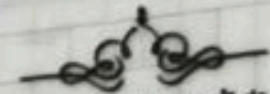


English

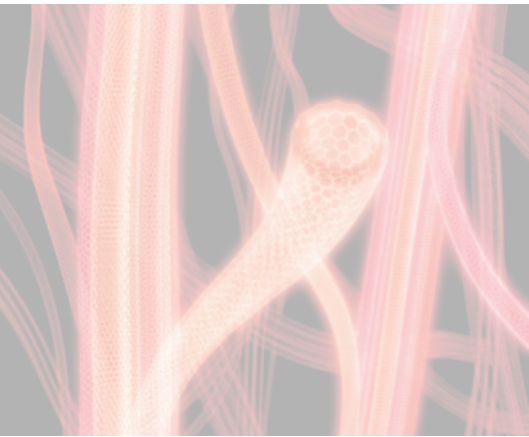
Insights

Student's Book

3


دار الأوبرا السلطانية مسقط
ROYAL OPERA HOUSE MUSCAT

English Insights 3



Student's Book

 **NATIONAL
GEOGRAPHIC**
LEARNING

Paul Dummett
Rebecca Robb Benne
David A. Hill
Robert Crossley

National Geographic Learning,
a Cengage Company

English Insights Student's Book 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

Head of Production and Design: Celia Jones

Senior Content Project Manager: Sue Povey

Manufacturing Manager: Eyvett Davis

Compositor: Jonathan Bargas

Partner in development:

English Language Curriculum Department,
Ministry of Education, Oman

© 2021 Cengage Learning, Inc.

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

"National Geographic", "National Geographic Society" and the Yellow Border Design are registered trademarks of the National Geographic Society

® Marcas Registradas

For permission to use material from this text or product,
submit all requests online at **cengage.com/permissions**
Further permissions questions can be emailed to
permissionrequest@cengage.com

Student Edition:

ISBN: 978-1-4737-7424-7

National Geographic Learning

Cheriton House, North Way

Andover, SP10 5BE

United Kingdom

Locate your local office at **international.cengage.com/region**

Visit National Geographic Learning online at **ELTNGL.com**

Visit our corporate website at **www.cengage.com**



**His Majesty
Sultan Haitham Bin Tarik**



**The Late Sultan,
Qaboos Bin Said**



Contents

	Reading	Writing	Listening, speaking & pronunciation
Starter unit page 4			
Unit 1 The arts page 5	Reading for gist; Understanding comparative texts	Writing a review Analysing the essay question Giving reasons Talking about time, place and result Writing an opinion essay	Listening for details Giving reasons for and against; discussing the impact of photographs; discussing performing arts; conducting a survey and presenting statistics Discussing habits Linking sounds
Unit 2 Doing the right thing page 19	Reading to summarise; Reading to report information	Writing a review Writing subjectively and objectively Talking about quantity and quality Giving opinions Writing a for-against essay	Listening to summarise; listening for attitude Discussing a problem; giving advice Describing changing your mind; discussing the impact of tourism; understanding proverbs; discussing humour Vowel sounds
Grammar consolidation Units 1 and 2 page 33		Review Units 1 and 2 page 35	
Unit 3 Living in a changing world page 37	Analysing graphs and statistics; Identifying formal and informal language	Writing an opinion essay Describing data Adding extra information Describing figures and amounts Writing a description of data	Listening to a radio programme for positive and negative ideas; making notes when listening Discussing the influence of global communication; interpreting and discussing graphs; predicting and describing change; summarising a discussion Discussing the future of technology Giving opinions and reasons
Unit 4 Higher education page 51	Reading for specific information	Writing a personal statement for university Block structure and chain structure Writing conclusions Giving examples Writing a problem-solution essay	Identifying true and false statements; listening to advice Roleplay about university life Analysing facts about university; discussing knowledge and skills; discussing a survey Discussing a report Question tags
Grammar consolidation Units 3 and 4 page 65		Review Units 3 and 4 page 67	
Unit 5 Important events page 69	Summarising the main points of a text	Writing a description of an event Summarising Referencing Talking about variety and proximity Writing a summary	Listening for specific information Describing a fun day off Discussing rites of passage and growing up; discussing marriage using the passive form; discussing different family lives; discussing the benefits of holidays Describing memories; describing an event Weak forms
Unit 6 Get to work page 83	Scanning for specific language; Reading for understanding unfamiliar vocabulary	Writing a CV Writing a work email or letter Using appropriate language Writing a letter / email and application form	Listening to classify information; listening for clarification Roleplaying asking for clarification and explaining Taking a psychometric test; discussing animal- assisted therapy; discussing idioms Short pauses
Grammar consolidation Units 5 and 6 page 97		Review Units 5 and 6 page 99	
Unit 7 The economy page 101	Reading an article for general information	Writing a report of a meeting Reporting information Connecting ideas Writing a report	Listening for tone; listening for detail; listening for reasons Recounting situations using reporting verbs; negotiating Discussing things that are free; discussing possessions and fulfilment; describing yourself; analysing data Sentence stress
Unit 8 Crossing borders page 115	Summarising a text; Reading for gist	Writing a description of a place Planning paragraph order Describing past events; describing changes Writing a comparison of two events	Listening to summarise; listening to an anecdote Roleplaying a discussion about participating in <i>Earth Hour</i> ; discussing migration Discussing <i>Earth Hour</i> Weak forms
Grammar consolidation Units 7 and 8 page 129		Review Units 7 and 8 page 131	
Communication activities page 133		Working with words page 137	

Grammar	Vocabulary	Culture	Study and exams
Present perfect simple and continuous Present tenses Articles	Working with words: <ul style="list-style-type: none"> Theatre language The language of art The arts	Reading: art in public places around the world Listening: the British and the arts Speaking: a class survey about the arts	
Past ability Future in the past Modal verbs in the past <i>Better, should and ought to</i>	Working with words: <ul style="list-style-type: none"> Adjectives of personality Language of humour Shops and services	Speaking: humour and culture Listening: British and Canadian humour Reading: famous April Fools' Day jokes	
True story: The rise of China page 30			
The future Future tenses Future time expressions	Working with words: <ul style="list-style-type: none"> Prefixes of measurement Discourse markers Change	Listening: change in Bhutan Reading: nanotechnology Speaking: eating habits; giving a presentation	Taking notes
Question tags Conditionals Verbs as subject of a sentence	Working with words: <ul style="list-style-type: none"> Nouns for professions Verb expressions; life experiences Higher education	Speaking: role play; results of a survey Reading: Jenny Daltry, herpetologist and explorer University life in the UK and Europe	
True story: Universities old and new page 62			
Gerunds and infinitives Passive gerunds and infinitive Passive reporting verbs <i>To infinitive and gerunds</i>	Working with words: <ul style="list-style-type: none"> life stages adverbs and adverbial phrases Festivals and life stages	Speaking: my life; how people celebrate; giving a presentation Reading: national days around the world	Listening for details
Relative clauses Double <i>the</i> + comparative Participle clauses Inversion	Working with words: <ul style="list-style-type: none"> Adjectives and their opposite Expressions connected to work Work	Speaking: work idioms Reading: working in the UK Listening: work culture in the UK	Understanding vocabulary
True story: Celebrations and customs page 94			
Reporting verbs Reported speech <i>(a) few and (a) little</i> Quantifiers: large amounts Indirect questions	Working with words: <ul style="list-style-type: none"> Reporting verbs Collocations Wealth	Reading: museums and galleries; the third sector Listening: a graduate and job applications Speaking: job sectors in the Middle East	Summarising information
Determiners Narrative tenses <i>Used to and would</i>	Working with words: <ul style="list-style-type: none"> Compound adjectives Compound nouns International movement	Listening: the history of immigration in the UK Reading: a review of the film <i>West is West</i> Speaking: moving to a new country	Understanding terms Using visuals to help understand context
True story: Making a difference page 126			
Grammar GPS page 145	Irregular verbs page 153	Pronunciation guide page 154	

Starter

1  **5.1** Read the dialogue and fill in the missing phrases. Then listen and check.

Did you go ... Did you have ... Good to see you ...
Have you been there ... How were ... What have you ...

Salim: Hello everyone.
(1)
again. How are you all?

Amelia: Fine, thanks, Salim!

Costas: Me too!

Nadia: Great!
(2)
your holidays?

Salim: Really nice, thanks. I went to London for a month.

Nadia: (3)
a nice time there?

Salim: Yeah, it was perfect. I went to English classes there, but we had a lot of outings to the theatre, to museums, that sort of thing. What about you, Amelia?
(4)
been doing?

Amelia: Oh, not much, really. I spent a lot of time revising.

Salim: What, in the holidays?

Amelia: Yeah. I've got to re-sit an exam. My teacher said I had to pass it this time or there would be trouble! I'm doing it next week.

Salim: Oh dear. Good luck with that!
(5)
away Nancy?

Nancy: Yes. We went to France for a few days and I did some sightseeing.

Nadia: (6)
before?

Nancy: I have, yes, but only to Paris.

Salim: Ooh, I've been there twice. It's wonderful.

Costas: Well, lucky you! I've never been to Paris or London, but I'm going to go away next year, that's for sure!

2 Read the dialogue again. Who ...

- 1 went to London this summer?
- 2 went to France this summer?
- 3 has been to Paris? and
- 4 has been studying in the summer?
and
- 5 didn't go away this summer? and
.....
- 6 is taking an exam next week?



3 Choose the best tense for each sentence.

- 1 What *did you do* / *have you been doing* since I saw you last?
- 2 When *did you go* / *have you gone* to Paris?
- 3 What *will you do* / *are you doing* next Saturday?
- 4 *Have you been* / *Did you go* to the USA in the summer?
- 5 I *have never visited* / *didn't ever visit* Spain, but I will one day.
- 6 What *are you going to* / *do you study* this year?

4 Work in pairs or small groups. Discuss what you did in the holidays. Talk about some of these things.

- Your travels
- Days / Evenings out (theatre / museums / sights you have seen, etc.)
- Family news
- People you have spent time with
- Any work or studying you have been doing
- Any exam / test results you got

5 Write about you. Complete these sentences and then talk about them with a partner.

- 1 During the holidays, I
- 2 Recently, I have been
- 3 Since my last English lesson, I have
- 4 This year, I am going to
- 5 I have never
- 6 This weekend, I am

READING

Reading for gist;
Understanding comparative
texts

WRITING

Writing a review
Analysing the essay
question
Giving reasons
Talking about time, place
and result
Writing an opinion essay

LISTENING

Listening for details

SPEAKING

Giving reasons for and
against; discussing the
impact of photographs;
discussing performing arts;
conducting a survey and
presenting statistics
Talking about the theatre
Discussing habits

GRAMMAR

Present perfect simple and
continuous
Present tenses
Articles

VOCABULARY

Working with words
– theatre language
– the language of art

Talking about – the arts

architecture	geometric
auditorium	graphic design
ballet	landscape
choreography	mosque
circle	music
comedy	painting
concert	photography
courtyard	portrait
cubist	sculpture
dome	sketch
drama	stalls
fashion design	theatre
film	thriller

The arts

1 Work in pairs. Look at the picture. What can you say about it?

Read what three different kinds of artists have said about their work. What do you think the artists mean? Do you agree?

‘The true work of art is but a shadow of the divine perfection.’

Michelangelo Buonarroti, painter and sculptor (1475–1564)

‘Art is the only way to run away without leaving home.’

Twyla Tharp, dancer and choreographer (1920–1955)

‘The materials of city planning are sky, space, trees, steel and cement, in that order and in that hierarchy.’

Charles-Édouard Le Corbusier, architect and designer (1887–1965)

2 Work in pairs. Look at the types of art in the Vocabulary box and brainstorm words associated with each type of art, e.g. the artist and the piece of work produced.

▶ *photography – photographer – a photograph*

▶ *film – director*

3 **21C** Discuss in small groups. How do you express your own creativity?

‘I enjoy drawing and painting. I love experimenting with different types of paint and trying different styles of painting. It’s fun and it relaxes me.’



Reading

- 1 **1.1** Read the text and complete the information.

The Royal Opera House Muscat in Oman

Size:
 Capacity:
 Unique or interesting features:



The Royal Opera House Muscat, Oman

The Royal Opera House Muscat in Oman, which has recently opened, is one of the most impressive arts buildings in the Middle East. Occupying 80,000 square metres in all, the complex houses the concert hall, luxury stores, restaurants and extensive landscaped gardens.

The concert hall can seat an audience of approximately 1,100. In the area of the stage, there is what is described as a 'movable acoustic shell', which staff can adjust to allow for events and audiences of different sizes. The architects have included many luxurious features in the interior of the complex, such as inlaid marble and hand-carved wood.

WATG, the design team behind the project, have been creating buildings of distinction for close to 70 years. They pride themselves on 'cultural authenticity and environmental sensitivity,' and it is clear, even from a distance, that they have achieved a successful blend of Omani tradition and contemporary style. The designers have used local limestone for the exterior, and this creates both an impressive architectural structure and one that is perfectly in keeping with its environment.

- 2 **21C** Discuss the following questions with a partner.

- 1 What do you think the design team mean by 'cultural authenticity and environmental sensitivity'?
- 2 What new or interesting buildings for the arts (e.g. theatres, concert venues, galleries) exist in your country? Is the architecture important? Why?

Vocabulary

- 3 Before you listen, check you understand these architectural terms. Match the words with the pictures.

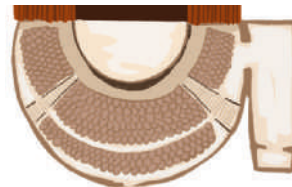
atrium auditorium courtyard cubist
 dome fortress geometric mosque wing



.....



.....



Listening



- 4 **1.2** Listen to a radio programme about a museum in Qatar and answer these questions.

- 1 What kind of museum is it?
- 2 When did the museum open to the public?
- 3 How did the architect prepare for the project?
- 4 Which two types of building influenced the design?
- 5 What is special about the location?
- 6 What type of artefacts does it house?

5 **1.2** Listen again and complete the sentences.

- 1 The architect's primary was the Ibn Tulun mosque, in Cairo.
- 2 People often talk about it as in design.
- 3 Other buildings will probably never the museum.
- 4 As well as space, there is an atrium with a at the top.
- 5 There is also a 200 seat and an education

Pronunciation: linking sounds

6a **1.3** Listen to the sentences (1–3). Then answer the questions (a–c).

- 1 I don't want this building to be like others – I want it to be impressive.
 - a What extra sound do you hear when the letter *e* is followed by a vowel?
 - b What extra sound do you hear when the letter *o* is followed by a vowel?
 - c How is the letter *r* pronounced differently when it is followed by a vowel?
- 2 You have to accept that people don't want to have to look at something which is ugly.
 - a What extra sound do you hear when the letter *e* is followed by a vowel?
 - b What extra sound do you hear when the letter *o* is followed by a vowel?
 - c How is the letter *r* pronounced differently when it is followed by a vowel?

6b **1.3** Listen again and repeat.

Speaking

7 **21C** Work in pairs. Student A looks at page 133. Student B looks at page 135. Note down your arguments and ideas before you start.



Useful expressions: talking about a building

make an impression / be impressive
 be in traditional / modern style
 look out of place
 (not) be in keeping with the environment
 (not) reflect the culture / tradition of the region / people
 The building will feature a 200-seat auditorium / a gallery.

Grammar: present perfect simple and continuous **C_A**

8 **Underline** the uses of the present perfect simple in the text on page 6. Draw a wavy line under the uses of the present perfect continuous. Use the Grammar box to help you.

Grammar: present perfect simple

Form: have / has + past participle

It is used to talk about the completed result of a past action.

We do not mention when the past action took place.

It can be used with *for* or *since*.

I have watched that play.

Grammar: present perfect continuous

Form: have / has + been + -ing

The present perfect continuous emphasises the duration of an activity.

It is used to talk about an action that began in the past and is continuing in the present.

It can be used with *for* or *since*.

It cannot be used with stative verbs e.g. *like, know, prefer*.

She has worked at the theatre for years.

➔ See Grammar GPS, Page 145 ➔

9 Choose the correct forms. Then make the sentences true for you.

- 1 I've *visited* / *been visiting* the museum in my town three times.
- 2 I've *been* / *been going* to the opera once in my life.
- 3 We have *had* / *been having* music lessons at school for three years.
- 4 I've *liked* / *been liking* traditional crafts for a long time.
- 5 I have often *listened* / *been listening* to traditional music on the radio.
- 6 I've *bought* / *been buying* five books in the last year.
- 7 I've *started* / *been starting* to get interested in art.
- 8 I've *studied* / *been studying* art for the last six months.

➔ See Workbook, Pages 10 and 11 ➔

Reading and vocabulary

1 Work with a partner and answer the questions.

- 1 Is the cinema popular in Oman? Do people go to the cinema often?
- 2 What sort of films are most popular in Oman: adventure, comedies, romances, action, ...?

→ See Working with words, Page 137 →

2 Read the text on the right. Choose the correct word for each gap.

- | | |
|----------------------|----------------------|
| 1 a in | c behind |
| b on | d in front of |
| 2 a looking at | c looking after |
| b looking for | d looking up |
| 3 a borrow | c repair |
| b destroy | d construct |
| 4 a are designed | c are being designed |
| b have been designed | d were designed |
| 5 a while | c since |
| b during | d after |
| 6 a very | c strongly |
| b extremely | d mostly |

3 Match the words from the text (1–7) to the definitions (a–g).

- | | |
|-------------------|---|
| 1 cast | a creation of visual effects, particular sounds, etc. |
| 2 audition | b a test to get a part in a play |
| 3 script | c the clothes that actors wear on stage |
| 4 set | d the lines and the actions in the play |
| 5 props | e how the stage looks |
| 6 costumes | f all the actors in a play |
| 7 special effects | g the objects used on stage |

Making Movies

Actors are the artists that immediately spring to mind when talking about film and theatre. But the success of any performance also depends on the work done by an army of staff (1) _____ the scenes.

Cast

Thinking about cinema once a script has been chosen or written, the casting director works with the director to find the actors who they think will be best for each part. Cinema is always (2) _____ both experienced actors and new talent, and casting staff will watch hundreds of films every year to identify possible actors. A director will often invite actors for two auditions and look at their ability to interpret the script and develop a character.

Set and props

The director and designers decide together on the look of the stage in theatre and the background scene in cinema. Craftsmen then (3) _____ scenery from a wide range of materials and scenic artists paint the sets. It is also vital that the objects the audience can see recreate an authentic feel and look. Props include furniture and food and drink. An in-house team makes many of the objects for a particular production.

Costumes and wigs

Sometimes the actors' clothes (4) _____ by individual freelancers and at other times a large costume department is responsible for making or buying the clothes and accessories. A large team of maintenance staff will wash and look after the costumes. Actors are always damaging costumes (5) _____ performances (for example, in battle scenes) and so maintenance staff will also carry out repairs. A team of dressers helps the actors get dressed for the shows. Wigs are made for individual actors and will be used when there is insufficient time to style hair between scenes.

Lighting and special effects

The way the scene is lit (6) _____ influences the mood of a play. Technicians set up and programme lights to change direction, colour and focus. Specialised technicians are also responsible for the use of fireworks and fires and all the sound effects.



GLOSSARY

- to interpret** (v) - to explain or understand the meaning something
- scenic** (adj) - relating to scene
- authentic** (adj) - feeling real
- maintenance** (n) - work needed to keep in good condition
- insufficient** (adj) - not enough

Speaking

4 **21C** Have you ever been involved in a school play, amateur dramatics or any other performance? If yes, what did you do? If you haven't been involved, what job would you like to do? Why?

Grammar: present tenses **R**

5 **Underline** examples of the present simple, the present continuous and *will* in the text. Use the Grammar box to help you.

Grammar: present tenses

Regular actions and habits

We use the **present simple** to talk about regular habits or actions, permanent states or things that are always true.

We can use **will** to talk about repeated actions.

We can also use the **present continuous** to talk about repeated actions. We often use it with *always* to complain about irritating habits.

Actions in progress and temporary actions

We use the **present continuous** to talk about actions happening now, or around now, and for temporary actions.

➔➔ See Grammar GPS, Page 145 ➔➔

6 Complete the sentences with the present simple, present continuous or *will* form of the verbs. Then guess which theatre job each person has.

- We (always / hang up) the actors' clothes for them. Most of them (not do) it themselves.
- I (do) drawings of the clothes and find fabrics that I would like to use. Then the tailors (make) the clothes.
- We (act) in a play on Broadway at the moment so we (live) in a hotel.
- My job is about pulling the whole production together. I (really / enjoy) it.
- I (always / visit) hundreds of shows each year in order to see different actors perform.
- Occasionally one of the fireworks (not work) but luckily that (not happen) very often.

➔➔ See Workbook, Pages 10 and 11 ➔➔



Listening

7 **1.4** A journalist asked people what habits they found the most irritating at the theatre or cinema. Decide which things you think they mentioned. Listen and check.

- | | | | |
|-------------------|--------------------------|----------------|--------------------------|
| talking | <input type="checkbox"/> | biting nails | <input type="checkbox"/> |
| chewing gum | <input type="checkbox"/> | arriving late | <input type="checkbox"/> |
| unwrapping sweets | <input type="checkbox"/> | leaving early | <input type="checkbox"/> |
| eating crisps | <input type="checkbox"/> | mobile phones | <input type="checkbox"/> |
| slurping drinks | <input type="checkbox"/> | people texting | <input type="checkbox"/> |

Speaking

8 **21C** What habits do some people have that irritate you? What nice habits do they have? Discuss with your partner.

Useful expressions

Irritating habits	Nice habits
<i>People are always + -ing</i>	<i>They always ...</i>
<i>It drives me crazy when ...</i>	<i>I love it when ...</i>
<i>I can't stand it when ...</i>	<i>I think it's nice when ...</i>

▶ *It drives me crazy when people drop litter because ...*
My dad always makes me a cup of coffee in the morning. I really appreciate that.

Vocabulary: pictures

- 1 Complete the definitions of different types of picture or art with the words in the box.

landscape seascape portrait sketch still life

- 1 A is a view of the countryside.
- 2 A is a picture of a person, especially of their face only.
- 3 A is a picture of inanimate, everyday objects (e.g. fruit, flowers).
- 4 A is a quick drawing.
- 5 A is a view of the sea.

→ See Working with words, Page 137 →

Reading

- 2 Look at photographs (A and B) on page 11 taken by Yann Arthus-Bertrand. Can you guess where each photo was taken? Check your ideas on page 134.
- 3 Read the article on page 11. Match sentences (a–f) to gaps (1–4). There are two extra sentences.
- a This is what is so special about Yann's work: you can be at the same time uplifted by its art and disheartened by its underlying message.
 - b His aim has always been to spread his ecological message all over the world.
 - c The organisation provides environmental news through its website.
 - d And this, of course, is the essence of art: to share with others your own personal vision of the world.
 - e Yann's answer is the philosophical response of a Frenchman.
 - f He works with his team of aerial photographers.

Speaking

- 4 **21C** Discuss the questions with a partner.
- 1 Are photographs a good way to convey a social message? What other ways are there?
 - 2 Have any photographs in magazines or newspapers made a strong impression on you?

Grammar: articles **E**

- 5 Work with a partner. Study the articles *a*, *the* or \emptyset (no article) in this extract from the article below. Match each one to the correct rule (A–C).

It was (1) **a** trip with his wife to Africa, where he filmed (2) \emptyset lions in (3) **the** Maasai Mara Reserve from (4) **a** hot air balloon, that inspired his most famous work, *Earth from the Air*. (5) **The** work is (6) **a** photographic collection of (7) \emptyset aerial photographs, which has been exhibited around (8) **the** world.

Grammar: articles

a, *the* or no article

- A For the first mention of something, we use *a*.
For something already mentioned, we use *the*.
We lived in a house by the sea.
The house belonged to my grandmother.
- B When we generalise about things (in the plural), we use no article. When we talk about specific things (singular or plural), we use *the*.
Cats are popular pets in the UK.
Can you feed the cats later?
- C We use *a* to refer to 'one of many' and *the* to refer to a unique thing.
Jamal's a doctor. Khaled's the Chief Medical Officer.

→ See Grammar GPS, Page 145 →

- 6 **1.5** Choose the correct articles to complete the text about another famous photographer. Then listen and check.

David Doubilet is one of (1) **a / the / \emptyset** world's leading underwater photographers. He has travelled to the Red Sea, (2) **a / the / \emptyset** South Pacific and beyond, capturing (3) **a / the / \emptyset** groundbreaking images of great white sharks, fluorescent coral, shipwrecks, and more. Born in New York City in 1946, Doubilet began snorkelling off (4) **a / the / \emptyset** New Jersey coast when he was eight years old. By the time he was twelve, he was scuba diving and taking (5) **a / the / \emptyset** pictures using (6) **a / the / \emptyset** Brownie Hawkeye in (7) **a / the / \emptyset** rubber bag as his first underwater camera. He spent his summers diving, taking pictures and working as (8) **a / the / \emptyset** dive guide.

→ See Workbook, Pages 10 and 11 →

A witness with a unique perspective

Yann Arthus-Bertrand can look back on an eclectic career that has mixed art, business, journalism and environmental campaigning. It was a trip with his wife to Africa, where he filmed lions in the Maasai Mara Reserve from a hot air balloon, that **inspired** Yann's most famous work, *Earth from the air*. The work is a photographic collection of aerial photographs, which has been exhibited around the world. In a project that spanned 15 years and 76 countries, he and his team **compiled** thousands of fabulous shots, 160 of which formed the exhibition and have been included in books, calendars, diaries and DVDs. Is it art? (1) 'The Earth is art, the photographer is only a witness.' But the photographs also carry a strong message: 'Here is nature at its most beautiful; please do not allow its destruction at the hands of man'.

Finding the artist inside him has been a journey of discovery. At first, photography was simply a means to observe and record animal behaviour, but once in the air, he realised that aerial photography could discover things that are not apparent from the ground and tell a story about life that hasn't yet been told. (2)

Inevitably, this unique **perspective** has become more relevant as the questions of climate change and diminishing global resources have increased, both in importance and urgency. In 2005, Yann founded the international ecologists association, GoodPlanet. (3) It also sets up education programmes to help children become more aware of environmental issues. Educating the next generation is very important to

him and his dream is for photography to be taught in schools one day, alongside maths and spelling because, 'There is nothing more universal than photography'.

Most recently, he has directed a film called *Home* (produced by Luc Besson) which uses aerial images to show the disastrous effect that unbridled consumerism is having on the planet. Devastated rainforests make way for soy bean crops and

'The Earth is art, the photographer is only a witness.'

industrial-scale cattle ranches, in order to meet the developed world's demand for beef. Major rivers that once raged in full flow are reduced to a trickle which never makes it to the sea.

Screened on World Environment Day in June 2009, *Home* was met with both gasps of amazement at its beauty and of horror at its revelations. (4) Yann Arthus-Bertrand has done more than share his perspective on the endless variety and magnificence of nature. He has opened the world's eyes to how we humans are squandering that gift.

GLOSSARY

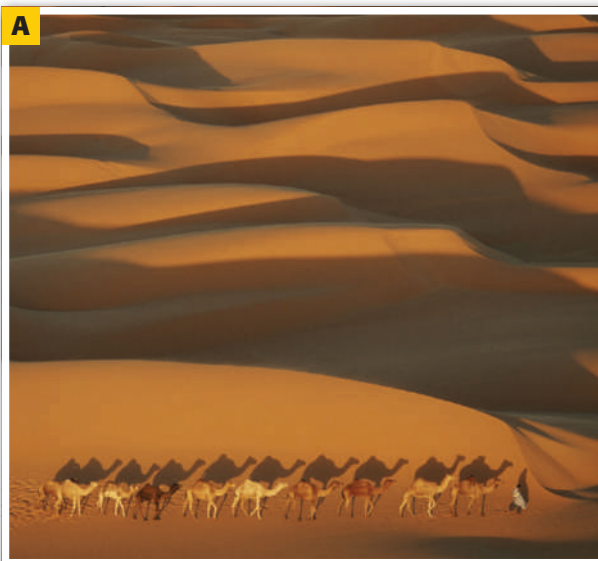
to inspire (v) - to motivate or move you to do something

to compile (v) - to put together a collection

perspective (n) - the point from which you look at things

consumerism (n) - the act of buying things

revelation (n) - fact made known



Reading

1 Read about two regular events in Muscat, the capital of Oman, and discuss the following questions with a partner.

- 1 What are the differences and similarities between the two events?
- 2 Which aspects of each event appeal to you most? Why?
- 3 If you had to choose one event to go to, which would you choose and why?



A The Muscat Festival always starts with a bang – with firework shows in Al Amerat Park and Al Naseem Park. It showcases traditional

Omani crafts such as pottery, silverware, basket making and woodwork. But it also includes exciting acrobatic and circus acts. An important event on the Festival calendar is the Tour of Oman – a cycling race which attracts top riders from around the world. There is also Muscat Fashion Week, which brings together designers from the UAE, Saudi Arabia, Qatar, Oman, Jordan, Tunisia and Morocco. And then there's the food festival. This includes live cookery shows of traditional Omani recipes, such as shuwa (a dish prepared in an underground clay oven), but also features dishes from many other countries.



B WOMAD (World of Music, Arts and Dance) began in the UK in 1982. Since then, the organisation

has held festivals in 27 countries. WOMAD Abu Dhabi takes place every year, and visitors get the chance to see visual arts and hear performers from more than 35 countries. The festival is free and the organisers pride themselves on providing entertainment for the whole family. A feature of WOMAD festivals is the opportunity to experience different cultures through the acts themselves, as well as food from many different parts of the world. For many, though, it's all about the music and it's a chance to discover sounds from just about every part of the planet.

Listening

2 **1.6** Listen to four people describing performances they have seen. Match the speakers to the performances.

- | | |
|-------------------|---|
| 1 Speaker 1 | a contemporary dance performance |
| 2 Speaker 2 | b rock concert |
| 3 Speaker 3 | c theatre play |
| 4 Speaker 4 | d variety show |

3 **1.6** Listen again and complete the sentences.

- 1 Although historical drama isn't really my I found it very
- 2 I don't him as a singer, but I'm not about the lyrics.
- 3 I wasn't all that on the music, but the choreography was
- 4 Most of the acts were and one or two of the comedians were

Vocabulary: theatre and performance

4 Put the words below in the correct categories. Some words belong in more than one. Try to add at least one word to each.

ballet	choreography	comedy	concert
gig	contemporary dance	drama	juggling
thriller	opera	puppet show	

Dance _____

Music _____

Theatre _____

Other _____

Speaking

5 **21C** Work in pairs and discuss these questions.

- 1 Have you ever seen any of the performing arts mentioned? Do you like them? Why?
- 2 How do you think watching a live performance compares to watching it on television?

OPTIONAL

Writing: a review

6 Read the review of a theatre production and make notes on the questions.

- 1 What was the title of the performance?
- 2 What kind of performance was it?
- 3 Where was it?
- 4 Do we learn anything about the writer?
- 5 What happened in the performance?
- 6 What did the reviewer say was the highlight of the performance?
- 7 Does the writer recommend the performance?



Recently, I was lucky enough to attend a production of *War Horse* at the New London Theatre in the capital's West End. The play is an adaptation of a book by Michael Morpugo, which tells a very moving story set in the First World War.

The plot is simple. A young boy, Albert, gets a horse, Joey, and the two become inseparable. At the start of the war, however, Albert's family sells Joey to the army and the horse ends up involved in the fighting in France. As soon as he is old enough, Albert becomes a soldier and goes off to fight, but we know that the main reason for doing so is because he hopes to be re-united with his horse.

The acting is fine and the characters are mostly convincing. What sets this play apart from others, though, is the brilliant work by the Handspring puppet company, who created the horses. After a few minutes, you are no longer aware of the fact that the horses are puppets operated by people – they seem to take on a life of their own. The effect of seeing this on the stage is quite breathtaking.

Many people will know the story of *War Horse* from the Steven Spielberg film, but if you get the chance to see the stage production, then go. It is a performance you will be glad you saw.

Writing: a review

7 Think about a performance or arts event you have attended and make notes under the paragraph headings below. Use the adjectives in the box to help you.

alarming amateurish breathtaking compelling
contemporary (un)convincing entertaining
(un)exciting hilarious moving popular
(un)professional rhythmic spectacular stirring
traditional unsettling

First paragraph: Introduction

- Who / What / Where / When?

Following paragraphs: Main body

Which of the following are worth mentioning?

What can you say about them?

- the music / musicians / singers
- the theatre / venue
- the choreography
- the type of drama
- the scenery
- the songs / lyrics
- the cast / characters / acting
- the highlight(s) of the performance

Final paragraph: Conclusion and recommendations

- What was your overall impression?
- Would you recommend the performance?
- Is it suitable for everyone?

8 **21C** Write a review of a performance you have seen. Follow the plan and your notes in Exercise 7. Write 200–250 words.

Useful expressions: a review of a performance

The venue was spectacular / amazing
The plot is / was ... simple / complicated
Some of the events can be entertaining / amateurish
The cast / performers did a great job / were fantastic / unprofessional
The performance was sensational / marvellous / disappointing
If you ever get the opportunity / chance to ...
I would (not) recommend it for ...
You should go prepared for / expecting ...

Reading

- 1 Look at the pictures and say which one looks the most impressive. Are there public works of art where you live? Do you think they are a good thing for a town or city? Do people appreciate them? Are they art?
- 2 Read the text quickly and match the photos (A–C) with the texts (1–3).

- 3 Read the article, ignoring the gaps for now, and answer these questions.

- 1 Which two famous landmarks is the ArcelorMittal Orbit compared to?
- 2 What exactly will you experience at the Dubai Fountain?
- 3 How is the Guell Park different from other city parks?



Stepping out of the art gallery

Dominic Gessel decides to postpone his gallery visit to another day – and finds art in some unlikely places.

1 The 2012 Olympic Games in London was an opportunity not only for millions of sports fans around the world to enjoy the competitions, but also for the city of London itself to show off what it had to offer. One attraction, a specially built sculpture called the *ArcelorMittal Orbit*, was designed to keep bringing visitors to the UK’s capital (1) after the closing ceremony of the Games. The twisting red tower, described by some as London’s Eiffel Tower for the 21st century, stands taller than the Statue of Liberty and, at over 114 metres, it is the tallest piece of public art in Britain. Designed by artist Anish Kapoor and architect Cecil Balmond, the overall cost was in excess of £20 million. Besides offering (2) views over the Olympic complex and the city beyond, the *Orbit* soon became a feature of the London landscape and remains a talking point.

2 Another example of public art that is designed to wow the visitors, though only at certain times, is the *Dubai Fountain* on the Burj Khalifa Lake in the Downtown area of Dubai. The musical fountain is illuminated by over 6,000 lights and 25 projectors as it sends water into the air, (3) it appear to dance in time with the music. Visitors to the city can enjoy regular performances from many different vantage points around the lake. Evening performances take place every 20 minutes after 6.00 p.m. The music used in the shows has included traditional, classical and contemporary pieces from the Arab world and beyond, as well as popular international film and TV theme tunes.

3 Barcelona’s Guell Park is unlike any other park. What makes it unique is the fact that it was the work of the famous Catalan architect, Antoni Gaudí (1852–1926 C.E.). There are (4) many features to list here, but Gaudí’s imagination ran wild in the design of the park and visitors are usually delighted by the almost fairy-tale world he created. A long, mosaic bench, designed by Gaudí’s assistant, J.M. Jujol, surrounds the main terrace. Made in the shape of a snake, the bench has many twists and turns so you can sit and enjoy a private conversation with views over the city to the sea beyond. Although the overall effect of the park is colourful and other-worldly, Gaudí included features (5)

as the use of local stone to help it blend in with the natural landscape. Gaudí himself lived for 20 years in one of the houses in the park and his old house is now a museum. The park is open to visitors daily from 10.00 a.m.

GLOSSARY

- complex (n)** - group of things that are linked in a complicated and close way
- vantage point (n)** - place that gives a good view of something
- twist (n)** - a tight bend
- to blend in (v)** - to seem the same as the surrounding area

4 Choose the correct word for each gap in the article. Circle a, b, c or d.

- 1 a much b soon c long d quickly
 2 a expressionist b expressive c impressed d impressive
 3 a forcing b turning c making d displaying
 4 a too b so c also d not
 5 a like b such c just d and

5 Look back at the text. Are the sentences true (T) or false (F)?

- 1 The *ArcelorMittal Orbit* was built for the 2012 Olympic Games. T / F
 2 People rarely comment on it today. T / F
 3 The *Dubai Fountain* combines lights, water and music. T / F
 4 Performances can be seen 24 hours a day. T / F
 5 Guell Park is the work of one man. T / F
 6 The park does not fit in with the surrounding area. T / F

Listening

6 Look at the statistics for *The arts in Britain* article below. Complete the sentences with the figures in the box.

26%	90%	biggest	five	once	quarter
second	biggest	ten	twice	two	

7 1.7 Listen and check your ideas. What do the statistics tell you about British people's relationship with the arts? Does this surprise you?

8 Complete the statistics (1–6) with one word in each gap. Look back at the text in Exercise 7 to help you.

- 1 One eight people plays a musical instrument.
 2 4% the population has tried writing a book or a play.
 3 A surprising number of people in the 65–80 age attend dancing lessons.
 4 About a of the population (23%) have never read a book.
 5 half the population (54%) is interested in photography.
 6 Six times the number of people go to the cinema to the theatre.

Speaking

9 You are going to do a survey on people in your class's relationship with the arts. Follow the instructions.

- Work in four groups: 1 concert, 2 photography, 3 art exhibitions, 4 cinema.
- Think of five to ten questions to ask your class for your survey.
- Interview other members of the class and note their answers.
- In your group, compile your results and prepare some statistics.
- Present your statistics to the class.

Project

Find out about a piece of art in a public place where you live. Take some photos and prepare a short presentation to your class.

The arts in Britain

(1) of the British population visit an art-related venue each year.

(2) million people in Britain are involved in amateur dramatics each year. The largest percentage of these are in the 16–19 age group.

(3) of people over 16 go to the theatre at least (4) a year – a (5) of these go to a musical.

Opera attracts (6) the percentage of the population as in the USA.

Over (7) million people visited Tate Modern in London in 2007, making it the most visited modern art gallery in the world.

One in five people go to a pop or rock concert each year and one in (8) to a classical concert.

The (9) group of cinema-goers are the top socio-economic group; the (10) group are the unemployed.



Tate Modern

Everyday English: Phoning the box office

Listening and speaking

1 Look at the two posters and answer the questions with a partner.

- 1 What do the posters show?
- 2 What impression of the two events do you get from the posters?
- 3 Which event would you prefer to attend and why?



2 1.8 Listen to a conversation with a ticket agent about one of the events in Exercise 1. Complete the booking form.

STRADA BOX OFFICE

BOOKING FORM

SHOW:

DATE: MATINEE EVENING

NUMBER OF TICKETS:

DISCOUNTS: GROUP STUDENT
 SENIOR CITIZEN CHILD (10-15)

TICKET PRICE:

NAME:

3 1.8 Listen again. Then work with a partner and take it in turns to explain the meaning of the words in the box.

sold out matinee circle stalls
 student discount group rate

4 Look at the example sentences from the recording. Then complete the rules with the correct tense.

*The evening performance starts at half past seven.
 We're leaving on Sunday.*

Grammar: present simple and continuous

We use the _____ for events in schedules or timetables.

We use the _____ for fixed arrangements in the future.

See Grammar GPS, Page 145

5 Work with a partner.

Student A: You are a ticket agent.
 Look at page 133.

Student B: You want to book tickets for *Stomp*.
 Look at page 135.

Role play the conversation. Start like this:

A Hello, Box Office. How can I help you?

B Hello, ...



STOMP: a unique mix of theatre, dance, music and comedy

6 Work with the same partner.

Student A: You want to book tickets for the concert in the poster in Exercise 1.

Student B: You are a ticket agent.

An opinion essay

- 1  Read the essay question. To what extent do you agree with it? Talk in pairs.

Some people believe that everyone should be able to access the arts for free. Discuss your opinion on having free museums in your area of Oman.

- 2 Read the opinion essay. Does the author agree with the question? Make notes of the reasons the author gives.

It is commonly believed that art should be available for everyone. In my opinion, museum entry should be free because this gives everyone the opportunity to learn about their history and culture, even if they don't have a lot of money.

Firstly, museums display artefacts, paintings, photos and other objects. They are places where art and history come alive. Without museums, people can only learn about things from pictures. Nowadays, we can find anything on the internet, which is free. Since museums are expensive, people are more likely to think that it is better and cheaper to look at photos online. This isn't the same as the real thing, so making museums free helps people to understand art and culture better.

Although museums are expensive to maintain, more people would visit them if they were free. Children could go when they finish school or at weekends. As a result, museums could get more donations to help with the costs. They could ask people to offer a donation to enter, or only charge on certain days of the week.

In conclusion, it is clear to me that allowing people free entry to museums is a good thing. Even if it is only at certain times or on certain days, it would benefit society and allow people to learn more about their culture and history.

.....

.....

.....

.....

.....

.....

WRITING SKILL

Analysing the essay question

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

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



- 3 Read the following essay questions and identify the different parts by completing the table.

Some people think that studying art at a young age is a waste of time. Discuss your view on young children studying art in primary schools in your country, giving reasons.

Many people believe that art from the past tells us people's views and feelings about the world. Discuss your opinion on the relationship between traditional art and ways of life in Oman.

Instruction words	Topic words	Restricting words

WRITING MECHANICS

Giving reasons

We can use **connectors** to join two sentences to give a reason. The connector goes before the reason. For example:

*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.*



4 Match the beginnings of the sentences (1–5) with their endings (a–e).

- 1 I think he is one of the best artists in the world
- 2 As fewer people are going to the theatre,
- 3 As a result of her hard work,
- 4 Because they had creative writing lessons,
- 5 Since art is not seen as an important subject at school,
- a the museum was able to open the exhibition.
- b they did very well in the writing competition.
- c they will have to charge more for tickets.
- d not many people spend time drawing and painting.
- e because his paintings are so unusual and beautiful.

5 Circle the correct option in each sentence.

- 1 Museums are places *in which / when* ancient artefacts can be displayed.
- 2 *As soon as / Therefore* people were charged money, the number of visitors went down.
- 3 Galleries are expensive to run, *so / therefore* they have to charge people to visit.
- 4 The concert hall held a fund-raising event. *As a result, / So* they raised OMR6000.
- 5 That was the gallery *where / which* Budoor al Riyami had her first exhibition.
- 6 *Until / When* visitors start paying to visit the museum, it will have to rely on donations.

6 Read the following essay question. Underline the instruction, topic and restricting words. Complete the plan by answering the questions.

Some people say we should spend more time and money preserving art from the past than creating modern art. Discuss your opinion on the importance of preserving traditional art in Oman.

What do I need to write about?

.....

Introduction

What is the essay about?

.....

What is my opinion?

.....

Paragraph 1

What reason supports my opinion?

.....

Paragraph 2

What other reason supports my opinion?

.....

Conclusion

How can I summarise my opinion and reasons?

.....

7 21C Now write an opinion essay using your notes in Exercise 6. Join sentences together with appropriate connectors. Write approximately 200 words.

8 Work in pairs. Read your partner's work and tick (✓) the checklist below. Has your partner:

- addressed the essay question?
- given reasons?
- talked about time, place and/or result?
- used the grammar from the unit?

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 **when** they finish school.
 People bought tickets for the concert **as soon as** they went on sale.
As soon as the tickets went on sale, people bought them.

Place

They are places **where** art and history come alive.
 This is the studio **in which** he painted his most famous pictures.

Result

More people would visit. **Therefore**, museums could get more donations to help with the costs.
 More people would visit. **As a result**, museums could get more donations to help with the costs.



Doing the right thing

READING

Reading to summarise;
reading to report
information

WRITING

Writing a review of a TV
documentary
Writing subjectively and
objectively
Talking about quantity and
quality; giving opinions
Writing a for-against essay

LISTENING

Listening to summarise;
listening for attitude

SPEAKING

Discussing a problem;
giving advice
Describing changing your
mind; discussing the impact
of tourism; understanding
proverbs; discussing
humour

STUDY & EXAM SKILLS

GRAMMAR

Past ability
Future in the past
Modal verbs in the past
Better, *should* and *ought to*

VOCABULARY

Working with words
– adjectives of personality
– language of humour

1 ^{21C} Work in pairs. Look at the quotations. Do you agree with any of them? Why? / Why not?

'Honesty pays but it doesn't seem to pay enough to suit some people.'
Kin Hubbard, journalist (1868–1930)

'When in doubt, tell the truth.'
Mark Twain, author (1835–1910)

'Conscience is the inner voice that warns us somebody may be looking.'
Henry Louis Mencken, journalist (1880–1956)

'Every survival kit should include a sense of humour.'
Anon.

2 ^{21C} Work in pairs. What percentage of people do you think ...

- are always honest even if it means hurting someone's feelings?
- never lie at all?
- are good people?

3 Complete the table about different types of behaviour with the words and phrases in the Vocabulary box.

Being rational	Being instinctive	Being fair and honest
Use ... reason	Follow ... feelings	Play ... straight

4 ^{21C} Work in groups. Are you a more rational type of person, or someone who follows their instincts? In what situations is it better to be rational, or better to follow your instincts?

Talking about – behaviours

- | | | |
|--------------|--------------|--------------|
| anxious | eco-friendly | naughty |
| attentive | fair | outgoing |
| authentic | feelings | package |
| built-up | game | reason |
| by the rules | guided | remote |
| cautious | impulsive | shy |
| common sense | insecure | straight |
| confident | instincts | unspoilt |
| distracted | intuition | well-behaved |
| easy-going | judgement | |

Vocabulary: personality

- 1 Match the adjectives for describing children's characteristics in the box to their opposites.

cautious <input type="checkbox"/>	distracted <input type="checkbox"/>	easy-going <input type="checkbox"/>
insecure <input type="checkbox"/>	outgoing <input type="checkbox"/>	well-behaved <input type="checkbox"/>

- 1 shy 4 attentive (e.g. in school)
 2 confident 5 anxious
 3 impulsive 6 naughty

→ See Working with words, Page 138 →

- 2 Work in pairs. Describe what you were like as an eight-year-old child.

Reading

- 3 Read the article about a psychological experiment with young children. Then in your own words summarise the experiment saying ...

- what the experiment involved.
- what the immediate result of this experiment was.
- what the psychologists found when the same children were assessed 14 years later.

The Stanford marshmallow experiment

Take a four-year-old child, an empty room and a marshmallow. What do you get? The ingredients for a psychological experiment which can predict with extraordinary accuracy a child's performance and behaviour in later life.

Walter Mischel of Stanford University examined children's ability to control their impulses. Children were taken one by one into a room and made to sit at a table with a marshmallow on it. The experimenter told them he had to leave the room for a few minutes. If they wanted to, they could eat the marshmallow, but if they waited for him to return, they could have two or three marshmallows. The experimenter then left the room and retired to observe the child from behind a two-way mirror.

Some children waited just a few seconds and then devoured the marshmallow. Others agonised for a few minutes before eating it. Some others tried to think of strategies to distract themselves from the temptation. And some waited patiently – as much as 20 minutes – for the experimenter to return in order to get their increased reward.

Grammar: past ability

- 4 Look at this excerpt from the article. Why is *were able to* used instead of *could*?

... and those who **were able to resist** the immediate temptation for the promise of something better.

Read the explanation to check your ideas.

Grammar: past ability

We use **could** or **was able to** when talking about a general ability in the past.

I could / was able to play the piano quite well when I was young.

We use **was able to**, **managed to** or **succeeded in** when we are talking about an ability to do a (difficult) thing on a particular occasion.

The river was flowing very fast, but I was able to / managed to swim to the bank and climb out.

The river was flowing very fast, but I succeeded in swimming to the bank and climbing out.

We use **could** (not ~~was able to~~) when describing an ability on a particular occasion if we use verbs of perception, e.g. *see, hear, feel*.

Although I was sitting at the back of the room, I could hear the speaker clearly.

If we are talking about an inability to do a (difficult) thing on a particular occasion, we use **wasn't able to**, **didn't manage to**, **didn't succeed in** or **couldn't**.

I tried but I couldn't / wasn't able to / didn't manage to remove the wheel.

I tried but I didn't succeed in removing the wheel.

→ See Grammar GPS, Page 46 →

In a follow-up study, the same children were assessed at 18 years of age to see what differences there were between those children who had grabbed the marshmallow immediately (the 'impulsive') and those who were able to resist the immediate temptation for the promise of something better ('impulse controlled').

The most impulsive children at four years of age scored 20% less on their SAT tests – a test of maths and verbal reasoning – than those who controlled their impulses. This is as big as the difference you would normally get between children from poor and wealthy backgrounds. The impulsive group also seemed to suffer more from stress and emotional problems.



5 Choose the correct words to complete the sentences. In one sentence, both options are possible.

- 1 When she left school, she *could* / *managed to* speak English fluently.
- 2 The book wasn't available in the shops but I *could* / *was able to* get a copy on the internet.
- 3 He didn't want to come at first, but in the end I *could* / *managed to* persuade him.
- 4 I'm afraid I *couldn't* / *wasn't able to* get the magazine you asked for – the shop had sold out.
- 5 I *could see* / *succeeded in seeing* from her face that she wasn't happy with her exam results.
- 6 A cat ran in front of the car, but I *could avoid* / *succeeded in avoiding* it.
- 7 The film was in Portuguese, so I *couldn't understand* / *didn't succeed in understanding* much.
- 8 I would help you if I *could* / *managed to*, but I'm afraid I'm much too busy at the moment.

6 Write three sentences of your own using *could*, *managed to* and *was able to*. Read them to your partner to check if they are correct.

→ See Workbook, Pages 22 and 23 →

Listening

7 2.1 Listen to a psychologist explaining what the Marshmallow test tells us about human behaviour and choose the sentence (a–c) that best summarises her views.

