, on the other hand, it is sunny and he sees his shadow, he runs back inside, and winter will last for six weeks more.

- 6** **5.1 Listen to an interview with someone who attended the Groundhog Day festival at Punxsutawney, Pennsylvania in 2012. Which of these sentences (a–c) best summarises his opinion of the festival?**
- a** He had an amazing time and really enjoyed everything.
 - b** He thought it was an interesting experience.
 - c** He hated the crowds and thought it was a silly idea for a festival.
- 7** **5.1 Listen again and choose the correct answers (a, b, c or d).**
- 1** Groundhog Day at Punxsutawney is:
- a** important for forecasting the weather
 - b** only about watching the groundhog's behaviour
 - c** a big three-day festival attended by lots of people
 - d** only attended by some people in nineteenth-century costume

- 2** You know it is going to be a long winter if the groundhog:
- a** doesn't come out of his hole at all
 - b** only comes to the entrance of his hole
 - c** comes out of the hole and stays outside for a long time
 - d** comes out of his hole, sees his shadow, and goes back inside
- 3** Groundhogs are:
- a** brown, furry and about 5cm long
 - b** brown, furry and about 50cm long
 - c** brown, furry and about 15cm long
 - d** brown, furry and about 150cm long
- 4** The groundhog's behaviour is watched by:
- a** a special group of people
 - b** only the children
 - c** large crowds of people
 - d** weather forecasters
- 5** Paul went to the Punxsutawney festival because:
- a** he wanted to make a film about it
 - b** his friend Bill Murray was going to be there
 - c** he had seen a film called *Groundhog Day*
 - d** there was going to be a film festival there

Pronunciation: silent letters

STUDY & EXAM SKILLS

Pronunciation: silent letters

Some letters in English are sometimes not pronounced at all, e.g. the *h* in *honest*, the *b* in *climb*, the *t* in *castle*. This is usually the case with some combinations, e.g. *b* after *m*, *k* before *n*, *w* before *r*, but in other cases there is no rule.



- 8** **5.2 Read the Study and exam skills box. Then listen to the words and underline the letter that is silent.**
- | | | |
|-----------------|--------------------|-------------------|
| 1 honour | 4 foreigner | 7 handsome |
| 2 whole | 5 doubt | 8 column |
| 3 knew | 6 listen | 9 half |
- 9** **5.3 Listen to the groups of words. Cross out the word in each group where the letter is not silent. Then listen again and repeat.**
- 1** silent *h*: honest honour hopeless whenever
 - 2** silent *k*: know kinetic knock knife
 - 3** silent *t*: often fasten wasted ballet
 - 4** silent *l*: film talk calm folk
 - 5** silent *b*: debt lamb combing herb
 - 6** silent *n*: amnesty solemn autumn column

Grammar: verb + gerund (-ing form) or infinitive

1 Put the words in order to make sentences.

- 1 the / Mike / swimming / pool / likes / in / new
.....
- 2 town / rain / it / in / when / started / we / to / were
.....
- 3 musician / Jane / street / watch / stopped / the / the / to / in
.....
- 4 for / to / the / dinner / meat / buy / did / remember / Susan / ?
.....
- 5 car / my / to / they / tomorrow / use / want
.....
- 6 school / boys / to / the / their / riding / enjoy / bikes
.....
- 7 Don / enough / drink / forget / does / to / water / often / ?
.....
- 8 at / beautifully / the / Angela / singing / party / began
.....

2 Choose the correct answers to complete the article about the unusual football game that takes place in a town in the north of England each year.

The annual Royal Shrovetide Football match has been held in the town of Ashbourne for over 1,000 years. It involves the locals (1) *to be divided / being divided* into two teams: the Downards, who live south of the Henmore river and the Uppards, who live to the north. The goals are five kilometres apart on either side of the town and the game begins with the ball (2) *to be thrown / being thrown* into the crowd in the centre of the town. The aim is simple: to get the ball into the opposing goal. There are only two rules: the ball is not allowed (3) *to be carried / being carried* in a motor vehicle and no one is (4) *to be killed / being killed* in the process of getting the ball into the opposing goal. It is a dangerous game and on one occasion it resulted in a man (5) *to be drowned / being drowned* in the river. There have been several calls for it (6) *to be banned / being banned*. However, not only does it continue (7) *to be played / being played*, it has, since 1928, had the patronage of the royal family.

3 Complete the second sentence using a passive gerund or infinitive.

- 1 Three people were slightly injured in the crash. The crash resulted in three people
- 2 They had to replace the computer because it was so badly damaged. The computer was so badly damaged that it had
- 3 I didn't expect them to give me a present. I didn't expect
- 4 He hates it when people treat him like a child. He hates
- 5 I want you to tidy this room before I come home. I want this room
- 6 I don't like it when people keep me waiting. I don't appreciate
- 7 Is there anything else you need me to do? Is there anything else that needs
- 8 Not being invited to the interview was a big disappointment for me. I was disappointed not

4 Complete the second sentence using the correct form of the reporting verb in bold.

- 1 We **believe** that the president is about to make an announcement. The president
- 2 The sport is **known** to be dangerous. It
- 3 It is **understood** that thousands of people took part in the event. Thousands of people
- 4 We don't **expect** anything to change in the next 24 hours. Things
- 5 We **hope** that we can keep this tradition going. It

Grammar plus: verb + gerund (-ing form) or infinitive

5 Put the verbs in brackets into the gerund or infinitive form.

- 1 John likes the fish he catches in the river. (eat)
- 2 Paul was walking down the street, and he stopped at some mobile phones in a shop window. (look)
- 3 I have decided biology at university. (study)
- 4 Does she enjoy her new laptop? (use)
- 5 I asked her if she remembered the Queen when she was young. (see)
- 6 If he decides there, I will go with him. (drive)
- 7 I forgot my mum when I was at the station. (phone)
- 8 Did he ask your camera? (borrow)

6 Complete the second sentence using the passive gerund or the passive infinitive form.

- 1 I am worried that people at work will not appreciate my innovative ideas.
I am worried about my innovative ideas at work.
- 2 Karim doesn't mind his parents sending him to a summer school this year.
Karim doesn't mind to a summer school this year.
- 3 There is still a lot for us to do.
There is still a lot
- 4 The company should not have paid this money to this agency.
This money ought to this agency.
- 5 I hate it when people interrupt me.
I hate
- 6 Her mistrust of her own ability results from the fact that she is often criticised.
Her mistrust of her own ability results from her often
- 7 Nobody likes their friends telling them what to do.
Nobody likes what to do by their friends.
- 8 You ought not to have informed Professor Fox about this.
Professor Fox should about this.

Passive reporting verbs

7 Complete the second sentence using the passive form of the underlined verbs.

- 1 Many people think that women live longer than men.
It that women live longer than men.
- 2 I hear people saying that the owner of this flat left in mysterious circumstances.
The owner of this flat to have left in mysterious circumstances.
- 3 A century ago, people believed that rites of passage were an essential part of life.
A century ago, it that rites of passage were an essential part of life.
- 4 Everybody knew that my grandfather had been a very generous man.
My grandfather to have been a very generous man.

8 Choose the correct answers to complete the sentences.

- 1 They say the new uniforms were not comfortable.
The new uniforms are said *not to be / not to have been* comfortable.
- 2 It is rumoured that he made his fortune through clever investments.
He is rumoured *to make / to have made* his fortune through clever investments.
- 3 Everybody knows that he was a key figure in the campaign.
He is known *to be / to have been* a key figure in the campaign.
- 4 Most people consider this idea to be a thing of the past.
This idea is considered *to be / to have been* a thing of the past.
- 5 Many people think he did not write that book.
He is thought *not to written / not to have written* that book.

Reading: scanning

STUDY & EXAM SKILLS

Reading: scanning

Scanning means reading quickly in order to find specific pieces of information, e.g. you might scan a review of a film quickly to find out if you wanted to see it.

To scan a text effectively:

- bear in mind what information you want to find out, e.g. the cost of something, a recommendation.
- think of the types of word or words you are looking for. Cast your eye over the text until you find the word.
- read the sentence around the word to check you have the correct information.



1 Read the *Study and exam skills* box. Then scan the guide to festivals around the world. Find which festival ...

- 1** is nearly a month long.
- 2** is highly scented.
- 3** can only take place in winter.
- 4** you don't have to pay to visit.
- 5** has a very wide range of events.

Festivals around the world

PARADISE GARDENS

Taking place in London, this is one of the few free events in the calendar. The music has a jazzy feel with Jazz Jamaica and the National Youth Jazz Orchestra. There is also a circus show and a giant puppet performance in the evening. If none of this appeals, then the food stalls are always great.

THE MUSCAT FESTIVAL

The Muscat Festival in Oman takes place in late January. It's 24 days long and is Oman's biggest cultural event. It has something for everyone – there's a funfair, markets, cultural events, fashion shows, dance troupes, acrobatics and much more. You can check out the festival's heritage village to learn about Omani history and arts, watch a theatre performance, or go to a concert. And every evening during festival time ends with a spectacular firework display.

MEDELLIN FLOWER FESTIVAL

Lasting over ten days in August in the Colombian capital, Bogota, this is a wonderful mixture of events all centred around flowers, from bonsai and orchid exhibitions, to flower arranging demonstrations and the *silleteros* parading with displays on their backs. But there is also traditional music and dancing, displays of colourful local birds and butterflies, comedy, opera ... You name it, they have it!

INTERNATIONAL ICE AND SNOW SCULPTURE FESTIVAL

This festival takes place in Harbin in China from 5th January to the 5th February each year. However, if weather allows, it often starts earlier and finishes later. The central focus of the festival is the enormous sculptures carved from ice. They can be as large as buildings and are lit up in beautiful colours at night.

Visitors can go on tours of the sculptures, go skiing and even swim in the freezing Songhua River. It is not for the faint-hearted! Temperatures can reach as low as -35 degrees.

THE FESTIVAL OF ROSES

This is held annually in early May to celebrate the rose harvest in El Kelaa Des Mgouna in Morocco. It is a very highly perfumed festival, with roses everywhere, as flower-covered floats parade through the petal-covered streets and the Rose Queen is crowned. You can also watch exciting Berber drumming and dancing and buy local crafts, with the main product of the area being rose oil.

2 Read the article on page 57 about the Hay Festival, and choose the correct word for each gap (a, b, c or d)

- | | |
|--------------------------|-------------------------|
| 1 a involved | b ingrained |
| c inflexible | d entailed |
| 2 a have seen | b saw |
| c see | d were seeing |
| 3 a makers | b producers |
| c organisers | d facilitators |
| 4 a behind | b beyond |
| c inside | d around |
| 5 a decided | b decreased |
| c distilled | d diversified |
| 6 a will discuss | b are discussing |
| c were discussing | d discussed |

3 Scan the article and answer the questions.

- 1** When does the tradition of festivals in the UK date back to?
.....
- 2** Why is Hay-on-Wye known as the *town of books*?
.....
- 3** Only novelists and poets speak at the festival. True?
.....
- 4** Apart from literary events, what other things can people do at the festival?
.....
- 5** In general, what is the aim of the Hay on Earth Project?
.....
- 6** What two major things make the Hay festival an international event?
.....

The Hay Festival



Festivals may seem like a modern phenomenon, but in fact they are deeply (1) in our culture. From the street party to the village fête, Britain has a national appetite for such celebrations.

- 5 'We have a really long tradition of festivals,' says Dr Emma Griffin, author of *England's Revelry*, a study of our traditional pastimes. 'Feasts were the major form of entertainment from the middle ages right up to the nineteenth century. Part of the attraction has always been that you're in a crowd, with thousands of people, and you wouldn't know who you'd meet.'

In recent times, we (2) a return to more traditional elements of the summer fête or festival: poetry, comedy, theatre and dance among them. The Hay Festival has taken place since 1988. It rapidly became Britain's most important literary festival and it has remained so.

- 20 Hay-on-Wye is the name of a small Welsh market town right on the border with England. It is a very beautiful area of the country with hills, woods and rivers and small villages. Hay itself has a population of 1,900. It came to fame in Britain as *the town of books* when a number of booksellers set up their second-hand bookshops there; there are now more than 30 bookshops in the small town! And it was this unusual phenomenon which led the (3) to start the Hay Festival there.

- 30 The festival takes place at the end of May and the beginning of June, and now lasts for ten days. It consists of a series of lectures, debates, discussions and conversations between leading people from the world of books and (4) Over the years, besides the novelists, poets, playwrights and

- 35 short story writers one expects at a literary festival, many historians, politicians, scientists, comedians, film makers and musicians have also graced the stages, discussing their work and books about their work, written either by themselves or by others.

- 40 Over the years, the festival has (5) It now has a subsection for children and their families called *Hayfever* and a subsection for teenagers called *Hf²*. In these, younger attendees are able to meet their favourite authors, and get involved in creative writing work and other projects such as making music and films. This is great, because it means there is lots for the kids to do while mum and dad listen to a poet talking about their latest collection of verse.

- 45 Since 2006 the *Hay on Earth* project has been continuing its aim to audit and then find ways of addressing the ecological sustainability of the festival. The aim is to reduce CO₂ emissions, and the impact on the environment made by the 80,000 people who attend the event over its ten-day run. A further strand of this initiative is to bring in top speakers, who (6) and comment on the current eco-situation of the world.

- 60 Finally, in 2012 the Hay festival expanded overseas. Naming the original festival Hay Wales, it set up Hay Nairobi (Kenya), Hay Budapest (Hungary), Hay Segovia (Spain), Hay Beirut (Lebanon) and Hay Dhaka (Bangladesh). These are truly international events aimed at raising awareness of British and world literature, and enabling writers from different cultures to discuss issues of mutual interest around the world.

Describing traditions

1 Choose the correct answers to complete the descriptions of three traditional celebrations.



I don't know the exact (1) *origin / background* of the blossom festivals that are common in the Far East, but I think it has something to (2) *connect / do* with the love of spring. It is a (3) *occasion for / time when* families have picnics under the flowering cherry trees and relax, sitting and looking at the lovely pink blossom. Like a lot of festivals these days, these festivals have important commercial (4) *benefits / profits* for shops and supermarkets.

Labor Day in the USA began in the 1880s. In the past it was the time when workers got together outside the factory, but today its (5) *significance / consequence* is less important. People (6) *celebrate / commemorate* by having street parades or barbecues. Labor Day takes (7) *place / part* on the first Monday in September, and for many it also marks the end of summer.



Thanksgiving is a big celebration in the USA. It (8) *remembers / commemorates* the first few colonists to reach America surviving a hard winter. People (9) *note / mark* it by gathering around the family table to eat a big meal consisting of the same traditional foods that the early colonists feasted on, including turkey, pumpkin and cranberries.



Choosing a present

2 Complete the sentences from a conversation between a customer and a sales assistant. Use prepositions.

- 1 Are you looking something in particular?
- 2 Can I have a look the one in the window?
- 3 Is it made real leather?
- 4 You can bring it if she doesn't like it.
- 5 Can I exchange it another one if she doesn't like it?
- 6 Would you like me to wrap it

3 Match the sentences in Exercise 2 to who said them.

Customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sales assistant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 5.4 Complete the parts of a conversation between a sales assistant and a girl buying a present for her brother. Then listen and check.

SA = Sales assistant, C = Customer

SA: Hi. Can I help you?

C: Yes, (1) belt for my brother.

SA: We've got lots of belts. Do you know what kind? Leather, cotton, plastic?

C: Not really. Can (2) examples?

SA: Sure. They're over here.

C: I like this one. (3)?

SA: That's £40.

C: Er ... (4)

SA: There are some reduced in the sale over there.

C: OK. I'll look at those.

C: This is nice. (5)

SA: It's part leather, part fabric.

C: I like it, but what happens if he doesn't? (6)

SA: Yes, but we can't refund your money. We can only exchange it for another item.

C: OK. I'll take it. (7) for me?

SA: I'm sorry, we can only do that on Saturdays, when there are more of us working in the shop.

C: OK, never mind. Can (8) the price tag, though?

SA: Of course.

A summary

1 Read the summary and answer the questions.

- What type of text is the summary about?
- Who is the author of the original text?

In **her** recently published book 'Celebrating around the world', Maria Gomez explores the wide variety of celebrations found in all corners of the globe.

Gomez spent many years as an anthropologist in the vicinity of different communities around the world. She observed people and **their** customs and culture, recording notes and taking photos. She argues that celebrations, though **they** are different on the surface, are similar at a deep level. In the book, she includes images of people gathering together to share meals, to give gifts and to exchange news. She says **these** show us just how similar we all are.

When **he** was asked to write the introduction, the poet and scholar Omar Hassan, tells us he was surprised. Why would a poet write an introduction to such a book? However, once he had reviewed the book, Hassan understood. 'Celebrating around the world' shows us the beauty and poetry in everyday celebrations.

In her conclusion, Gomez says we need to find a balance. She says it is important to know about other cultures and their celebrations. However, these can be influenced by the outside world. The more we know about others, the more we may become like **them**. Gomez argues we must protect the individual beauty of each community.

2 Match sections A to D from the summary to the elements below.

- A the supporting points
- B the main idea of the original text
- C the source
- D the supporting explanations

3 Read and complete the Writing Skill information with verbs from the box. Then check your answers with Student Book p81.

skim	divide	look at	highlight
read	take	determine	rewrite

WRITING SKILL

Summarising

When summarising a text, follow these steps:

- 1 what type of text it is.
- 2 the text and it into sections.
- 3 the text again and important information and key words.

- 4 the information you have highlighted and notes.
- 5 your notes in your own words.



4 Review the summary and highlight the keywords in the text.

5 Review the Writing Mechanics box on Student Book p81. Then close the Student Book and complete the box below.

WRITING MECHANICS

Referencing

Using referencing in your writing helps you to One of the easiest ways to reference is to

Fahad believed that cultural traditions help people develop a sense of identity. These can make them more likely to be confident in other areas of their life.

Referencing can be anaphoric or cataphoric.

Anaphoric referencing refers to something that

When Fahad started his research, he wasn't sure about the importance of tradition.

Cataphoric referencing refers to something that

When he started his research, Fahad wasn't sure about the importance of tradition.



6 Read the summary again. What do the words in bold refer to?

- | | |
|------------|-------------|
| her | their |
| they | these |
| he | them |

7 Complete the sentences in the Writing Mechanics box with the correct auxiliary verb. Then check your answers with Student Book p82.

WRITING MECHANICS

Talking about variety and proximity

We can use j _ _ _ o _ _ _ _ , c _ _ _ t _ , i _ t _ v _ _ _ _ o _ , n _ _ t _ , n _ _ _ _ to describe how close a place is.

The museum was j _ _ _ o _ _ _ _ the town.

The food hall is next to the market.

We can use a w _ _ v _ _ _ _ o _ , a s _ _ _ _ o _ , h _ _ _ _ o _ , a w _ _ r _ _ _ o _ to describe variety.

Student's Book Unit 5

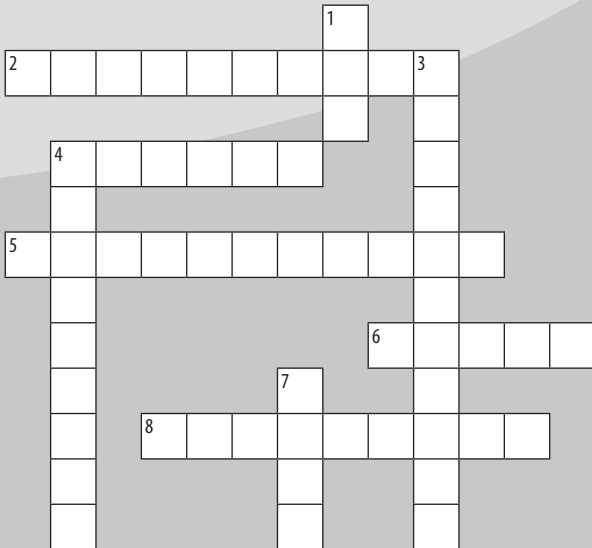
Word	Definition
adolescence n p69	the period where a young person starts to develop into a young adult (teenage years)
adulthood n p69	the adult years
anniversary n p69	the day each year when an important date is celebrated (such as a wedding anniversary)
balloon n p69	a type of party decoration made out of thin rubber that is filled with air
banner n p69	a large sign with words written on it
birth n p69	the day a person is born
bride n p72	a woman who is just about to get married or has just got married
carnival n p77	a special public event that takes place outside and often involves eating, drinking, dancing, entertainment and wearing unusual clothing
childhood n p69	the period between infancy and adolescence
clapping n p69	hitting hands together to make a noise; people do this when they are enjoying something
crown n p70	a decoration worn on the head, often worn by a king or queen
dead set adj p71	to be determined to do something
deadline n p71	the time that something must be completed
death n p69	when a person dies
Eid al Fitr n p78	a religious festival celebrated by Muslims worldwide
elaborately adv p73	containing great detail
embroidered adj p73	decorative cloth with patterns sewn on
engagement n p73	1. the agreement between two people to get married 2. the period from becoming engaged to getting married
farewell party n p69	a goodbye party
feast n p73	a large celebratory meal
firework n p69	a container which produces loud noises and bright colours in the sky when it is lit; fireworks are used to celebrate special events
frankly adv p69	honestly
funnily enough i p69	surprisingly
groom n p72	a man who is just about to get married or has just got married
grown up adj p69	behaving responsibly or like an adult
housewarming party n p69	a party that takes place when someone moves into a new home
infancy n p69	the period of time when a person is a baby or a very small child
lunar month n p79	the length of time it takes the moon to go around the earth (around 29.5 days)
make a speech phr p69	when somebody stands and speaks on a special occasion
middle age n p69	roughly between the ages of 45 and 60
old age n p69	a person's later years
parade n p69	people walking and driving through the streets, often in fancy dress as part of a festival
procession n p77	like a parade but more formal; everyone moves in a line in the same direction
prom n p71	a formal student party/dance organised for the those who are about to graduate and leave their school or college
propose v p73	to ask someone to marry you
rite of passage n p71	something that marks the end of an important stage in your life and the beginning of a new one, such as becoming an adult
ritual n p70	a set of actions that are performed as part of a ceremony
symbolise v p70	to mean, to represent
teens pln p71	teenage years
thankfully adv p69	used for when a person feels relieved, happy or grateful for something

Workbook Unit 5

Word	Definition
agency n p55	a business or organisation that represents people in dealing with others
attendee n p57	a person who attends something
audit v p57	to examine something in order to report on it
ban v p54	to cancel
belt n p58	a length of material (often leather) tied around the waist
benefit n p58	advantage
bonsai n p56	a type of very small tree
burrow n p53	a hole in the ground where small animals live
cheer v p52	to shout encouragement
circumstances pln p55	situation
clever adj p55	intelligent, skillful
colonist n p58	a person who went to live in a country that was a part of a colony
exchange v p58	to swap
faint-hearted adj p56	timid
fancy dress party n p52	a party where people dress up in different outfits, such as dressing as a character from a film
feast n p57	a large celebratory meal
float n p56	a vehicle such as a van or a boat that is decorated for a festival
hibernation n p53	when animals sleep throughout the winter months
impact n p57	powerful effect
innovative adj p55	new ideas
interrupt v p55	to stop a person from speaking either with actions or words
investment n p55	putting money into something such as a business
jump out of your skin i p59	being very surprised by something
key figure n p55	a significant person
the locals pln p54	local people; people from that area
mistrust n p55	lack of trust
mutual adj p57	shared
opposing adj p54	belonging to the opposition
patronage n p54	the support of
perfumed adj p56	having a pleasant scent/perfume
ply someone with food phr p59	to constantly be giving people food
price tag n p58	a piece of paper that says how much something costs
refund v p58	to get back the money you paid for something after returning the item to the shop
retired adj p52	a person who stops working, often due to older age
Shrovetide n p54	Shrove Tuesday and the two days before it (in February)
strand n p57	part or feature
sustainability n p57	being able to continue to do something over a long period of time

Vocabulary: jobs

1 Complete the crossword with adjectives related to jobs and work.



Across

- 2 boring and repetitive
- 4 unlikely to be sacked or made redundant
- 5 bringing high status and respect
- 6 (and 7 down) with too low a salary (5-4)
- 8 giving a lot of satisfaction

Down

- 1 not requiring a lot of training or expertise:-skilled
- 3 interesting and exciting
- 4 with high pressure and causing anxiety
- 7 see 6 across

2 Complete the statements made by different people at work with the adjectives in Exercise 1.

Hospital nurse

'My job is very demanding, but also very (1), particularly when you are able to help people who have been very ill back to good health.'

Market trader

'Most people imagine that our job is really (2), just sitting there all day waiting for customers, but actually there's a lot more variety in it than that.'

Academic researcher in biology

'There's a big difference between the public perception of this job and the reality. My current research project is very important, so in that way it's quite a (3) job, but my position is not at all (4) - I only have a three-year contract which may or may not be renewed. It's also quite (5) I work in a restaurant at weekends to supplement my income!'

Personality traits

3 In each job advertisement there are two incorrect negative adjectives. Replace them with the correct positive adjectives from the box.

cheerful confident creative dynamic efficient
organised sociable trustworthy

We have a vacancy for a Senior Administrator in our Insurance Agency in Bristol. Candidates must be ~~incompetent~~ and highly chaotic.

1 *efficient* 2

A leading advertising company is seeking apathetic and unimaginative graduates to train as Junior Account Managers.

3 4

Unreliable and bad-tempered Healthcare Assistants needed to visit the elderly in their homes and help with personal care and domestic duties.

5 6

We have vacancies for trainee salespeople. No previous experience needed, just a hesitant and reserved personality.

7 8

Vocabulary plus: word building

4 Complete the table of words relating to people's personal qualities and abilities.

	Noun	Adjective	Negative adjective
1	<i>trustworthiness</i>	<i>trustworthy</i>	untrustworthy
2		efficient	
3		confident	
4		organised	
5	logic		
6		reliable	
7		dynamic	
8	motivation		
9		sociable	
10		sensitive	
11			incompetent
12		literate	

Listening: first jobs

5 6.1 Listen to five people talking about their first job. Match the speakers (1–5) to the correct jobs (a–f). There is one extra job.

