

English

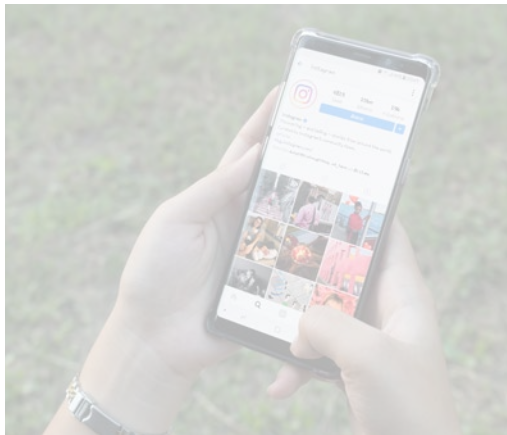
Insights

Student's Book

2



English Insights 2



Student's Book
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 NATIONAL
GEOGRAPHIC
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English Insights Student's Book 2

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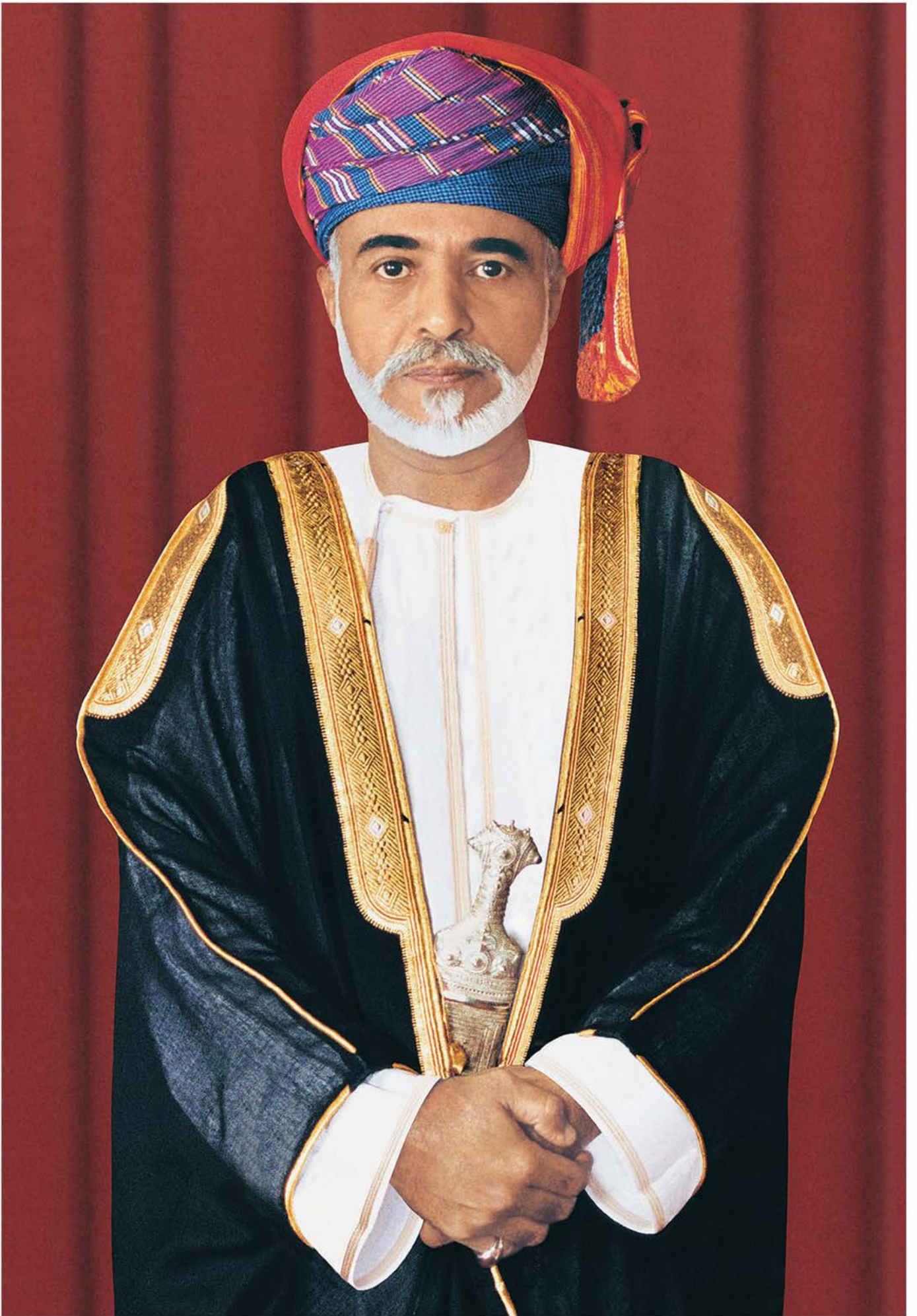
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Starter



1 Look at the photos 1-4. Discuss the following questions with a partner.

- 1 What do the photos show?
- 2 Did you do similar activities in the holidays?
- 3 Is there any activity that you would like to do? Why? / Why not?
- 4 What is your favourite activity to do during the holidays?

2 **57** Read and listen to the dialogue. Complete each sentence with the correct name.

- 1 has just been to the shops.
- 2 has changed his/her appearance.
- 3 went camping in Scotland.
- 4 is going to study at lunchtime.

3 Read the dialogue again. Who is interested in each of these things?

acting animals clothes photography

4 Write true and false sentences about these things. Exchange them with a partner. Find your partner's false sentences.

places you've been to recently
things you did in the summer holidays
things you're going to do this term

Dan: Hi, Fay! Hi, Holly!

Holly: Hi, Dan! Are you ready for tomorrow?

Dan: Oh, don't remind me. I hate the first day back at school. But I've bought some great new trainers – what do you think?

Holly: Cool!

Fay: Hey, Dan, have you heard from Joe? Is he back from Australia?

Dan: Yes, he is. In fact, look! Here he comes.

Fay: Oh, yes ... he looks different. Is he thinner?

Holly: No, I think he's changed his hairstyle.

Joe: Hi, everyone!

Fay: Hi, Joe! What was Australia like?

Joe: It was cold – it's winter there now, you know! But it was brilliant. I took thousands of photos. What about you? Have you had a good summer?

Fay: Yeah, it's been OK.

Holly: I went camping on the west coast of Scotland.

Dan: Oh, I've been there. It's nice, but a bit boring.

Holly: Well, OK, there aren't a lot of clothes shops, Dan, but I joined this wildlife group – they were doing a survey on dolphins. I was thinking about ...

Joe: Don't tell me! You're going to start a new wildlife club at school this year.

Holly: Well, why not? What are you going to do?

Joe: Hmm, I'm not going to miss any deadlines, that's for sure! Last year was a disaster.

Fay: I know! I'm going to do all my homework at lunchtime – I need to be free after school for the drama group.

Holly: Anyway, Joe. You look ...

Joe: Taller? I've grown eight centimetres this summer! I'm as tall as my dad now.

Fay: No way!

READING

Understanding the organisation of a text

WRITING

Writing a film review
 Writing in paragraphs
 Using topic sentences
 Showing attitude in writing
 Writing a review

LISTENING

Choosing the appropriate linguistic response

SPEAKING

Giving opinions; describing a TV show
 Talking about TV
 A questionnaire about experiences

STUDY & EXAM SKILLS

Identifying the main idea in a text

GRAMMAR

Present simple
 Continuous
 Perfect
 Yet, still, already and just

VOCABULARY

Working with words
 – verb + preposition *at, to*
 – noun + noun

Talking about – media

article	podcast
audience	programme
channel	reader
front page	reporter
headline	video-sharing
journalist	viewer
listener	website

Fame

- 1 Work in pairs. Look at the photo. What do you think is happening? Tell your partner.
- 2 Work in pairs. Connect the words in the Vocabulary box to these media. How many connections can you make?

TV radio newspapers and magazines the internet

▶ *There are lots of channels on TV.*

- 3 **1.1** Write the questions for a survey about the media. Then listen and check your questions.

1 hours a week / watch TV?	3 best way / follow the news?
2 radio programmes / like?	4 magazines / read?
- 4 **1.1** Listen again and tick the answers the person gives.

1 a a few	b about ten	c more than 20
2 a pop music	b comedy	c the news
3 a newspapers	b the internet	c TV
4 a fashion	b games	c sports



Speaking

- 1 **21C** Work in pairs. Who or what are you a fan of? Why? Tell your partner.

an actor an author a sports star a sports team
a pop star a TV show

I follow ... because ...

I really like ... because ...

Reading

- 2 Read the news story quickly. What is it about?
- 3 Read the news story. Are the sentences true or false?
- 1 A group of people is gathering in the large square.
 - 2 There are many mature oak trees.
 - 3 Hamdan and Muhannad always give speeches at these events.
 - 4 They don't know what happens at events like this.

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

- 4 Look at the examples (1–4). Match them with the meanings (a–d).
- 1 A group of people is gathering in the square.
 - 2 Mature palm trees surround the modern building.
 - 3 Fahmi is teaming up with the Special Olympics in Oman.
 - 4 Hamdan and Muhannad always arrive early for these events.
- a a permanent state
b an activity in progress now
c an activity in progress around now
d a regular activity

AMAZING HAPPENS TOGETHER

Our reporter investigates.

Outside the National Museum in Old Muscat, a group of people is gathering in the large square. Mature palm trees surround the modern building. The people are attending the Insta8 Oman event which is called Amazing Happens Together. Insta8 was established by Fahmi Al Abdissalaam who founded it in partnership with Omantel. There are people from all walks of life here at the event: food bloggers, comedians, entrepreneurs and people just like you and me. They have arrived at this amazing place and they have come to listen to entertaining speeches. This is the latest social media event to take place in the Sultanate.

I speak to two young men waiting for the event to start. Hamdan and Muhannad always arrive early for these events. At 15 years old, they are some of the youngest participants. They are networking to exchange ideas with other social media users. 'We're waiting to talk to Fahmi. I've even brought

my autograph book with me and Muhannad has created a live blog about us being here tonight,' Hamdan explains to me. He's showing me the blog on his mobile so that I can look at what he has posted – he has already got 50 followers! He tells me that Fahmi has teamed up with the Special Olympics in Oman and thinks that the way he tries to help so many people is 'really cool!'

I've never been to a social media networking event like this before, so I ask the boys how it works. 'Eight speakers talk for eight minutes each. They share eight magic moments they have had on social media. It can be anyone from a farmer to a school child and being given the opportunity to speak can really make a difference to their life. It's so inspiring!'

It's time for my last question for Hamdan and Muhannad. 'Have you ever been asked to give a speech?'

'No, we haven't but we are hoping to!'

GLOSSARY

- Insta8 (n)** - public speaking event where 8 people talk about experiences relating to Instagram
- to establish (v)** - to start or set up
- to found (v)** - to bring into existence
- food bloggers (n)** - people who write online articles about food, often including restaurant reviews and recipes
- comedians (n)** - people who say and do funny things to entertain people
- entrepreneurs (n)** - people who start up businesses
- participants (n)** - people taking part in something
- inspiring (adj)** - making you want to do something

5 Write the correct form of the verbs: present simple, present continuous or present perfect.

Donna is a member of Keira Knightley's fan club. It's the first time she **(1 join)** a fan club and she's really happy because she **(2 receive)** a signed poster of Keira. She **(3 put)** it on her wall. She **(4 like)** to look at it. Donna **(5 check)** the fan club site most days. Sometimes she **(6 spend)** a lot of time online and she **(7 not finish)** her homework until late. Keira **(8 make)** a new film at the moment.

➔➔ See Grammar GPS, Page 124 ➔➔

➔➔ See Workbook, Page 9 ➔➔

Working with words: verb + preposition at, to

6 Look at the examples. Then find five more verbs with at and to in the text.

*They have arrived **at** this amazing place.*
*We're waiting to talk **to** Fahmi.*

➔➔ See Working with words, Page 116 ➔➔



Speaking

7 21C Write a question for each picture. Use the present perfect form of the verbs.



1 ever / meet / your favourite star?



2 ever / watch / your favourite team?



3 ever / follow / a famous person / online?



4 ever / talk / to a friend / about your favourite star?

8 21C Work in pairs. Write a questionnaire to find out who follows their favourite stars the most. Use ideas from the box and Exercise 7. Use the present simple and present perfect forms of the verbs.

- buy DVDs / magazines / books
- collect autographs / posters / photos
- copy a hairstyle / a look / clothes
- go to concerts / matches / shows
- queue all day for a ticket / a book / a seat
- spend too much on trips to the cinema

9 21C Ask and answer your questions from Exercise 8 with your partner.

A: *Have you ever collected autographs?*

B: *Yes, I have. / No, I haven't.*



If you have time

Look at the verb list on Page 132. Do you know all the verbs and their different forms? Test yourself and your classmates.

- Can you remember the words?
- Can you spell the words?
- Can you use the words in sentences?

Speaking

- 1 Work in pairs. Analyse the words and categorise into three groups: *people*, *performance* and *programmes*.

act actor audition celebrity contestant
episode follower influencer judge
presenter reality TV rehearsal series winner

- 2 **21C** Describe a TV show you like to your partner. Use some of the words in the box.

Listening

- 3 **1.2** Listen to three conversations. Write the numbers (1–3) next to the TV shows. There is one extra TV show.

a documentary a comedy series a soap opera
a talent show

- 4 **1.2** Listen again. Number (1–11) the words in Exercise 1 in the order you hear them. There are two words you do not hear.

Reading

STUDY & EXAM SKILLS

Identifying the main idea in a text

- a Read the headline or title of the text. It usually summarises the most important information.
- b Look for information in the text that supports the headline. This is usually in the first or second sentence.
- c Read the whole text.



- 5 You are going to read the two news stories quickly. What kind of TV programme is mentioned in both texts?
- 6 Read the news stories. Match the information (1–5) with Text A or B.
- 1 They come from Denmark.
 - 2 They have not started filming yet.
 - 3 They have written a book.
 - 4 The TV show has just started.
 - 5 They have small children.



GLOSSARY

- guru** (n) - someone who is followed by many
- coach** (n) - someone who helps train somebody else
- couch potato** (n) - person who sits on the sofa a lot without exercising
- contestant** (n) - someone who takes part in a competition
- trend** (n) - something that is popular or fashionable
- shot** (n) - photograph
- identity** (n) - who a person is
- to post** (v) - to upload to social media

A

One hit wonder?

For those who don't know, Ben Walsh is an online fitness and diet guru. He is also an author and works on YouTube under his alter-ego: No Couch Coach. He has received 100 million hits.

Walsh first became famous on Instagram, coaching fans to get into shape with fitness plans and healthy eating. His first published book, *Eat Eight*, is a best-selling book – he has already sold over 900,000 copies. He also created the 80 Day Plan, which is used by fans all over the world. The first episode of the new series has just started on TV. It has already attracted a huge audience.

Walsh is a celebrity of the fitness world, and he attempts to get couch potatoes enrolling in his 80-day body confidence routine. He promises to turn viewers' health and lifestyles around if they follow his short, intense workouts and quick and easy recipes. In last night's show, the online celebrity met four contestants battling body, health and diet confidence in a race to lose weight.

You can still watch the previous series on Netflix if you still haven't seen it yet. But hurry, as now is your last chance!

B

FAIRY TALES DO COME TRUE!

Social media influencers and reality TV are a strange combination. It is however, the latest trend which has already arrived in Denmark. And this has just happened because of the wish to take a photo of the well-known Hollywood sign.

It all started when Amelie Moelle, Danish social media influencer, went on holiday with her husband to Los Angeles a year ago. Amelie had only one wish and that was to have a perfect shot of the Hollywood sign. After appealing to her followers for advice, the next thing she knew was that she, her husband and three children were invited to live in a castle with a view of that famous sign every day. And it is only them that know the identity of the generous millionaire who owns the castle.

Amelie will give her followers a chance to see into her new celebrity lifestyle. Danish TV have just announced that they will film how they are settling in. This is the cost of getting to live the life of celebrities for the first time.

Amelie has already got over 60 million followers. For the past two years she has posted photos of her adorable family all wearing the same sports gear. Simple but appealing. So have you started following Amelie yet?

Working with words: noun + noun

7 Look at the examples. How many nouns can you think of which can follow *television*?

news + story = news story

talent + competition = talent competition

→ See Working with words, Page 116 →

Grammar: yet, still, already and just C B

8 Find *yet*, *still*, *already* and *just* in the news articles. Complete the sentences.

- 1 We can use with the present simple, continuous and negative present perfect.
- 2 We use + present perfect to mean 'a short time ago'.
- 3 We can use in present perfect negative sentences and questions.
- 4 We can use in present perfect affirmative sentences.

9 Mark the correct position of the words.

- ◆ I x haven't seen that show. (still)
- 1 Hurry up! The show has started. (already)
 - 2 The millionaire has told them his true identity. (just)
 - 3 The social media influencer is looking for new sponsors. (still)
 - 4 They haven't announced the results. (yet)
 - 5 Have the rehearsals finished? (already)
 - 6 The contestants have to get ready. (still)

→ See Grammar GPS, Page 124 →


→ See Workbook, Page 11 →

Speaking

10 21C Work in groups. Choose four well-known people in Oman.

- What have they done to become famous?
- Who follows them?
- Are they famous outside Oman too?