- a Some of us have much stronger desires and emotions than others.
- b We all have different strategies for controlling our impulses.
- c By learning to control our impulses, we can achieve things we couldn't achieve before.

Grammar: future in the past E

8 Work with a partner. Look at sentence A and compare it with sentence B. Underline the differences between them. Then read the explanation.

- A** The kid who is about to eat it and then works out a strategy to avoid doing that is the same kid who will later work out strategies for controlling other impulses that don't serve his long-term interests.
- B** The kid who was about to eat it and then worked out a strategy to avoid doing that is the same kid who would later work out strategies for controlling other impulses that didn't serve his long-term interests.

Grammar: future in the past

We use 'future in the past' to talk about things that had not yet happened at the time in the past that we are referring to. Usually we use it to talk about things that were supposed to happen but didn't.

We were going to meet last week, but the boss cancelled.

Forming 'future in the past' verbs is very similar to reporting speech, where you move the verb one tense back in the past.

→ See Grammar GPS, Page 146 →

9 Transform the sentences about the future to sentences containing a 'future in the past' verb form. Include a reason why in each sentence.

- 1 I'm going to see the movie with Fahd tomorrow.
I was going to see the movie with Fahd tomorrow, but he cancelled.
- 2 He is going to apply to study in America.
- 3 They are about to buy a big new apartment on the waterfront.
- 4 I promise I will help you to paint your room.
- 5 The council is to build a huge new shopping mall in the city centre.
- 6 I hope I am not going to be asked to make a speech.

→ See Workbook, Pages 22 and 23 →

Speaking

10 21C Choose two of the situations below where you were going to do something but then thought better of it. What made you change your mind? Did you make the right decision? Describe what happened to your partner.

- do something risky or reckless
- buy something you couldn't really afford
- agree to do a difficult job or piece of work
- take on a physical challenge (like running in a marathon)
- say something very direct to someone

▶ *My friend once tried to persuade me to buy a style of dress that I wouldn't normally wear. At first I was going to do it, but ...*



Reading

- 1 Look at these words, which are often used in company law. Discuss with your partner what they mean. Read the text and check.

irregularities improper practice to testify
settle out of court to make public
health and safety standards to admit liability
to allege

- 2 Read the article. Karen Silkwood has been described as a *whistle-blower*. What does this mean in her case?
- 3 Read the article again and answer the questions.
- 1 What was the main problem at the Kerr-McGee plant?
 - 2 Why would Karen Silkwood not want to have been contaminated?
 - 3 What is the significance of: *There were no documents in the car with her*, in this story?
 - 4 What do you think happened?

KAREN SILKWOOD

Karen Silkwood worked at the Kerr-McGee plant which produced plutonium pellets for nuclear reactor fuel rods. She was asked to investigate health and safety standards at the plant and she found many irregularities in the way workers were exposed to contamination. In summer 1974, Silkwood testified to the Atomic Energy Commission about these matters, and made other allegations about improper practice by the company.

Over a three-day period in early November 1974, Silkwood became seriously contaminated by plutonium in a mysterious and unexplained way. She believed that someone had deliberately contaminated her, while the Kerr-McGee management alleged that Silkwood had contaminated herself in order to present the company in a negative light.

Silkwood decided to make the information she had collected about the plant public, and contacted the New York Times. She should have met a journalist from the paper in Oklahoma City, 50 km from the plant, and drove there alone to see him, carrying a packet of documents. But she never arrived. She was killed in a mysterious car crash. There were no documents in the car with her. What had happened to Karen and what could have happened to the documents?

Controversy raged about the cause of her death, and many people believe that it was an 'accident' to prevent the details about Kerr-McGee becoming public. Years later the company settled out of court for US\$ 1.38 million with Silkwood's family. However, they did not admit any liability.

Grammar: modal verbs in the past **E**

Grammar: speculating about past actions

To talk about things that happened in the past which we are uncertain about, we use *may have* + past participle, and *might have* + past participle when we are more uncertain.

*The car crash might not have been an accident.
Ghada might have had some bad news.*

Giving opinions about past actions

To talk about what we think about past actions which we think are incorrect or inappropriate, we use *should have* + past participle to talk about a better course of action, and *could have* + past participle to suggest an alternative course of action:

*Why weren't any documents found in Silkwood's car?
She could have left them in her office.*

→ See Grammar GPS, Page 146 →

- 4 Read these sentences and choose the correct alternative.

- 1 We have run out of bread! You *should* / *may* have bought some this morning.
- 2 You are all wet. You *might* / *should* have taken an umbrella with you.
- 3 You *may* / *could* have told me sooner that you weren't coming to the concert. I've bought you a ticket.
- 4 No one is sure why the accident happened. The driver *might* / *should* have lost control of the car.

→ See Workbook, Page 23 →



Meryl Streep played Karen Silkwood in the 1983 film.

Listening

- 5 **2.2** Listen to an interview with a representative from the organisation *Good practice at work*. What two examples of unethical practice in the workplace are mentioned?
- 6 **2.2** Listen again. Choose the correct option to complete the sentences.
- Most companies would say it is an employee's duty to report a colleague who ...
 - breaks a contract with a customer.
 - takes a bribe from a customer.
 - offers a bribe to a customer.
 - doesn't help the company to win a contract.
 - The employee who suspects unethical practice is in a difficult situation because ...
 - it may not be clear who is really responsible.
 - he or she may not want to get into trouble with the senior management.
 - he or she may be guilty of similar behaviour.
 - usually it is the senior management who are responsible for unethical practice.
 - It is every employee's duty to ...
 - ensure their company's practices are ethical.
 - blow the whistle whenever they suspect bad practice.
 - take care of their own practices, not others'.
 - be suspicious of their colleagues' actions.
- 7 **21C** What would you have done in the situation described in Exercise 6? Would you have reported the colleague or kept quiet?

Useful expressions: discussing a problem

This is clearly a case of ...
We need to establish ...
The question is whether ...
I think we have to ...
It's our duty to ...
In the interests of the company we should ...
I would advise against -ing ...



Speaking

- 8 **21C** Work in small groups. Imagine you work as a manager for a furniture company. Look at the cases of unethical practice (1–4) that have been reported to you by various employees and discuss them. Decide ...
- what further details of the case you need to find out before you decide what to do.
 - what action to take against the offending employee.
 - whether the case should be made public or not.
- An employee is making a lot of personal calls on the phone during company time.
 - A salesman accepted a gift of a gold watch from a rich and satisfied client.
 - The sales manager has just promoted her brother to the job of assistant sales manager without advertising the job or considering other candidates from inside the company.
 - A manager has just done a deal with a company in Indonesia that makes furniture much more cheaply than the company's present suppliers. But the wood they use is illegal, coming from a government-protected rainforest.

When you have finished, compare your ideas with another group.

Pronunciation: vowel sounds

- 9 **2.3** Decide which sound each of the underlined syllables has. Then listen, check and repeat.
- /ɪ/ as in *hit* or /i:/ as in *heat*?
whistle colleague senior illegal
printer
 - /u/ as in *put* or /u:/ as in *shoot*?
collude would truth crucial look
 - /e/ as in *let* or /eɪ/ as in *wait*?
case many ethical change payment

Vocabulary: adjectives

- 1 Think of adjectives to complete the sentences.**
- 1 It's a place, miles from anywhere.
 - 2 We experienced Greek culture, not some tacky imitation of it served up for tourists.
 - 3 It's a very area these days. There are hotels all the way along the coast.
 - 4 It's a completely island – there's no tourism or development there at all.
 - 5 We took a holiday there – everything was included in the price.
 - 6 We had a tour around the ruins. It was very informative.
 - 7 It claims to be an resort, but it generates the same waste and pollution.

- 2 Complete the sentences in Exercise 1 with the words in the box. Are any the same as your words?**

authentic	built-up	eco-friendly
guided	package	remote unspoilt

Speaking

- 3 21C** What is important to you when you go on holiday (e.g. good restaurants, local culture)? Why? When you travel, do you think about the impact of tourism on the place you are visiting?

Reading

- 4 Read the article on page 25. Match the sentences (a–f) to the gaps (1–4). There are two extra sentences.**
- a Be aware of how you (and your money) fit into the place you're visiting.
 - b In a globalising world, discovery is now inevitable.
 - c But we can't all be good geotravellers.
 - d Both were happy with their holidays, but look at the difference: Nanos went to a 'place', her neighbour went to 'anyplace'.
 - e In tough economic times, it's important to realise the only thing worse than too many travellers is too few.
 - f Not everyone wants the luxuries that mass tourism can offer.
- 5 What is the key to being a good tourist, according to the writer?**

Pronunciation: vowel sounds

- 6 2.4** Some English sounds can be represented by different combinations of letters. Match the words in the box to words with the same vowel sound (1–9). Then listen, check and repeat.

build <input type="checkbox"/>	cruise <input type="checkbox"/>	neighbour <input type="checkbox"/>	plants <input type="checkbox"/>
role <input type="checkbox"/>	stuff <input type="checkbox"/>	wild <input type="checkbox"/>	wise <input type="checkbox"/>
	worse <input type="checkbox"/>		

- | | | |
|----------------|-----------------|------------------|
| 1 child | 4 goal | 7 flies |
| 2 lose | 5 labour | 8 enhance |
| 3 nurse | 6 filled | 9 tough |

Grammar: adverb + past participle adjectives

We often use *adverb + past participle*, joined by a hyphen (-), to make an adjective which shortens and simplifies a description of the noun which follows.

They have just moved into a house that was designed well.
*They have just moved into a **well-designed** house.*
He handed in an essay which was written well.
*He handed in a **well-written** essay.*

- 7 In the article on page 25, the writer describes a trip as a *long-planned trip*. Change the phrases below into similar *adverb + past participle* adjectives.**

- 1 an event which was organised in a good way
.....
- 2 a man who was dressed in nice clothes
.....
- 3 a victory which required the winners to fight hard
.....
- 4 a success which only lasted (*lived*) for a short time
.....
- 5 a performance which was received by critics in a bad way
.....
- 6 an opinion which saw (*sighted*) far into the future
.....

Project

21C Work with a partner. Think of a popular tourist location in Oman. Find out as much as you can about it. How could it be made more environmentally friendly? Brainstorm your ideas and tell the class about them.

Intelligent travel

A couple of months ago, one of our editors, Janelle Nanos, took a long-planned trip to Cabo San Lucas in Baja California, Mexico. Cabo has been experiencing mass tourism growth – hotels, apartments, golf courses. But Nanos found surviving parts of the real Baja to experience: kayaking near the sea lions, visiting the art town of Todos Santos, finding a wild beach and attending a local football game full of cheering Mexicans. On the flight home, she chatted with her fellow passenger, learning what he had done at Cabo: sunbathing on the resort's beach and enjoying the restaurants. (1)

I remember a friend and colleague who loved Baja California, back before the highway was paved, before the cruise ships, before the hotel developments. 'Please don't write about it,' she begged everyone. 'I don't want it discovered.' But it doesn't work that way. (2) The travel writer's dilemma: 'If we do a story, will we **ruin** the place?' has evolved into a travel philosophy for all of us: If we write, if we go, if we build, we must do it well or lose it all.

And if we don't go, we could lose it all as well. Tourism can provide a much-needed economic alternative to communities who will otherwise turn their attention to less environmentally-friendly activities: surface mining (not outdoor recreation), new apartment blocks (not a restored historic district), dynamite reef fishing (not snorkel trips).

One answer to this dilemma is the concept of geotourism. Geotourism is defined as 'tourism that sustains or enhances the geographical character of a place – its environment, culture, aesthetics, heritage and the well-being of its residents'. We believe this type of travel can be incredibly positive. When you seek authenticity, and pay for it, you're not only sending a message, you're helping protect a local **asset**.

Your first role is simply to be a good geotraveller. (3) What incentives for the local economy are you creating? If you are creating the right ones, then you can enjoy yourself with a clear conscience. You'll find yourself seeing places in a new way, perhaps even becoming proactive.

'Your first role is simply to be a good geotraveller.'

And that's good. Comment. Make noise. When you're travelling, engage with the locals. Ask surprising questions ('So where does the **sewage** from this resort go?'). Tell them what's special about where they

live ('This is great to see / eat / hear. We don't have anything like this back home'). So keep travelling, constructively, wisely. (4) We have a role to play, we can have fun doing it, and we'll take home richer memories.

GLOSSARY

- dilemma** (n) - a difficult choice to be made between two different actions
- to ruin** (v) - to spoil or destroy
- asset** (n) - something of value that you own
- incentive** (n) - something that encourages a person to do something
- sewage** (n) - human waste

Speaking

- 1 **21C** Look at the quote. Do you think it's true? Why?

'Good advice is always certain to be ignored, but that's no reason not to give it.'

Agatha Christie, author (1890–1976)

- 2 Proverbs are sayings that contain universal truths. Look at these English proverbs that offer advice. What does each one mean? Is there an equivalent proverb in Arabic? Can you think of a situation in which you would use it to give advice?

Before criticising a man, walk a mile in his shoes.

You reap what you sow.

Don't burn your bridges.

A problem shared is a problem halved.

Actions speak louder than words.

If it isn't broken, don't fix it.

Sometimes you have to be cruel to be kind.

Listening

- 3 Do you like to give advice? On what occasions would you ask for advice from others?
- 4 **2.5** Listen to four people talking about giving advice. Match the speakers (1–4) to their attitude to giving advice (a–e). There is one extra attitude that does not match to a speaker.

Speaker 1 Speaker 3

Speaker 2 Speaker 4

- a Moral problems are always too complicated to give advice about.
- b I always ask myself what other people think of my decision.
- c Giving advice helps you to clarify your own opinions.
- d People often look for reasons not to do the right thing.
- e People don't want advice – they want others to agree with them.

- 5 **2.5** Listen again and complete the sentences.

- 1 Usually they've already their mind what they are going to do.
- 2 They'll pretend to listen but actually they won't your advice.
- 3 They are looking for someone to help them doing the wrong thing.
- 4 People rarely advice from others.
- 5 Even if it's wasted on another person, through these kinds of problems is a very useful exercise.
- 6 It helps you to your own judgements about what's right and wrong.
- 7 Whenever I'm a dilemma, I this simple test.

Grammar: better, should and ought to **E**

Grammar: better, should, ought to

You had better tell him.

You should tell him.

It is better to tell him.

You ought to tell him.

It would be better to tell him.

You would be better off telling him.

➔➔ See Grammar GPS, Page 146 ➔➔

- 6 Study the different forms used for giving advice. Then complete the sentences with the correct form of the verb. Use the *to*-infinitive, infinitive without *to* or the *-ing* form.

- 1 You'd better (hurry) up or we'll be late.
- 2 The traffic is terrible at this time of day. You'd be better off (walk).
- 3 You shouldn't (bite) your fingernails, you know.
- 4 It's far better (lose) OMR10 than (risk) losing OMR1,000.
- 5 It'd be better (get) the advice of an expert in this case.
- 6 You ought (tell) him. He's going to find out sooner or later anyway.
- 7 I'd (get) there 15 minutes before the show starts, if I were you.

- 7 Look back at the statements 1, 2, 5 and 7. What is 'd an abbreviation of in each case?

➔➔ See Workbook, Page 23 ➔➔

Speaking

8 **21C** Work in small groups. A friend asks you for your advice in the following situations. Discuss what you should say to him / her. Use the phrases from Exercise 7 to give advice.

- 1 Your friend has taken you for a meal and you have just finished eating it. The first course was good, but the dessert was horrible. When the waiter gives you the bill, your friend notices that they have forgotten to charge for the dessert.
- 2 Your friend has been working as a junior assistant manager for the last two years. He likes the job very much. He was promised a promotion a year ago but didn't get it. Now he finds that another junior assistant manager who joined the company after him has been given a promotion.

OPTIONAL

Writing: a review of a TV documentary

- 9 Read the review. What is the reviewer's main problem with this documentary?
- 10 Do you also feel uncomfortable sometimes when you see television that seems voyeuristic? Can you think of specific examples?

Last night's TV -
The lost tribe of the Amazon

The documentary *The lost tribe of the Amazon* was screened last night on national television as the latest episode in the popular series *Disappearing Planet* made by Birdsvie Productions, which aims to record parts of our natural world before they disappear. Previous episodes have dealt with issues such as the melting of the polar ice caps and the extinction of the white rhino.

The lost tribe of the Amazon tells the story of one of the few remaining tribes still untouched by western civilisation. The idea is to show that peoples like this are in danger from the logging industry, which is creeping ever further into the heart of the world's largest rainforest. We are shown the unspoilt beauty of this part of the upper Amazon and the simple way of life that these people follow: hunting, fishing and gathering the fruits of the forest.

The documentary is beautifully filmed and well researched, but it is unconventional in that it tells this story from a distance. Most of the filming is done from a nearby hillside, some from a helicopter. The human subjects do not talk to the camera; all we hear is the commentator's voice and the sounds of the forest. The filmmakers themselves claim that the tribe itself was unaware that their lives were being watched and recorded.

11 Look back at the review and underline the sections that ...

- 1 describe the background to the documentary.
- 2 present the plot or content.
- 3 describe the qualities of the film.
- 4 sum up the author's feelings about the documentary.
- 5 give a recommendation to other viewers.

12 **21C** Work in pairs. Develop a similar review of a documentary or piece of TV you have seen that seemed voyeuristic, following the structure below. After each stage, compare what you have written with another pair.

- 1 Describe the background or aims of the documentary.
- 2 Present the plot.
- 3 Describe the qualities of the film (e.g. beautifully filmed, informative, made in a hurry, poorly researched, powerfully narrated, superficial, voyeuristic, well made, well researched).
- 4 Sum up your feelings about the film.
- 5 Give a recommendation to other viewers.

Useful expressions: reviewing a TV programme

... is part of a series ... It aims to describe ...
 It tells the story of ... It shows us how people ...
 It left me feeling ...
 I found the music rather irritating ...
 It's definitely worth seeing ...
 Don't go out of your way to see it.

But we, the viewers, only have their word for this. And whether they knew it or not, I still felt uncomfortable watching: it seemed **voyeuristic**.

The documentary-maker's job is to inform its audience. In this sense, the Birdsvie team have done a good job. But they also have a responsibility to get the permission of their subjects first. And knowing that this was not the case with *The lost tribe of the Amazon* I cannot give it my approval.



GLOSSARY

- tribe (n)** - a group of people who live together and share the same language, culture and history
- unconventional (adj)** - different from what is usual
- voyeuristic (adj)** - enjoying watching the problems and lives of others

Speaking

- 1 **21C** Do you think each country and culture has its own type of humour? Why? How would you describe your country's sense of humour?

Vocabulary: humour

- 2 Complete the phrases about humour with the verbs in the box.

be laugh make play see take tell

- 1 to a trick on someone
 - 2 to the funny side of something
 - 3 to nothing too seriously
 - 4 to at yourself
 - 5 to fun of someone or something
 - 6 to a joke or a funny story
 - 7 to witty
- 3 Which of the phrases in Exercise 2 ...
- a could be unkind?
 - b shows a relaxed and generous attitude to life?
 - c is an intelligent form of humour?

→ See Working with words, Page 138 →

Listening

- 4 **2.6** Listen to a commentator talking about British and Canadian humour. What does he say characterises each kind of humour?
- 5 **2.6** Listen again. Are the sentences true (T) or false (F)?
- 1 At the Lapland theme park there was no snow and the animals were made of plastic. T / F
 - 2 The fact that people laughed shows that British people enjoy a failure. T / F
 - 3 Canadians are very conscious that the USA is a more powerful and better known country. T / F
 - 4 The American version of the book was called *Coping with back pain*. T / F
 - 5 Canadians make jokes about the USA to make themselves feel better. T / F

Reading

- 6 Read the article on page 29 and choose the correct answers, a, b or c.

- 1 What was unusual about *The War of the Worlds* when it was broadcast in 1938?
 - a The subject had never been covered before.
 - b The 'news' reports sounded real.
 - c It was put on in place of a music programme.
- 2 What was Orson Welles accused of?
 - a making fun of the public
 - b not informing the public that the play was a work of fiction
 - c deliberately structuring the play to deceive the public
- 3 What is it about *The War of the Worlds* that others have tried to copy?
 - a The fear that it created in listeners.
 - b The fact that it seemed believable.
 - c The fact that it was a good joke.
- 4 What was part of the plot of the *Science report* story?
 - a People were secretly living on the moon.
 - b The Earth's population had been reduced.
 - c People had moved into underground shelters.
- 7 **21C** Discuss the following questions.
 - 1 How do you think people from your country would have reacted to Orson Welles' radio broadcast?
 - 2 Why do you think so many people believed that *Alternative three* was a real news item?
 - 3 What would be the best alternative if Earth could no longer sustain life?
 - 4 Do you think that there was anything wrong with broadcasting these two programmes or was it just harmless entertainment?
- 8 Now read the information in the box on page 29 about other jokes. Which of them do you find:

• believable?	• silly?
• funny?	• ingenious?
• in bad taste / irresponsible?	

Give reasons for your answers.

Fooling the public

When his dramatisation of *The War of the Worlds* was first broadcast on US radio in 1938, director Orson Welles used a particular style to add to the drama. The play began as though it was a music programme but it was regularly interrupted by news reports, first reporting strange explosions coming from Mars, and later, as the story unfolded, Martian creatures landing on Earth and beginning to take over New York. The drama was so convincing that many people took it seriously and some even panicked and left their homes, fearing that they were going to be killed by Martians.

Welles was criticised for causing mass panic, but insisted that it had all been done in the name of drama and he couldn't possibly have known that people would react in the way they did. He said in his defence that the programme had repeatedly pointed out that it was a work of fiction. However, information that came to light later revealed that Welles knew exactly when audiences would be tuning in from another popular broadcast that evening. It is alleged that he timed the fake news reports to coincide with the point where he knew most listeners would be tuning in.

Whether or not Welles was innocent, he became a household name and his radio adaptation has become legendary. Many people in the broadcast media have attempted to re-create the effect that Welles had on his audience, not so much by creating panic, but by concocting elaborate hoaxes that the public might believe. Since then, there have been many media attempts to fool the public with a hoax story every so often. Usually this is to generate more attention and get more viewers.

One notable example was when the British programme *Science report* was coming to the end of the series. The last programme was about the mysterious disappearances of certain scientists. Through their investigative journalism, the team 'uncovered' a project to colonise space that was already under way. The missing scientists were either working on the secret project or already settled in a space station on the Moon. It was revealed that, due to climate change, the world would not be habitable in a few years. One solution was to drastically reduce the population somehow. Another was to build underground shelters so that rulers and some members of society could live underground until it was safe to come out. The third suggestion, *Alternative three*, as the episode was named, was to leave the Earth.

Very few people watching the programme realised at first that they were being fooled. Throughout the series, viewers had become used to trusting the presenter, and the actors did a good job of convincing the viewers that what they were watching was real. At the very end of the programme, viewers saw video footage, taken from a landing craft, of some kind of creature tunnelling on the surface of Mars; proof that there was life on Mars. Except that the whole programme had been an elaborate hoax, and the truth was only revealed just before the end credits.



A very British sense of humour

Humour varies from culture to culture. British humour often includes playing jokes on others. Would these stories be funny in your culture?

- The first notable television joke on the public was in 1957, when the normally serious British news programme *Panorama* included a story about the spaghetti harvest in Switzerland. Many people phoned the BBC wanting to know more about how they could grow their own spaghetti tree.
- In 1965, the BBC showed a wonderful new invention: the 'smellovision'. Viewers watching programmes on this new kind of TV would be able to smell as well as see images from a TV studio. The inventor demonstrated by brewing coffee and cutting up onions. A number of people called the BBC to say that they had smelled the onions and coffee!
- A famous British astronomer announced on BBC Radio that at 9.47 a.m. on a specific date in April 1977, the planet Pluto would pass behind Jupiter, causing a brief change in the Earth's gravity. Listeners were told that if they jumped in the air at the right time, they would have a strange floating sensation. After the time had passed, many listeners phoned the BBC to confirm the phenomenon.
- In what was to become one of 2008's most viewed videos on the internet, the BBC claimed that they had discovered a species of penguin that had learned to fly to the South American rainforests, where they spent the winters enjoying the hot sun.

True story:

The rise of China

In China, business is booming

For thousands of years China has had one of the world's most advanced civilisations and economies, and the country is now expected to become the world's number one superpower somewhere between 2020 and 2050.

Already, massive changes have taken place as part of a government-implemented plan for China to become a world leader in manufacturing, and it is now the biggest producer of concrete and steel in the world. Economic reform in the last 30 years has allowed foreign investment and the privatisation of some state-run industries. New businesses have quickly emerged, the private sector has grown enormously and salaries have risen.

Investment in transport has been huge, partly to mobilise the working population and partly to improve trade links. The road network is being upgraded, as is the railway system with its brand new, state-of-the-art high-speed trains.

The current trend is a shift from manufacturing towards promoting innovation and technology, which suggests the Chinese recognise what is needed in the modern world. Huge investments have been made in science and technology. China is the third country after the USA and the former USSR to send a man into space, and there are plans for manned missions to the Moon and to Mars, as well as a Chinese-built space station. Great progress has also been made in the areas of computer technology and renewable energy. Education has, of course, played a major role and has also benefitted from major investment.

China has a young workforce where women are well represented and people understand the importance of getting a good education, so there is little reason to doubt that the country will go on growing at a considerable rate. And it seems as though the rest of the world has accepted that this will happen, judging by the hundreds of books and thousands of articles advising us on how to do business with China.



Some facts and figures

- China has a population of 1.3 billion.
- The Chinese economy is predicted to be twice as big as that of the USA by 2050.
- A budget of 750 billion US dollars was made available for expanding China's rail network. The number of cities with urban metro lines will also double as part of this project.
- In 1979, China implemented a 'one child per family' policy. Most workers now have higher salaries as a result. The incomes of people in their twenties recently rose by one third in three years.
- By 2015 there will be half a billion people under the age of 30 in China.
- Over 50% of Chinese students now gain degrees in natural sciences and engineering.
- China's space programme includes sending a man to the Moon in 2024 and establishing permanent bases there.
- In 2010, the Chinese-built Tianhe-1A became the world's fastest supercomputer.
- Four of the top ten billionaires in the world who have made their fortune from environmentally friendly businesses are Chinese.
- China now has over 800,000 millionaires. Many of them are self-made entrepreneurs, and a third of them are women.
- Women account for around 50% of university graduates and women occupy senior management positions in about 90% of Chinese companies.

1 Read the text above and note down the main point of each paragraph.

2 Answer the following questions about the text. Use the facts and figures where possible.


- 1 What has economic reform meant for China?
- 2 What changes have been made in transport?
- 3 How has the focus moved from manufacturing?
- 4 How would you describe China's workforce?

3 Look again at the facts and figures. Take turns relating them to each other and reporting what your partner said.

Student A: *750 billion US dollars is being spent on expanding China's rail network.*

Student B: *He / She said that 750 billion US dollars was being spent on expanding China's rail network.*

A for-against essay

- 1  Read the essay question below. What is your opinion on this topic? Talk in pairs.

Some people believe that we should have to pay for plastic bags in shops. To what extent do you agree or disagree with this?

- 2 Read the example essay. Decide if the sentences below are true (T) or false (F).

According to the author ...

- 1 Seas are being polluted by plastic bags.
- 2 Residents already have to pay for plastic bags.
- 3 Plastic bag consumption is very high.
- 4 Paying for plastic bags might not stop people using them.
- 5 Plastic bag charges haven't had good results in other countries.
- 6 We should have to pay for plastic bags.

Plastic consumption is a huge problem around the world. Millions of tons of plastic ends up in the ocean every year, which damages marine life and causes pollution. It is argued that residents should be charged for using a plastic bag when they shop. However, not everyone agrees that this is the best way to address the problem.

On the one hand, we use far too many plastic bags. This could be because they are so easy to pick up in supermarkets and other shops, so we take them without thinking. Therefore, it could be said that if we had to pay for plastic bags, we would be less likely to use as many. On the other hand, the cost of plastic bags would be so low that people may continue to use just as many.

Many countries have already introduced charges for plastic bags. As a result, they use a lot less than they used to. Asking for people to pay for plastic bags is such an easy way to reduce plastic waste. However, it is also important to offer people alternatives such as cotton bags so that they understand that it isn't about simply paying to use a plastic bag, but about using fewer of them.

To sum up, I am convinced that charging for plastic bags is necessary. I believe that it will encourage people to recycle more and help the environment, but only if more alternatives are available.

WRITING SKILL

Using subjective and objective writing

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

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

In **objective** writing, writers just give the facts 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 Work in pairs. Read the example essay again and identify examples of objective and subjective writing. Explain your answers to your partner and identify the language that helped you to decide.

WRITING MECHANICS

Talking about quantity and quality

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

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

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

The explanation was far too complicated.

The writing was a little too small.

Their offer of support was not genuine enough.



- 4 Read the example essay and underline the sentences that mention quantity and quality.

5 Rewrite the sentences using the word in brackets.

- 1 The initiative is quite simple that everyone does it. (such)
It is
- 2 As it is supported by the government, people pay attention to it. (because)
People pay attention to it
- 3 However, it is a little too early to get the results of the initiative. (quite)
However, it is
- 4 In my opinion, this is something that everyone should do. (feel)
.....

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 convinced that reducing our carbon footprint is the right thing to do.

I am inclined to believe that giving children free fruit at school teaches them healthy eating habits.



6 Reorder the words to write sentences giving opinions.

- 1 that / this / believe / the / is / firmly / best / option. / I
.....
- 2 the / do / changes. / I / with / not / agree
.....
- 3 work. / am / this / convinced / wouldn't / I / that
.....
- 4 are / other / that / alternatives. / there / I / feel
.....
- 5 aren't / the / disadvantages / In / opinion, / there / my / any / program. / to
.....

7 Some people think that restaurants and cafés shouldn't give customers plastic straws in their drinks. Make notes of arguments for and against this. Then decide what your personal opinion is. Use the table to help you.

For	Against
.....
.....
.....
.....

8 ^{21C} Read the essay question below. Use your notes from Exercise 7 to plan a for-against essay, filling in the table below.

Many environmentalists believe that plastic straws should be banned. To what extent do you agree or disagree with this?

For: Statement 1: Supporting argument: Statement 2: Supporting argument:
Against: Statement 1: Supporting argument: Statement 2: Supporting argument:
My opinion:

9 Now write a for-against essay using your plan from Exercise 8. Remember to include statements for and against, plus supporting arguments for each. Then, give your opinion in the conclusion.

10 Work in pairs. Read your partner's work and tick (✓) the checklist. Has your partner:

- used opinions for and against?
- included objective and subjective writing?
- concluded with their opinion?
- used language for quality and quantity?
- used grammar from the unit?

Grammar consolidation Unit 1

→ See Grammar GPS, Page 145 →

Present perfect simple and continuous **C_A**



We use the present perfect for actions that are connected to both the past and the present. The continuous form usually emphasises the length of time. We can use both forms with *for* and *since*, but we don't usually say when something happened.

I have been to Riyadh three times, but I have never been to Jeddah.
I've been studying French for four years.

1 Read the situations and complete the sentences using the present perfect simple or continuous.

- 1 Mike had an accident a short time ago.
Tell your friend.
Mike
- 2 Your dad started work at six this morning.
It's midday and he's still working now.
My dad
- 3 You did all the exercises. Tell your teacher.
I
- 4 You want to know if your friend visited Ireland in the past.
Have you
- 5 You all waited and your friend just arrived now – an hour late.
We
- 6 Your brother started learning Chinese a month ago.
Tom

Present tenses **R**



We use the present simple to talk about things that happen often or regularly and things that are always true. We use the present continuous for things that are happening now or around now.

I really like this song!
Do you know Jane?
My sister plays volleyball.

We sometimes use *will* with the present simple for regular actions.
On a typical day, I'll get up at seven and then I'll have breakfast.

You are driving too fast.
He is expecting some news soon.

We also use the present continuous with adverbs like *always*, *continually*, *constantly*, and *forever* for things that make us angry.
She's always borrowing my things without permission.
He's constantly complaining – I wish he would stop.

2 Choose the correct answer, a or b.

- 1 At the weekend, I meet my friends and we
a are sometimes playing football.
b will sometimes play football.
- 2 Right now, my mum
a cooks dinner.
b is cooking dinner.
- 3 I'm usually hungry in the mornings, so I
a always have breakfast.
b am always having breakfast.
- 4 I'm tired of watching this programme – the presenter
a said silly things.
b is always saying silly things.
- 5 I am from Egypt but these days I
a live in Oman.
b will live in Oman.

Articles **E**



a / an

We use *a / an* when the noun or noun phrase is one of many.
There is a boy in my class who speaks four languages.

the

We use *the* when we are describing a specific thing. It can also be used for plural nouns.
The moon is bright tonight.
Put the test papers on the desk.

No article

We do not use an article for general subjects.
Education is very important.

3 Fill in the gaps with *a*, *an*, *the* or \emptyset (no article).

- 1 He always wanted to be artist but the first painting he did was so bad that he decided to look for different career.
- 2 I think that photography we see in magazines is incredible but photography is not something that everyone can do. It takes years of training to become good photographer.
- 3 George was never happy as actor. reason for this was that he got so nervous when he was on stage that he worried he might forget lines he had learned.
- 4 town authorities decided to commission local sculptor, John Sales, to make large sculpture in town centre. Work will begin in next few weeks.

Grammar consolidation Unit 2

→ See Grammar GPS, Page 146 →

Past ability E



We use *could / n't* or *was / n't able to* when talking about general ability or inability in the past. The negative form is *couldn't* or *wasn't able to*.

We use *was / n't able to*, *managed to / didn't manage to*, *succeeded / didn't succeed in* to talk about an ability and inability to do a difficult thing on a particular occasion.

*I could swim by the time I was four years old. It was a hard exam, but I **managed to** pass it. I **didn't manage to** do all the things you asked me to do yesterday. The climbers **didn't succeed in** reaching the top of the mountain.*

1 Complete the sentences with the correct form of the verb (in brackets), including the correct preposition where necessary.

- 1 When I was a boy I (can) play the accordion.
- 2 My sister (not / be able) ride a bike until she was 12.
- 3 With great difficulty, he (manage) climb over the wall.
- 4 Unfortunately, she (not / succeed) winning a scholarship.
- 5 My grandfather (not / can) hear what the speaker was saying.
- 6 The boys (be able) see the eagles very well.

Future in the past E



We use 'future in the past' to talk about things that were planned or expected to happen before a point in the past, but then didn't happen. There are several forms: *was / were going to*: for failed plans and intentions.

*I **was going to** give you a call, but I couldn't find my phone.*

was about to: for things we were ready to do. *We **were about to** start the exam when the lights went out!*

could / would / should have + past participle to talk about regrets, lost opportunities and missed obligations.

*I **should have visited** her in hospital, but I never had time.*

2 Use the words in the box to write sentences with the future in the past. More than one answer may be possible.

meet visit not / buy plan do not / come

- 1 I my grandmother, but she was ill.
- 2 We to the coast, but the weather wasn't very good.
- 3 They for lunch, but their car broke down.
- 4 They to the party, but now they are.
- 5 What you to before I arrived?
- 6 She a laptop, but then her PC crashed.

Giving advice: had better, should and ought to E



Had / would be better, should and ought to are used for talking about what is / was theoretically the right course of action.

We use it to give advice to someone else, and also for our own situation.

*You **had better** hurry up. It's getting late!*
*You **should / ought to** always tell the truth.*

*It **would be better** (for + Subject) and Subject + **would be better off** are used to talk about a better idea than the one intended.*

*Don't take a sweater. You'd **be better off** taking a coat. It's cold!*

3 Complete the sentences with the correct form of the expressions in brackets.

- 1 You your essay quickly. (have / better / finish)
- 2 You public transport late at night. (should / not / use)
- 3 The little boy it by himself. (ought / not / do)
- 4 She boots in this weather. (be better off / wear)
- 5 It on Saturday as well. (would be better / work)

Writing

- 4 Write a review of a film you have seen. Give details of the actors, director, and year it was made. Include a short outline of the plot. Say what you liked, did not like about it, and why.

Review Unit 1

Vocabulary

- 1 Complete the extract from a *What's on?* section of a magazine.

Here's our pick of the best entertainment in London this weekend ...

THEATRE

The Lyric Theatre presents an all-star (1) c..... including Dame Helen Mirren, in Shakespeare's (2) p..... *The Tempest*.

ART

At the National Gallery you can see a new exhibition of Leonardo da Vinci drawings, including (3) s..... he made for his (4) p..... the Mona Lisa.

MUSIC

The hugely popular Olly Murs will play a one-off (5) g..... on Saturday night. Hurry before tickets are sold out.

1 mark per item: .../5 marks

- 2 Correct the underlined words in these adverts from a theatre magazine.

- Actors and dancers wanted for West End musical *Mary Poppins*. Props will be held on 18th and 19th September.
- Run designers wanted. Must have clothes-making experience.
- Experienced costume writer seeks partner for writing projects.
- Theatre closing down. Hundreds of auditions for sale – furniture, scenery, etc.
- Agatha Christie's *The Mousetrap* will extend its script for a further six months.

2 marks per item: .../10 marks

Grammar

- 3 Complete the conversation with the present perfect simple or continuous form of the verbs.

SA = Sales assistant, C = Customer

SA Hello. Sorry about the queue.

C That's OK. I (1) (not wait) too long. I'd like two tickets for *Ocean's 14*, please.

SA I'm sorry, we (2) (sell) out.

C Oh, that's a shame. We (3) (look) forward to seeing it.

SA It (4) (be) really popular. But we (5) (schedule) an extra screening for this Saturday at 6.00 p.m.

C OK. I'll reserve two tickets for Saturday then.

2 marks per item: .../10 marks

- 4 Choose the correct forms. Sometimes more than one form is possible.

People (1) *will often go / often go / are often going* to modern art galleries ready to criticise what they see. When they (2) *will see / see / are seeing* a simple abstract painting, they (3) *will always say / always say / are always saying* things like, 'That's not art. I could have painted that myself.' And I (4) *will always want / always want / am always wanting* to turn to them and say, 'Why didn't you, then?' Because they (5) *will miss / miss / are missing* the point. Just because *they* think it's bad art doesn't mean that it is.

1 mark per item: .../5 marks

- 5 Complete the quotes with *a, an, the* or \emptyset (no article).

- Without music, life would be mistake. (Nietzsche)
- If I were not physicist, I would probably be musician. (Einstein)
- Modern art is just kind of vandalism. (Anon)
- architect is drawer of dreams. (Grace McGarvie)
- All world is stage. (Shakespeare)

1 mark per item: .../10 marks

Everyday English

- 6 Complete these comments made about a film.

- T..... are supposed to be exciting, but that sort of film really isn't my t..... .
- I didn't m..... it, but I'm not m..... about that kind of film.
- I wasn't all that k..... on the story, but the acting and filming were s..... .
- I don't normally like historical d..... but I found the play very m..... .
- I thought it was very e..... and the script was really funny. In fact it was h..... .

1 mark per item: .../10 marks

I can ...

Tick (✓) what you can do.

	★★★★★	★★★	★
talk about theatre, performance and architecture.			
use the present perfect simple and continuous.			
use <i>will</i> for repeated actions.			
use articles.			
write an opinion essay.			

Review Unit 2

Vocabulary

- 1 Complete the travel advice with four of the words in the box.

anxious authentic built up cautious
judgement package unspoilt

GAUGING YOUR GREENNESS

If you are feeling (1) about your impact as a tourist, read what the guidebooks say about the area you are visiting. Do they claim it is a(n) (2) area where you will experience (3) local culture? If so, find out how tourism is managed there. Research what other travellers say about it using the internet, and use your (4) to decide if the tour operator you have chosen is sensitive to these issues.

2 marks per item: .../8 marks

- 2 Match 1–5 to a–e to make phrases about humour.

- | | |
|---------|-------------------------------|
| 1 play | a at yourself |
| 2 see | b a joke or a funny story |
| 3 take | c the funny side of something |
| 4 laugh | d a trick on someone |
| 5 tell | e nothing seriously |

2 marks per item: .../10 marks

Grammar

- 3 Choose the correct forms to complete the telephone conversation.

J = Jane, S = Sara

J Hello. Who's that?

S It's me, Sara.

J Oh, hi Sara. I (1) **am** / **was** going to call you yesterday.

S Oh, yes. Why (2) **is** / **was** that?

J Because we (3) **are** / **were** planning to go to see a film tomorrow, but now it's been cancelled.

S Cancelled? Is the cinema closed?

J No, they (4) **are** / **were** still showing the film. What I mean is that Diana (5) **will** / **would have** come but she had to cancel.

S Oh, I see. Anyway, I (6) **am** / **was** just about to start making some supper and then I thought, 'I haven't seen Jane for a while. Perhaps she (7) **will** / **would** like something to eat.'

2 marks per item: .../14 marks

- 4 Choose the correct options to complete the summary of the Stanford Marshmallow experiment. In some cases, both options are correct.

The idea of the Marshmallow experiment was to see what the difference was between children who (1) *could* / *managed to* control their impulses and those who (2) *could not* / *didn't manage to*. The results showed that those who (3) *could resist* / *succeeded in resisting* the temptation to eat the marshmallow (4) *could also* / *were also able to* perform better at exams and were more stable in other aspects of their lives. The researchers (5) *could also* / *were also able to* show that those children who ate their marshmallow immediately had problems in later life: at school, in work and in their relationships.

2 marks per item: .../10 marks

- 5 Complete the conversation between two friends asking for and giving advice.

A = Annabel, P = Paula

A Something really bad happened at work today and I don't know what I (1) do about it.

P What happened?

A Well, Karen, who has only been working there for six months, was given a promotion. It (2) to be me, not her, who was promoted.

P Did you speak to anyone at work about it?

A No, I thought it (3) be better to calm down a bit first.

P Were you promised a promotion?

A Yes, that's what makes me so angry.

P Then I think you (4) better tell them how disappointed you are and say you are going to start looking for work elsewhere.

2 marks per item: .../8 marks

Total: .../100

I can ...

Tick (✓) what you can do.

	★★★★★	★★★	★
talk about human nature and ethical questions.			
talk about humour.			
use the future in the past.			
talk about past ability.			
give advice.			
write a for and against essay.			

Living in a changing world

READING

Analysing graphs and statistics; identifying formal and informal language

WRITING

Writing an opinion essay

Describing data

Adding extra information; describing figures and amounts

Writing a description of data

LISTENING

Listening to a radio programme for positive and negative ideas; making notes when listening

SPEAKING

Discussing the influence of global communication; interpreting and discussing graphs; predicting change; summarising a discussion

Discussing the future of technology

Describing changes in your country; giving opinions and reasons

STUDY & EXAM SKILLS

Taking notes

GRAMMAR

The future

Future tenses

Future time expressions

VOCABULARY

Working with words

– prefixes of measurement

– discourse markers

1 Look at the picture, the quotations and the Fact box. What do they say about the future?

‘Time and the world do not stand still. Change is the law of life. And those who look only to the past or the present are certain to miss the future.’

John F. Kennedy, former US president (1917–1963)

‘When did the future switch from being a promise to a threat?’

Chuck Palahniuk, novelist (1962–)

Fact box

80% of the world’s forests are gone.

40% of our waterways are undrinkable.

75% of global fisheries have been fished beyond capacity.

200,000 people a day are moving to cities from environments that no longer support them.

The average person consumes twice as much as 50 years ago.

2 How do you feel about the future? What are you pessimistic and optimistic about?

3 ^{21C} Look at the words in the Vocabulary box. In which areas do you think the biggest changes will take place in your lifetime? Discuss what sort of changes you think will take place.

Talking about – change

communication	health	sit-down meal
education	home-cooked	skip
eat out	leisure	snack
entertainment	low-calorie	takeaway
environment	medicine	versatile
foodie	on the go	widespread
globalisation	savour	
grab	school canteen	





Listening

1 You are going to listen to a radio programme about the country of Bhutan.

- 1 Find Bhutan on a map. In which part of the world is it? Which countries are its neighbours?
- 2 Describe the pictures on this page and page 39 using the words in the box. What do they tell you about Bhutan?

take part in a festival oxen plough the fields
rural society electrical appliances
western dress globalisation

2 3.1 Listen to the radio programme about the historical developments in Bhutan.

- 1 Check your answers to Exercise 1. Were your ideas correct?
- 2 Note down when Bhutan got roads, cars, electricity and telephones.

3 Match the bold words in the sentences (1–4) from the Listening to their definitions (a–d).

- 1 Bhutan has pulled itself out of poverty without **spoiling** its landscape.
- 2 The economy has **improved** dramatically.
- 3 The lives of Bhutan's citizens were **transformed**.
- 4 How do young and old **adapt** to such a situation?

- a change completely
- b change for the worse
- c change for the better
- d change in order to fit in with something new

4 3.1 Listen again and choose the correct option to complete the sentences.

- 1 The population of Bhutan is ...
 - a 6,350,000.
 - b 1,635,000.
 - c 635,000.
 - d 63,500.
- 2 In the 1970s, Bhutan had high rates of ...
 - a obesity.
 - b childbirth.
 - c illness and disease.
 - d poverty and illiteracy.
- 3 Bhutan's economic development is measured in ...
 - a Gross National Product.
 - b Gross National Happiness.
 - c Gross National Population.
 - d Gross National Behaviour.
- 4 The forests of Bhutan are still ...
 - a 75% intact
 - b 25% intact
 - c 60% intact
 - d 23% intact
- 5 The people of Bhutan have had access to television since ...
 - a the late 1960s.
 - b the early 1970s.
 - c the early 1980s.
 - d the late 1990s.
- 6 Of the total population, young people under the age of 22 make up ...
 - a 20%.
 - b 30%.
 - c 40%.
 - d 50%.

5 **21C** Discuss the two questions asked at the end of the programme about Bhutan's future.

- 1 What happens when an isolated, deeply conservative society is suddenly exposed to rap music, reality TV shows and new technology?
- 2 How do young and old adapt to such a situation?



6 **3.2** Listen to an interview with a journalist who has recently spent some time in Bhutan. Does the journalist seem optimistic or pessimistic about Bhutan's future?

STUDY & EXAM SKILLS

Taking notes

Taking notes during a listening exam can help you to answer questions more easily. Practise doing this whenever you listen. Use headings to organise your notes.

Don't worry if you miss some information. Keep going.



7 **3.2** Listen again. Take notes under these headings. Then discuss with a partner if you think these developments are positive or negative.

- Westernisation of the younger generation
- Television and film
- Consequences of economic and social change

Speaking

8 **21C** Discuss the question with the class.

Is it possible for a country to protect itself from negative influences in a world of global communications?

Grammar: the future

Grammar: talking about the future

- To make predictions about the future, we can use *will* or *be going to*.
Be going to is usually used when there is some evidence to back up the prediction.
It is going to be hot tomorrow.
- To make spontaneous plans, decisions and offers, we use *will*.
I will tell the teacher next lesson.
- To talk about plans in the future which have already been made at the time of speaking, we can use *be going to* or the present continuous. The present continuous is used when plans involve arrangements with other people or travel arrangements.
You are going to take a train to the coast.
- To talk about events in a timetable or schedule, we use the present simple.
Their appointment on Monday is at 10am.

➔ See Grammar GPS, Page 147 ➔

9 Read the information above. Then complete the sentences (1–7) from the Listening with the correct form of the verb. Sometimes there is more than one possible answer.

- 1 You (travel) back to Bhutan tomorrow.
- 2 What do you think (happen) in Bhutan?
- 3 I (reserve) judgement for the moment.
- 4 These changes (definitely / become) more widespread.
- 5 This year a new five-year plan (start).
- 6 The country (invest) heavily in broadband internet.
- 7 I (give) you an example.

➔ See Workbook, Pages 36 and 37 ➔

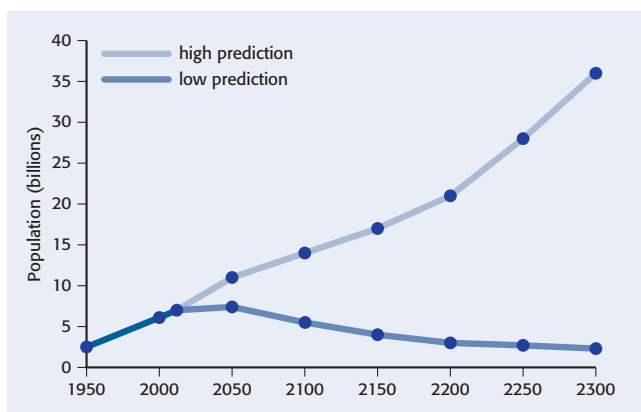
Speaking

Interpreting graphs

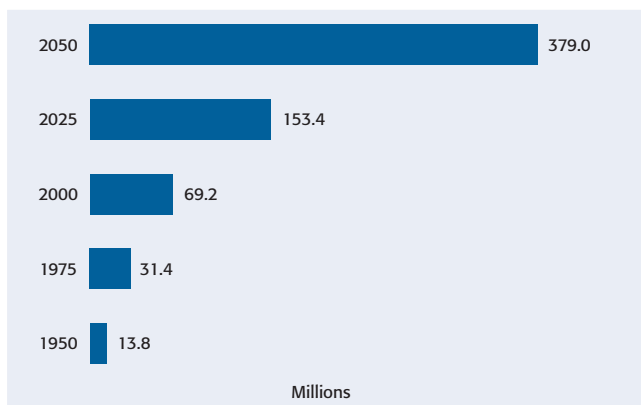
1 **21C** Look at the two graphs below and, with a partner, discuss these questions.

- 1 What do the graphs show?
- 2 How far do you agree with the predictions?
- 3 What are the implications of an ageing population?

High and low forecasts for world population to 2300



Population aged 80 or over: world, 1950–2050



Useful expressions: describing graphs

The first graph shows / represents ...
 There is / was / is going to be a rise / fall in the number of ...
 ...
 A slow / steady / sharp / dramatic / rise / increase / fall / in ... / between ...
 ... will rise / increase / drop / fall / remain stable
 In ... the percentage / number of people over ... is ...
 By ... it will be ...
 This is higher / lower than ...