- Speaker 1 Speaker 4
 Speaker 2 Speaker 5
 Speaker 3

- a** shop assistant **d** waiter
b farm hand **e** driver
c apprentice plumber **f** wedding organiser



STUDY & EXAM SKILLS

Listening: collocations

Learning common collocations (e.g. verb–noun, adjective–noun) and phrases will help your listening comprehension, allowing you to predict and process groups of words more quickly. Look at these collocations and phrases from the listening exercise: *to make friends, to follow a career, miles from anywhere, to last two months, from one place to another, fast food.*



6 6.1 Read the *Study and exam skills* box. Then listen again and complete the collocations and phrases in the sentences.

Speaker 1:

- 1 I was never going to a in it.
 2 As a summer job I couldn't have for

Speaker 2:

- 3 ... big day and you can't to any

Speaker 3:

- 4 I've known the lady who the for years.
 5 You quite a lot of to make sure they know what they're letting themselves in for.

Speaker 4:

- 6 I think the right for this kind of work is a dead-end job: monotonous, badly paid, with few
 7 I think what happens in that situation is that as a team you kind of and each other.

Speaker 5:

- 8 People in trades like this – electricians, plasterers, roofers and so on – actually more than people following so-called professional careers like accountancy or law.
 9 I only two months and then I quit.

Pronunciation: linking sounds

STUDY & EXAM SKILLS

In normal native speech, when a word begins with a vowel, it becomes linked to the sound at the end of the preceding word, e.g. *He left a few minutes ago.*

When the preceding word ends with an /i:/ or /aɪ/ sound, it is linked to the next word with /j/. When it ends with /u:/ or /əʊ/, it is linked with a /w/, e.g. *He /j/ is waiting for you /w/ in the /j/ entrance hall.*



7 Read the *Study and exam skills* box. Then join the words that are linked together with , adding the extra /w/ or /j/ sounds where necessary.

- 1 She is quite ambitious, actually.
 2 A lot of people ask you if you can advise them.
 3 The interview didn't go at all as I expected it to.
 4 I applied for a job as a porter in a hotel.
 5 I ordered a tomato and cheese sandwich.
 6 I go out of the office every two hours to get some fresh air.

8 6.2 Listen and check. Then listen again and repeat the sentences.

Relative clauses

1 Circle the correct answers to complete the tips for employers. In some cases, more than one answer is possible.

Job interviews: tips for employers

The things (1) which / *what* / ~~☐~~ you really want to find out are:

- what really motivates the candidate.
- is the candidate someone (2) *who* / *that* / — is going to fit in with the team?
- is the candidate someone (3) *who* / *whose* / *that* skills are going to be useful not only in the job (4) *which* / *who* / — they are applying for, but also in the organisation in general?

Every interviewer will have their favourite questions (5) *which* / *that* / — have worked for them in the past, but here are a few more (6) *which* / *that* / — you may not have seen before. Remember that the element of surprise is important!

- Tell me a few of the things (7) *which* / *that* / — you did yesterday.
- If you won a lot of money, (8) *which* / *that* / — meant you didn't have to work again, what would you do with your time?
- How would you help a colleague (9) *who* / *which* / *whose* had lost confidence in their ability to do their job?

Participle clauses

2 Choose the correct answers to complete this advice for job candidates.

Job interviews: tips for candidates

The candidate (1) *gone* / *going* to an interview with only a little preparation will probably do better than one (2) *over-prepared* / *over-preparing*. This is because the person (3) *interviewed* / *interviewing* you wants to find out about you the person, not you the exam candidate.

Remember that these people are experts, (4) *trained* / *training* to spot when someone has ready answers for each question. They will avoid this situation, (5) *asked* / *asking* unexpected questions. Just try to be yourself and, if you do prepare, concentrate on finding out more about the organisation and the job (6) *advertised* / *advertising*. This at least will show your interest in them.

Double *the* + comparative

3 Complete the second sentence using *the* + comparative ... , *the* + comparative.

- 1 When you learn about something new, you realise how much you don't know.
The more, the more you realise how much there is to learn.
- 2 Jobs with more responsibility are usually better paid.
The more responsible the job,
- 3 The competition for skilled jobs is greater because there are now more graduates.
The more graduates there are, the greater
- 4 It's more difficult to find a job when you get older.
The, the more difficult it is to find a job.
- 5 If a job is boring, the time goes slowly.
The more boring the job,
- 6 I hope to find a job soon.
The sooner I find a job,

Inversion

4 Rewrite the sentences using inverted forms.

- 1 She not only raises a family, she also runs her own company.
Not only, she also runs her own company.
- 2 The number of applications meant that they had to turn away a lot of good applicants.
Such that they had to turn away a lot of good applicants.
- 3 The minute he had heard the news, he rang his parents.
No sooner than he rang his parents.
- 4 He doesn't realise how hard he is going to have to work.
Little how hard he is going to have to work.
- 5 You shouldn't attempt to repair a computer fault yourself under any circumstances.
Under no circumstances to repair a computer fault yourself.
- 6 I have rarely come across a team that works so well together.
Rarely a team that works so well together.

Grammar plus: relative clauses

5 Complete the text about an unusual profession with *which, that, who* or *–*. In some cases, more than one answer is possible.

If you ask Michael Hamilton, (1) is Australian, about his profession, he will say, 'I am a dinosaur driver.' It's probably a profession (2) you have never heard of. It has recently become popular with the advent of *Walking with Dinosaurs: The Live Experience*, (3) is the most amazing live animatronic puppet show (4) has ever been put on a theatre stage. It is based on the BBC TV series, (5) was created with the use of computer imagery and (6) was extremely popular in the 1990s. The idea behind the live animatronic show is to bring the prehistoric beasts back to life, (7) may seem to be a daunting task. Yet where there's a will, there's a way! Fifty engineers, animatronics experts and artists (8) had a lot of experience of large cinematic projects, such as *Star Wars*, made the show a success.

6 Insert commas where necessary.

- The number of flight attendants which is required on each flight depends on the number of passengers.
- Mrs Judie Onslow who is my physics teacher holds a PhD in astrophysics.
- Psychometric tests are tools that have become increasingly popular in recruitment procedures.
- Poles who became EU citizens in 2004 are famous for their mobility in the job market.
- Renting a flat in the city centre which you can afford easily with your salary will save you two hours of commuting to work every day.

7 Tick the sentences where the pronoun can be omitted.

- This is the flight that we are checking in for.
- The best-performing students who passed their final exams with flying colours will find jobs quickly.
- This is the house which we want to take out a mortgage for.
- The fact that he failed the exam, which was a real surprise to me, should not discourage him from further studies.

Double *the* + comparative

8 Complete the sentences with the correct form of the adjectives in brackets.

- the confidence the employer shows in the employees, their cooperation will be. (great – effective)
- tasks you give to your team, they will be about their work. (monotonous – apathetic)
- the contact children have with animals and nature, the relationships they can build with people. (close – healthy)

Participle clauses

9 Complete the second sentence so that it means the same as the first sentence. Use participle clauses.

- The person who was given responsibility for the project had to make some difficult decisions.
The person had to make some difficult decisions.
- Everyone who was attending the seminar found it very interesting.
Everyone found it very interesting.
- Jamal arrived early at the lecture hall and took a seat in the front row.
....., Jamal took a seat in the front row.
- Jamila was puzzled by what the lecturer had said, so she raised her hand to ask a question.
....., Jamila raised her hand to ask a question.

Inversion

10 Complete the sentences using the correct form of the words in brackets.

- Little (they / realise) how important the decision they had just made was.
- Under no circumstances (our employees / can) use business email addresses for private purposes.
- Rarely (I / come across) interesting job advertisements.
- No sooner (the plane / take off), than one of the engines failed.
- Only when they've answered all my questions (I / stop) emailing them.

Personal accounts

- 1 Read the article on page 67 about people who take dangerous jobs abroad. What three problems do they face?
....., and
- 2 Read the article again and choose the correct answers (a, b, c or d).
- One reason people take risky jobs abroad is because ...
 - the pay is usually better.
 - they like being in a challenging environment.
 - they need to get more varied work experience.
 - they are attracted by travelling to exotic places.
 - According to the article, people who work in remote areas often feel ...
 - bored.
 - lonely.
 - scared.
 - frustrated.
 - Moneypenny describes working in Antarctica as ...
 - like being on another planet.
 - seeming incredibly real.
 - being very tough.
 - being very lonely.
 - The main benefit of his work experience is that ...
 - he feels more able to work alone.
 - he can deal with problems better.
 - he is physically stronger than before.
 - he is more aware of his weaknesses than before.
 - Skinner's job in Afghanistan is to ...
 - visit communities that no one has visited before.
 - show people how to manage with a few basic supplies.
 - help communities affected by severe weather.
 - bring food to communities in the event of a food shortage.
 - Email and satellite phone calls ...
 - make his job easier.
 - are very poor in this area.
 - are restricted in this area.
 - keep him in touch with home.

STUDY & EXAM SKILLS

Reading: using a monolingual dictionary

There are many advantages to using a monolingual dictionary when reading. You can:

- see words in context in example sentences.
- identify the part of speech and see related words (e.g. adverb, noun).
- see how to pronounce a word.
- see whether a word is formal or slang.

When you are unsure of a word in a text, follow this procedure:

- try to guess the word from context, but also make a note of it.
- look it up in the dictionary, noting the part of speech and any particular grammatical patterns that go with it.
- see how it is pronounced and then practise saying it aloud.
- write it down in your notebook, ideally in a sentence.
- if you are unsure of its use, look at the example sentences and then try using it in a sentence of your own. If you are still unsure, ask your teacher.



- 3 Read the *Study and exam skills* box. Then find the words in the box in the article and underline them. How many of them do you know and use already? Circle the ones you are not confident using.

a pay rise (line 2)	fazed by (line 42)
hypothermia (line 4)	stamina (line 43)
intense (line 10)	resolve (line 43)
remote areas (line 15)	harvests (line 51)
culture clashes (line 16)	rugged (line 55)
blank (line 24)	a glimpse (line 63)

- 4 6.3 Using a dictionary, answer questions (1–4) about the words in Exercise 3.
- What part of speech is the word?
 - Can you put it in a sentence of your own?
 - How do you pronounce it? Listen and check.
 - Which word(s) or phrase(s):
 - could be medical?,
.....
 - are adjectives?,,
.....
 - are slang?

Working overseas – just how dangerous can it be?

For many of us, the riskiest part of our day is crossing a busy road to the office or asking for a pay rise, but for thousands of people working in dangerous or remote places, risk can involve anything from hypothermia to war and even death.

What motivates them to go to such extremes in the name of work? Robert Young Pelton, a journalist famed for his dangerous assignments, says people who work in risky places do it either because they need a paid job or because they are simply attracted towards intense experiences. 'A nine-to-five job, where you move paper from an inbox to an outbox all day, versus saving lives or providing medical care in Afghanistan doesn't compare,' he says.

However, aside from danger, working in remote areas of the world can also be lonely and lead to culture clashes, both when you begin working and when you get back home. We asked some of those currently employed in extreme environments how it feels to be there.

20 **Phil Money Penny, civil engineer, Antarctica**

'The best way to describe working on the Brunt Ice Shelf in Antarctica is to imagine that reality as you know it has been deleted,' explains Phil Money Penny, a site engineer. 'In its place a new reality has been loaded on to a blank background, a reality with only the basic requirements for human survival. It's like being on another planet.'

Money Penny has been helping to build the Halley VI scientific research station for the British Antarctic Survey. 'Everything is alien and there are lots of surprises, such as suffering from sunburn due to UV exposure – even though the temperature is minus eight degrees Celsius – and the 24 hours of sunlight every day, which makes it difficult to sleep even though you are physically exhausted,' he says.

35 On a personal level, Money Penny says the main challenge is being away from loved ones at home, especially over holiday times. 'You don't get lonely as you are living close to others, but it's very hard when there is illness in the family back home and you are not there.'

40 He says that as a result of working in a difficult environment, he now gets a lot less fazed by problems than before he went. 'I have greater stamina, resolve, patience and endurance – all qualities I lacked in my earlier career.'

Charlie Skinner, aid worker, Afghanistan

Skinner was recently delayed for half an hour while 1,000 sheep crossed a narrow bridge in front of his vehicle.

The 34-year-old works for the international NGO Medair, managing a food aid project to help those affected by poor harvests and natural disasters. The district where he works is in one of the most northern provinces of Afghanistan, where the winter lasts from October to March, and heavy snowfall can cut off villages.

55 'I love the rugged terrain and knowing we are helping some of the poorest communities in the country,' he says. 'I've visited villages that few foreign visitors ever visit. I'm getting to implement a project that I think is very important, and learning loads in the process. I like the challenge of the basic living conditions – it shows what you can manage without.' He exists on a diet of bread, rice and potatoes, and once went five weeks without a glimpse of fruit or vegetables.

65 Without email and satellite phone calls to base, he says, it would be 'very, very hard'. 'You have the same challenges as in other jobs; it's just in a different setting, on the side of a mountain rather than at a desk.'



Clarifying meaning

1 Complete the phrases with the words in the box.

by catch follow missed other saying was with
--

Problem of hearing

Sorry, what (1) that again?

Sorry, I didn't quite (2) that.

Sorry, I (3) that.

Problem of understanding

Sorry, I'm not (4) you.


Sorry, I don't (5)

What do you mean (6) that?

Checking understanding

In (7) words, ...

So, are you (8) that ... ?

2  6.4 Complete the conversation between the headmistress of a primary school and a new teacher using the phrases in Exercise 1. Then listen and check.

H = Headmistress, NT = New teacher

H: So, Stephen, how are things going?

NT: Not bad. It was a bit of a shock at first, teaching the top class.

H: (1) a shock?

NT: Well, at training college we focused on teaching Grade 1 literacy and numeracy.

H: (2), basic reading and arithmetic.

NT: Yes, and the top class here is quite advanced.

H: I see. (3) that it's too difficult?

NT: Sorry, (4) you.

H: I mean, perhaps you should stick to lower levels.

NT: Oh no, it's OK. It was just a bit of a surprise at first.

3 Choose the correct answers to complete the conversations.

A: We're going to have to cut some of the costs on this new project.

B: Sorry, (1) *I'm not with you / I didn't quite catch that.*

A: I said we're going to have to cut some of the costs on this project.

B: Oh, I see. So, what (2) *you mean / I wanted to say* is there isn't enough money to fund it.

A: That's exactly what the problem is.

A: This is a very risky job and I think we should ask for a pay rise.

B: Sorry, I (3) *don't know what you mean / missed that.*

A: Well, just think about it: we risk our lives here every day; and for what?

B: So in (4) *your own / other* words, you think we should get danger money.

A: Well, that's one way of putting it, yes!

A: What kind of job would you like to have?

B: Sorry, what (5) *was that / does that mean* again?

A: What kind of job would you like to have? What (6) *I mean is / do you mean by*, have you thought about your career at all?

B: I honestly haven't got a clue! I hope I get some good ideas in the next year or two!

4 Complete the conversation between Harry and Martin, two colleagues. Write one word in each gap.

H = Harry, M = Martin

H: What was your first job?

M: Sorry, I (1) that.

H: I said, what was your first job?

M: Oh, I was a line operative.

H: Sorry, I'm not (2) you.

M: What I (3) is, I worked in a factory. We used to make fridges.

H: Was that through choice?

M: What do you mean (4) that?

H: What I (5) to say is, did you want to do that job, or was it the only job you could find?

M: Well, I certainly didn't plan to do it for the rest of my life, but it was a way to make money. In other (6), that was all there was!

Writing: a CV

5 Look at the extracts from a CV. For each section, indicate which way of presenting the information is the best (a, b or c).

1 Personal profile

- a** An enthusiastic and creative design graduate looking for a first job in a dynamic company.
- b** I am an enthusiastic and creative design graduate who is looking for a first job in a dynamic company.
- c** Enthusiastic, creative design graduate seeks first job in dynamic company.

2 Objectives

- a** Learn about the fashion industry and one day create my own designs.
- b** To learn about the fashion industry and one day to create my own designs.
- c** Learning about the fashion industry and one day creating my own designs.

3 Education and qualifications

- a** 2010: I passed three A levels in Art, Design (with a distinction) and French.
- b** 2010: A levels in Art, Design (distinction) and French.
- c** 2010: Three A levels.

4 Work experience

- a** Summer 2010: Trainee dressmaker, Marc Jacobs. Duties: I have fitted and altered new designs.
- b** Summer 2010: Trainee dressmaker, Marc Jacobs. Duties: I fitted and altered new designs.
- c** Summer 2010: Trainee dressmaker, Marc Jacobs. Duties: fitting and altering new designs.

5 Achievements

- a** First prize in Farnborough fashion show.
- b** Have won first prize in Farnborough fashion show.
- c** Winning of first prize in Farnborough fashion show.

6 Other skills

- a** French and a little Spanish.
- b** I can speak French and a little Spanish.
- c** Fluent in French, conversational Spanish.

7 References

- a** Available on request.
- b** Please ask for names and addresses.
- c** Can supply on demand.

6 In which section (1–7) of the CV in Exercise 5 would you expect to see the following?

- a** Full driving licence.
- b** Organised fundraising charity event.
- c** Self-motivated worker.
- d** Summer 2013: Waitress in busy restaurant.
- e** Proficient in Microsoft Excel.
- f** To get a responsible sales position.

7 Use the correct form of presenting the information to write sentences for your own CV under the headings.

Personal profile

.....

Objectives

.....

Education and qualifications

.....

Work experience

.....

Achievements

.....

Other skills

.....

References

.....

Student's Book Unit 6

Word	Definition
apathetic adj p83	showing a lack of interest
apprentice n p88	someone who works for somebody else for a period of time, learning skills from them on the job, often at a low rate of pay
bad-tempered adj p83	easily annoyed and angry
chaotic adj p83	lacking order and organisation
cheerful adj p83	happy and positive
confident adj p83	has confidence and self-belief
creative adj p83	original and imaginative
CV n p91	Curriculum Vitae: used when applying for jobs, a CV is a short written document containing a person's personal contact information, their educational and professional qualifications, jobs they have had and any other work experience, interests and hobbies
demanding adj p83	challenging or difficult
dress code n p93	the rules about what a person should and should not wear
dynamic adj p83	enthusiastic and energetic
efficient adj p83	working in a quick and organised manner
fringe benefits pln p92	something you get in addition from a place of work but it isn't money
hesitant adj p83	uncertain
idealistic adj p83	a belief that great things can be achieved even if others think it might be unrealistic
incompetent adj p83	lacking the ability to do something
literacy n p84	the ability to read and write
low-skilled adj p83	not having a high level of skill
motivation n p84	the enthusiasm to do something
numeracy n p84	the ability to use numbers
occupation n p88	the type of job a person has
organised adj p83	to use your time efficiently
overtime n p92	extra time worked after the expected working hours
post-holder n p91	the person who does the job
pragmatic adj p83	good at making practical judgements and finding new solutions
problem solving n p84	finding solutions to problems or difficult situations
profession n p88	a type of job that requires a high level of education
profile n p84	a description of a person's key characteristics
psychologist n p84	somebody who studies or has studied psychology
psychometric test n p84	a test designed to show what a person's abilities, opinions and personality are like; they are used to decide whether somebody is suitable for a job
punctuality n p93	being on time, not late
reserved adj p83	to not talk about or show feelings
salary n p88	the amount of money a person earns in a year
secure adj p83	confident
self-motivated adj p91	having the ability and enthusiasm to do work without being told to do it
sensitive adj p83	understanding what people need and being helpful and considerate towards them
sociable adj p83	enjoys meeting and spending time with people
stressful adj p83	causes worry or anxiety
take responsibility phr p87	to fulfil your duty to do something
teamwork n p84	working together with other people

thick-skinned adj p83	not easily hurt by criticism
timekeeping n p91	ability to stick to a schedule/agreed times
trial n p84	a temporary period of trying something out
trustworthy adj p83	can be trusted
unimaginative adj p83	lacking imagination
unreliable adj p83	not to be trusted or relied upon
wages pln p88	money earned based on hourly payment
workload n p92	the amount of work that needs to be done within a period of time
workstation n p92	an area in an office or factory where one person works

Workbook Unit 6

Word	Definition
accountancy n p63	the job of being an accountant
advent n p65	the beginning of
animatronic adj p65	where computerised machines make model animals appear real
anxiety n p62	worry
assignment n p67	a work task
base (office) n p67	the main place where someone works
blank adj p67	empty, clear
clash n 67	conflict, difference, disagreement
creative adj p62	producing original ideas
cut off phv p67	to leave something or somewhere inaccessible or without communication
daunting adj p65	worried about the ability to achieve something
dead-end adj p63	it does not lead anywhere
endurance n p67	the ability to continue to do something difficult for a long period of time
exhausted adj p67	extremely tired
expert n p64	a person with a high level of skill and knowledge on a particular subject
expertise n p62	a high level of skill or knowledge
extreme adj p67	very severe
famed adj p67	known by many people
farm hand n p63	someone who works on a farm
fazed adj p67	worried or troubled
hypothermia n p67	a serious condition that occurs when a person's body temperature falls below what it should be, due to being extremely cold for a period of time
implement v p67	to begin
intense adj p67	extreme
lack v p67	to not have enough of
let yourself in for something i p63	to get into something unpleasant without wanting to
load v p67	to put onto
make someone redundant phr p62	to ask somebody to leave their job because they are no longer needed
patience n p67	the ability to wait or put up with something without complaint
plumber n p63	a person who makes or repairs water pipes
pressure n p62	a strong, sometimes negative influence on somebody or something
public perception n p62	the general opinion of lots of people
quit v p63	to leave
remote adj p67	a long way from anywhere

Grammar: verb + gerund (-ing form) or to infinitive

1 Complete the sentences with the correct form of the verb in brackets.

- 1 I really enjoy in the winter. (ski)
- 2 Do you like old films on TV? (watch)
- 3 Paul wanted tennis, but it rained. (play)
- 4 Sally loves her grandparents in the country. (visit)
- 5 My father agreed the headmaster with me. (meet)

2 marks per item: / 10 marks

Gerunds (-ing form) and to infinitives after adjectives and prepositions

2 Complete the sentences with the correct form of the verb in brackets.

- 1 It's lovely fresh bread like this. (eat)
- 2 They're the kind of people it's always interesting (meet)
- 3 The policeman prevented me from there. (walk)
- 4 Mike's thinking of to Spain next week. (go)
- 5 It's too cold outside for very long. (stay)
- 6 This is a nice area for a holiday in. (take)
- 7 Paul has given up every day now. (exercise)
- 8 It would be fun and surprise him. (go)
- 9 Mike succeeded in his keys at last. (find)
- 10 It was really good your parents at last. (meet)

1 mark per item: / 10 marks

Grammar: passive gerund and infinitive

3 Finish rewriting these sentences using either the passive gerund or the passive infinitive form.

- 1 He was tired of people teaching him in a boring way.
He was tired of

- 2 We enjoyed it when they took us to the zoo.
We enjoyed
- 3 The boss doesn't allow us to eat in the office.
We are
- 4 In Britain, it's normal for the bride to throw her bouquet to the crowd.
In Britain, it's normal for the bride's bouquet to the crowd.
- 5 I don't like you telling me what to do all the time.
I don't like all the time.

2 marks per item: / 10 marks

Passive reporting verbs

4 Complete the sentences using passive reporting verbs.

- 1 People say that the traditions are very old.
It the traditions are very old.
- 2 Newspapers report that marriage trends are changing.
It marriage trends are changing.
- 3 Researchers believe that the tribes only met for weddings.
The tribes for weddings.
- 4 They think that only the elders wrote in these manuscripts.
Only the elders in these manuscripts.
- 5 We understand that John left Cairo yesterday.
John Cairo yesterday.

2 marks per item: / 10 marks

Grammar: relative clauses

5 Put the correct relative pronoun (who, where, when, which, whose) in the gaps.

- 1 She's the neighbour pet cat was killed yesterday.
- 2 That's the school I went for six years.
- 3 Is that the ring you were given by your mother?
- 4 Look! There's the man found the treasure.
- 5 It was a period I was feeling very unhappy.

2 marks per item: / 10 marks

Total marks: / 50

Vocabulary review: characteristics

6 Complete the sentences with one of the adjectives from the box.

apathetic thick-skinned incompetent
efficient trustworthy

- 1 Pat's such an colleague. She always does everything fast and well.
- 2 You have to be quite to work here – people say some very nasty things.
- 3 They're both hopeless. They're so about any new ideas I suggest.
- 4 Oh yes, you can tell him everything; he's completely
- 5 June's just! She gets every single thing she does wrong.

2 marks per item: / 10 marks

Work idioms

7 Circle the correct word to complete these sentences.

- 1 It's great to go home after work and put your up.
 a head b feet c arms
- 2 It's been so busy, I've been working like a all week.
 a horse b bull c mule
- 3 We have to finish this project, so keep your nose to the
 a grindstone b floor c cheese
- 4 It's the holidays next week and I want to take it for a time.
 a off b down c easy
- 5 Before the exams I worked my off!
 a hat b socks c shirt

2 marks per item: / 10 marks

Festivals

8 Complete the sentences with one word.

- 1 There is a big here every year when we all march through the town.
- 2 I like the colours the make in the sky, but I don't like loud bangs.
- 3 At the end of the festival, the president always makes a, thanking everyone.
- 4 At our village carnival, everyone has to wear a of yellow flowers round their neck.
- 5 We always have a hanging across the main street announcing the town festival.

2 marks per item: / 10 marks

Adverbs and adverbial phrases

9 Complete the text by putting one word/phrase from the box into each space.

naturally of course thankfully
to be honest actually

I arrived here last night and (1) I didn't know anything about this festival – I had no idea it was happening. But (2) I joined in because everybody was having such a good time. At first, I thought it would finish around midnight, but it (3) continued until about three o'clock in the morning, with music and fireworks. (4), I went to bed before that because I had to work in the morning, and (5) it wasn't too noisy by then so I was able to get some sleep.

2 marks per item: / 10 marks

Communicate!

10 Match the responses (a–e) to the statements and questions (1–5).

1 2 3 4 5

- a Really? What was that?
 b So, in other words, you want to leave the company.
 c I'm sorry, I don't know what you mean.
 d That sounds like a great idea.
 e No, you can't do that. It's considered unprofessional.
- 1 And after that we can all discuss the concept together, and we'll all be involved.
 - 2 I'm sorry, but I'm unhappy here, I can't work with anyone, I don't like my work.
 - 3 I really want to sit down and tell him exactly how bad his work is.
 - 4 My boss did something very funny yesterday.
 - 5 Well, he's sort of ... I can't ... er ... we don't ever, like ... you know.