Reading

- 1 Look at the photo. Choose the best sentence (a–c).
- a What is this place?
 - b What different things can you do there?
 - c Which of your ideas from b have you done?
- 2  1.3 The author Wayne Hill is signing books in the bookshop. Read the conversation. Who likes Wayne Hill? Who doesn't like him at first?

- 3 Underline the adjectives in the dialogue that are used to describe Wayne Hill. Are they positive or negative?
- 4 Find the *Useful expressions* in the dialogue. Write the functions (1–3) in the gaps (a–c).
- 1 giving an opinion
 - 2 giving reasons for your opinion
 - 3 reacting to an opinion



Dan: Wow, look at all these people! Is Wayne Hill really popular?

Joe: Yes, of course he is. I think he's brilliant. He's the most talented celebrity in England!

Holly: I don't think so, actually.

Joe: Why not?

Holly: Because he doesn't dance very well. He's quite funny and entertaining, but he's clumsy when he dances.

Fay: That's true. He seems a bit arrogant to me.

Dan: Do you think so?

Fay: Yes, I do.

Joe: Well, I think that's because he's really motivated. He always tries to win.

Fay: I know, but ... oh, it's hard to explain.

Holly: I know what you mean. He sometimes seems unfriendly.

Dan: Actually, I've read his autobiography. Joe lent it to me. He's had a fascinating life, in my opinion.

Fay: Why do you say that?

Dan: Oh, because he's done so many different things and he's still only 25.

Holly: Look, the queue is moving forwards! We're nearly there.

Joe: Oh, I can't wait to meet him! It's so exciting!

Holly: Calm down, Joe!

Five minutes later

Joe: Wow! Look, he's written, 'To Joe, go for it! Wayne Hill.'

Holly: Yeah ... and I've changed my mind, Joe. Wayne Hill isn't unfriendly at all. I think he's really nice!

Useful expressions

- a**
I think he's brilliant.
He seems a bit arrogant to me.
He's had a fascinating life, in my opinion.
- b**
I don't think so. I know what you mean.
That's true. Why do you say that?
Do you think so?
- c**
Because he doesn't dance very well.
That's because he's really motivated.

- 5** **1.4** Listen and repeat the *Useful expressions*. Copy the intonation.
- 6** **1.5** Listen to each statement and choose the best response (a–c).
- 1** **a** In my opinion, it's very interesting.
b Because it's entertaining.
c I know what you mean.
- 2** **a** Do you think so?
b I think he's popular.
c Yes, I do.
- 3** **a** That's true.
b I think it's brilliant.
c Because she makes me laugh.

OPTIONAL

Writing: a review

- 1** Read Holly's review of a TV show. Write the number of the paragraph next to the information.

good points	bad points	a conclusion
details and format		

- 2** Underline five expressions Holly uses to introduce an opinion.
- 3** Holly uses *because* and *because of* to explain her opinion. Circle these expressions in the review. Then complete the sentences with *because* or *because of*.
- 1** Talent shows are exciting they are emotional.
- 2** The *Harry Potter* films were a success their special effects.
- 3** This show works the celebrity guests.
- 4** I love *Friends* it's always funny.

See Grammar GPS, Page 124

Speaking

- 7** Work in pairs. Put the sentences in order. Then practise the dialogue.
- a** I think *TV Star* magazine is fascinating!
b Oh, because it's full of celebrity news.
c That's true. But it seems a bit repetitive to me.
d Well, I don't think so.
e Why do you say that?
- 8** Read the statements below and think about your opinions. Then work in groups and discuss each statement.
- 1** Reality TV is rubbish!
2 (*Your favourite sports team*) – the best team of all time!
3 Too much social media makes people dissatisfied with their lives.
4 Everybody wants to be famous these days.

Pronunciation: -ght and -ghed

- 9** **1.6** Listen and repeat the past participles. Which two are different to the others?

bought	brought	caught	coughed	fought
laughed	taught	thought		

- 10** Write sentences with four of the past participles. Give them to your partner to read aloud. Help each other with the pronunciation.

- 4** Write a review of a TV show you have seen. Use Holly's review to help you.


- 1** *Young Tycoon* is a new reality TV show. It's on Channel 4 every evening. In the show, students aged 13–21 compete to make the most money. They have to try out a different business idea every week. There are three judges who set the tasks.
- 2** On the one hand, it's an entertaining show. I think this is because of the contestants. They're really ambitious and motivated. They're fascinating to watch because they get totally involved with the tasks.
- 3** On the other hand, the business ideas seem dull to me. In my opinion, washing cars (the idea in Episode 1) is not especially exciting television! In my view, reality TV shows work best when viewers can vote for the contestants, and *Young Tycoon* isn't interactive like that.
- 4** In conclusion, I'd watch *Young Tycoon* once a week, but not every night.

Reading

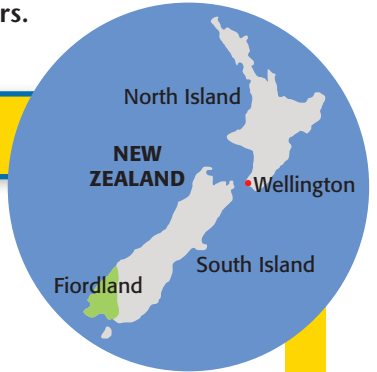
1 Look at the photos and the text quickly. What's the main subject of the article?

- a a film about New Zealand wildlife
- b New Zealand actors and directors
- c the New Zealand film industry

2 Work in pairs. Student A, read sections 1 and 2. Student B, read sections 3 and 4. Then close your books and tell your partner three things you remember.

3  1.7 Read your partner's sections and check their answers.

Culture



1 Welcome to 'Wellywood'!

Wellington + Hollywood = Wellywood

Wellington is not only the capital of New Zealand, but also the capital of the country's hugely successful film industry. Just some of the films made here are: *King Kong*, *The Chronicles of Narnia*, *Wolverine*, *Avatar* and perhaps the most famous of all, the *Lord of the Rings* trilogy. That's why it's called *Wellywood*. Wellington's film production studios include the special effects experts, Weta Digital.

2 Location, location!

New Zealand has stunning scenery. It's perfect for the fantasy world of many films. Now thousands of film fans from all over the world are visiting New Zealand to see the places in their favourite films. One of the most popular is Elephant Rocks on South Island, where parts of the popular children's films *The Chronicles of Narnia* were filmed.



3 Essential New Zealand film jargon

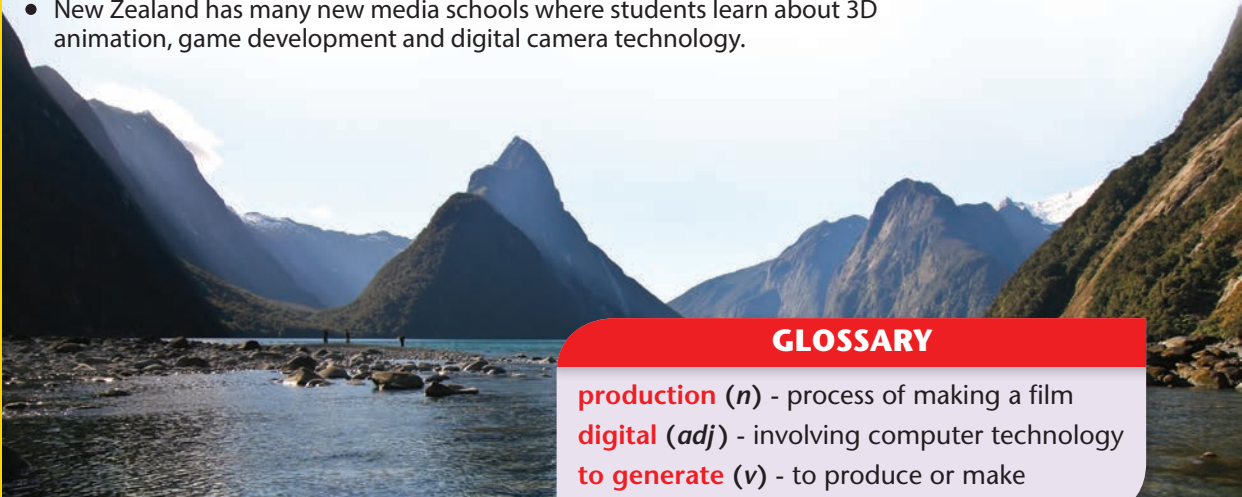
Weta is not just the name of a studio; the weta is actually a native New Zealand insect. The giant weta is about 90 millimetres long and weighs 70 grams.

Bigature = big + miniature. This is the name for very large models that are still much smaller than the real thing. For example, sometimes 'bigature' models are made of cities which look real, but are much smaller than real buildings. *Massive software* was invented to generate thousands of images for amazing crowd scenes like the battles in *Lord of the Rings*. You can see its effects in films like *Happy Feet*, *Wall-E* and *I, Robot* too.



4 Did you know?

- Some film locations are so remote that actors and crew can only get there by helicopter and they have to take survival kits.
- Hollywood star Russell Crowe is from New Zealand.
- New Zealand has many new media schools where students learn about 3D animation, game development and digital camera technology.



GLOSSARY

production (n) - process of making a film

digital (adj) - involving computer technology

to generate (v) - to produce or make

Social science and English

Media studies

4 Look at the example. Rewrite the pairs of sentences as one sentence.

▶ Wellington is the capital of New Zealand. It is the capital of the country's film industry.

Wellington is not only the capital of New Zealand, but also the capital of the country's film industry.

- 1 Weta is the name of a studio. It is also an insect.
- 2 Students at New Zealand's new media schools study 3D-animation. They study game development, too.
- 3 Some film locations are remote. They are also dangerous.
- 4 Russell Crowe is talented. He is famous.

Listening

5 Have you seen any films or TV programmes set in these locations in California? Tell your partner about them.

Los Angeles San Francisco

6 1.8 Mark is on a film tour of California. Tick the things he mentions.

a bus car chases CGI a dinosaur
a film studio film sets a hotel
a tram 3D

7 1.8 Listen again. Tick the things that are true.

Mark has ...

- been sightseeing in Los Angeles.
- seen how special effects are made.
- seen Steven Spielberg at work.
- been to Hollywood.
- met some famous actors.
- been on a ride.
- seen a car chase in San Francisco.

8 Do you know any film locations in the Middle East? Tell your partner.

Project

Work in pairs.

Choose an interesting news story. Choose two different kinds of media, for example the internet and a newspaper. Write the story in the style of each media.

1 Read the text. What are the different types of newspaper in Britain called?

'If you don't read the newspaper, you are uninformed; if you do read the newspaper, you are misinformed.'

Mark Twain, American writer, 1835–1910.

2 Read the text and work in pairs to answer the questions marked 'Q'.

Newspapers and magazines organise different kinds of information into different sections, including national news, international news, entertainment and culture, or sports reports. These sections tell us what's happening in the world. Some of the sections give opinions – they tell us what people think about what's happening, for example film and music reviews, or celebrity features.

Quality newspapers and the tabloids

There are two main types of British newspaper: the quality newspapers and the tabloid newspapers. The reports in the tabloid papers are usually shorter and have less factual detail than the stories in the quality papers. In the tabloids, a lot of space is taken up by photographs and large headlines.

Q Choose a newspaper or magazine you have read. How many different sections are there? How much space is used for photos and headlines?

Both quality papers and tabloid papers use language to make their articles interesting. However, the tabloids deliberately try to shock their readers. They use sensationalist language, which means that they use dramatic language that often exaggerates the facts. They also use a lot of colloquial English. The quality papers, on the other hand, try to report the facts and do not use colloquial language very often.

Look at the extracts from two reports of the same football match.

Wake up, Bloggsy!

Dunstan United lost again, thanks to their goalkeeper Ryan Bloggs! The dozy goalie allowed three easy goals past him in the first 30 minutes. He seemed to be asleep during the first half of the match ...

4-0 win for Townsborough

Dunstan United played a disappointing match on Saturday. They lost 4-0 to Townsborough, who scored three goals in the first half. Centre forward, John Winterton, scored the first goal ...

One story exaggerates the goalkeeper's mistake; the other simply reports the facts.

Q Which story was written in a tabloid newspaper? How do you know? Can you find examples of sensationalist language and colloquial English? Which story was easier to understand?

3 Which type of newspaper should you read if you want to learn more about a news story and improve your English at the same time?

Reading

HOW TO ...

understand the organisation of a text
Sequence sentences to make a logical text.

USEFUL STRATEGIES

- Identify the first and last sentences.
- Look for words that show sequences, for example *first, then, next, later, finally*.
- Decide on the correct sequence before you look at the options.

Important! Be careful when you compare your sequence with the options.

1 Underline the words that help you to decide the sequence of these sentences.

- a** After five years, Robbie Williams left the band.
- b** In 2005, the other four members of the band reformed.
- c** Robbie Williams became an international star.
- d** *Take That* broke up a year later.
- e** *Take That* was a successful boy band in the early 1990s.
- f** Their first big hit was *It only takes a minute*.

2 Write the correct sequence here.

1	2	3	4	5	6

3 Match your sequence with the correct option (a–c).

- a** c, f, a, b, e, d **c** e, f, c, b, a, d
- b** e, f, a, d, c, b

4 Put the sentences in a logical order. Choose the correct option (a–c).

Hi Jenny,

- a** The tickets are on sale now.
- b** My mum's bought two tickets for the concert here.
- c** They're doing a UK tour.
- d** Do you want to come with me?
- e** Have you seen the *Take That* website today?

Katy

- a** e, b, a, d, c **c** e, c, a, b, d
- b** d, c, b, e, a

Language response

HOW TO ...

choose the appropriate linguistic response
Listen to statements and choose the correct response from the options given.


USEFUL STRATEGIES

- Read the responses and predict possible statements before you listen.
- Try to match the language with specific situations such as asking for an opinion, asking permission, requests, invitations, etc.

Important! Read each option before you listen.

1 Match the statements (a–d) with the responses (1–4).

- a** **A:** Let's watch *Blue Planet II* tonight.
- b** **A:** Can I borrow your Celine Dion CD?
- c** **A:** What do you think of Leona Lewis?
- d** **A:** Thank you for your help.
- 1** **B:** I think she's got a fantastic voice.
- 2** **B:** Good idea!
- 3** **B:** You're welcome.
- 4** **B:** Yes, of course, no problem.

2  **1.9** You will hear four statements twice. Match each statement with the correct response (a–c).

- 1** **a** Do you think so?
b It seems OK to me.
c Because it's boring.
- 2** **a** Yes, you can.
b Can you help me?
c I'd like this book, please.
- 3** **a** Did you enjoy the film?
b Why do you say that?
c Yes, I like it.
- 4** **a** No, I haven't.
b Yes, I'm meeting her today.
c We met yesterday.

A review

1 Discuss in pairs

- 1 What was the last film you saw?
- 2 What did you like about the film?
- 3 What did you not like about the film?

2 Read the text below quickly. What is it?

- a A review
- b A story
- c An essay

3 Choose the correct word.

- 1 The film is set in India and Australia / America.
- 2 When Saroo is separated from his family, he is 5 / 15.
- 3 The film is a comedy / real life drama.

- 4 Read the review again. The ideas have been organised under the following headings. Write the paragraph number in column (A) and an example phrase or sentence in column (B).

	(A)	(B)
Factual information		
Summary of the plot		
Opinion		

WRITING SKILL

Writing in paragraphs

What is a paragraph?

A paragraph is a series of sentences that are organised together. All the ideas are about the same topic.

How can paragraphs help us as readers and writers?

Paragraphs help the writers to focus their ideas. They help the reader to understand the main points of the text.

How can you write better paragraphs?

Always make a plan. Organise your ideas into different paragraphs. Leave a small space between paragraphs so your reader can see them clearly.



WRITING MECHANICS

Using topic sentences

Topic sentences introduce the general idea. The other sentences then give more detail and/or examples. Topic sentences are usually, but not always, the first in the paragraph.

Topic sentence:

The story follows the five year old Indian boy who gets lost on the streets of Kolkata, thousands of kilometres from home.

Following detail:

He survives many challenges before being adopted by a couple in Australia. Twenty-five years later, he sets out to find his real family in India ...

The topic in this paragraph is the young boy.



Lion

True stories of becoming famous are a popular theme in cinema. But the one in *Lion* involves no one you've ever heard of before. Directed by Garth Davis, the film is based on the memoir by Saroo Brierley, called *A Long Way Home*. It has an excellent cast, with Dev Patel from *Slumdog Millionaire* as the main character and Nicole Kidman playing his mother in Australia.

The story follows the five year old Indian boy who gets lost on the streets of Kolkata, thousands of kilometres from home. He has lots of adventures before being adopted by a couple in Australia. Twenty-five years later, he sets out from Australia to find his real family in India. The excellent script, by the Australian writer Luke Davies, tells the story truthfully from Saroo's own point of view as days, months, and eventually whole decades go by until he is reunited with his family.

Personally, I think the film has a really strong plot. In my view, it is a film you will not forget once you leave the cinema because it makes you think on so many levels. I can recommend it for everyone to see.

5 Read the paragraphs. Underline the topic sentences.

1 I like most types of books. However, the books I enjoy the most are travel books. I like reading about different countries and the famous places there. When I go on holiday, I always buy lots of books about the place I am visiting. Travel books help you to understand a place.