Reading

2 **3.3** Read the text and answer the questions.

- 1 Which word in the first paragraph is a synonym of *predictions*?
- 2 What information do we use when predicting future population?
- 3 How do serious social issues affect population estimates?
- 4 How do predictions for Saudi Arabia and Yemen differ from those for the Middle East in general?
- 5 What do you think the consequences of a rapidly increasing population would be?

Predicting population growth

- Although the general trend for world population indicates a continued rise, varied predictions exist. The higher estimates take into account the present birth rate, coupled with improvements in medicine and quality of life which lead to fewer deaths, and therefore a higher life expectancy. In contrast, the lower predictions assume that the birth rate will decline gradually. Some of the more frightening scenarios suggest that there will be a drastic decline in population due to some major world epidemic that we will not have managed to prevent.
- The most reliable factors we have when making predictions are birth and death rates. Put simply, if the number of babies born is higher than the number of deaths – as is the case now – the population will rise. Based on present figures, some estimates predict that the world population will have doubled by about 2040.
- When making predictions for individual countries, one factor that is taken into consideration is migration. Localised issues such as poverty, famine, unemployment or war might mean that people leave a country in large numbers. On the other hand, a country with a ‘relaxed’ immigration policy might see its numbers swell.
- In the Middle East, the population is expected to double by 2050. In some places, for example Saudi Arabia and Yemen, experts think that by 2050, the population will have increased rapidly and the total will be four times what it is today.
- One fact is fairly certain; in the future, people will be living longer. This raises complex questions about how to prepare for an ageing population. For example, someone who has reached the age of 100 might have been receiving a state pension for 35 years. Experts fear that paying for health care and pensions could soon become a major financial burden on many governments.



Grammar: future tenses E

Grammar: future tenses

Future perfect

We use the future perfect to talk about an action completed before a certain point of time in the future.

Form: *will + have + past participle of the main verb*

*Based on present figures, some estimates predict that the world population **will have doubled** by about 2040.*

Future continuous

We use the future continuous to talk about an action in progress at a certain time in the future.

Form: *will + be + -ing form of the main verb*

*One fact is fairly certain: in the future, people **will be living** longer.*

➔➔ See Grammar GPS, Page 147 ➔

- 3** Look at the information above. The example sentences are taken from the text. Find other examples of each future form in the text. Underline them.

- 4** Choose the correct form to complete the sentences.

- 1 I *will be living* / *will have lived* here for ten years.
- 2 This time next week we *will be doing* / *will have done* our exams in the school hall.
- 3 I *'ll have finished* / *'ll have finishing* school in six months.
- 4 By next month they *'ll have saved* / *'ll be saving* enough money to go on holiday.
- 5 My sister *will be working* / *will have worked* in London for two years.
- 6 I have no idea what I *'ll be doing* / *'ll have done* in five years.

➔➔ See Workbook, Pages 36 and 37 ➔

Speaking

- 5** Work in pairs. Look at the table below and discuss the expected changes. Use future forms.

The population of Egypt will have doubled in the next 40 years or so.

Country	Population 2012 (approximate in millions)	Estimated doubling time* (years)
Egypt	84	41
Saudi Arabia	29	32
Yemen	25	23
Syria	21	41
UAE	8	26
Jordan	6	35
Lebanon	4	90
Oman	3	34
Kuwait	3	27
Qatar	2	19
Bahrain	1	27
USA	300	72
UK	60	150

- 6** 21C Look again at the graphs and table and discuss the following questions.

- 1 Do you agree with the estimate for Oman? Why? / Why not?
- 2 What problems do you think a country will face if it has an ageing population? What could Oman do to prepare for this?

Reading

- 1 What do you know about nanotechnology? What is it? What can it do?
- 2 Read the article on page 43 and check your ideas. Tick (✓) the adjectives which describe nanotechnology.

brand new	<input type="checkbox"/>	widespread	<input type="checkbox"/>	versatile	<input type="checkbox"/>
time-saving	<input type="checkbox"/>	tiny	<input type="checkbox"/>	safe	<input type="checkbox"/>
energy-saving	<input type="checkbox"/>	life-saving	<input type="checkbox"/>		

- 3 Read the article again. Match the sentences (a–g) below to the gaps (1–5) in the text. There are two extra sentences.
- a Nanoparticles have a vast amount of surface area for their weight.
- b Nanotechnology is extremely expensive.
- c But if you keep chopping them smaller, at some point the pieces will explode.
- d But such safety issues are key, given the speed with which the nanotech tsunami is moving.
- e Nanotechnology will make the computer revolution look insignificant.
- f In theory, nanotube power lines could carry electrical current over thousands of miles.
- g You need a microscope to see nanoparticles.

Speaking

- 4 **21C** Discuss the questions.
- 1 What new information about nanotechnology did you learn from this text?
- 2 How would you describe the future of technology in one word? Explain your choice.

Vocabulary: prefixes of measurement

- 5 Find words in the article which have the prefix *nano-*. Is this prefix used with nouns or adjectives or both?

→ See Working with words, Page 139 →

Grammar: future time expressions **E** **R**

Grammar: future continuous and future perfect time expressions

We can use a variety of time expressions with the future perfect, and future continuous.

At or before a fixed time in the future

At six o'clock this evening, I will be flying home.

By the time we get there, everyone will have left.

When you finish school, I will have worked for three years.

Other time expressions we can use include: *tomorrow, in 2020, in the morning, this time next week, at six o'clock tomorrow, in two weeks, etc.*

Time expressions can also go at the end of the sentence.

I will be flying home at six o'clock this evening.

Everyone will have left by the time we get there.

I will have worked for three years when you finish school.

General time expressions that can also go after will

We will eventually be living in modern homes.

Scientists will soon have found a cure for cancer.

Other common time expressions

I will be staying with my aunt until I find a job.

While you are studying, I will be on the beach.

Will you have left school before your 18th birthday?

We will be moving to our new home as soon as it is ready.

By December, I will have studied English for exactly five years.

They will have completed the study within six months.

We don't usually use *will / would* after the time expressions: *when, while, until, before, within, after, by the time, as soon as, etc.*

→ See Grammar GPS, Page 147 →

- 6 Read the sentences above. Then complete these sentences with an appropriate future perfect or future continuous form so that they are true for you.

1 As soon as

2 This time next week,

3 After

4 Within a year,

5 In six months,

6 Before

→ See Workbook, Page 37 →

Nano's big future

Nanotechnology has been around for two decades, but the first wave of applications is only now becoming apparent. (1) It will affect everything, from the batteries we use to the clothes we wear, to the way we treat cancer.

The main thing to know about nanotechnology is that it's small – really small. Nano-, a prefix that means 'dwarf' in Ancient Greek, is shorthand for nanometre, one-billionth of a metre: a distance so **minute** that comparing it to anything in the regular world is a bit of a joke. This comma, for instance, spans about half a million nanometres.

Nanotechnology matters because familiar materials begin to develop odd properties when they're nanosize. Tear a piece of aluminium foil into tiny strips, and it will still behave like aluminium – even after the strips have become so small that you need a microscope to see them.

(2) With nanotechnology, scientists can engineer exotic new materials, such as plastic that conducts electricity and coatings that prevent iron from rusting. It's like you **shrink** a cat and keep shrinking it, and then at some point, all at once, it turns into a dog.

'Nano's going to be like the invention of plastic,' says nano-scientist Paul Alivisatos. 'It'll be everywhere – in the scalpels doctors use for surgery and in the fabrics we wear.' Nanotechnology is already used to make stain-resistant clothing, sun cream that gives more effective cover and windows that don't need cleaning.

In the future, nanotechnology could provide a solution to the world's impending energy crisis. Nanotech pioneer Richard Smalley came up with a plan to replace old **copper** and **aluminium** power lines with wires made from **carbon** nanotubes. Carbon nanotubes are 50 to a 100 times stronger than steel and one sixth the weight. (3) Rather than relying on local coal-fired power plants, cities could use energy generated by giant solar farms in deserts or by wind farms off coasts.

Researchers are also looking at ways to use nanosize sensors in water purification systems that will filter everything from bacteria to industrial pollutants. (4) Because the chemical reactions that neutralise pollutants take place on the surface, the greater the available area, the more effective the filter. The potential impact of nanofilters is huge. Many regions in China, for example, have drinking water that contains dangerously high levels of industrial pollutants.

Because nanotech applications are so potentially useful, until now safety questions have been largely ignored – questions such as whether nanoparticles could build up in the water and food chains. (5) All aspects of nanotechnology will require comprehensive future regulation.

'It will affect everything, from the batteries we use to the clothes we wear, to the way we treat cancer.'

GLOSSARY

minute (*adj*) - very small

to shrink (*v*) - to make smaller

fabric (*n*) - material

copper (*n*) - reddish-brown metal (Cu)

aluminium (*n*) - a light, silver-grey metal (Al)

carbon (*n*) - a chemical element (C)

to filter (*v*) - to remove solids from liquids or gases

Speaking

1 **21C** The world has seen many changes in the last 50 years. Discuss what changes have taken place in your country concerning:

- the quality of health care;
- your life expectancy;
- the number of children in families;
- the ways you spend your leisure time;
- the amount of energy you consume;
- the amount of money you have;
- the way you travel around.

2 You are going to look at some ideas about the future. First, match the sentences (1–10) to the correct place on the scale.

Extremely likely to happen

Likely

 Possible

 Unlikely

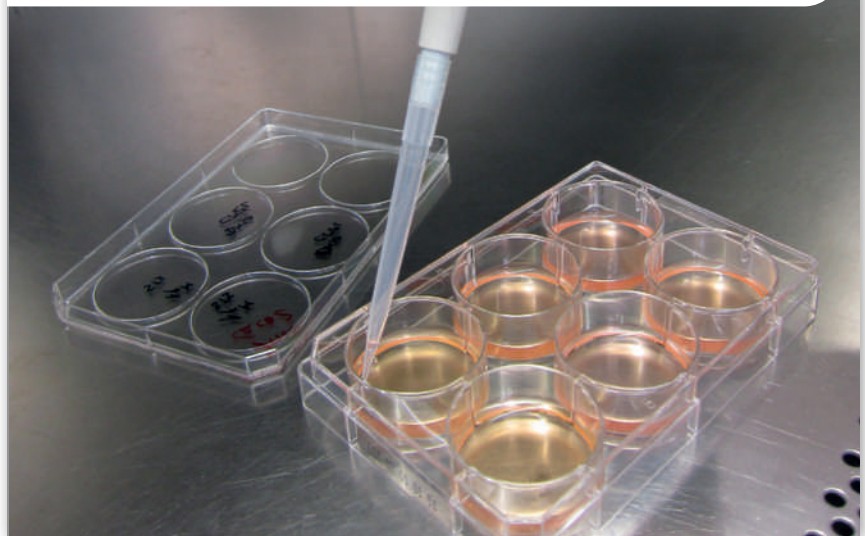
 Impossible

- 1** There's a good chance that it will happen.
- 2** It may / might happen.
- 3** There's no way that will happen.
- 4** It's unlikely that it will happen.
- 5** I'm convinced it will happen.
- 6** It could well happen.
- 7** It will definitely happen.
- 8** I can't see that happening.
- 9** It definitely won't happen.
- 10** It could possibly happen.

3 **21C** Read the ideas below. Then give your opinion about them using sentences 1–10 in Exercise 2.

What we may expect from the future ...

- 1 Scientific developments will mean that we can look forward to high-tech hospitals. Stem-cell research will help us find cures for most diseases.
- 2 We will live longer. Some say that the child has already been born who will live to be 200.
- 3 Because of concerns about the rising population, fewer children will be born. Families with more than one child will be rare.
- 4 We will have more leisure time. Labour-saving devices will do the work for us. Most people will rely on electronic gadgetry for their entertainment.
- 5 Alternative sources of energy will ensure a constant supply of cheap, non-polluting electricity.
- 6 We will be rich. New discoveries and resources will guarantee that we will all be living a life of luxury. Poverty will no longer exist.
- 7 No more waiting in traffic. The roads will be clear because we'll each have a flying car or jet pack to get where we want to go.



Useful expressions: expressing opinions

Giving opinions

In my opinion ...
Personally, I find ...
The way I see it ...
From my point of view ...
As far as I'm concerned ...

Giving reasons

Due to / Because of ...
Looking at ... /
Considering ...
Statistics show / History shows that ...

4 **21C** With a partner, write three more ideas about the future. Then read and comment on what your partner has written. Remember to use the expressions in Exercises 2 and the Useful expressions in Exercise 3.

Personally, I find it hard to believe that the future will be better, due to the fact that we have so many problems like pollution and climate change.

The way I see it, there's a good chance that we will find solutions to many of today's problems. I don't know about stopping pollution and climate change, though. I can't see that happening.

OPTIONAL

Writing: an opinion essay

5 Read the essay below and match the paragraph plan of the essay (a–e) to the correct paragraphs (1–5).

- a Conclusion: repetition of opinion
- b Additional arguments
- c Introduction: presentation of opinion
- d Opinions against
- e Main arguments

Wind power is the energy source of the future

(1) To safeguard our environment for future generations, we need to find alternative sources of future energy. In my opinion, wind power is the energy source of the future.

(2) Wind power is a clean source of energy. **In contrast to** fossil fuels it produces no carbon emissions and does not contribute to global warming. **Moreover**, unlike oil and coal which will eventually run out, it is a renewable and plentiful source. Wind power is available in all corners of the globe. **What is more**, it is relatively cheap to harvest wind power and the new super turbines are extremely efficient.

(3) Wind power also has other advantages. Wind turbines take up little space. They can **therefore** be used on farmland. **In addition**, small turbines can be used to power single homes or small communities independently of the national grid, for example, in remote areas.

(4) One argument against wind power is that wind turbines can stand still for several days. **On the other hand**, on extremely windy days, there can be too much power which cannot be stored. **However**, I am sure that we will shortly be able to convert excess wind power to fuel of some kind. Some people think wind turbines spoil natural landscapes, but surely safeguarding our future world is more important?

(5) **To sum up**, I firmly believe that wind power is the power of the future. With sufficient investment, I am convinced that wind will be powering most of the world by 2025.



- 6 Read the essay again and list the writer's arguments in support of wind power.
- 7 Complete the table with the bold linking words and phrases in the essay.

Adding similar opinions	Furthermore,
Introducing contrasting opinions	Although, Even though, In spite of,
Concluding	In conclusion, All things considered,

8 You are going to write an opinion essay about nuclear power. Look at the notes below and separate them into arguments for (F) and arguments against (A) nuclear power. Which arguments do you agree with the most?

*tried and tested
efficient source
of energy*

*clean, no
greenhouse gases*

*possible risk of
accidents*

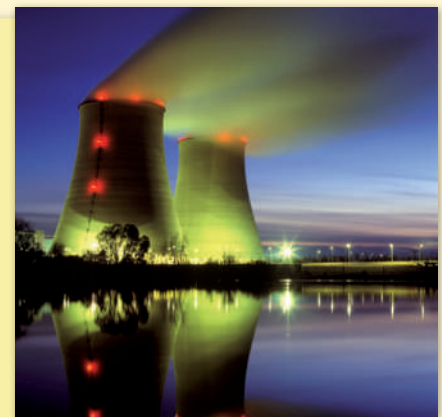
*high construction
costs of new
power plants*

*non-renewable, but new technology uses fuel
efficiently*

high cost of dismantling old plants

problem of waste storage

provides huge quantities of power



9 Choose one of the essay titles below. Plan your essay using the paragraph plan in Exercise 5 and the notes in Exercise 8.

- a Nuclear power is the power of the future
- b 'No' to nuclear power as a future power source

10 **21C** Write your essay following the instructions below. Write 200–250 words.

- Use your plan, the Useful expressions in Exercise 3, and the linking words and phrases in Exercise 7.
- Count your words, then swap your essay with a partner. Say whether you find it persuasive and whether you agree with your partner's opinion.

Listening and speaking

- 1 What do you know or what have you heard about British food culture and eating habits?
- 2 3.4 Listen to four British people talking about their weekday eating habits. Make notes about where each speaker eats lunch, what they eat and why.
- 3 3.4 Complete the sentences with the words in the box. Then listen again and check.

chew	eat out	foodie	grab	on the go
savour	school canteen	skip	snack	

- 1 I'll a sandwich at my desk.
 - 2 On Fridays, we usually
 - 3 I must admit I'm a bit of a '.....'.
 - 4 I don't like to eat
 - 5 I think it's important to food.
 - 6 In the week I generally lunch.
 - 7 I really just between lectures.
 - 8 I a lot of gum.
 - 9 So I usually have something to eat in the now.
- 4 Work with a partner. Take it in turns to explain your lunch habits.

Reading

- 5 Read the article on page 47 and choose the correct word for each gap.
- 1 a than b after c if d that
 - 2 a especially b really c rapidly d rarely
 - 3 a rose b rising c risen d rise
 - 4 a will be reaching b is being reached
c will have been reaching
d will have reached
 - 5 a fair b because c why d so that
 - 6 a than b from c to d of

Project

- 21C Compare your food culture with British food culture. How are they different and / or similar? How does Oman's food culture compare with the countries around it?

Vocabulary: types of meal

- 6 Explain the different types of meal in the box. Use your dictionary, if necessary.

home-cooked meal	low-calorie meal
takeaway meal	meal cooked from scratch
ready meal	sit-down meal
	three-course meal

Speaking

- 7 Discuss these questions related to the text on page 47.
- 1 Why do you think ready meals and fast food have become so popular?
 - 2 When you eat fast food, do you prefer local dishes or western-style foods (burgers, fries, etc)? Why?
 - 3 Have you ever eaten in a quality restaurant? What did you think of the experience?
- 8 21C Work in small groups. You are going to make a presentation about eating habits in Oman. First, discuss these questions and make notes. Then prepare and give your presentation to the class.
- What is the general attitude to food?
 - Do families eat together most evenings?
 - Do people tend to watch TV when they eat?
 - Do people usually make meals from scratch?
 - Are convenience foods and ready meals widely available?
 - Have eating habits in Oman changed in the last few years? In what way?
 - Can people cook? Are cookery skills and recipes being passed down to young people? Can you cook?
 - How do you think eating habits in Oman will have changed in ten years' time?

Useful expressions: summarising a discussion

We think people tend to ...
In general, people ...
On the whole we'd say ...
In our experience ...
Actually, we don't agree. We think in the future ...

Changing the way we eat

Our eating habits are changing. But like many other things, they are changing faster in the Middle East than in most other places.

Among the biggest changes in the region is the massive rise in the number of fast-food outlets. As in many other parts of the world, the appeal of fast food is huge. As elsewhere, families are either unable to find the time to cook or are choosing not to have a sit-down meal at home. Takeaway services provide a quick food solution, which is even more convenient (1) the company offers home delivery.

And it's not just restaurants – there has been a rise in the number of packaged convenience foods available in the shops, too. Ready meals of one kind or another are (2) replacing home-cooked meals, and fewer people are prepared to spend time cooking a meal from scratch.

Health experts are quick to blame fast food and convenience foods on the alarming rise in certain health problems. Obesity and diabetes-related conditions have (3) dramatically. It is easy to see how this can happen in a society where the diet has suddenly changed to one with high levels of fat and sugar. As more jobs become office based, people also get less exercise. All of these factors are storing up problems for the future, and they are not confined to the Middle East. In 2005, the World Health Organisation said that, worldwide, two billion people were overweight or obese. They also predicted that by the year 2015, this figure (4) three billion.

Maybe convenience foods are to blame, but it is not (5) there is a shortage of alternatives. There has been a similar rise in the number of quality restaurants in the region.

In fact, there is such a variety of restaurants today that finding a low-calorie meal on the menu is not all that difficult.

If we want to avoid serious health issues in the future, we need to identify the cause of the problem and act on it. But where does that cause lie? Is it because we simply cannot resist tasty but unhealthy meals and snacks? Should governments step in? Is it a question of health education? Should we try to go back to the traditional, healthier ways of eating? Maybe some of these approaches could help but, for now, it seems that there are more questions (6) answers.



GLOSSARY

appeal (n) - attraction

convenience (n) - something that is useful and easy

alarming (adj) - causing worry

to confine (v) - to only exist in a particular place

obese (adj) - very overweight

Wired teens changing communication norms



Reading and speaking

1 **21C** Work with a partner. Answer the questions.

- 1 Look at the headline and the photo. What do you think the headline means?
- 2 What are the advantages and disadvantages of the different types of communication in the box?

face-to-face	SMS / instant messaging	email
(mobile) phone	Twitter / Facebook	

2 Read the conversations and messages (1–4). Which are formal? Which are informal? How do you know?

- 1
 - A *Financial matters*, Sam Pearson speaking.
 - B Hello, this is Dan Allison. I'd like to make an appointment to discuss my loan.
 - A Right, just one moment, please ... Would Thursday morning suit you?
 - B I'm afraid I'm not available then.
 - A Well, could we say 3.00 p.m. on Thursday afternoon?
 - B Yes, that would be fine.
 - A And it was Dan Allison?
 - B Yes, that's right.
 - A Thank you for calling, Mr Allison.
 - B Thank you, goodbye.

2

Adam says what R U doing 2nite
Luke says nothing special
Adam says do U want 2 come round – about 7?
Luke says OK BTW, got new laptop
Adam says lucky U! TTYL8R ☺

3

Dear Ms Welsh,
 Thank you for attending the interview with Price and Cooper. We would like to invite you to a second interview. Would Monday 16th at 10.00 a.m. be convenient? I would be grateful if you could confirm if you are able to attend.
 Yours sincerely,
 Christopher Atkins

4

- A Hi Ryan, I just wanted to ask you about tomorrow. What time does the film start?
- B Er ... 7.30.
- A OK, how about meeting there at 7.15?
- B OK, see you then.

3 Mark the phrases F (formal), I (informal) or B (both).

- 1 What about ...?
- 2 That would be fine.
- 3 What are you doing ...?
- 4 Would ... suit you?
- 5 OK, see you then.
- 6 I'm afraid I'm not available then.
- 7 Would ... be convenient?
- 8 Could we say ...?
- 9 Do you want to (come round)?
- 10 How about (meeting) ...?
- 11 I would be grateful if ...
- 12 Nothing special.

4 **21C** Work with a partner. You are going to role play a conversation to arrange an appointment for a job interview.

Student A: Look at Situation 1 on page 133.

Student B: Look at Situation 1 on page 135.

Act out the conversation. Then look at Situation 2 on the same pages as above and role play the conversation.

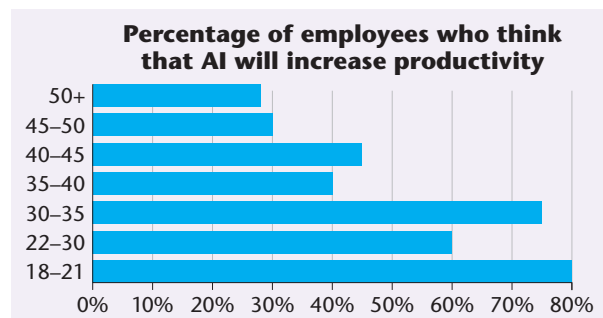
A description of data

- 1 **21C** How do you think artificial intelligence (AI) can be used in the workplace? Talk in pairs.
- 2 Read the example essay. Match the information according to the author's conclusions.

In the company...

- | | |
|-----------------------------|--|
| a younger people think that | 1 don't think AI can do their job for them. |
| b people aged 30-35 | 2 are older than those in production. |
| c people working in sales | 3 AI makes workplaces more productive. |
| d the older demographic | 4 are less likely to believe in AI than people aged 18-22. |

Ages of employees in different departments in a company						
	18-21	22-30	30-35	35-40	45-50	50+
Sales	0	8	10	4	5	9
Production	18	10	22	2	3	1
Logistics	10	5	2	1	6	4
HR	1	5	0	4	8	3



The table presents demographics in a company by department. Most of the oldest employees work in sales, and younger employees work in production.

The number of employees in the logistics department in the 22-30 demographic is equal to that of the employees in Human Resources in the same demographic.

The graph depicts people's attitudes towards AI and productivity. As is shown by the graph, up to 80% of people in the 30-35 demographic believe that AI will increase productivity. Around the same number of people in the 18-21 demographic share the same view. The graph more or less shows that younger people are more likely to believe in the relationship between AI and productivity. The oldest demographics, 45-50+, aren't convinced about AI, with around a third saying that it will increase productivity.

It is clear when looking at the table and graph that people's roles have an impact on their attitude towards AI. Employees in the older demographic are more likely to work in sales, and less likely to believe that AI helps productivity. This could be because AI is used more in automated jobs, like in production.

WRITING SKILL

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 overall information it shows.
- Describe the specific details of the information shown in the data source.

Paragraph 2

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

Paragraph 3

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

Make sure to reference the data source closely so that the reader knows where the information comes from.



- 3 Read the example text again. **Underline the following information and label it a to e:**

- a overall description of the first data source
- b detail about the first data source
- c overall description about the second data source
- d detail about the second data source
- e the relationship between the two sources

- 4 **Reorder the words to make sentences describing data. Do the sentences give overall (O) or specific (S) information?**

- 1 graph / The / depicts / artificial / attitudes / to / intelligence.
-

- 2 From / graph / technology. / people are more / is / interested in / clear that / it / the
-

- 3 / graph / can / smartphone. / be / a / have / It / that / from / 90% / the / seen
-

- 4 the / seen / be / online. / As / students / like / from / half / can / table, / studying / of / the
-

- 5 by / is / As / the / illustrated / can be / graph, / robots. / more jobs / done by
-

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, **and** then they wrote the report.* → use a comma when **and** adds another clause

*It is a very complete report, **with** some interesting conclusions.* → use a comma when **with** adds information after a clause

Khaled also visited the factory while he was in the area. → don't use a comma with **also**

*Khaled visited the main office **too**.* → **too** often comes at the end of a sentence and doesn't usually need a comma before it

***Furthermore** / **In addition**, the results showed us that our sales are good.* → **in addition** and **furthermore** come at the beginning of a sentence and have commas after them.



- 5 Read the sentences below from the text in Exercise 1. Underline the main information in one colour, and the additional information in a different colour. How is the additional information introduced?

- 1 Although all of the students got the questionnaire, not all of them answered it.
- 2 This was the biggest survey into technology in the workplace, with 100 businesses taking part.
- 3 Each of these companies has its own research and development centre, which decides on best working practices. In addition, each company uses machine workers.
- 4 This company uses the most machine workers in the world. Furthermore, many international companies ask them for advice.

WRITING MECHANICS

Describing figures and amounts

We can use a variety of expressions to give approximate figures and amounts:

*The interview lasted for **almost** two hours.*

*There were **nearly** 300 people at the presentation.*

*We made **around** OMR300 over the three days.*

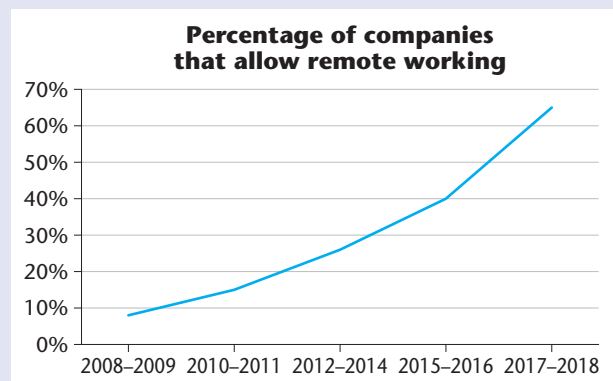
*The results are **more or less** the same as last year.*

***As many as** / **Up to** 500 students attended.*



- 6 Read the model text again. Underline six expressions that describe figures and amounts.
- 7 The charts below show the way that remote working is being used in the workplace over the past ten years. Make notes of the main features shown by each graph.

Year	Average cost per sqm of office space
2008-2009	800
2010-2011	1250
2012-2014	1300
2015-2016	1800
2017-2018	2350



- 8 **21C** Use your notes from Exercise 7 to summarise the information. Describe the overall features and the specific data. Also, make comparisons in your conclusions.
- 9 Work in pairs. Read your partner's work and tick (✓) the checklist. Has your partner:
- described the data in the two sources?
 - used words to add extra information?
 - described figures and amounts?
 - used the Useful expressions from Lesson B?
 - included grammar from the unit?

**READING**

Reading for specific information

WRITING

Writing a personal statement for university

Block structure and chain structure

Writing conclusions; giving examples

Writing a problem-solution essay

LISTENING

Identifying true and false statements; listening to advice

SPEAKING

Roleplay about university life

Analysing facts about university; discussing knowledge and skills; comparing experiences; discussing the results of a survey

Discussing a report

STUDY & EXAM SKILLS**GRAMMAR**

Question tags

Conditionals

Verbs as subject of a sentence

VOCABULARY

Working with words

– nouns for professions

– verb expressions: life experiences

Talking about – higher education

academic	qualification
degree	scholarship
graduate	technical college
grant	undergraduate
loan	university
postgraduate	vocational
prize	

Higher education

- 1 Look at the photo, the headline and the statistics. How much do you think a university education is worth?

Average annual student fees in the UK:	£9,000
Average student debt in the UK in 2012:	£53,400
Graduate unemployment rate in January 2012:	25%

- 2 Work with a partner. Explain the difference in meaning between the pairs of words. Use a dictionary, if necessary.

- 1 a student **loan** and a student **grant**
- 2 an **undergraduate** and a **postgraduate** student
- 3 an **academic** subject and a **vocational** training course
- 4 a university **degree** and a higher education **qualification**
- 5 a **scholarship** and a **prize**
- 6 a **university** and a **technical college**

- 3 **21C** Discuss the questions.

- 1 Do you think you're better at academic studies or practical learning? Where is the emphasis placed in higher education in your country?
- 2 Do you think it is acceptable for a student to have a job while they are studying? Would it be better if all university students received grants for their tuition and living costs?
- 3 Do you think it's a good idea to get some life experience (e.g. travelling, working) before going to university?

UK: Too many graduates, not enough jobs

Speaking

- 1 **21C** Is it difficult to get into university in Oman? Do people have to work very hard at university?

Vocabulary: collocations

- 2 Choose the correct words to make university word collocations. Then discuss the questions with your partner.
- Are university buildings usually spread around the city or are they all on a single university *campus* / *site*?
 - Do people in Oman have to pay tuition *bills* / *fees* when they go to university?
 - What kind of extra-curricular *activities* / *hobbies* can people do at university?
 - Is a three-year *course* / *term* the typical length for a university study programme?
 - What are the entry *requirements* / *needs* for university in Oman?
 - How much subject *specialisation* / *concentration* is normal for an undergraduate at a university in Oman?

Reading

- 3 How do you think British and American universities differ? Tell your partner.
- 4 Work with a partner. Read about one of the universities and answer the questions. Then exchange information with your partner.

Student A: Read text A about the University of Birmingham in the UK.

Student B: Read text B about UCLA (University of California, Los Angeles) in the USA.

- What kind of students is the university trying to attract?
 - What kind of programmes does it offer undergraduates?
- 5 Which university appeals to you more? Why?

A



UNIVERSITY OF BIRMINGHAM

We welcome over 9,000 new students every year. If you are keen to be challenged, produce original ideas and you have an enquiring and analytical mind, then you'll fit in well at the University of Birmingham.

Study options

A single honours programme focuses on one subject only, such as geography or English.

A joint honours degree allows you to study two subjects equally, such as English and history.

A major / minor degree means you study the first subject for around 70% of your time and the second subject for the remaining 30%, for example, African studies with development.

B

UCLA

(University of California, Los Angeles)



UCLA's strength is its size. It's part of our DNA, part of our promise: 4,000 faculties, 5,000 courses, 130 undergraduate majors, 109 academic departments, 880+ student organisations, 11 graduate schools.

UCLA's size means diversity is more than an ideal, it is a vibrant reality. Opportunity and possibility? Limitless. Welcome to UCLA. We are expecting you.

Studies beyond your degree

UCLA can prepare you for a professional degree while you're getting a great undergraduate education. You don't need to take a program that immerses you only in one field. Our team will plan an academic program that matches any undergraduate major you want with pre-professional courses that prepare you for graduate school. So you're a musician or a biologist who wants an MBA? Easy.

Listening

6 4.1 Listen to James being interviewed about his experience of studying in both the USA and the UK. Tick the topics (✓) he mentions.

- 1 status of university (private or public)
- 2 entry requirements
- 3 extent of subject specialisation
- 4 intensiveness of courses
- 5 length of course
- 6 cost of studying and living

7 4.1 Listen again. Decide which statements are true (T) and which are false (F) according to James.

- 1 In the UK, undergraduates tend to specialise more in one subject. T / F
- 2 The American system produces good learners. T / F
- 3 In the UK, you spend more time in university than you do at an American college. T / F
- 4 The work at a British university can be very intensive. T / F
- 5 American students have a lot of free time. T / F
- 6 James had to pay \$35,000 for his year in America. T / F
- 7 The majority of American students work to fund their studies. T / F
- 8 British students tend to be more motivated. T / F

Grammar: question tags **R**

8 4.2 Listen to and repeat the questions from the interview in Exercise 6. Then answer the questions.

- 1 Why does the speaker use question tags?
- 2 Listen again to the questions. Does the intonation go up or down on the question tag? How does this change the function of the question?

9 Read the information and check your answers.

Grammar: question tags

Question tags are used to check information or to give an opinion we want someone to agree with.

The meaning of question tags depends on the intonation. If the intonation rises on the question tag, it means we have a doubt about the information and need to check.

*You've met Kate, **haven't you?***

If the intonation falls, it means we just want the other person to agree with us.

*He teaches English, **doesn't he?***

If we put a positive tag on a negative statement and use rising intonation, it means we will be very surprised to get the answer 'yes'.

*You're not French, **are you?***

Note these two irregular question tags:

Let's go, shall we?

and

I'm right, aren't I?

➔ See Grammar GPS, Page 148 ➔

10 Complete the statements with question tags.

- 1 I told you the news about James, *didn't I*
- 2 It's lovely weather today,
- 3 You haven't seen my blue pen,
- 4 She studies at Columbia University,
- 5 They used to study international law,
- 6 Your brother has left college now,
- 7 You knew he was going to win,
- 8 I'm coming with you,
- 9 He's very clever,
- 10 Let's go for a coffee,

Pronunciation: question tags

11 4.3 Listen and check your answers to Exercise 10. Does the intonation rise or fall on the question tags? Practise saying them with the same intonation.

➔ See Workbook, Pages 48 and 49 ➔

Speaking

- 1 **21C** Work with a partner. Try to guess the answers to these questions about university. Check the answers on page 134. What do they tell you about the decision to go to university?

University facts

- What percentage of school leavers in the UK go on to study at university?
 a 15% b 30% c 45% d 75%
- In the USA, 70% of school-leavers go to university, but what percentage of students entering a four-year course 'drop out' of college?
 a 10% c about half
 b 25% d three-quarters
- Which of the following famous people dropped out of college?



Bill Gates
(founder of Microsoft®)



Steven Spielberg
(film director)



Brad Pitt (actor)



Michael Dell
(founder of Dell computers)

- Which is the most popular university subject in the UK?
 a business studies d modern studies
 b history e design studies
 c law
- Which subject offers graduates the best career prospects?
 a business studies d medicine
 b education e psychology
 c law

Listening

- 2 **4.4** Listen to two people talking about how their education shaped their careers. What did they study and what do they do now? Complete the table.

	University degree	Current job
Luke		
Alice		

- 3 **4.4** Listen again. Complete the sentences that describe the key moments in their careers.

Luke

- In my year I
 in the student radio station.
- The next summer I
 the local BBC station and got a job as a

- When I, I became a
 DJ there.

Alice

- I wasn't very school
 and I never to
 university.
- So I started my
 company and I've never

Speaking

- 4 Discuss the questions with a partner.
- What aspect of university did Luke really benefit from?
 - What does Alice say about entrepreneurs and university?
 - What do you hope to study at university? And what career would you like to have?

➔ See Working with words, Page 140 ➔

Grammar: conditionals **R**

Grammar: conditionals		
Type	Form	Use
Zero	If + present simple, present simple <i>If you heat water, it boils.</i>	General truths
First	If + present simple, will + infinitive <i>If I see him, I will give him your message.</i>	Real possibilities (present and future)
Second	If + past simple, would + infinitive <i>If I had the money, I would buy a new car. If I won a lot of money, I'd buy a new house.</i>	Unreal or unlikely situations (present and future)
Third	If + past perfect, would have + past participle <i>If I had passed my exams, I would have gone to university.</i>	Unreal situations (past)
Mixed (of second and third types)	If + past perfect, would + infinitive (simple or continuous forms) OR If + past simple, would have + past participle <i>If I hadn't left medical school, I would be a doctor now. If you were a better tennis player, you would have been in the team.</i>	Unreal situations (mixture of past and present)

→ See Grammar GPS, Page 148 →

5 Study the Grammar box. Work in pairs. Look at these sentences from the Listening in Exercise 2. Identify the conditional types used, and what each sentence tells you about the real facts.

- 1 If I hadn't gone to university, I certainly wouldn't be doing what I am now.
 - 2 If you don't take advantage of these opportunities, you probably won't find out what it is you really want to do in life.
 - 3 It would have been nice if it had happened that way.
 - 4 If I had carried on, I would probably be still working in a hospital, but I'd be very unhappy.
 - 5 If they go to college, then they drop out before they graduate.
 - 6 If they were more academic types, they would probably have followed a more conventional career path and be doctors or lawyers now.
- ▶ 1 *mixed conditional - I went to university. As a result, I am doing this job.*

6 Complete the mixed conditional sentences about these situations and their consequences.

- 1 I listened to your advice. I am at law school now.
If I *hadn't listened* to your advice, I *wouldn't be* at law school now.
- 2 You are very determined. You got the job.
If determined, you the job.
- 3 I sold my car. I have to travel everywhere by bus.
If my car, I everywhere by bus.
- 4 He saved a lot of money. He can afford to go to college now.
If a lot of money, he to go to college now.
- 5 She is at college now, because she won a scholarship there.
She at college if she a scholarship there.

→ See Workbook, Pages 48 and 49 →

Speaking

7 **21C** Work in pairs. Discuss the questions about choosing a university or college course.


- 1 Have you already decided what career you want to follow? How did you choose?
- 2 Did your parents have an influence on your decision (directly or indirectly)?

Vocabulary and pronunciation: suffixes

1 Make nouns for the people who study these subjects using the suffixes *-er*, *-ist* or *-ian*.

- | | |
|----------------------------|---------------|
| 1 science <i>scientist</i> | 6 mathematics |
| 2 geography | 7 philosophy |
| 3 history | 8 music |
| 4 biology | 9 zoology |
| 5 psychology | |

➔➔ See Working with words, Page 140 ➔➔

2  4.5 Listen and check your answers to Exercise 1. Then listen again. In which group of words does the stress change? In what way? Listen again and repeat.

Reading

3 Jenny Daltry is a herpetologist. Look at the pictures on page 57 and answer the questions.

- 1 What do you think a herpetologist does?
- 2 What sort of qualifications do you think Jenny needs for this job?

4 Read the text and complete the sentences.

- 1 Jenny enjoys fieldwork even though ...
- 2 Jenny Daltry works with species that ...
- 3 Siamese crocodiles weren't discovered in Cambodia before because ...
- 4 Jenny thinks it's important to protect endangered reptiles because ...

Speaking

5 What parts of Jenny's job do you think she uses her university education for? What knowledge and skills do you think Jenny has learned through experience?

Grammar: verbs as subject of a sentence E

Verb as subject of a sentence: *-ing* form (gerunds)

Look at the rules and the examples.

- 1 For most situations we use a gerund (*-ing*) form of the verb.
Studying herpetology was harder than I had expected.
Doing fieldwork is my favourite activity.
- 2 Sometimes we can use a *to* infinitive instead of a gerund with no difference in meaning.
To be able to speak other languages is wonderful.
Being able to speak other languages is wonderful.

Hearing him speak was an inspiration.
To hear him speak was an inspiration.

Verb as subject of a sentence: *to* infinitive

- 1 When we use a *to* infinitive as the subject, it is often hypothetical or philosophical. It can also sound old-fashioned!
To find a new species would be wonderful.
To be a doctor is all I ever wanted.
- 2 We use a *to* infinitive to show purpose.
To get to the bus station, turn right here.
NOT
Getting to the bus station ...
To become a herpetologist, it takes years of study.
In this case, it helps to imagine the phrase:
In order to ... or *If you want to ...*
(In order) to succeed, you need to work hard.
(If you want) to get into university, you need top marks.

6 Choose the correct form of the verb in each sentence.

- 1 *Researching* / *To research* the past takes time.
- 2 *Becoming* / *To become* a doctor, you have to study hard.
- 3 *Getting* / *To get* to college late turned out to be a big mistake.
- 4 *Getting* / *To get* to college, you have to pass all your exams.
- 5 *Thinking* / *To think* about his future always made Tim feel depressed.
- 6 Shakespeare's Hamlet said, '*Being* / *To be* or not *being* / *to be*; that is the question'.

7 Rewrite the sentences beginning with a gerund or *to* infinitive form.

- 1 It is our responsibility to take care of the environment.
.....
- 2 Everybody's dream is to find a job they love.
.....
- 3 If you want to be successful, you have to have ambition.
.....
- 4 It is bad for you to eat junk food.
.....
- 5 It doesn't suit everyone to study history.
.....
- 6 You have to be over 18 to join this society.
.....

➔➔ See Grammar GPS, Page 148 ➔➔

Jenny Daltry, herpetologist and explorer

Jenny Daltry and her team slash their way through Cambodia's thick rainforest, treading carefully.

Venomous snakes slither underfoot. A virulent strain of malaria that resists most treatments and kills in 24 hours is prevalent. Entire areas are laced with land mines. 'Fieldwork,' Daltry says with a smile, 'is my favourite part.'

Saving endangered species has taken her to 20 countries, primarily unexplored corners of south and south-east Asia and the Caribbean. 'I've been really lucky to go to some of the most unspoilt places on the planet,' she says. 'When you're the first scientist to see a particular river or mountain, or to identify a new species, it's a real adventure.' Daltry's conservation efforts focus on species she calls 'unpopular'. 'Endangered snakes, frogs and crocodiles are not everyone's favourites,' she explains. 'They have a special need for attention.'

A prime example of such an effort to save an unpopular species is the Cambodian Crocodile Conservation Project, which Daltry oversees for the worldwide conservation organisation Fauna and Flora International. 'In 2000 I was asked to do a biological survey of Cambodia's Cardamom Mountains. It was like a lost world, closed to outsiders until that year, an area of nearly untouched rainforests and wildlife with no roads or access. We identified hundreds of new species and found a small population of Siamese crocodiles.' Thought to be effectively **extinct** in the wild due to habitat loss and hunting, the 150 Siamese crocodiles discovered by Daltry's team are the single largest known population left in the wild.

Daltry's passion bloomed early. As a child in a rural English village, she accumulated a **menagerie** of lizards, frogs and snakes. 'I enjoyed showing them to people and watching their reactions. They're not everyone's cup of tea.'

At age 18 she travelled to India to work on a crocodile farm that also bred snakes.



'One day they asked if I wanted to learn how to handle venomous snakes, and I said, 'Sure.' So they gave me a little stick and put me in a pit filled with deadly snakes I had to catch. Handling snakes is not something you learn by reading books; you just have to get in there and do it.' Her more traditional education includes a **BSc** in zoology with botany and geography from Bristol University, England, and a **PhD** in zoology from Aberdeen University, Scotland.

Why does a handful of endangered species drive Daltry to endure peril and hardship? 'To me, it's symbolic. If you don't care about this particular snake, why should you care about anything else? Each one is part of a great web, and if you start picking and choosing which bits you think are important, you may find it all falling apart. I think all kids are born with an interest in wildlife. I've just never grown out of it.'

GLOSSARY

species (*n*) - a set of animals or plants that have similar characteristics

to oversee (*v*) - to organise

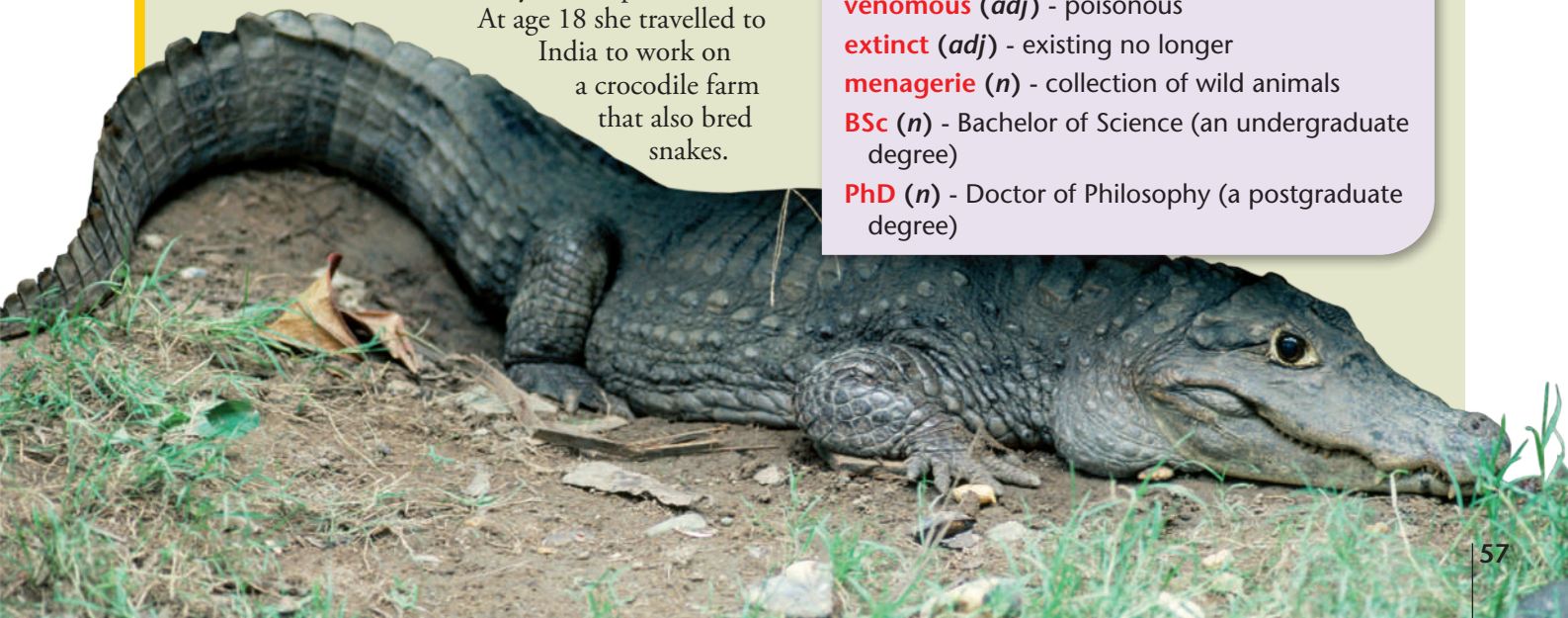
venomous (*adj*) - poisonous

extinct (*adj*) - existing no longer

menagerie (*n*) - collection of wild animals

BSc (*n*) - Bachelor of Science (an undergraduate degree)

PhD (*n*) - Doctor of Philosophy (a postgraduate degree)



Speaking

- 1 **21C** Read the information about students in the UK. How does this compare with the situation in your country?

In the UK it is common to leave home and study and live at a university in a different town. According to the national statistics, only 19% of students live at home with their parents.

- 2 Look at the photo of a British hall of residence. What do you think it is like living there?



Listening

- 3 **4.6** Listen to five university students speaking to new students in their first week (Freshers' Week). Match each speaker to the topic (a–f) which best describes what they talk about. There is one extra topic.

- | | | |
|-----------|--------------------------|---------------------------------------|
| Speaker 1 | <input type="checkbox"/> | a Planning study time |
| Speaker 2 | <input type="checkbox"/> | b Using the library |
| Speaker 3 | <input type="checkbox"/> | c Living with other students |
| Speaker 4 | <input type="checkbox"/> | d Purpose of Freshers' week |
| Speaker 5 | <input type="checkbox"/> | e Events in Freshers' week |
| | | f Making friends at university |

- 4 **4.6** Listen again and complete the sentences with the words in the box.

don't have to	expected to	have to
it's up to you to	it's your job to	must
ought to	required to	should
		supposed to

- 1 What you remember is that everybody is in the same boat.
- 2 So get out there and join in with the activities on offer.
- 3 ... this week will be the first time that you cook for yourself.
- 4 You're do your own shopping and washing.
- 5 You will find it easier to get along with your fellow students if they constantly wash up your dirty dishes.
- 6 It requires a bit of give and take: ensure that you behave correctly.
- 7 You also try to put up with the people around you within reason.
- 8 You won't have a full timetable and you won't be go to lectures all the time.
- 9 This is the time when you're be studying, of course.
- 10 If you find you can't do that alone, then you contact a member of staff.

Pronunciation: to

- 5 **4.7** Listen to sentences 1–9 in Exercise 4, paying attention to the word *to*. Choose the correct option to complete the rules.

In most sentences *to* is pronounced /tə/ not /tu:/.

In sentence 6 *to* is pronounced differently because it comes before a *consonant* / *vowel*.

- 6 **4.7** Listen again and repeat the sentences.

Speaking

- 7 **21C** Work with a partner. Role play a conversation about university accommodation.

Student A: You are going to university in England. Look at page 133.

Student B: You are the university accommodation officer. Look at page 135.

Project

21C Find out about a university or college that you would like to attend. Prepare to tell the class about it, the courses it offers and why it interests you.

OPTIONAL

Writing: applying to a British university

- 8 When students apply to a British university they have to include a personal statement with their application form. Read the guidelines about how to write one. Then read the sample statement. Do you think it is a good statement? Why? / Why not?