2 marks per item: / 10 marks

Total marks: / 50

Vocabulary: wealth

1 Complete the adjectives in the article.

The importance of small businesses to an expanding economy



A small business is a company with fewer than 100 employees (USA) or with fewer than 50 employees (EU). In reality more than 75% of US small businesses have fewer than 10 employees. It is impossible to underestimate their importance to all economies, but especially to an expanding economy. This is because they employ over 95% of the (1) l..... force and create between 60% and 80% of all (2) n..... jobs, factors which are essential if the country's economy is to continue to grow. Small businesses are able to be (3) r..... to changes in the economy in ways that large corporations cannot. They can change more easily and cater to new demands, and are able to target (4) p..... niches in the market. They also find it easier to find customers through the internet. However, there are several (5) f..... problems which are noticeable across the board with small companies. The people who run them tend to lack (6) m..... skills, and they are often unable to attract (7) s..... staff or to retain (8) e..... workers. A final issue is that their stock and debt management tends to be a weakness.

Prepositions

2 Choose the correct answers to complete the sentences.

- 1 They spend around £5,000 *for / on / in* holidays each year.
- 2 I paid £10 *for / on / to* this suit at a charity shop.
- 3 They didn't mend my computer, but they charged me £50 just *for / on / with* looking at it.
- 4 I get my school meals *for / on / to* free.
- 5 I never waste my money *for / on / with* taxis if I can help it.

Types of organisation

3 What kind of organisation is each of these young people talking about? Complete the texts with six of the words in the box.

Civil Service cooperative e-company family business multinational corporation NGO public sector self-employed

Gianluca (Italy)

'When I graduate, I'm going to work for the (1) We've been making jewellery for six generations.'

Kelly (USA)

'I'm not interested in business. I want to do something to help people. I've applied to an (2) to do some peace work.'

Hisham (Lebanon)

'Some friends and I are setting up our own (3)..... We are going to sell reconditioned mobile phones online.'

Daniel (Britain)

'I've just taken entrance exams for the (4) If I'm successful, I hope to work in the Foreign Office.'

Qiu Qing (China)

'My plan is to work for a big (5) for two years and then return to China to set up my own business.'

Mathilde (France)

'As a journalist, I could choose to work for a particular newspaper, but I prefer to be (6)

Vocabulary plus: collocations

4 Complete the sequences of actions with the verbs in the box.

advertise for apply for assess implement join owe repay retire from run search for solve tackle take train

- 1 identify → tackle → solve a problem
- 2 → employ → volunteers
- 3 → → start a job
- 4 → work for → leave an organisation
- 5 borrow → → money
- 6 design → → review a project
- 7 → understand → the risk
- 8 set up → → a company

Listening: new products and services

5 **7.1** Listen to three advertisements and answer the questions.

1 What kind of product or service is being advertised in each case?

Advert 1:

Advert 2:

Advert 3:

2 What are you getting for free in each case?

Advert 1:

Advert 2:

Advert 3:

6 **7.1** Listen again and complete the details about each advertisement in the table. Write one or two words in each gap.

Name of company	Lucky Shopper
Type of company	(1)
Their offer	Buy one item of food and get a voucher to claim a second free item anytime within (2)
Advantages	You save money and you prevent (3)
Their slogan	Aren't you the (4)

Name of company	Filmfifty
Type of company	(5) rental service
Their offer	Choose (6) a week. We'll send it direct to (7), where it will remain active for one week.
Advantages	No waiting, no disappointment and no (8)
Their slogan	Less hassle, (9)

Name of company	PET-SIT
Type of company	Pet-sitting service
Their offer	The chance to (10) without worrying about your pet.
What you have to do	(11) to their website, then (12) them when you need someone to sit your pet.
Advantages	You can go out (13) you want to.



Pronunciation: intonation in questions

STUDY & EXAM SKILLS

Pronunciation: intonation in questions

Yes/No questions (e.g. *Are you ready?*) are asked with a rising intonation.

Wh- questions (e.g. *What time is it?* *How did you know?*) are asked with a falling intonation.



7 Read the *Study and exam skills* box. Then mark whether the intonation rises (R) or falls (F) at the end of the questions (1–8).

1 What is it going to cost you?

2 How much do you normally pay?

3 Can I help you?

4 Why should you pay so much?

5 That's a good deal. Or is it?

6 Are you looking for a new washing machine?

7 Is the Excelsior Hotel too expensive for you?

8 Where can I find a supermarket?

8 **7.2** Listen and check. Which question didn't follow the rules in the *Study and exam skills* box? Why not? Listen again and repeat.

➔ See Student's Book, Pages 102, 105 & 106 and Grammar GPS, Page 151 ➔

Reporting verbs

1 Complete the sentences about famous entrepreneurs with the correct form of the verbs in brackets.

Like many entrepreneurs, Walt Disney started young. By the age of seven he was persuading his neighbours (1) (buy) the sketches he had drawn.



Ambition is also a key quality. Henry Ford refused (2) (let) anything stand in the way of his dream of every American family owning a motor car.

Some entrepreneurs are more eccentric. Richard Branson (of the Virgin group) just does what he enjoys: selling records, flying balloons, etc. People have criticised him (3) (not / take) his responsibilities seriously, but it has not stopped him becoming a billionaire.

Many successful people have difficult childhoods. Oprah Winfrey (American TV presenter) cannot ever be accused (4) (take) the easy way. She had very humble beginnings and had to overcome many challenges during her childhood.

Another quality common in entrepreneurs is persistence. Estée Lauder had been making and trying to sell her beauty creams for over ten years before the manager of Saks agreed (5) (put) them in his department store.

Debbi Fields (of Fields bakeries) urges would-be entrepreneurs (6) (take) a risk.

'The greatest failure,' she says, 'is not to try.'

In a similar way, Nolan Bushnell (of Atari video games) recommends just (7) (get on) with it.

'The true entrepreneur is a doer, not a dreamer.'

Reported speech

2 Complete the sentences reporting these statements by business people. In some cases, more than one answer is possible.

'There is a different attitude to risk these days. When I started out in business, people did not try to calculate the risks so much. They went on their instinct. And that's the right way to do it.'

David Lyle

David said that there (1) a different attitude to risk these days. He explained that when he (2) out in business, people (3) to calculate the risks so much. They (4) on their instinct. He said that that (5) the right way to do it.

'You can't learn to be an entrepreneur. You either are one or not. When I started selling cleaning products, I just used my instinct. I didn't have a business plan; just a good idea and the motivation to work hard.'

Alison Sweeney

Alison said that you (6) learn to be an entrepreneur; you either (7) one or not. She claimed that when she (8) selling cleaning products, she (9) her instinct. She said that she (10) a business plan; just a good idea and the motivation to work hard.

(a) few and (a) little

3 Complete the text with *a few*, *few*, *a little* or *little*.

When I decided to sell (1) of my paintings on the internet, my idea was just to make (2) extra money. I had no idea how popular they would be. For the first two months there was (3) interest, but then a journalist from *The Times* bought one and wrote about it in her weekly column. The number of hits on my website went from just (4) hits per day to over 10,000 per week. In a way, I feel very lucky: there are (5) artists who get that kind of free publicity. Most work for years before they get recognised.

Grammar plus: a lot of, lots of, plenty of, a large number of, a great deal of, the majority of, a large amount of

4 Put one of the expressions from the box into each sentence.

lots of plenty of a great deal of
the majority of a large amount of

- 1 Somebody took money from the office safe last night.
- 2 There are people who don't like football, actually.
- 3 students at the college voted for a new sports hall.
- 4 There is fruit in the kitchen if you're hungry.
- 5 There was trouble when John disappeared.

Reporting verbs

5 Complete the sentences with the correct form of the verbs in brackets. Use to + infinitive, gerund or preposition + gerund.

- 1 To raise consumer awareness, the National Office for Consumer Rights Protection proposed (organise) television and radio campaigns.
- 2 He denied (borrow) the book.
- 3 He blamed himself (be) such a spendthrift.
- 4 Companies House asked me (file) my accounts for this year.
- 5 As Roy's birthday party was cancelled at the last moment, Tim suggested (eat out).

Reported speech

6 Rewrite the sentences in reported speech.

- 1 'It's OK, I'll deal with the problem tomorrow,' Ron said.
Ron promised
- 2 'You know, we've been waiting here for over an hour!' Max said.
Max complained
- 3 'Don't forget that you'll be writing a test next week,' Ms Short said to her students.
Ms Short reminded

- 4 'Yes, perhaps the advertisement can seem slightly misleading,' a company spokesperson said.
A company spokesperson admitted
- 5 'Have you ever been disappointed with one of these products?' the market researcher asked me.
The market researcher asked me
- 6 'Why don't you meet me here this evening?' Amanda said to me.
Amanda suggested that
- 7 'I haven't finished,' he said.
He said
- 8 'Where are you going to stay?' she asked us.
She asked us

Indirect questions OPTIONAL

7 Change the direct questions into indirect questions.

- 1 What is the current inflation rate?
Do you happen to know what
- 2 How much money are you ready to invest in this house?
Would you be able to tell me how
- 3 Where are the cheapest youth hostels?
Can you advise us where
- 4 What is the best bank to obtain a loan from?
Do you know what
- 5 Where were you yesterday between 6 and 8 p.m.?
Would you mind telling me where
- 6 When are you coming back?
Can I just ask when

Reading: digesting new ideas

STUDY & EXAM SKILLS

Reading: cohesion

A common reading test is to put missing sentences into gaps in a text. This exercise requires you to understand how sentences in a text are linked together in structure and meaning.

Follow these steps:

- 1 Read the passage through once quickly to get the general meaning.
- 2 Return to the first gap and look carefully at the sentences before and after it.
- 3 Check for meaning: what information do you expect to be included here?
- 4 Check for structure: do you expect a contrasting statement, an additional argument to support a point, a question, an example, a new argument, etc.?
- 5 Now look at the possibilities and choose the one that seems to best match your idea.
- 6 Repeat this process for the other gaps and then re-read the passage quickly to make sure it makes sense.



- 1 Read the *Study and exam skills* box. Then read the short text about the attitude to leisure time in modern society and follow steps (1–4) in the *Study and exam skills* box to decide what kind of sentence and information is missing.

In modern society, it is generally accepted that doing nothing is boring. Are these feelings part of our genetic make-up or are they cultural? Some people argue that it is our nature always to be trying to do something productive or useful because it increases our chance of survival.



- 2 Choose the option (a–c) which best fits the gap in the text in Exercise 1. Was your idea similar?

- a More than that, doing nothing can make us feel anxious because we feel we really should be doing something.
- b But feeling bored may not necessarily be a bad thing.
- c Everyone lives for that moment when they can get away from work and just sit in a deckchair relaxing or sleeping.

- 3 Read the next part of the text and follow the same procedure. Choose the best option (a–c) to fill the gap.

For example, in your free time you might do some DIY to make your home more comfortable. You could take evening classes in using Microsoft Office to develop your computer skills. On top of the hours you work, the time you spend commuting to and from work, the shopping, the cooking and the housework, you have left yourself little or no time to relax. In fact, people nowadays spend very little time doing nothing – about 40 hours a week compared with 80 hours a week in Stone Age times.

- a But you didn't really benefit as much from this as you would have if you had just spent the time relaxing.
- b This will enable you to learn Microsoft Word and how to use Excel spreadsheets.
- c These things seem to improve your situation, but do they actually?

- 4 Look back at the options (a–c) in Exercise 3 and answer the questions.

- 1 Which option would fit in meaning, but not with the structure of the text?
- 2 Which option would fit the structure of the text, but not in meaning?

- 5 Read the article on page 79. Match the sentences (a–f) to the gaps (1–4). There are two extra sentences.

- a They also had their value stamped on them.
- b Later paper banknotes were introduced as a way of reducing the weight of large sums of money.
- c These had a standard recognised value for which things could be exchanged.
- d However, nobody really liked using coins at first.
- e Some societies did not produce coins initially.
- f But many people thought paper money was not as important as gold coins.

Barter and the development of money

Barter is the term used for the exchange of goods or services without the use of money. So, if I pick your apples for eight hours, you will give me two kilograms of apples. The obvious problem of this system is the regulation of the value of the goods or services. What happens if I think that eight hours of my work is worth five kilos of your apples not just two? Or what happens if I don't want five kilos of apples, either because I don't like apples, or because they would go bad before I could eat them?

- 5
- 10
- 15
- 20

The first metal coins came from the Kingdom of Lydia in Turkey 2,700 years ago. They were round, flat and made of a naturally occurring gold and silver alloy. The idea spread rapidly around the Mediterranean as traders did business in the region. Soon every Greek city-state had its own coinage, and banks where foreigners could exchange their coins for the local Greek ones. The coins were often decorated with pictures of gods and goddesses; the first real person – Alexander the Great – was put on a coin in 325 BC.

- 6 Read the article again and answer the questions.
 - 1 Tick (✓) the things which are mentioned as being items used for exchange of goods and services:
 - a knives
 - b shells
 - c golden figures
 - d bronze rings
 - e ivory balls
 - 2 What is the fundamental problem with the barter system?

.....

.....
 - 3 What do coins need to be like?

.....

.....

- 35 The main characteristics of coins were that they were accepted as money by others, that they were assigned a constant value, that they were easy to carry and that they were made of a strong, lasting material. (3)
- 40 The ancient Egyptians, for example, used rings made of copper, bronze and gold, which were of specific weights. They would wear the rings as jewellery and remove them from their fingers when they needed to pay for something. The ancient Celts in Ireland did the same, but also used bracelets. In certain parts of Africa, knives became the currency. In India and China, early coins had holes in the middle of them so that they could be kept safely on strings, which were then worn on the body. By the start of the modern era, however, most societies had a standard monetary system using metal coins. (4)



- 7 Choose the phrase (a–c) that is closest in meaning to the underlined words from the article.
 - 1 the regulation of the value of the goods or services (line 4)
 - a knowing the value
 - b keeping the value the same
 - c lowering the value
 - 2 simple transactions for basic foodstuffs (line 12)
 - a conversations about
 - b comprehension of
 - c buying and selling of
 - 3 a naturally occurring gold and silver alloy (line 25)
 - a mixture of metals
 - b a circular coin
 - c a metal block
 - 4 they were assigned a constant value (line 35)
 - a only temporary
 - b completely natural
 - c always the same

Negotiating

1 Choose the correct answers to complete the sentences.

- 1 Would you be prepared *to lend / lending / for lending* me your favourite jacket?
- 2 How would you feel *to appear / about appearing / for appearing* on TV?
- 3 If I were to pay you, *will / can / would* you write my letter of application for me?
- 4 Supposing we *will go / would go / went* in the car, would you contribute to the cost of the petrol?
- 5 What kind of favour did you have *in your mind / in the mind / in mind*?
- 6 I couldn't possibly *share / to share / sharing* a bathroom with another student.
- 7 I think that sounds *good / well / it's a good solution*.
- 8 I guess I *take / 'm taking / 'll take* the large T-shirt then, if that's all you have left.

2 A landlord has just shown a prospective tenant around a house and now they are discussing terms of the rental. Change the underlined phrases (1–7) into more appropriate phrases. Use the negotiating phrases in Exercise 1 to help you.

L = Landlord, T = Tenant

- L:** OK, so that's the place. What do you think?
T: Yes. The bathroom needs painting, but otherwise it's very nice. (1) What kind of deposit do you want?
L: I need three months' rent in advance.
T: Wow! That's a lot. (2) Can you accept just two months'? We're only poor students, you know.
L: Mmm, I know you're poor students. Not poor enough not to eat out every night, but too poor to pay the rent. The rent is £400 per month. I'd accept a deposit of £1,000.
T: OK. (3) That's fair. Another question: (4) what do you think about two people sharing a room?
L: As long as you keep the place in good condition, I don't mind.
T: (5) And if we redecorate the bathroom, will you share the cost?
L: (6) No, I'm sorry, I can't. Please go ahead and decorate it, but I can't spend more on the place. I've already spent over £2,000 putting in new carpets.
T: OK. Just one more question: the tenancy is until the end of July. (7) If we want to leave early, can we get a refund?

L: Only if there were other tenants who wanted to move in immediately, but I think that's unlikely.

T: OK. I guess we'll take it then.

- 1
- 2
- 3
- 4
- 5
- 6
- 7

Asking for and giving advice

3 7.3 Complete the conversation between a business adviser and an entrepreneur. Then listen and compare your answers with the recording.

BA = Business adviser, E = Entrepreneur

- BA:** Good morning. So, how can I help?
E: Well, I've got an idea for a mobile coffee shop and I want to know how I (1) about getting a street trading licence.
BA: Well, I'd (2) going to the City Council. Is it just one site you want to operate at?
E: Not really. I want to move around. The station in the morning, the main shopping street at lunchtime, and so on. Is there a (3) of getting a multi-site licence?
BA: Mmm, that's tricky. I think you ought to (4) applying for a single licence to begin with. But actually the first (5) you should do is go and talk to the Council about your plans.
E: So, are you (6) me to be completely open with them from the start?
BA: Yes, they're very friendly. But before (7) there, make sure you have all the details. My advice (8) be to write a clear business plan and take it to them.
E: Thank you. That's very helpful.

Writing: a report of a meeting

4 You are a member of the University Bollywood Society, a club dedicated to Bollywood films and Bollywood music. Use the transcript of the meeting to complete the report of the meeting.

Transcript of the meeting

Rana: Membership for this year is £32. That's £15 less than last year and so our income from subscriptions is only two-thirds of what we had before. Does anyone have any ideas for recruiting more members?

Hannah: We should definitely put up some more posters around the university buildings.

Lottie: What about performing a concert?

Jon: That's a fantastic idea! I think lunchtime in the courtyard outside the cafeteria would be the best time to do it.

Lottie: I think one problem is that our club night is on Monday, when most people feel too tired after the weekend to come and join in.

Rana: I don't think that's really a problem, and anyway, it's the only time we can get the gym.

Hannah: I don't think the fact we screened only one film last year helped. I think the organising committee failed there.

Rana: That wasn't our fault. It was just impossible to book the auditorium because the film club was always using it.

Hannah: Well, let's look for another space then.

Jon: Any volunteers?

Hannah: Yes, I'll research that and I'll report back at the next meeting.

Lottie: When is that?

Jon: I think we'd better meet again in a week's time to decide who's going to perform in the concert. In the meantime, I'll get on with putting up posters.

Rana: OK, thanks everyone for your ideas. See you at the same time next week.

The Bollywood society committee met last Thursday to discuss organisation for this year and ways of increasing membership. Four people were present: Rana, Jon, Hannah and Lottie.

Rana opened the meeting and reported that membership for this year (1) *was £32, down £15 on last year*, and that income from subscriptions (2) She then asked (3)

Hannah recommended (4) around the university buildings.

Lottie suggested (5) outside the Students' Union.

Jon (6) at lunchtime outside the cafeteria.

Lottie pointed out (7) after the weekend to come and join in.

Rana said (8)

Hannah criticised (9)

Rana blamed (10)

Hannah thought (11) and promised (12)

Jon proposed (13) to perform in the demonstration and offered (14) in the meantime.

Rana thanked (15) and closed the meeting.

A report

1 Read Salma's report and find examples of the following five elements.

- 1 a description of the event
- 2 positive aspects of the event
- 3 negative aspects of the event
- 4 opinion of participants
- 5 recommendations for future events

To: Fatima Hassan, Head of Arts Activities
From: Salma Yousef, Student leader

Report: the annual school Arts Fair

This report outlines and evaluates the annual school Arts Fair. It aims to report details of the day, share opinions of participants and give recommendations for future events.

The Arts Fair took place last month and included several new activities such as a competition and live drawing classes. The competition was very successful due to the advertising we did on social media and the excellent prizes offered. We received very positive feedback in the form of 'likes' and comments on Instagram. The classes were less successful. Some visitors said that, although they liked the idea of classes, they were not interested in learning to draw. They requested a wider variety of subjects such as pottery and painting. Because of the weather at this time of year, all activities were inside the classrooms. This meant there was less space. However, it was more comfortable for the visitors.

For future Arts Fairs, I recommend moving the event to a cooler time of year. We would then be able to make use of the outdoor space at the school. I also recommend getting feedback from local people before the event about the type of classes they want. Finally, I recommend doing more with social media because this is the way people find out about events nowadays.

2 Review the Writing Skill box. Then add the guiding questions to the correct place. Check your answers with Student Book p113.

Why do I think this happened?

What do I want the reader to know by the end of the report?

What happened (positive and negative)?

How could things be done differently in the future?

What am I reporting on?

WRITING MECHANICS

Structuring a report

Formal reports are written for a specific purpose and will normally be read by the person who has requested the report – your manager, teacher, etc. Reports often include content based on a survey or questionnaire and include both positive and negative remarks. The language of reports is always formal.

Include a title and heading for each paragraph so that your report is clear for the reader. (The first paragraph is always the introduction, and the final paragraph includes recommendations.)

Use the following structure and prompt questions as you write your report.

Introduction

.....

.....

.....

Body

.....

.....

Recommendations

.....

.....

- 3 Read the report again in detail and answer the questions in the Writing Skill box.
- 4 Review the report and add a title and headings.
- 5 Complete the information in the Writing Mechanics box. Check your answers with Student Book p114.

Student's Book Unit 7

word	Definition
affluent adj p101	having lots of money or owning lots of things
broke adj p101	without money
catch: where's the catch? i p102	the hidden problem
cheeky adj p102	slightly rude
comfortable adj p101	having enough money to live off
convenient adj p112	suitable for a person's needs without causing them difficulty
cooperative n p110	a company that is owned and run by the people who work there
corporation n p110	UK: a large company or group of companies that are controlled by one organisation US: a business or organisation that is legally separate from the people who run it
economics n p104	the way that money, industry and trade are organised. Can also mean the study of this.
the economy n p101	how a country makes and uses money through trade and industry
entrepreneur n p106	a person who starts up their own business
esteem n 104	respect of others
foster v p106	to encourage
friendship n p104	being friends
hook v p102	to grab your attention
hunter gatherer n p104	a person who hunts for and gathers their food from the wild rather than farming it
implement v p106	to set something up
innovation n p106	a new idea
insecure (financially) adj p101	to not always have a comfortable amount of money
interest n p112	the amount of money you are charged by a bank or organisation for borrowing money from them
job security n p104	having a job that is likely to be permanent
lease n p112	paying money to use something as part of a legal agreement
loaded adj p101	extremely well off
lose out on something phr p102	to not get something
manager n p111	the person who manages a business or organisation
morality n p104	the quality of being good, right and honest
need n p104	essential thing
non-profit organisation n p110	an organisation that does not make a profit; it puts the money it earns back into providing a service that helps people
partner (in business) n p107	someone who you work closely with in a business or organisation; they might even own part of the business
plant (machine) n p108	a factory where something is made
poverty line n p101	the official amount of income a person needs in order to have a basic standard of living and be able to afford food, clothes and shelter
premises pln p112	the land and building a business owns
professional n p111	a person who has a job that requires a high level of education
recruit v p106	to employ new people in an organisation
second-hand adv p108	previously owned by another person
sector n p110	an area of economic activity
self-actualisation n p104	self-fulfilment – achieving everything a person wants to achieve
self-confidence n p104	the belief in a person's own abilities
self-fulfilled adj p104	satisfied to have achieved what you wanted to achieve
service n p102	the work an organisation does
social conditions pln p107	the state of society
strategy n p108	plan to achieve something

tackle v p106	to deal with
target n p107	aim
technician n p111	somebody who is trained in a special skill
the third sector n p110	the part of an economy made up of charities
turnover n p112	the amount of money an organisation makes in a particular period of time
valued adj p104	useful and important
wealthy adj p101	rich
well off adj p101	having a very comfortable amount of money

Workbook Unit 7

Word	Definition
active (account etc.) adj p75	open and available
assign v p79	to give
blame yourself v p77	to take responsibility for something going wrong or making a bad decision
committee n p81	a group that makes decisions on behalf of an organisation
commodity n p79	a product that can be bought or sold
commute v p78	to travel
disappointment n p75	the feeling that something is not what you hoped or expected it to be
DIY n p78	do it yourself: the activity of decorating or repairing things around the home rather than paying for somebody to come in and do it
genetic make-up n p78	in our genes/something we are born with
get on with something phv p76	to do something and continue to do it
humble adj p76	poor
inflation rate n p77	the rate that prices increase over a period of time
initially adj p78	at the beginning, at first
market researcher n p77	a job role where a person collects people's opinions, often about things that people have bought or would like to buy
membership n p81	becoming a member of an organisation
misleading adj p77	leading someone to believe something that isn't true
niche n p74	something that is very well-suited to a certain group of people
overcome v p76	to deal with
persistence n p76	refusing to give up
pet-sitting n p75	looking after somebody else's pet, such as their cat or dog
prevent v p75	to stop
raise awareness ph p77	to provide knowledge and understanding of something to people
risk n p76	the possibility of something bad happening
spendthrift adj p77	somebody who spends lots of money on things that are considered unnecessary
stamp v p78	to put a mark on something
stand in the way of something i p76	to prevent somebody from doing something
subscription n p81	the amount of money a person pays to receive a service of some kind
survival n p78	continuing to live
tax return n p77	an official form that some people have to fill in to report how much they have earned in a year
would-be adj p76	wanting to become

Vocabulary: working in other countries

1 Complete the words for the definitions.

- 1 A b..... is a frontier between two countries.
- 2 To study a..... is to go to university in another country.
- 3 To v..... is to work without pay.
- 4 To keep in t..... is to remain in contact.
- 5 To e..... is to leave and live in another country.

Word building

2 Complete the phrases with an adjective related to the noun in brackets.

- 1 p..... people (poverty)
- 2 h..... aid (mankind)
- 3 m..... aid (medicine)
- 4 g..... trade (globe)
- 5 e..... protection (environment)
- 6 e..... migrant (economy)

3 Complete the sentences about aid organisations with the correct form of the words in brackets.

- 1 Aid groups are generally organisations. (charity)
- 2 Their mission is to offer help to victims of disasters. (practice)
- 3 The Red Crescent and Médecins Sans Frontières are examples of well-..... charities. (establish)
- 4 These organisations all have networks of helpers around the world. (extend)
- 5 A few are organisations, but most, like UNICEF, are secular. (religion)
- 6 Unlike a normal money-making business, a charity cannot be (profit)

Compound adjectives

4 Rewrite the sentences using compound adjectives.

- 1 The journey took three hours.
It was *a three-hour journey*
- 2 The building is over 120 metres high.
It is

- 3 Yellowstone National Park is famous all over the world.
Yellowstone is
- 4 He has a high profile as a photographer.
He is
- 5 The dispute between the countries has run for a long time.
It is
- 6 They made some changes at the last minute.
They made
- 7 The colour of his hair was a mixture of red and brown.
He had

Vocabulary extension: prepositions

5 Complete the sentences with a preposition where necessary.

- 1 We chat each other quite often.
- 2 He's Jordanian originally. He emigrated Europe to look for work.
- 3 There are over 200,000 French people living and working London.
- 4 I visited her in Mexico.
- 5 They are a nomadic people: they move place place.
- 6 He crossed the border on 12th November.
- 7 We participate international exchanges a Russian school.
- 8 I would love to go abroad to study.