2 This film is definitely worth seeing. It will touch your heart and make you cheer for ordinary people like Mariam. She is most certainly the heroine in the film. Don't miss it!

3 Sanchez's latest film is a sci-fi thriller. It is set somewhere in the outer galaxy with a gripping plot. The story follows the adventures of two families going off to live a new life on a new planet. It is quite scary, to say the least.

WRITING MECHANICS

Showing attitude in writing

When you write a review, you often want to show your reaction to the film, book or play you are writing about. You can use adverbs and expressions to do this, for example:

fortunately cleverly in my opinion
personally in my view certainly luckily
unfortunately definitely of course

These words and phrases are usually placed at the beginning of the sentence and are followed by a comma.

Of course, all the actors in the film were fantastic.

Fortunately, the film ended well.

In my view, this film must not be missed.



6 Complete the sentences with expressions from the box. There is one extra expression.

in my opinion personally certainly
of course unfortunately

- 1** Whilst some people would find the final scenes too emotional, _____, I think it's the best part of the film.
- 2** _____, the storyline was not believable and the acting was weak.
- 3** _____, this film will be nominated for an Oscar.
- 4** So, should this be announced as the best film of the year? _____ it shouldn't!

7 Think about a film or TV programme you have seen recently. Make notes for each of these headings:

- Factual information
- Summary of the plot
- Opinion

Useful expressions: Writing a review

X's latest film is a sci-fi thriller.

On the one hand, the film is funny and clever, but on the other hand, I found the story confusing.

The best thing about the TV programme is the script.

The worst thing about the film is the special effects.

In conclusion, it's a good action film for a weekend.

I can recommend the film to everyone.

I wouldn't recommend the film to children.

8 ^{21C} Now write your review.

- Use the *Useful expressions* to help.
- Use three paragraphs.
- Include topic sentences.
- Add expressions to show attitude.
- Look for opportunities to use the present simple, continuous and perfect.
- Write 150 to 200 words.

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

- organised his or her ideas logically?
- used paragraphs correctly?
- included topic sentences?
- used expressions to show attitude?
- used the present simple, continuous and/or perfect?

10 Change pairs. Read your partner's review then discuss the questions.

- Do you think the film or TV programme sounds interesting?
- Would you like to see it?
- If you have already seen it, do you agree with your partner?
- Do you know other films or TV programmes that are similar?

The mind

READING

Identifying the main ideas of sections of a text

WRITING

Writing a description of a people

Organising information logically

Including percentages and numbers

Using reference words

Writing a description of a chart

LISTENING

Identifying detailed information

SPEAKING

Talking about people

Asking and answering with question tags

Talking about fears

STUDY & EXAM SKILLS

Making notes

GRAMMAR

Present perfect continuous


Relative clauses

VOCABULARY

Working with words

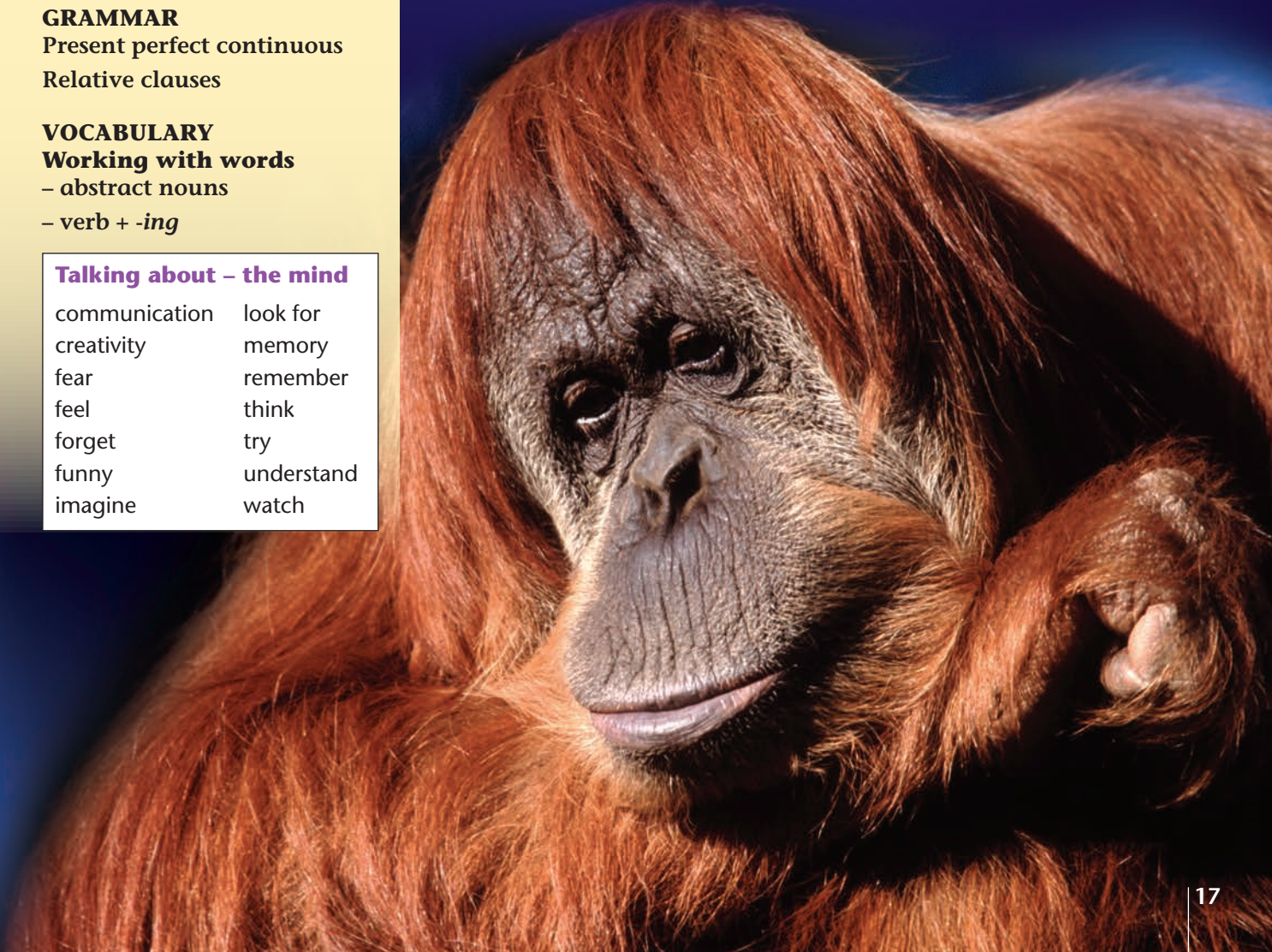
– abstract nouns

– verb + *-ing*

- 1 Work in pairs. What do you think the orangutan is thinking about?
- 2 Complete the questions with words from the Vocabulary box. How many questions can you make?
 - 1 Can animals ... ?
 - 2 Have you got a good ... ?
 - 3 When do you feel ... ?
- 3  2.7 Listen to part of a radio programme. Which of your questions do you hear?
- 4 Work in groups. Choose three of your questions from Exercise 2 and discuss your answers.

Talking about – the mind

communication	look for
creativity	memory
fear	remember
feel	think
forget	try
funny	understand
imagine	watch



Reading

1 **21C** Look at the photos. Which of the three animals do you think is the most intelligent? Why?

2 Choose the correct verb. Then decide if you think the sentences are true or false.

- 1 Sheep can *imagine* / *remember* faces.
- 2 Primates can *think* / *forget* about answers to problems.
- 3 Some dogs *feel* / *understand* pictures of objects.

3 Read the text quickly. Check your answers to Exercise 2.

4 **2.2** Read and listen to the text. Complete the gaps (1–3) with the headings. There is one extra heading.

Communication Creativity Fear Memory

MEET THE

cleverest animals

KNOWN TO SCIENCE ...

There are some skills which are key signs of intelligence in humans. They include memory, creativity and communication. Recently, scientists have been investigating these skills in animals too. They've found out some surprising things!

(1)

Biologist Keith Kendrick has been testing the memory of sheep like Edward for several years. He's proved that sheep can remember faces for about two years. They recognise both other sheep and humans, and they prefer faces that show happiness to anger or fear!

(2)

In the wild, orangutans make leaves into rain hats, pillows and even gloves. Orangutans are expert tool users. An orangutan called Fu Manchu has escaped from a zoo three times, using a piece of wire to unlock his cage. Scientists have been studying how animals use tools since 1960, when Jane Goodall first reported it. They've discovered that in addition to primates, elephants, many birds and even octopuses use tools.

(3)

Kanzi is a bonobo. Bonobos are a type of chimpanzee which only live in the Congo, but Kanzi has always lived in captivity. He's been 'talking' to humans since he was a baby. He's learned to use more than 360 keyboard symbols and he understands thousands of spoken words. He's been playing the piano for us this morning. He's pretty good at it – he's even played with Paul McCartney! And finally, meet Betsy, who has been busy today too. She's been running around, collecting objects for researchers. Betsy is so clever that she understands pictures as well as spoken words. So, when you show her a photo of a ball, she brings you a ball. Do you think she'll recognise herself in this photo?

GLOSSARY

- creativity** (n) - using the imagination to create something
- to investigate** (v) - to make a check to find something out
- in addition to** (adv) - as well as
- tool** (n) - something you use to do a job
- to recognise** (v) - to identify someone or something from the appearance
- captivity** (n) - being imprisoned or confined



Edward



Kanzi



Betsy

Working with words: abstract nouns

5 Look at the examples. Find six more abstract nouns in the text.

intelligence
memory

➔ See Working with words, Page 117 ➔

Grammar: present perfect continuous E

6 Underline the sentences from the rule box in the text on page 18.

Grammar: present perfect continuous

Affirmative	<i>He's been testing his memory.</i> <i>We've been studying sheep.</i>
Negative	<i>She hasn't been practising the piano.</i> <i>They haven't been paying attention.</i>
Questions	<i>Have you been running?</i> <i>Has he been playing the piano?</i>

We use the present perfect continuous to talk about recent or unfinished activities. Verbs like *be, know, believe, like*, etc. do not usually have a continuous form.

➔ See Grammar GPS, Page 125 ➔

7 Complete the sentences with the present perfect continuous form of the verbs in the box.

look for feel not practise not be
think about try wait for watch

- Look at the time! We you since four o'clock.
- There it is! My mum that book for days!
- 'You're brilliant at this game!'
'Really? I
- I'm exhausted! I this maths problem for hours.
- Switch off that TV. You it all day!
- Can you help me? to solve this problem for hours.
- He very stressed. The exams are next week.
- We very good at remembering our vocabulary this week.

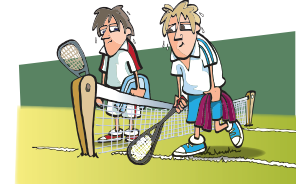
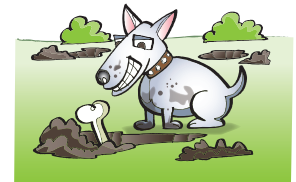
➔ See Workbook, Page 19 ➔

Speaking

8 Work in pairs. Ask and answer questions about the pictures. Use the verbs in the box.

- A:** *What has the boy been doing?*
B: *I think he's been eating chocolate.*
A: *I think ...*

dig drink eat hide play read run study



9 Complete the questions using the present perfect continuous or simple. Then work in pairs. Ask and answer the questions. Use *for* or *since* in your answers.

- How long English? (learn)
- How long your best friend? (know)
- How long in this class? (be)
- How long this exercise? (do)
- How long your pen? (have)

- A:** *How long have you been learning English?*
B: *I've been learning English for 8 years. I started in Grade 1 with simple words. And now I am studying high level English! How about you?*
A: *I've been learning since I was five...*



If you have time

Write an A-Z of animals.
ant, bonobo, cat ...

Have a team competition. Which team can think of the most animals starting with each letter?

Speaking

1 Look at the photos. Do you think these things are frightening?



2 **21C** Work in pairs. What are you afraid of? How do you react when you are afraid? Tell your partner.

Listening

3 **2.3** Listen to a podcast about phobias. Tick the photos you hear about.

STUDY & EXAM SKILLS

Making notes

Making notes in exams can help you to remember information to answer questions.

- 1 Listen or read for the main points.
- 2 Note down key words and additional information.
- 3 Use abbreviations, such as: =, +, etc.



4 **2.3** Listen again and make notes.

Phobia = fear of things that

Common phobias: fear of,
.....,

Physical signs: sweating and

Unusual phobias:,
.....,

Reading

5 Look at the photos in Exercise 1 again. Then read the text quickly. Are any of the things mentioned in the text?

Fighting fear

Some tips from therapist Dr Janey Stevens

Dear Dr Stevens,

When I was young I was bitten by a dog. The dog, whose owners lived next door, attacked me in the street. Since then, I've been terrified of dogs, even really small ones. The other day my friend, who lives near me, suggested walking home together through the park. The park, where people take their dogs for a walk, is really nice on a sunny day. I really wanted to go with her but I was too scared! My fear of dogs, which isn't normal, is beginning to affect my life. I really need to find a way of controlling it. Please help.

Sally,
London

GLOSSARY

therapist (n) - person who treats psychological problems

scared (adj) - being afraid

self (n) - one's being

nerves (n) - feelings of nervousness

terrified (adj) - very scared

to suggest (v) - give an idea

6 Read the text. Answer the questions.

- 1 Why is Sally afraid of dogs?
- 2 How can facing their fears help people with phobias?
- 3 Why does deep breathing help?
- 4 What strategy can make people feel more confident?

7 Read the text again and complete the notes. Compare with your partner's notes.

Dr Janey Stevens: a

Two ways to fight phobias: or

Self-help strategies: face your,
learn to, think

Dear Sally,

The good news is that fighting your phobia is something you can do yourself! Self-help therapy, which is very effective, is quite easy to do. Here are some strategies for you to try.

1. Face your fears. You need to do this slowly and safely. The first step, which is the easiest, is to make a list of all the situations that lead to your feelings of phobia, for example; looking at pictures of dogs, walking to the park gates, watching dogs running around in the distance, seeing a dog on a lead. The second step is to put yourself in the least frightening situation on your list. You need to stay there until you feel your fear starts to decrease. Take a friend with you to give you support. Do this several times until you feel comfortable in that situation. The third step is to move on to the next situation on your list.
2. Relaxation exercises. Breathing slowly will help you to feel less anxious. Breathe in slowly through your nose so that your stomach rises. Hold your breath for a few seconds, then breathe out slowly and, at the same time, contract your stomach muscles to push out more air. Practise this technique every day and it will help you to control your nerves when you see a dog.
3. Positive thinking. When you have a negative thought, you need to challenge it. When you see a dog, you're probably thinking; 'dogs are dangerous,' or 'that dog is going to bite me'. Ask yourself these questions instead: Is it a large dog? Is it off the lead? Does the dog, whose owners are nearby, look fierce? If your answers are 'no', then you should feel safer and more confident.

If self-help doesn't work, it may be time to see a professional therapist. People who go to a therapist see quick results. Some people only need to visit a therapist two or three times. Contact your local health centre to find a therapist in your area.

Dr Janey Stevens
Stevens' Health Centre, Oxford

Working with words: verb + -ing

8 Look at the examples. Find more activities with this form in the text.

walk → walking control → controlling

→ See Working with words, Page 117 →

Grammar: relative clauses E

9 Underline the relative clause in the two sentences in the Grammar box. Which clause can be omitted because it gives extra information?

Grammar: relative clauses non-defining

1 *The dog, whose owners lived next door, attacked me in the street.*

Defining

2 *People who go to a therapist often see results. We use the relative pronouns who, which, whose, when and where in both types of sentence. We only use that in sentences which don't give extra information.*

→ See Grammar GPS, Page 125 →

10 Find more sentences with relative clauses in the text. Underline the relative clauses which give extra information.

11 Look at the example. Then rewrite each pair of sentences, putting the second sentence inside the first. Use the relative pronoun in brackets.

Dr Stevens answers letters from teenagers. She's a therapist. (who)

→ *Dr Stevens, who is a therapist, answers letters from teenagers.*

- 1 Sally is scared of dogs. She's from London. (who)
- 2 The park is full of dogs. It is near her house. (which)
- 3 Sundays are the worst days for Sally. People walk their dogs. (when)
- 4 Dr Stevens is a professional therapist. Her office is in Oxford. (whose)
- 5 London has lots of health centres. Sally lives in London. (where)

→ See Workbook, Page 21 →

Speaking

12 21C Work in groups. Discuss the questions.

- 1 Have you ever tried deep breathing exercises?
- 2 Do you think positive thinking works?
- 3 Would you be able to face your fears?

Reading

- 1 2.4 Dan, Fay and Joe are at Holly's house. Read the dialogue. What two things do they need for their presentation?
- 2 Read the dialogue again. Choose the correct option.
- 1 They *have* / *haven't* got two weeks to prepare.
 - 2 Joe *has* / *hasn't* brought the script.
 - 3 Dan *wants* / *doesn't want* to do the introduction.
- 3 Choose the correct option. Then find two more questions with this form. Match each question with one of the options.

Dan asks '*Isn't* the presentation on the 18th?' because *he's surprised* / *he expects the listener to agree*.

- 4 We use question tags to check information. Look at the example and find four similar questions in the dialogue.

He's lovely, isn't he?