How to... write a personal statement

Below are some suggestions of what to include in your personal statement. These are guidelines only, so don't worry if some of the suggestions do not apply to you.

- why you want to go to university or college
- why you have chosen the course(s)
- how your current or previous studies relate to the course(s) that you have chosen
- details of jobs, placements, work experience or voluntary work (what you were required to do and what this has taught you)
- hobbies, interests and social activities that demonstrate your skills and abilities
- any achievements that you are proud of
- positions of responsibility that you hold (or have held) both in and out of school, e.g. class prefect or representative for a local charity
- attributes that make you interesting, special or unique
- whether you have any future plans of how you want to use the knowledge and experience that you gain

If you are an international student, also supply answers to these questions:

- Why do you want to study in the UK?
- What evidence do you have to show that you can successfully complete a higher education course that is taught in English? (State if some of your studies have been assessed in English.)

- 9 Put the expressions in bold in the personal statement on the right into the correct categories 1–3.

- 1 Talking about interests and skills
- 2 Talking about past experiences
- 3 Talking about future plans and expectations

- 10 **21C** Write your own personal statement for a British university. Follow the guidelines in Exercise 8 and use some of the expressions in Exercise 9. Write 200–250 words.

- 11 Swap your statement with a partner. Read your partner's statement. Has he / she included all the necessary information? Was it convincing? Give your partner some feedback.

Personal statement: Ahmed Samad

I have a keen interest in the subject of history, and I consider myself to be a highly motivated student. My A level history has allowed me to do what I enjoy most: analysing sources from the past while developing my own ideas and opinions. I would very much like to develop these skills further at university.

For my work placement I worked in a book shop. I was required to undertake tasks such as dealing with the public, stocktaking and cleaning duties. For this I had to be motivated, reliable and confident when dealing with the public. I am currently working in a library as a Saturday assistant. This has improved my communication skills and I have learnt to work well in a team.

In my spare time, I go fishing regularly: I have won several competitions and I find the sport very rewarding. Last summer I helped to organise a camping trip for local children.

I am looking forward to studying history at university as there are many topics I would like to cover, and I enjoy meeting people from different backgrounds. I am optimistic that university will offer me new challenges and I believe that I have a lot to offer in return. I am confident that this course will open up many exciting career paths for me.



Speaking

- 1** **21C** Look at the results of a survey about British students' university life. Discuss questions 1–3.
- 1 What are the most important and least important aspects for British students?
 - 2 What would be the most and least important aspects for you?
 - 3 Do you think students in your country have similar expectations to British students?

Q What, if anything, do you consider to be the best aspects of university life?



Reading

- 2** Read the information about the Erasmus programme and answer the questions.

- 1 What sort of programme is Erasmus?
- 2 Who can participate?
- 3 What opportunities does Erasmus offer?

About Erasmus

Erasmus is the European Commission's flagship educational exchange programme for Higher Education institutions. It encourages students and staff to study and work at universities across Europe. The scheme currently supports cooperation between the universities of 31 countries. Erasmus gives many EU university students their first chance to live and experience life abroad.



- 3** Work with a partner. How would students benefit from a student exchange programme? Can you imagine any difficulties students might have? Complete the notes.

Benefits

Career:

Personal development:

Interpersonal skills:

Other:

Possible problems

University system:

Language:

Cultural differences:

Things you might miss:

4 Work with a partner.

Student A: Read report A about a German exchange student in Britain.

Student B: Read report B about an Irish exchange student in Italy.

Complete the notes for your report.

Name:

Home university:

Exchange university:

Subject:

Positive aspects of exchange:
.....
.....

Negative aspects of exchange:
.....
.....

Speaking

5 Exchange information with your partner about each report. Then discuss the questions.

- 1 Who of the two had the more positive experience?
- 2 To what extent do these reports include the things you thought of in Exercise 3?

Vocabulary: life experiences

6 Read the reports again and complete the phrases (1–8) for positive life experiences with the correct verbs.

- 1 the best out of something
- 2 new challenges
- 3 responsibility
- 4 life experience
- 5 to a new culture
- 6 useful contacts
- 7 on one's experiences
- 8 ideas into practice

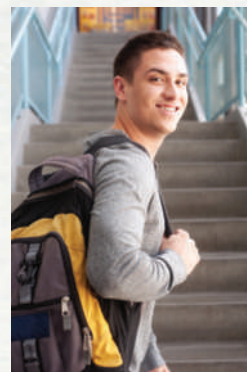
➔ See Working with words, Page 140 ➔

7 21°C Do exchange programmes exist in your country? Would you consider going on an exchange programme? Why? / Why not?

A

Aldo Keller

Aldo is a computer science student from the University of Munich, Germany.



'I spent six months at Liverpool University in the UK and I learned a great deal from the hands-on approach to my subject. Sometimes I would have liked more support and personal contact with a tutor. We were expected to work quite independently and I felt very much as if I was on my own when it came to getting the best out of my study time. On the other hand, I experienced new challenges and learned a lot about taking responsibility for myself. I'm sure having this exchange on my CV will open lots of doors in my future career. What was most important, though, was the life experience I gained. I lived on campus and I found it extremely easy to adapt to a new culture and meet people. I got to know students from all over Europe as well as British students. Of course, I missed friends and family back home and felt homesick at times. The cost of living in the UK was also quite high. But all in all it was an unforgettable experience.'

B

Ellen Jameson

Ellen is a graphic arts student at Dublin City University in Ireland.



'I spent half a year studying at the Academy of Fine Arts in Milan as part of the Erasmus programme. The course I enrolled on was entirely in Italian, which was very difficult. I did an intensive language course at the university before I started but I really struggled with the language. There were some British students there and so I ended up spending most of my time with them, which didn't help my Italian at all. But the people at the university were very helpful and I made lots of useful contacts. Back home I was able to draw on my experiences in Italy and put a lot of the ideas and techniques I had learned into practice. I am sure the exchange helped me get a better degree and studying abroad was definitely a positive factor when I went for job interviews. In terms of personal development, I think the exchange gave me a chance to grow up more and become much more responsible.'

True story:

Universities old and new



1 Look at the photos and match each photo to a text.

1

The University of the Middle East project (UME)

The UME is a non-governmental organisation, started in 1997, which organises exchange programmes bringing together secondary school teachers from the Middle East, North Africa and the United States. In its flagship programme, the Teacher Education Institute (TEI), teachers share ideas and both hard and **soft skills**. Their aim is to develop teaching skills and encourage communication and understanding between different cultures. The UME's main offices are in Massachusetts, USA and Madrid, Spain.

2

Al-Azhar University Egypt

Founded around 970 CE, Al-Azhar University in Cairo, Egypt, remained a centre for religious studies until it expanded its programme to include other subjects such as Business and Economics in 1961. In 2005, Al-Azhar joined forces with a Dubai **enterprise** to put its library's rare manuscripts online. Following a partnership with the British Council, 68 students graduated from the Al-Azhar English Language Training Centre in 2010. The cooperation between the two countries is aimed not only at teaching English but also at **fostering** cultural understanding. Al-Azhar also **lays claim to being** the oldest university in the world.

2 Read the information above and decide whether the statements are true (T) or false (F).

- 1 Sultan Qaboos University has a long history. T / F
- 2 Al-Azhar University has recently begun offering English tuition. T / F
- 3 The UME is run by two governments. T / F
- 4 The UME Project mostly benefits undergraduate students. T / F

3

Sultan Qaboos University, Oman

Sultan Qaboos University was established in 1986. This modern institution in Muscat has over 10,000 students studying a wide range of classical and contemporary subjects. The university offers both Bachelor's and Master's degrees. It also offers PhDs in some majors. **Prospective students** may need to spend up to a year in a preparatory English programme before they can begin an undergraduate course.


3 Choose the best definition for the words in bold in the text.

- 1 prospective students
 - a those who are already there
 - b those who are thinking of going
- 2 founded
 - a established
 - b discovered
- 3 enterprise
 - a business
 - b individual
- 4 fostering
 - a encouraging
 - b forgetting
- 5 lays claim to being
 - a it says it is
 - b other people say it is
- 6 soft skills
 - a computer programming skills
 - b interpersonal skills

4 **21C** Work in pairs or small groups and discuss these questions.

- 1 Would the age of a university make a difference in your choice of where to study? How?
- 2 Would you prefer to be a student in a large city or in a small town? Why?

A problem-solution essay

- 1  Have you ever considered studying online? If you did an online course, what do you think you would enjoy about it? What might be difficult? Discuss in pairs.
- 2 Read the problem-solution essay about studying online and complete the chart.

Problem	Solution
.....
.....

Online degree programmes give students the opportunity to study anywhere and at any time. However, these courses present some problems.

A major problem with these programmes is there is not enough support for students. For example, students don't have contact with their teachers and it is more difficult to ask for help. This means that students can struggle with their studies and fall behind. Another problem is that students get bored with the courses. Watching lectures online and doing the same thing for every class or module isn't always interesting, so students drop out.

It is important that universities and students are prepared for these problems. Universities should offer ways to contact teachers, such as real time chatting, email support and maybe even face to face meetings. Students also need to give feedback to the university about their course material, so that universities know what needs to change and how they can make sure their teaching is motivating for the students.

In conclusion, the internet has transformed the way that we study, but it doesn't always benefit students. However, if universities and students work together to build great courses, online learning can be a positive experience.

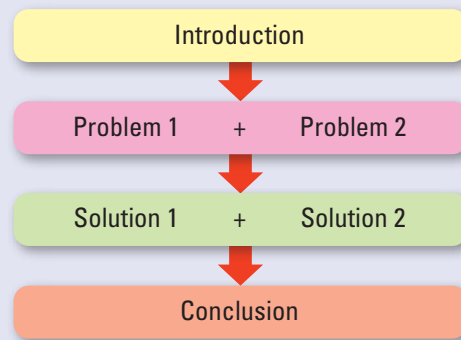
WRITING SKILL

Block and chain structures

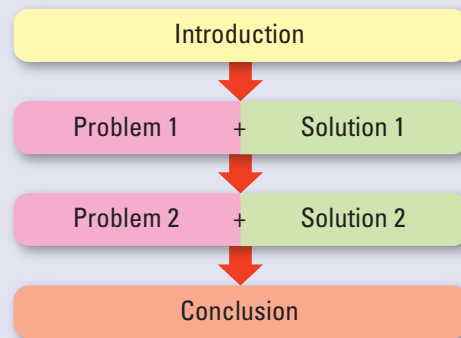
Use a **block** or **chain structure** to make it easier to identify the problems and solutions in your essay. Choose one structure only. Do not mix them.



Block structure



Chain structure



- 3 Read the example essay again. Does it use a block or a chain structure? How do you know? Explain your answer to your partner.

WRITING MECHANICS

Writing conclusions

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

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.



- 4 Underline the conditional sentence in the model essay.
- 5 Use the prompts to write conditional sentences for a conclusion.
 - 1 companies not offer internships – young people not able to get work experience
 - 2 teenagers not have a hobby – not have anything to write on their personal statement
 - 3 schools be given more information about courses – pass this information to students
 - 4 universities offer language courses – might attract international students

WRITING MECHANICS

Giving examples

Adding examples to your essay is important for supporting your ideas and making your argument stronger. Use linking words in different positions to give examples.

*More universities are offering blended courses. **For example**, students at the University of Manchester watch their lecture at home and discuss it with a professor the next day.*

*Students expect more flexibility nowadays, **for instance** being able to attend a lecture online.*

***To illustrate** his point, Professor Phillips poured the chemical onto the table.*

*This issue occurs at specific times, **such as** during the lunar eclipse.*

*Non-academic skills are important, **namely** teamwork and communication.*



6 Underline the two linking words or phrases in the essay.

7 Complete each gap with the correct word or phrase.

More and more companies are sponsoring students in their degree programmes,

1) (*namely / example*) in engineering, law and finance. To

2) (*for instance / illustrate*), 20% of students on one university's law

programme are being funded by leading law firms. This is because companies are looking

for talented individuals with skills that directly relate to their industry. Students get benefits

from this as well, 3) (*such / instance*) as free education and a guaranteed

job. 4) (*for / to give a clear example*), look at Josh Peterson. A large

supermarket chain paid for his business management degree. After graduating he joined

the head office and is now a senior manager.

8 You are going to write an essay about studying at university abroad. Work in pairs. Think about possible problems that students might face abroad, and then complete the chart.

Problem	Solution
.....
.....
.....

9 **21C** Read the essay title below and decide which structure to use for your essay (block or chain). Then complete the diagram with notes on the problems and solutions you will include in your essay.

More and more students are looking for study programmes in different countries. What problems might international students have and what solutions can you suggest?

Write a text of around 150-200 words.

Introduction



.....



.....



Conclusion

10 Work in pairs. Read your partner's work and tick (✓) the checklist below. Has your partner:

used a block or chain structure?

included a strong conclusion

given examples to make their argument stronger?

used conditional structures?

Grammar consolidation Unit 3

→ See Grammar GPS, Page 147 →

The future **R**

will and going to

Learn the following ways to express the future.



will

We use *will* + the bare infinitive of the main verb for:

on-the-spot decisions and plans

I'll phone Geoff and see if he knows the answer.

offers

I'll help you with that.

predictions

What do you think the result will be?

going to

We use *going to* + the bare infinitive of the main verb for:

intentions

I'm going to enjoy this free time!

ambitions

I'm going to become an engineer.

We usually use *going to* in informal situations.

Present simple and present continuous **R**



Present simple for the future

We use the present simple for things that are on a timetable or are programmed to happen at a certain time.

The train arrives at 10.20.

The lesson starts at three o'clock.

Present continuous for the future

We use the present continuous when we know (or we are fairly sure) that something will happen.

We're going out with Junaid tonight.

I'm starting my new job next week.

1 Circle the correct phrases.

- 'We need some milk.' *'I'll go / I'm going* to get some if you like.'
- We're going / We go* to the cinema tonight. Do you want to come?
- Jafar *will / is going to* have some friends round on Saturday and he's invited us.
- I think the population *will stay / is staying* the same over the next 10 years.
- What time *does / will* your plane take off?
- Ruwa *goes / is going to* go to that meeting tonight.

Future tenses **E R**

Study the rules and examples below.



Future perfect

We form this with *will + have* + the past participle of the main verb.

We use it to emphasise actions completed before a certain time in the future.

By 2030, I think we will have found a solution.

When will you have finished all your work?

Future continuous

We form this with *will + be + -ing* form of the main verb.

We use it to emphasise actions in progress at a certain time in the future.

What do you think you will be doing in ten years' time?

2 Read the situations and complete the sentences with the future perfect, future continuous or future perfect continuous.

- Your friend wants to visit you on Tuesday, but that's the day you have arranged to go shopping. You say ...
Don't come on Tuesday because shopping then.
- You are sure you will finish working at 5.00 p.m. today. You say ...
By 6.00 p.m., I will
- Tomorrow you are celebrating living in your house for one year. You say ...
By tomorrow, I in this house for one year.
- You want to know about someone's plans for tomorrow. You say ...
What will tomorrow afternoon around 4.00?

Writing

3 Write two paragraphs about what you think will happen in the future. Use a range of different future constructions appropriately. Include some of these topics.

- Development in Oman
- Economic and social change
- Changes in eating habits
- Technological changes
- Sources of energy

Grammar consolidation Unit 4

→ See Grammar GPS, Page 148 →

Question tags **R**



Question tags are short questions, which we put at the end of a sentence to check something or invite the listener to agree. Remember that affirmative sentences have a negative tag, and negative sentences have an affirmative tag.

You *will* come tonight, *won't* you?

They *haven't* finished, *have* they?

Notice that the verb and subject change order.

You *are* joining us tonight, *aren't* you?

If the sentence has an auxiliary verb, we use that in the question tag.

He *isn't* interested, *is* he?

They *'ve* arrived safely, *haven't* they?

If there is no auxiliary verb, we use the verb *do*.

You *understand*, *don't* you?

We use a pronoun instead of repeating a name or an object.

Sani *really* likes geography, *doesn't* *he*?

The girls *enjoy* their lessons, *don't* *they*?

Note these irregular formations:

Let's phone Shazi, *shall* we?

I'm first, *aren't* I?

1 Write the correct question tags.

- 1 It looks like it might rain, ?
- 2 You haven't finished already, ?
- 3 This is delicious food, ?
- 4 He had never been there before, ?
- 5 That exam was difficult, ?

Conditional sentences **R**



When the conditional clause begins a sentence, there is usually a comma before the second clause.

Zero conditional (*If / When* + present simple, present simple) is used for statements that are generally true.

If I watch too much TV, I get a headache.

First conditional (*If / When* + present, *will* + infinitive) is used for real possibilities in the present and future.

When I finish my work, I will phone you.

Second conditional (*If* + past simple, *would* + infinitive) is used for unreal or unlikely situations in the present and future.

If I knew the answer, I would tell you.

Third conditional (*If* + past perfect, *would have* + past participle) is used for unreal or unlikely situations in the past.

If we had faced this problem sooner, it wouldn't have got so bad.

Mixed conditional sentences **R**



Mixed conditionals are used for past actions with a present result or present situations with an unreal past.

If I was better at maths, I would have become a scientist.

Sometimes we can use *might* or *could* instead of *would*.

If I was older, I could do that course.

If I had studied harder, I might have passed the test.

When the conditional clause comes second in the sentence, there is no comma.

I'll let you know if I need any help.

2 Match the clauses to make correct conditionals.

- 1 If you could study anything,
 - 2 If James had tried harder,
 - 3 If you work really hard,
 - 4 If I study for hours,
 - 5 If Laura hadn't failed that exam,
 - 6 If someone had told me about that college,
- a I would be studying there now.
 - b she would have been able to take a holiday.
 - c my eyes start to hurt.
 - d he could have got into university.
 - e what would you choose?
 - f you will do well here.

3 Rewrite the situations as conditionals.

- 1 You didn't study hard, so you didn't get into your first choice of university.
If I my first choice of university.
- 2 You haven't got a job because you did badly in your interview.
I so badly in my interview.
- 3 Sometimes, there are not enough students so the lecture is cancelled.
The lecture is cancelled students.
- 4 You don't speak French so you couldn't get that job.
I could French.

Writing

4 Write two paragraphs about how things might be different in your life. Use a variety of conditional structures.

If I had worked harder at school last year, I would have got better marks. Then I ...

Review Unit 3

Vocabulary

1 Cross out the word or phrase that does not belong in each group.

- 1 life expectancy illiteracy birth rate population decline
- 2 improve spoil predict transform
- 3 rise increase go up decline
- 4 versatile minute small tiny
- 5 although in addition however in contrast
- 6 chew inspire savour eat out

1 mark per item: .../6 marks

Grammar

2 Amir is travelling in India and has planned a trip to Bhutan. Write about his plans using the prompts and an appropriate future tense.

FRIDAY (rainy)

- 06.02 train to Phuentsholing (arrive 08.10)
- get entry permit and take bus to Thimpu (long journey, take about 6 hours)
- stay Hotel Motithang (2 nights)

SATURDAY (sunny)

- 9.00 a.m. meet guide at Heritage museum for tour
- walk to monastery
- if there's time, visit market

SUNDAY

- 08.00 bus back to Phuentsholing

- 1 On Friday the train to Phuentsholing leaves at and arrives at
- 2 He is going to and then he
- 3 It a long journey – it
- 4 He Hotel Motithang for
- 5 At 9.00 a.m. on Saturday he
- 6 Then he
- 7 If there is time, he
- 8 On Sunday the bus back to Phuentsholing

2 marks per item: .../16 marks

3 Complete the text with the *future perfect simple*, *future perfect continuous* or *future continuous* form of the verbs.

By the end of the century, temperatures (1) (*constantly / rise*). Climate experts say that by 2100, the figure for extreme drought (2) (*increase*) from 3% (at the beginning of the century) to 30%. Farmers in some parts of the world (3) (*wait*) for years for rain. This means that by 2100, one third of the planet (4) (*turn into*) desert, and agricultural production in those areas (5) (*become*) impossible. A century from now, hundreds of millions of people (6) (*look for*) alternative sources of food. In the worst scenario, millions of people (7) (*die*) and the rest (8) (*fight*) over the few resources available, but perhaps by then we (9) (*find*) new ways to feed ourselves.

2 marks per item: .../18 marks

Everyday English

4 Two conversations have got mixed up. Separate them and put each one in order. Number the first one 1–6 and the second one a–e.

- Nothing special.
- Certainly. Would Tuesday at 9 o'clock suit you?
- OK, see you then.
- I'm afraid I can only come after 10.30.
- Do you want to come over and watch a film? About 7?
- Yes, that's fine. Thank you.
- Hi Ling. What are you doing later on?
- 1 Hello, this is John Price. I'd like to make an appointment with Doctor Harris.
- I see ... Could we say Wednesday at 10.45?
- Yeah why not?
- Thank you. Goodbye.

2 marks per item: .../10 marks

Now I can ...

Tick (✓) what you can do.

	★★★★★	★★★	★
talk about life changes.			
talk about the future.			
use the future tenses.			
make arrangements in a formal and informal situation.			
write a description of data.			

Review Unit 4

Vocabulary

1 Complete the website information.

INFORMATION FOR INTERNATIONAL STUDENTS

Why choose us?

Our academic programmes are tailored to each student, allowing you to get the (1) b..... out of your time here. In addition, living on the university (2) c..... will make it easy for you to (3) a..... to a new culture while (4) e..... new challenges. And our strong links with business and professional partners mean that you will be able to put your ideas into (5) p..... and also make useful (6) c.....

How do I apply?

International students applying for an undergraduate (7) c..... should first check the entry (8) r..... for their subject.

2 marks per item: .../16 marks

2 Complete what the students say with the subject and the specialist.

- student: 'I've always been crazy about animals. This course gives me the specialised knowledge I need to be a
- student: 'I'd love to be able to earn a living as a I've played the oud since I was tiny and I'm really enjoying my course'.
- student: 'It's a real luxury to spend three years reading great thinkers like Aristotle, Ibn Arabi and Al Farabi. Unfortunately, there aren't many jobs for

2 marks per item: .../6 marks

Grammar

3 Complete the questions with the correct question tags.

- The cafeteria is next to the lecture hall,
- We don't have to do it today,
- Mariam asked us to finish the project today,
- The class hasn't started,
- We'll pass easily,

2 marks per item: .../10 marks

4 Rewrite each sentence beginning with a gerund or infinitive form.

- The problem is finding the money to study.
.....
- You have to work hard in order to pass.
.....
- It's interesting to meet new people.
.....
- Turn left here if you want to get to the office.
.....

2 marks per item: .../8 marks

5 Choose the correct conditional forms.

Adimu Abasi is from a small village in Kenya and has just graduated from an American university.

- Adimu *wouldn't have been* / *wouldn't be* the proud holder of a master's degree now if her life *hadn't* / *wouldn't have* changed when she was 13.
- She *would have got* / *would get* married and she *would never have gone* / *had never gone* to school if a Nairobi teacher *wouldn't have* / *hadn't* offered her the chance to get an education.
- If she *would be* / *were* a less determined person, she *wouldn't have* / *hadn't* graduated from university in Kenya as a teacher.
- And she *wouldn't be* / *hadn't been* in America today if she *wouldn't travel* / *hadn't travelled* there when she was nearly 40.
- Adimu hopes that if she *found* / *finds* a good teaching job in Kenya, she *will have been* / *will be* able to function as a role model for other girls.

2 marks per item: .../10 marks

Total: .../100

Now I can ...

Tick (✓) what you can do.

	★★★★★	★★★	★
talk about university.			
use question tags.			
use conditionals.			
talk about university life and subject choices.			
write a problem-solution essay.			

Important events

READING

Summarising the main points of a text

WRITING

Writing a description of an event

Summarising

Referencing; talking about variety and proximity

Writing a summary

LISTENING

Listening for specific information

SPEAKING

Describing a fun day off

Discussing rites of passage and growing up; discussing marriage using the passive form; discussing different family lives; discussing the benefits of holidays

Describing memories

Describing an event

STUDY & EXAM SKILLS

Listening for details

GRAMMAR

Gerunds and infinitives

Passive gerunds and infinitive

Passive reporting verbs

To infinitive and gerunds

VOCABULARY

Working with words

– life stages

– adverbs and adverbial phrases

1 Look at the picture. What event do you think the people of this city are celebrating? What specific events are celebrated in your town or country each year?

2 ^{21C} Read the quotations. Which do you agree with more? Why?

‘What ought to be done to the man who invented the celebrating of anniversaries? Mere killing would be too light.’

Mark Twain, American author (1835–1910)

‘Make every day a holiday and celebrate just living!’

Amanda Bradley, American contemporary poet

3 Work with a partner. Complete the table with the words in the Vocabulary box. Use a dictionary if necessary.

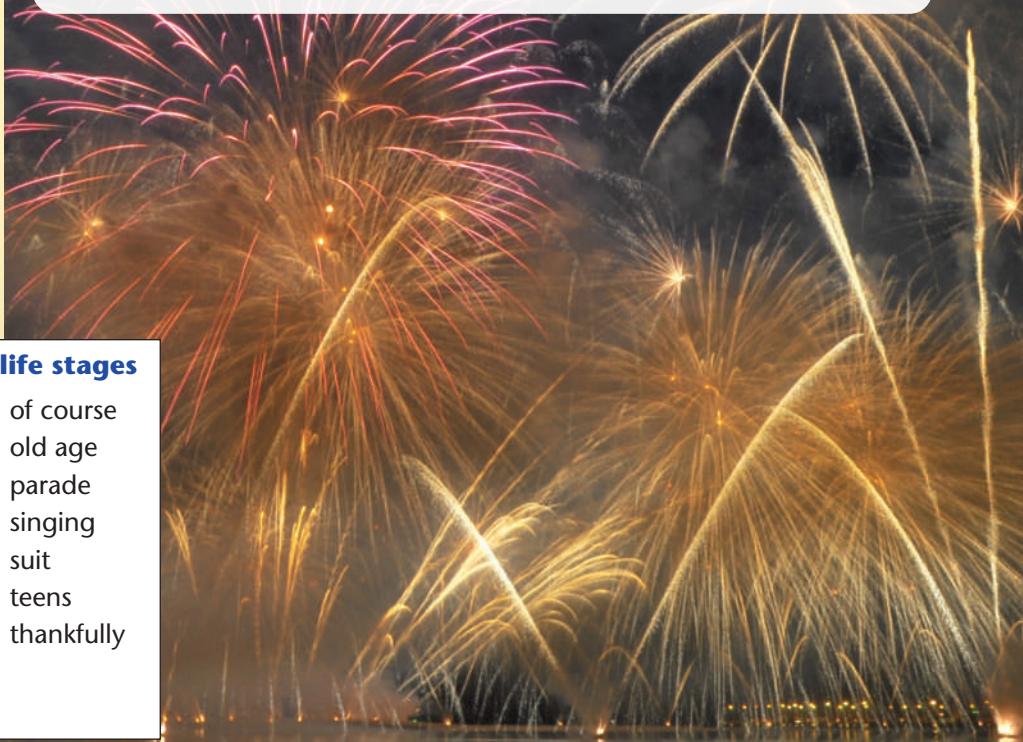
Decorations	Clothing	Actions	Entertainment
balloons	costume	clapping	music

4 What is celebrated at each of these types of party? What happens at them? Use words from Exercise 3 to help you describe them.

- a national day party
- an anniversary party
- a housewarming party
- a farewell party

Talking about – festivals and life stages

adolescence	fireworks	of course
adulthood	frankly	old age
balloons	funnily enough	parade
banner	grown up	singing
birth	in fact	suit
childhood	infancy	teens
clapping	making a speech	thankfully
costume	middle age	
death	music	



Vocabulary: the stages of life

1 Look at the extract from the play *As you like it* by William Shakespeare. What is Shakespeare comparing a person's life to?

All the world's a stage,
And all the men and women merely players.
They have their exits and their entrances;
And one man in his time plays many parts.
His acts being seven ages. At first the infant ...

2 Put these stages of life in the correct order. What ages are you at each stage?

birth	<input type="checkbox"/>	adolescence	<input type="checkbox"/>	death	<input type="checkbox"/>
adulthood	<input type="checkbox"/>	childhood	<input type="checkbox"/>	old age	<input type="checkbox"/>
infancy	<input type="checkbox"/>	middle age	<input type="checkbox"/>		

➔ See Working with words, Page 141 ➔

Speaking

3 Draw a timeline of your life from birth to now and mark on it five-year intervals (i.e. 0–5, 6–10, 11–15). Add the events below to your timeline and any other memorable or significant events.

- 1 your first day at primary school
- 2 the first time you went somewhere without your parents
- 3 the first time you won something (e.g. a competition, a place in a team)

4 Work in pairs. Tell your partner about your timeline.

Useful expressions: describing memories

I remember (something / doing something) very clearly.
I'll never forget ...
I remember / recall ...
I only have vague memories of ...

Grammar: gerunds and infinitives E

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

Most verbs take either the gerund or the infinitive.

*He enjoys **running** in the park.*
*They decided **to buy** a new car.*

Some verbs can take either the gerund or the infinitive and the meaning is the same.

*We started **walking / to walk** home after lunch.*
Other verbs which do this include: *like, hate, prefer, begin, continue, start, begin, swim, tell.*

After some verbs, the meaning changes depending on which form we use.

*Adnan stopped **to look** at the horses in the field.*
(He was walking, and stopped for some time to look at the horses.)

*Adnan stopped **looking** at the horses in the field.*
(He had been **looking** at them, but then he started doing something else.)

This is also true after *stop, remember* and *forget*.

➔➔ See Grammar GPS, Page 149 ➔

➔➔ See Workbook, Pages 62 and 63 ➔



Listening

5 5.7 Listen to the interview about coming of age in two different societies. Complete the notes below.

Society	Age	Festival	What happens?
Angola, DRC, Western Zambia	Boys taken to ... Learn about ... Characters represent ... Boys reintroduced ... Camp is later ...
Latin America	Girls celebrate ... They choose ... Mother puts crown ... Girl dances with ... The rituals symbolise ... There is food, ...

Writing

- 6 Work in pairs. At what age can you: have a passport, drive a car, get married, fight for your country? Are there any other important ages which allow you to do different things?

Useful expressions: becoming an adult

*You can (legally) ... at / from the age of ...
 Officially you can't ... until you are ...
 When you are ... you are allowed to ...
 You are permitted to ... when you reach ...
 From the age of ... you can ...
 You are not entitled to ... until you are ...*

Listening and vocabulary

- 7 What are the most significant moments in growing up and becoming an adult for you? Tell your partner.
- 8 **5.2** Listen to three young people talking about becoming an adult. When did each one feel they had entered into adulthood?
- 1 Speaker 1
 - 2 Speaker 2
 - 3 Speaker 3
- 9 **5.2** Complete the sentences about growing up with the words in the box. Then listen again and check.

dead set	fend for yourself	teens	grown up
do things for myself	rite of passage		

- 1 The closest thing we have to a in the UK is when we leave home to go to university.
- 2 But most of the time you're finding out how to – cooking, washing, meeting your work deadlines.
- 3 I think the moment I really felt was when I graduated from high school.
- 4 I wanted to learn to throughout my
- 5 My brothers were against moving house to begin with, but they are happy about it now.

Pronunciation: weak forms **E**

- 10 **5.3** Listen and repeat these phrases from the Listening. What do you notice about the way the prepositions are pronounced?

a rite of passage
 how to fend for yourself
 leaving school at sixteen
 to go to university

Now practise saying these phrases, without putting any stress on the preposition.

coming of age	Paris to London
not at all	most of the time

Speaking

- 11 **21C** Discuss the questions with a partner.
- 1 Do you have to fend for yourself in any way?
 - 2 Is there a particular rite of passage in Oman from adolescence to adulthood?
 - 3 Do you feel grown up already?



Speaking and vocabulary

1 Guess the answers to the quiz about weddings. Then look at the answers on page 134 and discuss them with your partner.

- 1 How many years did the longest marriage between two people last?
- 2 How heavy was the world's largest wedding cake?
- 3 What is the record for the most guests at a wedding reception?
- 4 In which country ...
does the bride break an egg that has been decorated with henna before entering her new home?
does the bride give silk pajamas to the groom?
does bride's mother prepare a charm before the wedding?
- 5 How many couples get married each day in Oman?
- 6 Why is it customary for dough to be stuck to the door of a newly-married couple in Lebanon?
- 7 Who writes on the bride's shoes at a wedding in Iraq?
- 8 In the USA ...
what is the average age for brides?
for grooms?
how much is spent on a wedding on average?
what is the average number of wedding guests?



Grammar: passive gerund and infinitive E

2 Study how these two sentences from Exercise 1 are expressed as passive and active forms.

Grammar: passive gerund

Why might someone object **to being asked** to be a bridesmaid for the third time?

Active: Why might a woman object **to a couple asking her** to be a bridesmaid for the third time?

Grammar: passive infinitive

Why is it customary for dough **to be stuck** to the door of a newly-married couple in Lebanon?

Active: Why is it customary **for someone to stick** dough to the door of a newly-married couple in Lebanon?

➔ See Grammar GPS, Page 149 ➔

3 Rewrite sentences 1–4 using either the passive gerund or the passive infinitive form.

- 1 He insisted on including everyone in the group photograph.
He insisted on everyone
- 2 In Oman, the law doesn't allow anyone under 18 to marry.
No one under 18 is allowed
- 3 I don't mind you keeping me waiting.
I don't mind
- 4 They arranged for a car to take the bride to the ceremony.
They arranged

➔ See Workbook, Pages 62 and 63 ➔

Different approaches to marriage

A

A traditional wedding in the Arab World is more than just a day. It is often spread out over several days. **This is believed to be important because it gives the two families time to get to know each other** during the wedding preparations. **A wedding is considered to be the coming together of two families.**

In some countries, in the evening before the wedding, the wedding venue is decorated. There is a **lively**, happy atmosphere as everyone is excited about the wedding. Then, the bride and groom have separate celebrations with their friends and families. Nowadays, there is food, music and dancing at the celebrations. Later on, when the two families come together, they mix henna. They decorate the bride and groom's palms and sometimes their feet.

Traditionally, on the day of the wedding, the groom's family danced through the street to the bride's house to collect her and go to the wedding venue.

B

Wedding receptions take place after the signing of the contract. Everyone knows when the wedding reception has started because it begins with a loud **procession**. Musicians, wedding guests and, finally, the bride and groom enter in a great **spectacle**. Traditionally, the reception is held in a large tent, but nowadays they can be in hotels or halls. Some brides and grooms choose to mix in elements of Western weddings, such as cutting their wedding cake in front of the guests and tasting the first slice. In Western cultures, **this is said to symbolise their first joint act as man and wife.**

Reading

- 4** Work in pairs. Each choose one of the passages (A or B) to read. Then tell your partner about it. Don't worry if you don't understand all the words – try to convey the main points.

Grammar: passive reporting verbs **E**

- 5** Work with the same partner. Discuss what you have read and what the highlighted words might mean.

Grammar: passive reporting verbs

Passive reporting verbs take two forms:

A: *It is believed / thought / said that + a clause*
It is believed that many people are happier if they are married.

B: *subject + is / are believed / thought / said + to infinitive*
Many people are believed to be happier being married.

If you are reporting something that happened in the past, you will need to change the tense of the verb or the form of the infinitive.

It is understood that last year's wedding was attended by 500 guests.

→ See Grammar GPS, Page 149 →

- 6** Read the Grammar box. Rewrite the sentences using passive reporting verbs.

- Many people say that English people are quite reserved.
 English people *are said to be quite reserved* .
- In some countries, people **expect** the bride and groom to receive money from their guests.
 In some countries, it is
- In the past people **expected** that the man would pass a test of courage before a wedding.
 In the past the man
- Surveys **report** that people are getting married later these days.
 It is

→ See Workbook, Page 63 →

Speaking

- 7** **21C** Work with a partner. Discuss your views on marriage and the information presented on these two pages. Remember to use passive forms. You might like to consider the following questions.
- What was a traditional wedding like in Oman?
 - What are weddings today like?
 What happens?
 - Do people usually have a long engagement before getting married?

Speaking and listening

1 What are the most important (or most celebrated) birthdays in a person's life in your country? What do people usually do to celebrate these birthdays?

STUDY & EXAM SKILLS

Listening for details

In international exams, you will be expected to listen for details. Listen for key words and make a note of them as you listen.



2 5.4 Listen to someone describing important birthdays in the UK. Which birthdays does she mention? How do people celebrate them?

3 5.4 Listen again and complete the sentences with phrasal verbs. Then discuss with your partner what each one means.

- 1 They might in 1980s fashion or go as characters from films.
- 2 It's not just the younger generation that big celebrations.
- 3 Not so much 30 – that's one people try to more.
- 4 Old friends and family that you don't see very often all for a big celebration.

Reading

4 How many children are there in your family? Is that typical of a family in Oman? What are the benefits of being in a large family? What about in a small family?

5 Work with a partner. Do the tasks (1–3).

- 1 Look at the title of the article on page 75. Make a list of the difficulties of having a family of this size.
- 2 Use the list to make questions that you would like to be answered by the article.
- 3 Read the article. Were your questions answered?

Grammar: to infinitive and gerunds R

Grammar: to infinitive after adjectives

We often use the infinitive **after** a verb + adjective phrase.

It is dangerous to eat before a swim.

It was expensive to stay at that hotel.

→ See Grammar GPS, Page 149 →

6 Write similar sentences in the present simple using the word chains.

1 It / be / nice / sit / in the shade

.....

2 It / be / interesting / visit / museums

.....

3 It / be / enjoyable / play football / in the park

.....

4 It / be / too hot / stay / outside

.....

5 The girls / be / happy / meet / the musicians

.....

Grammar: gerund (-ing form) after prepositions

We put the *-ing* form of the verb after a preposition.

Paul was good at running.

Make sure you turn the cooker off before leaving the house.

→ See Grammar GPS, Page 149 →

7 Write sentences in the past simple and using the *-ing* form, using the word lists.

1 That place / be / good / for / camp

.....

2 The teacher / stop / me / from / go / home

.....

3 They / be / tired / of / try / to solve the problem

.....

4 Pat / think / about / learn / the piano

.....

5 My father / give up / drive / to work

.....

→ See Workbook, Page 63 →

Speaking

8 21C Discuss the questions.

- 1 What did you think of the Smiths' family life? Does it appeal to you?

Project

21C Find out how family life has changed in Oman from your grandparents' generation to today. Report back to the class.

Twelve children and counting

No family is ever the same; some are big and some are small. The number of children being born in each country has an impact on the population. In order for a country **to maintain** its population level, the average number of children a family needs to have is 2.1. If the average is lower, the population will decrease. If it is higher, the population will increase. Many European countries, such as the UK and Italy, have averages of as little as 1.9. If this rate were to continue decreasing, it could mean that certain **nations** disappear. Although nobody expects this to happen, having an aging population is worrying for governments in some countries.

These countries might be less concerned if they had more families like the Smiths. Americans Jane and Luke Smith have just welcomed their twelfth child! Both Jane and Luke are from average-sized families, and when they got married they planned on only having two children. However, their family just kept on growing! A new baby has been born to the couple every eighteen months for the past seventeen years. Jane says that the excitement is the same each time a new baby arrives. Although large families are common in some parts of the world, the average number of children per family in the USA is 3.14. This makes the Smiths unusual – their family is four times bigger than the average.

The family lives in a huge house in a rural part of the USA. Most of the children are still at school, so when the school bus stops outside their house it almost fills up with Smith children. Having such a big family means that the Smiths have to be very organised. Jane gets all of the children's clothes ready for school the night before and puts a name card next to each child's outfit. Both parents wake

up at 5 a.m. every morning; Jane makes lunches for the children to take to school, while Luke prepares breakfast. Breakfast is eaten in groups because there isn't enough room for everyone to be in the kitchen at the same time. When Luke goes to work, Jane spends the rest of the day playing with the younger children and doing **chores** around the house. This includes washing clothes five times a day!

Keeping the peace in a large household can be difficult, and the Smiths say that it can get very noisy sometimes. However, they don't shout at their children. Instead they praise their positive behaviour. "People always comment on how well-behaved the children are when we take them out," says Jane.

Many people will wonder how the Smiths have enough money to raise so many children. They live on a dairy farm, so they make money selling cattle and dairy products. They also save a lot of money on groceries by growing their own fruit and vegetables which is important to help them keep twelve children healthy.

'Originally their intention was to have only two or three children.'

GLOSSARY

to maintain (v) - to keep or remain the same

nations (n) - countries

chores (n) - routine tasks, usually around the house

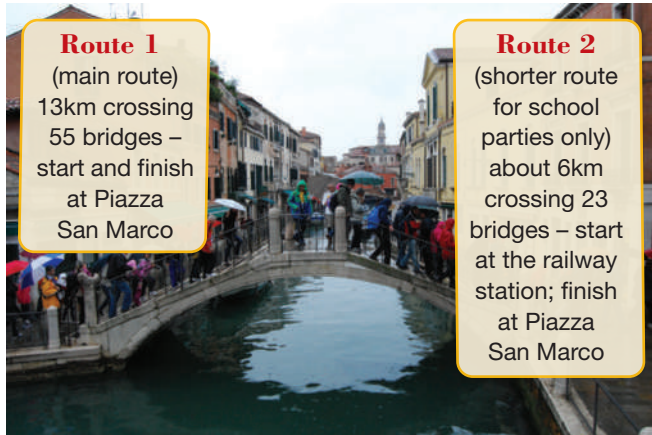
dairy (adj) - foods made from milk

cattle (n) - cows that are kept for their milk or meat



Reading

1 Look at the picture and the information. Do you know where it is? What annual event do you think happens there?



2 Read the text and check your ideas.

Su e zo per i ponti (Up and down the bridges)

The event first took place in Venice in 1975, and its early success attracted more people and sponsors, so that it grew into a major annual event. To take part you follow the route laid out on the map and walk or run through the alleyways and over the bridges of this beautiful and unique city. Although it is non-competitive, it is sometimes loosely termed a 'race' because it does have a start and a finish. But the main point of the event is to have fun. Up to 15,000 people take part on the day, including families and groups of schoolchildren. Various musicians perform, adding to the atmosphere, and the festivities begin the night before. There is a small entry fee to take part, but all profits are donated to charity.

Listening

3 **5.5** Listen to someone describing a festival. Complete the table.

Name of festival?	Sydney Festival
When is it held?	
Number of performances?	
Anything for children?	
Number of free shows?	
Number of venues?	
Things seen?	theatrical productions dance performances
How did they feel?	The whole experience was

4 **5.5** Listen again and complete the sentences about the festival.

- The festival is held in the middle of the in Australia.
- It for three weeks and there are of all kinds.
- Quite a lot of the are free, around 30 in all.
- We went to see a of *Escape from Peligro Island*.
- We also went to an by a group of musicians from the Middle East.
- There is something all the time. You can't possibly see it all.
- You turn a corner and people are watching a dance
- In the next square there is a or face painting for kids.
- In the evenings there are sometimes and food everywhere.
- The whole experience was

Speaking

5 **21C** Think about a tradition or festival you have taken part in or attended. Use the table in Exercise 3 to make notes. Then tell your partner.

Useful expressions: describing an event

... probably attracts / attracted the most attention.
 ... is / was one of the big attractions
 The theme is / was ...
 I went to ... / I saw ... / I was invited to ...
 The best / fantastic / most amazing thing about ...
 is / was ...



OPTIONAL

Writing: a description of an event

6 Read the description and answer the questions.

- 1 What was the occasion?
- 2 Why was it significant for the writer?



Describe a memorable event that you attended, explaining what happened and why it was significant.

Last year, I attended my town's annual celebration, which is usually held on the first Saturday in August. **To be honest**, I wasn't really looking forward to it – I had

been before when I was younger and I didn't expect it to hold much interest for a teenager. **Fortunately**, my best friend talked me into going and I had the time of my life!

Normally, there is a carnival procession, and people line the streets and applaud the floats as they go by, all decorated in different themes. Then, there are various competitions, and prizes are given out, and the highlight of the day is the crowning of the Carnival Queen. **Naturally**, all this is very exciting for young children, but holds a limited appeal when you are older.

But **actually**, last year was different. The organisers had gone to a lot of trouble and they had brought in tons of sand to create a desert island scene, and with the palm trees and water features, the whole place was transformed. Of course the trees were plastic, but **oddly** it looked really impressive. There were also dozens of food stalls with interesting food from all over the world. After dark there were thousands of fairy lights and the whole town took on a magical appearance. My friend and I watched some bands perform, and the evening ended with a huge fireworks display.

It was significant for me because for the first time I felt a sense of pride in my town and I **actually** felt as though I belonged there. And the other thing was that I very nearly didn't go – so the whole experience taught me to keep an open mind!

7 Look at the adverbs and adverbial phrases in bold in the description. They show the writer's feelings about the events. Match them to the word or phrase in the box which has a similar meaning.

frankly funnily enough in fact of course thankfully

8 Complete the sentences with words from the box in Exercise 7.

- 1, they waited for us. Otherwise, we would have missed the ceremony.
- 2 I expected it to be a long and boring ceremony., it was very short.
- 3, hiring a venue for the night was not cheap.
- 4, I had visited this same small town five years before.

9 Look at the tenses used in the description in Exercise 6 and say what tense is used to describe ...

- 1 what normally happens.
- 2 the main events on the day.
- 3 previous events.

Underline examples in the description.

10 Rewrite the sentences using the adjective in brackets.

- 1 I remember the occasion very well.
It occasion. (**memorable**)
- 2 People normally celebrate with a big meal.
It a big meal. (**traditional**)
- 3 I always look forward to this kind of event.
I always this kind of event. (**excited**)
- 4 I hadn't been to a wedding before.
It to a wedding. (**first**)
- 5 Usually I get bored at this kind of occasion.
Usually I (**boring**)
- 6 There was a lot of noise in the room.
It room. (**noisy**)
- 7 We really enjoyed ourselves.
We time. (**good**)

11 Look back at the description in Exercise 6. Think about a memorable event in your life and tell your partner.

12 **21C** Write your own description of a memorable event. Write 200–250 words and follow the structure below.

- Say what the occasion or event was, when it happened and why you have chosen to describe it.
- Describe what normally happens at such events.
- Describe what happened on this occasion. Use adverbs and adverbial phrases to show your feeling about the event.
- Explain your feelings afterwards and why it was so significant.

Speaking

1 **21C** Which of these would be your idea of a fun way to spend a day off? Tell your partner and explain the reasons for your choice.

- go shopping and out for lunch
- meet up with friends for a picnic or barbecue
- do something active like cycling or playing football
- go to see a sporting event
- go to see a film or a show
- enjoy a big meal with your family

National days

A **Australia Day** People love a reason to have a party and nobody more than the Australians. All over the country people celebrate their culture with sporting events like cricket matches (Australians are crazy about sport), community barbecues, music festivals and parties on the beach (Australians love the beach too!). Celebrations are held on 26th January, the height of summer and the day when the first British colonists landed in Australia, a fact marked by ferry and ship races across Sydney Harbour. But the day is also controversial, since many native Aborigines feel it marks the end of independence, not the beginning.



Reading

2 Read the extract from an article describing National Days around the world. Which celebration(s) A–C ...

- 1 seems to be the most patriotic?
- 2 is a source of disagreement?
- 3 include competitive games?
- 4 involve people just getting together to enjoy each other's company?
- 5 is a welcome day off for everyone?

3 Find a word or expression in the article that means ...

- 1 like something passionately (paragraph A)
- 2 causing debate and arguments (paragraph A)
- 3 have difficulty doing (paragraph B)
- 4 different (paragraph B)
- 5 longer in time (paragraph B)
- 6 handmade items (paragraph C)

4 Is Oman's National Day very important to people? What traditional activities take place?

B **Independence Day, USA** You would be pushed to find another country where the people come from such diverse origins (Irish, Africans, Arabs, Mexicans), yet share such a strong sense of national and cultural identity. The fourth of July is American Independence Day. The stars and stripes flag can be seen everywhere, flying from public buildings and private homes. In the morning, there are parades celebrating American history and, in the evening, enormous firework displays. Americans do not take many holidays, but everyone observes 4th July and many now take extended vacations and travel to other parts of the country.

C **Oman National Day** The 18th November, known as National Day, is a big day for the people of Oman. Omanis celebrate National Day to recognise the achievements of their leader, their country and its citizens. The Omani national colours are naturally very important. Everywhere you look you see white, red and green – as well as photos of Oman's beloved leader, Sultan Qaboos. The national flag hangs from bridges, office buildings, schools and shops. Streets are lit up with coloured bulbs and decorated cars honk their horns to mark the occasion. There are special events throughout the country: military parades, music, exhibitions of traditional handicrafts, folk dancing, school performances and fireworks after dark.

Reading

- 5 How many public holidays are there in Oman? Which are the most important ones? Tell your partner.
- 6 Read the text about the Dragon Boat Festival and answer the questions.
 - 1 What, according to the legend, is the reason people race boats during the festival?
 - 2 What special food do people eat and why?



In its modern form, the *Duanwu* Festival, or Dragon Boat Festival, has been recognised as a public holiday in the People’s Republic of China on the fifth day of the fifth lunar month since 2008. However, the tradition is far older and it is said that its origins go back over 2,000 years when, according to one of the many legends surrounding the festival, the poet Qu Yuan died in the river. In their attempt to find his body the local people took their boats out. This is said to

be the origin of today’s festival, where boats decorated to look like dragons are raced on the river. It is also reported that they threw rice into the river to distract the fish, so that they could get to the poet first. This is believed to be the reason people eat a special kind of rice dumpling – *zongzi* – or rice cakes on this day. The festival is celebrated in Taiwan, Singapore and Malaysia, as well as in China. Similar festivals can be found in Japan, Korea and Vietnam.



- 7 5.6 Listen to two people talking about the Dragon Boat Festival and tick (✓) which speaker mentions the things below. Two of the topics are mentioned by both speakers.