Vocabulary extension: compound nouns

6 Match two nouns from the box to each of the nouns 1–6 to make compound nouns. Which combine to make single words? Which combinations remain two separate words?

burn	care	check	letter	light	place
research	sign	story	table	works	zone

- 1 time,
- 2 health,
- 3 market,
- 4 news,
- 5 sun,
- 6 road,

Listening: foreign immigrants in the Gulf States

STUDY & EXAM SKILLS

Listening: predicting

Before you listen, think about the context and try to predict the kinds of things that you are going to hear. For example:

- Is it an interview with a journalist, an informal conversation, an academic lecture, etc.?
- What information do I expect to hear (e.g. facts, opinions, a story)?
- What is the theme or topic (e.g. health, travel, education) and what vocabulary can I expect to hear?



7 Read the *Study and exam skills* box. Then match the words and phrases in the box to the three situations (a–c) you would expect to hear them in.

good deal career Greek island
 mates speeding Royal Festival Hall
 police series of concerts 60%

- a two friends chatting about holidays
- b a news report about road safety
- c an interview with a classical composer

8 Since the 1930s, foreign immigrants have worked in the Gulf States. You are going to hear an interview with British sociologist Brian Potter about the history and current situation of foreign immigrants to the Gulf States. Before you listen, think about the following:

- why people went to the Gulf States looking for work;
- what kinds of jobs they did and do;
- what the future is for immigrant workers there.

9 **8.1** Listen to the interview and decide if the statements are true (T) or false (F).

- | | T | F |
|---|--------------------------|--------------------------|
| 1 Immigration into the Gulf States increased greatly from 1945 onwards. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Most immigrants came from Egypt. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Immigrants into the Gulf States only do manual work related to the oil industry. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The sociologist talks about a Scottish engineer who is leaving the Gulf States to work in Mexico. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The Indian immigrant's wife is a teacher. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The Egyptian immigrant has his own business now. | <input type="checkbox"/> | <input type="checkbox"/> |

10 **8.1** Listen again and complete the sentences.

- By 2002, immigrants made up 74 per cent of
- Arab and Asian immigrants took part in which were taking place at oil plants and elsewhere.
- Ron Buchanan transferred here two years ago
- Ron and his family have a very
- Vihaan Singh wanted to increase his knowledge of
- Vihaan sends money back to India to help
- Malik Hakim started off
- Malik bought and sold accommodation for other immigrants

Pronunciation: /ɪ/ and /aɪ/

11 **8.2** Listen to these words. When is the *i* pronounced /ɪ/ as in *bit* and when is it pronounced /aɪ/ as in *buy*? Tick the correct box. Then listen again and repeat.

	/ɪ/	/aɪ/		/ɪ/	/aɪ/
1 history	<input type="checkbox"/>	<input type="checkbox"/>	5 lifestyle	<input type="checkbox"/>	<input type="checkbox"/>
2 initially	<input type="checkbox"/>	<input type="checkbox"/>	6 primary	<input type="checkbox"/>	<input type="checkbox"/>
3 kinds	<input type="checkbox"/>	<input type="checkbox"/>	7 immigrant	<input type="checkbox"/>	<input type="checkbox"/>
4 massive	<input type="checkbox"/>	<input type="checkbox"/>	8 five	<input type="checkbox"/>	<input type="checkbox"/>

STUDY & EXAM SKILLS

Pronunciation: /ɪ/ and /aɪ/

Generally:

- an *i* followed by a single consonant and then an *e* (e.g. *life, time*) will be pronounced /aɪ/.
- with words that end in *-ind* (e.g. *mind, kind*), the *i* will be pronounced /aɪ/.
- an *i* followed by two consonants (e.g. *fill, mist*) will be pronounced /ɪ/. But if one of the consonants is silent (e.g. *climb, high*), the *i* will be pronounced /aɪ/.
- with words that end *-tive* (e.g. *motive, captive*), the *i* will be pronounced /ɪ/.



12 **8.3** Read the *Study and exam skills* box. Listen to the words and tick the ones that follow the rules. Then listen again and repeat.

	/ɪ/		/aɪ/
1 immigrant	<input type="checkbox"/>	7 behind	<input type="checkbox"/>
2 simple	<input type="checkbox"/>	8 excited	<input type="checkbox"/>
3 quickly	<input type="checkbox"/>	9 promise	<input type="checkbox"/>
4 migrant	<input type="checkbox"/>	10 reminder	<input type="checkbox"/>
5 little	<input type="checkbox"/>	11 hostile	<input type="checkbox"/>
6 relative	<input type="checkbox"/>	12 like	<input type="checkbox"/>

Determiners

1 Rewrite the sentences using the words in brackets.

- 1 I like tennis. She likes tennis. (both)
.....
- 2 I don't eat fish. He doesn't eat fish. (neither)
.....
- 3 No participant was under 16 years old. (none)
.....
- 4 All the countries have different immigration rules. (each)
.....
- 5 Only one of us can go. (either)
.....
- 6 Not everyone wants to study abroad. (some ... and others ...)
.....
- 7 None of the volunteers had previous experience of this kind of work. (no)
.....
- 8 Each of the contracts lasts three months. (every)
.....

Narrative tenses

2 Complete the text. Put the verbs in brackets in the correct narrative tense (past simple, past continuous or past perfect).

The three students from Dubai (1) *arrived* (arrive) at the college as the teachers (2) (come) out of the main entrance to welcome all the new arrivals. After they (3) (give) their names to a secretary, the teachers (4) (show) the boys where the classrooms were. When they (5) (see) the classrooms and the language laboratory, the group (6) (visit) the library; the librarian (7) (register) them all as full-time users of the facilities. As they (8) (leave) the library, the group (9) (meet) the Principal, who was passing by chance; the teachers (10) (take) the opportunity to introduce him to the new students, and he (11) (say) a few words to them, wishing them well with their studies at the college. When they (12) (finish) their tour of the campus, they all (13) (go) to the canteen for a welcome cup of tea.

3 Complete the sentences. Put the verbs in brackets in the past perfect simple or continuous.

- 1 It was the first time she (ever / win) a prize.
- 2 We (meet) once before, but she didn't remember me.
- 3 She (cry) – that much was clear from the redness around her eyes.
- 4 I (look forward to) the concert all week, so I was really disappointed when it was cancelled.
- 5 He (prepare) a lot for the interview, but her questions were completely unexpected.
- 6 We (not / wait) long, but it seemed like ages because it was so cold.
- 7 When we finally got through to the box office on the phone, they (sell) all the tickets.
- 8 She didn't recognise her because she (lose) so much weight.
- 9 The detectives (work) on the case for three years before they realised they were looking for the wrong man.
- 10 The weather (get) gradually worse, so they decided to turn back.

used to and would

OPTIONAL

4 Read the text about a charity and cross out the verb forms which are not possible.

Our charity is dedicated to helping the victims of disasters, either natural or man-made. We respond to emergencies, wherever they are in the world, by sending food and medical aid.

We (1) *set up* / ~~used to set up~~ / ~~would set up~~ the charity in 1984 after the Ethiopian famine. We (2) *took* / ~~used to take~~ / ~~would take~~ over a building that (3) *belonged* / ~~used to belong~~ / ~~would belong~~ to the army. There were basically 20 of us, but each time there was an emergency, we (4) *recruited* / ~~used to recruit~~ / ~~would recruit~~ some extra volunteers. Nowadays, we work full-time for the charity, but in the early days we all (5) *had* / ~~used to have~~ / ~~would have~~ other jobs, so we (6) *worked* / ~~used to work~~ / ~~would work~~ for the charity in our free time.

Our approach was simple. When there (7) *was* / ~~used to be~~ / ~~would be~~ a crisis, we (8) *telephoned* / ~~used to telephone~~ / ~~would telephone~~ people and ask them to donate money. Like today, most people (9) *gave* / ~~used to give~~ / ~~would give~~ very generously. We also asked the government to give help, and at first they were a bit doubtful. They (10) *thought* / ~~used to think~~ / ~~would think~~ we were amateurs, and I think they still do! But in fact, we're a much more professional organisation now.

Grammar plus: determiners

- **all** (of the) / **some** (of the) / **both** (of the) + plural noun + plural verb
all / some / both of + us / you / them + plural verb
- **no** + singular or plural noun + singular or plural verb
- **none of the** + plural noun + plural verb
Be careful: we don't say *no of the*.
- **each / every** + singular noun + singular verb
each of + plural noun + singular verb
each of + us / you / them + singular verb
Be careful: we don't say *every of*.
- **either / neither** + singular noun + singular verb
either of / neither of + plural noun + singular verb
either of / neither of + us / you / them + singular verb
- **either ... or ... / neither ... nor ...** + singular verb
- **both ... and ...** + plural verb

5 Complete the sentences with the words in the box.

both	both ... and	each	either ... or
every	neither ... nor	all	none some

- 1 Fatima Giovanni speaks English very well.
- 2 Malaria and cholera are deadly diseases which are fairly common in parts of Africa.
- 3 of the students volunteered to help – they said they were too busy.
- 4 You can get in touch with me by email by phone.
- 5 of us has a duty to try to make the world a better place.
- 6 Severe droughts affected the poorer people living in the cities the people in rural areas.
- 7 Almost of our senior employees drive company cars.
- 8 international charitable organisations conduct their own scientific research.
- 9 person in the organisation is a volunteer.

Narrative tenses

6 Choose the correct answers (a, b or c).

- 1 When I my friend, he in Muscat for two years.
a had met, was studying **b** met, had been studying **c** was meeting, studied
- 2 We of a flat of our own for years when we a lovely house from our Aunt Jennie.
a was dreaming, inherited **b** dreamt, had inherited **c** had been dreaming, inherited
- 3 A Danish rescue boat finally to locate the sunken whaling boat yesterday. The Pacific-wide search for almost two weeks.
a managed, had been going on **b** had managed, went on **c** managed, went on
- 4 In 1965 the United States restrictive immigration laws after several decades in which hundreds of thousands of foreigners in the country.
a was introducing, have settled **b** had introduced, settled **c** introduced, had settled
- 5 Massive emigration from Ireland to America in the 19th century the result of a potato disease which potato harvests throughout the country.
a was, had devastated **b** had been, devastated **c** was, devastated

used to and would

7 Cross through the mistakes in the sentences. Then rewrite the sentences correctly using used to, would or the past simple.

- 1 I ~~used to visit~~ Italy three times when I was a child.
I visited Italy three times when I was a child.
- 2 In the past, people often would go for walks in the countryside.
.....
.....
- 3 In the past, people would use to travel on horseback or on foot.
.....
.....
- 4 I didn't used to like salty food, but now I do.
.....
.....
- 5 My dad says he would be really good at maths when he was at school.
.....
.....

8 Now translate the corrected sentences into your own language. What differences are there?

Reading: water for the world

1 Read the extract from a newspaper article about Global Handwashing Day. Why is handwashing with soap so important?

.....

Soap and water in the spotlight

In 2007, The United Nations Children’s Fund (UNICEF) started Global Handwashing Day on 15th October. Today, to celebrate the fifth anniversary of this project, the organisation is targeting 121 million children who are five

5 years old this year, with the aim of getting them to wash their hands with soap and water. Why? Because washing with water is simply not enough. Research proves that washing with soap, not just water, is what really kills off the bacteria that cause water-borne illnesses which kill so many young children around the world daily.

UNICEF believes in ‘getting them while they’re young’ – if children get into using soap and water before each meal and after every visit to the toilet, they will improve their health by 50 per cent. The whole project is backed up by the overall aims of improving access to good quality water daily for everyone in the world.

STUDY & EXAM SKILLS

Reading tip: dealing with new words

You will often come across words that are new to you. Before you reach for a dictionary and interrupt the flow of your reading, read on a little and see if the meaning of the word becomes clear from its context. Ask yourself:

- What part of speech is it?
- Is it a positive or a negative word?
- Is it a technical word?, etc.

If your idea seems to work, then continue reading. You can always check in a dictionary when you have finished.



2 Read the *Study and exam skills* box. Then look at the extract in Exercise 1 again. Decide which definitions (a–c) seem most probable.

- 1** to celebrate
- a** to publicise to everyone **b** to do something special **c** to notice something
- 2** targeting
- a** directing attention towards **b** telling people about **c** showing to everyone

- 3** proves
- a** helps **b** asks **c** shows
- 4** water-borne
- a** filled with water **b** carried in water
c using water
- 5** overall
- a** complete **b** part **c** small

3 Read the article about water for the world on page 103. Choose the correct words (a–d) to complete the gaps.

- 1** **a** change **b** difference **c** effect
d frequency
- 2** **a** above **b** across **c** below **d** under
- 3** **a** poor **b** excellent **c** good **d** nice
- 4** **a** most **b** much **c** lot **d** majority
- 5** **a** excellent **b** modern **c** inadequate
d clean
- 6** **a** due to **b** out of **c** up to
d away from
- 7** **a** advice **b** suggestions **c** offers
d commitments

4 Read the article again and answer the questions.

- 1** When did the United Nations adopt the resolution about water?

- 2** What happened between 1990 and 2010?

- 3** What was celebrated on 15th October 2012?

- 4** What two water-related situations prevent girls from going to school?

- 5** Which private organisation is working with UNICEF and governments to help improve water quality?

5 Decide if the statements are true (T) or false (F), according to the article.

- | | T | F |
|---|--------------------------|--------------------------|
| 1 More than 1 billion people still do not have access to clean water. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Washing with soap is better than just washing with water. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Water carries the bacteria which cause many serious illnesses. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Men and women suffer in the same way because of poor water and sanitation. | <input type="checkbox"/> | <input type="checkbox"/> |

Water for the world



On 28th July 2010 the United Nations General Assembly adopted Resolution 64/292, recognising that safe and clean drinking water and sanitation is a human right which is essential to the full enjoyment of life. Despite huge improvements between 1990–2010, there are still over 750 million people in the world who do not have improved drinking water sources. The situation is worst in developing countries such as sub-Saharan Africa, southern Asia and south-east Asia. However, there is also a big (1) between the quality of water available to urban and rural populations, even in some of the more developed countries.

The United Nations Children’s Fund (UNICEF) is very active in the area of water and sanitation, because children are very vulnerable when water supplies are (2) standard. It has, for example, made October 15th Global Handwashing Day, and to celebrate the day’s fifth anniversary in 2012, it targeted 121 million children aged five that year. The project is dedicated to hand-washing with soap before meals and after using the toilet. This is because many of the diseases which kill young children – typhoid, cholera, influenza and pneumonia – are passed on by dirty hands, and research has shown that washing with soap can halve rates of infection. The aim is to catch children at a young age and make washing with soap a lifelong ingrained habit. UNICEF estimates that around 3,000 children a day die from disease caused by (3) water and sanitation.

In many countries women suffer more than men because of the lack of water. In the lesser-developed

countries, it is girls and women who do the (4) of the fetching of water where it is not piped to homes. This takes many hours in some cases – walking several kilometres to the place where there is water, queuing to get water containers filled, then walking back with a heavy load. In many cases this means that girls miss schooling. Research also shows that girls are more likely not to attend school if the sanitation facilities are (5) This has been one of the main areas that aid agencies have worked on in recent years to help with equal education opportunities for women.

Another effect of ill-health due to the poor quality of the water available is that the wage earners in families are less able to work. Workers have more time off (6) serious illnesses and farmers are unable to tend to their land and animals. Because of this, families suffer, as do (in a wider perspective) local and national economies.

UNICEF works with governments at a national and local level in 190 countries to help bring about the kind of improvements to water, sanitation and hygiene that everybody needs. In April 2012, at a meeting sponsored by UNICEF and The World Bank, ministers from 40 developing countries met representatives of several donor countries as well as the Bill and Melinda Gates Foundation. They all made (7) to a number of innovative new projects to improve drinking water sources and sanitation facilities for millions more people in the next two years.

Telling a story

STUDY & EXAM SKILLS

Speaking: using modifiers

English speakers regularly use modifiers (e.g. *really, a bit, pretty*) with adjectives. But they are not simple to use. Look at the rules:

- **Pretty** means 'relatively'. It is used with positive or negative adjectives (e.g. *pretty cheap, pretty quiet, pretty difficult*).
- A **bit** is used with negative adjectives to reduce the negative impact (e.g. *a bit disappointing, a bit slow*).
- **Totally** is used with words which have an absolute sense (e.g. *totally full, totally impossible*).
- **Absolutely** is used with adjectives that already have a strong meaning (e.g. *absolutely shocking, absolutely exhausted, absolutely amazing*). It can also be used to mean *completely* or *totally*.



1 Read the *Study and exam skills* box. Then choose the correct answers to complete the blog.



The train from Kandy to Nuwara Eliya passes through (1) *totally / absolutely* stunning scenery. The train is (2) *a bit / absolutely* slow, but that's actually (3) *a bit / pretty* helpful because it gives you a chance to appreciate the countryside. Our carriage was at the back of the train and was (4) *totally / a bit* empty apart from one old couple. So we sat on the observation platform taking photos. I was (5) *absolutely / a bit* disappointed not to see more animals, but I got some (6) *absolutely / pretty* amazing shots.

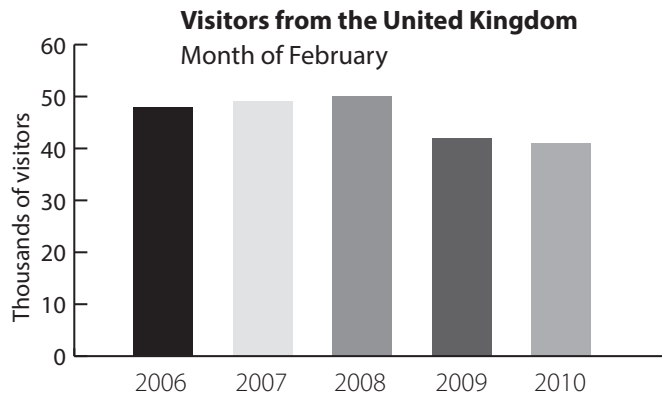
2 Complete the responses with five of the discourse markers in the box.

actually anyway luckily unfortunately
well you know

- 1 Did you see any animals from the train?
....., we didn't see many.
- 2 Was it a modern train?
....., it was a steam train dating back to the 1940s.
- 3 Were you able to take a lot of photographs?
....., we were because we had a great position in the observation car.
- 4 Why did you take the train instead of driving?
....., we had heard that it was the best way to see this part of the country.
- 5 Would you recommend the trip?
Of course. It was great! And, there are so many interesting things to do in Sri Lanka.

Describing information in graphs and charts

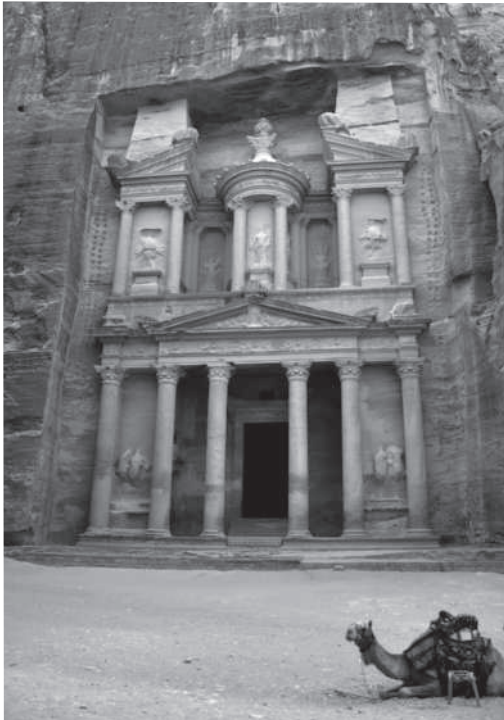
3 Look at the graph showing the number of UK visitors to New Zealand. Complete the sentences with suitable verbs.



- 1 In 2006 over 45,000 Britons New Zealand in February.
- 2 Between 2006 and 2008 the number of visitors steadily.
- 3 However, in 2009 the number by about 15%.
- 4 It down again in 2010 to just over 40,000 visitors.

Writing: describing a place

- 4 Read the description of the ancient city of Petra in Jordan. The writer is uncertain about her use of language in some cases. Choose the most natural forms.



The ancient city of Petra is a (1) *destination famous all over the world / world-famous destination* and much has been written about it, but I would like to give travellers some practical advice about the best way to visit it.

Petra is situated in the south of Jordan, a (2) *three hours / three-hour* journey by car from the capital, Amman. It is a unique place, a city carved out of the rock by the Nabataeans, an Arab people who (3) *were living / lived* there over 2,000 years ago. The Bedouin in the area (4) *used to inhabit / would inhabit* the same caves until quite recently, but they were moved out by the government in the 1980s. Now the site is purely for visitors.

(5) *Most of / Most* visitors arrive by coach from Amman at about 11.30 a.m., so it is best to get up at dawn and make the (6) *45 minutes / 45-minute* walk into the city in peace and quiet. Walk down the Siq, a long narrow passage with high rocks on (7) *either / both* side, and at the end you will catch a glimpse of the Treasury with its (8) *awe-inspiring façade / façade that inspires awe*. This massive building is the tomb of a Nabataean king and is carved out of the pink rock that surrounds it.

The main area of the city covers three square kilometres and you could spend days here. My advice is to walk up to the High Place, a point on top of the rocks overlooking the whole city. This way you (9) *will avoid / avoided* the crowds of tourists and traders who begin to appear around 9 a.m., and you will have a better view of the site. Petra is without doubt one of the most beautiful places I (10) *had ever visited / have ever visited*, but you need to see it in peace to appreciate it properly.

- 5 Read the description again and underline the sentences that give the following information:

- 1 why the writer is writing about this place
- 2 where and what it is
- 3 what the place looks like
- 4 what the function of the place is
- 5 what the writer thinks of the place

- 6 Write a description of Stonehenge, using the text in Exercise 4 as a model. Use the notes below and give advice on the best way to visit it.

Site: Stonehenge, built between 3000 and 1500 BC

Appearance: stone circle in the middle of a plain

Details: each stone weighs 4,000 kg; they were transported from over 100 km away

Function: no one knows - religious? to do with astronomy?

Visiting: used to be free; now there is a fence around it and visitor centre; early morning or sunset is the best time



A comparison of locations

- 1 Think about parks you have visited. What type of facilities did you find there?
- 2 Read the comparison of a park now and how it used to be. Which facilities from your list are mentioned? What has changed over time?

The park in our neighbourhood has changed significantly over the past few years and it has attracted many new visitors recently. The following description explains the main differences.

In the past, the park didn't have many facilities. The park was also very hot during the day as there wasn't very much shade. People had complained for years, but nothing was done to improve the park until five years ago. There was only one small kiosk which sold food, and the play area for children was not safe. New visitors were coming only once and then never returning.

Over the last few years, the new park development has increased the size and the number of facilities. The park owners rebuilt the entrance building to include a new café. They also built another café with a new water fountain. Local people donated money to buy new swings for the children's play area. They also added a new slide.

Overall, the park has improved greatly. Visitors can now enjoy the larger space in both winter and summer, with the cool shaded cafes and beautiful water features.

- 3 Read and complete the Writing Skill information with words from the box. Then check your answers with Student Book p127.

take notes	introduction	start	
conclusion	logical	organise	language
paragraphs	outline		

WRITING SKILLS

Planning paragraph order

Write an of your paragraphs before you This will help you to your essay and write a stronger, more text. Use the following headings to Include ideas and examples of you will use to introduce the ideas and !

-
- first description (including topic sentence)
- second description (including topic sentence)
-

- 4 Underline the language used to introduce ideas and paragraphs in the model essay.
- 5 Complete the verb forms in the example sentences in the Writing Mechanics box. Check your answers with Student Book p127.

WRITING MECHANICS

Describing past events

Use the three past tenses to describe an event in the past: past continuous, past perfect, past simple.

The organisers (spend) too much money on the venue, so they (change) it for last year's festival.

By the end of the festival, they (spend) OMR500 less than the year before.

- 6 Find examples of the three past tenses in the model essay.
- 7 Complete the sentences in the Writing Mechanics box with the correct auxiliary verb. Then check your answers with Student Book p128.

WRITING MECHANICS

Describing change

Use the present perfect to describe changes over time.

The organisers introduced a new electronic system. This year, the committee sent tickets with QR codes to everyone who is going to the concert.

- 8 Find examples of the present perfect in the model essay.
- 9 Look at the information in brackets. Choose the correct verb for each gap in the sentence and the correct verb form. Complete the sentences.
 - 1 They the price because the organisation money.

past continuous + present perfect / increase + lose

- 2 More people using the swimming pool. But it was too late, as the management to close it.

past simple + past perfect / decide + start

3 They a new play area and basketball courts when the TV cameras last month.

past simple + past continuous / visit + build

4 People outside in the sun for hours before they to change the location of the ticket office.

past perfect + past simple / wait + decide

- 10** Prepare to write a comparison of two locations. Choose a place that has changed over the years; for example, the place where you live or a park that you know. Make a list of things that have changed and things that have stayed the same. Then organise your ideas into a logical order.

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- 11** Now write a comparison of locations. Report the main changes and make comparisons. Write 200 words or more.
- 12** Read your comparison of locations and tick (✓) the checklist. Have you:
- organised your writing into paragraphs?
 - used the past tenses correctly?
 - described changes with the present perfect?

OPTIONAL

Give the final draft of your comparison of locations to your teacher to read. Does your teacher know the place you describe?