→ See Grammar GPS, Page 125 →

- 5 2.5 Listen and repeat the *Useful expressions*. Focus on your intonation.

Useful expressions

He's lovely, isn't he?
We've still got two weeks, haven't we?
You haven't forgotten it again, have you?
You're joking, aren't you?
You don't mind, do you?

Holly: Sorry I'm late. Have you been waiting long?

Fay: That's OK. We've been playing with your dog. He's really smart!

Holly: I know. He's lovely, isn't he?

Fay: Yes, he is. OK, shall we start? We haven't got much time.

Dan: We've still got two weeks, haven't we?

Fay: No, we haven't.

Dan: Isn't the presentation on the 18th?

Fay: No, it's on the 8th. And today's the 2nd!
 Joe, have you brought the script?

Joe: Oh ... erm ...

Fay: Oh, Joe, you haven't forgotten it again, have you?

Joe: Sorry, I've got a really bad memory.

Holly: It's OK, I've got a copy on my memory stick. And I've got the slideshow on there too. Here you are.

Joe: Oh, Holly, you're very organised, as usual!

Holly: Well, my mum reminded me! Have you been practising the introduction, Dan?

Dan: Oh dear, not really, no.

Holly: Don't you want to do it?

Dan: I'm not sure. I think I've got a public speaking phobia!

Joe: You're joking, aren't you? You're not usually shy!

Dan: Can't I do the slideshow instead? You don't mind, do you?

Joe: Hey, no problem! I'll do the introduction.

6 Read and complete Holly's questions on the day of the presentation. Choose the correct option (a–b). Then listen and check your answers.

- 1 You've got your memory stick, ?
a have you b haven't you
- 2 The slideshow is ready, ?
a is it b isn't it
- 3 You know what to say, ?
a do you b don't you
- 4 Dan's here, ?
a is he b isn't he
- 5 You're not nervous, ?
a are you b aren't you

OPTIONAL

Writing: a description of people

1 Read Dan's description of his family. Underline the adjectives he uses to describe them.

2 Read the extra information. Match the relative clauses (a–e) with the places in the text (1–5).

- a when we are all at home
- b where she spends all her time
- c which we aren't allowed to see
- d who lives with us
- e whose name is Anna

3 Complete the sentences with the correct relative pronoun.

- 1 My mum, is scared of dogs, wants to get a cat.
- 2 My best friend, desk is next to mine, is called Ali.
- 3 On Fridays, we all meet, we go to the park.
- 4 My room, I do my homework, is quite messy.
- 5 My friend's jokes, I've heard before, aren't funny.

4 Choose a group of people you know well. Make notes about each person. Then write a short text describing the people.

Name	Personality	Example	Extra information
my grandma	really kind	likes making cakes	lives with us

Pronunciation: question tag intonation

7 Listen again to the questions from Exercise 6. Which question tag does not have falling intonation? Repeat the questions.

- 1 You've got your memory stick, haven't you?



We use a falling intonation when we expect the person to agree.

Speaking

8 Look at the example. Complete the questions. Then ask and answer the questions with your partner.

- ▶ It's Earth Day in Oman next week, isn't it ?

A: It's Earth Day in Oman next week, isn't it?

B: No, it isn't, it's the week after.

- 1 It isn't cold today, ?
- 2 You're not 15, ?
- 3 We haven't got maths today, ?
- 4 You're good at English, ?
- 5 You don't speak Italian, ?

9 Choose one of the options and complete each question. Then ask and answer the questions with your partner.

- 1 You like / don't like football, you?
- 2 You've got / haven't got relatives in the USA, you?
- 3 You can / can't run 500 metres, you?
- 4 You're / aren't scared of snakes, you?
- 5 You've been / haven't been to London, you?

My family

Everybody in my family has a strong personality, but we all get on well together. My grandma (1), , is really kind. She likes making cakes. My parents are quite similar to each other. They're both practical and good at fixing things. My sister (2), , can be a bit shy. Communication is not her strong point! She likes painting and her bedroom (3), , is full of her work. She's been working on her latest picture (4), , for about a week. My brother loves jokes and funny stories. In the evenings (5), , he talks all the time. He likes telling jokes that he gets off the internet. He's a lot more entertaining than the TV! All in all, we're a happy family!

1 **21C** Work in pairs and discuss these questions.

- 1 Do you have a good memory or do you forget things easily?
- 2 What do you do when you want to remember something important?

2 **21C** Look at the photos in the article. What do they show and how do they improve memory?

3 Read the text. Compare your answers to Exercise 2 with what it says in the text.

4 Find words and expressions in the text with similar meanings to each of these words.

funny imagine observation pulls

5 Look at the words in red in the text. What or who do they refer to?

How's your memory?

Think of a simple object – a piece of chalk, for example.

Are you remembering **its** name, its shape, its colour or its size? Are you remembering what it is used for, or the sound it makes when the teacher scrapes it across the blackboard? Scientists say that memory involves different parts of the brain, such as language and perception. They believe that you begin to create a memory when you notice something with your senses. Then, electrical pulses send chemical messages to different brain cells, which join together to form connections.

A new connection goes into your short-term memory. It is stored **there** for about 30 seconds, and then it is either lost or stored in your long-term memory.

Having a good memory means making lots of connections and storing **them** in your long-term memory. To do **this**, you need to keep your brain in good shape. Eat plenty of brain food such as fish oils, fruit and vegetables. Laughter and friendships also stimulate your brain. Have fun with your friends, and decorate your room with humorous cartoons, happy photos and fun objects – put **one** on your desk, too. Also, don't forget to exercise. Physical activity pumps blood and oxygen to the brain, so do some sport or just move around a lot in the house. Finally, get plenty of sleep. **This** will make your memories grow stronger.

When you want to remember new information, you must pay special attention and ignore any distractions. Use your senses – sight, smell, hearing and touch – and keep repeating the information. So, if you want to do well in your exams this year, turn off the TV, silence your mobile,



and review your work regularly. To remember something specific, use your imagination to create visual associations. For example, you need to take a pencil, a rubber, your ID card and a snack to your next exam. Picture the ID card as the body of an animal, the pencil its long neck, and the rubber its head. Your animal is hungry, so now picture it eating a bag of crisps. **It** may sound crazy, but it's fun and it works. Another trick is to do something different to your room. Turn a picture upside-down, or tie a sock around the door handle to remind yourself that you have something to remember!

GLOSSARY

perception (*n*) - way of understanding something

pulses (*n*) - short bursts of sound or electricity

to stimulate (*v*) - to cause something to be active

humorous (*adj*) - funny

distractions (*n*) - things that divert attention from something

associations (*n*) - connections between things

Biology and English

Animals and people

Listening

6 **21C** Work in pairs. Do you think these statements are true or false?

- 1 Young people have more brain cells than older people.
- 2 Brain cells start to die after the age of 25.
- 3 Doing puzzles improves balance and coordination.
- 4 Young people can make their brains work better if they study hard.

2.7 Now listen and check your answers.

7 **2.7** Listen again. Write the numbers.

- 1 older people took part in a ten year study.
- 2 % had the same brain power as they did when they were ten years younger.
- 3 A long-term study in Seattle, USA, started in
- 4 This study has followed more than people.
- 5 The youngest participants were years old.
- 6 The oldest participants were years old.
- 7 Memory and coordination improved for % of the participants who did brain exercises.

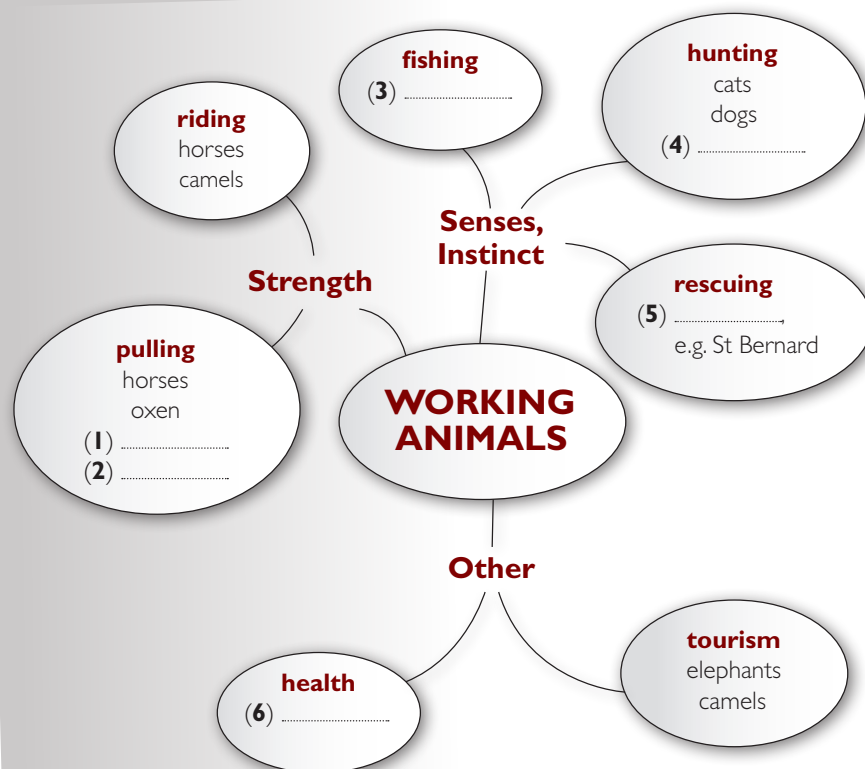
Project

Work in groups.

Research different brain-training games and puzzles. Share your research in your group.

- Choose one of the brain-training games or puzzles.
- Prepare a presentation for the class.
- Give the presentation and tell your class about the game or puzzle. (You can give your class the opportunity to try it!)

1 **21C** Look at the mind map. What information do you think goes in the gaps?



2 **21C** Read the text and complete the mind map.

Throughout history, humans have had close associations with certain animals. The ancient Egyptians even mummified their pet cats. People have used animals to help them with work, using their strength and their highly developed senses for different purposes. Horses and oxen can pull heavy farm machinery, for example, while huskies and reindeer can pull sleds across snowy ground.

Some animals have abilities that humans can exploit for hunting other animals and food. In China, birds called cormorants catch fish for their human owners, and in the Middle East, falcons have been used for hunting in the desert for centuries. Dogs have a fantastic sense of smell and they are better than machines at finding people who are trapped under avalanches or by earthquakes.

Sometimes animals can work for us as well as with us. Many doctors say that our stress levels go down and that we become happier and healthier when we have a pet, such as a cat, for company.

3 **21C** Work in pairs. Add at least three more animals to the mind map in Exercise 1.

Reading

HOW TO ...

identify the main ideas of sections of a text
Match headings with the correct sections of a text. Sometimes there is an extra heading.

USEFUL STRATEGIES

- Read the whole text quickly before you look at the headings and identify the main idea in each section.
- If the headings are questions, predict the kind of information that answers the question. Then look for this information in the text.

Important! If there is an extra heading, make sure it doesn't match any of the sections.

- 1 **Underline** the words that help you decide on the main idea of these sections of a text.

- 1 There are both 'good' dreams and 'bad' dreams (nightmares). Some kinds of dream are quite common. Typical dreams can be about flying, water or trees. Some are in colour and others are in black and white.
- 2 There are many different interpretations of dreams. But some people don't believe that dreams can have meanings.

- 2 Match the correct heading (a–c) with each section (1–2) in Exercise 1. There is one extra heading.

- a my dreams c types of dream
b dreams and their meanings

- 3 Read part of a text about 'memory' and match the correct heading (a–c) with each section (1–2). There is one extra heading.

- 1 Yes. Eating 'brain food' which has lots of vitamins is one way. Protein is also good for your memory. But the best way is to use your brain more.
- 2 This is our ability to remember things that happened very recently, for example a few minutes ago. The brain stores this new information in a special way.

- a Why have I got a bad memory?
b Can I improve my memory?
c What is short-term memory?

Listening

HOW TO ...


identify detailed information

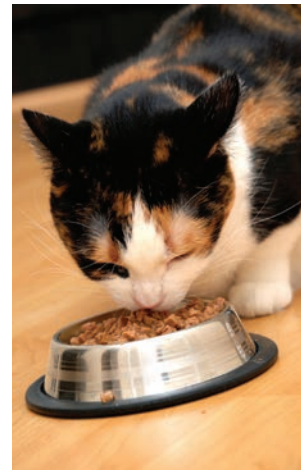
Listen to a text or conversation and choose the correct option. The options can be text (words, numbers, times, etc.) or pictures.

USEFUL STRATEGIES

- Read the task and the options before listening.
- For text options, think about the pronunciation of each option.
- For picture options, think about what distinguishes each option.

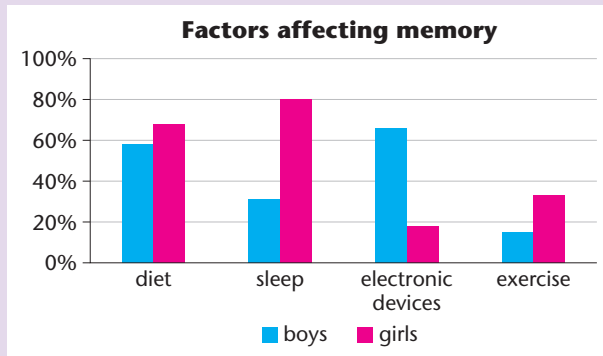
Important! Don't try to understand everything. Listen only for the answers to the questions.

- 1 Look at the pictures below and write as many words as you can for each one. **Underline** the words in your list that show the differences between the pictures. Add more words which show the differences to your list.
- 2  2.8 Listen to the conversation. Which animal are they talking about?



A description of data

- 1 **21C** Work in a group. Think about what you eat. Think about how many hours you sleep, exercise or spend on electronic devices. Do these things affect our memory? Explain how and why.



- 2 Read the description of the data below. Are these statements true or false?

- The chart illustrates the importance of eating well.
- More boys than girls think sleep affects memory.
- More girls than boys think that the use of electronic gadgets affects memory.

The chart shows the results of a survey of teenagers in Oman. They were asked which factors (poor diet, lack of sleep, overuse of electronic devices and lack of exercise) they thought affected their memory the most.

Overall, most children said that eating unhealthily was the most significant factor that affected memory. More than 50% of the girls surveyed and almost 70% of the boys said this was a factor.

It is seen clearly in the graph that girls thought that sleep was an important factor. 80% of them said lack of sleep affected memory whereas only a third of boys believed this to be the case.

In contrast, just over 60% of boys thought that the use of electronic gadgets affected memory, especially when they used these while studying. However, the figure for this was almost three times lower for girls.

WRITING SKILL

Organising information logically

Well-organised writing is easy for readers to follow. Organise your writing logically to help the readers understand what you are saying. Follow this model:

Paragraph 1: Introduce the chart.

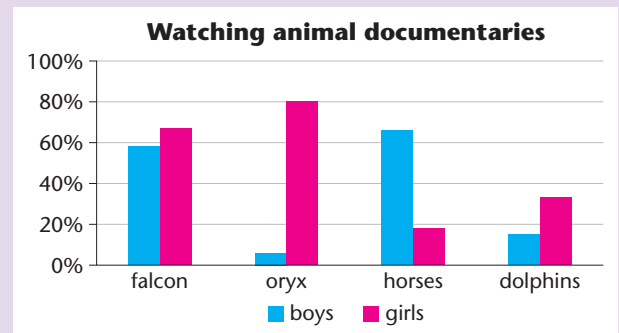
Paragraph 2: Summarise the findings on the chart.

Paragraph 3: Use data/details to highlight a key feature of the chart.

Paragraph 4: Use data/details to contrast a key feature of the chart.



- Match the paragraphs in the description of data about memory to those in the Writing Skill box.
- Put the following text into logical paragraphs.



A To sum up, almost equal proportions of boys and girls wanted to watch documentaries featuring falcons. Opinions were more divided regarding the other animals included in the survey.

B In contrast, 80% of girls wanted to watch documentaries about oryx with only 5% of boys sharing the same preference. A similarly contrasting result can be seen for documentaries about horses, with fewer than 20% of girls wanting to watch versus over 60% of boys, as mentioned before.

C Boys have displayed a preference for watching documentaries about animals associated with sport – falcons and horses. It can be clearly seen that almost 60% of boys wish to learn about falcons and over 60% are interested in watching horses.

D The bar chart illustrates the percentage of teenage Omani boys and girls who like to watch documentaries about four different animals.

WRITING MECHANICS

Using reference words

We can use reference words to refer back to something mentioned earlier in the text.

The chart shows the results of a survey of *teenagers in Oman*. *They* were asked which factors *they* thought affected *their* memory most.

As far as *the boys'* preferences are concerned nearly 70% of *them* have expressed a wish ...

... *the use of electronic gadgets* affected memory, especially when they used *these* while studying.



5 What do the underlined words refer to? Find the words and write your answers below.

A new study says dolphins have the longest memories in the non-human world.

(1) Their memories are almost equal to the memories of humans. (2) They can remember a friend's whistles after 20 years apart. When the dolphins hear (3) it, (4) they show signs of happiness. Elephants and chimpanzees are thought to have similar abilities. However, (5) these animals haven't been tested yet.

- 1 4
 2 5
 3

WRITING MECHANICS

Including percentages and numbers

Numbers and percentages can be represented in different ways.