	Wendy	Harry
a drummer	<input type="checkbox"/>	<input type="checkbox"/>
important family gathering	<input type="checkbox"/>	<input type="checkbox"/>
firing a gun	<input type="checkbox"/>	<input type="checkbox"/>
jumping in the sea	<input type="checkbox"/>	<input type="checkbox"/>
a flag	<input type="checkbox"/>	<input type="checkbox"/>
a competition	<input type="checkbox"/>	<input type="checkbox"/>
hanging something up	<input type="checkbox"/>	<input type="checkbox"/>
different fillings	<input type="checkbox"/>	<input type="checkbox"/>
rowers / oarsmen	<input type="checkbox"/>	<input type="checkbox"/>
bamboo leaves	<input type="checkbox"/>	<input type="checkbox"/>
family walks	<input type="checkbox"/>	<input type="checkbox"/>

Speaking

- 8 Work in a small group. Look at the list of holidays that celebrate particular people in society. Discuss what benefits the holidays have for society and what commercial opportunities they bring.

Omani Women’s Day	Earth Day
International Children’s Day	International Women’s Day

- 9 Still in your group, invent your own public holiday. Complete the table with notes. Present your idea to the class.

Name of holiday	
Proposed date	
Significance	
Possible celebrations	
Benefits for society	
Possible commercial benefits	

Everyday English:

Choosing a present

Listening and speaking

1 **21C** 'It is better to give than to receive.' What does this mean? Do you agree with this saying?

2 **21C** Which of these comments about present giving do you agree with?

'You should only buy presents for people when you see something that they will really like.'

'It's never a good idea to buy clothes for someone else.'

'People always prefer to get something that the giver has made themselves.'

'You shouldn't base your choice of present on what you would like to receive yourself.'

'You should spend no more on a present than the receiver would spend themselves.'

'Don't give married couples combined presents – give separate presents.'

3 Choose the correct word to complete each of these statements.

- 1 That's such a *thoughtful* / *considered* present. How did you know I liked modern art?
- 2 Oops. I think I've left the price *marker* / *tag* on.
- 3 Oh, you *favour* / *spoil* me. That must have cost you a *fortune* / *bargain*.
- 4 Oh, what lovely flowers! You really *mustn't* / *shouldn't* have.
- 5 Sorry, I didn't have time to *pack* / *wrap* it up.

4 **5.7** Listen to the conversation between a shop assistant and someone looking for a present. Answer the questions.

- 1 Who is the present for?
- 2 What does he decide to buy?
- 3 What are the reasons for his choice?

5 **5.7** Listen again and complete the phrases that the shopper uses.

- 1 I'm looking something for my little sister and I'm stuck.
- 2 Yes, something a clutch bag, that is.
- 3 Can I have a what you've got?
- 4 That's nice. What's it made ?
- 5 That's a Have you got anything ?
- 6 What happens if she doesn't like it? Can I ?
- 7 And how is the blue ?
- 8 OK. Let's that then. Can you it?

6 Work in pairs. Role play the conversation.

Student A: You are a shopper in a big department store. Look at page 133.

Student B: You are a shop assistant. Help the shopper find a suitable present.

Start like this:

B: Hello, can I help you?

A: Yes, I'm looking for a present for my ...

7 Work with the same partner and swap roles.

Student A: You are now the shop assistant.

Student B: You are now the shopper. Look at page 135.



A summary

- 1 **21C** Discuss in pairs. What traditions do you have in Oman that are different from other countries? How important are these to people? Why?
- 2 Read the summary and answer the questions with a partner. What type of text is the summary about? Who is the author of the original text? Do you agree with his viewpoint on cultural traditions? Why? / Why not? Talk with a partner.

In **his** article 'Traditions are a way of life' Rashid Omar argues that traditions are essential parts of our culture. He believes that **they** shape the way that we look at the world and react to certain situations. The article gives a range of examples of traditions that he thinks are important to his culture. **It** points out that traditions show us that we are part of history. In other words, **they** make us part of something bigger than ourselves. However, according to Khalid, we do not give traditions enough importance. We often take them for granted or give preference to traditions from other cultures because they seem more exciting, especially if they aren't from countries that are close to our own. Sometimes we focus on a small selection of traditions and ignore others. His conclusion warns us that we should preserve traditions, and **it** emphasises this point with a quotation from a famous writer.

- 3 Read the text again and write the numbers of the following elements. Some elements can be used more than once.
- 1 the supporting explanations
 - 2 the main idea of the original text
 - 3 the source
 - 4 the supporting points

WRITING SKILL

Summarising

When summarising a text, follow these steps:

- 1 Determine what type of text it is.
- 2 Skim the text and divide it into sections.
- 3 Read the text again and highlight important information and keywords.
- 4 Look at the information you have highlighted and take notes.
- 5 Rewrite your notes in your own words.



- 4 Work in pairs. Review the summary and highlight the keywords.

WRITING MECHANICS

Referencing

Using referencing in your writing helps you to avoid repeating yourself. One of the easiest ways to reference is to use pronouns.

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 has already been introduced in the text.

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

Cataphoric referencing refers to something that is introduced later in the text.

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



- 5 Read the summary again. Look at the words in bold. What do they refer to?

his

they

It

they

it

- 6 Find the repeated words. Replace one of them with a pronoun. Work with a partner. Read your sentences and decide if they include anaphoric or cataphoric referencing.

- 1 When Peter first travelled to Oman, Peter was 28 years old.
- 2 Although Ahmed had studied hard for the exam, Ahmed found the exam very difficult.
- 3 When the weather is very hot in the UK, people spend more time outside than when the weather is cold.
- 4 Although the museum was very busy, the museum had to close early for the private event.

WRITING MECHANICS

Talking about variety and proximity

We can use *just outside, close to, in the vicinity of, next to, nearby* to describe how close a place is.

The museum was just outside the town.

The food hall is next to the market.

We can use *a wide variety of, a selection of, hundreds of, a wide range of* to describe variety.

The shop sells a selection of paintings from all over the world.

We can use *a small selection of, not much variety, hardly any choice, the range of...is rather limited, only a few...to choose from* to express lack of variety.

The range of flavoured drinks is rather limited.



7 Read the summary again and underline three expressions of variety and proximity.

8 Unscramble the sentences. Write V if they use expressions of variety and P if they use expressions of proximity.

1 much / There / variety / food / is / offered. / in / the

.....

.....

2 in / as / Children / can / take / varied / part / such / ceramic-painting. / activities

.....

.....

3 a / The / of / photos. / has / small / old / museum / selection

.....

.....

4 is / in / vicinity / of / exhibition / town. / old / the / the / The

.....

.....

5 opportunities / participate / to / limited. / are / The / rather

.....

.....

6 is / the / The / outside / just / castle / town.

.....

.....

9 Choose an interesting article. Read the text and highlight the key information. Answer the following questions about the text.

What is the text about?

.....

.....

What is the author's main point?

.....

.....

What supporting ideas does the author use?

.....

.....

What is the author's conclusion?

.....

.....

10 ^{21C} Use your notes to write a summary of the article. Write 200-250 words.

11 Work in pairs. Read your partner's work and tick (✓) the checklist below. Has your partner:

- summarised the article?
- used referencing?
- used expressions of proximity and indicating variety?
- used the grammar from the unit?

Get to work

READING

Scanning for specific language; reading for understanding unfamiliar vocabulary

WRITING

Writing a CV

Writing a work email or letter

Using appropriate language

Writing a letter / email and application form

LISTENING

Listening to classify information; listening for clarification

SPEAKING

Roleplaying asking for clarification and explaining

Taking a psychometric test; discussing animal-assisted therapy; discussing idioms

STUDY & EXAM SKILLS

Understanding vocabulary

GRAMMAR

Relative clauses

Double *the* + comparative

Participle clauses

Inversion

VOCABULARY

Working with words

– adjectives and their opposite

– expressions connected to work

Talking about – work

apathetic	highly-skilled	secure
badly paid	idealistic	sensitive
bad-tempered	incompetent	sociable
chaotic	low-skilled	stimulating
cheerful	monotonous	stressful
confident	organised	thick-skinned
creative	physically demanding	trustworthy
dynamic	pragmatic	unimaginative
efficient	prestigious	unreliable
hesitant	reserved	

1 ²¹C Look at the picture and the title of an article about working as a flight attendant. Discuss the questions.

- 1 What is the article saying about this job?
- 2 What qualities would you say are necessary to be a good flight attendant?
- 3 Would you like to do this job?

2 Which adjectives in the Vocabulary box do you think best describe the job of flight attendant? Can you think of other adjectives to describe this work?

3 ²¹C Work in pairs. The job of flight attendant is high up on a list of interesting jobs. Work with a partner. Make a list of other jobs that you think would appear on this list. Then compare with another pair.

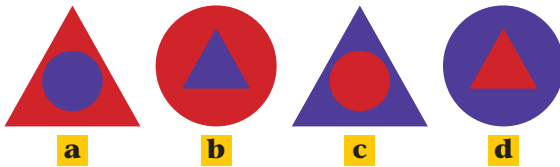
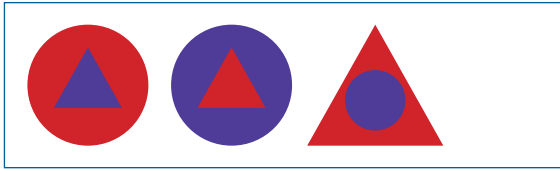
Inside a flight attendant's not-so-glam life



Speaking

1 **21C** Psychometric tests measure a person's ability, or certain aspects of their personality. Look at the example test questions.

1 Which shape a–d completes the pattern?



2 Which number completes the sequence?

1	4	16	25
7	9	10	11	13

Check your answers on page 134.

2 **21C** Work with a partner and discuss the questions.

- 1 Did you enjoy doing the test? Did you find the questions easy or hard?
- 2 Do you think tests like these are a good assessment of how intelligent somebody is?

Vocabulary and pronunciation

3 Psychometric tests measure these main areas (1–8). Match them to their definitions (a–h).

1 numeracy	a dealing with a difficult situation
2 literacy	b ability to build relationships
3 logic	c how you think and feel about something
4 problem solving	d working together with other people
5 motivation	e thinking clearly
6 attitude	f ability to use numbers
7 teamwork	g ability to read and write
8 social skills	h enthusiasm for something

4 **6.1** Listen to the words 1–8 in Exercise 3 and underline the stress. Then listen again and repeat.

Listening

5 **6.2** Listen to a careers adviser telling a class about psychometric tests. Match the areas in Exercise 3 to the two types of tests.

Skills tests	Personality tests

6 **6.2** Listen again and choose the correct option to complete the sentences.

- 1 Employers ...
 - a usually only use skills tests.
 - b usually only use personality tests.
 - c use both skills and personality tests.
 - d use either one or both tests depending on the situation.
- 2 Skills tests measure ...
 - a what you can do.
 - b how you do it.
 - c why you do it.
 - d all the above.
- 3 Employers who use personality tests ...
 - a don't care about numeracy and literacy skills.
 - b have a particular profile they want to match.
 - c are looking for people with good social skills.
 - d always ask applicants to do a role play.
- 4 Personality tests involve ...
 - a an interview with a psychologist.
 - b a presentation on video.
 - c a trial day at work.
 - d questionnaires and work-related tasks.
- 5 You can practise ...
 - a personality and skills tests.
 - b only personality tests.
 - c only skills tests.
 - d neither of them.

7 **6.3** Listen to the last part of the talk again. What practical tips does the careers adviser give the class? Could these tips be useful for you?

Grammar: relative clauses **R**

8 Read the explanation. Then look at the sentences from the Listening (a–h) and answer questions (1–5).

Grammar: relative clauses

A relative clause is a clause containing the pronouns *who, which, where, when, whose* or *that* and further information about a person, thing or place.

The pronoun can either be the subject of the clause (the candidate who takes the test) or the object (the test that the candidate takes).

In a **defining** relative clause, the clause is necessary to explain who or what is being talked about.

In a **non-defining** relative clause, the information is 'extra' information that is not necessary for the understanding of the main sentence.

➔ See Grammar GPS, Page 150 ➔

- a** Employers want to know if you are the sort of person who's good at working with numbers.
- b** Personality tests, which are very different kinds of tests, measure how you do things.
- c** These are tests that tell the employer something about your motivation.
- d** They want to find a candidate whose personality matches it.
- e** You can buy books which train you for these particular exercises.
- f** You can also review the basic skills you usually need in these tests.
- g** Personality tests, which have no right or wrong answers, are more difficult to prepare for.
- h** The best thing is to be natural, which isn't easy, I know.

- 1** Which sentences contain a defining relative clause?
- 2** Which sentences contain a non-defining relative clause? What do you notice about the punctuation?
- 3** When the pronoun is the object, it can be left out in one type of clause. Which one?
- 4** In which type of clause is the pronoun *that* not used?
- 5** In which type of relative clause can you use *which* to add a comment about the whole of the main clause?

➔ See Workbook, Pages 74 and 75 ➔

Pronunciation: short pauses

9 **6.4** Listen to the sentences in Exercise 8. Which contain short pauses? Mark where they are. Then listen again and repeat.

10 Combine the sentences to make one sentence. Use defining or non-defining relative clauses and omit the relative pronoun where possible.

- 1** My job is very physically demanding. I've been doing it for two years.
My job
- 2** Some people work with me. They are ambitious.
The people
- 3** I did a job. It was extremely stressful.
The job
- 4** After much consideration, I turned the job down. This turned out to be a good decision.
After much consideration
- 5** I'd like a job. I'd like to work from home.
I'd like a job

Vocabulary: characteristics



11 Match the adjectives (1–10) to their opposites. A popular interview request is, 'Describe yourself in three words.' How would you describe yourself?

- 1** pragmatic
- 2** sociable
- 3** creative
- 4** organised
- 5** trustworthy
- 6** cheerful
- 7** sensitive
- 8** confident
- 9** dynamic
- 10** efficient

apathetic	<input type="checkbox"/>	bad-tempered	<input type="checkbox"/>	chaotic	<input type="checkbox"/>
hesitant	<input type="checkbox"/>	idealistic	<input type="checkbox"/>	incompetent	<input type="checkbox"/>
reserved	<input type="checkbox"/>	thick-skinned	<input type="checkbox"/>	unimaginative	<input type="checkbox"/>
unreliable	<input type="checkbox"/>				

➔ See Working with words, page 142 ➔

12 Work in pairs. You are going to describe jobs for your partner to guess.

Student A: Look at the list of jobs on page 133.
Student B: Look at the list of jobs on page 135.

Speaking

- 1 **21C** Which animals are commonly used in your country as working animals? What do they do?



- 2 You are going to listen to an interview about animal-assisted therapy. Discuss what you think this might be.

Listening

- 3 **6.5** Listen to the interview. Which animals are mentioned?
- 4 **6.5** Listen again and decide whether the sentences are true (T) or false (F).
- | | |
|---|-------|
| 1 Stroking pets is calming but has no specific health benefits. | T / F |
| 2 Animal-assisted therapy is using animals to help somebody overcome a serious problem. | T / F |
| 3 Animals can also help people to deal with very bad experiences. | T / F |
| 4 Animals help people to build relationships. | T / F |
| 5 The benefits of animal-assisted therapy have been scientifically proven. | T / F |

Grammar and pronunciation:
double *the* + comparative **E**

- 5 **6.6** Read the explanation. Listen to the example sentences, paying attention to the stress, rhythm and pauses. Then listen again and repeat.

Grammar: double *the* + comparative

The more (or *the less*) plus two comparative clauses is used when one situation is the result of another.

The more you stroke an animal and interact with it, *the calmer and happier* you become.

The more contact a person has with an animal, *the more sociable* they become with people.

The longer the therapy, *the better* the results.

→ See Grammar GPS, Page 150 →

- 6 Complete the sentences with your own ideas. Then read out your sentences to your partner, paying attention to pronunciation.

- 1 The more I work ...
- 2 The older I get ...
- 3 The more people worry ...
- 4 The more money people earn ...
- 5 The less you eat ...

→ See Workbook, Pages 74 and 75 →

Reading

- 7 *The Horse Boy* is a true story of an autistic boy called Rowan who develops a bond with horses. Taken to Mongolia by his parents, Rowan rides on horseback across the country with his father. Read the extract on page 87 and match sentences (a–d) to gaps (1 & 2). There are two extra sentences.

- a I push the horse on, making it go faster and faster through the tall grass of the field.
- b Rowan points at the wide streak of white still clinging to the higher tops above us, where a pair of ravens fly, cawing madly on the wind.
- c I lean forward, taking weight off the horse's straining back, not looking down at the dizzying chasm below.
- d The horse neighs, showing its teeth.

The Horse Boy

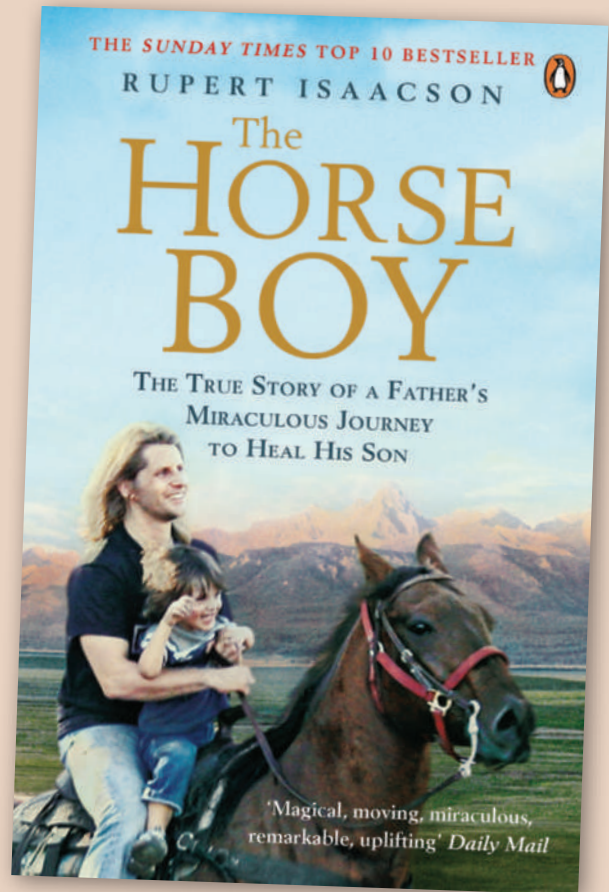
The horse digs its back hooves into the dirt and gives one last, scrambling effort to reach the top of the rise. (1) For one terrifying moment, the horse slips backward. Then with a final heave we are up on top of the mountain pass.

Above us are clouds and cool, rushing air. Behind us, and thousands of feet below, the great Siberian forest, stretching to infinity. To our front, a bare wilderness of mountain tundra.

'Snow!' (2) 'Get down and play in the snow.'

Like a normal kid. Almost.

The horse, which Rowan has named Blue, dips its head, stretching its neck after its effort.



Grammar: participle clauses E

- 8 Read the explanation. Then underline more examples of participle clauses in the text and sentences a–d in Exercise 7.

Grammar: participle clauses

Participle clauses are clauses which are 'shortened' using a present or past participle. They are often used in writing.

Participle clauses which refer to a noun are similar to shortened relative clauses.

*The book **written** by Rupert Isaacson is a bestseller.*
(= the book that was written)

Participle clauses can also be used to shorten two clauses with verbs that have the same subject.

*I lean forward, **taking** weight off the horse's back.*
(= I lean forward and I take weight off the horse's back.)

The present participle (e.g. *taking*) is used in active clauses.

The past participle (e.g. *written*) is used in passive clauses.

➔➔ See Grammar GPS, Page 150 ➔

- 9 Rewrite the sentences about an equine therapy programme using a participle clause.

1 Teenagers who are struggling with emotional problems learn to work with horses on a ranch.

Teenagers
learn to work with horses on a ranch.

2 Each student is assigned to an individual horse and learns to take responsibility for it.

..... ,
each student learns to take responsibility for it.

3 Good riders work on the ranch and help with the cattle.

Good riders work on the ranch,
.....

4 Students learn to control their emotions and develop positive attitudes.

Students learn to control their emotions,
.....

➔➔ See Workbook, Pages 74 and 75 ➔

Writing

- 10 21C Write a paragraph about a good or bad experience you have had with animals. Then try and make your paragraph more compact. Shorten some sentences using participle clauses.

Grammar: inversion **E**

1 Look at the sentences below. What is unusual about the word order? How could the sentences be written using a different word order? Read the explanation that follows.

- 1** Not only was the job badly paid, but I also had to work at weekends, too.
- 2** Under no circumstances are members of the public allowed beyond this point.
- 3** No sooner had he started his new job than the boss reduced his salary.
- 4** Such is the physical strain of this profession that few men continue past the age of 30.
- 5** Hardly has she filed her morning reports when the afternoon's meetings begin.

Grammar: inversion

Inversion means putting an auxiliary verb before the subject of a clause. In the present simple and past simple, we add the auxiliary *do / does* or *did*. We use inversion in English to form questions, but in formal English we also use inversion after certain expressions which express some sort of limit, e.g. *no sooner, hardly, rarely / seldom, little, under no circumstances, not only, only when, so / such ... that*.

→ See Grammar GPS, Page 150 →

Vocabulary: education and work

2 Explain the difference between the pairs of words.

- 1** a job and a profession
- 2** a job and an occupation
- 3** an education and training
- 4** an apprentice and a student
- 5** wages and a salary

→ See Working with words, page 142 →

Reading

3 Quickly scan the article on page 89 and find three examples of inversion. Say how the ideas could be expressed without inversion.

4 Read the article and, with a partner, discuss what the words and phrases in bold mean.

5 Read the article again and insert these sentences, (a–h), into the correct gaps (1–6). There is one extra sentence.

- a** Apart from floods, there are frequent severe storms and the sea level is said to be rising.
- b** Nobody had warned them just how much hard work was going to be involved.
- c** As with fishermen everywhere, much of the time not spent on the boat is spent making and maintaining equipment, using traditional methods and materials.
- d** And to be perfectly frank with you, it's not for me.
- e** But that method seems to have died out completely.
- f** The rivers, in short, are drying up and there are few fish in the low season.
- g** Then the otters get to work, swimming excitedly around until they have rounded up all the fish.
- h** Added to this is their natural tendency to teach their young similar skills.

Project

21C Work with a partner. Find out about a traditional occupation or craft from Oman. Prepare a short presentation for your class. Find some photos to illustrate it.

A traditional occupation

In Bangladesh, such is the importance of the fishing industry that it employs 1.4 million people and makes up around 10% of the country's earnings from exports. It is not a well-paid occupation and many fishermen have to rely on second jobs. The equipment used for fishing on inland waterways tends to be traditional and hand made. (1) The only **concession** made to modern technology is the use of nylon in their nets. It is an activity that has been carried out for countless generations and is still largely operated in small family-based groups, sometimes employing the services of friends and neighbours from the community.

One aspect of fishing that was widespread but can now only be found here is the use of **otters** by small groups of fishermen. In the past, there were two ways in which these animals were used. The otter could be taught to catch individual fish and bring them back to the fisherman – much the same way as a hunting dog **retrieves** a shot bird. (2) The one that remains involves using two otters working together, acting rather like **sheepdogs**, to drive the fish into the waiting **net**.

The net itself is square or rectangular and attached to long bamboo poles. This is lowered over the side into the water and moved around on the river bed to disturb the fish at the bottom. (3) The net is then lifted and the **catch** is dropped into the boat. The otters make a significant contribution to the fishermen's catch. In the early autumn, a small crew with two otters can catch 50 kilos of fish a day. This will feed the families of the crew with enough left over to be sold for cash, providing a more than adequate wage.

The smooth-coated otter is ideally suited to this kind of activity for two reasons. Firstly, in the wild, the otters tend to live in pairs and hunt for fish together, using teamwork to catch their food. (4) So, once a fisherman has secured a pair of otters and trained them in the technique, they do not need to train the **cubs** when they are born, as the adult otters do this for them. The fishermen trade with their colleagues to find a pair that will **breed**, and the otters give birth to two or three cubs a year. Otters live for about 16 years, so any cubs that are not needed can be sold to add a valuable source of extra income for the fishermen.

But this way of life is under threat. In the past, fishing was carried out in the north of the country more or less all year round, whereas now it is largely **seasonal**. Many rivers in the north have a good supply of fish for just a few months, partly because the water has been diverted for use on the land. (5) Not only does that mean no fish to eat, but it also means no money to buy other food. On top of that, the fishermen are left with the bizarre situation where they have to buy fish, not for their hungry families, but to feed their otters and keep them healthy for the next season. Even in the coastal areas the high season for fishing is limited to the four months or so between August and December after the southwest **monsoons** have brought floods and huge amounts of fish.

The floods, of course, do not bring only fish – they bring with them chaos and destruction to properties, as well as frequent massive loss of life. Sometimes whole communities are wiped out. According to the United Nations University, Bangladesh is a country particularly badly affected by global warming and the problems seem to be getting worse. (6) This is a particular concern here because much of the country is less than ten metres above sea level.

Perhaps the survival or otherwise of this way of life hinges more on the next generation's choices than anything else. Although fishing may have been in the family for generations, rarely do you find fishermen operating today with sons who are keen to carry on the family business. Salim, an 18-year-old, put it like this 'I know it's a traditional occupation but I have watched my father **eking out a living** in this way for years, **subsidising his income** here and there with farm work, construction work, making nets, or making mats – whatever. (7) One of my friends went to Dhaka to be a rickshaw driver and he makes a steady income. And my cousin is an **apprentice carpenter**. He doesn't make a lot of money now, of course, but he will be building boats in a few years. Both are possibilities for me. My dream would be to have my own boat and be a taxi-boat driver. But my dream doesn't involve fishing.'



GLOSSARY

occupation (n) - job

contribution (n) - something that goes towards a collection

to divert (v) - to cause something to change direction

bizarre (adj) - strange

chaos (n) - a state of confusion

Vocabulary: asking for clarification

- 1** Look at phrases 1–6. Which can you use when you ...
- a** don't understand because you didn't hear properly?
 - b** don't understand because you can't make sense of what you hear?
- 1 Sorry, I don't follow.
 - 2 Sorry, I didn't quite catch that.
 - 3 Sorry, I missed that.
 - 4 Sorry, I'm not with you.
 - 5 Sorry, I don't know what you mean.
 - 6 Sorry, I didn't get that.

Listening



- 2** **6.7** Listen to three conversations in the workplace. What are they talking about? Match the speakers (1–3) to the correct topic (a–d). There is one extra topic.

- Conversation 1
 Conversation 2
 Conversation 3

- a** Problems with the boss
- b** Too many sick days
- c** Problems with other employees
- d** Too much work

- 3** **6.7** Listen again. What problem needs clarifying in each conversation?

- 4** Complete the table with phrases 1–7. One phrase can go in two lists.

- 1 What I mean is ...
- 2 Sorry, what was that again?
- 3 What I wanted to say is ...
- 4 What are you trying to say?
- 5 So what you mean is ...
- 6 In other words, ...
- 7 What do you mean by that?

Asking for clarification	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Checking what you think somebody has said	<input type="checkbox"/> <input type="checkbox"/>
Explaining what you mean	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- 5** **6.8** Listen and check. Then listen again, paying attention to intonation, and repeat the phrases.

Speaking

- 6** **21C** Work with a partner. Imagine you are talking to a colleague at work about a problem. Role play Student A's situation. Then swap roles.

Use this structure:

Student A

Can I ask you about something? I've got a bit of a problem.

(outline the problem)

(explain what you mean)

Student B

Sure.

(ask for clarification / check what you think your partner is saying)

(comment)

Student A: You have noticed that a colleague is spending a lot of his time on the internet doing things that have nothing to do with work. You don't know if you should speak to him about it.

Student B: You started your first job on quite a low salary but were promised a rise after three months. That hasn't happened and the company has financial problems at the moment. You don't know whether to speak to your boss.

OPTIONAL

Writing: a CV


7 Read the job advert and underline the key skills and qualities which the company is looking for.

PA (Arabic-speaking)

In this full-time position the post-holder will be responsible for diary management, arranging travel, Arabic / English translations, organising meetings and writing minutes.

We are looking for a dynamic and efficient PA with Arabic-speaking ability. The ideal candidate will have some administration experience, exceptional organisational and time management skills, and a good working knowledge of Microsoft® Office. You must be self-motivated and have good teamwork and strong communication skills.

8 Leila has applied for the job above. Read her CV and the *How to ...* tips for writing a CV. Tick (✓) the points that she has followed. How likely is it that Leila will be invited for an interview?

9  Write your own CV. Use Leila's CV and the checklist to help you.

10 Exchange your CV with a partner. Can you improve his / her CV in any way? Consider these questions.

- Has your partner included all the necessary information?
- Is everything clear? If not, ask for clarification.
- What impression does the CV give you of your partner?



How to... write a CV

- Don't use large blocks of text: separate information with bullet points or lines.
- Include personal details first (nationality and birth date are not obligatory).
- Summarise key skills in a personal profile in no more than three sentences.
- Don't use *I* in your CV.
- Concentrate on your skills and achievements (educational and personal).
- Tailor your CV to the employer: include keywords from the job advert.

Leila El Masri

14 Wellswood Road, Torquay, Devon
 Tel: 01803 83553 (home) / 079 2424892 (mobile)
 Email: leilaelmasritq@thenet.com

Personal profile

Confident and self-motivated final-year sixth-form student with excellent organisational and communication skills. Fluent in three foreign languages.

Education and qualifications

Torquay Girls' Grammar School
 2010 – A levels: English, Arabic, French, economics (waiting for results)
 2008 – GCSEs in maths, English, science, history, geography, computer studies, economics, art, French and Arabic (grades A*–C)

Work experience

Summer 2008 – Play leader at holiday camp in Devon
 Developed teamwork and timekeeping skills.

Achievements

- President of school debating society.
- Developed ability to speak to a large group of people and clearly formulate ideas.
- Member of a fundraising group for UNICEF through sponsored activities and jumble sales.

Other skills

- Fluent in French, Italian and Arabic.
- Proficient in Microsoft® Word.

References

Available on request.

Speaking

- 1 **21C** Look at the sayings (a–e) and answer the questions.
- Many hands make light work.
 - All work and no play (makes Jack a dull boy).
 - A little work never hurt anyone.
 - You can't burn the candle at both ends.
 - The early bird catches the worm.
- What do they mean?
 - Which one do you agree most with?
 - Are there similar expressions in your language?
 - Can you think of other sayings about work?

Vocabulary: work idioms

- 2 Choose the correct word to complete the idioms about work. Use a dictionary if necessary. Then tick (✓) the ones that mean to work hard.
- keep your *nose / ears* to the grindstone
 - take it *light / easy*
 - work your *feet / socks* off
 - work like a *mule / cat*
 - put your *hands / feet* up

→ See *Working with words*, page 142 →

Reading

- 3 Complete the article on the right with the correct form of the words in brackets ().

STUDY & EXAM SKILLS

Understanding vocabulary

Being able to understand more difficult vocabulary is an important skill to learn for international exams. Carefully read the sentence containing the word and think about the topic. Identify the part of speech.



- 4 Find words or phrases in the article that mean ...
- time you spend at work
 - job with fewer hours
 - UK public holidays
 - another word for paid holiday
 - lowest legal amount of pay per hour
 - amount of money earned each month or year
 - extra things an employer offers

Want to work in the UK?

Get the facts!

Working day

The working day is usually from 9.00 a.m. to about 5.00 p.m. Most people work a five-day week, (**1 prefer**) _____ to work overtime during the week if necessary, rather than at the weekend. Working hours in the UK are the (**2 long**) _____ in Europe. Although since 1998, according to EU law, workers shouldn't work more than 48 hours a week, in the UK it is possible to opt out of the 48 hours limit. Britain's full-time workers work an average of 43.6 hours a week (**3 compare**) _____ with the EU average of 40.3, with one in four workers (**4 regular**) _____ working more than 48 hours and one in six workers doing more than 60 hours. The average time for a lunch break is 27 minutes, with many people remaining at their workstation.

Part-time work

Many people in the UK, particularly women with children, work part-time. Part-time work can be any number of hours under 35 hours a week.

Holidays

Full-time workers must have a minimum of 28 days paid holiday per year including bank holidays (the British public holidays when banks and many other businesses are closed). However, according to one (**5 estimate**) _____, only 44% of workers take their full annual leave. One reason often given for not taking paid holiday is a heavy workload.

Pay and benefits

There is a national minimum wage in the UK. At the moment the rate is £6.15 for workers aged 18–20, £7.70 for workers aged 25 to 24 and £8.21 for workers aged 21 and over. In better paid jobs, in addition to salary, many companies also offer their (**6 employ**) _____ fringe benefits such as private health or dental insurance, a company car and work-based childcare.



5 Complete the table with figures from the article.

UK work statistics

Typical working day	
Average working hours	
Paid holiday per year	
National minimum wage	

6 Make notes about the following things in Oman.

- the working day (number of hours, approximate times, breaks)
- part-time work (how many hours, who does it)
- holidays
- pay and benefits (minimum wage, other benefits)

7 Work in pairs. Role play a conversation with a British visitor.

Student A: Tell your partner about working conditions in Oman.

Student B: You are British. Tell your partner about working conditions in the UK.

Useful expressions

Reacting to information

Really?

That sounds reasonable / terrible.

That doesn't sound too bad.

That's similar to / different from here / my country.

Talking about work culture

You're expected to ...

People tend to ...

... is frowned on.

... is the norm.

It's not acceptable to ...

... is considered

It's common to ...

People don't tolerate ...

unprofessional.

Listening and speaking

8 6.9 Work culture (the accepted way people do things at work) varies between different countries. Listen to somebody in the UK talking to a new colleague. Make notes on the advice they give for these points.

- punctuality
- dress code
- use of first names or surnames at work
- use of professional or academic titles
- socialising with colleagues outside work hours

9 Work in pairs. Is the work culture more or less the same in Oman? What similarities and differences are there? What other things do people doing business in your country need to know?

Writing

10 Work in small groups. Choose one of these tasks.

- Make an information sheet for people who want to work in the UK about working conditions and the work culture there.
- Make an information sheet for visitors from other countries about working conditions and the work culture in your country.

True story:

Celebrations and customs

NAVAJO HOUSE BLESSING

For the Navajo people, the home is treated in many ways as if it were a living person. The ritual of house blessing shows respect for the building and creates an environment where the house will look after its inhabitants. A special song is chanted, happiness is invited into the building, and the walls are marked to show that this has been done.

Large, public buildings like schools and museums can also be blessed in ceremonies with costumes, which may last several days.



THE LANTERN FESTIVAL IN CHINA

During this festival, which is held at full moon, multi-coloured lanterns are displayed in the streets and lit up at night. Puzzles or riddles are written on the lanterns and people try to solve them. It is a time of family reunion, often marked by the eating of a special kind of rice ball. The festival is associated with many stories and legends, and some say that it originated as a way for families to meet each other.

WEDDING CELEBRATIONS IN INDONESIA

Guests are rarely invited to the ceremony itself, as it is considered to be for very close family. The reception typically begins with a procession into the room, after which gifts are given, often in the form of money which is placed in an envelope. Not until speeches have been made and guests have been invited to shake hands with the couple is the food served.



THE SEFROU CHERRY FESTIVAL IN MOROCCO

In mid-June (the exact date depends on the harvest being ready), local people celebrate the cherry harvest with singing, dancing and sometimes sporting competitions or a torch-lit procession. A highlight of the festival is the crowning of Miss Cherry, who is then paraded through the streets. The festival also usually hosts a fairground and a market.



1 Discuss these questions with reference to Oman.

- 1 Are there any customs related to moving into a new home or opening a public building?
- 2 How do you celebrate big events in your family?
- 3 Does your country or town have a festival? What happens?
- 4 On what occasions do people normally give flowers?

2 Read the text and complete these sentences.

- 1 The walls of a Navajo home are marked to show that and the house has been blessed with a special song.
- 2 After, Miss Cherry is paraded through the streets.
- 3 The Lantern Festival by some to have begun as a way for families to meet.
- 4 The chances of you to a wedding ceremony in Indonesia are small, although you might be invited to the reception.

3 Complete the following sentences using the information on this page.

- 1 The Navajo perform a house blessing, which
- 2 Instead of wedding presents, Indonesian couples appreciate being
- 3 People are expected to solve riddles
- 4 Only when the cherry harvest is ready

4 **21C** In pairs or small groups, discuss how these celebrations and customs are similar to, or different from, the ones you know.

A letter/email and application form

- 1 Have you ever had a part-time or a summer job? What opportunities are available in Oman? Discuss the questions with a partner.
- 2 Read the definition and then discuss the questions with your partner. Why do young people want to get internships? Would you like to get an internship? Why? / Why not?

internship - the time a student or trainee spends working in an organisation, sometimes without being paid, in order to gain work experience

Dear Sir / Madam,

- a** I would like to apply for the marketing summer internship position that was advertised through the university careers centre. I am currently in the first year of an International Business degree and believe that my experience makes me an ideal candidate.
- b** Last summer, I worked for a local charity in their office. In addition to everyday administrative tasks, I was responsible for organising and promoting their annual end of summer programme of fundraising activities. It was the most successful programme so far and the charity raised 40% more money than the previous year.
- c** I am very creative and have displayed this in all my university work. Earlier this year, I earned an award for most innovative term project.

I believe that I could contribute my creativity to your programme. This internship would provide me with the ideal opportunity to assist your organisation and to get new skills.

I look forward to hearing from you soon.

Kind regards,
Karim Al Hussaini

- 3 Read Karim's email. What is his reason for sending it? Choose the correct answer (a or b).

- a To accept the position.
- b To apply for the position.

WRITING SKILL

Writing a work email or letter

Open the email with the name of the person you are writing to.

Dear...

Begin the first paragraph by saying why you are writing.

I am writing to ... I would like ... I am interested in ...

Add additional information.

Firstly, ... Also ...

End the email or letter with a summary sentence.

I look forward to hearing from you.

Sign off the email or letter with an appropriate expression and your name.

*Kind regards, Best wishes,
Yours sincerely (more formal)*

- 4 Read Karim's email again and answer the questions. Write the letter of the paragraph (a–c).

- 1 Which paragraph explains why he is writing?
- 2 Which paragraph gives examples of things he has done?
- 3 Which paragraph mentions his personal characteristics?

WRITING MECHANICS

Using appropriate language

When writing an email or letter, you should use appropriate style and language according to who you are writing to and why you are writing.

More Formal	Less Formal
You should use the full form of the verb. e.g. <i>I am, He would</i>	You can use contractions. e.g. <i>I'm, He'd</i>
You should use full sentences and correct punctuation.	You can use shorter sentences, exclamation marks and emoticons.
You should begin and end the email with a formal opening and sign off.	You can use less formal sign offs. e.g. <i>See you soon, Bye</i>

5 Read these extracts from different emails. Write MF (More Formal) or LF (Less Formal) next to each one.

- 1 I hope we have the chance to meet again soon.
- 2 Kind regards, Salwa.
- 3 I look forward to hearing from you soon.
- 4 C U soon!
- 5 I'm writing to apply for the internship.
- 6 I want more information about the internship.
- 7 From Salwa.
- 8 Let's catch up soon!
- 9 Get back to me when you can.
- 10 Just dropping you a line to say 'hi'.

6 Complete Karim's application form by writing the information in the correct place.

2017 Nizwa University
 2018 Marketing intern, Helping Hands Charity
 2016 Nizwa High School

Family name: Al Hussainy
Name: Karim
Address: PO Box 123, Nizwa, Oman
Mobile number: 968-96-123456
Email: kalhussainy@mail.com

Educational history

 2011 Nizwa Elementary School

Work experience

Other information

References
 Available on request

7 Look at Karim's application form. What information can he include in the 'Other information' section? Complete it for him.

8 Read the following advert for an internship. Underline the important information in the advert. Make notes about yourself to apply for the internship.

SUMMER INTERNSHIP

RESEARCH INTERN

Students aged 17-21
 Interested in science and technology
 Please contact manager Mr Hassan for more information and to apply.

9 ^{21C} Use your notes to complete the application form and to write an email to apply for the internship. Write at least 175 words.

Family name:
Name:
Address:
Mobile number:
Email:

Educational history

Work experience

Other information

References
 Available on request

10 Work in pairs. Read your partner's work and tick (✓) the checklist below. Has your partner:

- explained why they are writing?
- used appropriate language?
- used the correct structure?
- used grammar from the unit?

Grammar consolidation Unit 5

→ See Grammar GPS, Page 149 →

Verb + gerund (-ing form) and to infinitive **R**



Some verbs can be followed by either the *-ing* form or the *to* infinitive without any change in meaning, such as *like, prefer, hate, begin*. After some verbs, the meaning changes depending on which form we use, such as *stop, remember, forget*.

1 Decide whether the verb (in brackets) should be in the gerund (-ing) or to infinitive form. More than one answer may be possible.

- 1 I prefer *to watch / watching* films on TV to going to the cinema.
- 2 Alice forgot *to go / going* to the dentist. Her appointment was yesterday morning!
- 3 I remember *to visit / visiting* the old man very clearly. He was very cheerful and kind to us.
- 4 I remembered *to buy / buying* the bread, but I forgot the milk!
- 5 I hate *to be / being* late for things. It is rude to keep people waiting.

The passive gerund **E**



We form the passive gerund with *be + -ing + past participle* of the main verb. You may need to reword a sentence in the active voice so that it contains a gerund.

Active

The tutor is asking the students a lot of questions.

Passive gerund

The students are being asked a lot of questions (by the tutor).

2 Make sentences using the passive gerund. Include the agent when necessary.

- 1 Mother complained about us making a mess in her kitchen.
Mother complained about
- 2 Dad asked about me taking him to the doctor's.
Dad asked about
- 3 I don't like you telling me what to do.
I don't like
- 4 Rashid's not interested in Ahmed visiting him next week.
Rashid's not interested in
- 5 I don't want the children to use the computer while we are out.
I don't want

The passive infinitive **E**



We form the passive infinitive with the verb *be + to be + past participle* of the main verb. You may need to reword a sentence in the active voice so that it contains an infinitive.

Active

We are taking the wedding guests to the restaurant by car.

Passive

The wedding guests are to be taken to the restaurant by car.

3 Make sentences using the passive infinitive.

- 1 It is common for people to visit the monument on National Day.
It is common for
- 2 You cannot ride motorbikes along this path.
Motorbikes are not allowed
- 3 It is unusual to see eagles in these mountains.
It is unusual for eagles
- 4 People often find shells on the beaches here.
It's normal for shells

Passive reporting verbs **E**



Reporting verbs such as *believe, understand, think, know, say* are commonly used in the passive. There are two patterns you can use: *It is + thought / believed (etc.) that + subject + verb*

It is said that married people live longer.

Subject + is / are + thought / believed (etc.) + to infinitive

Married people are said to live longer.

4 Use the correct form of the verb (in brackets) to report the information given in the passive.

- 1 People are richer now than 10 years ago. (believe)
.....
- 2 Grades have fallen in state exams this year. (understand)
.....
- 3 The animals escaped through a hole in the fence. (thought)
.....
- 4 People lose their sense of smell as they get older. (said)
.....
- 5 Children are affected by watching too much TV. (know)
.....

Grammar consolidation Unit 6

→ See Grammar GPS, Page 150 →

Relative clauses **R**



A relative clause contains a pronoun (*who, which, whose, where, when, whose*) and gives more information about a person, thing, etc. in the main clause. Relative clauses can be defining or non-defining.

1 Put the correct relative pronoun into each sentence.

- 1 This is the ball Ali Al-Habsi used to score the winning goal.
- 2 That's the man brother was prime minister.
- 3 She's the girl won the scholarship to study at Oxford University.
- 4 That's the place we bought our car.
- 5 This is the time people usually go to work.

2 Underline the non-defining relative clauses in the sentences which have them.

- 1 He is the person whose car was damaged.
- 2 That man, whose car was damaged, lives next door to me.
- 3 Those people, who work in the bookshop, are really nice.
- 4 Those are the people who I met at the bookshop.
- 5 That's the phone which I bought last week.
- 6 These oranges, which I only bought yesterday, have gone soft.

Double the comparative **E**



the + comparative ... , the + comparative
We use it to show that the increase / decrease in the first comparative clause directly produces the increase / decrease in the second comparative clause.

3 Write sentences with *the + comparative ... the + comparative* using the word lists below. Use *you* in each sentence.

- 1 more / cake / eat – unhealthy / become
.....
- 2 high / climb – difficult / it / be / to breathe
.....
- 3 hard / try – easy / maths / get
.....
- 4 long / wait – bad / feel
.....
- 5 fast / walk – quick / arrive
.....

Participle clauses **E**



Participle clauses 'shorten' a clause by using a present participle (e.g. *doing*) or past participle (e.g. *done*). The present participle is used in active clauses, and the past participle is used in passive clauses.

*We watched the horses **running** in the field.*

(active)

*These are special dogs **trained** to guide blind people.* (passive)

4 Complete the sentences with the present or past participles of the verb in brackets.

- 1 We walked along the beach, (talk) all the time.
- 2 (laugh) as we always do, we had a wonderful time.
- 3 My holiday in France, (take) out of season, was very peaceful.
- 4 The horse, (exhaust) by the race, lay down and slept.
- 5 We stayed in the kitchen, (eat) everything we could find.
- 6 I entered the shop, (interest) by what was in the window.

Inversion **E**



In inverted sentences, the modal, auxiliary verb or form of the verb *be* is placed before the subject of a sentence or clause. When there isn't a modal, auxiliary verb or *be*, we use *do / does / did* before the subject. We invert sentences before expressions such as: *under no circumstances, hardly had ... when ... , not only ... but ... also, such ... that.*

5 Combine the sentences, using an auxiliary verb and the phrase given (in brackets), and inverting them.

- 1 He swims well. He runs fast. (not only ... but ... also ...)
.....
- 2 We arrived. The concert started. (no sooner ... when ...)
.....
- 3 The committee met. They started shouting at each other. (hardly ... when ...)
.....
- 4 The baby sleeps. She can relax. (only when ...)
.....
- 5 The lesson lasted a long time. The students fell asleep. (such ... that ...)
.....

Review Unit 5

Vocabulary

1 Complete the phrases with the words in the box.

acrobats	balloons	clapping
leaving school/college	costumes	
fireworks	flag-waving	garland
masks	making a speech	parade
sash	rite of passage	streamers

- a fancy dress party: people wearing and
- a children's party: a room decorated with and
- a farewell party: someone and people
- a carnival or street party: a and
- a prize-giving: the winner wearing a and a
- a graduation party: a to celebrate
- National Day: and

2 marks per item: .../14 marks

Grammar

2 Rewrite the sentences about May Day traditions using passive reporting verbs.

- People think it started as a celebration of the beginning of summer.
It is
- They say that in the past people decorated their houses with flowers.
In the past people are
- We know that the crowning of the May Queen is a popular tradition still.
The crowning of the May Queen
- Commentators report that it is the busiest time of the year for English morris dancers.
It is
- In many countries everyone considers May Day as a national holiday and people have the day off.
It is

2 marks per item: .../10 marks

3 Choose the correct forms to complete the text.

Musical chairs is a traditional children's party game which is said to have first (1) *played / been played* in the 19th century. It involves a group of children (2) *dancing / being danced* around a circle of chairs while music is (3) *to be played / played*. There is always one fewer chair than there are children. When the music stops, the children have (4) *to find / to be found* a chair to sit on. Each chair is allowed (5) *to occupy / to be occupied* by only one child. The child who is left without a chair is told (6) *to leave / to be left* the game. A chair is also taken out of the game and they start again. Chairs and children continue (7) *taking out / being taken out* until there are only two children and one chair left. The one who sits on it first (8) *is declared / is being declared* the winner.

2 marks per item: .../14 marks

Everyday English

4 Complete the conversation.

SA = Shop assistant, C = Customer

- SA Can I help you?
C I hope so. I'm looking (1) a luxury pen for my dad.
SA We have some lovely pens. These ones are around OMR100.
C That's a lot. Have you got anything (2) ?
SA What (3) those? They're around £50.
C I like that one. Can I (4) it back if he doesn't like it?
SA Of course, as long as you keep the (5)
C Great, can you (6) it for me?
SA Sure, blue paper or green paper?

2 marks per item: .../12 marks

I can ...

Tick (✓) what you can do.

	★★★★★	★★★	★
talk about traditions and celebrations.			
talk about important events in people's lives.			
use passive reporting verbs.			
use the passive gerund and infinitive.			
write a summary.			

Review Unit 6

Vocabulary

1 Choose the correct option.

- 1 She really enjoys her job because it is so ...
a monotonous. b stressful. c stimulating.
- 2 The job is extremely well-paid, but it's very ...
a prestigious. b demanding. c secure.
- 3 To be an accountant, you need to have good ...
a literacy skills. b numeracy skills. c social skills.
- 4 Offering flexible working hours is a good way to increase employees' ...
a logic. b teamwork. c motivation.
- 5 To work in a bank you need to be ...
a idealistic. b creative. c trustworthy.
- 6 As an apprentice you get on-the-job ...
a training. b education. c calling.

1 mark per item: .../6 marks

2 Circle the correct words.

The teaching (1) *profession / occupation* can be both physically and mentally demanding. Being a teacher is (2) *an industry / a job* where you are on your feet all day and you need to stay alert. Teacher (3) *education / training* prepares you to deal with any of the problems that your (4) *apprentices / students* might face during the course of a school year. Ideally, a teacher's (5) *salary / wages* should reflect the huge responsibility that comes with this career.

2 marks per item: .../10 marks

Grammar

3 Combine the sentences. Use relative clauses.

- 1 Every day lifeguards check their equipment. It has to be in perfect working order.
.....
- 2 They put warning signs on areas of the beach. These areas could be dangerous.
.....
- 3 Lifeguards spend most of their time watching people. The people are playing or swimming in the sea.
.....
- 4 Some people's behaviour indicates they are having problems. Lifeguards rescue these people.
.....
- 5 Lifeguards deal with many different incidents. They have to write reports on all these incidents.
.....