Student's Book Unit 8

Word	Definition
aid n p116	help given from a rich country to a poor country in terms of food, money, medicine, etc.
armed conflict n p116	war
assistance n p116	help
atmosphere n p118	mixture of gases around the Earth
backing n p118	support
border n p115	the line that divides one country from another
bureaucracy n p120	a system for managing a country
charitable adj p117	giving money, food or help to people who need it
charity n p119	a system of giving money, food or help to people who need it
colony n p124	a country or area controlled by another country
consume v p118	to use
cross v p115	to go over the border of one country to another
detention centre n p120	a place where illegal immigrants are held
the developing world n p126	poor countries with little economic activity
emigrate v p120	to move to another country permanently
emissions pln p118	the gases sent into the atmosphere
enlargement n p124	to make bigger
environmental adj p116	relating to the environment
epidemic n p116	the appearance of a disease in a large number of people at the same time
famine n p124	a lack of food in a country causing large-scale illness and death
first-generation immigrant n p124	an immigrant who has settled in the country and proceeded to have a family
gender n p116	the condition of being a male or female
global adj p116	relates to the world
habitat n p118	the natural environment of an animal or plant
health-care professional n p118	someone whose job it is to look after people's health, e.g. a doctor or nurse
hometown n p120	the country you were born in
humanitarian adj p116	involved in improving the lives of people and reducing suffering
illegal alien n p120	someone from another country who is living in the country permanently and illegally
immigrate v p115	to come to live in a different country
in the field adv p116	in battle/war
initiative n p118	a new plan to solve a problem
irrespective of adv p116	without considering
keep in touch i p115	to stay in contact with
medical care n p116	the treatment of someone ill or injured by a medical professional
metropolis n p121	a very large city
mission statement n p116	a short description of the aims of a business or charity
multicultural society n p125	a society comprised of people from different races
newcomer n p120	someone who has recently arrived in a place or become involved in an activity
NGO n p116	an organisation that tries to help politically or socially and is not controlled by the government
non-governmental organisation n p116	NGO
not-for-profit adj p116	an organisation whose aim is not to make profit
outbreak n p116	the time when a disease suddenly appears
overpopulation n p121	the fact of there being too many people in a country and its resources can't support all of them
overseas adv p124	abroad

participate in sports event v p115	to take part in an organised sports match, game or race
political affiliation n p116	a connection to a political party
poverty n p116	the condition of being very poor
press release n p116	an official statement given to the press
promote awareness phr p116	to encourage people to understand and support a cause
race n p116	a group of people with the same physical characteristics
refugee n p116	a person who has escaped their own country, normally due to war
relief operation n p116	the giving of food, money or services that provide help to people who need them
roots pln p125	where you come from/family origins
species n p118	a group of animals or plants with a certain set of characteristics
standard of living n p120	how well people live in terms of safety, wealth, services and material objects
travel v p115	to go to and experience life in different countries
volunteer n p115	a person who gives their time for free, often to charities
vulnerable adj p116	people who could be easily hurt physically, emotionally or mentally
wave n p124	an activity that is repeated after a pause

Workbook Unit 8

Word	Definition
amateur n p100	not professional
awe-inspiring adj p103	makes you feel respect
back up phrv p118	to support
carve v p105	to make something by cutting into stone
catch a glimpse i p105	to see something for a very short time
devastate v p101	to cause great destruction
economic migrant n p98	someone who travels to a different country to find work
emergency n p100	a dangerous or serious situation
facilities pln p100	the buildings, its equipment and services
have a high profile phr p98	to be well-known, and often well respected
ingrained adj p103	a belief or action that won't change
inhabit v p105	to live in
inherit v p101	to be given something of the person after they have died
mission n p98	aim
network n p98	a large system of similar parts connected together to allow communication
overlook v p105	to provide a view of something
passage n p105	a path
plain n p105	a large area of flat land
plant n p99	a factory and its machinery
resolution n p102	an official decision
sanitation n p102	the act of washing and keeping yourself clean
secular adj p98	not related to religion
sunken (pp of sink) p101	when something is below the surface of the water

Grammar review: reporting verbs

- 1 Make reported sentences from the direct speech below using the correct reporting verb from the box.

accuse promise offer suggest admit

- 1 Mike: 'I won't do it again.'
.....
- 2 Sara: 'Let's go to the zoo tomorrow.'
.....
- 3 Peter: 'I broke your table lamp.'
.....
- 4 Jamil: 'You ate my last biscuit!'
.....
- 5 Bill: 'I can come round to help with the decorating.'
.....

2 marks per item: / 10 marks

Quantifiers: small and large amounts

- 2 Choose the correct word to complete the sentences.

- 1 There's only *little* / *a little* money left in my account.
- 2 Too *few* / *little* people came to the poetry reading for us to pay the poet.
- 3 There was *lots of* / *a large number of* noise coming from the classroom.
- 4 There are *a large amount of* / *plenty of* different ways to solve that problem.
- 5 'Have we got any coffee left?' 'Just a *few* / *little*.'

2 marks per item: / 10 marks

Indirect questions

- 3 Put the words in order to make sentences.

- 1 what / doing / can / just / I / you / ask / are / you ?
- 2 mind / where / go / telling / you / to / would / me ?
- 3 play / know / do / to / how / tennis / you ?
- 4 the / be / to / you / when / leaves / able / me / would / tell bus ?
- 5 happen / bank / to / the / why / shut / do / is / know / you ?

2 marks per item: / 10 marks

Determiners

- 4 Complete the sentences with the words in the box. Use each word only once.

some of neither nor both of and
none of each of every either no

- 1 your brother your sister wanted to go to the party.
- 4 'Could you all be quiet, please! us want to listen to the TV!' 'But us were talking loudly!'
- 3 There are magazines I'm afraid, but you can have of these two old books.
- 2 my parents my brother came with me.
- 5 The school has a presentation day year. the students gets a prize.

2 mark per item: / 10 marks

Narrative tenses

- 5 Put the verbs in brackets into the correct tense (past simple, past continuous or past perfect).

Jack (1) (walk) down the street when he (2) (see) his cousin Stephen looking in a toy shop window. The two young men (3) (not seen) each other for almost a year, and Jack (4) (be) surprised to find him there. He (5) (stop) next to Stephen, but his cousin (6) (not turn) toward him. Jack wondered what he (7) (look) at so carefully. He (8) (examined) the things in the window, and (9) (see) a large toy boat exactly like the one he and Stephen (10) (play) with together as boys.

1 mark per item: / 10 marks

used to

6 Complete the sentences with the verbs in brackets and *used to*.

- 1 When I was younger, I often fishing. (go)
- 2 she stories when she was at school? (write)
- 3 My brother swimming until he was 10. (not like)
- 4 How they to school in the 19th century? (travel)
- 5 My parents holidays abroad when they were young. (not have)

2 marks per item: / 10 marks

Total marks: / 50

Finance

6 Use the words below to write a suitable sentences using the words below.

- 1 a lease:
- 2 a loan:
- 3 low interest:
- 4 turnover:
- 5 a charity:

2 marks per item: / 10 marks

Communicate!

7 Match the advice (a–e) with the statements (1–5).

- 1 2 3 4 5
- a I'd ask the technician, if I were you.
- b You ought to go on holiday somewhere quiet and relaxing.
- c You'd better tell him now and explain why.
- d Well, it'd be better to check it all carefully first.
- e You'd be better off going home now, and writing the rest in the morning.

- 1 I can't finish this project on time. The boss will be really angry.
- 2 I don't know what is wrong with my computer.
- 3 I'm so tired after working all day, but I need to complete this report.
- 4 This has been a really hard month. I feel exhausted.
- 5 I think I might finish this plan ahead of time and give it to John early.

2 marks per item: / 10 marks

Total marks: / 50

Adjectives

8 Circle the best adjective for each sentence.

- 1 He's done very well, and his business is very
a theoretical b profitable c practical
- 2 It's a organisation, set up to help poor farmers.
a established b independent c charitable
- 3 I don't like this new book. It's much too
a extensive b theoretical c established
- 4 Everything must be – people must be able to do things easily.
a practical b extensive c profitable
- 5 It is not connected to anything else. It's completely
a charitable b independent c extensive

2 marks per item: / 10 marks

Environmental action

9 Match the words (1–5) to their definitions (a–e).

- 1 global a people who take part in something
- 2 participants b particular types of plants and animals
- 3 emissions c the particular places where wildlife lives
- 4 habitats d related to the whole world
- 5 species e what industry puts out into the air

2 marks per item: / 10 marks

Discourse markers

10 Put one discourse marker (*well, anyway, actually, luckily, you know*) into each of the gaps.

(1)....., I was walking through this city last week ... (2) it was Birmingham, which you know quite well. It was pouring with rain, but (3) I had heard the weather forecast the night before and I had my raincoat on and my umbrella with me. (4), as I was walking along, there was a big pool of water, (5), by the side of the road, and a car went through it just as I was walking past. I got soaked!

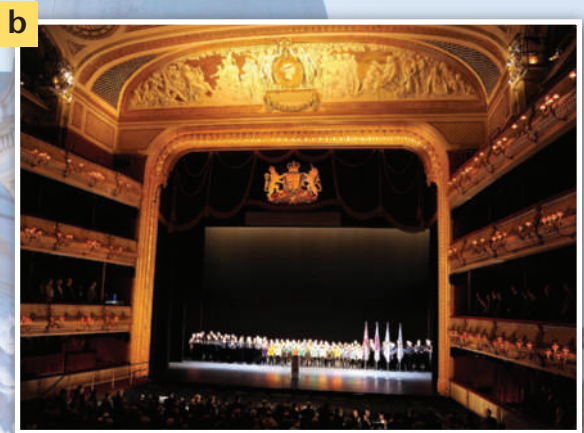
2 marks per item: / 10 marks

Total marks: / 50

The West End

1 How much do you know about London's West End and the shows you can see there? Read the text and write suitable captions under the photos (a–e).

No visit to London is complete without a visit to the West End. Experience the excitement and bright lights of Theatreland as you stroll down the busy streets of St Martin's Lane or Shaftesbury Avenue. Admire the imposing architecture of the theatres. Breathe in the lively atmosphere of the crowded shops, cafés and restaurants. Then, wander over to Covent Garden to watch street performers and classical musicians give polished performances in the square. In the evening, take in a West End show. Whether you choose to see a play, a musical, a comedy, a ballet, or even an opera, you are sure to have a wonderful time!



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The history of the West End

The West End has a history dating back to 1663, when the first theatre, the Theatre Royal, was built in Drury Lane. During the first half of the 18th century, two more famous theatres opened their doors: the Haymarket Theatre and the Royal Opera House (which was also originally called the Theatre Royal) in Covent Garden. The West End's other theatres and playhouses were not built until about a century later, when the strict laws about public performances were relaxed. The majority of theatres are located in and around Shaftesbury Avenue at the heart of Theatreland. The Royal Opera House, on the other hand, which is home to the Royal Opera and the Royal Ballet, is in nearby Covent Garden. Today, there are around 40 theatres in the West End of London.

Famous plays and musicals

Although there have been hundreds of successful West End plays over the years, it is the musicals which have dominated the theatre scene in more recent decades. Since the 1970s, musical theatre has climbed to greater and greater heights, with productions becoming more and more spectacular and ambitious. Musicals by Sir Andrew Lloyd Webber dominated the scene during the 70s and 80s, with shows like *Cats*, *Evita* and *Starlight Express*. Other, more recent, hits include Disney's® *The Lion King* and *Billy Elliot*. Despite the popularity of musicals, the longest running show is Agatha Christie's play, *The Mousetrap*.

2 Read the text and complete the table with information about the top three longest-running West End shows.

Name of show	Statistics
1 Les Misérables:	392
2 The Mousetrap:	opened in
3	total number of actors over the years :
4 of over 130 people
5	cast and crew per performance:
6	£..... profits
7	celebrated 25th anniversary in 2011
8	running for over 60 years
9 The Phantom of the Opera: performance in
10 Les Misérables: at 25th anniversary show:
11sales: 426
12	translated into languages

a is at the centre of London's theatre district.

c



.....

The Mousetrap

Agatha Christie's *The Mousetrap* is the longest-running show in the world. Christie's detective story is set in a large manor house in England, and is most famous for its surprising twist at the end: after the final curtain comes down, audiences are asked not to reveal the ending to anybody else. When it opened at the Ambassador's Theatre in 1952, nobody had any idea how successful it would become. Agatha Christie herself thought that, at the most, her play might run for about eight months. Five years later, it broke the record for the longest running show in British history. In 1974, it moved to St. Martin's Theatre, where it still runs today; the play celebrated its 25,000th performance in November 2012. Since its opening performance, a total of 403 actors have performed in the play and audiences have consumed over 426 tonnes of ice-cream!

d



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Les Misérables

Les Misérables is a musical based on the novel by French writer Victor Hugo. Hugo's classic tale takes place during the late 18th century and tells of the struggles and misfortunes of ordinary people during the French Revolution. This may seem an unlikely story for a West End show, but *Les Misérables* is the world's longest-running musical. Since its première in London in 1985, it has been seen by over 60 million people in 43 countries around the world.

Each performance requires a cast and crew of over 100 members, as well as a wardrobe of 392 costumes. The original French version of the show has been translated into 21 different languages and has received over 70 important theatre awards. *Les Misérables* celebrated its 25th anniversary in 2010 with a spectacular concert performance at the O2 Arena in London, in front of an audience of 32,000 people. The international cast included over 500 performers and the concert was broadcast live in cinemas around the world.

e



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The Phantom of the Opera

Sir Andrew Lloyd Webber's fifth hit musical, *The Phantom of the Opera*, is based on a French novel written by Gaston Leroux, published in 1911. The musical adaptation opened at Her Majesty's Theatre in October 1986, where it continues to run today. The appeal of *Phantom* is its captivating music, astounding scenery and amazing special effects. The show celebrated its 10,000th performance in October 2010 and its 25th anniversary in 2011. *Phantom* has been staged in 145 cities in 27 countries worldwide with audience figures totalling over 130 million people. This makes *Phantom* not only the most popular theatrical show in the world, but also the most financially profitable; it had made more than £3.5 billion by 2011. It has also won a number of prestigious awards, including the Olivier Award and the Tony Award for Best Musical.

Answers: 1 Students' own answers 2 1952 3 The Mousetrap, 403 4 The Phantom of the Opera, audiences, million 5 Les Misérables, over 100 6 The Phantom of the Opera, £3.5 billion 7 The Phantom of the Opera 8 The Mousetrap 9 10,000th, October 2010 10 audience, 32,000 11 The Mousetrap, ice cream, tonnes 12 Les Misérables, 21

Travel volunteering

1 Read the whole article about travel volunteering and complete the gaps with the words in the box.

fortunate	non-profit	orphanages
partner training	refugee	special needs

Have you ever thought of taking a year off from your studies and doing some volunteer work? This is many a young person's dream, and one which comes true for thousands of young adults from across Europe, Canada, North America and Australia who head off all over the world to work as gap-year volunteers. According to British gap-year specialist, *Year Out Group*, this shows that many young people are keen to do something positive with their gap year and help those less (I) than themselves.

2 Read the article again and look at the world map below. Complete the labels (a-d) with information from the text.

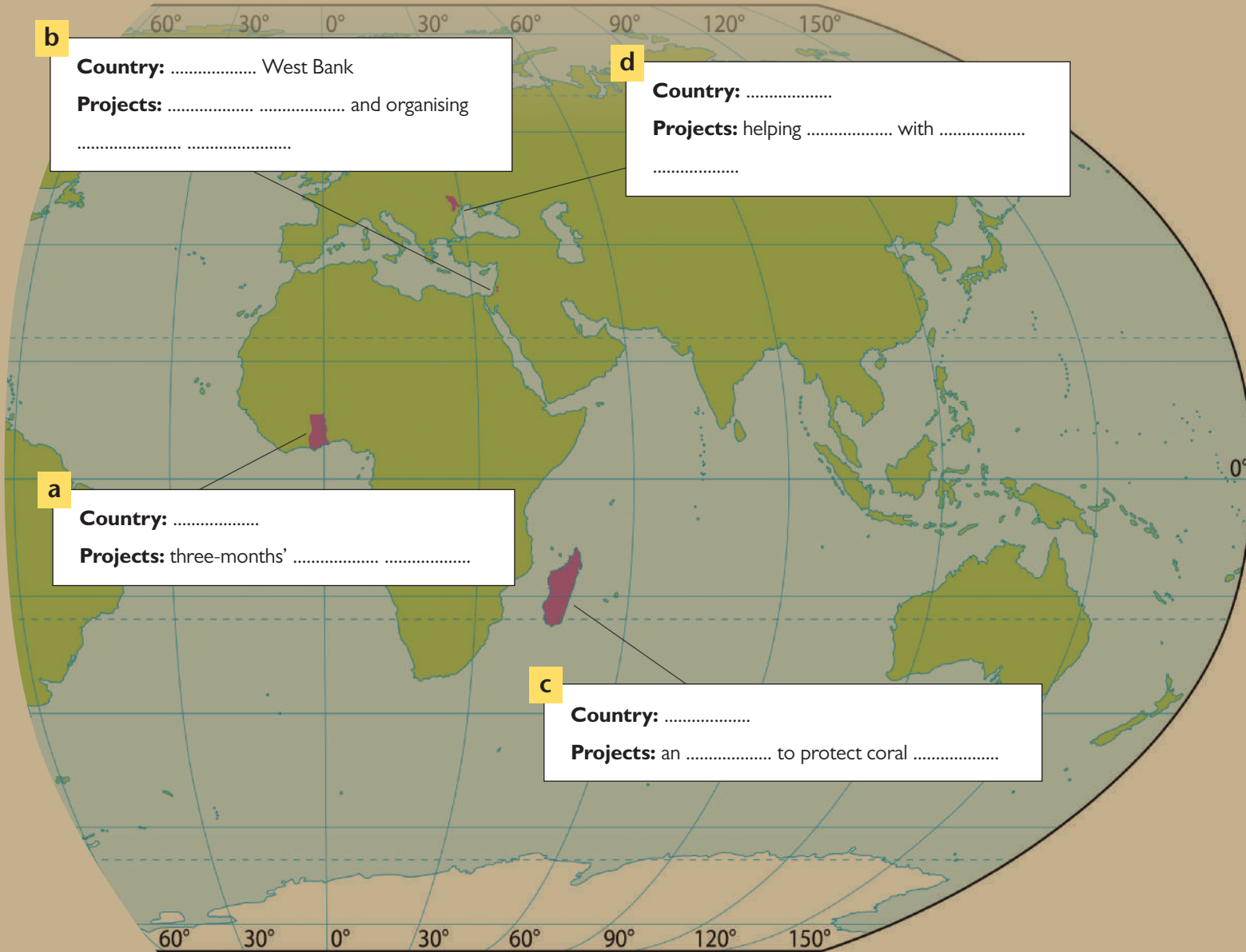


b
Country: West Bank
Projects: and organising

d
Country:
Projects: helping with

a
Country:
Projects: three-months'

c
Country:
Projects: an to protect coral



Opportunities worldwide

A good choice for budding teachers is *Changing Worlds*, which offers three-month teaching placements worldwide, including in Australia, Ghana, Honduras and Thailand. If you like looking after children, *Projects Abroad* offers placements helping (2) children in Moldova, or volunteering in Cambodian (3) and care homes in Nepal. If you'd like to get involved in conservation work, then *Greenforce* offers programmes in 13 countries, ranging from wildlife conservation with Maasai tribes, to a conservation project in the Amazon. Alternatively, *Blue Ventures* offers 3–30 week marine conservation placements that include coral reef protection expeditions in Madagascar.

Prices vary from around £900 for two weeks with *Projects Abroad* to around £1,800 for a six-week placement with *Blue Ventures* and *Changing Worlds*. Although volunteers may have to organise their own flights and visas, costs usually cover all food and accommodation, airport pick-up, travel and medical insurance, as well as induction or (4) sessions either before you go or when you arrive at your destination.



Voluntary work and cultural exchange in the Middle East

Anyone looking to volunteer in the Middle East will find opportunities with Volunteers for Peace (5) organisations in Azerbaijan, Jordan, Palestine and Turkey. One such organisation is the Lajee Center, which welcomes volunteers from all over the world to help with its work at the Aida Refugee Camp on the Palestinian West Bank. The volunteers' time is spent clearing land to create space for the (6) families, as well as organising activities for the children: singing, telling stories, playing games and doing sports. At the Aida camp, the volunteers live with Palestinian families. They learn basic, conversational Arabic and take part in cultural activities, including cookery classes. It's an ideal way to learn about Palestinian customs and culture. In the same way, volunteers from the Middle East are welcome to apply to partner organisations to work on projects in the US and Canada, and to experience the daily life and customs there.

Researching and planning your trip

Feeling inspired? If so, you will need plenty of time to get organised – and to fundraise for your trip. 'Planning is crucial in order to make the right choice,' says Richard Oliver, Chief Executive of Year Out Group, 'and we encourage all participants to spend time researching the placement that is best suited to them. This ensures that both those on the receiving end and the individual on the placement receive the maximum benefit.'

Answers:
 1 1 fortunate 2 special needs 3 orphanages
 4 partner training 5 non-profit 6 refugee
 2 a Ghana, teaching placement b Palestinian
 West Bank, clearing land, children's events
 c Madagascar, expedition, reefs, d Moldova,
 children, special needs

Cities of the future

Buses, bicycles and people

Imagine cities without traffic jams and cars circling block after block in search of parking spaces. In place of clogged streets, picture urban arteries flowing freely with a mix of public transport, bicycles and pedestrians. As more and more cities around the world take steps to limit cars and use alternative sources of energy, that vision may become a reality.

1 Read about the following success stories and complete the true or false quiz.

QUIZ

- 1 Bogotá will soon have a new bus service.
- 2 Traffic in Bogotá is not as heavy as it was 20 years ago.
- 3 Bicycles are the only form of transport allowed into Bogotá city centre on Sundays.
- 4 In many cities, parking spaces are getting more difficult to find.
- 5 By 2020, bike-share schemes in Paris and Barcelona will have been operational for over a decade.
- 6 New York will soon be adding new bikes and docking systems to its existing fleet.
- 7 In many cities, you can hire a bike with a GPS system and a calorie counter.
- 8 Kinetic energy is already being used to create enough electricity to power whole shopping centres and train stations in Europe.
- 9 In the near future, Piezoelectric tiles could become commonplace.
- 10 Within the next few years, traditional power plants will have disappeared from most major cities.

True False

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>

Car-free city centres

Not so long ago, the Colombian capital, Bogotá, was choked with traffic but, in 1998, the city's mayor, Enrique Peñalosa, declared a 'war on cars'. He instigated traffic restrictions to cut rush-hour traffic by 40 per cent and persuaded the city council to increase petrol tax, which was used to fund a new public transport system that now serves 500,000 commuters daily. Peñalosa also spearheaded the building of cycle paths now used by an estimated 350,000 cycling commuters each day.

On Sundays and holidays, cars are banned from the city's main roads and cyclists are considered 'royalty'. So are skateboarders, joggers and people just out for a stroll. About two million people pour into Bogotá's car-free streets every Sunday. Similar changes have been taking place all around the world. In cities from Montreal and Zurich, to New York and Hangzhou in China, a growing number of city planners have



limited the supply of parking spaces in order to steer citizens away from driving, thus allowing residents to enjoy their cities, free of car fumes and noise pollution.

Bike-share schemes



a bicycle with a few taps on a smart phone, unlock the bike with a swipe of a smart card and even track calories burned while pedalling.

The first successful large-scale schemes started in Paris and Barcelona in 2007. But in the past few years, bike-share programmes have gained ground beyond Europe – in Mexico, Brazil, Canada, South Korea, China, Australia and the United States. Within the next few years, bike-share schemes will probably be commonplace in most major cities in the world.

Around the world this spring, cycle-hire operators will be rolling out bicycles that they had stored away for the cold and rainy months of winter. Hundreds of new bikes and docking stations will join existing fleets, while more cities, such as Doha and New York will be joining the bike-sharing wave for the first time.

The idea is simple: charge a nominal fee to give people all the benefits of cycling without the hassle of bike ownership. It’s an old idea, but the concept of a bicycle fleet for shared use has undergone a very modern makeover in recent years. Today’s bikes are often equipped with GPS devices for tracking. Docking stations are computerised and solar-powered. Users can often reserve

People-generated power



We are all familiar with solar power, wind power and hydroelectric power, but what about people-generated power? It seems that this could be the answer to our need for a new, cleaner, greener, renewable energy source. Otherwise known as kinetic energy, it will be capable of generating enough power to provide lighting and heating for whole buildings, from homes and office blocks to shopping malls and train stations. If this sounds like science fiction, think again. Kinetic energy is already being harnessed and converted into electricity on a small scale in countries around the world.

In East London, a major new shopping mall has installed 20 bright green rubber tiles on one of its outdoor walkways, collecting the kinetic energy created by the estimated 40 million pedestrians expected to use that walkway per year. Their footsteps will generate several hundred kilowatt-hours of electricity – enough to power half the shopping mall’s outdoor lighting. A train station in the Netherlands is using a revolving door to produce energy for one of its cafés and, in Tokyo, the East Japan Railway Company has recently embedded piezoelectric crystals into the station’s floor to generate electricity to power the display systems and ticket gates. The 45cm-by-60cm tiles are produced by Pavegen, UK, and are made of piezoelectric crystals which harness the kinetic energy from footfalls and convert it into electricity. The energy is either directly fed to the application or stored in a battery for later use.

Interest in the technology is growing. Large train stations and shopping malls from Athens to Melbourne are planning to install piezoelectric crystal tiles within the next year. Ultimately, the company wants to see Pavegen tiles permanently embedded in urban areas worldwide, turning cities into power plants.

- Answers:**
 1 False 2 True 3 True 4 True 5 False
 6 False 7 True 8 False 9 True 10 False

Unusual degrees

- 1 Read about four unusual degree courses available today and write a suitable caption for each photo on the spread.
- 2 Read the text again and look at the statements (1–8). Decide which degree(s) each refers to.

comic art puppetry surfing racetrack management

If you enrolled on this degree:

- 1 you would have to study design subjects.
- 2 science subjects would make up a large part of your studies.
- 3 an artistic flair would be essential.
- 4 writing and storytelling would be on the syllabus.
- 5 you would learn about environmental issues.
- 6 being shy and retiring would be a disadvantage.
- 7 there would be a lot of technical information to learn.
- 8 you could follow one of two study paths.

If you are thinking of studying at university, you might be considering a degree in law, engineering, medicine or information technology. However, these are often the most popular courses, and competition for jobs is fierce. Fortunately, some universities in Europe, the USA and Australia now offer courses in less typical fields of study. In today's competitive jobs market, school leavers would do well to consider some of the stranger degrees available. Not only are they motivating and extraordinary, they can also lead to highly-paid, fulfilling careers.