A half	50%
A third	33%
A quarter	25%

Sometimes we can use phrases to show that the numbers are not exact.

almost one third	30%
nearly one quarter	23%
just over a half	54%
approximately a fifth	19%
exactly four-fifths	80%



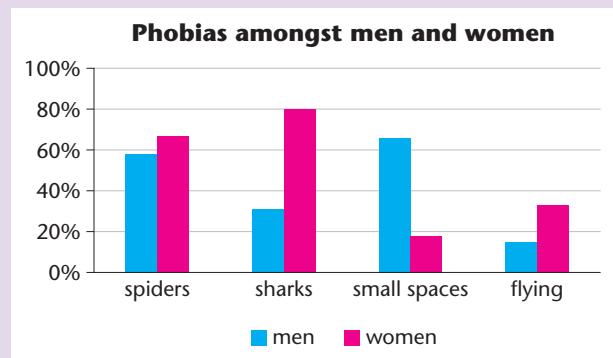
6 Look at the text on "Factors affecting memory" on page 27. Find three percentages. What are they in fractions?

7 Rewrite the following percentages using phrases from the box.

- 1 68% 3 29% 5 55%
 2 48% 4 72%

8 Look at the chart below. It shows the percentages of men and women with different phobias. Answer the following questions:

- 1 Which phobia is the least common?
 2 What were men most frightened of?
 3 What were women most frightened of?



9 **21C** Now describe the findings from the chart in 150 to 200 words.

- Use the *Useful expressions*.
- Make sure you organise your information logically, using reference words.
- Don't forget to include data.
- Look for opportunities to use relative clauses.

Useful expressions

The chart shows
 The chart illustrates
 Overall,
 It is clearly seen
 Finally,

10 Work in pairs. Read your partner's description of the bar chart and tick (✓) the checklist. Has your partner:

- organised the ideas logically?
- supported his or her description with data?
- used referencing words and relative clauses?
- Did you find their description easy to follow? Why? / Why not?

Adverbs of frequency



Adverbs of frequency go before the main verb, except when the verb is *be*.
*She **always** wears black.*
*She's **never** worn brown.*
*Her clothes are **never** colourful.*



1 Mark the correct position of the adverbs.

- I don't do my homework with my friends. (usually)
- I'm shy when I meet new people. (sometimes)
- We watch TV in the morning. (never)
- My dad is funny at parties. (always)

both, all



All and *both* go before the main verb, except when the verb is *be*. They can also go before the subject of the verb.
*My aunts are **both** 35. They **both** live in London.*
*We are **all** full. We've **all** eaten too much.*

2 Mark the two possible positions of *all* and *both*.

- My parents are vegetarians. (both)
- My brother and I can play the piano. (both)
- My friends like sport. (all)
- This summer my cousins and I are going camping. (all)

Adverbs of place and time



Adverbs of time usually go after adverbs of place.
*I'm going **to bed early**.*



3 Complete the sentences with the information in the box. Use two pieces of information in each sentence. How many sentences can you make?

before lunchtime	for ages	home	last summer
late	to school	to Scotland	to the park

- Did you go
- I don't want to get
- We haven't been
- Please be

enough



Enough goes after adjectives and before nouns.
*My English is good **enough** to understand the film.*
*I haven't got **enough** money to buy the book.*

4 Mark the correct position of *enough*.

- You aren't strong to lift that box.
- My class is good to win the competition.
- Are there people to play football?
- We don't have time to prepare well.

Phrasal verbs



Some phrasal verbs have an object. We can put the object in two positions when it is a noun. The object pronoun only has one possible position.
*She **tried on** the shoes.*
*She **tried** the shoes **on**.*
*She **tried** them **on**.*



5 For each sentence, write two more sentences with the same meaning. Use a pronoun in one of the sentences.

- I switched on the TV.
- I found out the answers.
- I picked the bags up.
- I turned the computer off.

Questions



Be careful with word order in negative questions, indirect questions and questions with prepositions.

Why **isn't** everyone here?

Do you know where **they** are?

What are you looking **at**?



6 Look at the examples above and do the tasks.

- Your friend doesn't want to come to a party. Ask him why not.
 Why
- Rewrite the question: When does the film start?
 Do you know
- Write a question for this answer.
 I'm thinking about my lunch.
 What

Review Units 1 and 2

Vocabulary

1 Complete the sentences.

- 1 There are lots of c..... on satellite TV.
- 2 My dad's a j..... with the local paper.
- 3 I've read an a..... about the mind.
- 4 The h..... gives us the most important news.
- 5 *The X Factor* got the biggest a..... last night.

1 mark per item: .../5 marks

2 Write the words.

- 1 He/She appears in films. a.....
- 2 A practice performance. r.....
- 3 He/She introduces TV shows. p.....
- 4 One programme in a series. e.....
- 5 He/She chooses the winner. j.....

1 mark per item: .../5 marks

3 Complete the sentences with adjectives.

- 1 I don't like meeting people. I'm s.....
- 2 He makes me laugh. He's f.....
- 3 She makes beautiful things. She's c.....
- 4 She writes amazing stories. She's i.....
- 5 He always passes exams. He's c.....

1 mark per item: .../5 marks

4 Complete the sentences with verbs.

- 1 Can fish f..... pain?
- 2 Do you u..... Chinese?
- 3 Can animals t..... about the future?
- 4 Can you r..... being a baby?
- 5 I can't i..... how big space is.

1 mark per item: .../5 marks

5 Complete the sentences.

- 1 Why are you staring it?
- 2 Come and talk us.
- 3 Are you a member of *Take That's* fan ?
- 4 Don't lie. Always tell the
- 5 My dad's good at jokes.

1 mark per item: .../5 marks

Grammar

6 Complete the paragraph with the present simple or present continuous.

My grandparents (1 not want) to get old and slow. They (2 try) to keep their brains active so they (3 do) brain exercises every day. They (4 play) computer games on the Nintendo. At the moment, they (5 learn) to use the Wii Fit.

1 mark per item: .../5 marks

7 Complete the paragraph with the present simple, present continuous or present perfect.

A TV station (1 want) to film our school and the head teacher (2 say) 'yes!' The cameraman (3 film) now. It's the first time we (4 be) in front of a camera. We (5 not / do) any lessons for days!

1 mark per item: .../5 marks

8 Mark the correct position of the words.

- 1 Have you finished that book? (yet)
- 2 No, I'm reading it. (still)
- 3 I haven't finished it. (yet)
- 4 The judges have started voting. (already)
- 5 I haven't seen Brad Pitt's latest film. (still)

1 mark per item: .../5 marks

9 Write the present perfect continuous.

- 1 I'm tired. I all day. (work)
- 2 you my cake? (eat)
- 3 My dad well. (not / feel)
- 4 How long you ? (wait)
- 5 I TV very much recently. (not / watch)

1 mark per item: .../5 marks

10 Complete the sentences with *when, where, which, who* or *whose*.

- 1 The TV presenter, new show starts this week, is from Los Angeles.
- 2 *Invictus*, stars Morgan Freeman, is a film about South Africa.
- 3 Brad Pitt, is American, is in the film.
- 4 February, the Oscars are announced, is an exciting month.
- 5 Los Angeles, the ceremony is held, is in California.

1 mark per item: .../5 marks

Communicate!

11 Match the statements and questions (1–5) with the responses (a–e).

- 1 What do you think of Dale Smith?
 - 2 Do you like *Take That*?
 - 3 Leona Lewis has got an amazing voice.
 - 4 Why do you say that?
 - 5 It's hard to explain the success of reality TV.
- a Because they write good songs.
 - b He seems a bit arrogant to me.
 - c I know what you mean.
 - d Do you think so?
 - e Yes, I think they're great.

2 marks per item: .../10 marks

12 Complete the questions with question tags.

- 1 You can speak French, _____?
- 2 It's not a holiday today, _____?
- 3 We've got an exam tomorrow, _____?
- 4 You like maths, _____?
- 5 You're 16, _____?

2 marks per item: .../10 marks

13 Do the words sound the same (S) as or different (D) from *bought*?

- 1 thought
- 2 laughed
- 3 caught
- 4 taught
- 5 coughed

2 marks per item: .../10 marks

14 Complete the sentences with *because* or *because of*.

- 1 I enjoy reality TV the people.
- 2 Kanzi was famous his skills.
- 3 I get this magazine I like animals.
- 4 Cats make good pets their independence.
- 5 I sometimes watch TV I'm bored.

2 marks per item: .../10 marks

15 Complete the review with these words.

a at for have on the their to
which who

Amazing Animals is a new TV series. It's (1) Channel Six on Wednesdays (2) 7 p.m. (3) first episode, (4) was on last night, was about dolphins. Apparently, dolphins can talk (5) each other in their own language. Scientists (6) been trying to understand this language (7) years. They explained (8) findings on this programme. In my view, this is (9) great series for anyone (10) likes animals.

1 mark per item: .../10 marks

Total: .../100

I can ...

Tick (✓) what you can do.

	★★★★★	★★★	★
I can give my opinion and explain it.			
I can react to someone else's opinion.			
I can write a review.			
I can write a description of data.			

True story: Water world

1 Work in pairs. How much do you know about water? Complete the sentences with *salt* or *fresh*.

- 1 The water in the sea is water.
- 2 Water in rivers is water.
- 3 Humans can't drink water.
- 4 The Dead Sea is the lowest-water lake in the world.
- 5 Most plants need water to grow.
- 6 Most water in the world is water.

2 Read the text and find ...

- 1 the name of the person in the photo.
- 2 the names of two generations of her family.
- 3 the three languages this person speaks.
- 4 three statistics about water.



From space, the planet Earth looks blue. That's because much of the Earth is covered by water – in oceans, lakes and polar ice caps. Without water, life on Earth could not exist. One man who dedicated his life to exploring and explaining the beauty of ocean life was Jacques Cousteau. His TV series inspired people, both around the world and in his own family, to protect the planet. Now his granddaughter, Alexandra Cousteau, is exploring ways of saving our blue planet.

Although she comes from a scientific family background (both her grandfather and her father, Philippe were oceanographers) Alexandra studied international relations, not science. She's fluent in French, English and Spanish, and she has inherited her grandfather's desire to communicate with people about the importance of water. She's founded an organisation called Blue Legacy, which inspires people to take action on water issues. Blue Legacy uses traditional media such as film, together with new technology such as the internet, to get its message to a global audience. One of its initiatives was the Blue Planet Expedition, a 100-day journey which reported on eight important water stories on five continents.

3 Read the text again and answer the questions.

- 1 What does Alexandra have in common with her grandfather?
- 2 What is the aim of Blue Legacy?
- 3 What two problems are affecting fresh water?

4 Find these words in the text. Then match them with their definitions (a–g). There is one extra definition.

fluent decline desire issue initiative
sustain

- a to fall or decrease
- b to support or maintain
- c a problem
- d plan or proposal
- e around the world
- f want and/or need
- g able to speak a language perfectly

5 **21C** Work in pairs and answer the questions.

- 1 Why do you think Alexandra Cousteau called her organisation Blue Legacy?
- 2 Are there problems with water in Oman? What are they? What do you do to save water?

Alexandra explained to **National Geographic** exactly why water is such an important issue for our planet: 'Seventy-one per cent of our planet is covered by water — and only two per cent of that water is fresh. Of that two per cent, only one per cent is available to sustain life ... not only is the quality of that water declining due to pollution, but the quantity of water is also declining as well.'

Water is an issue in many countries. To find out more about Blue Legacy and how you can help protect our planet's water resources, go to www.alexandracousteau.org.



GLOSSARY

- dedicated** (*adj*) - devoted
- to inspire** (*v*) - to make someone feel they want to do something
- legacy** (*n*) - something handed down from a predecessor
- initiatives** (*n*) - strategy to improve things
- to decline** (*v*) - to decrease in number

READING

Describing a picture

WRITING

Writing a recommendation

Writing an introduction and conclusion

Using possessive pronouns and substitution words

Writing an opinion essay

LISTENING

Identifying a situation

SPEAKING

Asking questions

Asking and answering questions

Talking about tastes and cooking

STUDY & EXAM SKILLS

Listening for key words

GRAMMAR

Past perfect


*Used to***VOCABULARY****Working with words**– verb + *to* + infinitive

– American English

Talking about – time and the past

ago	minute
archaeologist	month
artefact	palaeontologist
baking	peeling
boiling	pottery
chopping	remains
day	roasting
decade	ruins
fortnight	second
fossil	site
fragment	slicing
frying	treasure
grilling	weekend
heating	year

In the past

- 1  3.7 Listen to the information about Stonehenge and make notes about the following topics. Then compare your notes with your partner.

Location? Age? Purpose?

- 2 Find words in the Vocabulary box for these periods of time.

four weeks sixty seconds ten years fourteen days

- 3 Put the words in the Vocabulary box in order, from the shortest (1) to the longest (11) period of time.


- 4 Work in pairs. How many things can you remember that you did or that happened at these times?

an hour ago
last weekend
a year ago
in the last decade
during the Roman Empire
before the last Ice Age

Reading

- 1 Work in pairs. Look at the words in the box. Find two words for professions and two words for places where these people can work.

archaeologist	artefact	fossil	fragment
jewellery	palaeontologist	pottery	remains
ruins	site	treasure	

- 2 Look at the story quickly. How many words from the Vocabulary box can you find?
- 3  Read the story. What is it about? Choose the correct option (a–c).
- a Ancient treasure found by an archaeologist.
 - b An amazing find on an archaeological site.
 - c An accidental discovery of ancient remains.
- 4 Read the story again. Put each group of events in the order they actually took place. Write numbers (1–3) next to the events.
- A Yuri found a baby mammoth.
Yuri saw mammoth tusks.
Yuri talked to a museum director.
- B Yuri returned to the river bank.
Yuri went to a local shop.
Some people took the mammoth.
- C Palaeontologists studied the mammoth.
The mammoth lived for one month.
The mammoth was taken to a museum.

GLOSSARY

remains (n) - parts left after a long time or after other parts have been removed

artefacts (n) - objects with historical importance

fragments (n) - very small pieces

palaeontologist (n) - scientist who studies fossils

to examine (v) - to look at or study closely

to preserve (v) - to keep something as it is so it doesn't decay

Ice Baby

A few years ago, a Nenet herder called Yuri Khudi was working with his reindeer in northern Siberia. In front of him, on the river bank, there was an unbelievable sight – a frozen baby mammoth. Mammoths lived about 40,000 years ago. They were hunted for food and their fossil remains tell us a lot about Stone Age life. It is very difficult to find artefacts, such as pottery or jewellery, from these times. Mammoth remains help us to understand how Stone Age people hunted.

Yuri had seen mammoth tusks and fragments of animals before, but he'd never seen a whole animal. He wasn't a palaeontologist, so he wasn't sure what to do. He decided to ask a friend for advice. Together, they went to the local museum and spoke to the director. When they all got back to the river, Yuri was horrified – the baby mammoth had disappeared! Yuri got on his snowmobile and drove to the nearest town. Fortunately, it didn't take long to find the mammoth. Some local people had taken it from the river bank and sold it to a shop keeper! Yuri managed to get the mammoth back and it was taken to a museum. The museum officials wanted to thank Yuri, so they decided to call the baby mammoth Lyuba, in honour of Yuri's wife. Palaeontologists from all over the world wanted to examine Lyuba. Their studies showed that the mammoth hadn't lived long – only one month. It had probably died after getting trapped in mud, and because of that it was so well preserved.



Grammar: past perfect **E**

5 Read the Grammar box and look at the example. Underline five more past perfect verbs in the story.

Yuri *had seen* mammoth tusks before.

Grammar: past perfect

We use the past perfect to talk about recent or unfinished activities.

➔➔ See Grammar GPS, Page 126 ➔➔

6 Complete the sentences with the correct forms of the verbs: past simple or past perfect. The numbers give the order in which the events happened.

➤ When the museum director (2 *arrive*), the men (1 *leave*).

When the museum director arrived, the men had left.

- 1 When Yuri (1 *talk*) to the shop keeper, he (2 *give back*) the mammoth.
- 2 When they (2 *find*) the mammoth, it (1 *start*) to thaw.
- 3 Yuri (2 *go*) to the museum when he (1 *speak*) to his friend.
- 4 Tests (2 *show*) that the mammoth (1 *fall*) into mud.
- 5 Palaeontologists (2 *can*) learn a lot because the mammoth (1 *remain*) frozen.
- 6 Although people (1 *dig up*) the ruins in the past, they (2 *not give*) their discoveries to the museum.
- 7 The data (2 *show*) that the creatures (1 *live*) for much longer than previously thought.
- 8 When the news (1 *break*), scientists (2 *are*) very excited.

➔➔ See Workbook, Page 31 ➔➔

Working with words: verb + to + infinitive

7 Look at the example. Find similar patterns in the text on the opposite page.

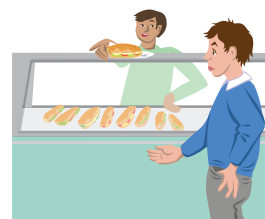
He *decided to ask* a friend for advice.

➔➔ See Working with words, Page 118 ➔➔

Speaking

8 Work in pairs. Look at the pictures. Complete the sentences with the correct form of the verbs: past simple or past perfect.