2 marks per item: .../10 marks

4 Complete the text with the present or past participle form of the verbs in brackets ().

The job of a detective, (1 **feature**) in countless TV shows, is a difficult one. The main job of a detective is to bring criminals to justice, (2 **use**) evidence. To become a detective you must be able to think logically, (3 **possess**) good problem-solving skills. The job is physically demanding, (4 **require**) the candidate to be in good physical condition. Detectives, (5 **arm**) with the latest technology, often use DNA evidence to solve a case.

2 marks per item: .../10 marks

5 Put the words in order to make sentences from students' work experience reports.

- 1 I / such motivated people / have / rarely / met
.....
- 2 the work / the people I worked with, / the more / I got to know / the more / I enjoyed
.....
- 3 got / I / experience / a job offer / also / working life, / not only / I / did
.....
- 4 photocopies / the more / I did, / I hated the job / the more
.....

2 marks per item: .../8 marks

6 Complete the phrases for the situations.

- 1 You didn't hear something.
a Sorry, I didn't quite c..... that.
b Sorry, I m..... that.
- 2 You didn't understand something.
a Sorry, I'm not w..... you.
b Sorry, I don't f..... .
- 3 You want to ask for clarification.
a Sorry, what was that a..... ?
b What do you m..... by that?

1 mark per item: .../6 marks

Total: .../100

I can ...

Tick (✓) what you can do.

	★★★★★	★★★	★
talk about jobs and qualities needed for them.			
use clauses.			
use <i>the</i> + double comparative.			
use inversion.			
ask for clarification.			
write a letter and application form.			

The economy

READING

Reading an article for general information

WRITING

Writing a report of a meeting

Reporting information; connecting ideas

Writing a report

LISTENING

Listening for tone; listening for detail; listening for reasons

SPEAKING

Recounting situations using reporting verbs; negotiating

Discussing things that are free; analysing a diagram and quote; discussing possessions and fulfilment; describing yourself; discussing negotiating strategies; analysing data

STUDY & EXAM SKILLS

Summarising information

GRAMMAR

Reporting verbs

Reported speech

(a) few and (a) little

Quantifiers: large amounts

Indirect questions

VOCABULARY

Working with words

– reporting verbs

– collocations

Talking about – wealth

affluent	insecure
broke	poor
comfortable	wealthy
economics	well off
income	

- 1 ^{21C} Work in pairs. Look at the picture and the quotation. Who lives in the different areas? What is their economic situation? Do you agree with the quotation?

'The gap in our economy is between what we have and what we think we ought to have – and that is a moral problem, not an economic one.'

Paul Heyne, economist (1931–2000)

- 2 Decide whether the words in the Vocabulary box on the left mean rich (R), poor (P) or in the middle (M).
- 3 Look at the economic facts about the UK and answer the questions.

- 1 What is the trend for the very rich in the UK?
- 2 What proportion of the population is financially insecure?

The richest 10% of the population owns over 50% of the wealth. In 1911 the richest 1% owned 70% of the wealth; in 1988 they owned 17%; and in 2003, 23%.

More than 15% of the population lives below the poverty line.

30% of the population has no savings.

- 4 ^{21C} Are you surprised by these figures? Do you think they are typical of all countries?



Vocabulary: on and for

- Complete the expressions with *on* or *for*. If you aren't sure, use your dictionary to check.
 - I only paid OMR7 these shoes.
 - I got the hairbrush nothing.
 - I usually spend around OMR15 a pair of shoes.
 - I hired the car OMR13 per day.
 - I decided not to waste my money full insurance.

Speaking

- 21C** Read this famous quotation. Do you have a similar saying in your language?

'There's no such thing as a free lunch.'
Milton Friedman, economist (1912–2006)

Now read this version. Do you agree with it?

'There's no such thing as a free lunch, but increasingly the public expects one.'
Dr Madsen Pirie, economist (1940–)

- What things do you usually get free? What do you pay for? Think about these things.

music TV / films food internet / phone

- Look at the advertisement. What are you going to get for free? How is the company going to make money from you?

World of Wonder encyclopaedia



30 DAYS FREE SUBSCRIPTION

Just [click here](#) for free access.



STUDY & EXAM SKILLS

Summarising information

You may be expected to summarise a text or listening in an international exam. Think about the overall meaning of the text, and not the individual details.



Listening

- 07.1** Listen to an interview about 'freeconomics' and choose the sentence (a–c) which best summarises how it works.

- Companies want to offer their services for free because it helps everyone.
- If you get a lot of people using something free, you have created a market to sell to.
- It's just an old marketing trick: buy one thing and get another one free.

- 07.1** Listen again and answer the questions (1–3) for each type of business in the box.

newspapers / magazines websites music business

- What examples of each type of business are mentioned?
 - What things are free for the consumer in each case?
 - How does each business make money?
- Explain the meaning of the phrases in bold.
 - The question everyone wants answered is, **where's the catch**?
 - It's a bit like a free sample, isn't it – trying to **hook you** to buy more?
 - That's a bit cheeky** of them.
 - Sorry, you've **lost me** there.
 - They **lose out** on sales to consumers.
 - In what way is the internet economy different to the traditional way of doing business, according to the interview? Think about (a) the size of the market, and (b) the cost of distributing a product or service.

Grammar: reporting verbs **E**

- 07.2** Listen and complete the sentences from Exercise 5.

- Once they've got a large number of visitors, they then **persuade** advertisers for advertising space on the site.
- Another approach would be still not to charge the user anything, but to **convince** on the site and give their contact details.
- Some have **agreed** this, others are resisting, **threatening** any website that gives their music away for free.
- More and more of the artists themselves are **suggesting** their music away.

Grammar: reporting verbs	
Reporting verbs can be followed by: to infinitive	
ask, convince, encourage, persuade, urge	sb to do sth
agree, offer, promise, refuse, threaten	to do sth
gerund (-ing)	
admit, deny, propose, recommend, suggest	doing sth
preposition + gerund (or noun)	
blame, criticise, forgive, praise, thank	sb for doing sth (or for sth)
accuse	sb of doing sth (or of sth)
congratulate	sb on doing sth (or for sth)
Some verbs like <i>promise</i> and <i>suggest</i> can also be followed by <i>that</i> + clause. <i>He promised not to be late.</i> OR <i>He promised that he wouldn't be late.</i> <i>She suggested meeting on Tuesday.</i> OR <i>She suggested that we meet on Tuesday.</i>	
➔➔ See Grammar GPS, Page 151 ➔➔	

10 The verbs in Exercise 9 are examples of reporting verbs. Read the information above. Then report what has been said using the verb in brackets ().

- 1 'Well done for passing your exam!' (congratulate)
- 2 'Can you open the window?' (ask)
- 3 'If I were you, I'd accept the job.' (advise)
- 4 'I'll let you know tomorrow.' (promise)
- 5 'You'd get there more quickly if you took the train.' (recommend)
- 6 'I don't think you really care, do you?' (accuse)
- 7 'If you're late, we'll leave without you.' (threaten)
- 8 'They shouldn't have made the test so difficult.' (criticise)

➔➔ See Working with words, Page 143 ➔➔

11 Read the explanation and complete the rules with the missing verbs.

Grammar: reported speech
There are many reporting verbs that don't take the gerund or infinitive, but just follow the normal rules of reported speech. There are also some that do both, e.g. <i>promise</i> can be followed by a <i>to</i> infinitive or by <i>that</i> .
Normally when we report something, we put the action reported 'one step back' in the past.
<i>'I won't be late.'</i> → <i>He promised that he be late.</i>
<i>'I haven't finished.'</i> → <i>She told me that she finished.</i>
<i>'I can't remember his name.'</i> → <i>She said that she remember his name.</i>
There are occasions when this is not necessary because the fact is still true at the time of speaking.
<i>'I like Lebanese food.'</i> → <i>She said she Lebanese food.</i>
➔➔ See Grammar GPS, Page 151 ➔➔

➔➔ See Workbook, Pages 88 and 89 ➔➔

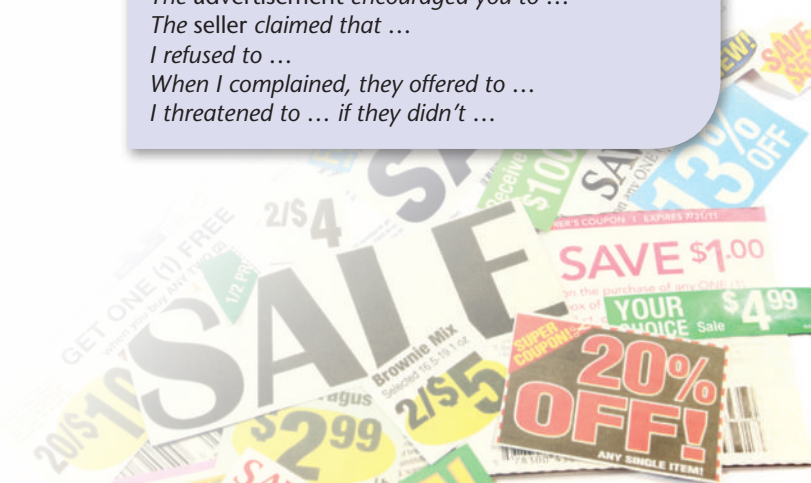
Speaking

12 ^{21C} Think about one of the following occasions. Then tell your partner. Use reporting verbs.

- You got something you thought was free, but it turned out not to be.
- You had a good experience buying something over the internet.
- You had a bad experience buying something over the internet.
- You had to complain about something you had bought and ask for your money back.

Useful expressions

A friend *recommended* ...
 The advertisement *encouraged* you to ...
 The seller *claimed* that ...
 I *refused* to ...
 When I *complained*, they *offered* to ...
 I *threatened* to ... if they didn't ...



Vocabulary and speaking

- 1 **21C** What are your basic needs as a human being? Look at the items in the box and choose the six most important.

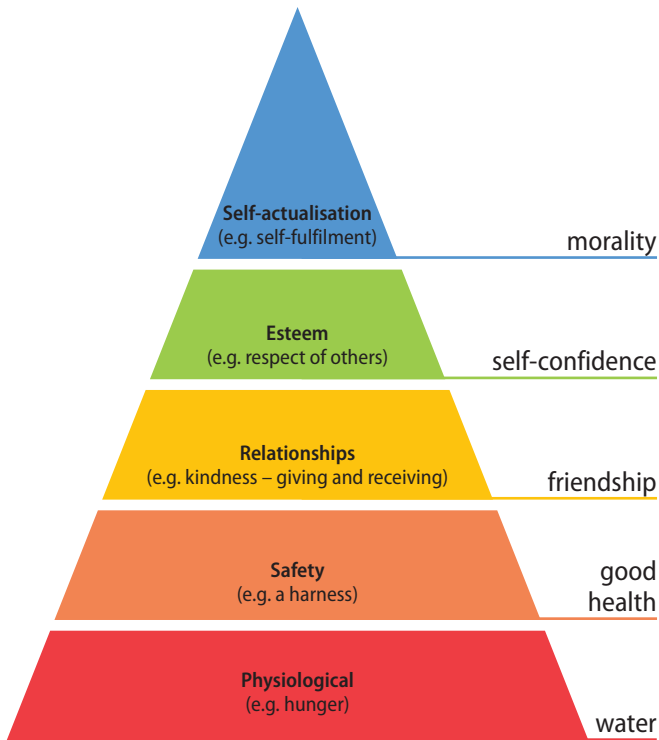
creativity family feeling valued by others
 friendship good health job security morality
 self-confidence sleep water religion

- 2 Compare your list with a partner. Explain your choices. Did you agree on the same things?
- 3 Maslow is famous for his conceptualisation of the 'hierarchy of human needs'. Look at the quotation and his pyramid of human needs. What point was he making? Choose the best explanation, a, b or c.

'Classic economic theory could be revolutionised by accepting the reality of higher human needs.'

A. Maslow, psychologist (1908–1970)

- a Our present economy recognises the importance of people needing to feel self-fulfilled.
- b Our present economy is only based on our most basic needs.
- c Our present economy does not fulfil any human needs.



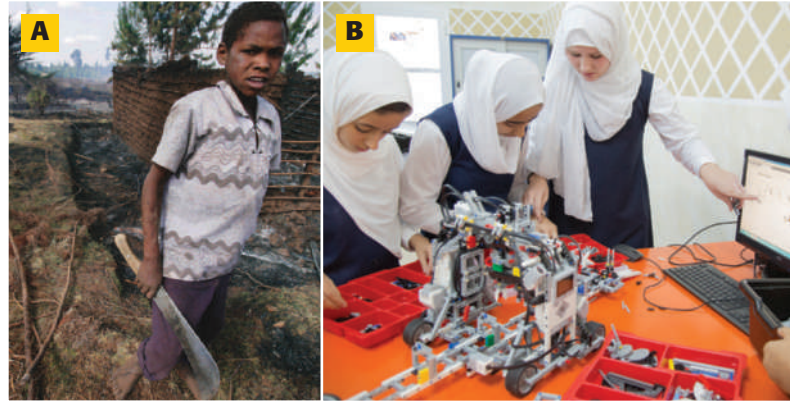
- 4 **21C** Work in pairs. Place the remaining needs in Exercise 1 in the correct place on the right of the pyramid. Then discuss this question.

Do you think people who are hungry or in poor health worry about their higher needs (e.g. creativity)? Why? / Why not?

Listening and speaking

- 5 Look at the photos A–D. Match each to the economic age it represents.

Industrial Age New Stone Age
 Information Age Hunter gatherers



- 6 **21C** Work in pairs and answer the questions.

- 1 How does / did each person or community survive or make their living?
- 2 How 'comfortable' are / were their lives, do you think? How are their needs different?
- 3 In which of the ages above would you say that humans were most self-fulfilled?

7 **7.3** Listen to a description of the theories of the anthropologist Marshall Sahlins in his book *The original affluent society*. What does he say about how 'rich' hunter gatherers were? What about people in the modern world?

8 **7.3** Listen again and complete the notes.

- 1 Early hunter gatherers were 'rich' because they ...
- 2 If we compare their life to modern standards of living, hunter gatherers seem ...
- 3 Hunter gatherers generally worked ...
- 4 Their goal in life was ...
- 5 According to historians, settling in one place to grow crops and domesticate animals ...
- 6 According to Marshall Sahlins, in modern economics the price of things depends on ...
- 7 The paradox of modern economics for Sahlins is that ...

Grammar: quantifiers (1) (a) few and (a) little **E**

Grammar: quantifiers (1) (a) few and (a) little

a few and a little

When we want to talk about small quantities, we use *a few* and *a little*.

With countable nouns:

How many oranges are there on your tree?

Oh, there are only a few.

Has he got many of his CDs with him now?

No, he's just got a few of them.

With uncountable nouns:

How much cheese is there in the fridge?

There's only a little left.

Have they got much money in the bank?

No, they've just got a little.

few and little

We use *few* and *little* to mean *almost none*.

Few people came to the charity event.

Little is known about the Nabateans who built Petra.

Too few and too little

We use *too few* and *too little* to show that more is needed.

Too few people feel they have job security these days.

Many people are still desperately poor. *Too little* is being done to help them.

➔ See Grammar GPS, Page 151 ➔

9 Complete the sentences with *a few*, *few*, *too few*, *a little*, *little* or *too little*.

- 1 There's point trying to persuade him. His mind is already made up.
- 2 I have ideas that I'd like to share with you, if that's OK.
- 3 I have time now, if you want to talk about it.
- 4 The train takes two hours, the bus takes a bit longer. There's difference.
- 5 There are people waiting outside. Shall I ask them to come in?
- 6 Everyone would like to write a novel, but ever do.
- 7 We can't make a decision yet. We have information.
- 8 We don't have enough people to form a team. have signed up.

➔ See Workbook, Page 88 ➔

Speaking

10 **21C** Discuss the questions.

- 1 Is it possible to live a more simple life with few possessions these days?
- 2 How many of your possessions would you say really make you happy?
- 3 Is it possible to have little to do (lots of free time) and to feel self-fulfilled?



Speaking

- 1 **21C** What is an entrepreneur? Compare your definition with a partner. Which well-known entrepreneurs do you know? What kinds of business have they set up?
- 2 **21C** Are you a risk taker or do you prefer to play safe? Discuss the questions on page 133 with a partner. Then look at the analysis on page 136 to find out what this says about you.

Useful expressions: describing yourself

*I'm the kind of person who ... I tend to be ...
I'd prefer to ... than to ... I'd rather ... than ...*

Vocabulary: collocations

- 3 Complete the collocations with the words in the box. Explain to your partner what you think any new words mean. Use your dictionary to check.

foster implement raise recruit tackle

- 1 identify / / solve a problem
2 / spend / make money
3 think of / set up / a project
4 / employ / train volunteers
5 promote / innovation

→ See Working with words, Page 143 →

Reading

- 4 Read the article on page 107. What is a changemaker? What qualifications do you need to be one?
- 5 Read the article again and choose the correct word for each gap (1–6). Circle a, b, c or d.
- 1 a will help c would help
b can help d helped
- 2 a Unlike c Except
b Rather d Although
- 3 a who c which
b in which d where
- 4 a have been struggling c struggle
b have struggled d were struggling
- 5 a matches c fits
b suits d meets
- 6 a conveniently c convenient
b convenience d inconvenient

- 6 Find five words in the article that mean ...

- 1 urgent (paragraph 1)
2 not giving up (paragraph 2)
3 an area of very poor housing (paragraph 3)
4 go bad (paragraph 4)
5 pieces (paragraph 5)

Grammar: quantifiers (2): large amounts

Grammar: quantifiers (2): large amounts

When we are talking about large amounts we can use a number of different expressions, depending on the formality of the situation.

A lot of / Lots of are the most frequently used expressions in everyday speech.

There were lots of people in the market this morning.

A lot of children don't eat enough vegetables.

Plenty of is also used commonly, but usually indicates that there are more of something than expected.

Even though it was cool, there were plenty of people on the beach.

There's plenty of room on the bus.

A large number of (+ countable noun),

amount of (+ uncountable noun) and

a great deal of (+ uncountable noun) are more formal.

We have received a large number of complaints about product quality recently.

A large amount of data has been gathered.

Students make a great deal of fuss about their study areas.

The majority of is a more formal way of saying *most of*.

The majority of our clients are in The Middle East.

- 7 Complete the sentences with a suitable expression from the Grammar box.

- 1 Do have another biscuit. I've got them in the kitchen.
- 2 We have been informed that rock and mud has fallen onto the road.
- 3 our students go on to study at university.
- 4 Hey, Mum, there are nice things to buy in this shop!
- 5 This café has got different types of tea to choose from.

→ See Workbook, Page 89 →

Changemakers

You may not have heard of Ashoka. However, for the past 27 years this association of leading social entrepreneurs has fought poverty and sickness, fostered education and encouraged lots of small community businesses. To support these worthy causes, Ashoka identifies and funds the world's most innovative 'changemakers' in their quest to find solutions to pressing problems. Ultimately Ashoka would like to create a world in which every citizen is a changemaker.

‘Ashoka would like to create a world in which every citizen is a changemaker.’

The founder, Bill Drayton, believes that anyone can become an agent for change. The important thing is to simply give yourself permission. If you see a problem that you care about, you (1) solve that problem. It just requires a lot of **persistence**.

The young in particular are receptive to this concept, whether they are from a middle-class background in a rich country or the poorest parts of Dhaka, Bangladesh, because at heart every child wants to grow into a happy, healthy, contributing adult.

(2) a normal entrepreneur, whose **sole** target is to make money, a social entrepreneur's aim is to set up programmes or businesses that improve social conditions. In a large number of cases they do both. An excellent example is an Ashoka project established in 1995 in Dhaka, (3) tackled the horrendous rubbish problem facing the city, helped local farmers and at the same time provided an income for residents of a local slum.

When Masqsood Singha and Iftekhar Enayetullah began to study the problem of all the uncollected rubbish that lay in Dhaka's streets, attracting rats and disease, they discovered that a great deal of it – 80% – was organic waste. So they educated residents of a local slum to compost this waste, using a simple composting bin designed in Sri Lanka, rather than just leaving it to rot in the gutter. They knew that they would have a market for the end product because Bangladeshi farmers (4) with chemical fertilisers, which were both expensive and had depleted the **soil** of its natural minerals over the years. At first, they met with resistance from a lot of the residents, but once they were able to persuade them that there was money to be made, the project took off. In 2009 sales were \$14,000.



In another example of Ashoka promoting innovation, two social entrepreneurs in the US have created software for mobile phones that links the phone user with a volunteer network. The system (5) the skills of volunteers with the needs of the community and using GPS works out the logistics of getting volunteer A to location B. Currently there are lots of people wanting to help the community in some way, but find that their other commitments do not allow them to do so. In this way they do chunks of volunteer work (an hour's teaching for example) at a time and place which is (6) to them. 'Anyone with a smartphone can be a changemaker,' says Jacob Colker, who works with partner Ben Rigby on the project.

Drayton is optimistic that in ten years, Ashoka and organisations like it will be making really serious, practical progress in **effecting** social change by changing the way we look at economic development. 'You can already see the patterns of improvement. You can see things moving in the right direction.'

GLOSSARY

innovative (*adj*) - using new ideas

persistence (*n*) - continuing to try / not giving up

entrepreneur (*n*) - someone who sees an opportunity and starts their own business

sole (*adj*) - only

soil (*n*) - earth

effecting (*gerund*) - making happen

Project

21C Work with a partner. Find out if there is a change-making community project in your town or city. Who does it help? What does it do? How can people help? Write an article for your school magazine.

Speaking

- 1 **21C** For which of the following things have you had to negotiate? How did the negotiation go? Did you get a fair deal? What about the other person? What was your negotiating strategy?
- something you bought from a shop or market
 - helping your parents at home
 - something you bought second-hand from a friend
 - something you shared the use of with a brother or sister (e.g. computer)



Listening

- 2 **7.4** Listen to the conversation between a motorcycle dealer and a student wanting to buy a scooter. Answer the questions.
- 1 Which scooter does she buy?
 - 2 How does she probably feel about the dealer? Why?
- 3 **7.4** Listen again and complete the sentences from the conversation.
- 1 How much did you ?
 - 2 I wouldn't really than £700.
 - 3 Sorry, I let it go for that little.
 - 4 Would you be willing to a bit on the blue one? Perhaps meet me ?
 - 5 If you were to come back in a month and it was still here, I to come down a bit.
 - 6 No, I can't wait a month. I was to give you the full £900, what kind of warranty could ?
 - 7 The is, I'm not making much on it as it is.
 - 8 OK. Well, I guess I'll then.

Pronunciation: sentence stress

- 4 **7.5** Listen to sentences 1–3 from Exercise 4 again and underline the words that are the most strongly stressed. Listen again and repeat. How much did you have in mind?
- 5 **7.6** Listen and repeat the rest of the sentences in Exercise 4. Use the correct sentence stress. Work in pairs and practise saying them.

Speaking

- 6 **21C** Work in a group of four. You are a group of friends studying at the same university in the UK. You want to share a house. Look at the details below and then negotiate the following:
- who will have which room
 - how much each person should pay
 - how you will divide the costs for telephone calls and energy
 - how the household jobs will be divided
 - whether you will pay equally for the 'extra services'

The rent for the house is £1,200 per month.

The room sizes are as follows:

- Study bedroom 1 2.5 x 3 metres
- Study bedroom 2 4 x 4.5 metres
- Study bedroom 3 2.2 x 2.5 metres
- Study bedroom 4 4 x 3 metres

The household jobs will be: shopping, cooking, cleaning, putting out the rubbish and recycling.

The other costs will be: electricity and gas bills, telephone.

Satellite TV (£30 per month)

Landline phone rental £15 per month + calls

Useful expressions: negotiating

Do you care particularly which / what / who / where ...?
Would you be prepared to ...?
How would you feel about (doing sth)?
If we were to (do sth), would you be willing to ...?
Supposing I (did sth), could you (do sth) ...?
That sounds OK to me. / I'm sorry, I couldn't (do sth).

OPTIONAL

Writing: a report of a meeting

- 7 ^{21C} Work with a partner. Why is it always a good idea to take minutes (make notes) and then write a report of a meeting? Make a list of the details that you think you should include in a report of a meeting (e.g. time and date).
- 8 Read the opening sentence of the report of a meeting and see if the details included are the same as in your list.



Following a meeting between student representatives and the Dean of the University last Tuesday to discuss new student accommodation, the University has agreed to carry out an evaluation of the existing accommodation.

- ▼ Student representatives argued that the existing accommodation was not only old and inadequate, but also dangerous. Marie J pointed out that there (1) was no internet connection and only one electrical socket in each room. She also complained that another student (2) has received an electric shock from a lamp in her room. Jane F described how she (3) had tripped on a worn carpet on the stairs and almost (4) falling down them. Amy T accused the University (5) to put students' safety at risk in order to save money.
- ▲ In reply, the University denied this strongly, but admitted that the building (6) was probably in need of some modernisation. The Dean was asked if the University (7) will consider replacing it with new accommodation, but he said that this (8) would not happen in the near future. Instead, he promised (9) carrying out a full survey of the existing building. He suggested (10) to meet again in a month to give the results of this survey.

- 9 In a business report this information would be summarised in short headings or bullet points. Use the opening sentence in Exercise 10 to complete the information below.

Meeting date:	Tuesday, 3rd October
Subject:
Participants:
Action agreed:

- 10 Work with a partner. Look at the verbs for reporting what was said at a meeting. What is the grammatical construction after each of them?

admit	argue	ask	comment	complain
consider	offer	point out	promise	
propose	say	suggest	urge	

◆ X *admitted that ...*

◆ Y *suggested doing ...*

- 11 Read the rest of the report and check that the underlined verbs (1–10) are correct. Where they are not, correct them.

- 12 ^{21C} Using the report in Exercise 10 as a model, write a report of a negotiation that you have had to carry out. Choose either one of the experiences you described in Exercise 1 or the negotiation with your housemates in Exercise 7.



Vocabulary: organisations

- 1 Complete the different types of business and organisations in the economy with the words in the box. Use your dictionary, if necessary.

civil	company	employed	family
multinational	NGO	sector	

- 1 a corporation
 - 2 a business
 - 3 a cooperative
 - 4 a self- person
 - 5 a charity or (the third sector)
 - 6 an e-
 - 7 the service
 - 8 the public
- 2 Match the organisations (1–8) in Exercise 1 to the descriptions (a–h).
- a shares the profits among all the employees
 - b includes organisations funded by the state
 - c is a company whose ownership passes from one generation to the next
 - d trades over the internet
 - e is a big global company
 - f is a non-profit organisation whose mission is to help other people
 - g works independently
 - h does the government's administrative work
- 3 ^{21C} Work in pairs. Think of examples of each type of organisation or company. Which would you like to work for? Why?

Reading

- 4 ^{21C} Museums and art galleries are part of the so-called third sector. What attracts people to work in the third sector in your country?
- 5 Read the article about working at the Bait Al Zubair Museum in Oman and answer the questions.
- 1 How do full-time staff at the museum benefit from working there?
 - 2 What kind of unpaid work is available?
 - 3 What do work experience participants get from their time at the museum?
 - 4 How does the museum help the wider community and local artists?
 - 5 Do you know of any similar opportunities in your own country?

New work opportunities at a unique museum

The Bait Al Zubair Museum in Muscat is the biggest private museum in Oman. It houses the collections of the Al Zubair family which showcase Omani heritage. They include Omani khanjars (decorative knives), traditional jewellery, costumes, stamps, coins and a library. The Al Zubair family has created the Bait Al Zubair Foundation to manage the museum's collections and its staff. This carefully selected group of people receives specialist in-house training on their work as museum professionals, and also on how to work with the visitors.

The Foundation was established in 2005, and is involved in projects which promote Omani culture and heritage in areas such as the arts, archaeology, history and publishing. It specialises particularly in photography and fine art, and aims to support and encourage Oman's artists.

The Foundation has formed a partnership with Dar Al Atta'a, a local charity which helps the underprivileged, and presents an annual art exhibition for the charity. Fifty per cent of the money from the works of art which are sold goes to the charity and fifty per cent to the artist. It also backed the Celebrate Photography Competition, which offered exhibition space and tuition to encourage students in the field of photography.

There are also opportunities for work experience at the museum. Young people are selected and given a placement in an appropriate section of the museum, working closely with a mentor. Along with other volunteers, they work regular hours at the museum, and at the end of their placement period they receive a letter of recommendation which describes the experience they have gained. The programme is free of charge, and it aims to give participants hands-on experience of working in a museum, to help them in future job-seeking.



Listening

6 **7.7** Listen to an interview with a student who is about to graduate. Answer the questions.

- 1 What kinds of jobs is Kate going to apply for?
- 2 What reasons does she give for her choices?
- 3 What does she think will get her the job?

7 **7.7** Listen again. Are the sentences true (T) or false (F)?

- | | |
|--|-------|
| 1 Kate has some experience of journalism already. | T / F |
| 2 There are a lot of people trying to get jobs in journalism. | T / F |
| 3 Kate would like to work for a charity that helps disabled people. | T / F |
| 4 If she gets a job, she will try to keep it for a long time. | T / F |
| 5 Her free time is important to her. | T / F |
| 6 She thinks her university qualification will be a great help in getting a job. | T / F |

Grammar: indirect questions

8 The interviewer asked Kate both direct and indirect questions (a question within a question). Work with a partner. Try to complete the questions he asked. Which ones are indirect?

- 1 Do you know what (you / do) next?
- 2 Can I just ask what (you / study)?
- 3 And what kind of jobs (you / look) for?
- 4 Do you have any idea how easy (it / be) to get a job in journalism?
- 5 Can you tell me what kind of organisation (appeal) to you?
- 6 (the salary / be) important to you?
- 7 Can you just explain what (you / mean) by that?
- 8 What do you think (your future employer / look for)?

9 **7.8** Listen and check. What happens to the verb of the main question when you put another question in front of it (e.g. *Can you tell me ...? Do you know ...?*). Listen again and repeat.

See Grammar GPS, Page 151

See Workbook, Page 77

Speaking

10 Look at the results from the 2017 Omani Census showing employment broken down by sector. Check that you understand all the categories. Do any of the results surprise you? Why?

Specific sectors	Oman 2017 (%)	Oman future (%)
Administration, directors, managers	2.4%	
Scientific, technical and human matters specialists	5.1%	
Scientific, technical and human subject technicians	3.9%	
Clerical	2.7%	
Sales	5.2%	
Service	24.3%	
Agriculture, stock breeding & hunting	4.8%	
Industrial, chemical and food industries	7.2%	
Engineering	44.4%	
Total (2,011,062 people)	100%	

11 Work in small groups. Interview each other about what kind of job you would like to do in the future. Take notes. Follow the instructions.

- Ask the interviewees:
What sort of work do you want to do? (up to three choices each)
Why do you want to work in this sector?
How difficult will it be to get this job?
What is your strategy for getting such a job?, etc.
 Use a mixture of direct and indirect questions.
- Begin like this:
So, can you tell me what kind of organisation you would like to work for in the future?
- When you have finished, pool your information with everyone in the class. Work out the percentage of the class that hopes to work in each sector in the table, and fill in the results in the *future* column of the table in Exercise 10.

Everyday English:

Asking for advice

Speaking and listening

1 ^{21C} Discuss the questions.

- 1 What do you think are the most common types of business that people set up?
- 2 Look at the statistics below about the most popular types of start-up (new businesses) in the UK. Were your ideas right?
- 3 Which do you think are the most difficult to make a success of?
- 4 It is said that around 50% of start-ups fail within the first three years and 90% within the first five years. Why do you think this is?

Most popular types of start-up in the UK

Building services (builders, plumbers, electricians, etc.)	13%
Shops	11%
Hotels and restaurants	15%
Telecommunications	15%
Financial services	14%
Property companies	17%

2 ^{7.9} Listen to a business consultant talking about why new start-ups fail. Complete the reasons.



Main reasons why a business fails

- 1 Business started for the
- 2 No experience
- 3 Insufficient
- 4 Wrong
- 5 Lack of
- 6 too quickly

3 ^{7.9} Listen again. What two examples of the wrong reasons does he give?

4 ^{7.10} Listen to a conversation between a business adviser and Andrew, who wants to set up his own business. Answer the questions.

- 1 What kind of business would he like to set up?
- 2 What does the adviser ask him to do?

5 Put the words from Exercise 4 into the correct category: finance (F) or location (L). Check in a dictionary, if necessary. Then, in your own words, explain what each word means.

convenient	lease	loan	low interest
premises	savings	turnover	

6 ^{7.10} Look at the first five reasons for business failure in Exercise 2. Then listen again and note down Andrew's answers to the business adviser's concerns about each.

7 Compare your notes with a partner. Do you think he will succeed? Why? / Why not?

8 ^{21C} Work in pairs. Choose from the following possibilities for a new business. Work out the details of your business idea.

- a new internet site
- a new shop
- an advice service
- a rental service
- something else

9 ^{21C} Work with a new partner.

Student A: You are a business adviser.

Student B: You have come to discuss your idea.

Role play the conversation. Then swap roles.

Useful expressions: asking for and giving advice

How do we go about ... -ing?

What would you advise us to do?

Can you tell me how we ...?

Is there a possibility of ...?


My advice would be to ...

From what you've told me, I'd recommend ...

The first thing you should do is ...

You ought to think carefully before ... -ing ...

A report

- 1  What are your hobbies and interests now? What kind of clubs would you like to join at university? Talk in pairs.
- 2 Skim Hassan's report in more detail. Which club does he belong to?
- 3 Read Hassan's report. Tick (✓) the information that he includes.
 - 1 a description of the event
 - 2 positive aspects of the event
 - 3 negative aspects of the event
 - 4 the number of people that signed up
 - 5 the opinion of the other people on the stand
 - 6 recommendations for future events

To: Faisal Mohammed, Creative Lens Club President

From: Hassan Al Bani, Club Secretary

Report: the College Club Fair

The aim of this report is to evaluate the success of our stand at the College Club Fair, to report students' opinions and to make suggestions for similar events in the future.

On arrival at the university, we were allocated a stand at the far end of the main hall. We were given a large table on which to spread out leaflets and other information, as well as being able to use the wall behind us on which to display our largest posters. However, there were about 100 other stands in the hall and the majority of students did not get to us until they had been there some time. As a result, they had already signed up for other clubs and societies. On the other hand, many of the students said that they would have been interested in joining, if they had seen us earlier. Some students admitted that they were unaware that we offered photography courses and workshops. Despite our unfavourable location, most of those who came to talk to us were very impressed. The majority left with leaflets and some of them said they would contact us soon. Those of us working on the stand wore all black and carried professional cameras, which worked well. Rashid felt that we should have displayed examples of our artwork. As a result, more people might have stopped and looked at the stand.

In future, I recommend arriving at least an hour early, in order to secure a stand at the front of the hall. Due to the competition from other stands, I would suggest holding some kind of competition to make us stand out. I would also recommend that the club's name be changed to something like The Photography Club, as this would give people a better idea of what we do.

WRITING SKILL

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

What am I reporting on?

What do I want the reader to know by the end of the report?

Body

What happened (positive and negative)?

Why do I think this happened?

Recommendations

How could things be done differently in the future?



- 4 Read Hassan's report again. Think of a heading for each paragraph.

- 5 Read these extracts from a report and number them according to where they should go in a report structure.

1 – introduction 2 – body
3 – recommendations

- The aim of this report is to present the results of a survey into work opportunities for recent graduates.
- It will also make suggestions on actions that the careers service can take.
- In the future, the careers service should offer programmes to students as soon as they start at the university.
- Many graduates feel unprepared for the world of work.
- Some of the graduates we spoke to had had positive experiences.

WRITING MECHANICS

Reporting information

Reports use neutral language to report information and fact.

We were given a large table.

Approximately 200 people attended.

Reports can also include opinions, suggestions and preferences of the people featured in the report.

Faisal felt that we should have displayed examples of our artwork.

I would suggest holding some kind of competition to make us stand out.

Despite our unfavourable location, most of those who came to talk to us were very impressed.



- 6** Read the sentences below and decide if they report opinions (O), suggestions (S) or preferences (P).
- Most people thought that they did not receive enough information about the course.
.....
 - Some people said that they would rather spend time doing sport than doing other activities.
 - Over half of the participants thought they should have provided free refreshment.
 - Most students said that they would prefer to have more free time than join lots of clubs and societies.
 - The majority of the students felt the university could have given out more leaflets.
.....

- 7** Read the report again and underline four expressions that connect ideas.

WRITING MECHANICS

Connecting ideas

Use linking words to show the logical connections between your ideas.

Contrast

Although it was expensive, it was worth the money.

There were some problems. However, we got some good feedback.

Reasons and results

Because of our late entry, we didn't get to see everything.

Many people missed the main event because they arrived late.



- 8** Complete the sentences with the correct words.

because of On the other hand whereas
Although However due to

- we enjoyed the fair, it was badly organised.
 - Some clubs had stands right by the front entrance, ours was right at the back.
 - /, we were able to put up our posters on the wall behind.
 - A large number of students did not find our stand until the end of their visit / our lack of visibility.
 - /, they were tired and not very receptive.
- 9** You are at the beginning of your final year at school. Your teacher has just informed you that you will have to submit all of your homework, including essays, electronically and receive all of the feedback through an online portal. Several students in your class recently carried out a survey to find out students' opinions. Complete the notes with your own ideas.

number / type of students interviewed:

.....

what students said about...

- information they received about the online portal:

.....

- opinion on submitting homework electronically only:

.....

- opinion on receiving homework electronically only:

.....

- concerns:

.....

- 10** **21C** Use your notes to write your report. Remember to use paragraph headings and to give your report a relevant title and an introduction. Include final recommendations.

- 11** Work in pairs. Read your partner's work and tick (✓) the checklist. Has your partner:

- used a relevant title and clear sections with headings?
- used formal language?
- reported information in a clear way?
- joined ideas with connectors?
- given clear recommendations?

Crossing borders

READING

Summarising a text; reading for gist

WRITING

Writing a description of a place

Planning paragraph order

Describing past events; describing changes

Writing a comparison of two events

LISTENING

Listening to summarise; listening to an anecdote

SPEAKING

Roleplaying a discussion about participating in *Earth Hour*; discussing migration

Talking about emigrating

Discussing *Earth Hour*

STUDY & EXAM SKILLS

Understanding terms

Using visuals to help understand context

GRAMMAR

Determiners

Narrative tenses

Used to and would

VOCABULARY

Working with words

– compound adjectives

– compound nouns

Talking about – international movement

immigrate

keep in touch

participate in sports events

study

travel

volunteer to work

- 1 ^{21C} Look at the picture and the newspaper headlines. What do they tell you about borders in today's world? What are the reasons for this?

Crossing borders, crossing cultures

TECHNOLOGY BREAKS DOWN BORDERS

World is getting smaller

Call for more international cooperation

- 2 Match the activities in the Vocabulary box to the phrases (a–d). Sometimes more than one match is possible.
- | | |
|--------------------------|------------------------------------|
| a in a different country | c to another country |
| b from a country | d with people from other countries |
- 3 ^{21C} Do you know, or have you met, people from other countries? How did you meet them? How do you keep in touch with them? Tell your partner.

Reading

STUDY & EXAM SKILLS

Understanding terms

Organisation names and acronyms are sometimes included in texts in international exams. To understand them, think about the topic, context and the words (and logos) used in the names.



- Choose the best definition (a or b) for an international non-governmental organisation (NGO).
 - It's a commercial organisation which supports the aid work of a national government abroad and is partly funded by that government.
 - It's a not-for-profit organisation which is not owned or funded by a national government and which works to provide aid or promote awareness of a particular cause.
- Match the international NGOs to the area(s) in the box that they work in. With a partner, explain what the work in these areas involves.

education environmental protection global poverty humanitarian aid medical aid nature conservation



Red Crescent



WWF



GREENPEACE



Save the Children

▶ WWF - nature conservation, education, environmental protection

- 21C Why do you think international NGOs are necessary? Why are such organisations sometimes in a better position to provide help than national governments?

- Read the text below and try to sum up in one sentence what this organisation does.



Médecins Sans Frontières (Doctors Without Borders)

Médecins Sans Frontières (MSF, or *Doctors Without Borders* in English) operates on the principle that high quality medical care should be available in all parts of the world. MSF offers assistance to people based only on need and irrespective of race, religion, gender or political affiliation. This includes refugees and victims of natural disasters, outbreaks and epidemics, and of armed conflict. Its members communicate with local authorities and other aid agencies in order to deliver the best possible medical care where it is most needed.

MSF was founded by doctors and journalists in France in 1971. Today, there are more than 30,000 members from many different nationalities. The organisation is made up mainly of doctors and health-care professionals who all volunteer their services, often in situations which place their own lives in danger. The work of medical staff in the field is supported and coordinated by 19 offices around the world. As part of their work, MSF draws attention to crises and medical emergencies where, for whatever reason, people are not given the aid they need.

MSF maintains independence from national policies, focusing instead on providing humanitarian aid for those whose health or survival is threatened. As its name suggests, *Doctors Without Borders* respects only the urgent requirements of vulnerable individuals and populations, and its members refuse to let anything stand in the way of carrying out relief operations. The organisation was awarded the Nobel Peace Prize in 1999.

- Work in pairs. Say where you think the text is from. More than one answer is possible.

an advertisement an internal report a press release
a mission statement an encyclopaedia entry

Vocabulary: adjectives


6 Choose the adjectives, (a or b), which best describe *Doctors Without Borders* according to the text.


- | | | |
|---|------------------------|----------------------|
| 1 | a charitable | b profitable |
| 2 | a state-run | b independent |
| 3 | a newly founded | b established |
| 4 | a theoretical | b practical |
| 5 | a extensive | b small-scale |

7 Complete the sentences with words or phrases from the text.

- is when you behave differently to one group of people.
- are people who have been forced to leave their home.
- are people who are affected by a bad situation such as a natural disaster or a war.
- include earthquakes, tsunamis and droughts.
- are extreme situations which need urgent attention.
- is staying alive.
- are people who are in danger.
- are carried out when people need aid.


Listening

8  8.1 Listen to five people talking about their volunteer work. Which speakers (1–5) don't always work in their local area?

9  8.1 Listen again. Match each speaker to the topic (a–f) which best summarises what they say. There is one extra topic.

- | | | | |
|-----------|--------------------------|-----------|--------------------------|
| Speaker 1 | <input type="checkbox"/> | Speaker 4 | <input type="checkbox"/> |
| Speaker 2 | <input type="checkbox"/> | Speaker 5 | <input type="checkbox"/> |
| Speaker 3 | <input type="checkbox"/> | | |

- Working in dangerous situations
- Gaining confidence and experience
- Hard work, but good fun
- One big family
- A natural part of my life
- Doing something useful with my time

10  21C Do you or people in your family do any volunteer work? What sort of experiences have you / they had?

Grammar: determiners E

Grammar: determiners

- **All, some** and **both (of the)** are used with a plural noun and verb.
Both volunteers work for Doctors Without Borders. All of the volunteers undergo training.
- **No** is used with a singular or plural noun and verb.
No volunteers forget the experience. / No volunteer forgets the experience.
- **None of the** (not ~~no~~ of the) is used with a plural noun and usually with a plural verb.
None of the volunteers forget the experience.
- **Each** and **every** are followed by a singular noun and verb. You can say *each of* (with a plural noun) but not *every of*.
Every volunteer / Each of the volunteers has a story to tell.
- **Either** and **neither** are usually used with a singular noun and verb.
Neither volunteer is very old. Has either volunteer worked abroad?

 See Grammar GPS, Page 152 

11 Read the information above. Then complete the sentences (1–6) about the first two volunteers in Exercise 9, Deepa and Liam. Choose the correct determiner and write the correct form of the verb.

- Both / Neither* volunteers (enjoy) the work.
- Both / Neither* volunteer (get) paid.
- Some of / All of* the people Deepa treats (have) serious problems.
- Every / Each of* the volunteers Liam meets (have) the same goal.
- None of the / No of the* events Amy works at (be) abroad.
- It will be a long time before *either / neither* volunteer (stop) working for *Doctors Without Borders*.

 See Workbook, Page 100 

Speaking

1 **21C** In pairs or small groups, discuss the questions.

- 1 What do you know about the *World Wildlife Fund*? What do you think the main focus of their work is?
- 2 Look at the pictures on these pages. What do you think happens during *Earth Hour*?
- 3 Oman has taken part in *Earth Hour* since 2011. Discuss any *Earth Hour* events you have taken part in or heard about.

Vocabulary: environmental action

2 Complete the sentences with the words in the box.

global participants consumes emissions habitats species backing initiative
--

- 1 The in the clean-up campaign were all volunteers.
- 2 It is a known fact that the developed world most of the Earth's resources.
- 3 The damage caused by carbon is a problem.
- 4 This remarkable was set up with the of several major organisations.
- 5 To protect endangered we need to make sure that their are not threatened by pollution.

Reading

3 Read the article and choose the correct option to complete the sentences.

- 1 In 2007, the people of Sydney
 - a went on strike to protest against environmental damage.
 - b joined a coordinated event.
 - c suffered a major power cut.
- 2 The organisers of the first *Earth Hour*
 - a felt that it was a failure.
 - b received criticism from the local newspapers.
 - c had planned the event in advance.
- 3 What do the numbers in paragraph 2 represent?
 - a the rapid rise in participants
 - b the increase in the amount of energy we use
 - c the spread of environmental problems
- 4 Which of the following is **not** a feature of *Earth Hour*?
 - a turning off lights in private homes
 - b reducing the amount of energy consumed in offices
 - c limiting the number of TV broadcasts

Earth Hour

In Sydney, Australia, on 31st March 2007 at precisely 7.30 p.m., it went dark. Now, that may not strike you as a major event, given that it gets dark every evening, but this was the result of an action that the *World Wildlife Fund* had been planning for some time. With the backing of *The Sydney Morning Herald* newspaper, this was the very first *Earth Hour*, an initiative set up to draw attention to the amount of energy the international community uses.

For that one hour, over two million homes and offices in the Sydney area turned off their lights. The following year, 200 cities around the world joined in and by 2009, that number had grown to 4,000 towns and cities. What had started as a relatively small action soon turned into a major annual global event with over a billion people joining in. *Earth Hour* is now held every year at the end of March, and the number of participants continues to grow, with television stations worldwide showing high-profile landmarks, such as Big Ben, turning off their lights for an hour.

Of course, the main aim of the WWF is to protect the planet's wildlife, so why did they do this if, as critics pointed out, it was only a drop in the ocean and after 60 minutes people went back to consuming the same amount of electricity as they had been using before? Well, the short answer is that it made people think about how much carbon they were putting into the atmosphere by using electricity. It doesn't take a great leap of imagination to see how cutting down on carbon emissions can help protect the natural habitats of endangered species. *Earth Hour* is a yearly reminder that we shouldn't waste energy, and if billions of people around the globe turned off the lights as they left the room, it really would make a difference.

- 5 What does the writer mean by the phrase *a drop in the ocean* in paragraph 3?
 - a that there are other more important problems
 - b that this action is not enough to make a difference
 - c that we should be looking at water pollution
- 6 What best sums up the purpose of *Earth Hour*?
 - a It makes people think about the electricity they consume.
 - b It significantly reduces our carbon emissions.
 - c It helps bring people closer together.



Speaking

4 **21C** Work with a partner. You are going to role play a meeting at your school or place of work to discuss whether or not you should participate in the next *Earth Hour*.

Student A: Look at page 133.

Student B: Look at page 135.



Grammar: narrative tenses **R**

5 Read the explanations. Then underline examples of each tense in the article in Exercise 3.

Grammar: narrative tenses review

The **past simple** is used to talk about a completed event in the past. It is used to narrate the main events in a story.

The **past continuous** is used to talk about an event in progress in the past. It is usually used to describe background events or set the scene in a story.

The **past perfect simple** is used to talk about events that happened before the main events in a story narrated in the past simple.

6 Complete the text with the correct form of the verbs.

Before I (1) (join) the organisation, I (2) (read) a lot about its work. At that time the organisation (3) (run) a big campaign to save the Siberian Tiger. I (4) (volunteer) to work with an international team which (5) (raise) money for the campaign. While I (6) (work) there, I (7) (communicate) with people from all over the world. It was a wonderful moment for all of us when we (8) (realise) that we (9) (achieve) our target.

➔ See Grammar GPS, Page 152 ➔

➔ See Workbook, Pages 100 and 101 ➔

Pronunciation: weak forms

7 **8.2** Listen to the example sentences from the text. How is the auxiliary verb *had* pronounced? Listen again and repeat.

8 Choose the correct forms. Then compare with a partner. Take it in turns to read out a sentence, paying attention to pronunciation.

- 1 I was over the moon because I *had got* / *had been getting* a volunteer job with a charity.
- 2 I *had decided* / *had been deciding* to do some voluntary work in my summer holidays.
- 3 I *had thought* / *had been thinking* of doing some voluntary work for some time.
- 4 I *had waited* / *had been waiting* for the charity to phone me for weeks.
- 5 I *had been doing* / *had done* the job for a month, when I realised I would like to do it for longer.

GLOSSARY

initiative (n) - a new approach to something

relatively (adv) - in comparison

global (adj) - relating to the whole world

emissions (n) - production of something, often gas or liquid

Speaking

1 **21C** Discuss the questions.

- 1 How would you feel if you had to emigrate for work or other reasons?
- 2 What things would help you settle in a new country more quickly and what things might have a negative effect on settling in?
Think about: bureaucracy, standard of living, contact with people, language, safety.

Reading

STUDY & EXAM SKILLS

Using visuals to help understand context

You may find the context of a text in an international exam difficult to understand. Look carefully at any visuals which are with the text.