Racetrack management

If you love horses, then what could be better than a degree related to horse racing? The University of Arizona (USA) offers a unique BSc (Bachelor of Science) course in Agriculture with Racetrack Management, which has a dual pathway. Students who want to work closely with horses can opt for the animal management path, where they learn about animal care and training, sales and breeding. Students who are more interested in the business side of the industry can choose the business management path. The university organises internships for its final-year students, giving them an invaluable opportunity to gain experience working in a range of racing-related organisations, both in the USA and abroad. Graduates of both types of degree are highly successful at finding immediate employment within the racing industry. More than 80 per cent of graduates are working in a variety of jobs such as marketing officer, editor, racing judge, trainer or stable manager. Many hold senior positions such as chief financial officer, director of marketing, executive director, and even chief executive officer (CEO).



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Puppetry

Have you ever stopped to consider what is actually involved in putting on a puppet show? Learning the art of puppetry is exactly what students on a variety of courses and workshops are doing these days. The Central School of Speech and Drama at the University of London offers puppetry as part of its BA in Theatre Practice and, in the USA, both the University of Connecticut and West Virginia University offer undergraduate programmes in puppetry arts. Students take classes in voice and movement, creative expression, performance, playwriting and directing, costume design and make-up, as well as more technical subjects such as stage management, lighting and sound. They also learn about marionette construction, stage design and children's theatre. There are lots of exciting and creative jobs available for graduates with international theatres and TV companies. Successful graduates can move into writing, teaching, performing, theatre design and construction, management or directing.

Surfing

A degree in surfing does not sound particularly serious, does it? But think again. Surfing today is not just about lazing on the beach and riding the waves; it's a huge global business with plenty of career opportunities. If you fancy a prestigious job working for a surfing-equipment company, an important surfing association or a surfing school, then check out the degrees on offer at Southern Cross University in Melbourne (Australia) or at Plymouth University in the UK. Their Bachelor of Science degree programmes cover everything you need to know to compete in this new and highly competitive business. The extensive syllabus includes human biology, chemistry, mathematics (to enable you to calculate the force of a wave), oceanography, meteorology and environmental science, as well as all aspects of the business side: marketing, accounting, sales, trade, event management, surf culture and surfing skills. Surfing graduates have gone on to work in the surfing industry as managers, marketing directors, or public relations officers. Others have pursued careers in teaching and science.



.....

Comic art

If you have a talent for drawing and storytelling, then a degree in comic art could be right up your street. At the Minneapolis College of Art and Design (USA), students on their four-year degree programme follow a syllabus that covers all aspects of comic book art. Courses include technical subjects such as printing, production, promotion and marketing as well as creative subjects like storyboarding, developing narrative, creating characters and figure drawing. Students will graduate with a professional portfolio of their work and a website; they will also have developed the presentation and communication skills necessary to market themselves successfully. A Bachelor of Arts degree in Comic Art can lead to a career as a cartoonist, comic editor, illustrator or writer.

1 Students' own answers 2 surfing 3 comic art, puppetry 4 puppetry 5 surfing 6 puppetry 7 race-track management, comic art, puppetry 8 race-track management

Answers:

Food festivals around the world

a



b



c



d



1 Read the article and match the captions (1–4) with the photos (a–d).

1 After *Ramadan* is a time of feasts and gatherings with family and friends. Egyptian *Kaahk* are very popular.

2 Moon cakes usually have an egg in them to represent the moon.

3 India's colourful *Diwali* festival is held between October and November. During the celebrations, people buy sweet biscuits to share.

4 Communal meals are often enjoyed at food festivals.

Festivals mean food. Whether it is a local village fair or a national event, you can always find tasty locally-produced fare, from cakes and biscuits to hot dishes. Read the article to find out more about the role of food at festivals worldwide.

Many traditional local festivals involve cooking special dishes to be shared by the whole village. Take Spain, for instance, where cooking and sharing food is an important part of any celebration. In many villages, huge *paellas* (rice dishes cooked with meat and fish) are cooked in outsized pans and served to hundreds of people, who all sit down to eat together.

Diwali, the Indian festival of light, is celebrated by people lighting oil lamps and sharing sweet snacks called *besan burfi*. These soft biscuits are made with chickpea flour, ghee, sugar and cardamom and topped with pistachios or other nuts.

Eid Al-Fitr is the feast after the holy month of Ramadan. In Egypt, sugar-topped nutty biscuits, known as *khaak*, are served at family gatherings to mark the holiday. In Saudi Arabia, people decorate their homes, and Saudi men often leave food outside the doors of poorer families so that they too can take part in the feast. In Afghanistan, children walk to the homes of family and friends

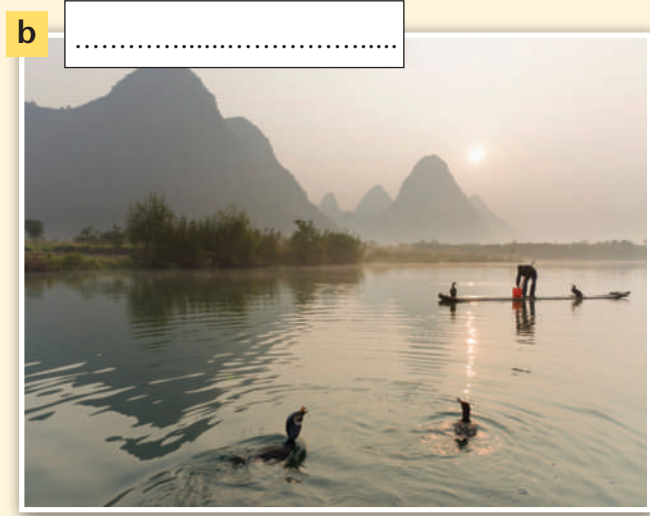
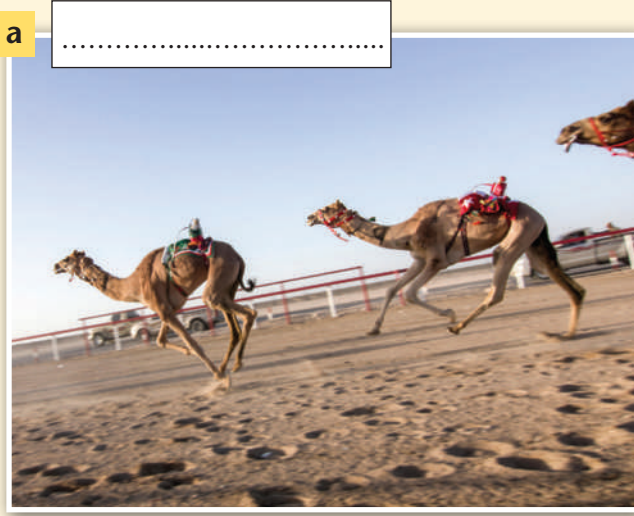
to wish them a Happy Eid, where they are given special biscuits called *Pala*, as well as money and sometimes toys. Children in Turkey visit their neighbours' homes and are rewarded with a few coins, chocolates and sweet treats such as *baklava* and *Turkish delight*.

Family gatherings and the sharing of cakes also play a significant part in the Chinese Moon Festival, which takes place on the 15th day of the eighth month of the lunar year (around September), when the moon is at its brightest. The celebration was originally a harvest festival when people gave thanks for their crops and prayed for a long life, children or good future prospects. Today, Chinese families and friends still gather together to light lanterns and to share a traditional delicacy known as moon cakes. Traditional moon cakes are round, thin pastry cases, filled with a rich, sugary, red bean paste and symbolise family unity. The tops are decorated with the Chinese characters for harmony or longevity. In more recent years, the fillings have become more varied and may include chocolate, nuts, ice-cream, coffee or a range of fruits, from pineapple and mango to lychees.

Answers:
a 2 b 1 c 3 d 4

Working animals

1 Read the texts quickly and match the photos (a–e) with the texts (1–5).



2 Match the following headings (a–e) to the sections (1–5).

- a A keen eye, a sharp nose and a close partnership
- b Helping with the catch
- c A serious business
- d Beasts of burden
- e They're a lot faster than you might think

1

Over the centuries, horses, elephants, oxen and camels have been used primarily for transporting both people and goods. In fact, up until the beginning of the 20th century and the invention of the steam engine and the automobile, horses were the only means of transport for most people in northern Europe and North America. In Latin America, Asia, the Middle East and parts of southern Europe, people travelled by donkey, mule, camel and llama (in the Andes). These animals are still the transport of choice in more remote areas, their hardiness and sure-footedness allowing them to negotiate sand dunes, steep hills and rocky mountains with ease. On the other hand, it is the sheer strength and might of larger beasts like oxen or water buffalo which make them ideal for pulling carts, wagons and farming equipment.

In the Arctic, where native people needed to travel long distances, huskies and other breeds of dog known for their stamina were employed to pull sleds across the snow and ice. Such is the power and speed of these breeds that that they can pull an 85-pound (38 kg) weight across 90 miles within 24 hours. Hardly surprising, then, that sled dogs were used for hauling freight and delivering mail across Alaska and Canada during the gold rushes of the early 20th century. Today, sled dog teams are mainly used in tourism and sled-dog racing.

2

The camel has been used as a domestic animal in the Gulf Region for thousands of years: as a means of transportation, as a source of milk and meat, and also as an important participant in celebrations and festivals. But camels are also able to run surprisingly fast – and are used to competing in professional camel races.

The Omani one-humped dromedary camel can run at speeds of up to 64kmph for a short time in racing conditions. Bedouin riders are known for their camel riding skills, but there are also robot jockeys, which are controlled remotely by their owners. (Child jockeys were banned in 2002 and Oman introduced a minimum age of 18 years for riders.) There are special farms for breeding race camels – and the best ones will cost you as much as a top of the range sports car!

You can watch camel racing on public holidays, and also during National Day celebrations. Camels are put into different races according to their age – to ensure that older animals don't have to compete with younger, more athletic counterparts. The annual National Camel Races Festival takes place over two days. The UN and the Omani government allow Bedouin children to take part, since camel racing is part of their cultural heritage.



3
 Fishermen, too, have been relying on animals to help them with netting their daily quota of fish. In China and Japan, cormorants are trained to bring fish back to the fisherman's boat and, in the rivers and coastal waters of Southeast Asia, Irrawaddy dolphins have been known to help fishermen by herding fish. The fishermen tap on the sides of their boats to signal to the dolphins to push out a huge stream of water in the direction of their nets. Any fish caught in the stream end up as part of the catch, which the fishermen share with the dolphins.

4
 Rescue work can be a question of life or death, but for the animals trained to do the job it all seems like one big game of 'fetch'. Most rescue work is carried out by dogs, which are called in to search for survivors of avalanches, earthquakes and landslides. Using their fine sense of smell, they can locate people trapped under rubble or buried under snow or earth. Dolphins are more recent recruits to the world of search and rescue. So acute is their sense of echo-location that they are being trained in the USA to rescue lost swimmers or search for underwater mines.

5
 The closest working relationship between man and beast is unarguably that which exists between guide animals and the people they are assisting. There are three main fields of work for assistance animals: guide animal, hearing animal or service animal. Dogs are excellent candidates for all three types of job. Their intelligence and eagerness to please means that they are easily trained to act as the ears and/or eyes of someone who is blind or hearing-impaired. They also quickly learn to do tasks such as opening doors and fetching items. Capuchin monkeys are ideal helpers for people who are severely mobility-impaired, because they can perform manual tasks such as turning the pages of a book, switching things on and off, opening bottles – even microwaving food and doing the washing up! Helper monkeys are given extensive training, which lasts about seven years, before they are assigned a permanent position.

Answers:
 1 a 2 b 3 c 5 d 1 e 4
 2 a 2 b 3 c 4 d 1 e 5

Young eco-entrepreneurs

1 Read about two award-winning eco-entrepreneurs and complete the captions to the photos.

Five young men and women who embody the spirit of enterprise were recently named the 2012 Young Laureates of the Rolex Awards for Enterprise. Not only do the winners receive a cheque for 50,000 Swiss francs (U.S.\$54,000) and a Rolex chronometer, but they are recognised by an international jury of distinguished scientists, explorers, conservationists, doctors, educators and entrepreneurs as young people who exemplify hope for the future of humanity.

Most of the winning projects focus on involving young people, as volunteers, employees or co-workers. Read on to find out what two of these incredibly inspiring young entrepreneurs are doing to make the world a better place.



Selene Biffi

Profile: At the age of 22, and with a budget of just 150 Euros, she launched an internet-based NGO, Youth Action for Change, which provides young people in 130 countries with access to education. In 2009, she was selected as a Young Global Leader by the World Economic Forum. Biffi has a number of academic qualifications to her name, including a BSc in International Economics and Management, a Master's degree in humanitarian action and a diploma in Social Entrepreneurship. In 2010, Biffi used her personal savings to set up another NGO, *Plain ink*, which uses books, comics and storytelling to support communities around the world.

Winning project: Selene Biffi seeks to establish a school for storytellers in Afghanistan that will preserve traditional Afghan folktales and oral heritage. Her idea grew out of her experience in Kabul, where she created a textbook for children and young adults as part of a UN aid programme. However, only three in ten people can read and write. To solve the problem, Biffi began producing comics and came to realise that the ancient art of storytelling was the most effective way to impart information.

The practice of storytelling, however, has been waning for many years. Biffi's school will allow ageing master storytellers to teach their craft to young, unemployed Afghans. The first 20 students will study subjects such as community development, English, creative writing, public speaking and, of course, storytelling. Upon successful completion of their courses, they will be linked up to local NGOs and institutions for internships. In this way, the NGOs will be able to provide Afghan communities across the country with information on critical issues such as health, food security or natural-disaster preparedness. Ultimately, Biffi plans to establish similar schools in other Afghan cities to train around 100 young storytellers. The Rolex Award will enable Biffi to cover operating costs for the first year and to set up a website to encourage Afghans all over the world to share traditional stories online.

Even in a televisual age, Afghanistan's (1) culture is a very (2) way to share (3) The new academy in Kabul will teach young, (4) people to develop skills in traditional storytelling, (5) writing and public (6)



Arun Krishnamurthy

Profile: Krishnamurthy is passionate about environmental education. He completed a post-graduate diploma at the Indian Institute of Mass Communication. In 2011, he founded his NGO, Environmentalist Foundation of India. He has produced and directed two environmental documentaries, which have been screened nationally and internationally, and he was recently chosen as a Youth Action Net Fellow by the International Youth Foundation. Krishnamurthy has built up an impressive portfolio of work in the environmental sector after quitting a promising career at Google to focus on his passion for developing community participation projects in conservation and environmental education.

Winning project: Through his NGO, the Environmentalist Foundation of India (EFI), Krishnamurthy proposes to tackle the problem of the disappearing biodiversity in Lake Kilkattalai, in Chennai. He aims to restore the lake by setting up a sustainable, community-based restoration project.

The city of Chennai was once known for its lakes and gardens, but uncontrolled urbanisation has degraded many of them. Depletion of the lakes has also affected the city’s ability to replenish scarce water supplies via the annual monsoon and urban habitats for the region’s wetland wildlife are literally drying up. The use of urban lakes for dumping rubbish and effluent has also made them a health hazard.

The Rolex Award will fund a programme to breathe new life into Lake Kilkattalai, a 1.5 km² stretch of polluted water in a newly built-up area of Chennai that is home to 500,000 people. Four stages are planned: mapping of the natural habitat and pollutants; mass rubbish clearance; de-silting the lake and strengthening the periphery with fencing; and the reintroduction of native wildlife. It is hoped that local people will join the students in cleaning up the lake, planting trees and monitoring water quality, at the same time developing a strong sense of community ownership.

Krishnamurthy hopes that Lake Kilkattalai will become an oasis in Chennai, with its reintroduced native aquatic species and trees. The project will serve as a prototype for a range of further projects to restore urban wetland in Chennai and beyond.

Young (1) help remove (2) from around the Lake. The final stages will include protective fencing and the reintroduction of (3) This project will serve as a (4) for further projects to (5) urban wetland in Chennai and beyond.

Answers:
Selene Bitt: 1 storytelling 2 effective
 3 information 4 unemployed 5 creative
 6 speaking
Arun Krishnamurthy: 1 volunteers 2 rubbish
 3 native wildlife 4 prototype 5 restore

National Geographic Young Explorers

Have you ever wondered how budding explorers get started? Where do they go for assistance and funding for their projects and explorations? For more than 100 years, *National Geographic* has been helping young explorers launch their careers through *Young Explorers' Grants*. Whether it be a career as an archaeologist, conservationist, geologist or marine scientist, to name a few, the grant helps cover field project costs for hard-working and passionate individuals with great ideas.

Read the profile of NG Young Explorer grantee Andrés Ruzo and match each question (a–g) to an answer (1–7) in the text.

- a How did you get started in your field of work?
- b What inspires you to dedicate your life to this field of work?
- c If you could have people do one thing to create a greener world, what would it be?
- d What's a normal day like for you?
- e What has been your most challenging experience in the field?
- f What did you want to be when you were growing up?
- g What are your other passions and interests?

National Geographic Young Explorer

Name: Andrés Ruzo

Job: Geoscientist

Current city: Peru

Recent project(s): Creating the first-ever geothermal map of Peru.



Identity Card

Ruzo recording the heat measurements taken from abandoned mining holes. This is an important part of his fieldwork.

1

For me, it was never what I wanted to be, but rather what I wanted to do with my life. I've wanted to be just about everything from a zoologist to an actor to a diplomat. However, what I want to do with my life has never changed: I want to be a force of positive change in the world.

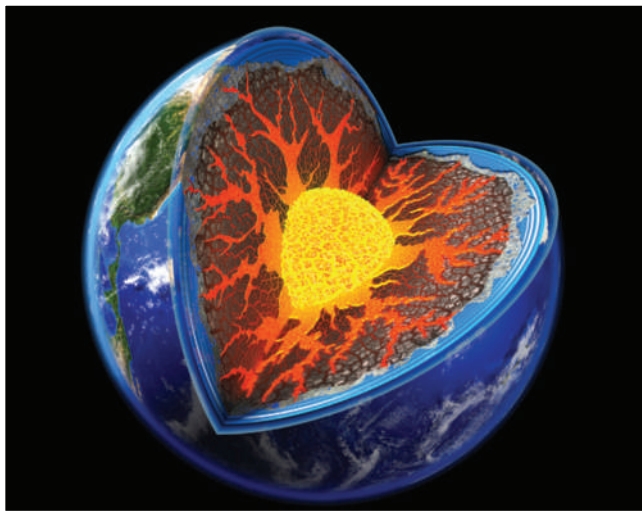
3

There are too many to list but, to name a few, I enjoy exploring, travelling, history, zoology, art, painting, writing and cooking.

2

As a boy, I would spend my summers on the family farm in Nicaragua, which rests on top of a volcano called the Casita volcano. I was able to see first-hand the power of the Earth's heat. Later, at university, these childhood memories inspired me to take a volcanology class. The first time I opened my class textbook, there on the page was a photo of the Casita volcano! This created a personal connection with the subject that awakened my passion for geology.

The Casita volcano, Nicaragua.



Heat from the Earth could be an important source of energy in the future.

4

Energy can turn deserts into fertile cropland, alleviate the struggle for resources, and permit seven billion people to live longer, healthier, more comfortable lives. At the same time, a nation's economic and environmental prosperity, as well as its international status, are tied to how that nation uses and creates energy. By solving our energy issues, we also take care of other major world problems. The way I see it, by dedicating myself to energy, I am also fighting for the environment, national security, international relations, overpopulation and economic problems, to name a few. I believe geothermal energy is the energy world's sleeping green giant. I see geothermal energy as one solution that solves multiple problems, so it is easy to want to dedicate my life to it.

5

One of the most exciting and challenging aspects of work is that there is no 'normal day'. One day I could be working in the lab, analysing and organising data on a computer. The next day I could be rushing from one class to another, and working on my thesis. Lately, my days have been spent out in the desert or high up in the Andes searching for old mining holes, as well as in the Amazon rainforest studying the geology of the area.

6

The most challenging? During fieldwork for the geothermal map of Peru, my wife and I had to clean off crude oil from a 1,300-foot cable which we had put down an abandoned oil well. Dealing with thick, crude oil is unpleasant enough. However, dealing with it in the open desert, under the burning sun and in sand-laden heavy winds was a totally different story. It was like being in a cross between an oven and a sandblaster.

7

To stop antagonising each other and work together. I am convinced that the future of green energy lies in the hands of oil and gas companies. The development of geothermal energy uses the same tools, technology, skills and personnel as oil and gas companies use. In addition, the technology that uses abandoned oil and gas wells to produce geothermal energy already exists. So, it makes sense for both environmentalists and oil and gas companies to work together – in the end, everyone benefits from a united front.

Answers:
1 f 2 a 3 g 4 b 5 d 6 e 7 c

Summary

Ming is an artist from China who now lives and works in New York City. He teaches children in the public school system how to draw and paint. The film looks at how Ming uses both skills and cultural backgrounds to broaden the children's horizons.



Exercises

Before you watch

1 Look at the statistics about New York City and the USA. What do they tell you about the population of New York City?

	New York City	USA
Population (estimate)	8,214,426	307,006,550
Persons per square mile	410.4	87.3
White persons	44.7%	79.6%
Black persons	26.6%	12.9%
Asian persons	9.8%	4.6%
Persons of Hispanic or Latino origin	27.0%	15.8%
Foreign-born persons	47.6%	11.1%

2 What do you know about the Harlem area of New York City?

3 Check you know the meanings of these words and phrases.

benefit broaden their horizons calligraphy
 cosmopolitan cultural ambassador easel
 ethnicity learn first hand make a living
 melting pot merge



While you watch

PART ONE: Chinese art

4 Watch Part One of the video (to 2:16) and complete the notes about Mingliang Lu.

- Born in China in the city of
- Learned about Chinese painting from

- Moved to the USA in
- First job in New York was painting pictures of on the streets.
- Now works for the New York Chinese Center.
- Teaches art to in Harlem.



Watch again and check your answers.

PART TWO: Teaching at the public school

5 Watch Part Two of the video (2:17–end). Decide which statements are true and which are false.

- | | T | F |
|---|--------------------------|--------------------------|
| 1 School head teacher Cynthia Mullen Simons thinks that children learn best about art using books, paper and pencils. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Ming thinks the question of ethnicity is central to teaching art to children. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Students get to know about different cultures by interacting with people from different backgrounds. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Cynthia Mullen Simons says it is important that children learn that cultural differences are interesting. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Ming believes his work is important for children who want to become artists. | <input type="checkbox"/> | <input type="checkbox"/> |



Watch again and check your answers.

After you watch

6 Do you think using art and artists in this way can really make a difference to the way children view people from different cultures? Why?/ Why not?

Summary

A National Geographic team set out on the difficult task of filming one of the most beautiful creatures on earth – the cheetah. Cheetahs are presently endangered and the team's goal is to show how important these animals are through photographs and film.



Exercises

Before you watch

- How many species of *big cat* can you list?
- What do you know about cheetahs?
- Check you know the meanings of these words and phrases.

extinct wildlife reserve buffalo range habitat
to pursue prey a kill sequence trust predator
hyena ambush cubs to choke



While you watch

PART ONE: The fastest animal on land

- Watch Part One of the video (to 2.46) and complete the sentences.
 - A cheetah can go from zero to 80kph in
 - The cheetah's maximum speed is
 - Cheetahs are in serious danger of becoming
 - Chris Johns has been a for 25 years.
 - We see zebras, buffaloes, elephants and a
 - Cheetahs need a large in order to hunt their food.



Watch again and check your answers.

PART TWO: Gaining trust

- Watch Part Two of the video (2.47–5.21) and answer the questions.
 - How many cubs has the female cheetah got?
 - What does Johns especially want to film?

- For how long can a cheetah keep up its top speed?
- When Johns and Hamman find the cheetah again, what do they have to get back from her in order to take films?



Watch again and check your answers.

PART THREE: The brave hunter

- Watch Part Three of the video (5.22–end) and choose the correct answers.
 - They film the cheetah killing a
 - gazelle
 - reed buck
 - When she has caught her prey, she it to kill it.
 - chokes
 - hits
 - After the animal is dead, the cheetah rests to recover from her
 - sprint
 - sleep
 - It is a dangerous time because the cheetah can be by other predators.
 - eaten
 - ambushed
 - A little later the female cheetah her five cubs to come and eat.
 - calls
 - fetches
- What does the female cheetah do at the end that surprises Chris and makes him very happy?



Watch again and check your answers.

After you watch

- Would you like to be a photographer? What would you photograph? Discuss your ideas with a partner.

Summary

This film looks at the ways in which people in China, and all over the world, are keeping the Giant Panda from becoming extinct. The film looks at the work at the Chung Do centre in China, specifically their breeding programme and conservation education programme.



Exercises

Before you watch

1 What do you know about pandas?

- What do they look like?
- Where do they live in the wild?
- What do they eat?
- Why do they need saving?

2 Check you know the meanings of these words.

to breed cub endangered to rear pregnant
 habitat environment conservation twins
 deforestation to survive



While you watch

PART ONE: Panda avenue

3 Watch Part One of the video (to 2.50) and complete the notes.

- 1 The film begins at the Chung Do Base.
- 2 They have more than pandas there.
- 3 Hong Zuo has been a for 20 years.
- 4 One of the four cubs
- 5 Zhihe Zhang is a
- 6 Zhang says that the has got worse.
- 7 You see Zhang feeding the pandas from a bowl.
- 8 Pandas have lived on earth for years.



Watch again and check your answers.

PART TWO: The reproduction process

4 Watch Part Two of the video (2.51–4.50) and complete the notes.

- 1 They started years ago with only pandas.
- 2 Now they have bred more than panda cubs.
- 3 Female pandas can only get pregnant on each year.
- 4 Pandas often give birth to
- 5 The mothers often look after one cub, and the other
- 6 The keepers rear one of the cubs



Watch again and check your answers.

PART THREE: Conservation programmes

5 Watch Part Three of the video (4.51–end) and complete the notes.

- 1 As well as reproductive problems, the pandas' habitat
- 2 forests are essential to pandas' survival.
- 3 Forests are being cut down to
- 4 The Chung Do centre and people from a zoo in, in the USA, developed a conservation education programme.
- 5 As well as education, people are again.
- 6 There has been an increase in forest coverage from two per cent to in one region.



Watch again and check your answers.

After you watch

- 6 Based on what you have seen, do you think the giant panda will be able to survive? Do you think they can be reintroduced into the wild as Zhihe Zhang hopes? Why/Why not?