At lunchtime I (1 *open*) my lunchbox and I (2 *realise*) that I (3 *leave*) my lunch at home.



I (4 *try*) to buy a sandwich, but I (5 *not / can*) because I (6 *not bring*) any money to school.

In the maths lesson I (7 *look*) in my bag and I (8 *see*) that I (9 *forget*) my homework.



After school I (10 *go*) to borrow a library book, but someone (11 *already borrow*) it.

9 Ask and answer questions using the ideas in Exercise 8.

A: What happened when you opened your lunchbox?

B: I realised I'd left my lunch at home.



If you have time

What are the most important archaeological discoveries in Oman? Write a list and share your ideas with the class.

Speaking

- 1 **21C** Work in pairs. What's your favourite meal? Have you always liked it – or have your tastes changed? Tell your partner.
- 2 Put the words in the box into two groups: *preparation* and *methods of cooking*. Which methods are used in your favourite meal?

baking boiling chopping frying grilling
heating up peeling roasting slicing

Listening

- 3 Look at the ingredients. What is the recipe for?

- a apple pie
b chocolate chip cookies
c chicken curry



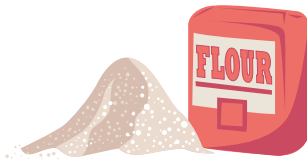
250g butter



150g sugar



baking soda



300g flour



2 eggs



175g chocolate

- 4 **3.3** Listen and number the ingredients in order.

STUDY & EXAM SKILLS

Listening for key words

- Different kinds of texts can have different types of key words: verbs in instructions, past tenses in stories, adjectives in descriptions, etc.
- Decide what kind of key words you need to listen for.
- Focus on those words the first time you listen. Then listen for additional information.

Listening for key words helps you with reordering questions you find in exams.



- 5 **3.3** Listen again and number the instructions in the correct order.

- Add the chocolate.
- Add the flour and baking soda.
- Bake for 15 to 20 minutes.
- Heat the oven.
- Mix the sugar, butter and eggs.
- Put spoonfuls of the mixture on a baking tray.
- Put the tray into the oven.

- 1 **3** I used to love Saturday afternoons at home. Mum and I used to spend hours baking all sorts of cakes and biscuits. I think the idea was to feed the family for a week, but my brothers had big appetites. The cakes didn't use to last until Wednesday!
- Jenny Watts, age 60

- 2 **6** I'm American, so I grew up in the States. I remember the first TV dinners. My mom used to buy them at the store on a Saturday. She didn't use to cook them – they were already cooked. She just put them in the oven to heat up. Everything was in a separate section. I remember my favorite was roast beef and vegetables. Actually, they tasted awful!
- Wayne Bridges, age 65

- 3 **6** We used to go camping every year with the school. It was brilliant! We used to cook our own food – we spent every evening grilling burgers, frying eggs and heating up tins of baked beans. Delicious!
- Ronald Clark, age 16

- 4 **6** Do you remember steak and kidney pie at school with boiled vegetables? And rice pudding? I always liked school dinners, but my best friend used to hate them. She used to swap her plate with a boy called Simon Evans. I think he's a famous chef now.
- Denise Smith, age 21

- 5 **6** Well, what did we use to do before we had microwaves? I really can't remember. I know it used to take ages to cook a meal in those days. Nowadays it only takes a few minutes. The latest models are so good you can even roast a chicken, I believe.
- John Duffy, age 50

Reading

- 6 Look at the photos (a–d) and read the texts (1–5) quickly. Which texts do the photos illustrate? There is one extra text.
- 7 **3.4** Read about people talking about memories of the past. Answer the questions.
- 1 Which cooking methods are mentioned?
 - 2 Find examples of food you can cook by each method.
 - 3 Are the memories about regular activities or single events?



Grammar: *used to* **E**

- 8 Look at the Grammar box. Notice and underline other examples of *used to* in the text on page 36. Say if they are affirmative, negative or questions.

Grammar: <i>used to</i>	
Affirmative	<i>I used to love Saturday afternoons at home.</i>
Negative	<i>She didn't use to cook them.</i>
Questions	<i>What did we use to do before we had microwaves?</i>

➔➔ See Grammar GPS, Page 126 ➔➔

- 9 Write eight true and false sentences about your childhood. Then work in pairs and exchange your sentences. Find your partner's false sentences. Use ideas from the box and ideas of your own.

▶ *I didn't use to live in this town.*

food	friends	hobbies	home	music	pets
school	sports	town	TV		

- 10 Work in pairs. Ask and answer questions about your childhood.

A: Which TV programmes did you use to watch?

B: I used to watch Disney cartoons.

...

B: What time did you use to go to bed?

A: I used to go to bed much earlier!

➔➔ See Workbook, Page 33 ➔➔

Working with words: American English

- 11 Look at the examples. How many American English words can you think of?

cookie *n, US* a sweet biscuit, e.g. chocolate chip cookies

store *n, US* a shop, e.g. a shoe store

➔➔ See Working with words, Page 118 ➔➔

Reading

1  3.5 Read the dialogue. Do you think Dan made the curry himself? Why? / Why not?

2 Read the dialogue again. Underline the words that follow these phrases.

- | | |
|---------------|----------------------|
| 1 That smells | 3 it tasted |
| 2 it looks | 4 That doesn't sound |

3 Underline the *Useful expressions* in the dialogue. How do you ask about these things?

- 1 a period of time
- 2 a quantity of a countable thing
- 3 a quantity of an uncountable thing or of weight/volume
- 4 a date
- 5 a distance
- 6 a time



Fay: Wow, Dan! That smells delicious!

Holly: Yeah, and it looks amazing too.

Fay: How long did it take you to make all this?

Dan: Oh, not long. About half an hour.

Holly: Really? How much did you make? There's enough food for ten people here!

Dan: No, there isn't!

Holly: So, Dan, when did you learn to make curry?

Dan: Oh, ages ago. My gran used to make it a lot.

Holly: I'm terrible at cooking. I once made a steak pie and it tasted absolutely disgusting. I'd put too much salt in it.

Fay: That doesn't sound too bad! I quite like salty food.

Holly: Well, the recipe said 10 grams and I put in 100 grams! Honestly, it was revolting!

Fay: What time are we eating, Dan?

Dan: At six, I hope. Joe phoned earlier. He's on his way, but he might be late. He's been to Stonehenge today.

Fay: How far is that? Isn't it quite a long way?

Holly: No, I think it's about 60 miles.

Fay: OK, then. Let's set the table. How many people are coming?

Dan: Just the four of us.

Holly: Fay, don't look now, but what are those packets in the bin?

Useful expressions

How long did it take you to make all this?
 How much did you make?
 When did you learn to make curry?
 What time are we eating?
 How far is that?
 How many people are coming?

4 **3.6** Listen and repeat the *Useful expressions*. Focus on your intonation.

5 Match the questions (1–5) with the answers (a–f). There is one extra answer.

- 1 How far is the shop from here?
 - 2 How long does it take to cook?
 - 3 How much milk is in the carton?
 - 4 What time is lunch?
 - 5 When did you buy this cheese?
- a Two weeks ago.
 - b Twenty minutes.
 - c Half a kilo.
 - d A litre.
 - e At one o'clock.
 - f Two miles.

OPTIONAL

Writing: a recommendation

1 Read Fay's comments about the Jorvik Viking Centre. Which adjectives does she use?

boring busy expensive frightening good
 interesting poor realistic

2 Complete these sentences from the text.

- 1 It was so busy
- 2 The street scenes were so realistic
- 3 We had such a good time

➔ See Grammar GPS, Page 126 ➔

3 Rewrite the pairs of sentences using the words in brackets.

- 1 The queue was long. We left. (so)
- 2 It was a realistic display. I was scared. (such)
- 3 It was a great place. I wanted to stay. (such)
- 4 It was a hot day. I needed a drink. (such)
- 5 I was hungry. I ate three sandwiches. (so)

4 **21C** Choose a place you have visited – a tourist attraction, a town, a museum, etc. Make notes about its good and bad points, and what you did there. Then write a paragraph for a website to recommend (or not) the place.

Speaking

6 **21C** Work in pairs. Complete the questions. Use the *Useful expressions* to help you. Then ask and answer the questions. Check your answers at the bottom of page 41.

- 1 boil an egg?
 a 1 minute b 3 minutes
 c 30 minutes
- 2 kilometres are in a mile?
 a 1.6 km b 5 km c 8.3 km
- 3 from London to New York?
 a 1,385 km b 5,585 km c 8,573 km
- 4 Stone Age man live?
 a 4,000 years ago b 40,000 years ago
 c 400,000 years ago
- 5 a litre of water weigh?
 a 375 grams b 1,000 grams
 c 1,200 grams


Pronunciation: words containing ui

7 **3.7** How do you pronounce these words? Compare with your partner. Then listen and repeat.

biscuit building cruise fruit guide juice
 liquid quick quiet quite quiz ruins

Jorvik Viking Centre

We visited the Jorvik Viking Centre in York, in the north of England, last July. It was so busy that we had to queue for two hours to get in! But once we were inside, it was worth it. I went with my whole family (three generations) and we all enjoyed it. The street scenes were so realistic that the people looked alive! It's actually a bit frightening for very young children. We learnt a lot about how the Vikings used to live over a thousand years ago. It was much more interesting than the stuff I'd done at school! The exhibitions are explained very well, so it didn't matter that we hadn't bought a guidebook. We had such a good time that my dad and I went back the next day. But I recommend that you avoid the busy tourist season – or be prepared to wait for a long time!



Reading

1 Have you ever eaten these foods? Are they eaten often in Oman?

cornbread pumpkin pie squash
mashed sweet potatoes roast turkey

2 Read the text and answer the questions.

- 1 When was the first 'thanksgiving' meal?
- 2 What did this meal celebrate?
- 3 How old is the tradition of Thanksgiving?

3 Read the text again. How many foods can you find that are native to the Americas?

4 Find words in the text which match the definitions.

- 1 a special meal with lots of different dishes
- 2 plants that provide food
- 3 the collection of food from plants
- 4 the opposite of a sweet taste

Culture



In every culture, food is a significant part of traditional celebrations. In the USA, the most important meal of the year is at Thanksgiving, which is always on the fourth Thursday in November. Thanksgiving celebrates a time in American history when the 'New World' and the 'Old World' began to mix. Almost 400 years ago, a group of English families arrived on the northeast coast of America – in an area which they called New England. During their first winter, they nearly ran out of the food they had brought with them. The local people, called the Wampanoag, showed them how to grow crops like corn and squash. The English had never seen these plants before as they were native to the New World. At the first harvest, the Wampanoag and the English shared a feast that lasted for three days. This was the first 'thanksgiving' meal. However, the modern tradition only became popular at the end of the 19th century. These days, Thanksgiving is a day when families spend time together. It takes such a long time to make all the food that the whole family has to help. Then everyone sits down to enjoy the meal. Turkey, cornbread, sweet potatoes and pumpkin pie are always on the menu.



GLOSSARY

- significant** (*adj*) - very important
tradition (*n*) - something that has been done for a very long time
harvest (*n*) - when crops are picked
feast (*n*) - a special meal with a lot of food
originally (*adv*) - from the beginning

A traditional Thanksgiving meal: roast turkey with cranberry sauce and vegetables, followed by pumpkin pie.

Many foods that we now think of as our own originally came from the New World. Can you imagine cooking without tomatoes or potatoes? Can you imagine life without chocolate? The Maya and Aztec peoples of Central and South America ate all of these things. They used to mix cacao with chilli to make a strong, bitter drink – it was a little different from our chocolate milkshakes!

Maths and English

The history of numbers

5 Complete the sentences with these verbs from the text.

run out last spend take

- The festival usually for two days – from Friday morning to Saturday night.
- How do you like to your free time?
- I can't finish the exam – I'm going to of time!
- I hope you like your cake – it me hours to make it!

Listening

6 3.8 Listen to two conversations. Where are the people? Write 1 or 2 next to the correct option (a–c).

- a at home
- b in a restaurant
- c in a school dining room

7 3.8 Listen again and choose the correct answers (a–c).

- What are they eating?
 - a packed lunches
 - b a take-away
 - c dessert
- What dishes are mentioned?
 - a cheesecake, fruit salad and tiramisu
 - b cheesecake, ice cream and yogurt
 - c chicken sandwiches, tuna salad and burgers
- What's the occasion?
 - a the last day of term
 - b someone's birthday
 - c passing an exam

Project

Choose a popular local or national celebration which has special food associated with it. Prepare a brochure for English visitors. Write a menu in English. Write a paragraph explaining the different dishes, their ingredients and how they are cooked.

KEY 1 b 2 a 3 b 4 b 5 b

- Read the text. What is the difference between numbers and numerals?
- Read the text again and work in pairs to answer the questions marked 'Q'.



This is the Ishango bone, which is about 20,000 years old. It was found in Africa, near where the River Nile begins. Scientists think that the marks on it are evidence that 20,000 years ago people used a counting system. Each mark equals 'one' – so two marks equal 'two', and so on.

In many parts of the world people use different symbols, or numerals, for different numbers. There are ten numerals, and they can be combined to make other numbers.

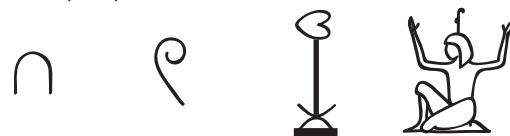
0 1 2 3 4 5 6 7 8 9

These numerals came to Europe from the Arabic culture of North Africa, but they were originally invented in India in around 500 B.C.E. They are called Hindu-Arabic numerals. After their introduction to Europe around 1,000 C.E, it took several hundred years for the system to become commonly used. Until then, Europeans had used Roman numerals.

I V X L C D M

Q How do you write 100 and 1,000 in Roman numerals?

Both the Hindu-Arabic and the Roman systems are based on counting in groups of ten. The ancient Egyptians also had a system based on ten. Here are the hieroglyphics for 10, 100, 1,000 and 1,000,000.



Not all cultures counted in groups of ten. The Mayan system used a combination of groups of four and five – together they made a group of twenty. These are the Mayan symbols for 4, 5 and 6.



Q Can you work out what these Mayan numbers are?



- Work in pairs. Why do you think different cultures counted in groups of four, five and ten?

Language response

HOW TO ...

describe a picture

Look at a picture and choose the correct description from three options.

USEFUL STRATEGIES

- Look carefully at the picture before you read the descriptions.
- When you look at the picture, try to answer the questions *who?*, *where?*, *when?*, *what?* and *why?*
- Look for information in the descriptions that matches your own ideas.

Important! Read all the descriptions. Don't stop at the first option you think is correct.

- 1** Look at the picture and make notes on it. Think about *who?*, *where?*, *when?*, *what?* and *why?*



- 2** Read the descriptions and underline the information which matches your ideas.

1 My dad used to cook a lot in the summer. We had a table and a grill in the garden. I used to help him. He always made too much food – there's only me, my dad and my mum in our family! But dad used to cook for ten people!

2 We often had barbecues when I was little, especially when it was sunny. My mum used to prepare everything, then sit down and relax. My dad did all the cooking. I remember my brother always ate more than everyone else!

3 I remember the best barbecue we ever had. Everyone in my family was there, including my grandparents. My mum cooked so many burgers that even my dad didn't want any more to eat! It was a great day.

- 3** Choose the description (1–3) which matches the picture.

Listening

HOW TO ...

identify the situation

Listen to conversations and identify where the people are by matching each conversation with one of the options. The options can be text or pictures.

USEFUL STRATEGIES

- Read the questions and look at the options before listening.
- Try to predict words and expressions you might hear in each place.
- Listen for key words and expressions.

Important! Some expressions can be used in more than one place. Check your answers the second time you listen.

- 1** Where would you hear people say these things? More than one answer is possible.

- 1 Are you ready to order?
- 2 Two tickets for *The Hobbit*, please.
- 3 I'd like to book a double room.
- 4 Two packets of crisps and a bottle of cola.
- 5 How long is the flight?
- 6 Would you like a single or a return ticket?
- 7 What are the opening times?
- 8 Is there a café around here?

- 2** Think of responses to the questions and requests in Exercise 1. Then write more words and expressions you might hear in conversations in the places in Exercise 1.

- 3** **3.9** Listen to the conversation. Where are the speakers? Match the conversation with the place (a or b).



- 4** **3.10** Listen and match the conversations (1–2) with the places (a–c). There is one extra place.

1	
2	

- a** shop
b museum
c café

An opinion essay

- 1 Which of these places have you visited or would like to visit? Where else have you been in Oman? Read the essay quickly to see which places in Oman are mentioned.

Taqah Castle
 Samail Castle
 The Lost City of Ubar
 Sumhuran Ruins
 National Museum

- 2 Read the title of the essay. What do you think?

Discuss with your partner.

Do you think we should have to pay to visit historical sites, museums and art galleries?

Oman has many wonderful sites of historical interest, art galleries or museums, such as Samail Castle or the Lost City of Ubar, for instance. We can learn about important events in our history and how we used to live when we visit them. However, we should be able to visit these places for free, when there is a heritage as rich as ours on our doorstep, for a number of different reasons.

First of all, I think that going to historical sites and museums is an excellent way of engaging with our past in an exciting way. There are numerous places in Oman, like Taqah Castle, that help us understand how we used to live. Furthermore, visiting archaeological sites or going to the National Museum, in my view, is much more interesting than reading about them in books.