2 Look at the pictures (A–D) on page 121 and answer the questions.

- 1 Where is Ellis Island?
 - 2 What do you think is happening in the registry room (photo A)?
 - 3 When do you think the photo of the family was taken (photo B)? How do you think the people in the photo feel?
- 3 Read the article on page 121. Match sentences (a–g) to gaps (1–5) in the article. There are two extra sentences.
- a If an immigrant failed to answer an inspector properly, the inspector would send him to the special inquiry room.
 - b They had been left by immigrants on the original plaster.
 - c Twenty per cent had to return home.
 - d During World War II, Ellis Island used to be a detention centre for illegal aliens already in the United States.
 - e Many immigrants died.
 - f The main building was planned to accommodate half a million arrivals a year.
 - g He came in 1910, intending to work for a few years, then return to his homeland.

4 Work with a partner. Explain the meaning of these verbs from the article.

- | | |
|---------------------|------------------------|
| 1 flock to (line 9) | 4 single out (line 29) |
| 2 balloon (line 16) | 5 curb (line 35) |
| 3 bother (line 21) | 6 scrawl (line 42) |

5 Answer the questions.

- 1 Why did people emigrate to the USA?
- 2 How do you think the immigrants felt when they arrived on Ellis Island?

Grammar: *used to* and *would* **C_B**

6 Look at sentences (1–5) from the article in Exercise 3. Then answer questions (a–c).

- 1 Here newcomers would await questioning.
 - 2 In the registry room immigrants would line up for legal inspection.
 - 3 For those singled out for a closer look, delays lasting days or weeks used to seem interminable.
 - 4 During World War II, Ellis Island used to be a detention centre.
 - 5 In detention and waiting rooms immigrants used to scrawl their initials.
- a Which sentences describe repeated events and actions in the past?
 - b Which sentences describe a state or situation in the past which is no longer true?
 - c Write your own grammar rule for *used to* and *would*. Then compare with a partner.

→ See Grammar GPS, Page 152 →

→ See Workbook, Pages 100 and 101 →

Speaking

7 **21C** Discuss the questions.

- 1 Does your country have a history of immigration or emigration? What was the reason for this?
- 2 Do many people come from abroad to live in your country today? Which countries do they come from?
- 3 Can you imagine going to live in another country? Where would you go, and why?

Ellis *the story of a migration museum* Island

'Right away I liked America. I made money and I felt good.'

A

Alive with would-be Americans from many lands, the registry room of Ellis Island was the nation's primary arrival place for immigrants between 1900 and 1924. Here newcomers would await questioning by inspectors seated under the flag. After an extensive seven-year restoration the Main Building opened in 1990 as a museum honouring all immigrants to the United States.

For three centuries, immigrants have flocked to New York City. In the 1880s, the processing of immigrants was regulated by the state of New York. But in 1891 Congress established federal control over immigration and moved operations to Ellis Island. (1) But poverty, and overpopulation, mostly in southern and eastern Europe, were pressuring more people to emigrate and numbers ballooned. Close to 900,000 came through Ellis Island in 1907, its peak year.

For 17-year-old Myron Surmach from Ukraine, Ellis Island marked the first day of a long life in America. (2) 'At Ellis Island nobody changed my name, nobody bothered me. Right away I liked America. I made money and I felt good.'

As immigrants climbed the stairs to the registry room, they were visually inspected. Those marked by chalk were directed to an examination room. In the registry room immigrants would line up for legal inspection. (3) Eighty per cent of the immigrants passed health and legal inspection in a day. For those singled out for a closer look, delays lasting days or weeks used to seem **interminable**. But only 2 per cent of all Ellis Island immigrants were ever sent home.



About two thirds of Ellis Island immigrants moved to homes beyond New York City. The rest crowded into the great metropolis.

- 35 World War I temporarily curbed the immigration flow. Restrictive laws in the 1920s cut the numbers and required inspection of immigrants by US **consular officials** abroad. (4) In 1954, the building was closed. Its structures fell into decay.
- 40 When restorers began their work in 1983, they found traces of graffiti. (5) In detention and waiting rooms immigrants used to scrawl their initials, dates, poems, or draw portraits, cartoons, birds and flowers.



GLOSSARY

Congress (*n*) - the part of the US government that makes laws

immigrant (*n*) - a person who comes to a different country to live permanently

federal (*adj*) - relating to national government, not the government of individual states

interminable (*adj*) - lasting a very long time

consular officials (*n*) - government officials who represent their country abroad

Project

21C Work in groups. Find out about migration in Oman in the 20th century. Why did people come here? Where did the people come from? Are people still moving here today? Why? Prepare a short presentation to the class.

Listening

1 Look at the advert and complete the notes.



The spirit of adventure

The OzCoach ticket is the ticket to a truly awesome experience.

Beginning in London, you'll pass through 17 countries and three continents, and enjoy countless amazing experiences and places including the Taj Mahal, the Himalayas, Bangkok, Bali and Uluru (Ayers Rock) before reaching Sydney.

For those who believe that the journey is as important as the destination, OzCoach is an epic trip that no one who enjoys life-affirming encounters should miss. OzCoach offers you an unforgettable alternative to those most forgettable direct flights. Only £4,699 for 85 days.

Route: _____

Length of journey: _____

Method of transport: _____

Price: _____

2 Discuss the questions with a partner.

- How is the trip described in the advert? What sort of traveller shouldn't miss it?
- Could you imagine going on a trip like this with your family? Why? / Why not?

3 8.3 Listen to Nathan talking to a friend about an event on the trip. Put the events (a–h) in the correct order (1–8). Then listen again and check.

- The bus stopped and hung off the side of a mountain.
- There was a strange noise.
- A lorry towed the bus back onto the road.
- All the passengers got out.
- The bus tilted to the left.
- Four passengers got out and stabilised the bus.
- Nathan was listening to his mp3 player.
- Nobody moved.

Vocabulary: discourse markers

4 Look at the bold words in sentences 1–6 from Exercise 3. Then answer questions a–c.

- Actually**, I was a bit freaked out this morning.
- Well**, I decided to go off on my own.
- Anyway**, I was thrown forward into the seat in front.
- I felt, **you know**, as if I was in a film ...
- Luckily** no one was hurt.
- Unfortunately**, we were in the middle of nowhere.

- Which expressions can you use to introduce a statement?
- Which expression can you use to come back to your story or finish your story?
- Which expressions can you use to show how you evaluate an event?

Speaking

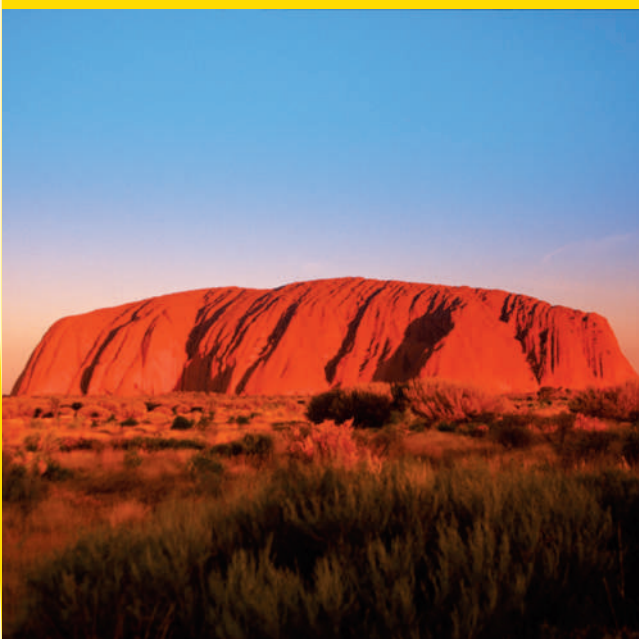
5 Imagine a journey you and your family could have made, when something funny, strange or frightening happened. Make notes. Then tell your story to a partner.

- How did everything start? What were you doing when the event happened? How were you feeling? Describe the events and set the scene.
- What were the most important events? How did the story develop?
- What happened in the end? What effect did the events have on you or other family members?

OPTIONAL

Writing: describing a place

6 Look at the picture. Do you know where this place is? Do you know anything about it?



Without doubt, visiting Uluru (also called Ayers Rock) was the highlight of my bus trip through Australia in the summer.

Uluru is a gigantic, 346-metre-high sandstone rock in central Australia, which goes down deep into the ground. The area has been a national park since 1950, and since 1987 the rock has been listed as a World Heritage Site.

Water holes, caves, natural springs and world-famous rock paintings characterise Uluru. The rock itself is grey but is covered with a red iron oxide coating. At different times of the day, the rock changes. At sunrise and sunset the rock glows a luminous red, when it rains the rock becomes silver, and at other times it can seem blue, pink or a reddish-brown colour.

The area is a tourist attraction, but it is also a sacred site for the Aborigines. Walking on the rock is considered deeply disrespectful. For many years there was a long-running, high-profile dispute over ownership of Uluru and the surrounding area. Then, in 1985 the right of ownership was given back to the Aborigines.

I think Uluru is a fascinating place. It is an impressive place to visit as a tourist. But more importantly, Uluru is a place with a history and cultural significance that must be preserved.

- 7 Read the text. Choose the best topic (a–c) for this piece of writing.
- a A place you know only from TV but which you would love to see with your own eyes.
 - b A place you have often visited and are fascinated by.
 - c The most amazing place you have ever visited.
- 8 Read the blog again and make notes using the prompts below.
- Why the writer is writing about this place
 - Where and what it is
 - What the place looks like
 - What the function of the place is
 - What the writer thinks of the place

Vocabulary: compound adjectives

9 Compound adjectives are made up of two or more words, normally separated by a hyphen. Match 1–5 with the compound adjectives from the text.

346-metre-high world-famous high-profile
reddish-brown long-running

- 1 adj / adv / noun + present participle
- 2 noun + adjective
- 3 adjective + noun
- 4 number + noun + *high*
- 5 adjective + adjective

➔ See Working with words, Page 144 ➔

- 10 Make phrases with compound adjectives. Then match the compound adjectives to the groups in Exercise 9.
- 1 a landscape which inspires awe
➔ *an awe-inspiring landscape (group 2)*
 - 2 a flight you can book at the last minute
 - 3 a tradition that is centuries old
 - 4 a sky that is dark blue in colour
 - 5 a walk that takes three hours
 - 6 a building that has the shape of a pyramid
- 11 **21C** Write a description of a place following the instructions below. Write 200–250 words.
- Choose one of the topics in Exercise 7 and make notes using the headings in Exercise 8.
 - Write your description. Remember to include discourse markers and compound adjectives.
 - Swap your description with a partner. Can he / she suggest any improvements?

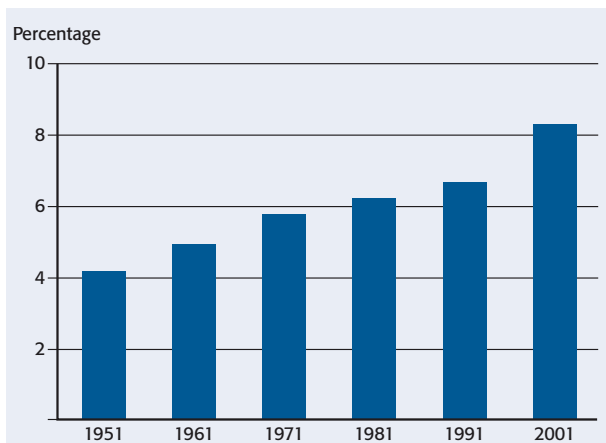
Vocabulary: migration

1 Work with a partner. Explain the difference between the pairs of words.

- 1 ethnicity and nationality
- 2 foreigner and stranger
- 3 refugee and economic migrant
- 4 integration and assimilation
- 5 first-generation immigrant and second-generation immigrant

▶ Ethnicity refers to the ethnic group that you belong to. Nationality refers to the country of which you are a citizen.

2 Look at the bar chart. What does it show?



Percentage of the total UK population born overseas (Source: National statistics)

3 Complete the sentences about the bar chart.

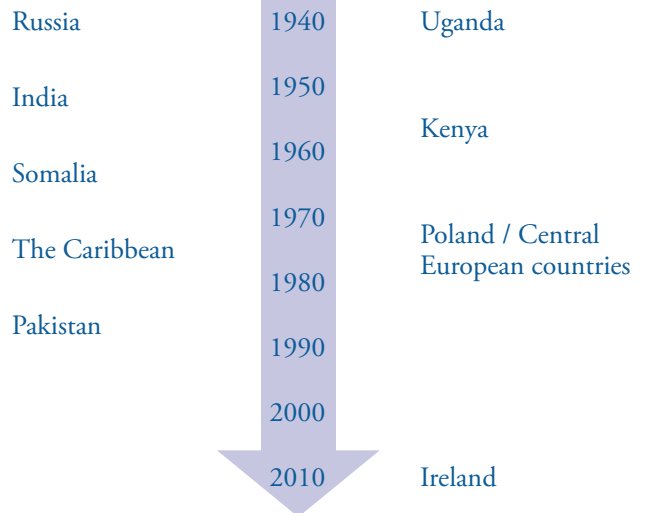
- 1 Since 1951 the percentage of the total UK population born overseas has every year.
- 2 In 1951 of the total UK population was born overseas. In 2001 it was of the total UK population.
- 3 Between 1951 and 2001 the percentage of the total UK population born overseas

Useful expressions

rise / fall (by a half / a third / 2% ...)
 double / treble
 about / approximately 3%
 nearly / just under / just over 2%

Listening

4 8.4 Listen to a history of immigration in the UK after World War II. Mark on the timeline when the two biggest waves of immigration occurred. Then match the countries to the dates on the timeline.



5 8.4 Listen again. What were the reasons for these waves of immigration? Choose from the list below. Write 1 (first wave) or 2 (second wave).

- war
- enlargement of the EU
- famine
- a new law for Commonwealth citizens
- immigration from a former British colony

Vocabulary: compound nouns

6 8.5 A compound noun is a noun that is made up of two or more words. Match 1–6 to a–f to make compound nouns.

- | | |
|----------------|-------------|
| 1 work | a aid |
| 2 race | b law |
| 3 immigration | c market |
| 4 civil | d force |
| 5 humanitarian | e war |
| 6 labour | f relations |

➔ See Working with words, Page 144 ➔

7 Cross out the word which doesn't form a common compound with the word in capital letters.

- 1 WORK permit story place load experience
- 2 TRAVEL document insurance transport agency
- 3 LIFE problem style boat time story
- 4 JOB description share satisfaction pay security
- 5 HOME page office place sickness land

Reading and speaking

8 Read the review of the film *West is West* and make brief notes about the main characters.

George: *A Pakistani living in England for many years*

Sajid:

Sajid's mother:

Sajid's brother:

West is West



The story of Andy DeEmmony's film *West is West* is one that deserves to be told. Britain as a multicultural society needs to address certain issues and film is a useful medium, especially when it's done with humour as it is here. The film tells the story of George, a Pakistani who has been living in northern England for many years, and his teenage son, Sajid, brought up as a second-generation immigrant with an English mother and little knowledge of his father's roots in Pakistan.

There are challenges for the father and son as they struggle to reconcile the two cultures. Sajid becomes a victim of bullying in school and he starts to get into trouble. In an attempt to get him back on track George decides to take him to Pakistan to spend time with relatives. At first, the young Sajid hates the rural existence he is introduced to. It is unlike anything he has ever known and he feels very uncomfortable in his new surroundings. Slowly, however, he develops a greater understanding of his father's people and the way they live their lives. Meanwhile, Sajid is reunited with his older brother, who has been living in Pakistan for some time.

The issues I mentioned at the start are as difficult for the father as they are for the son. In Sajid's case, we

GLOSSARY

- multicultural (adj)** - something that contains several cultures or ethnicities within it, such as a society
- medium (n)** - means of expressing something
- to reconcile (v)** - to find a way in which two different beliefs can exist together
- rural (adj)** - in the countryside
- to reunite (v)** - to bring people together again
- to sympathise with (v)** - to feel sorry for

are made to reflect on what it means to come from a culture that you know nothing about. You have to sympathise with the teenager – he has problems with his father for not having Pakistani values, but has problems with the kids at school for having them. The father deserves sympathy too, because he is truly caught between two cultures and has divided loyalties. For people who have no experience of different cultures, this film will be an eye-opener. For the many millions who have experienced similar circumstances, it will certainly strike a chord.

9 ^{21C} Work with a partner and discuss the questions. Use information from the text and your own experiences. Try to use the vocabulary from these two pages.

- 1 What kind of issues do you think need to be addressed in a multicultural society?
- 2 Do you think film is a good way to present such issues?
- 3 Do you imagine George feels that he is British or Pakistani? What about Sajid?
- 4 Do you think Sajid has a duty to respect his father's culture?
- 5 Do you know any first- or second-generation immigrants? How do they feel about the two cultures?

True story: Making a difference

1 Look at the photos. What do you think the article is about? Read the texts quickly. Were you right?

HOME

ABOUT US

VOLUNTEER

WHERE WE WORK

CONTACT



1 VSO (Voluntary Service Overseas) is an international charity working in the developing world. Founded in 1958, its **primary** aim was to fight poverty in areas where it is a major issue and to give British school-leavers valuable character-building experience through volunteer teaching projects in developing countries. However, much has **evolved** in VSO since those early days, and the emphasis has shifted considerably. Although volunteers still derive great benefit from their time spent abroad, today they have to be qualified, with at least two years' experience in their chosen field. As a result, the average age of most volunteers is now closer to 40. However, to ensure that younger volunteers do not lose out on the opportunity to make a difference, VSO leads UK Government-funded **schemes** aimed directly at young adults, including the International Citizenship Service, which offers short overseas **placements** for 18–25 year olds.



Many VSO volunteers are from the fields of education or health care, although other skills are useful, especially those that can teach people how to make a living. VSO matches the volunteers to places in the world where communities need their skills. In return, volunteers get full training, accommodation and a small **allowance** to cover basic costs. VSO also pays for volunteers' flights to and from their overseas placement.

BRIAN ROCKLIFFE A life of service



2 After leaving university in 1974, Brian Rockliffe became a volunteer teacher with VSO in Tanzania. Since then, he has held various roles within the organisation. In the early 1980s, he was behind the setting up of VSO's Development Education programme. Much of Brian's work over the years has been in helping to establish VSO on a truly international level. For instance, he was responsible for **recruiting** VSO's first African Programme Manager in Sierra Leone. (Prior to that, VSO had been very much UK based.) He then went on to set up VSO Canada. On his return to the UK, his work involved the recruitment of volunteers for service in Kenya and the Philippines, which was followed by VSO's **expansion** to many more countries. Today, Brian is the Director of the International Citizenship Service and his duties include **overseeing** the £56 million program which aims to place 14,000 youth volunteers over the next three years. He was awarded an OBE (a special award) by the Queen in 2010.

2 Read the two texts carefully and match the words in bold to these definitions.

- 1 amount of money
- 2 developed
- 3 growth
- 4 supervising
- 5 jobs or roles in an organisation
- 6 main; first
- 7 hiring; giving jobs to
- 8 projects

3 Answer these questions about the texts.

- 1 What changes have taken place in VSO since it began?
- 2 How could a school-leaver volunteer today?
- 3 Which skills are most in demand?
- 4 How are volunteers rewarded?
- 5 What was Brian Rockliffe's first role with VSO?
- 6 What is his role today?

4 Read the texts again. Replace the phrases in italics in these sentences with phrases from the texts.

Text 1

- 1 In our company, *the focus has changed* and now we spend more time on education.
- 2 The staff here *get a lot out of* the experience we provide.
- 3 Don't *miss* this amazing opportunity!
- 4 I help him with his maths and, *to pay me back*, he teaches me Spanish.

Text 2

- 5 I *had several jobs* in the same field.
- 6 I was a trainee journalist for five years. *Before that*, I was a postgraduate student.

5 **21C** Work in pairs and answer these questions.

- 1 Would you consider volunteering with VSO? Give reasons for your answer.
- 2 Does your country have volunteer organisations? What are they and what do they do?

A comparison of locations

- 1 Have you ever been to a festival or cultural event in Oman? How many times? If you have been to the same one more than once, how was it different the second time? Discuss the questions in pairs.
- 2 Look at the two plans for a poetry festival. Discuss the differences with your partner.
- 3 Read the comparison of the two locations. Underline the main details and the comparisons. How many of your ideas were mentioned?

WRITING SKILL

Planning paragraph order

Write an outline of your paragraphs before you start. This will help you to organise your essay and write a stronger, more logical text. Use the following headings to take notes. Include ideas and examples of language you will use to introduce the ideas and paragraphs.

- introduction
- first description (including topic sentence)
- second description (including topic sentence)
- conclusion



- 4 Match the sentences to paragraphs 1 to 4 in the Writing Skill box. What other information would you expect in each paragraph?

..... In the first picture, the beach is nearly empty. Nobody else can be seen in the background, so the beach doesn't appear to be very developed.

..... These pictures show two family holidays in the same beach resort.

..... In summary, it can be seen that the beach has gone through several developments in a short amount of time.

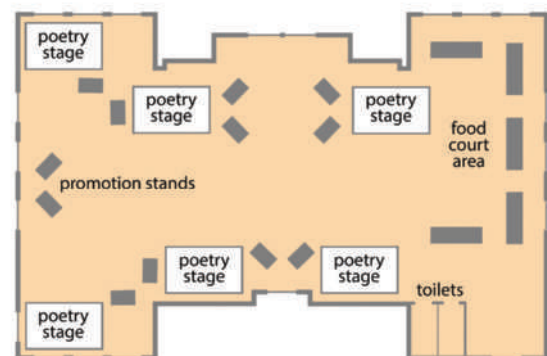
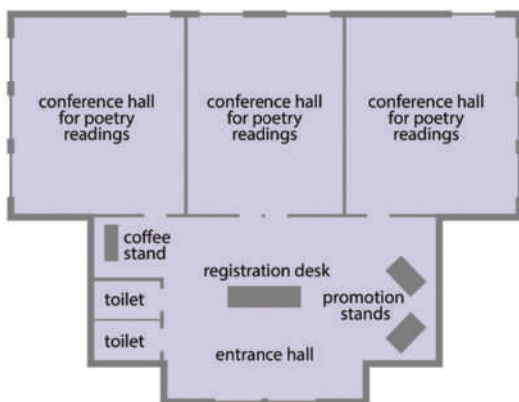
..... Moving onto the next picture, several beach huts have been added, as well as a café serving ice creams and cold drinks. Moreover, a footpath has been built between the beach and the hotels.

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 *were spending* too much money on the venue, so they *changed* it for last year's festival. By the end of the festival, they *had spent* OMR500 less than the year before.



These plans show the dramatic expansion of an annual poetry festival. Over the past five years, the **festival has grown** and become more popular.

The first plan shows the original location. In 2016, the festival was in a local hotel. There were several different rooms for the poetry competitions and a small registration area.

Moving on to the next plan, we can see that that in 2017 the festival moved to an exhibition centre, which is much larger than the hotel. Previously, there was only a coffee stand for people attending the festivals. From the 2017 map we can see that the organisers created a specific area for food stands and invited more local food producers, so people were able to buy different types of food throughout the festival.

Overall, the poetry competition has remained unchanged, but in 2017 there were more activities available than in 2016. Writing workshops were held in the morning and children could take part in different activities during the day.

5 Complete the sentences with the correct form of the verb.

- The original site *had* already *got* (get) enough space to extend the registration area.
- The cars (turn) in a small area, which made the car parks quite dangerous.
- It (start) as a small event but has grown rapidly over the past few years.
- Without a good prebooking system, people (buy) tickets for the festival on the day, causing huge queues.
- During last year's festival there (be) an announcement about what changes were being made.
- Because there weren't enough refreshment stands, visitors (drink) all the water before lunchtime so they had to bring more.

6 Look at the sample text again. Find examples of sentences in the past tense.

WRITING MECHANICS

Describing changes

Use the present perfect to describe changes over time.

The organisers *have introduced* a new electronic system. This year, the committee *has sent* tickets with QR codes to everyone who is going to the concert.



7 Use the prompts to write sentences about changes to an event.

- venue. / outdoor / moved / to / an / has /
The / fair
.....
- help / hired / have / out. / to / Organisers /
volunteers /
.....
- / has / the / from / June / The / of / to /
August. / moved / month / festival
.....
- traffic / have / officers / the / around / event. /
Police / diverted
.....
- for / less / year. / our / this / We / have /
packed / holiday
.....
- restaurants. / of / its / The / has / closed /
hotel / two
.....

8 Match the sentences below to the changes in Exercise 7. Write the number.

- It had always been at the beginning of the summer.
- Last year, it was in the community centre.
- There were several different options to eat out in the evening.
- It wasn't very well organised last year.
- There was a lot of congestion of the roads in the previous year.
- We took too many clothes with us.

Planning

9 Prepare to write a comparison of two locations. First, match the questions to the paragraph.

Introduction	How can you describe the second event?
First description	How can you describe the first event?
Second description	How can you summarise the changes?
Conclusion	What are you describing?

10 ^{21C} Think about an event that has changed over the years. Report the main changes and make comparisons.

11 Work in pairs. Read your partner's work and tick (✓) the checklist below. Has your partner:

- organised their writing into paragraphs?
- used past tense verbs correctly?
- described changes with the present perfect?

Grammar consolidation Unit 7

→ See Grammar GPS, Page 151 →

Quantifiers **E**



(a) *few* means 'not many' and is used with plural, countable nouns.

(a) *little* means 'a small quantity', and is used with uncountable nouns.

We need **a little** more information before we can decide what to do.

There are only **a few** eggs in the fridge.

We need some more.

1 Complete the sentences with *few*, *a few* or *little*, *a little* as appropriate.

- 1 If Adel made effort, he would succeed more.
- 2 Tony's very unpopular. Only people in the class like him.
- 3 We bought nice souvenirs.
- 4 I'm afraid I have time for people who only think of themselves.
- 5 The talk was OK. of the speaker's points were very interesting.
- 6 It may take time to find him.
- 7 of what the artist paints is very good.
- 8 I read his book, but of the poems appealed to me.

Gerund (-ing) and to infinitive forms **E**



The *to* infinitive is used after certain verbs, including: *agree*, *arrange*, *ask*, *decide*, *appear*, *promise*, *refuse* and *want*.

The gerund (-ing form) is used after verbs such as: *dislike*, *enjoy*, *finish*, *recommend* and *suggest*. Verbs followed by a preposition also take the -ing form.

2 Complete the sentences with the correct form (gerund or infinitive) of the verb in brackets.

- 1 My sister agreed (help) me tidy up the kitchen.
- 2 Zayed asked his friend (paint) him a picture.
- 3 I recommend (buy) that make of computer.
- 4 My brother blamed me for (let) the goats into the field.
- 5 I promised (get up) early on Saturday.
- 6 We congratulated him on (win) the prize.
- 7 The taxi driver refused (drive) me to the station.
- 8 They suggested (eat) at a restaurant near the beach.

Reporting verbs **E**



Reporting verbs, such as *offer*, *advise*, *admit*, *promise*, *suggest*, give the idea of what someone has said. Reporting verbs can be followed by:

a preposition: *complain to* (someone), *apologise for* (doing something)

He **apologised for** being so late.

to-infinitive: *agree*, *offer*, *promise*, *refuse*
He **offered to give** me a lift.

Object + to infinitive: *ask*, *advise*, *urge*, etc.
He **advised me to work** harder.

+ **-ing:** *admit*, *propose*, *suggest*

My aunt **suggested visiting** her on Saturday.

3 Complete the sentences with the correct form of one of the verbs in the box.

admit	complain	propose	urge
point out	offer		

- 1 The manager that I should work in the Alexandria office next year.
- 2 He to give me a great package: a good salary, generous holidays and a pension.
- 3 The coach to the team that they had made many mistakes during the game.
- 4 When I saw the report, I that the calculations were wrong.
- 5 The teacher to the head teacher about the noise in the next classroom.
- 6 I them to be more reasonable, but they didn't listen.

Indirect questions **E**



To be more polite, people often ask indirect questions, beginning the sentence with an introductory phrase, such as *Do you know?*, *Have you heard ...?*, *Did you ever ...?*

There is no inversion. The word order is the same as for a statement.

4 Make indirect questions using the correct form of the words in brackets.

- 1 Does Silvia know when (she / get) her exam results?
- 2 Do you understand what (you / must) do?
- 3 Have the Scouts heard where (the camp / be) yet?
- 4 Did you ever find out what (he / think) about it?
- 5 Is Fatima trying to decide what (she / do) at university?
- 6 Did Peter ask Jo why (he / go) there?

Grammar consolidation Unit 8

→ See Grammar GPS, Page 152 →

Determiners **E**



Remember that *all* and *both* can begin a sentence. Where they don't begin the sentence, *all* and *both* usually go before the main verb but after the verb *be*.

We have **all** / **both** heard about the problems facing this country.

We **are all** / **both** worried about the situation.

1 Choose the best option to complete each sentence.

- 1 Some *the* / *of the* people here are working on a voluntary basis.
- 2 *No* / *None* campaign *was* / *were* more effective than the one to reduce carbon emissions.
- 3 We are pleased that *both* / *each* volunteers *both* / *and* staff attended the event.
- 4 We are considering two fund-raising ideas. They *are both* / *both are* good suggestions.
- 5 *Neither* / *Nor* the disaster victims *nor* / *neither* the refugees arrived by air – they all came on boats.

Narrative tenses **R**

2 Choose the correct tense.

- 1 When I got to the bus stop, I *realised* / *had realised* that I *missed* / *had missed* the bus.
- 2 At that time, the company *had planned* / *was planning* to expand so I *sent* / *was sending* them my application.
- 3 When they *arrived* / *had been arriving* in their new country, they *didn't know* / *hadn't known* what to expect.
- 4 George *was buying* / *had bought* the tickets in advance and he was glad he *had done* / *was doing* that because the price *went* / *had been going* up a week later.

3 Put the verbs in brackets () into the correct narrative tense.

- 1 His brothers didn't like the idea, but James (decide) to spend a year travelling and now nothing would change his mind.
- 2 We (need) to get our travel documents together quickly.
- 3 Nasr (sleep) when the taxi arrived that morning.
- 4 Kareem (plan) the journey for months and finally the day had arrived.
- 5 We (know) that there was a problem because she hadn't phoned us.

used to and would **C_B**



We use *used to* and *would* in place of the past simple to talk about things we did in the past, but don't do now.

used to

For states and repeated actions in the past which are not true now.

I **used to live** in England.

I **used to go** to school.

would

For often repeated actions (not states).

Every morning, we **would** look in the papers for jobs.

The negative and question forms of *used to* do not have the *d* at the end.

Did you often **use to** visit your grandparents when they were alive?

No, we **didn't use to** visit them often. They lived too far away.

4 Decide whether the words in bold can be re-written with *would*, *used to*, *both of them* or *neither of them*.

- 1 When I was a child, I **lived** in France.
- 2 My dad **often told** me stories about how hard life was in the past.
- 3 Sometimes, my grandmother **cooked** me dinner.
- 4 I **didn't like** going to history lessons but I do now.
- 5 In 2006 the law **changed**, and after that it was harder to travel abroad.
- 6 **Were you** good at maths when you were at school?

Writing

- 5 Write a paragraph about some of the things you did in the last week. Make sure you use one example each of the *past continuous*, the *past perfect simple* and the *past perfect continuous*.

Review Unit 7

Vocabulary

1 Complete the headlines with seven of the words in the box.

civil	foster	implement	increase	multi
raise	recruit	sector	self	set
tackle				

GOVERNMENT PROMISES TO (1) _____
PROBLEM OF UNEMPLOYED

(2) _____ SERVICE CUTS: THOUSANDS OF
PUBLIC EMPLOYEES TO LOSE JOBS

LEADING BANK TO (3) _____ PROGRAMME TO
TEACH NUMERACY TO CHILDREN

INDUSTRY MINISTER SAYS COMPANIES MUST
(4) _____ INNOVATION

AIRLINE TO (5) _____ 150 NEW CABIN CREW STAFF

BETTER TO BE AN EMPLOYEE THAN BE
(6) _____-EMPLOYED SAYS REPORT

GOVERNMENT NEEDS TO (7) _____
£60 MILLION TO BUILD NEW HOSPITAL

2 marks per item: .../14 marks

Grammar

2 Read these sentences from people who want to start up their own business after a meeting with their bank manager. Choose the correct verb form.

- They asked *me to write* / *to write* a more detailed business plan.
- They refused *to lend* / *lending* me any money for at least six months.
- They complimented me *to have* / *on having* such a good idea.
- They said it was too risky. They suggested *me to approach* / *that I should approach* a venture capitalist instead.
- They recommended *us to borrow* / *borrowing* half the money now and the rest in a year's time.
- They accused us *for providing* / *of providing* inaccurate information about our finances.
- They promised that they *would* / *will* give our application serious consideration.

2 marks per item: .../14 marks

3 Complete the sentences with (a) *little* or (a) *few*.

- I've got some advice for you.
I've got advice for you.
- I don't really have any interest in shopping.
I have interest in shopping.
- I have some friends in Cairo, but not many.
I have friends in Cairo.
- He's very impatient.
He has patience.
- Her opportunities to speak English are almost zero.
She has opportunities to speak English.
- He has some problems at the moment.
He has problems at the moment.

2 marks per item: .../12 marks

Negotiating

4 Complete the conversation between a car salesman and a customer.

CS = Car salesman, C = Customer

- C (ask the price of the car)
Do you know how?
- CS It's £4,000.
- C (ask if they can negotiate on the price)
Would you be?
- CS Possibly.
- C (ask about bringing in your old car in exchange)
Supposing I?
- CS I'd look at it.
- C (agree with this)
That sounds
(ask about their opening times tomorrow)
I'll bring it in tomorrow. Can you tell me what time?

2 marks per item: .../10 marks

I can ...

Tick (✓) what you can do.	★★★★★	★★★	★
talk about issues.			
use reporting verbs.			
use (a) <i>few</i> and (a) <i>little</i> .			
negotiate.			
form indirect questions.			
ask for business advice.			
write a report.			

Review Unit 8

Vocabulary

1 Complete the news item below.



Floods in Pakistan have claimed over 1,500 (1) v..... and caused a national (2) e..... . Devastation of homes means millions of families have become (3) r..... in their own country. A massive (4) r..... operation is now in progress to provide (5) h..... aid. (6) V..... from NGOs and (7) c..... organisations are participating in the effort to ensure the (8) s..... of those affected by this (9) n..... disaster. The (10) c..... may last for months, and many areas remain (11) v..... to further flooding. Aid (12) a are appealing for donations.

1 mark per item: .../12 marks

2 Match the words in each column to make compound nouns and adjectives.

- | | |
|----------------|-----------|
| 1 humanitarian | relations |
| 2 civil | famous |
| 3 world | rooted |
| 4 long | aid |
| 5 race | market |
| 6 labour | law |
| 7 deeply | war |
| 8 immigration | running |

1 mark per item: .../8 marks

3 Circle the correct words.

- We now recognise that this is a *global* / *spherical* / *circular* problem.
- I need a quiet place to study where nobody will *inspect* / *bother* / *scrawl* me.
- The government's new *initiative* / *imagination* / *emissions* will be popular with many people.
- The report *sorted* / *discriminated* / *singled out* three companies who had done well.
- The charity has given its *action* / *participation* / *backing* to the proposal.
- There is rising pressure on the organisation to *consume* / *curb* / *line up* its spending.

1 mark per item: .../6 marks

Grammar

4 Choose the correct forms.

My family (1) *used to always go* / *would always go* to the departure gate at the last minute to get a flight. My parents (2) *would always spend* / *had always spent* ages looking in the airport shops. One day we (3) *were missing* / *missed* the plane. I (4) *had waited* / *had been waiting* for them in a bookshop when I suddenly (5) *realised* / *had realised* that they (6) *forgot* / *had forgotten* the time. There were only ten minutes to our flight! We (7) *had been running* / *were running* to the departure gate, when they (8) *were closing* / *closed* the flight. Apparently they (9) *had called* / *had been calling* our names for 30 minutes but we simply (10) *hadn't heard* / *hadn't been hearing* them.

1 mark per item: .../10 marks

5 Complete the second sentence so that it has a similar meaning to the first.

- My brother and I love travelling.
Both of
- We haven't done a trip like this before.
Neither of
- Every holiday we have been on has been with our parents.
All
- Not one of our trips has included so much train travel.
None
- We both have a huge rucksack and a sleeping bag.
Each
- There aren't any hotels in our accommodation plans – just hostels.
No
- My brother and I speak French and German.
Both of

2 marks per item: .../14 marks

Total: .../100

I can ...

Tick (✓) what you can do.	★★★★★	★★★	★
ask for information and describe an experience.			
talk about international organisations, cooperation and travel.			
use determiners.			
use narrative tenses, <i>used to</i> and <i>would</i> .			
write a comparison.			



Communication activities

STUDENT A

1A, Exercise 7, Page 7

Student A: You are at a meeting with an architect who is planning to build a huge arts centre in a modern style. You prefer traditional styles of architecture and you think that the proposed building will look out of place. State your views.

Everyday English, Exercise 5, Page 16

You are the ticket agent. Ask for the following information:

- date
- circle or stalls
- matinee or evening
- name
- how many tickets

BOOKING INFORMATION

Show Stomp

Sold out 17th, 18th, 24th and 31st October

Performances start at 13.00 or 19.00

Tickets £40 half price for students and senior citizens

groups of 12 people or more £18

Everyday English, Exercise 4, Page 48

Situation 1

You have just started university in London. You applied for a part-time job in Rockstones Bookshop and you have received a letter asking you to arrange an appointment for an interview. Phone the bookshop, using your timetable below.

Monday	<i>lectures 10-4</i>
Tuesday	<i>lectures 10-12 4 p.m. badminton team</i>
Wednesday	<i>lectures 12-3</i>
Thursday	<i>lectures 10-12</i>
Friday	_____

Situation 2

You are Mr / Mrs Holmes. You are looking for a babysitter for your young son one evening a week. You would like to arrange a day and time for an informal interview with a foreign language student.

- You work Monday to Friday from 9.30 to 14.00.
- On Monday after work you have to meet a friend.
- On Wednesday afternoon you have to go to the health clinic.

4D, Exercise 7, Page 58

You are going to phone the university and ask about accommodation. First plan the questions you want to ask using your notes.

- *get accommodation on campus?*
- *vacate the room in the holidays?*
- *have to share a room? share bathroom facilities?*
- *cook own food?*
- *get internet access?*
- *pay a deposit?*

Everyday English, Exercise 6, Page 80

You have to buy a wedding present for your brother and his fiancée. They are 25 years old and will be living in a small one-bedroom flat until they find a bigger place to live in. They are outdoor types and their hobbies are walking and cycling.

6A, Exercise 13, Page 85

shop assistant accountant estate agent
software engineer nurse primary-school teacher

Take it in turns to explain a) what the person does and b) what personality traits or skills are necessary for the job. Don't say what the job is.

(primary-school teacher) It's somebody who works with children. To do this job you have to be very organised and patient and you have to be good at your subject.

7C, Exercise 2, Page 106

- 1 Would you like to work for a company or for yourself?
- 2 Does borrowing money trouble you?
- 3 Do you prefer to lead a project or to be part of the team?
- 4 Have you ever thought up a scheme to make yourself a little extra money?
- 5 Which of these sounds more appealing to you: learning to climb mountains or learning to sing?
- 6 A friend you trust tells you to put all your money into some shares on the stock market. Would you do it?

8B, Exercise 4, Page 119

You are impressed by the *Earth Hour* initiative. You feel that it is a good thing to do and you want to take part.

Note down your reasons and arguments. Then do the role play. Explain and discuss your opinion.



Answers 1

1C, Exercise 1, Page 10

Photo A is of a camel train crossing the Sahara Desert.

Photo B shows hand-woven carpets drying in the sun.

The photo was taken in the Nile Delta/Red Sea area of Egypt.

4B, University facts, Page 54

- 1 c (45%)
- 2 c (about half)
- 3 all of them
- 4 c law (design studies is 2nd, business studies is 5th)
- 5 d medicine (psychology has the lowest)

5B, Exercise 1, Page 72

- 1 longest marriage: Reports vary between 86 years and 91 years
- 2 largest wedding cake: 6.818 tonnes (Connecticut, USA, 2004)
- 3 most guests at a wedding reception: 150,000 (India, 1995)
- 4 Tunisia/Morocco; Egypt; Yemen
- 5 7 days
- 6 If the dough sticks, it is a symbol of a long, happy marriage.
- 7 single women (to improve their chances of finding a husband)
- 8 In the USA, the average age for brides is 27. For grooms it is 29.
\$28,000 is spent on a wedding on average.
The average number of wedding guests is 160.

6A, Exercise 1, Page 84

- 1 Shape c completes the pattern.
- 2 The number 9 completes the sequence. (The sequence is the numbers 1–5 squared, i.e. $1^2=1$, $2^2=4$, etc.)



Communication activities

STUDENT B

1A, Exercise 7, Page 7

Student B: You are an architect who is working on a major arts building. You believe that architecture should make an impression and the only way to do this is through creating a totally unique modern structure. Defend your viewpoint.

Everyday English, Exercise 5, Page 16

Student B: You want to book tickets for *Stomp*.

- you want 35 tickets for a class trip
- 24th or 25th October
- you want the matinee performance
- ask about discounts
- give your name and spell it

Everyday English, Exercise 4, Page 48

Situation 1

You are the office assistant at Rockstones Bookshop. Arrange an appointment with a student who phones for an interview for a part-time job.

INTERVIEW SCHEDULE		
	2 p.m.	3 p.m.
Wednesday	Amy Saunders
Thursday	Ben Wells

Situation 2

You are on an English course in Oxford for six months. You respond to an online advert for a babysitter. You have received an email from Mr / Mrs Holmes asking you to phone and arrange a time to visit for an informal interview. Phone him / her and arrange a day and time, using your timetable below.

Monday	<i>lessons 9-1</i>	<i>afternoon free</i>
Tuesday	<i>lessons 9-1</i>	<i>2-5 trip</i>
Wednesday	<i>lessons 9-1</i>	<i>afternoon free</i>
Thursday	<i>lessons 9-1</i>	<i>2-5 trip</i>
Friday	<i>lessons 9-1</i>	<i>afternoon free</i>
Saturday	<i>10-4 trip</i>	

4D, Exercise 7, Page 58

Use this university information to answer Student A's questions.

First-year students and international students are guaranteed a place on campus, provided they apply and return their application form on time. Students who live on campus do so for the whole year from the beginning of the first term to the start of the summer holidays. There is no need to vacate the room for the holidays.

There are eight rooms adapted for special needs. Each flat is for between three and six same-gender students and has an individual study bedroom, a shared kitchen / communal area and shared bathroom facilities. All accommodation is self-catering and students are expected to provide their own kitchen equipment. But there are a variety of eating options on campus for those who don't want to cook for themselves or want a break from the kitchen. Internet access is available at an extra charge. All students must pay a deposit of £150 on accepting the offer of a room.

Everyday English, Exercise 7, page 80

You want to buy a present for your grandmother. She lives with your grandfather in a cottage in the country. She is quite fit and does a lot of cooking. She would like to go out more, but your grandfather prefers to stay in and watch TV.

6A, Exercise 13, Page 85

bus driver university professor tour guide
call centre worker environmental consultant
primary-school teacher

Take it in turns to explain a) what the person does and b) what personality traits or skills are necessary for the job. Don't say what the job is.

(primary teacher) It's somebody who works with children. To do this job you have to be very organised and patient and you have to be good at your subject.

8B, Exercise 4, Page 119

You are a critic of the *Earth Hour* initiative because you feel it does no good. You are against taking part.

Note down your reasons and arguments. Then do the role play. Explain and discuss your opinion.



Answers 2

7C, Exercise 2, Page 106

1 Work for a company: You want the security of a fixed salary and fixed holidays. You prefer someone else to take important decisions, rather than gambling with your own career.

Work for yourself: You want to be in control of your own working life and are happy to take a financial risk. If it works, you could make a lot of money. If not, you can always do something else.

2 Worried about borrowing: You don't want to be in debt to anyone. You need control over your finances so that you can plan carefully.

Happy about borrowing: You are happy to take a risk with money. It's there to spend and enjoy.

3 Leader: You feel confident that your decisions will be the right ones. If you don't put yourself forward, you will never be noticed and never get anywhere.

Team member: You don't want the responsibility of having to make major decisions. If anything went wrong, it could be your head on the block!

4 No: If it never crossed your mind, you are probably not a born entrepreneur.

Yes: You have always been an entrepreneur at heart – risk-taking comes naturally to you!

5 Climbing: You like the thrill of adventure and the uncertainty that comes with something new and dangerous.

Singing: You prefer to keep your feet on the ground and not do anything that might risk physical injury.

6 No: You've heard this kind of advice before, but don't trust it.

Yes: If you aren't in the game, you can't win. You realise you might lose, but that's the nature of risk.

theatre language



Many theatre words have more than one meaning.
Actors perform on a **stage** but a director **stages** a play.
To act is **to play** a role in a show – what an actor does.
An act is a part of a **play**.



Tom has been **cast** as Macbeth.



The **cast** are ready to rehearse.

1 Complete each sentence with one of the words below.

costumes props cast script

- This have to be in the right place and ready for the actors to use.
- When I read the for the first time, I thought it was boring.
- It takes a lot of dressmakers to prepare the for a play set in the 17th century.
- All the acted really well in this play.

2 Complete the sentences about what people do in the theatre.

- play the characters in a drama.
- choose who will play the characters.
- programme the lights and deal with special effects.
- are responsible for how the production looks and make decisions about scenery.

Working on your own

3 In your notebook, write your own sentences about your experience of the theatre using the words below.

performance stage special effects audience

the language of art



A **portrait** is a picture of a person.



A **landscape** is a picture of the countryside.

1 Write the names of these other types of pictures under each picture.

a seascape a still life a sketch a street scene



1 **2** **3** **4**

2 Put the words from the box into the sentences.

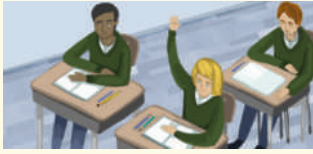
colour message vision impression

- This painting has a about war.
- What did the exhibition make on you?
- It is important that an artist has a personal of what he or she wants to say.
- Photographs can be powerful, whether they are in or black and white.

Working on your own

3 Write about a painting, drawing or photograph that you like. In your notebook, say who it is by, and when it was painted, describe it carefully and say why you like it.

adjectives of personality



She is a **well-behaved** pupil.



He is a **naughty** boy.

1 Complete the sentences with adjectives from the box into each sentence.

cautious outgoing easy-going insecure

- 1 She never gets angry about anything, she's really
- 2 He never rushes into any decision. He's a very man.
- 3 Be careful what you say to him, because he's an person.
- 4 Jane's always the centre of everything, she knows everyone, and is very

2 Circle the adjective (a, b, c) which is the opposite of each adjective.

- 1 cautious:

a shy	b attentive	c impulsive
-------	-------------	-------------
- 2 outgoing:

a anxious	b shy	c well-behaved
-----------	-------	----------------
- 3 easy-going:

a anxious	b attentive	c naughty
-----------	-------------	-----------
- 4 insecure:

a shy	b confident	c distracted
-------	-------------	--------------

3 Complete these sentences.

- 1 If you are *impulsive*, you always
- 2 People who are *distracted* find it difficult to
- 3 *Shy* people always have problems with
- 4 When you are *confident*, you

Working on your own

4 Choose four people you know. Write a sentence for each person using some of the positive adjectives in this section to describe them.

language of humour



He really is very **funny**.



Some of the **jokes** in this book are very good.

1 What are the people doing in both pictures above?

They are

2 Put the correct verb from the box into each sentence.

playing telling taking making

- 1 He is very good at jokes.
- 2 tricks on people can be dangerous.
- 3 I don't like him. He is always fun of everyone.
- 4 She's very good at not things too seriously.

3 Complete each sentence with one suitable word.

- 1 It's good to be able to see the funny of things.
- 2 Everyone needs to be able to laugh at
- 3 He is a clever man, and the funny things he says are very

Working on your own

4 Think about a joke or funny story you know. Write it down in your notebook. Ask a partner to read it. Does it make them laugh?

prefixes of measurement

Some nouns can be modified by a prefix to indicate their size.



We usually shop at the **hyper**market.



I always heat my food in the **micro**wave.

1 Write *hyper* or *micro* to make new words.

- | | |
|--------------------|-----------------|
| 1 scope | 6 link |
| 2 sensitive | 7 space |
| 3 technology | 8 film |
| 4 light | 9 climate |
| 5 tension | 10 active |

2 Circle the words with the correct prefix.

- | | |
|----------------|---------------|
| 1 semicircle | ultracircle |
| 2 semifinal | ultrafinal |
| 3 semiviolet | ultraviolet |
| 4 semiprecious | ultraprecious |
| 5 semisound | ultrasound |
| 6 semimodern | ultramodern |

3 Write *mega* or *nano* to make new words.

- | | |
|----------------|-----------------|
| 1 second | 4 metre |
| 2 phone | 5 physics |
| 3 byte | 6 plex |

4 Write the 6 prefixes (*hyper-*, *micro-*, *semi-*, *ultra-*, *mega-*, *nano-*) under the correct heading below.

very big	partly, half	very small	extremely
.....

Working on your own

5 In your notebook, write six sentences using a word with each one of the six prefixes in Exercise 4.

discourse markers



Discourse markers are linking words and phrases that connect phrases, sentences and paragraphs.



1 Circle the correct word or phrase for each sentence.

- Pineapples are delicious. they are expensive and hard to find.
a Furthermore **b** However **c** In conclusion
- So, that is why we should eat a lot of fruit., I would simply say eat more fruit.
a Furthermore **b** However **c** In conclusion
- Apples are good for us; they are cheap and easy to find.
a Furthermore **b** However **c** In conclusion

2 Complete the sentences using these words or phrases.

Moreover	Although	To sum up
On the other hand		

- people say this is true, I believe that it is not the case.
- Some people say A is true., many people say B is true.
- They are right., I can prove this.
- Those are my arguments., technology will make our lives better in the future.