Summary

Polar bears are one of the largest and most dangerous hunters in the cold regions of the North. Their bodies are built for winter and they do best in the coldest areas. Unfortunately, polar bears are becoming threatened due to changes in the world's climate. This film looks at how global warming affects polar bears and what must be done to save them.



Exercises

Before you watch

1 Are these facts about polar bears true (T) or false (F)?

- | | T | F |
|---|--------------------------|--------------------------|
| 1 Polar bears live at the north and south poles. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Polar bears are white. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Polar bears only eat fish. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Polar bears are small bears. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Polar bears spend a lot of time on ice or in the sea. | <input type="checkbox"/> | <input type="checkbox"/> |

What other things do you know about polar bears?

2 Check that you know the meanings of these words.

blubber fur marine mammal ice-packs predator
food chain global warming seals to hunt



While you watch

PART ONE: Built for winter

3 Watch Part One of the video (to 2.13) and answer these questions.

- Where does this film take place? (give region, country and specific place)
- What two things do polar bears have to survive in the cold?
- Where do polar bears live and hunt?
- What happens when the ice in the bay melts?
- Who is Cam Elliot?

4 Watch again and complete the sentences.

- Polar bears are at the top of the
- Nikita Ovsyanikow is a who studies the bears.
- The polar bears use their to keep them alive on the land.
- The polar bears go without eating.



Watch again and check your answers.

PART TWO: Global warming

5 Watch Part Two of the video (2.14–end) and circle the correct answer.

- Scientists think that is affecting the patterns of ice freezing and melting.
 - the polar bear
 - global warming
- The length of time the ice is on the sea affects the time for the polar bears.
 - sleeping
 - hunting
- John Bykerk reported that the ice didn't form until, two or three weeks later than usual.
 - November 19th
 - December 12th
- Bykerk also reported that the ice thawed early in the, so the bears lost more hunting time.
 - spring
 - winter



Watch again and check your answers.

After you watch

6 What other consequences of global warming do you know about? How are they affecting the environment? How can we prevent global warming? Discuss your ideas with a partner.

Summary

Most crocodiles live above ground, but an unusual group of crocodiles in Africa lives underground, in caves. A team of scientists go to Madagascar to learn more about these crocodiles and try to catch this elusive creature.



Exercises

Before you watch

1 Can you answer any of these questions about crocodiles?

- Where in the world do they live?
- What do they eat?
- How big are they?
- What class of animals are they?
- Can you describe a crocodile?

2 Check you know the meanings of these words.

reptiles amphibious dinosaur herpetologist
poachers tissue sample distress call footprints



While you watch

PART ONE: Exploring the caves

3 Watch Part One of the video (to 2.25) and answer the questions.

- 1** What facts do you hear about crocodiles?
 - a** What kind of animals are they?
 - b** They are like which extinct animals?
 - c** They can live on land and in water, so what are they?
- 2** What island do they go to?
- 3** Where are the caves they visit?
- 4** What is Dr Brady Barr's job?
- 5** How long are the caves?



Watch again and check your answers.

PART TWO: Behind their footsteps

4 Watch Part Two of the video (2.26–6.02) and answer the questions.

- 1** The team find something in the sand.
 - a** What do they find?
 - b** How big is it?
- 2** How many toes do crocodiles have:
 - a** on their front feet?
 - b** on their back feet?

5 Watch again and complete the sentences.

- 1** The little crocodile is the first one ever caught in a
- 2** The little crocodile makes a cry when they catch it.
- 3** Garcia cuts a small piece of for geneticists to study.
- 4** Crocodiles have small all over their bodies to feel movement with.



Watch again and check your answers.

PART THREE: Catching the mother

6 Watch Part Three of the video (6.03–end) and answer the questions.

- 1** As they move on, how deep is the water?
- 2** When Dr Barr catches the second crocodile, what does he shout to his team?
- 3** What does the team use to shut the crocodile's dangerous mouth?



Watch again and check your answers.

After you watch

- 7** Would you like to do what Dr Barr did in this film? Why/Why not? Do you think this kind of research is useful? Why/Why not? Discuss your ideas with a partner.

Summary

Zambia, Africa, is nowhere near an ocean, but it is heavily influenced by water. Three great rivers flow through Zambia which impact the lives of the people and animals near them. This video looks at how the rivers affect life around them and how humans can protect these valuable rivers.



Exercises

Before you watch

- 1 What are the names of some of the great rivers of the world? Where are they, and what do you know about them?
- 2 What do you know about Zambia?
 - Where is it exactly?
 - What is it famous for?
 - What is the capital?
 - Who is the president?
 - Anything else?
- 3 Check you know the meanings of these words.

waterfall hippopotamus gazelle antelope
hydroelectricity irrigation national parks
nature reserves floods threatened



While you watch

PART ONE: The Luangwa River and the Kafue River

- 4 Watch Part One of the video (to 1.45) and complete the sentences.
 - 1 The Luangwa River starts in the of the country and flows
 - 2 Tick (✓) which animals you see in the film:

a <input type="checkbox"/> hippos	d <input type="checkbox"/> crocodiles
b <input type="checkbox"/> giraffes	e <input type="checkbox"/> gazelles
c <input type="checkbox"/> lions	f <input type="checkbox"/> elephants
 - 3 There are many and nature reserves by the Luangwa River.

5 Watch again and answer the questions.

- 1 In which part of Zambia is the Kafue River?
- 2 What is the land around the river like?
- 3 What happens to the land at some times of the year?
- 4 In which two important ways is the water used?



Watch again and check your answers.

PART TWO: The Zambezi River

6 Watch Part Two of the video (1.46–end) and choose the right answer.

- 1 The Zambezi River starts off

a small and slow	b fast and powerful
-------------------------	----------------------------
- 2 The local name for Victoria Falls means

a the thunder that smokes	b the smoke that thunders
----------------------------------	----------------------------------
- 3 Dr David Livingstone first saw Victoria Falls in

a 1885	b 1855
---------------	---------------
- 4 Livingstone named the fall after

a the Queen of England	b his wife
-------------------------------	-------------------
- 5 gallons of water go over Victoria Falls every second.

a half a million	b one million
-------------------------	----------------------



Watch again and check your answers.

After you watch

- 7 Would you like to go to Zambia and visit these places? Why/Why not? Discuss your ideas with a partner.

Summary

In Argentina, there is a group of men who live a unique life; the life of a gaucho. This special type of cowboy has been continuing the old traditions for centuries. The film looks at the type of lifestyle these men have and what it means to be a gaucho.



Exercises

Before you watch

- You are going to watch a video about the life of the gaucho – a kind of cowboy living in South America. Before you watch, discuss what you already know about cowboys.
- Check you know the meanings of these words.

adapt	code of ethics	cruel	heritage	hospitable
remote	respect	self-reliant	terrain	



While you watch

PART ONE: Cowboy life

- Watch Part One of the video (to 2:52) and choose the best meaning for the words in bold.
 - life has **scarcely changed**
 - changed a lot
 - changed little
 - in the **far reaches** of the country
 - remote parts
 - places where people live
 - treasures** his residence
 - greatly values
 - is very rich
 - in its **purest** form
 - simplest
 - most difficult



Watch again and check your answers.

PART TWO: The gaucho way of life

- Watch Part Two of the video (2:53–5:34). Circle the words you hear.
 - The gaucho way of life has its own *strong* / *strict* code of ethics.
 - These two gauchos *run* / *own* a ranch in Patagonia.
 - The gauchos here have learned how to *adjust* / *adapt* and succeed.
 - Father and son have to *use* / *utilise* everything they have available.



Watch again and check your answers.

PART THREE: A different kind of gaucho

- Watch Part Three (5:35–end) of the video. Complete what they say with the missing prepositions.
 - It's very difficult to adapt (1) the slower pace of the campo. In the city you live faster and you're less attentive (2) nature. We've lost that in the city. We've lost some of our humanity, which my husband hasn't lost. He's not caught (3) in the trivia of everyday life. You can really get consumed (4) small things and you forget what's important. (*Rudecindo's wife*)
 - If I go (1) town (2) two weeks, I can't wait to get home – (3) the horses, (4) the smell of the countryside and the wet earth (5) a rain, I love this life. (*Rudecindo*)
 - (1) the end, the story of today's gaucho may be one (2) adaptation – (3) climate, (4) landscape, and (5) traditional ways of life that sustain them. (*Narrator*)
 - For Argentina, it's very important (1) people to treasure this proud and honourable legacy. We must be sure that whatever else happens (2) us, we never lose our heritage – our gaucho way (3) life. (*Don José Ansola*)



Watch again and check your answers.

After you watch

- Based on what you have seen, do you think you would enjoy the life of a gaucho? Why/Why not?

Audio CD track list

CD track number	Workbook track no.	Unit, Exercise and Page no.
1		Title and copyright
2	1.1	Unit 1A, Ex.6, Page 9
3	1.2	Unit 1A, Ex. 8, Page 9
4	1.3	Unit 1A, Ex. 9, Page 9
5	1.4	Unit 1D, Ex. 3, Page 14
6	2.1	Unit 2A, Ex. 7, Page 21
7	2.2	Unit 2A, Ex. 9, Page 21
8	2.3	Unit 2A, Ex. 11, Page 21
9	2.4	Unit 2D, Ex. 2, Page 26
10	3.1	Unit 3A, Ex. 6, Page 35
11	3.2	Unit 3A, Ex. 8, Page 35
12	3.3	Unit 3A, Ex. 9, Page 35
13	4.1	Unit 4A, Ex. 5, Page 47
14	4.2	Unit 4A, Ex. 7, Page 47
15	4.3	Unit 4A, Ex. 8, Page 47
16	4.4	Unit 4B, Ex. 1, Page 48
17	4.5	Unit 4D, Ex. 3, Page 52
18	5.1	Unit 5A, Ex. 6, Page 61
19	5.2	Unit 5A, Ex. 8, Page 61
20	5.3	Unit 5A, Ex. 9, Page 61
21	5.4	Unit 5D, Ex. 4, Page 66
22	6.1	Unit 6A, Ex. 5, Page 73
23	6.2	Unit 6A, Ex. 8, Page 73
24	6.3	Unit 6C, Ex. 4, Page 76
25	6.4	Unit 6D, Ex. 2, Page 78
26	7.1	Unit 7A, Ex. 5, Page 87
27	7.2	Unit 7A, Ex. 8, Page 87
28	7.3	Unit 7D, Ex. 3, Page 92
29	8.1	Unit 8A, Ex. 9, Page 99
30	8.2	Unit 8A, Ex. 11, Page 99
31	8.3	Unit 8A, Ex. 12, Page 99

Workbook answer key

Revision unit

Page 3

- 1 is working 2 Do, go 3 aren't doing 4 does, live 5 likes 6 are, painting
- 1 driven 2 eaten 3 seen 4 gone 5 written 6 put
- 1 yet 2 just 3 already 4 still 5 yet 6 just
- 1 has been looking 2 have, been waiting 3 haven't been working 4 has, been doing 5 hasn't been enjoying 6 have been living
- 1 isn't it 2 do they 3 wasn't he 4 aren't they 5 can he 6 weren't they 7 mustn't we 8 haven't you 9 has he 10 doesn't it
- 1 When I arrived, the party had already finished. 2 I had been to Spain twice before. 3 They had done the work before I got there. 4 John didn't like the film because he had read the book. 5 I hadn't met Jeff's sister until yesterday. 6 Did the manager say the team hadn't played well?

Page 4

- 1 1 used to play 2 didn't used to like 3 Did, used to have 4 used to work 5 did, used to wear 6 didn't used to eat
- 1 c 2 f 3 a 4 e 5 d 6 b
- 1 wash 2 peel 3 slice 4 chop 5 heat up 6 boil
- 1 c 2 e 3 f 4 a 5 d 6 b
- 1 at 2 to 3 to 4 at 5 to 6 to
- 1 d 2 e 3 b 4 f 5 a 6 c

Page 5

- 1 1 lawyer 2 soldier 3 accountant 4 chef 5 mechanic 6 engineer
- 1 will get 2 will win 3 is going to win 4 are going to train 5 will lose 6 is going to change
- 1 She's wearing a pale blue long-sleeved blouse. 2 Do you like this striped cotton shirt? 3 I prefer the hooded denim jacket. 4 Mike's bought a v-neck woollen pullover. 5 These bright silk headscarves are in fashion again. 6 I don't like that long straight black dress.
- 1 Cars are made in that factory. 2 Houses were built out of wood and mud. 3 The boxes were being put into the lorries. 4 Dictionaries were not being used in the exam. 5 Some Roman coins have been discovered here. 6 Clothes are being packed into suitcases now.
- 1 This rubbish must be cleaned up. 2 Those old coins cannot be touched. 3 The old temple will be found. 4 These fruits can be used for food. 5 The cakes must not be eaten yet. 6 The new paintings will not be seen.
- 1 b 2 c 3 a 4 b

Page 6

- 1 1 d 2 f 3 a 4 b 5 c 6 e
- 1 A: novel B: fiction 2 A: portrait B: landscape 3 A: play B: poetry
- 1 d 2 a 3 f 4 c 5 b 6 e
- 1 maybe 2 must have been 3 can't have been 4 must be 5 may have been 6 can't be
- 1 came 2 would see 3 wasn't 4 played 5 would tell 6 didn't need
- 1 experiment 2 breakthrough 3 research 4 knowledge 5 data 6 result

Page 7

- 1 1 wouldn't have seen 2 hadn't told 3 had visited 4 would have known 5 had understood 6 wouldn't have recognised
- 1 could have been 2 should have stayed 3 should have known 4 could have won 5 couldn't have reached 6 shouldn't have told

3 Possible answers

- 1 bread, rolls, cakes, biscuits
2 meat, chicken, beef, sausages
3 medicine, tablets, syrup, pills
4 apples, pears, bananas, carrots, potatoes, onions
5 newspapers, magazines, sweets
6 a bunch of roses, a potted plant, flowers, plants
- 1 Mike said (that) it was a lovely day. 2 Janet said (that) they had had a very good time there. 3 Paul said (that) it would be interesting for them. 4 Linda said that we (I) could visit her the next day. 5 Ben said that she was reading in the library. 6 Daisy said that they hadn't finished their work yet.
- 1 Paul asked John if he had got a bicycle. 2 Angela asked Sarah if she liked ice-cream. 3 Robert asked Bill if he had ever been to Dubai. 4 Carol asked Jason when he would visit his friends. 5 Dick asked Peter if he had gone to the UAE the year before. 6 Phil asked Douglas if he could go there the day after.
- 1 e 2 c 3 a 4 f 5 d 6 b

Unit 1

Page 8

- 1 1 a painter 2 a musician 3 a film director 4 an architect 5 a photographer 6 a graphic designer 7 an actor 8 a ballet dancer
- 1 lyrics 2 stage 3 cast 4 portrait 5 encore 6 auditions 7 sketch 8 gigs
- 1 creativity 2 play 3 appearance 4 sold 5 collectors 6 disappointing 7 performance 8 illegally
- 1 b 2 c 3 d 4 a 5 e

Page 9

- 5 one hour
- 6 1 f 2 e 3 c 4 a 5 b
- 7 1 moving 2 not, the point 3 witty, very long 4 obvious, Still 5 Quite imaginative
- 9 2, 3, 5, 6, 7 and 10 contain the /ʌ/ sound.

Page 10

- 1 1 are always saying 2 — 3 will arrive 4 will rehearse 5 will have 6 — 7 will generally do 8 — 9 will always go 10 will get 11 will go 12 are always trying 13 will often have 14 —
- 2 1 have you been doing 2 have been recording 3 haven't finished 4 have you got 5 have written 6 have been trying 7 have been touring 8 have been working 9 have admired 10 have actually played
- 3 1 Ø 2 the 3 a 4 Ø 5 the 6 Ø 7 a

Page 11

- 4 1 have opened (R) 2 have been browsing (D) 3 has gained (R) 4 has been 5 have bought (R) 6 has been going (D) 7 have seen 8 has reached (R)
- 5 1 is 2 don't use 3 tell 4 play 5 share 6 have 7 involves
- 6 **circled verbs:** 2 will not use 3 will tell 5 will share 6 will have 7 will usually involve
- 7 1 am always stuffing them into my bag 2 is always forgetting his wallet 3 is always telling ridiculous jokes 4 always drive too fast!
- 8 1 an 2 an 3 – 4 – 5 – 6 the 7 – 8 – 9 the 10 – 11 a 12 a 13 – 14 a 15 –

Page 12

- 1 1 B 2 C 3 A
- 2 Yes, they probably do.

Page 13

- 3 1 c 2 a 3 d 4 c 5 b
4 1 claim 2 overtake 3 damaging 4 suffering 5 willing
6 decent 7 return 8 principally
5 1 damage 2 suffer 3 decent 4 overtook 5 claim 6 willing
7 principally 8 return
6 1 to 2 for 3 from 4 on 5 in 6 on

Page 14

- 1 1 majority of 2 quarter of 3 One in 4 most popular
5 as many, as 6 Over
2 Suggested answers: 1 Have you got any tickets left for this Saturday? 2 Are there any in the stalls? 3 And how much are they? 4 Would there be a discount for 15 people? 5 OK. Could I book 15 tickets, then? 6 Sorry, I'm not with you. 7 OK. I'll take those, I guess. 8 What time does the show start? 9 And how can I collect the tickets?

Page 15

- 4 1 early years 2 venue, it took place 3 amazing, disappointing, for the most part it was 4 piece, the show opened with, greatest hits 5 applause, fans, impatient 6 it is well worth seeing
5 Missing elements are: 1 (Introduction), the where of 2 (The occasion of the concert) 4 (The details) and 5 (The audience's reaction).
6 Suggested answers: **[B] In the last five years, Kings of Leon have gone from being a group with a small, dedicated following to one of the world's biggest rock bands.** Last week I took a friend to see one of their concerts, which the newspaper had asked me to review. **[D] It took place at Wembley Arena in London, which is an enormous venue.** It was the opening concert in their world tour, which will take place in six countries and over 30 venues. I am not a huge fan of their music and so my expectations were not very high.
In fact, it was an excellent show and I came away still humming some of their tunes. **[C] They opened with their catchy new single, but in fact then continued to play mostly older material.** *Kings of Leon* do not really put on a show as such. There are no big video screens at the back, no impressive laser lights. All there is to watch are four musicians playing their instruments. But the lack of visual stimulation doesn't actually matter because the music is so good and they play with such passion. For two hours I was spellbound.
[A] The audience, a mixture of die-hard fans and people who had been attracted more recently by their more commercial songs, loved it. At £70 per ticket it is not a cheap concert, but if you appreciate good musicianship and great song-writing, I would thoroughly recommend seeing them.
7 1 following 2 humming 3 catchy 4 spellbound 5 thoroughly

Page 16

- 3 essay, plan, difference, again, instruction, topic, restricting, Discuss, free museums, in your area of Oman
4 A Instruction: Discuss, Topic words: TV shows and films, Restricting words: only be from or about Oman
B Instruction: Discuss, Topic words: teach arts courses, Restricting words: Omani colleges and universities

Page 17

- 5 1 Since 2 because
6 1 they need to be creative 2 they can teach other skills 3 enjoy art activities
7 when, as soon as, As soon as, where, in which, Therefore, As a result
8 1 where, in which 2 When, As soon as 3 Therefore, As a result

Unit 2

Page 20

- 1 1 naughty 2 tricks 3 spread 4 talking 5 told 6 insecure 7 fun 8 side
2 1 b 2 d 3 a 4 c
3 1 Use: common sense, reason, your head, your judgement 2 Follow: your feelings, your heart, your intuition 3 Play: by the rules, fair, straight, the game
4 1 d 2 a 3 f 4 c 5 b 6 e
5 1 eco-friendly / green, rip off 2 unspoil, off the beaten track

Page 21

- 6 a daytime TV talk show
7 1 To see what members of the public would do when faced with a moral dilemma. 2 Actors and passers-by 3 Yes, probably.
8 1 F 2 T 3 T 4 F 5 F 6 F 7 F 8 T
10 1 second syllable 2 second syllable 3 second syllable 4 opportunity

Page 22

- 1 1 I could swim 40 lengths. 2 I was able to swim 40 lengths. 3 I succeeded in swimming 40 lengths. 4 I managed to swim 40 lengths.
2 1 could see 2 could hardly speak / was hardly able to speak 3 managed to get / was able to get / succeeded in getting 4 couldn't get / wasn't able to get 5 managed to arrive / succeeded in arriving 6 couldn't believe 7 managed to control / succeeded in controlling 8 could see 9 managed to get / succeeded in getting 10 never managed to do / never succeeded in doing 11 could not wait 12 could not bring / wasn't able to bring
3 1 is due to 2 is intending 3 would have kept 4 told 5 was always going to 6 will drop 7 was about to 8 are going to 9 was going to 10 was expected 11 was about to 12 is due to 13 will be

Page 23

- 4 1 couldn't 2 managed to 3 could 4 managed to 5 could
5 1 was able to PO 2 were able to, PO 3 was able to / could GA 4 could, GA 5 wasn't able to / couldn't, PO
6 1 were supposed to be there by eight o'clock last night. 2 was sure they were going to announce the name of the winner the next / following day 3 have called Jeff (yesterday) to let him know I wouldn't be there until later 4 knew that she could always ask us to help her 5 would have finished revising for the exam by the end of that week 6 had to leave early that afternoon because I was meeting my landlord 7 was going to start learning Chinese 8 was worried that something terrible was about to happen 9 was due to arrive at ten o'clock 10 could have borrowed my bike any time you liked
7 1 'd better 2 ought not to 3 be better off taking 4 'd better not 5 you should ask

Page 24

- 1 Possible answers: Know: It's the tallest mountain in the world. Lots of people try to climb it, but not many succeed. Want to know: Why are they thinking of closing it? What will happen to the climbers?
2 Possible answers: Everest is very polluted. The government of Nepal gets a lot of money from visitors and climbers. 20,000 people visit Everest each year.
3 Students' own answers
4 1 Ranomafana National Park, Madagascar 2 foreigners / locals 3 cut and burn 4 lemurs 5 hunt, kill 6 model
5 Students' own answers. Note: the author is generally positive about what happens.
6 1 fauna and flora 2 primates 3 elsewhere 4 rare 5 smuggle 6 terrain 7 coalition 8 donors 9 maids 10 yield 11 self-sufficient 12 ecosystem

Page 26

- 1 ought to / should / had better 2 be better 3 were you
4 ask 5 better 6 think of / about 7 off buying / getting
8 should / ought to
- 1 case 2 question 3 establish 4 duty 5 advise
6 interests
- 1 our duty to make sure this doesn't happen again
2 a case of bribery 3 to establish (a / the reason) why he did
it 4 advise against acting now 5 the company's interests
(for us) to make a statement

Page 27

- 4 1 d 2 a 3 c 4 b 5 e

Page 28

- 1 harmful effects of flying, fly
- 2 styles, writers, opinion, reader, feel, objective, facts
- 4 so, such, far, little, enough
- 6 convinced, inclined to believe
- 7 I am convinced that
- 8 should limit the number of restaurants serving foreign food in
our country, to what extent do you agree

Consolidation and Review Units 1 and 2

Page 31

- 1 1 has been cooking 2 Have, visited 3 hasn't been working
4 have been cleaning 5 has seen
- 2 1 go 2 live 3 is Paul doing 4 aren't playing 5 Do you like
- 3 1 managed 2 couldn't 3 succeeded 4 were, able to
5 Could
- 4 1 better 2 should 3 ought 4 better 5 should
- 5 1 audition 2 cast 3 costumes 4 set 5 props

Page 32

- 6 1 architecture 2 photography 3 theatre 4 film 5 concert
6 opera 7 comedy 8 painting 9 music 10 sculpture
- 7 1 attentive 2 cautious 3 easy-going 4 naughty
5 distracted 6 impulsive 7 shy 8 anxious
9 well-behaved 10 confident
- 8 1 b 2 a 3 c 4 a 5 c
- 9 1 tackle 2 implement 3 recruit 4 raise 5 foster

Unit 3

Page 34

- 1 1 different 2 worse 3 spoiled 4 have transformed
5 in decline
- 2 1 population 2 birth 3 older 4 expectancy 5 group
- 3 1 hyper 2 semi 3 micro 4 semi 5 semi 6 hyper 7 ultra
8 hyper
- 4 1 chewed 2 snack 3 takeaway 4 out
- 5 1 pre 2 under 3 multi 4 trans 5 over 6 mis 7 re
8 inter

Page 35

- 6 She mentions 2, 4 and 5.
- 7 1 c 2 d 3 b 4 c
- 8 1 magical S 2 change S 3 gum H 4 longer H
5 technology S 6 guess H
- 9 1 guarantee H 2 generous S 3 finger H 4 danger S
5 gum H 6 biology S 7 logical S 8 generate S

Page 36

- 1 1 are you doing 2 am not going to spend 3 is staying
4 'll ask 5 'll mind 6 's only taking 7 finishes 8 'll give
9 Are you doing 10 're having / are going to have
11 's coming 12 's going to introduce 13 'll bring
14 are you doing / are you going to do 15 am going
16 're taking / are going to take 17 are you going to get
18 're taking / going to take 19 'll walk / are going to
walk 20 're getting up / going to get up / will get up
21 leaves
- 2 1 The population will have reached nine billion.
2 The temperature will have increased by two to three degrees.
3 People will be living to over 100 years. 4 Medical scientists
will have eliminated inherited diseases. 5 Computers will be
thinking like humans. 6 Everyone will be eating genetically-
modified food. 7 People will be using multi-language
translators. 8 Scientists will have discovered new ways to
store electricity.
- 3 1 will have built 2 will have stopped 3 will have been using,
will have forgotten

Page 37

- 4 1 b 2 e 3 f 4 a 5 d 6 c
- 5 1 a 2 c 3 a 4 b 5 b
- 6 1 a will have planted b will have been planting 2 a will have
negotiated b will have been negotiating 3 a will have left
b will have been staying
- 7 1 will have finished, will love 2 will have changed 3 will be
flying 4 will have been, will be celebrating / will celebrate
5 will have graduated, will have to 6 will be sitting

Page 38

- 1 1 New technology (IWBs) in the classroom 2 Very excited
and positive about the changes
- 2 1 a 2 b 3 b 4 a
- 3 1 c 2 f 3 a 4 d