Moreover, we need to encourage young people to visit these places so that we can keep Oman's history and its culture alive. Although some people believe that by learning about archaeological sites at school we don't need to see any, I don't believe this to be the case. Young people are interested in their heritage.

To conclude, I believe that visiting cultural sites should be free for everyone. I think that we can learn so much about our past by seeing some with our own eyes.

- 3 Read the opinion essay again. According to the writer are these sentences below true or false?

- 1 Oman does not have many places to visit.
- 2 Young people do not like visiting historical places.
- 3 We can learn about the history of these places at school.
- 4 The author believes we should pay to visit historical sites.

WRITING SKILL

Writing an introduction and conclusion

An **introduction** hooks the reader's interest and shows the main idea of your writing.

- In the first sentence you should make a general comment on the subject or topic you are writing about.
- In the second sentence you should paraphrase the question or information given.
- In the third sentence you could make another general comment and express your opinion.

Look at how the following phrases have been used:

Oman has many wonderful sites of historical interest ...

We can learn about important events in our history ...

However, we should be able to visit these places for free when there is a heritage as rich as ours ...

A **conclusion** reminds the reader what the main idea was about in your essay. It should never give any new information but summarise what you have previously discussed.

The following phrases are useful:

To sum up,

To conclude,

In conclusion,

Lastly,

Finally,

In summary,



- 4 Read the opinion essay again. **Underline** the phrases in the box in the introduction and conclusion.

WRITING MECHANICS

Using possessive pronouns and substitution words

We use possessive pronouns to refer to things already mentioned. These things belong to somebody.

mine ours yours his hers theirs its

Oman is famous for its wildlife.

Archaeological treasures as valuable as ours must be protected.

Substitution words take the place of other words.

one (the) ones some any

Oman has many historical sites, including ones which are thousands of years old. It also has some that are more recent. There are several countries in the region, but there aren't any with the same variety of places to visit.

ones = historical sites

some = historical sites

any = countries in the region



- 5 Read the opinion essay again. Look for three examples of possessive pronouns and two examples of substitution words.
- 6 Complete the gaps with a possessive pronoun or a substitution word.

In my opinion, if everyone cooked in the traditional ways, we would be healthier. My grandmother has never eaten fast food and when she was younger, there wasn't

(1) available. (2) diet is healthy, with lots of fresh fish and vegetables. (3) is not so healthy, although I do eat (4) vegetables every day. Fast food restaurants do have some healthy menu choices, but the (5) most people buy are not good for them.

WRITING MECHANICS

Giving your opinions

In an opinion essay, give your viewpoint clearly. However, you should consider other viewpoints as well. This will make the essay stronger and more balanced.



Useful expressions

I think

I believe

In my opinion

In my view

Some people claim

On the one hand

On the other hand

- 7 **Underline** five expressions in the text which introduce an opinion.
- 8 Read the statements below. Write one or two sentences to express your opinion.
- 1 Traditional Omani food is not as popular as fast food.
 - 2 Too much fast food is bad for our health.
 - 3 Meeting up with friends in a restaurant is more exciting than eating at home.
- 9 Read the essay title. Make notes of your view and other possible viewpoints. Then discuss your ideas in a group.

In five years' time, will fast food restaurants be the most popular places to eat in Oman?

- 10 **21C** Now write your essay in at least 150–200 words. Include the following:
- Introduction
 - Topic sentences
 - Main body paragraphs
 - Conclusion

Use at least:

- three opinion phrases
 - possessive pronouns
 - substitution words.
 - Look for opportunities to use the past perfect and *used to*.
- 11 Work in pairs. Read your partner's opinion essay and tick (✓) the checklist. Put two ticks if you think they did really well. Did your partner:
- write in clear paragraphs?
 - use correct spelling and punctuation?
 - use opinion phrases?
 - include possessive pronouns?
 - use substitution words?
- 12 **21C** Do you agree with your partner? Why? / Why not?

READING

Identifying the main idea

WRITING

Writing an email about arrangements

Writing formal letters and emails

Using reference words *this, that, these and those*

Useful expressions for writing formal letters or emails

Writing a formal email

LISTENING

Choosing the correct word form

SPEAKING

Asking and answering questions from a job interview

Expressing preferences

Describing people

STUDY & EXAM SKILLS

Mind maps

GRAMMAR

The future

Future continuous

VOCABULARY

Working with words

– adjective + *to* + infinitive

– verb + noun


Careers


1 Look at the photo and choose the best caption.

- a The paramedics are discussing a patient.
- b The engineers are checking the engine.
- c The mechanics are measuring the pipes.

2 Find jobs in the Vocabulary box where people:

use machines wear a uniform work indoors
work outdoors

3  **4.1** Listen to three people talking about their jobs. Write the numbers (1–3) next to the jobs in the Vocabulary box.

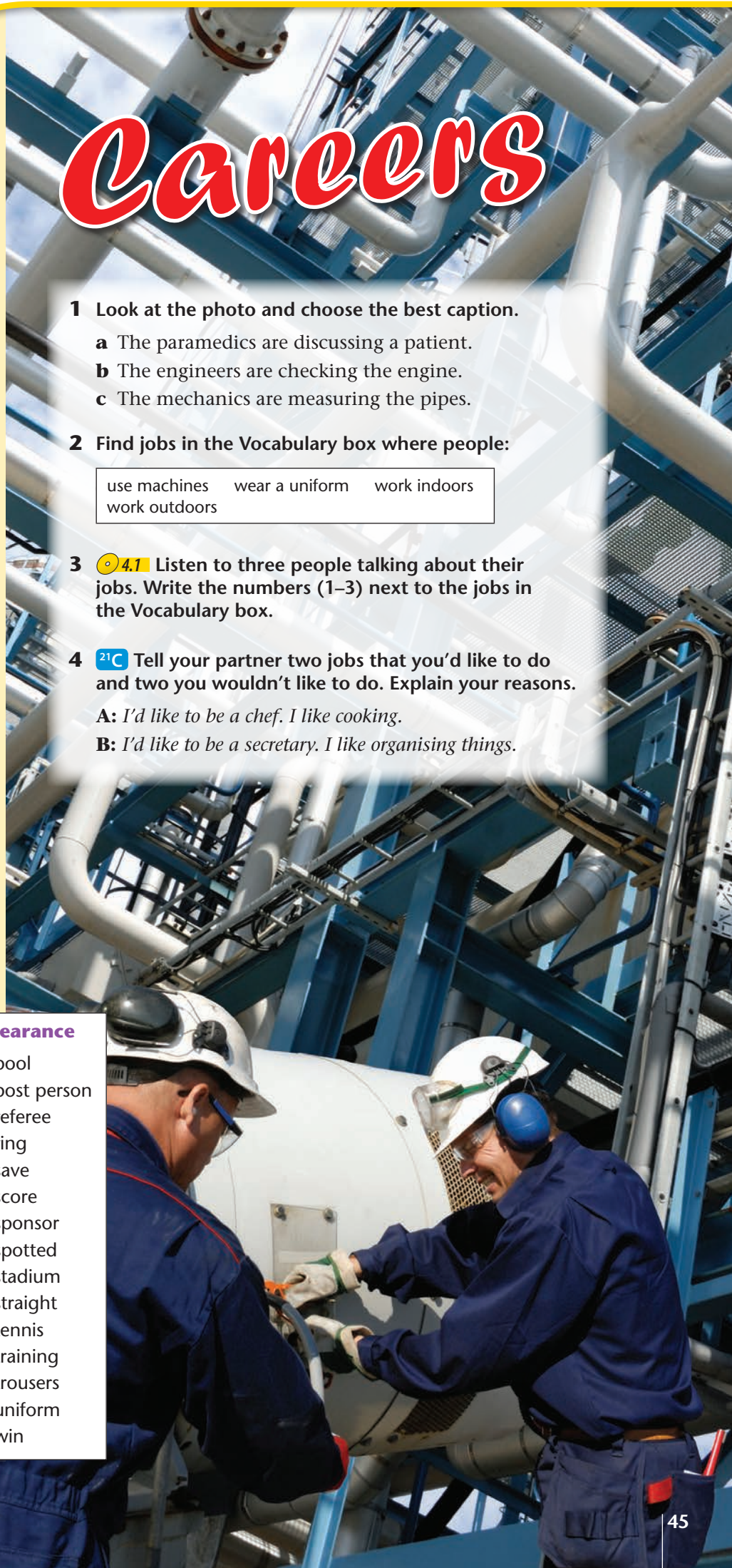
4  **21C** Tell your partner two jobs that you'd like to do and two you wouldn't like to do. Explain your reasons.

A: *I'd like to be a chef. I like cooking.*

B: *I'd like to be a secretary. I like organising things.*

Talking about – jobs and appearance

accountant	gymnastics	pool
athletics	headscarf	post person
beat	hooded	referee
boxing	indoors	ring
bright	injury	save
coach	jacket	score
cotton	long	sponsor
court	loose	spotted
crash	manager	stadium
denim	mechanic	straight
dress	motor racing	tennis
exciting	outdoors	training
fall off	physiotherapist	trousers
flowered	pitch	uniform
football	player	win



Vocabulary: sports people and places

1 Which sports do you associate with these people? Add four more names and test your partner.

Usain Bolt	Jenson Button
Ali Al-Habsi	Serena Williams

2 Work in pairs. Put the words into two groups: *people* and *places*. What sports are played in each place?

coach	court	manager	physiotherapist	pitch
player	pool	referee	ring	sponsor
stadium	track	trainer	umpire	

3 Complete the sentences with words from the box in Exercise 2.

- 1 A treats sports injuries.
- 2 A football chooses the team and plans its activities.
- 3 A gives money to teams and sports people.
- 4 A or a makes sure athletes are fit.
- 5 A or an keeps the score during a sports event.

Reading

4 4.2 Read a commentary from a TV sports programme. Tick (✓) the sports which are mentioned.

athletics	boxing	football	gymnastics
motor racing	tennis		

5 Read the text again. Are the sentences true or false – or is there not enough information to decide?

- 1 Lewis Hamilton won the grand prix race.
- 2 Jenson Button wants to change teams.
- 3 Beth Tweddle is a gymnast.
- 4 Beth Tweddle can't train at the moment.

Working with words: adjective + to + infinitive

6 Look at the examples. Find two more similar patterns in the text.

It was so exciting to watch.

It's good to see that she's fully recovered.

➔➔ See Working with words, Page 119 ➔➔

Chris: Fantastic! But what's next for millionaire racing driver Jenson Button? Will he stay with McLaren or will he go to one of the other teams, like Ferrari or Red Bull? What do you think, Alan?

Alan: Well, he's certainly got a good deal with McLaren. His contract is worth £6 million a year, so I don't think he'll leave McLaren yet. He's also said that money isn't the key factor and he earns a lot from advertising, of course. So, if McLaren keep winning like they have been this season, I think he'll stay with them for some time.

Chris: OK, we'll come back to the glamorous world of Formula One later this afternoon, but first let's look at the career of another world champion, Beth Tweddle. Now, gymnastics doesn't make as many headlines as motor racing, so it's easy to forget that Tweddle became world champion on the same day as Button.



Grammar: the future

7 Read the Grammar box and underline the verb forms in the text that we use to talk about the future.

Grammar: the future

We use *will* to talk about facts in the future and to make predictions.

I don't think he'll leave McLaren yet.

We use the present continuous to talk about an arrangement at a specific time in the future.

She's competing in the Olympics next year.

We use *be going to* to talk about future intentions and decisions we have already made.

She's definitely not going to win the match.

➔➔ See Grammar GPS, Page 127 ➔➔



GLOSSARY

- factor** (n) - reason
- glamorous** (adj) - attractive and exciting
- champion** (n) - person who has beaten all others in a competition
- gymnastics** (n) - sport involving exercises on bars, rings and the floor
- medal** (n) - metal disc given as an award in a competition

Alan: And that gymnastics is a tough sport. Beth has had six ankle operations and a recent shoulder operation. It's good to see that she's fully recovered, but she's 27 now. That's quite old for a gymnast. She's competing in the Olympics this year, but it's hard to imagine she'll win a medal there.

Chris: I'm not sure I agree. She trains six days a week and injuries don't stop her. She's going to carry on for as long as she can and she's definitely not going to retire soon. She won two medals at the last World Championships and she's hoping for a medal at the London Games. Russian gymnast Oksana Chusovitina won a silver medal at the Beijing Games when she was 33, so Beth is still in with a chance.

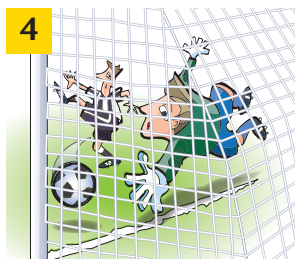
9 Read the interview with an athlete and choose the correct options.

- Q:** Is it true that you (1) your manager?
 - A:** No, it isn't. I've got no intention of doing that!
 - Q:** And (2) in the next Olympics?
 - A:** Of course. In fact, I (3) my training programme next month.
 - Q:** Do you think you (4) a medal?
 - A:** Well, I hope so. I (5) my best.
- | | |
|-------------------------------------|---------------------------|
| 1 a are going to change | b will change |
| 2 a are you going to compete | b will you compete |
| 3 a am starting | b will start |
| 4 a are winning | b will win |
| 5 a am doing | b am going to do |

➔ See Workbook, Page 41 ➔

8 Look at the pictures. Write sentences about what's going to happen. Use verbs from the box.

beat crash fall off save score win



Speaking

10 21C Work in groups. Describe the good things or bad things about being a sports professional.

fame injury money personal life
training routine travel

- A:** I think the best thing about being a sports professional is the fame. Everyone knows who you are.
- B:** I'm not sure that is a good thing. I think ...



If you have time

Which do you think is the odd one out in each list? Why? Write more lists for a partner.

- 1 football golf hockey rugby
- 2 cricket cycling motor racing running
- 3 badminton baseball tennis volleyball
- 4 boxing fencing judo skiing

Vocabulary: clothes

STUDY & EXAM SKILLS

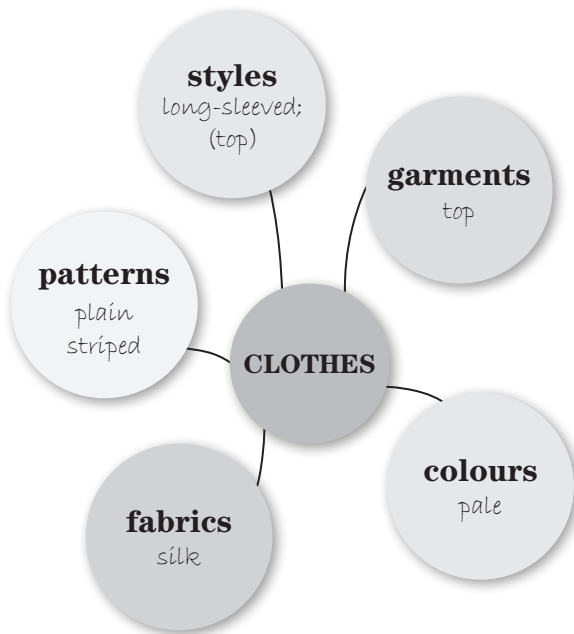
Mind maps

- Mind maps are a good way to help you learn new words. Look at the maps on this page and on page 25. Then organise vocabulary on these topics: *animals, sport, mass media*. Choose your own sub-categories.
- Make a mind map before you do the writing task in an exam.



- 21C** Add the words from the Vocabulary box to the mind map.

bright	cotton	denim	dress	flowered
headscarf	hooded	jacket	long	long-sleeved
loose	pastel	round-neck	short-sleeved	
spotted	straight	trousers	V-neck	



Listening

- 4.3** Listen to two people talking about clothes. Choose the correct option (a–c).
 - They are buying clothes in a shop.
 - They are choosing clothes for a party.
 - They are discussing summer clothes.
- 4.3** Listen again and choose the correct answers (a–c).
 - Elizabeth Morris's collection
 - is brightly-coloured and patterned.
 - is plain cotton and denim.
 - has long-sleeved shirts and T-shirts.

- Janice Spencer's collection
 - has long-sleeved tops and loose trousers.
 - is in pale colours.
 - has striped and checked jackets.

Speaking

- Work in pairs. Describe the people in the photos on page 49 using words from the Vocabulary box in Exercise 1.

Reading

- Read the webpage quickly. What is its purpose? Choose the correct option (a–c).
 - to give advice to high-school students
 - to help unemployed people to get a job
 - to give information about different universities
- 4.4** Read again and answer the questions.
 - What kind of jobs do designers do?
 - What is CAD?
 - What do you need to get a job as a designer?

Working with words: verb + noun

- Look at the examples. Think of two more expressions with *get* or *have*.

Get help from our careers files.

Perhaps you *have a future* as a designer.

➔➔ See Working with words, Page 119 ➔➔

Grammar: future continuous **E**

- Read the Grammar box. Underline examples of the future continuous tense in the careers advice text on page 49. Then complete the sentences.

We new sections every week.
..... you or studying?

Grammar: future continuous

The future continuous is used to talk about what we will be doing at a particular future time. It can also be used to make predictions.

We use *will be* + the *-ing* form of the verb.

You *will be revising* for the exams next Saturday.

He *will be studying* medicine when he is 21.