3 Match the words and phrases (1–6) with their function (a–c).

- | | | |
|-------------------------------|--------------------------------|----------------------------|
| a concluding | b a contrasting opinion | c a similar opinion |
| 1 what is more | 4 in contrast to | |
| 2 even though | 5 in spite of | |
| 3 all things considered | 6 in addition | |

Working on your own

4 Write a paragraph about space tourism, giving ideas for and against and reaching a conclusion. Use some of the discourse markers.

nouns for professions



She studies biology. She's a **biologist**.



He studies geography. He's a **geographer**.

1 Use the correct suffix (-er or -ist) to make jobs from these subjects.

- 1 photography
- 2 botany
- 3 philosophy
- 4 zoology
- 5 geology
- 6 psychology

How are the jobs which end in -er different from the other four?

.....

2 The people who work in these subject areas have jobs which do not end in either -er or -ist. Write them down.

- 1 music
- 2 history
- 3 electricity
- 4 mathematics

In what way are these job words similar?

.....

Working on your own

3 What do we call people who study engineering, management or design? Write a sentence about each of them.

verb expressions: life experiences



It's good **to meet new people**.



It's important **to mix with different types of people**.

1 Complete the sentences with the verbs in the box.

experience take gain make

- 1 Getting a part-time job is a good way to work experience.
- 2 It is very important to responsibility for what you do.
- 3 When you go to university you new challenges.
- 4 At college you can useful contacts.

2 Put the correct preposition from the box into the sentences.

out of to on into

- 1 You need to draw your experience when you start work.
- 2 You should get the best every situation you are in.
- 3 When you start work you can put your ideas practice.
- 4 If you work abroad it is important to adapt a new culture.

Working on your own

3 Write four sentences about your own life with one expression from Exercises 1 and 2 in each sentence.

life stages



In **infancy** your parents look after you all the time.



It is often difficult to move around in **old age**.

1 Answer the questions.

- Which comes first, infancy or childhood?
.....
- Which comes first, middle age or adulthood?
.....
- Which comes first, adolescence or childhood?
.....

2 Complete the sentences with one word.

- The time when people are born is their
- The time when people die is their

3 Write two activities you associate with each of these stages of life.

- childhood: **a**
b
- adulthood: **a**
b
- old age: **a**
b

Working on your own

4 In your notebook, write one sentence about yourself at one of the stages of life, saying what you did or what you will do.

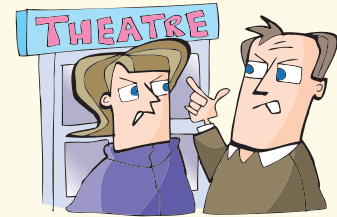
adverbs and adverbial phrases



Adverbs and adverbial phrases describe how something was done.



The sky was very black, but **thankfully** it did not rain.



I went to the new play, and **frankly** it was terrible.

1 Write *frankly* or *thankfully* to complete these sentences.

- I was very late leaving home, but the bus was very late too!
- I watched their last match, and they played very badly.
- speaking, it was the worst concert I have ever been to.
- I left my wallet at home, but Majid lent me some money for the bus.

2 Where could you use *fortunately* and *to be honest* in the four sentences in Exercise 1, without making any other changes?

3 Match the adverbs in Column 1 with those in Column 2 with the same meaning.

- | | |
|-------------|-------------------------|
| 1 naturally | a funnily enough |
| 2 actually | b of course |
| 3 oddly | c in fact |

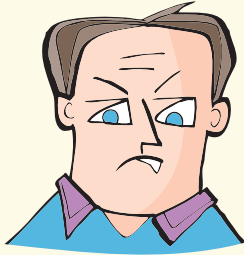
4 Write one of the adverbs in Exercise 3 in each sentence.

- He offered to lend me a lot of money, but I refused.
- And when I got there,, it was the same man!
-, it was much better than I had expected.

Working on your own

5 Write a description of something you did, and use some adverbs and adverbial phrases.

adjectives and their opposites



He is a very **bad-tempered** man!



But his wife is always **cheerful**.

1 Write the opposites of these adjectives.

- 1 creative
- 2 unreliable
- 3 efficient
- 4 organised

2 Write the adjectives from Exercise 1 into the two columns below.

Positive characteristics	Negative characteristics

3 What prefixes on three of the negative words show that they are negative?

.....

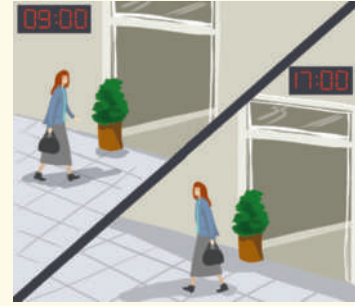
4 Add *un-*, *in-* or *dis-* to the adjectives below to make them negative.

- 1 helpful 6 satisfied
- 2 familiar 7 exciting
- 3 hospitable 8 excusable
- 4 heated 9 drinkable
- 5 sufficient 10 allowed

Working on your own

5 Choose five of the positive adjectives in Exercise 4. Write a sentence about five people you know who show one of each characteristic.

expressions connected to work



This is a typical British **working day**.



Many workers have lunch **at their workstation**.

1 Match the adjectives (1–5) with the nouns (a–e).

- 1 five-day a worker
- 2 full-time b benefits
- 3 paid c wage
- 4 minimum d week
- 5 fringe e holiday

2 Choose the correct verb to go in these expressions.

- 1 John always likes to his nose to the grindstone.
a put b keep c hold
- 2 After a hard week's work, I like to it easy at the weekend.
a take b make c play
- 3 In the evening after work it's really good to your feet up.
a hold b hang c put
- 4 We're very busy and have to our socks off this week.
a take b work c wear

Working on your own

3 In your notebook, use some of the expressions about work on this page to write about what the ideal job for you would be like.

reporting verbs

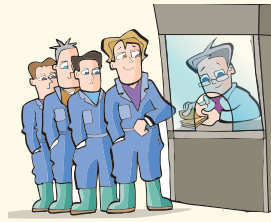


The president **congratulated** her on her achievements.



The teacher **ordered** the boys to go inside.

collocations



The project **provides an income** for local farmers.



Volunteers **raise money** for many different projects.

1 Choose the best reporting verb to go in each sentence.

encouraged agreed recommended denied

- Paul reading a new novel.
- The teacher her pupils to do the project.
- I to help Susan to move house.
- The boys breaking the window with their ball.

2 Choose the correct word(s) to follow the reporting verb in each sentence.

- She convinced it.
a him doing **b** him of doing **c** him to do
- He offered there with me.
a to go **b** going **c** go
- The boy admitted the cake.
a take **b** taking **c** to take
- My teacher criticised it.
a me for doing **b** me doing **c** me to do

3 Put the correct preposition: *for, of, on* or *to* into the sentences.

- She congratulated me my success.
- He accused me sleeping too much.
- They blamed me what had happened.

Working on your own

- Use these verbs: *suggest, thank, threaten, praise*, to write reporting sentences. Also write what the person actually said as direct speech.

1 Tick the verbs below which collocate with the noun *money*.

- | | |
|-----------------------------------|---------------------------------|
| 1 <input type="checkbox"/> spend | 5 <input type="checkbox"/> owe |
| 2 <input type="checkbox"/> open | 6 <input type="checkbox"/> wait |
| 3 <input type="checkbox"/> give | 7 <input type="checkbox"/> read |
| 4 <input type="checkbox"/> decide | 8 <input type="checkbox"/> make |

2 Match the verbs in Column 1 with the nouns in Column 2.

Verbs	Nouns
1 tackle	a a project
2 set up	b progress
3 recruit	c innovation
4 foster	d a problem
5 make	e poverty
6 fight	f volunteers

3 Put the nouns in the box into the correct sentence.

social change businesses worthy cause issues

- It is good to give money to a
- Projects like this help to effect
- They studied the carefully before planning the aid programmes.
- The money was used to set up small

Working on your own

- Write a sentence for each of these phrases in your notebook: *identify a problem, train staff, promote change, work out the logistics*.

compound adjectives



1 Match the compound adjectives to their descriptions.

- | | |
|------------------|-------------------------------|
| 1 old-fashioned | a adjective + adjective |
| 2 life-affirming | b adjective + noun |
| 3 pale yellow | c noun + present participle |
| 4 full-length | d adjective + past participle |

2 Put one of the compound adjectives from Exercise 2 above into each sentence.

- My trip to India was a(n) experience.
- She looked at herself in the mirror on the wall.
- My grandmother lives in a(n) house in the country.
- This spring, everyone is wearing scarves.

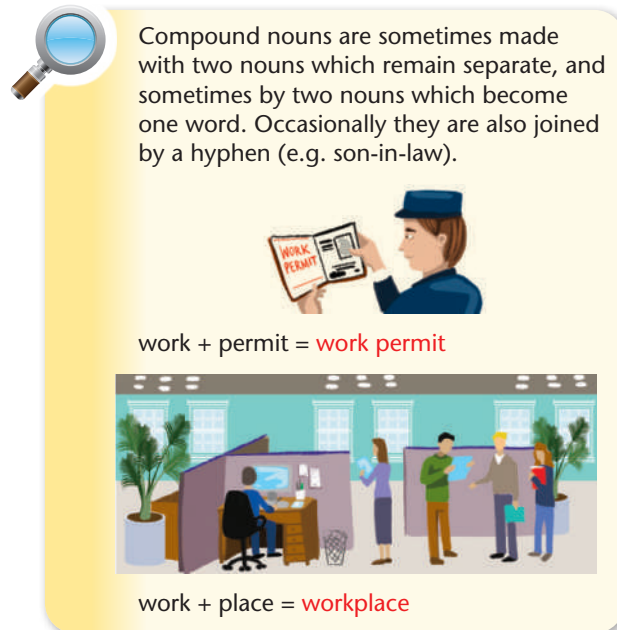
3 Make phrases with compound adjectives.

- a car which has two doors
.....
- a singer who people know very well
.....
- a boy who is ten years old
.....
- petrol which is free of any lead
.....

Working on your own

4 In your notebook, write some compound adjective phrases which describe things in your life, such as people, places, possessions or experiences.

compound nouns



1 Write the compound nouns for these things. Are they two words or one? Use a dictionary to help you.

- a sheet of paper with exercises for students to work on
.....
- a man who comes to do some work at your house
.....
- a camp for young people to do voluntary work of some kind
.....
- the protected top of a cupboard where you can work in the kitchen
.....

2 Match these nouns to make compound nouns that relate to school.

language	white	class	home	work
room	work	teacher	book	board

-
-
-

Working on your own

3 Choose one of these nouns: *play, town, film, garden*. Make four noun + noun compounds, and write a sentence for each to which demonstrate the meaning.



UNIT 1

PRESENT TENSES

PRESENT PERFECT SIMPLE **C_A**

We use the **present perfect simple** to talk about:

- a) something that happened during a period of time that started in the past and continues to the present.
I've heard this song before.
- b) a state or situation that began at a specific point in the past, but continues up to the present.
He has been a musician most of his life.
- c) past experiences (often used with *ever*, *never*, etc.).
I've never flown a plane, but I have driven a car.
- d) an action or event that happened in the (usually recent) past, but which has a result in the present.
He isn't playing now because he's broken his leg.
- e) regular habits or actions, permanent states or situations, and things that are always true.
I usually go to the gym twice a week.

PRESENT PERFECT CONTINUOUS **C_A**

We use the **present perfect continuous** to talk about:

- a) a continuous or repeated activity / event which began in the past and is still in progress now (or has just finished); we emphasise the duration of the activity – that is, how *long*.
I've been staying at my uncle's house since I arrived here.
- b) a continuous or repeated activity / event which began recently, and will soon end – that is, it is temporary.
You're always borrowing my things without asking!
- c) repeated actions in the extended present, but when we do it usually has a specific meaning. We generally use it with *always* (or synonyms such as *forever*, *continually*, etc.) to complain about irritating habits.
You're always borrowing my things without asking!

PRESENT PERFECT SIMPLE VS CONTINUOUS **C_A**

Present perfect continuous emphasises the **duration** (how *long*) of an activity up to the present or the (very) recent past; **present perfect simple** emphasises the **result** – that is, a particular total (how *many* or how *much*).

I've been reading for over an hour.
(present perfect continuous for duration)

STATIVE VERBS **E**

Some verbs are called 'stative' or 'state' verbs, because they describe a permanent state, feeling or thought rather than an action. We do not normally use continuous tenses with stative verbs. They include: *be*, *believe*, *hate*, *have*, *know*, *like*, *love*, *need*, *prefer*, *seem*, *think*, *understand* and *want*.

I know all of his songs. (Not *I am knowing*)

➔ See Student's Book, Page 9

➔ See Workbook, Pages 10 & 11

KEY

- C_A** Core A
- C_B** Core B
- E** Elective
- R** Revision

PRESENT TENSES **R**

REGULAR ACTIONS AND HABITS

Notice that when we talk about repeated actions, habits and so on in the present, we are referring to something called the 'extended present' – that is, a period of time which may cover several years in the past and several years into the future.

ACTIONS IN PROGRESS AND TEMPORARY ACTIONS

We use the **present continuous** to talk about actions or events happening now, or around now, and for temporary situations.

I often go out with my friends on Saturday (regular activity), *but today I'm studying for my exams* (activity in progress).

G usually lives in Rome (permanent situation), *but at the moment he's working in Paris*. (temporary situation).

PRESENT TENSES FOR FUTURE ARRANGEMENTS

- a) We use the **present simple** for future events or actions which are arranged according to schedules and timetables.
What time does your flight leave tomorrow?
- b) We use the **present continuous** for fixed arrangements concerning the (usually near) future.
I'm meeting Saima at the café after class.

➔ See Student's Book, Page 9

➔ See Workbook, Pages 10 & 11

ARTICLES **E**

THE INDEFINITE ARTICLE (a/an)

We use *a* / *an* before singular nouns to talk about a person or thing in a general way – it suggests 'any, no particular or one of many'.

We used to live in a house on Regent Street.

THE DEFINITE ARTICLE (the)

We use *the* before all types of nouns – singular, plural and uncountable – to talk about a specific person, thing, group, etc. The person, thing, etc. is specific because:

- a) there is only one (*the world*, *the universe*, etc.).
The world is full of amazing things.
- b) the person, thing, etc. has been mentioned earlier in the same text or conversation.
We used to live in a house on Regent Street. The house belonged to my grandmother.
- c) we explain, describe or define which one(s) we mean.
The colours in this photo are amazing.
- d) it is clear from the situation which one(s) we mean.
This is an interesting photo. The photographer has captured the atmosphere clearly.

THE ZERO ARTICLE (Ø)

We use **the zero article** (Ø) before uncountable and plural nouns to talk about people, things, etc. in a general way.

He's good at Ø photography.

➔ See Student's Book, Page 10

➔ See Workbook, Pages 10 & 11



UNIT 2

PAST ABILITY **E**

We use **could** or **was able to** when talking about a general ability in the past.

*I **could** / **was able to** swim when I was only four.*

We use **was able to**, **managed to** or **succeeded in** to talk about an ability to do a (difficult) thing on a particular occasion.

*It was a hard exam, but I **was able to** / **managed to** pass.*

We can use **could** when describing an ability on a particular occasion if we use verbs of perception, such as *see*, *hear* and *feel*.

*Although I was sitting at the back, I **could** hear the speaker clearly.*

If we are talking about an inability to do a (difficult) thing on a particular occasion, we use *wasn't able to*, *didn't manage to*, *didn't succeed in* or *couldn't*.

*I tried but I **couldn't** remove the wheel.*

→ See Student's Book, Page 20

→ See Workbook, Pages 22 & 23

FUTURE IN THE PAST **E**

We use 'future in the past' to talk about things that had not yet happened at a particular time in the past. We often use it to talk about an action or event which, at that time in the past, was planned or expected, but which later didn't happen.

*We **were going to** have a barbecue, but it rained all day.*

For 'future in the past', we use 'backshift'. If there is an 'introductory' verb such as *decide*, *realise*, *promise*, etc., we use backshift for this verb as well; we may also need to change time references, as in reported speech.

*We **are going to** have a barbecue **tomorrow**.*

→ *We **were going to** have a barbecue **yesterday**.*

*Ali **is about to** go out. → Ali **was about to** go out.*

If there is no 'introductory' verb before the modals *would*, *could* and *should*, we use them with the perfect infinitive (*have* + past participle):

*I **should have called** my parents last night, but my mobile **wasn't working**. I **could probably have fixed** it, but that **would have taken** ages, and by then it **would have been** too late to call.*

→ See Student's Book, Page 21

→ See Workbook, Pages 22 & 23

GIVING ADVICE: BETTER, SHOULD AND OUGHT TO

Better, *should* and *ought to* are used for talking about what is /was theoretically the right course of action. This usually involves giving advice to somebody else, but we can also use it to talk about our own situation. Expressions with *better* often mention the alternative, using (*rather*) *than*.

HAD BETTER, SHOULD, OUGHT TO **E**

- *had better*, *should* and *ought to* are followed by the *infinitive without to*.

*You'd **better take** a coat or you'll get cold – it's freezing outside.*

*You **should** always **tell** the truth.*

*You **ought to phone** your parents – they'll be worried.*

BETTER AND IT WOULD BE BETTER **E**

- *it is better* and *it would be better* (*for* + subject) is followed by the **to infinitive**.

*It's **better to be** safe than sorry.*

*It **would be better** (for you) **to call** her than send an email.*

WOULD BE BETTER OFF **E**

- subject + *would be better off* is followed by the **-ing form**.

*Don't leave now – you'd **be better off waiting** until I'm back.*

To emphasise that we think a particular course of action is the wrong one, we use **shouldn't**, **ought not to**, **better not + to-infinitive**, and **better off not + -ing**.

*You **shouldn't go out** if you're not well.*

*You **ought not to borrow** money from friends.*

*It **is / would be better not to send** her an email*

*You'd **be better off not going** by car.*

→ See Student's Book, Page 26

→ See Workbook, Page 23

REGRETS AND CRITICISM **E**

Regret means we realise now that we followed the wrong course of action in the past; we can also criticise someone else's choice of action in the past. When we express regrets and criticism in this way, we describe a course of action which is the opposite of what really happened.

To talk about the right course of action in the past, for ourselves or others, we use **should**, **ought to** and **would be better (off)** with a perfect infinitive (*have* + past participle). Notice that in the case of **would be better (off)**, the **perfect infinitive** is used with *be* rather than the main verb.

*You **should have stayed** in bed. (But you didn't.)*

*I **ought not to have wasted** my money. (But I did.)*

*It **would have been better** (for you) **to call** her than send an email. (But you sent an email.)*

*I'd **have been better off going** by train. (But I went by car.)*

→ See Student's Book, Page 22

→ See Workbook, Page 23



UNIT 3

FUTURE PLANS AND ARRANGEMENTS **R**

will

We use **will** to talk about 'on-the-spot' decisions, plans, and offers – that is, spontaneous decisions we make at the moment of speaking, usually about the near future.

It's cold – I think I'll put a jacket on.

be going to

We use **be going to** to talk about intentions in the near future, or ambitions in the more distant future. These are usually informal plans, with no definite arrangements with other people, travel arrangements, etc.

I'm going to become a doctor when I leave school.

I'm going to try to learn French.

Present continuous

We use the **present continuous** to talk about definite arrangements for the near future; that is, arrangements with other people, travel arrangements, etc. We usually mention details such as day / date, time and / or place.

I'm flying to New York tonight on the ten o'clock flight.

Present simple

We use the **present simple** for future events which are arranged according to schedules and timetables – that is, the time / place / etc. is arranged by someone else.

The film starts at 8.15 and ends at 10 o'clock.

PREDICTIONS ABOUT THE FUTURE **R**

will

We use **will** for predictions about the future, based on what we think, believe or hope.

One day scientists will probably find a cure for cancer.

going to

We use **going to** for predictions based on what we see or know – that is, some evidence in the present.

Look at those big black clouds! It's going to rain.

We can use words such as *definitely*, *probably* and *maybe* to show how certain we feel about the prediction.

→ See Student's Book, Page 39 →

→ See Workbook, Pages 36 & 37 →

FUTURE PERFECT AND FUTURE CONTINUOUS

THE FUTURE PERFECT **E**

The **future perfect** is used to talk about an action which is not completed now, but will be completed at some (indefinite) time before a stated time in the future.

We don't state exactly when the action will take place.

By 2050 ocean levels will have risen dramatically.

By this time next week, the exams will have started.

THE FUTURE CONTINUOUS **R**

The **future continuous** is used to talk about an action which will be in progress at a stated time in the future.

We don't state when the action will begin or end.

A year from now, I will be studying engineering at university.

In six months' time, I'll be working in Muscat.

→ See Student's Book, Pages 41 & 42 →

→ See Workbook, Pages 36 & 37 →



UNIT 4

QUESTION TAGS **R**

Question tags are short questions added to the end of a statement. We use them mainly in spoken English.

Question tags show that:

- a) the speaker expects / invites the listener to say that they agree with the statement. This is used with falling intonation in spoken English.
*This is fun, **isn't it?*** (expects the answer 'Yes')
- b) the speaker is not completely sure, and wants to check. This is used with rising intonation.
*You're joking – **aren't you?***
- c) The question tag is usually the opposite of the statement – eg. if the statement is affirmative, the question tag is negative.
*He **teaches** English, **doesn't** he?*

➔ See Student's Book, Page 53

➔ See Workbook, Pages 48 & 49

CONDITIONALS **R**

- We use the **zero** conditional to talk about general truths. The form is:
If / When + present simple, present simple
*If / When you **heat** water, it **boils**.*
- We use the **first** conditional to talk about real possibilities in the present and future. The form is:
If / When + present simple (NOT future), will + infinitive
*If / When I **see** him, I'll **give** him your message.*
- We use the **second** conditional to talk about unreal or unlikely situations in the present and future; the use of the past tense in this conditional shows 'unreal', not 'completed action'. The form is:
If + past (not past perfect), would + infinitive
*If I **had** the money, I'd **buy** a new car.*
- We use the **third** conditional to talk about unreal situations in the past; the conditional sentence describes a situation which is the opposite of what really happened. The form is:
If + past perfect, would have + past participle
*If I **had passed** my exams, I **would have gone** to university.*
- We use **mixed** conditionals to talk about unreal situations in a mixture of both past and present – that is, we use a mixture of second and third conditionals. The form is:
If + past perfect (3rd conditional), would + infinitive (2nd conditional)
*If we **hadn't missed** the train, we'd **be** in Alexandria now.*
or
If + past simple (2nd conditional), would have + past participle (3rd conditional)
*If you **were** a better tennis player, you **would have been chosen** for the team.*

➔ See Student's Book, Page 55

➔ See Workbook, Pages 48 & 49

VERB FORMS -ING AND TO + INFINITIVE

VERB AS SUBJECT OF A SENTENCE **E**

When a verb is the subject of a sentence, it can either be as an **-ing form**, or in the **to + infinitive** form. In everyday English, we generally use the **-ing form**.

***Saving** endangered species has taken Jenny to 20 different countries.*

***Handling** snakes is not something you learn from books.*

Here, the **verb + ing** is being used as a noun.

We use the **to + infinitive** form as the subject of a sentence, when we want to talk about purpose; the reason why we do something.

***To save** endangered species is her objective.*

We can use the **to + infinitive** as the subject of a sentence when we want to be hypothetical or to talk about an ideal situation.

***To discover** a new species of reptile would be amazing.*

However, starting sentences with this form can sound rather old fashioned and it is uncommon in informal English. The **-ing form** is used more commonly.

***Discovering** a new species of reptile would be amazing.*

VERB + VERB: -ING OR TO? **C_B**

When a verb is immediately followed by a second verb, the second verb can either be in its **-ing form**, or its **to + infinitive form**.

-ING FORM

If the second verb is being used like a noun, it takes the **-ing form**:

*We often go **shopping** at weekends.*

Some verbs always take the **-ing form** when they follow another verb. These include:

avoid, consider, delay, enjoy, feel like, finish, give up, imagine, practice, understand.

*The president of the football association **finished giving** his speech.*

TO + INFINITIVE

For other verbs, when they are followed by a verb, the second verb is in its **to + infinitive form**.

These include:

agree, ask, begin, decide, help, learn, like, remember.

*I **learnt to read** when I was only four years old.*

Some verbs need to be followed by an object before the **to + infinitive form**:

My school **has chosen me to represent** them!

➔ See Student's Book, Page 56

➔ See Workbook, Pages 48 & 49



UNIT 5

PASSIVE GERUND AND INFINITIVE

PASSIVE GERUND **E**

We form a **passive gerund** with *be* + *-ing* + **past participle** of the active verb. It is sometimes necessary to reword a sentence in active voice, so that it contains a gerund, before we form the passive gerund.

I hate it when people ask me personal questions.
= *I hate people asking me personal questions.*
→ *I hate being asked personal questions.*

PASSIVE INFINITIVE **E**

We form a **passive infinitive** with **(to) be** + **past participle** of the active verb. Again, it may be necessary to reword a sentence in active voice, so that it contains an infinitive.

He isn't usually upset by something like that.
= *It's unusual for something like that to upset him.*
→ *It's unusual for him to be upset by something like that.*

PERFECT PASSIVE INFINITIVE **E**

We may use a **perfect infinitive** to talk about the past; the perfect passive infinitive is **(to) have been** + **past participle**.

They shouldn't have treated him like that.
→ *He shouldn't have been treated like that.*

→ See Student's Book, Page 72

→ See Workbook, Pages 62 & 63

PASSIVE REPORTING VERBS **E**

A number of **reporting verbs** are commonly used in the passive; these include: *assume, believe, claim, know, report, say, think* and *understand*.

When we use these **reporting verbs in the passive**, there are two different grammatical patterns which we can use:

A: *It is thought / said / etc. that* + **subject** + **verb**

B: **subject** + *is / are thought / said / etc.* + **to infinitive**

They say that married people live longer. (active)

→ **A:** *It is said that married people live longer.*

→ **B:** *Married people are said to live longer.*

The reporting verb *be rumoured* is used only in the passive, and may be used with both pattern A and pattern B. The verb *suspect* is used normally with pattern A, but with pattern B it is followed by *of* + *-ing*, not the infinitive.

It is suspected that he is ...

He is suspected of being ... (~~*Not suspected to be ...*~~)

If the **active reporting verb** is followed by a past, perfect or continuous tense, the same tense will be used after the passive reporting verb with pattern A.

With pattern B, however, we have to change the form of the infinitive to the perfect infinitive (*to have* + past participle) or the continuous infinitive (*to be* + *-ing*).

They think that he did / he has done ...

→ *It is thought that he did / he has done ...*

→ *He is thought to have done ...* (perfect infinitive)

They believe that he is doing ...

→ *It is believed that he is doing ...*

→ *He is believed to be doing ...* (continuous infinitive)

-ING FORM AND INFINITIVE **R**

Sometimes a verb can be followed by another verb in either the *-ing* form or the *to* + infinitive. These verbs include:

advise, allow, begin, continue, forbid, forget, go on (i.e. continue), hate, hear, intend, like, love, permit, prefer, propose, regret, remember, see, start, stop, try, watch.

Like, love, hate, prefer can all be used with either form without a great difference in meaning.

I hate hearing / to hear babies cry.

I love hearing / to hear children playing.

Start, begin, intend behave in the same way.

I started to play football when I was at primary school.

I began playing football when I was at primary school.

→ See Student's Book, Page 73

→ See Workbook, Pages 62 & 63



UNIT 6

RELATIVE CLAUSES **R**

A **relative clause** contains a relative pronoun and gives further information about a person, thing, etc. in the main clause.

*Being a pilot is the job (main clause) **which** many boys dream of doing. (relative clause)*

DEFINING RELATIVE CLAUSES

If the relative clause is necessary to explain who / what is being talked about in the main clause, it is a defining relative clause.

A defining relative clause is part of the meaning of the main clause, so we don't use commas to separate the relative clause and the rest of the sentence.

*Being a pilot is the job **which** many boys dream of doing. (defining relative clause)*

In defining relative clauses (but not in non-defining relative clauses) we can use **that** instead of *who* or *which*.

*Being a pilot is the job **that** many boys dream of doing.*

A relative pronoun may be the subject of the clause (*the pilot **who** flies the plane*) or the object (*the plane **which** / **that** the pilot flies*).

NON-DEFINING RELATIVE CLAUSES

If the meaning of the main clause is complete on its own and the relative clause simply gives extra information, it is a non-defining relative clause. In a non-defining relative clause we use commas to separate the extra information from the main part of the sentence. We cannot omit the relative pronoun in a non-defining relative clause.

*Pilots must be highly trained. (complete) **They are responsible for the safety of the aircraft.** (extra information)*

→ *Pilots, **who are responsible for the safety of the aircraft,** must be highly trained.*

→ See Student's Book, Page 85

→ See Workbook, Pages 74 & 75

DOUBLE THE + COMPARATIVE **E**

The + comparative ... , the + comparative ... is used to show that the increase or decrease described in the first comparative clause directly produces the increase or decrease described in the second comparative clause.

This is similar to the zero conditional, which can often be used to express the same idea; as with the zero conditional, we often use present simple in both clauses.

*If you drive **faster**, you use **more petrol**.*

→ ***The faster** you drive, **the more petrol** you use.*

We move the comparative adjective or adverb to follow *the* at the beginning of each clause, together with the noun or noun phrase (if any) which the comparative adjective describes. We can usually omit the verb *be* in either or both of the clauses.

***The longer** the therapy is, **the better** the results are.*

→ See Student's Book, Page 86

→ See Workbook, Pages 74 & 75

PARTICIPLE CLAUSES **E**

Participle clauses are clauses which are 'shortened' using a present participle (e.g. *doing*) or past participle (e.g. *done*). The present participle is used in active clauses, and the past participle is used in passive clauses. They are often used in writing.

a) Participle clauses which refer to a noun are similar to shortened relative clauses.

*We watched the horses **running** free in the field.*

(= horses **which were running**)

b) Participle clauses can also be used to shorten two clauses which have the same subject and can be joined by *and*, *but*, *so* or *because*.

*He stood on the mountain top, **looking** down at the valley below.*

(= He stood on the mountain top **and he looked** down at the valley below.)

***Exhausted** by the difficult climb, he stopped to take a rest.*

(= **Because he was exhausted** by the difficult climb, he stopped to take a rest.)

→ See Student's Book, Page 87

→ See Workbook, Pages 74 & 75

INVERSION **E**

Inversion means taking a modal, auxiliary verb or form of *be* and putting it before the subject of a sentence or clause. If there isn't already a modal, an auxiliary or verb form of *be*, we add *do* / *does* / *did* before the subject.

The most common use of inversion in English is to form direct questions.

*Her name (subject) **is** (form of be) Paula.*

→ ***Is** (form of be) her name (subject) Paula?*

However, we also use inversion following negative adverbial expressions and certain words which express some sort of restriction. Notice that we use inversion only when these are used at the beginning of a sentence.

***Under no circumstances** should bags be left unattended.*

***At no time** during the race did it look as if he might lose.*

***Hardly ever / Never / Rarely / Seldom** do you see wild animals in this forest nowadays.*

***Little** did we know that the work would be this difficult.*

***Not only** did she borrow the phone without asking, **but** she also scratched it.*

***So tiring** was her job that she always felt exhausted.*

***Such** a long journey is it that very few tourists go there.*

→ See Student's Book, Page 88

→ See Workbook, Pages 74 & 75



Grammar GPS

UNIT 7

(A) FEW AND (A) LITTLE E

(A) *few* means 'not many', and is used with plural nouns;
(a) *little* means 'not much', and is used with uncountable nouns.

A few and *a little* suggest 'not many / much, but some, probably enough', while *few* and *little* suggest 'almost none, an unusually small number / amount'.

We can use *only a few / little* and *very few / little* for emphasis; we can use *too few / little* to show that more is / are needed.

They only worked a few hours per day.

They have very few needs and wants.

Their needs are fulfilled by producing only a little.

They show little interest in producing more.

→ See Student's Book, Page 105 →

→ See Workbook, Page 88 →

REPORTING VERBS E

In **reported speech**, we don't always report the speaker's words exactly; instead, we can use a variety of reporting verbs to describe the main idea of what they say and how they say it.

'Sit down!' he said. 'Sit down, please,' he said.

→ He **told** / **ordered** me to sit down. → He **asked** me to sit down.

Reporting verbs can be followed by ...

- a) **to infinitive**: *agree, offer, promise, refuse, threaten to do something*
- b) **object + to infinitive**: *advise, ask, encourage, remind, tell, somebody to do something*
- c) **-ing**: *admit, deny, propose, suggest doing something*
- d) **preposition + -ing** (or noun) *apologise for doing something (or for something); insist on doing something (or on something)*
- e) **object + preposition + -ing** (or noun)
blame, criticise, forgive, praise, shout at, thank somebody for doing something (or for something)
accuse somebody of doing something (or for something)

→ See Student's Book, Page 102 →

→ See Workbook, Pages 88 & 89 →

BACKSHIFT R

When we report what a person said, the time of speaking is not the same as the time of reporting. For this reason, we often use 'backshift' in reported speech – that is, the tense of a verb used in direct speech moves one step back into the past.

'I **won't** be late.' → He promised that he **wouldn't** be late.

'I **have finished**.' → She told me that she **had finished**.

With backshift, present tenses change to past tenses; past tenses change to past perfect tenses. *Will* changes to *would*, *can* changes to *could*, and both *must* and *have to* change to *had to*.

There are occasions when backshift is not necessary, because the fact is still true at the time of reporting what the speaker said.

'I **like** Lebanese food.' → She said she **likes** Lebanese food. (She still likes it now.)

OTHER CHANGES IN REPORTED SPEECH E

We saw previously that the time of reporting is not the same as the time of speaking; this often also applies to the speaker, listener(s) and place, so we usually change references to *I / you / etc.*, *here / this / etc.* and *now / tomorrow / last week / etc.*

(John to Sam:) 'I will meet you here tomorrow.'
John told Sam he would meet him there the next day.

Direct Speech	Reported Speech
here	there
this – these	that – those
now	then / at that time
last night / week / etc.	the night / week / etc. before / the previous night / week / etc.
this morning / afternoon / etc.	that morning / afternoon / etc.
next week / July / etc.	the next week / July / etc. / the following week / July / etc.
yesterday	the day before / the previous day
today	that day / the same day
tomorrow	the next / following day

INDIRECT QUESTIONS E

We ask a **direct question** by using **inversion** – that is, by putting a modal, auxiliary verb or form of *be* before the subject, or adding *do / does / did* before the subject.

Are you looking at me? Do you live here?

We can also ask a direct question beginning with a question word such as **What, When, How, etc.**

Why are you looking at me? Where do you live?

In order to be more polite, people often ask **indirect questions**, beginning the sentence with an introductory question or phrase. There is no inversion in indirect questions – the word order is the same as for a statement.

I'd like to know why you are looking at me.

If a question that needs a *yes / no* answer is expressed in this way, it is introduced by **if** or **whether**.

Can you do me a favour?

→ *I was wondering if you can do me a favour.*

Expressions we use to ask questions indirectly include:

Question form	Statement form
<i>Could you tell me ...?</i>	<i>I'd like to know ...</i>
<i>Do you have any idea ...?</i>	<i>I don't know ...</i>
<i>Do you know / think ...?</i>	<i>I don't suppose you could</i>
<i>Do you mind if I ask ...?</i>	<i>tell me ...</i>
<i>Would you happen to know ...?</i>	<i>I wonder ... / I was wondering ...</i>
<i>Would you mind telling me ...?</i>	

→ See Student's Book, Page 111 →

→ See Workbook, Pages 88 & 89 →



Grammar GPS

UNIT 8

DETERMINERS **E**

all, some and both

- are used with a plural noun and verb. We can also use them with:

of + us / you / them, followed by a plural verb.

Both (of the) volunteers work for Doctors Without Borders.

no

- is used with a singular OR plural noun and verb.

No volunteers forget the experience.

No volunteer forgets the experience.

none of the

- (Not ~~no~~ of the) is used with a plural noun and normally with a plural verb.

None of the volunteers forget the experience.

each and every

- are normally followed by a singular noun and verb. We can say *each of* (with a plural noun, but a singular verb); we do not say *every of*.

Each / Every volunteer has a story to tell.

Each of the volunteers has a story to tell.

either ... or ...

- either** and **neither** are normally used with a singular noun and verb. We can say *either of* and *neither of*, followed by a plural noun but a singular verb.

Neither volunteer (= neither of the volunteers) is very old.

Has either volunteer (= either of the volunteers) worked abroad?

- either ... or ...** means 'A or B, but not both' and **neither ... nor ...** means 'not A, and not B'; they are normally used with a singular verb.

Either MSF or WWF is organising a street collection.

Neither the RC nor CA is a government organisation.

both ... and ...

- is used with a plural verb.

Both WWF and Greenpeace work to protect the environment, although in different ways.

→ See Student's Book, Page 117 →

→ See Workbook, Pages 100 & 101 →

NARRATIVE TENSES

THE PAST SIMPLE **R**

- The **past simple** is used to narrate the main events in a story, and is the time reference for other events in the story which occur at the same time as or before the main events.

Salah woke up, got out of bed and looked out of the window.

THE PAST CONTINUOUS **R**

- The **past continuous** is often used to describe 'background' events or to set the scene in a story.

The sun was shining and the birds were singing in the trees.

THE PAST PERFECT SIMPLE **C_A**

- The **past perfect simple** is used to talk about an event or action that happened at some time before a stated time in the past, or before another event in the past.

Since the main events in a story are narrated in the past simple, the **past perfect simple** is used to talk about events which preceded the main events.

Salah had gone to bed early the night before, and had slept very well.

THE PAST PERFECT CONTINUOUS **E**

- The **past perfect continuous** is used to talk about an event or action that had been in progress for some length of time before another event in the past, or before a stated time in the past. We use this tense to emphasise the length of time, which is usually stated.

He had been studying for several hours before going to bed, because he had an exam in a few days.

→ See Student's Book, Page 119 →

→ See Workbook, Pages 100 & 101 →

USED TO AND WOULD **C_B**

We can use **used to** / **didn't use to** for:

- a repeated past event or action, or a habit in the past; this usually suggests that the activity no longer occurs.

My grandparents used to go to Spain on holiday every year.

- a state or situation in the past which is no longer true.

The USA used to have quite relaxed immigration laws.

Notice that the negative form is not *didn't used to*, and the question form is not *Did ... used to ...?*

If we use an adverb of frequency, it goes immediately before *use(d) to*.

I didn't often use to worry about the future. (Now I do.)

Did you use to live in Argentina? (You live in Spain now.)

WOULD / WOULDN'T

We can use **would** / **wouldn't** in the same way as *used to* / *didn't use to*, to talk about a repeated past action or a habit in the past. If we use an adverb of frequency, it goes immediately after *would(n't)*. We can also use an adverbial phrase of frequency at the beginning or end of the sentence, and / or a phrase such as *in the past*.

My grandparents would go to Spain on holiday every year.

In the past, people wouldn't often travel to other countries.

My cousins would often come to visit in the school holidays.

Notice that we do not use **would** / **wouldn't** with stative verbs (see Unit 1, *stative verbs*).

The USA would had quite relaxed immigration laws.

We would use *used to* instead.

The USA used to have quite relaxed immigration laws.

→ See Student's Book, Page 120 →

→ See Workbook, Pages 100 & 101 →



Irregular verbs

Infinitive	Past simple	Past participle
be	was / were	been
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt (or burned)	burnt (or burned)
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learnt (or learned)	learnt (or learned)

Infinitive	Past simple	Past participle
leave	left	left
lend	lent	lent
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spell	spelt	spelt
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written



Pronunciation guide

Vowels	
/i:/	me <u>e</u> t
/i/	stu <u>d</u> y
/ɪ/	mi <u>d</u> dle
/e/	en <u>d</u>
/æ/	ca <u>t</u> ch
/ɑ:/	ha <u>r</u> d
/ɒ/	ho <u>t</u>
/ɔ:/	spo <u>r</u> t
/ʊ/	pu <u>t</u>
/u:/	schoo <u>l</u>
/ʊ/	influe <u>n</u> ce
/ʌ/	u <u>p</u>
/ɜ:/	lea <u>r</u> n
/ə/	neve <u>r</u>
/eɪ/	ta <u>k</u> e
/əʊ/	pho <u>n</u> e
/aɪ/	pr <u>i</u> ce
/aʊ/	no <u>w</u>
/ɔɪ/	bo <u>y</u>
/ɪə/	he <u>r</u> e
/eə/	wh <u>er</u> e
/ʊə/	pu <u>r</u> e

Consonants	
/p/	pe <u>n</u>
/b/	ba <u>g</u>
/t/	ta <u>b</u> le
/d/	do <u>g</u>
/k/	ca <u>t</u>
/g/	ge <u>t</u>
/tʃ/	ch <u>a</u> ir
/dʒ/	ju <u>m</u> p
/f/	fi <u>l</u> l
/v/	ve <u>r</u> y
/θ/	th <u>i</u> ng
/ð/	th <u>i</u> s
/s/	si <u>t</u>
/z/	zo <u>o</u>
/ʃ/	sh <u>i</u> p
/ʒ/	treas <u>u</u> re
/h/	h <u>a</u> t
/m/	ma <u>n</u>
/n/	no <u>o</u>
/ŋ/	si <u>ng</u>
/l/	lo <u>ng</u>
/r/	ri <u>ng</u>
/j/	ye <u>ll</u> ow
/w/	we <u>ll</u>

Photo credits

The publishers would like to thank the following sources for permission to reproduce their copyright protected photographs:

Cover photo: from the Royal Opera House, Muscat, courtesy of the Ministry of Education

Title page: l (Ken Eward/National Geographic Image Collection), c (photo from the Royal Opera House, Muscat, courtesy of the Ministry of Education), r (STR/epa/Corbis), pp 4 (Caiaimage/Sam Edwards/Getty Images), 5 (Ivan Aleshin/Shutterstock), 6 tl (Norman Price/Alamy), br (Shutterstock), 7 (Shutterstock), 8 (DeshaCAM/iStock), 9 (Tyler Olson/Shutterstock), 11 bl (Yann Arthus-Bertrand/Alamy), br (Yann Arthus-Bertrand/Alamy), b/g (Yann Arthus-Bertrand/Corbis), 12 A (David Steele/Alamy Stock Photo), B (AFP/Stringer/Getty Images), 13 cl (Geraint Lewis/Alamy), 14 A (Nidal Naseralla/Getty Images), B (Dov Makabaw/Alamy), C (Shutterstock), 15 (Pawel Libera Images/Alamy), 16 l (El Chapulin/Alamy), c (Gregg DeGuire/UK Press/Press Association Images), br (Scott Heavey/Getty Images), 19 (Shutterstock), 20 (Rich Reid/National Geographic Image Collection), 21 (SZoranm/E+/Getty Images), 22 (20th Century Fox/The Kobal Collection), 23 (Egidia Degrassi), 25 (Ralph Lee Hopkins/National Geographic Image Collection), 27 br (Shutterstock), 29 (Bettmann/Corbis), 30 t (ChinaFotoPress/Getty Images News), l (Shutterstock), c (Imaginechina/Corbis), 37 (Shutterstock), 38 tl (Pete Ryan/National Geographic Image Collection), tc (Danita Delimont/Alamy), tr (Alex Treadway/National Geographic Image Collection), 39 tl (Christian Kober 1/Alamy), cl (Hornbil Images/Alamy), 41 (James L. Stanfield/National Geographic Image Collection), 43 (Ken Eward/National Geographic Image Collection), 44 (Shutterstock), 45 bl (Mike Nelson/epa/Corbis), cr (Hervé Lenain/Hemis/Corbis), 47 (Shutterstock), 48 (Jason Edwards/National Geographic/Getty Images), 51 (Hxdbzxy/Shutterstock), 52 tr (Kumar Sriskandan/Alamy Stock Photo), r (Stock Connection Distribution/Alamy), 54 Bill Gates (Eric Schmiel/Alamy), Stephen Spielberg (Peter Brooker/Rex Features), Brad Pitt (Pictorial Press Ltd/Alamy), Michael Dell (Rex Features), b (Chris Andrews; Chris Andrews Publications/Corbis), 57 tr (Chris Loades), b (Masahiro Iijima/Ardea Photo), 58 (Juliet Brauner/Alamy), 59 (Yvette Cardozo/Alamy), 60 (Shutterstock), 61 tr (Shutterstock), br (Shutterstock), 62 tl (by kind permission of the Omani Ministry of Education), tc (Shutterstock), tr (Claudia Wiens/Alamy), 69 (STR/epa/Corbis), 70 (© Matt Moyer), 71 cr (David Burton/Alamy), br (Ace Stock Limited/Alamy), 72 (by kind permission of the Omani Ministry of Education), 75 (Elizabethsallebauer/Room/Getty Images), 76 tl (Fausto Maroder), br (Look Die Bildagentur der Fotografen GmbH/Alamy), 77 (Laura Lezza/Getty Images), 78 (Ian Bird/Rex Features), 79 cl (How Hwee Young/epa/Corbis), tr (Shutterstock), 80 (Celia Peterson/arabianEye/Corbis), 83 (Karim Sahib/AFP/Getty Images), 85 (Sergio J. Pitamitz/Corbis Documentary/Getty Images), 86 (Photo from Oman Air, courtesy of the Oman Ministry of Education), 87 (The Horse Boy: A Father's Miraculous Journey To Heal His Son By Rupert Isaacson (Penguin Books, 2010)), 89 tr (Jollence Lee/Alamy), b (Tom Allwood/Alamy), 90 (Shutterstock), 91 (Shutterstock), 93 tl (Joel Sartore/National Geographic Image Collection), ul (Somos Images/Alamy), ll (Shutterstock), bl (EastWest Imaging/Fotolia), 94 b/g (Shutterstock), tl (Shutterstock), l (Shutterstock), r (Travelib Sulawesi/Alamy), 101 (Stephanie Maze/National Geographic Image Collection), 102 (Shutterstock), 103 (karenkh/Fotolia), 104 A (Kate Holt/epa/Corbis), B (© Matt Moyer), C (TERRY MCCORMICK/Photographer's Choice/Getty Images), D (Keenpresse/National Geographic Image Collection), 105 (ArabianEye/Getty Images), 107 b (Karen Kasmauski/National Geographic Image Collection), inset (Karen Kasmauski /National Geographic Image Collection), 108 (David Boyer/National Geographic Image Collection), 109 tl (Graeme Peacock/Alamy), br (Fancy/Alamy), 110 (Justin Kase z03z/Alamy), 112 (Shutterstock), 115 (BSIP SA/Alamy), 116 tr (Daniel Pepper/Getty Images News), (International Federation of Red Cross and Red Crescent Societies), (WWF), (Médecins Sans Frontières), (Greenpeace), (Save the Children), 118 tr (AlamyCelebrity/Alamy), 119 cl (Zhang Ruijun/Xinhua Press/Corbis), 121 A (Augustus F Sherman/National Geographic Image Collection), B (Commission of Immigration (Ellis Island, N.Y.)/National Geographic Image Collection), C (Ron Chapple Stock/Alamy), D (Michael Dwyer/Alamy), 122 (both images courtesy of Oz-Bus UK Ltd), 123 (Boris Karpinski/Alamy), 125 (Assassin Films/The Kobal Collection), 126 (VSO), tr (Design Pics/Ron Nickel/Getty Images), cl (Johnny Green/PA Archive/Press Association Images), 132 (Khalid Tanveer/AP/Press Association Images), 133–136 Beboy/Shutterstock

Illustrations

by Janos Jantner (Beehive Illustration) pp 137 r, 139 l, 140 r, 143 l; Javier Joaquin (The Organisation) pp 6, 138 l, 140 l, 141 l, 142 r, 144; Eric Smith pp 137 tl, 138 r, 139 r, 141 r, 142 l, 143 r

Text

We are grateful to the following for permission to reproduce their copyright protected material:

Kantar Media UK Ltd for 'Statistics for arts in the UK' from Arts Attendance Statistics www.artscouncil.org.uk, copyright © Kantar Media UK Ltd <http://www.bmrb.co.uk/>; University of Birmingham for an extract from <http://www.about.bham.ac.uk>, reproduced with permission; UCLA for an Academics extract concerning University of California from www.ucla.edu/academics.html, reproduced with permission; The Unite Group plc for material from Unite Student Experience Report 2007, www.unite-group.co.uk, copyright © The Unite Group plc; The British Council for an extract about Erasmus from <http://www.britishcouncil.org/erasmus-about-erasmus.htm?mtklink=zerasmus-homepage-mt-link-abouterasmus>, reproduced with permission; Penguin Books Ltd and Little, Brown and Company for the Prologue from *The Horse Boy* by Rupert Isaacson, published by Penguin Books and Little, Brown and Company, copyright © Rupert Isaacson, 2009. Reproduced by permission of Penguin Books Ltd and Little, Brown and Company; Pearson Education, Inc. for an extract and figure from *Motivation and Personality*, 3rd Edition (Maslow, A.H., Frager, R.D. and Fadiman, J.) copyright © 1987, adapted by permission of Pearson Education, Inc., Upper Saddle River, NJ.; and National Geographic for extracts from 'Ellis Island', National Geographic Magazine, September 1990; 'Photographer David Doubilet on His Work' by Brian Handwerk, National Geographic News 18 March 2003; 'Nano's big future' by Jennifer Kahn, National Geographic Magazine, June 2006; 'Bhutan's enlightened experiment', National Geographic Magazine, March 2008; 'Destination Watch: Promise and Peril' National Geographic Traveller May/June 2008, Vol. 25(4), p.52; 'Keith Bellows: One on One' by Keith Bellows, National Geographic Traveller Jul/Aug 2008, v. 25(5); 'Jenny Daltry, Herpetologist', National Geographic, copyright © National Geographic, reproduced with permission; In some instances we have been unable to trace the owners of copyright material and we would appreciate any information that would enable us to do so.