Page 39

- 4 1 c 2 b 3 d 4 b / d
- 5 1 relatively 2 portable 3 access 4 hardware 5 integrate
6 spontaneous

Page 40

- 1 1 convinced / certain 2 might / may 3 see 4 unlikely
5 well 6 chance 7 definitely 8 way
- 2 1 Personally, I find it amazing that 2 considering how much
food 3 The way I see it 4 as far as I am concerned
5 Statistics show us that if 6 due to the fact that
- 3 Suggested answers: 1 I'm afraid I'm not free this
afternoon. 2 Yes, that would suit me better.
3 Great. See you then.
- 4 Suggested answers: 1 Hello, I would like to make an
appointment with the bank manager. 2 Would some time
this week be possible? 3 I'm afraid I'm not available on
Wednesday. 4 Yes, that would be fine. Thank you.
- 5 1 attend 2 invite 3 convenient 4 sincerely

Page 41

- 6 a
- 7 He is in favour of it. (*In my opinion, there is no doubt that the
benefits of genetic engineering outweigh its disadvantages; and
the contents of paragraphs 2 and 3.*)
- 8 1 however 2 therefore 3 in contrast to 4 in addition
5 despite 6 all things considered
- 9 1 outweigh 2 provoke 3 examine 4 treat 5 diagnose
6 suffer 7 spend 8 question
- 10 Students' own answers

Page 42

- 1 amount, future, Teachers, technology, Percentage, Grade
- 3 overall information, specific details, overall information, specific details, relationship, conclusion
- 5 and, and, with, with, also, also, too, too, Furthermore / In addition, Furthermore, In addition

Page 43

- 6 too, with, In addition
- 7 almost, nearly, around, more or less, As many as, Up to
- 8 around, almost

Unit 4

Page 46

- 1 1 application 2 course 3 prospects 4 academic 5 degree 6 requirements 7 gain 8 activities 9 vocational 10 get
- 2 1 historian 2 psychologist 3 biologist 4 designer 5 physicist 6 politician 7 lawyer 8 economist
- 3 1 out, out 2 up, along 3 by 4 down to

Page 47

- 4 1 It's a prize giving ceremony for the students who are going to leave the school this year. 2 The speaker used to be a pupil there. 3 University and what happens after it
- 5 a
- 6 1 d 2 d 3 b 4 b 5 a 6 a
- 7 Berlin, Milan, Madrid
- 8 degree, career

Page 48

- 1 1 is it, F 2 have you, R 3 wasn't it, F 4 shall we, R 5 did you, R 6 shouldn't I, F 7 do you, R 8 would you, R
- 2 1 would certainly accept 2 would not have applied 3 will have to 4 would not have 5 had gone 6 pass 7 have (general truth) / will have 8 would not be facing
- 3 1 Jonah is currently studying a practical subject at university. 2 Millie didn't go to medical school: she studied / is studying engineering. 3 Olivia is doing media studies.
- 4 1 had, would 2 would 3 had, would 4 would
- 5 1 Eating 2 Running 3 To be 4 Working 5 To study 6 To win

Page 49

- 6 1 aren't I 2 shall we 3 should you 4 doesn't she 5 am I 6 shall we 7 could you 8 will it 9 am I 10 shall we
- 7 1 she hadn't been 2 would have studied 3 would be 4 had passed 5 had gone 6 could have become 7 had spent 8 would have learnt / learned 9 would be 10 hadn't worried 11 would have done 12 had known
- 8 1 hadn't made, could come 3/2 2 had passed, would be studying / would study 3/2 3 would be, had followed 2/3 4 had, wouldn't have applied 2/3 5 had got down, wouldn't have to 3/2 6 had taken, would have 3/2
- 9 1 Getting 2 To enjoy 3 To cook 4 Meeting 5 To understand 6 Walking

Page 50

- 1 1 1 verb 2 adjective 3 noun 4 adverb 2 1 + someone + to infinitive 2 + on + preposition + adjective 3 + adjective 4 + adjective
- 2 1 d 2 a 3 d 4 b
- 3 1 c 2 b 3 d 4 a
- 4 1 c 2 b 3 c 4 d 5 a 6 d
- 5 1 Oxford, Cambridge, St Andrews, Glasgow 2 Because society became more educated. 3 Because there were more students in the baby-boom. 4 Law: legal professions such as judge, lawyer, solicitor 5 Medicine: medical professions such as doctor, surgeon 6 Media and Communications Studies 7 Computer use had risen in society

Page 52

- 1 What the right thing to do is: 2, 4, 6; What you can choose to do or not do: 3, 7; What others want you to do: 1, 5, 8
- 2 1 're supposed 2 're required 3 're expected 4 is it up to us 5 should 6 are we required 7 don't have 8 ought
- 3 1 personal statement 2 Psychology 3 that particular course 4 voluntary work 5 really good impression 6 hobbies 7 achievements 8 youth drama club 9 your future plans 10 first draft

Page 53

- 4 She doesn't have A levels or a Baccalaureate.
- 5 1 I developed a keen interest in 2 rewarding 3 Part of my job was to 4 I feel that 5 allow me to 6 I am optimistic that
- 6 Students' own answers

Page 54

- 2 easier, solutions, one
- 3 Introduction, Conclusion, Solution 1, Solution 2. It's a chain structure.
- 5 problems, ways, sentences, outcomes, action

Page 55

- 6 some students will not benefit fully from this opportunity
- 7 For example, for instance, To illustrate, such as, namely
- 8 For example, such as

Consolidation and Review Units 3 and 4

Page 58

- 1 1 do, leave 2 going to visit 3 will buy 4 will, get 5 starts 6 is, going to see 7 doesn't depart 8 won't win 9 is going to be 10 will, say
- 2 1 will have been working 2 will be going 3 will have finished 4 will have fed 5 will be doing
- 3 1 has he 2 aren't you 3 didn't they 4 will you 5 isn't he 6 shall we 7 aren't I 8 haven't you 9 hadn't she 10 did you
- 4 1 will use 2 didn't know 3 wouldn't have gone 4 travel 5 had asked 6 won't come 7 had been 8 rains 9 would play 10 freezes
- 5 1 Studying 2 Working 3 To swim 4 Exercising 5 To get 6 To succeed 7 Flying 8 Staying 9 To speak 10 Going

Page 59

- 6 1 globalisation 2 poverty 3 Illiteracy 4 birth rate 5 population
- 7 1 d 2 a 3 e 4 c 5 b
- 8 1 with 2 in addition 3 also 4 and 5 too
- 9 1 degree 2 postgraduate 3 vocational 4 grant 5 scholarship
- 10 1 c 2 e 3 b 4 a 5 d

Unit 5

Page 60

- 1 1 farewell 2 speech 3 fireworks 4 fancy 5 mask 6 garland 7 street 8 parade 9 acrobats 10 clapping 11 banner
- 2 1 e 2 c 3 b 4 f 5 a 6 d
- 3 1 infancy 2 childhood 3 elderly 4 adolescence 5 teenagers
- 4 1 We all got together at my house. 2 We were celebrating the end of term. 3 We really enjoyed ourselves. 4 Everyone was chilled out. 5 Some people dressed up in funny costumes. 6 Afterwards we let off some fireworks. 7 We stayed up very late. 8 It was a great way to mark the end of school.

Page 61

- 5 To see if spring will come early or if winter will continue for six more weeks.
6 b
7 1 c 2 d 3 b 4 a 5 c
8 1 honour 2 whole 3 knew 4 foreigner 5 doubt 6 listen
7 handsome 8 column 9 half
9 1 hopeless 2 kinetic 3 wasted 4 film 5 herb 6 amnesty

Page 62

- 1 1 Mike likes swimming in the new pool.
2 It started to rain when we were in town.
3 Jane stopped to watch the musician in the street.
4 Did Susan remember to buy the meat for dinner?
5 They want to use my car tomorrow.
6 The boys enjoy riding their bikes to school.
7 Does Don often forget to drink enough water?
8 Angela began singing beautifully at the party.
2 1 being divided 2 being thrown 3 to be carried 4 to be killed 5 being drowned 6 to be banned 7 to be played
3 1 being slightly injured 2 to be replaced 3 to be given a present 4 being treated / to be treated like a child 5 to be tidied before I come home 6 being kept waiting 7 to be done / doing 8 to be invited to the interview
4 1 is believed to be about to make an announcement 2 is known that the sport is dangerous 3 are understood to have taken part in the event 4 are not expected to change in the next 24 hours 5 is hoped that we can keep this tradition going

Page 63

- 5 1 eating 2 to look 3 to study 4 using 5 seeing
6 to drive 7 to phone 8 to borrow
6 1 not being appreciated 2 being sent 3 to be done
4 not to have been paid 5 being interrupted 6 being criticised 7 being told / to be told 8 not have been informed
7 1 is thought 2 is said 3 was believed 4 was known
8 1 not to have been 2 to have made 3 to have been 4 to be 5 not to have written

Page 64

- 1 1 The Muscat Festival 2 The Festival of Roses
3 The International Ice and Snow Sculpture Festival
4 Paradise Gardens 5 Medellin Flower Festival
2 1 b 2 a 3 c 4 b 5 d 6 a
3 1 the middle ages 2 because it has over 30 bookshops in a small area 3 False. Writers from many other fields also take part. 4 creative writing, making music and films 5 To make the festival more ecologically sustainable. 6 Having international writers at Hay; starting Hay Festivals in other countries.

Page 66

- 1 1 origin 2 do 3 time when 4 benefits 5 significance
6 celebrate 7 place 8 commemorates 9 mark
2 1 for 2 at 3 of 4 back 5 for 6 up
3 Customer: 2, 3, 5 Sales assistant: 1, 4, 6
4 1 I'm looking for a 2 you show me some 3 How much is it?
4 Have you got anything cheaper? 5 What's it made of?
6 Can I bring it back? 7 Can you wrap it up? 8 you take off

Page 67

- 5 1 Fortunately 2 In fact 3 Naturally 4 Funnily enough
5 To be honest
6 1 d 2 a 3 f 4 e 5 c 6 b
7 1 Naturally 2 In fact 3 To be honest 4 Fortunately
8 Students' own answers
9 Students' own answers

Page 68

- 1 a book about celebrations around the world, Maria Gomez
2 C, B, A, A, D, A, C
3 1 Determine 2 Skim, divide 3 Read, highlight 4 Look at, take 5 Rewrite

- 5 avoid repeating yourself, use pronouns, has already been introduced in the text, is introduced later in the text
6 Maria Gomez, people in different communities around the world, celebrations, images in the book, Omar Hassan, others
7 just, outside, close to, in the vicinity of, next to, nearby to, just outside, a wide variety of, a selection of, hundreds of, a wide range of, a small selection of, not much variety, hardly any choice, the range of ... is rather limited, only a few, to choose from, is rather limited
8 a wide variety of, in the vicinity of

Unit 6

Page 72

- 1 Across 2 monotonous 4 secure 5 prestigious
6 badly(-paid) 8 rewarding
Down 1 low 3 stimulating 4 stressful 7 (badly-)paid
2 1 rewarding 2 monotonous 3 prestigious 4 secure
5 badly-paid
3 1 efficient 2 organised 3 dynamic 4 creative
5 trustworthy 6 cheerful 7 confident 8 sociable
4 1 trustworthiness, trustworthy 2 efficiency, inefficient
3 confidence, unconfident 4 organisation, disorganised
5 logical, illogical 6 reliability, unreliable 7 dynamism, undynamic 8 motivated / motivating, unmotivated / demotivated / demotivating 9 sociability, unsociable
10 sensitivity, insensitive 11 competence, competent
12 literacy, illiterate

Page 73

- 5 1 e 2 f 3 a 4 d 5 c
6 1 follow a career 2 asked for anything better 3 afford to make any mistakes 4 runs the business 5 feel quite a lot of responsibility 6 term, career prospects 7 pull together, support 8 make more money 9 lasted
7 1 She_/j/_ is quite_ambitious_actually. 2 A lot_of_people_ask you_/w/_if you can_advise them. 3 The_/j/_ interview didn't go_/w/_at_all_as_I_/j/_expected_it to. 4 I_/j/_applied for_a job as_a porter_in_a hotel. 5 I_/j/_ordered_a tomato_/w/_and cheese sandwich. 6 I go_/w/_out_of the_/j/_office_every two_/w/_hours to get some fresh_air.

Page 74

- 1 1 which / - 2 who / that 3 whose 4 which / -
5 which / that 6 which / that / - 7 which / that / -
8 which 9 who
2 1 going 2 over-prepared 3 interviewing 4 trained
5 asking 6 advertised
3 1 you learn (about something) 2 the better paid it is / the better the pay (is) 3 the competition for skilled jobs (is)
4 older you get 5 the more slowly the time goes 6 the better
4 1 does she raise a family 2 was the number of applications
3 had he heard the news 4 does he realise 5 should you attempt 6 have I come across

Page 75

- 5 1 who 2 which / that / - 3 which 4 that / which 5 which
6 which 7 which 8 who / that
6 2 Mrs Judie Onslow, who is my physics teacher, holds a PhD in astrophysics. 4 Poles, who became EU citizens in 2004, are famous for their mobility in the job market. 5 Renting a flat in the city centre, which you can afford easily with your salary, will save you two hours of commuting to work every day.
7 1, 3
8 1 The greater, the more effective 2 The more monotonous, the more apathetic 3 The closer, the healthier
9 1 given responsibility for the project 2 attending the seminar
3 Arriving early at the lecture hall 4 Puzzled by what the lecturer had said
10 1 did they realise 2 can our employees 3 do I come across
4 had the plane taken off 5 will I stop

Page 76

- 1 danger, loneliness, culture clashes
- 2 1 b 2 b 3 a 4 b 5 d 6 a
- 3 Students' own answers
- 4 a hypothermia, stamina b intense, blank, rugged
c fazed by

Page 78

- 1 1 was 2 catch 3 missed 4 with 5 follow 6 by 7 other
8 saying
- 2 1 What do you mean by 2 In other words 3 So are
you saying 4 I'm not with
- 3 1 I didn't quite catch that 2 you mean 3 don't know what
you mean 4 other 5 was that 6 I mean is
- 4 1 missed 2 with 3 mean 4 by 5 wanted 6 words

Page 79

- 5 1 a 2 b 3 b 4 c 5 a 6 c 7 a
- 6 a 6 b 5 c 1 d 4 e 6 f 2
- 7 Students' own answers

Page 80

- 1 Family name: Khalid, Name: Maha, Educational history:
Education Degree at university in Muscat, Work experience:
tutor, ran group activities at school, Other information:
organized, good at leading groups, received a prize at school
- 3 the name of the person you are writing to, why you are
writing, additional information, a summary sentence, an
appropriate expression and your name
- 4 Dear, I am interested in, Also, I look forward to hearing from
you, Yours sincerely
- 5 More Formal: I am, He would, full, begin and end
Less Formal: I'm, He'd, shorter, less

Page 81

- 7 Summer Internship, Museum Assistant, aged 17 or older,
good with people, Arabic and English, experience with
computers, weekend work, write to Mr Nadar

Consolidation and Review Units 5 and 6

Page 83

- 1 1 skiing 2 watching 3 to play 4 visiting 5 to meet
- 2 1 being taught in a boring way. 2 being taken to the zoo.
3 not allowed to eat in the office. 4 to be thrown
5 being told what to do
- 3 1 is said that 2 is reported that 3 are believed to have only
met 4 are thought to have written 5 is understood to have left
- 4 1 to eat 2 to meet 3 walking 4 going 5 to stay
6 taking 7 exercising 8 to go 9 finding 10 to meet
- 5 1 whose 2 where 3 which 4 who 5 when

Page 84

- 6 1 efficient 2 thick-skinned 3 apathetic 4 trustworthy
5 incompetent
- 7 1 b 2 c 3 a 4 c 5 b
- 8 1 parade 2 fireworks 3 speech 4 garland 5 banner
- 9 1 to be honest 2 naturally 3 actually 4 of course
5 thankfully
- 10 1 d 2 b 3 e 4 a 5 c

Unit 7

Page 86

- 1 1 labour 2 new 3 responsive 4 particular 5 fundamental
6 management 7 skilled 8 experienced
- 2 1 on 2 for 3 for 4 for 5 on

- 3 1 family business 2 NGO 3 e-company 4 civil service
5 multinational corporation 6 self-employed
- 4 1 tackle, solve 2 advertise for, train 3 search for, apply for
4 join 5 owe, repay 6 implement 7 assess, take 8 run,
retire from

Page 87

- 5 1 supermarket food (buy one, get one free); (online) film
rental; a pet sitting service 2 another of the same item; a free
two-week trial; free trial to the first 50 people who enquire.
- 6 1 supermarket 2 one week 3 waste 4 lucky one
5 online film 6 one film 7 your computer 8 extra charges
9 more film 10 go out 11 sign in / log in 12 contact / email
13 whenever
- 7 1 F 2 F 3 R 4 F 5 F 6 R 7 R 8 F
Note: Question 5 you would expect to have rising intonation,
but it's not really an open question: it expects the answer 'no'.

Page 88

- 1 1 to buy 2 to let 3 for not taking 4 of taking 5 to put
6 to take 4 getting on
- 2 1 was / is 2 had started / started 3 had not tried / did not
try 4 went / had gone 5 is / was 6 couldn't 7 were 8 had
started / started 9 had just used 10 hadn't had / didn't have
- 3 1 a few 2 a little 3 little 4 a few 5 few

Page 89

- 4 1 a great deal 2 lots of / plenty of 3 The majority of
4 plenty of / lots of 5 a large amount of
- 5 1 organising 2 borrowing 3 for being 4 to file
5 eating out
- 6 1 to deal / that he would deal with the problem the next /
following day 2 that they had been waiting there for over
an hour 3 her students that they would be writing a test the
next / following week 4 (that) (perhaps) the advertisement
could seem slightly misleading 5 if / whether I had ever been
disappointed with one of those products 6 that I meet her
there that evening 7 that he hadn't finished 8 where we
were going to stay
- 7 1 the current inflation rate is 2 much money you are ready
to invest in this house 3 the cheapest youth hostels are
4 the best bank to obtain a loan is 5 you were yesterday
between 6 and 8 p.m. 7 you are coming back

Page 90

- 1 Students' own answers
- 2 a
- 3 c
- 4 1 a 2 b
- 5 1 c 2 a 3 e 4 b

Page 91

- 6 1 a, b, d
2 Establishing the equivalent value or worth of different types
of products and services.
3 they need to have a constant value, be easy to carry and
made of strong material
- 7 1 b 2 c 3 a 4 c

Page 92

- 1 1 to lend 2 about appearing 3 would 4 went 5 in mind
6 share 7 good 8 'll take
- 2 1 What kind of deposit did you have in mind? 2 Would you be
prepared to accept just two months'? 3 That sounds fair.
4 How would you feel about two people sharing a room?
5 And if we were to redecorate the bathroom, would you share
the cost? 6 No, I'm sorry. I couldn't possibly do that.
7 Supposing we wanted to leave early, would we get a refund?
- 3 1 go 2 recommend 3 possibility 4 try 5 thing
6 advising 7 going 8 would

Page 93

- 4 Suggested answers: 1 was £32, down £15 on last year
2 was only two-thirds of what they had before 3 people to give their ideas for recruiting more members 4 putting up some posters 5 performing a concert 6 agreed and suggested that the best place and time would be 7 that there was a problem with having club night on a Monday when most people felt too tired 8 she thought that was not a problem and that it was the only time the gym was available 9 the organising committee for screening only one film last year 10 the film club for this 11 that we should look for another space 12 to research this and report back at the next meeting 13 meeting again in a week to decide who was going 14 to put up some posters 15 everyone for their ideas

Page 94

- 1 1 annual school Arts Fair 2 advertising on social media, excellent prizes 3 lack of variety of classes, classes indoors 4 positive but some weren't interested in learning to draw 5 move event to cooler time of year, get feedback from local people, using social media
- 2 What am I reporting on? What do I want the reader to know by the end of the report? What happened (positive and negative)? Why do I think this happened? How could things be done differently in the future?
- 5 neutral, opinions, suggestions and preferences
- 7 Although, However, Because of, because
- 8 due to, although, Because of, However

Unit 8

Page 98

- 1 1 border 2 abroad 3 volunteer 4 touch 5 emigrate
- 2 1 poor 2 human 3 medical 4 global 5 environmental 6 economic
- 3 1 charitable 2 practical 3 established 4 extensive 5 religious 6 profitable
- 4 1 a three-hour journey 2 a 120-metre high building 3 a world-famous park 4 a high-profile photographer 5 a long-running dispute 6 some last-minute changes 7 reddish-brown hair
- 5 1 to 2 to 3 in 4 – 5 from, to 6 over 7 in, with 8 –
- 6 1 timetable, time zone 2 healthcare, health check 3 market place, market research 4 newsletter, news story 5 sunburn, sunlight 6 road sign, road works

Page 99

- 7 a good deal, Greek island, mates b police, speeding, 60% c career, Royal Festival Hall, series of concerts
- 8 Students' own answers
- 9 1 T 2 F 3 F 4 F 5 F 6 T
- 10 1 the total workforce 2 the massive amounts of construction work 3 as a senior engineer 4 comfortable lifestyle 5 reporting and the newspaper industry 6 his extended family back home 7 building houses 8 for rent or purchase
- 11 /ɪ/: 1, 2, 4, 7 /aɪ/: 3, 5, 6, 8
- 12 1, 2, 3, 5, 6 and 9 follow the rule for /ɪ/. 4, 7, 8, 10, 11 and 12 follow the rule for /aɪ/.

Page 100

- 1 1 We both like tennis. 2 Neither of us eats fish. 3 None of the participants was under 16 years old. 4 Each country has different immigration rules. 5 Either you can go or I can. 6 Some want to study abroad and others don't. / Some don't want to study abroad but others do. 7 No volunteer had previous experience of this kind of work. 8 Every contract lasts three months.
- 2 1 arrived 2 were coming 3 had given 4 showed 5 had seen 6 visited 7 registered 8 were leaving 9 met 10 took 11 said 12 had finished 13 went
- 3 1 had ever won 2 had met 3 had been crying 4 had been looking forward to 5 had prepared 6 hadn't been waiting 7 had sold 8 had lost 9 had been working 10 had been getting

- 4 1 set up 2 took 3 belonged / used to belong 4 recruited / used to recruit / would recruit 5 had / used to have 6 worked / used to work / would work 7 was 8 telephoned / used to telephone / would telephone 9 gave / would give 10 thought

Page 101

- 5 1 Neither, nor 2 both 3 None 4 either, or 5 Each 6 both, and 7 all 8 Some 9 Every
- 6 1 b 2 c 3 a 4 c 5 a
- 7 1 (used to visit) I visited Italy three times when I was a child. 2 (often would go) In the past people would often go / often went for walks in the countryside. 3 (would use to travel) In the past people would travel / used to travel / travelled on horseback or on foot. 4 (used to like) I didn't use to like / didn't like salty food, but now I do. 5 (would be) My dad says he used to be / was really good at maths when he was at school.

Page 102

- 1 It is the soap which kills off the bacteria which cause water-borne illnesses.
- 2 1 b 2 a 3 c 4 b 5 a
- 3 1 b 2 c 3 a 4 d 5 c 6 a 7 d
- 4 1 28th July 2010 2 there were huge improvements in clean water provision 3 the fifth anniversary of Global Handwashing Day 4 girls often have to fetch water for the family; girls do not like bad sanitation facilities at school 5 The Bill and Melinda Gates Foundation
- 5 1 F 2 T 3 T 4 F

Page 104

- 1 1 absolutely 2 a bit 3 pretty 4 totally 5 a bit 6 absolutely
- 2 1 Unfortunately 2 Actually 3 Luckily 4 Well 5 anyway
- 3 1 visited 2 rose 3 fell / dropped 4 went

Page 105

- 4 1 world-famous destination 2 three-hour 3 lived 4 used to inhabit 5 Most 6 45-minute 7 either 8 awe-inspiring façade 9 will avoid 10 have ever visited
- 5 1 I would like to give travellers some practical advice about the best way to visit it. 2 Petra is situated in the south of Jordan, a three-hour journey by car from the capital, Amman. 3 It is a unique place, a city carved out of the rock ... / Walk down the Siq, a long narrow passage with high rocks on either side and at the end you will catch a glimpse of the Treasury with its awe-inspiring façade. This massive building is the tomb of a Nabataean king and is carved out of the pink rock that surrounds it. 4 The Bedouin in the area used to inhabit the same caves until quite recently, but they were moved out by the government in the 1980s. Now the site is purely for visitors. 5 Petra is without doubt one of the most beautiful places I have ever visited ...
- 6 Students' own answers

Page 106

- 3 outline, start, organise, logical, take notes, language, paragraphs, Introduction, Conclusion
- 4 The park in our neighbourhood has changed significantly over the past few years and it has attracted many new visitors recently. In the past, the park didn't have many new facilities. Over the last few years, the new park development has increased the size and the number of facilities. Overall, the park has improved greatly.
- 5 were spending, changed, had spent

Page 107

- 7 have, has
- 8 has changed, has attracted, has increased, has improved
- 9 1 have increased, were losing 2 started, had decided 3 were building, visited 4 had waited, decided

Consolidation and Review

Units 7 and 8

Page 109

- 1** 1 Mike promised (that) he wouldn't do it again. / Mike promised not to do it again.
2 Sara suggested that we went to the zoo the next / following day.
3 Peter admitted that he had broken my table lamp.
4 Jamil accused me of eating (having eaten) her last biscuit.
5 Bill offered to come round to help with the decorating.
- 2** 1 a little 2 few 3 lots of 4 plenty of 5 little
- 3** 1 Can I just ask you what you are doing?
2 Would you mind telling me where to go?
3 Do you know how to play tennis?
4 Would you be able to tell me when the bus leaves?
5 Do you happen to know why the bank is shut?
- 4** 1 Neither, nor
2 Both of, and
3 no, either
4 Some of, none of
5 Every, each of,
- 5** 1 was walking 2 saw 3 hadn't met 4 was 5 stopped
6 didn't turn 7 was looking 8 examined 9 saw
10 had played
- 6** 1 used to go 2 Did, use to write 3 didn't use to like
4 did, use to travel 5 didn't use to have

Page 110

- 6** Students' own answers
- 7** 1 c 2 a 3 e 4 b 5 d
- 8** 1 b 2 c 3 b 4 a 5 b
- 9** 1 d 2 a 3 e 4 c 5 b
- 10** 1 Well 2 actually 3 luckily 4 Anyway 5 you know

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