➔➔ See Grammar GPS, Page 127 ➔➔



Careers advice service

Welcome to this new service! We'll be adding new sections every week, so come back often.

Where will you be five years from now? Will you be working or studying? Decisions that you make now can affect your career choices later. Get help from our careers files. Click on the jobs to find out more.

CAREERS IN DESIGN

What will life in the future look like? What will the latest mobile phone be like? What will we be wearing? What kind of cars will we be driving? If these questions interest you, perhaps you have a future as a designer. Designers work in a range of fields. Most people are familiar with fashion design. Graphic designers can work in advertising, publishing, and so on. Web design is a new and popular field. Many product designers use computer-assisted design programs (CAD) in their jobs.

What do I need?

You need to be good at art, of course. Designers also need to be able to express ideas visually. For example, choosing the best image for the book cover of a detective story – a picture of flowers, an abstract design, a street scene? Each image will send a different message to the reader. You'll also need to get a qualification from a college or art school and build up a good portfolio. Click [here](#) for a list of courses.

GLOSSARY

- designers** (n) - people who design things
- image** (n) - picture
- abstract** (adj) - art or design that doesn't try to represent reality
- portfolio** (n) - collection of work



9 Complete the sentences with the future continuous form of the verbs in the box. There is one extra verb.

do drive go live play wear work

- ▶ This summer, everyone *will be wearing* pale colours.
- 1 By the time I'm 25, I in my dream job.
- 2 Ten years from now, we electric cars.
- 3 This time on Saturday, I football.
- 4 What you this time tomorrow?
- 5 In a few months' time, we on holiday.


Speaking

10 Work in pairs. Think of a job one or both of you would like to do. Write questions and answers that you would hear in an interview for the job. Read the questions to the class. Can you guess each other's jobs?

- ▶ Do you enjoy working with children?
- ▶ Are you good at designing on the computer?

➔ See Workbook, Page 42 ➔

Reading

- 1  4.5 Read the dialogue. What jobs do Fay, Joe and Dan want to do?
- 2 Read the dialogue again and answer the questions.
- Who wants to do media studies and art?
 - Who doesn't want to do media studies or French?
- 3 Find the *Useful expressions* in the dialogue. Who says each sentence?

Useful expressions

- I'd like to drop French.
- I want to do media studies.
- I don't want to do French.
- I prefer chemistry to media studies.
- I'd rather do media studies.
- I'd rather be in the gym than in a classroom.

- 4  4.6 Listen and repeat the *Useful expressions*. Focus on your intonation.

➔ See Grammar GPS, Page 127 ➔

Biology

Chemistry

SCHOOL
SUBJECTS

Physics

Geography

- Fay: Oh, no. Another D for chemistry. I'm going to fail next week's test, I know.
- Joe: I'll help you revise, if you like.
- Fay: Thanks, but it doesn't really matter. I'm going to drop chemistry next year. I want to do media studies instead.
- Joe: Really? I prefer chemistry to media studies.
- Dan: Not me, I'd rather do media studies. Anyway, Fay, won't you need chemistry?
- Fay: No, I don't think I will – not if I'm going to be a famous actress!
- Dan: OK, so which other subjects are you going to take?
- Fay: I'm not sure. It's hard to decide. I'd like to do just music and drama all the time! What about you?
- Dan: I haven't got a clue. Well, I need art, obviously, to be a fashion designer. I'd like to drop French, though.
- Joe: I don't want to do French either. I'd rather be in the gym than in a classroom.
- Fay: And what will you do when you're an international sports star? You'll need to speak different languages, won't you?
- Joe: Ah well, I'll be rich enough to have a translator by then!

Pronunciation: words with /s/ and /z/ sounds

5 4.7 Listen to the words. Write s or z next to each one.

baseball busy design disappear fossil
 history instead museum pleased
 presentation sponsor thousand
 used (past simple) used to

6 4.7 Listen and repeat the words in Exercise 5.

OPTIONAL

Writing: an email about arrangements

1 Read the emails below and answer the questions.

- 1 Where are Holly and Lisa going next week?
- 2 Why are they going there?
- 3 Which day are they going there?
- 4 How will they find each other?

2 Complete these sentences from the emails. Which tenses are used?

- 1 **By the time** you this, I probably
- 2 Can you let me know **as soon as** you out the day of your visit?
- 3 I'll wait **until** you there.
- 4 Text me **when** you home.

See Grammar GPS, Page 127

3 Complete the sentences with the expressions in the box. More than one answer is sometimes possible.

as soon as by the time when until

- 1 Can you phone me your sister arrives?
- 2 I'll text you the match ends.
- 3 I'll probably be home my dad hears my message.
- 4 I can't go home the bell rings.
- 5 I finish this question, the exam will be over.

4 Write a message to your partner arranging to meet. Reply to your partner's message and confirm the details. Use expressions from Exercise 3. Use these ideas or your own.

a day trip a friend's party
 a shopping trip a sports event

Speaking

7 Work in pairs. Choose the correct option (a–c). Then practise the dialogues.

1 **A:** Do you like tennis? There's a game on TV.

B: Oh, I (1) athletics, really.

A: OK, I think there's athletics on another channel.

B: Actually, I (2) read my book.

1 **a** 'd like to **b** 'd rather **c** prefer

2 **a** 'd rather **b** prefer **c** want

2 **A:** Do you prefer plain or patterned T-shirts?

B: Plain – and with long sleeves.

A: Oh, I (1) short sleeves.

B: But I (2) wear a shirt than a T-shirt, anyway.

1 **a** 'd like to **b** 'd rather **c** prefer

2 **a** 'd like to **b** 'd rather **c** prefer

8 Work in pairs. Compare your preferences. Use the dialogues in Exercise 7 to help you.

basketball	boots	burger	maths
football	shoes	pasta	English
tennis	trainers	pizza	biology
juice	morning	sun	desert
water	afternoon	rain	mountain
tea	evening	snow	coast

Hi Lisa,
 I've just seen the list of work experience placements and I see you're going to Computer World next week – so am I! If we're going to be there on the same day, we can go together. I'm not sure which day it is yet, but by the time you get this, I'll probably know. Can you let me know as soon as you find out the day of your visit? See you!
 Holly

Hi Holly,
 I saw your name too – we're both going to Computer World on Wednesday. We can meet outside the main entrance (Computer World is quite close to my house, actually). I'll wait until you get there. Or you can text me when you leave home on Wednesday morning if you like. See you then!
 Lisa

Reading

1 Which sports do you associate with Australia? Read the text quickly and see if they are mentioned.

2 Read the text again. Answer the questions.

- 1 What is 'Surfers Paradise'?
- 2 What is the 'Australian Open'?
- 3 Who is Ian Thorpe?
- 4 What is 'footy'?

3 Find words in the text that mean the same as the underlined words.

- 1 It's nice to eat outside in the summer.
- 2 There were 50,000 people in the audience at the tennis final.
- 3 There's a lot of competition between Arsenal and Chelsea.
- 4 The best athletes take part in the world championships.

Culture



Australia has the perfect ingredients for life outdoors – warm, sunny weather and lots of open spaces. Australians are so passionate about sport that nine of the ten most popular TV shows are about sports. But taking part is equally important.

Beach sports

As an island continent, Australia has more than 34,000 kilometres of coastline – mostly sandy beaches and the warm water of the Pacific and Indian Oceans. Almost everyone in Australia learns to swim when they are young – either at primary school, in the pool at home or at a nearby beach. Kids who live near the ocean often go surfing after school. The big surfing fashion and clothing companies sponsor the best surfers, so some people have a professional career as surfers. There's even a town in the state of Queensland called Surfers Paradise!



International events

The Formula One grand prix at Melbourne is a huge spectator event. Spectators also fill every available seat at the 'Ashes series' cricket matches. This sports rivalry between England and Australia has a long history, going back to 1882. But you can also see people playing cricket in parks and on beaches all through the summer. The Australian Open is one of the four 'grand slam' tennis tournaments. It's also the first big event of the tennis year and all the top players compete there.



The Olympic Games

Australia has hosted the Summer Olympics twice – in Melbourne in 1956 and in Sydney in 2000 – and it's one of only a few countries that has taken part in all of the summer Olympics. Swimmer Ian Thorpe won a total of nine Olympic medals, including five golds, before he retired in 2006. Australia has won Olympic medals in sports such as canoeing, water polo and beach volleyball too.

Did you know?

Make sure you know the names of sports if you go to Australia. Football is called soccer there. And they play a game which looks like rugby, but it's called Aussie Rules football or footy!



GLOSSARY

to sponsor (v) - to give money to an athlete to support them

Formula One (n) - international motor racing competition


spectator (n) - someone who watches a sport

tournament (n) - a competition where a series of games are played


- 4 Which verbs do we use with *surfing* and *cricket*? Check in the text. Then put these sports into two verb groups.

beach volleyball	canoeing
football	rugby
tennis	swimming
	water polo

Listening


- 5  4.8 Listen to the sports news. Are the sentences true or false?

- Snow has affected many sports events.
- Wayne Rooney will be playing in the next Champions League match.
- France has won the Six Nations rugby championship.
- The British athletics team is top of the medals table in Glasgow.
- Roger Federer is launching a new fashion collection.

- 6  4.8 Listen again and choose the correct option (a–c).

- Wayne Rooney has a injury.
 - foot
 - head
 - knee
- France beat in the last Six Nations game.
 - England
 - Ireland
 - Scotland
- Venus Williams has her own label.
 - clothing
 - jewellery
 - perfume

Project

 Write a short text about sport in Oman. Find some photos in a magazine or on the internet. Use the questions to help you.

- Do people prefer outdoor or indoor sports?
- What sports are popular after-school activities?
- What kind of international events are held?
- What are Oman's national sports?

Physics and English

Newton's laws of motion

- 1 Read the text and answer the questions.

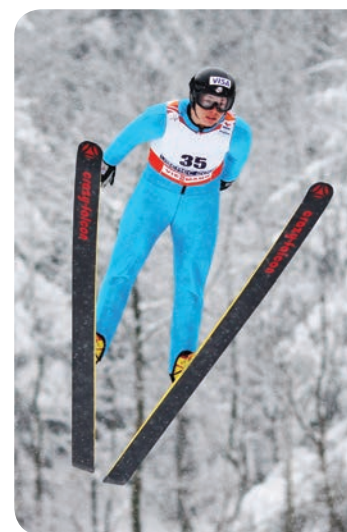
- What's the scientific word that describes 'pushing' or 'pulling'?
- What's another word for 'movement'?
- What's the name of the force that pulls things towards the earth?

Sir Isaac Newton (1642–1727) was an English physicist. He described some of the basic laws of nature. These laws are known as 'Newton's laws of motion' and 'Newton's law of universal gravitation'.

We can see these laws in action when we watch sports. Imagine the world champion ski jumper, Lindsey Van, at the top of a ski jump. She is waiting to jump and she is standing still. She won't begin to move until she pushes herself forward. A push, or a pull, is called a 'force' in physics. Then, when Van pushes forward, she starts to move down the ski jump. She doesn't need to push now. This is Newton's first law of motion. It says that objects stay still if there is no force. It also says that objects keep moving in the same direction until they meet another force.

Van reaches the end of the ski jump and takes off into the air. But she doesn't continue in the same direction – flying through the air – forever, because she meets another force. The most important force in action here is gravity. Gravity pulls everything towards the centre of the earth, and that means it pulls Van towards the ground. But she falls slowly, not instantly. Why?

This is because while her body pushes down on the air, the air also pushes her up. It's Newton's third law of motion: forces act in pairs.



GLOSSARY


motion (*n*) - movement

gravity (*n*) - force that holds things to the Earth

instantly (*adv*) - immediately

- 2 Read the text again and decide if these sentences about Newton's first law of motion are true or false.

- An object won't move unless something pushes or pulls it.
- A moving object won't stop if there is no force against it.

- 3  Can you think of other examples which demonstrate Newton's laws? Compare answers with your partner.

Reading

HOW TO ...

identify the main idea

Choose the correct sentence from the options given.

USEFUL STRATEGIES

- Read the whole text quickly without worrying about words you don't understand.
- Decide what you think the main topic of the text is and look for this in the options in the task.
- Read the text again to confirm your choice and to make sure that the alternatives are not correct.

Important! You need to read the whole text to find the main idea.

- 1** Read the text and underline the key words. Which option (a-c) do you think the topic of the text is?

Not everybody has the talent to be a professional sportsperson, but there's a variety of jobs you can do – from being an instructor to being a professional referee. You need to be good at sports, of course, and for most jobs you'll need a qualification. You'll also need excellent 'people skills'.

- a Sports celebrities
- b Studying sport
- c Careers in sport

- 2** Read the text and choose the correct option (a-c).

I love fashion and I want to be a fashion designer. There's a course at my local college, so I'm going to apply for a place there. It's a three-year course and with that qualification, I'll be able to work in one of the big fashion companies. I'll probably move to London, which will be quite exciting, or even Paris! I know that it's a difficult career, but I'm going to work really hard to succeed. In 2020, someone will be wearing one of my designs to the Oscars!

The text is about the writer's ...

- a designs
- b experience
- c plans

Use of English

HOW TO ...

choose the correct word form

Choose the correct options to complete a gapped text.

USEFUL STRATEGIES

- Read the whole text quickly.
- Look at the gapped sentences. What kind of words are missing?
- Look at the options given for each gap. Choose the option that matches the grammar and logic of the gapped sentence.

Important! Try each option before you decide.

- 1** Look at the words in each group. Are they nouns, verbs, adjectives or pronouns?

- 1 amazed frightening brilliant
- 2 buy play go
- 3 that which who
- 4 do have will

- 2** What kind of word is missing from each gap?

- 1 We never seen such a brilliant athlete!
- 2 What time are you to the park?
- 3 It wasn't a very good match. It was a bit
- 4 This is the race is the most important.

- 3** Look at the options for each gap in Exercise 2. Choose the correct answers.

- 1 a has b have c having
- 2 a going b go c went
- 3 a boring b bore c bored
- 4 a who b what c which

- 4** Read the text and choose the correct option (a-c).

Hi Dan,

We've got tickets for the Cup Final next month! I'm so (1)! Do you want to come with us? It's on Saturday 11th and (2) leaving at about 6 a.m. I know it's really early, but my dad thinks it (3) us about four hours to get there. I'd love you to come – and you don't have to pay for the ticket either! (4) call you later.

Joe

- 1 a excite b excited c exciting
- 2 a we'll b we're c we've
- 3 a takes b is taking c will take
- 4 a I'm b I'd c I'll

A formal letter or email

- 1 What is your ideal job? Why? Discuss the questions with your partner.

To:

Subject:

Dear Mr Shah,

I am writing to apply for a summer internship as a receptionist in your hotel, which I saw advertised on the "Oman Times" website. Please find attached my CV.

I am 17 years old and, I will be taking my high school leaving certificate this June. At school, I enjoy participating in my lessons as well as activities outside the classroom. I have been an active member of the school council and have organised a number of fundraising events. Now I am looking for something to put these skills into practice.

I think I would be a suitable candidate for this position because I have been described as organised and someone who works well with others.

I will be available for the whole of July as I will be on holiday that month. I would be happy to attend an interview at any time. I look forward to hearing from you in the near future.

Yours sincerely,
Syed Al Khouri

- 2 Read the email and answer the questions.

- 1 Has Syed left school yet?
- 2 What job does Syed wish to apply for?
- 3 Does he already have experience?
- 4 Why does he think he would be good for the job?
- 5 How long can he work for?

WRITING SKILL

Writing formal letters and emails

When we write formal letters or emails we need to make sure our language is appropriate. The language used is different from the language used in informal emails or letters.

Greet the person politely by using *Dear* instead of *Hi*. Write in full sentences and not note form. Avoid using exclamation marks (!) in formal letters or emails.

End the formal letter or email with the phrase *Yours sincerely* and your name. In informal letters or emails we can use phrases such as *Bye!* or *See you later!*

WRITING MECHANICS

Useful expressions for writing formal letters or emails.

Begin: Dear + title + name,
Dear Mr Muhammad / Mrs Ayesha,

Explain why you are writing

I am writing to apply for ... and I would like to apply for the position of ...

Use long forms (not contracted forms)

I am interested in ... (not: I'm ...)

Use a suitable 'closing' expression

I look forward to hearing from you soon. I look forward to receiving your reply.

End: Yours sincerely, + your name

*Yours sincerely,
Sara Daboul*



- 3 Read the email again from Syed. Underline the phrases he uses for:

- the beginning of the email
- the reason he is writing
- the long forms he uses
- the closing expression.

- 4 Look at part of an email below written by a student applying for a place at college. The teacher has highlighted parts of the email that were too informal. How can you improve it?

To:

Subject:

Hi Mr Khalili,

I want to study engineering at your college next year

... I'm very good at Maths and Physics ...

From Abdullah



WRITING MECHANICS

Using reference words *this*, *that*, *these* and *those*

Reference words can refer to single or plural nouns.

This is a really interesting *job*. I'll really enjoy working here.

The interview was easy except for *the questions at the end*. *Those* were really tough.

This and *that* can also refer to a complete idea.

I always work hard. *This* helps me to do well at school and in my summer job.

(*This* is a present reference to working hard.)

Our teacher made us work hard and *that* helped us with our work experience.

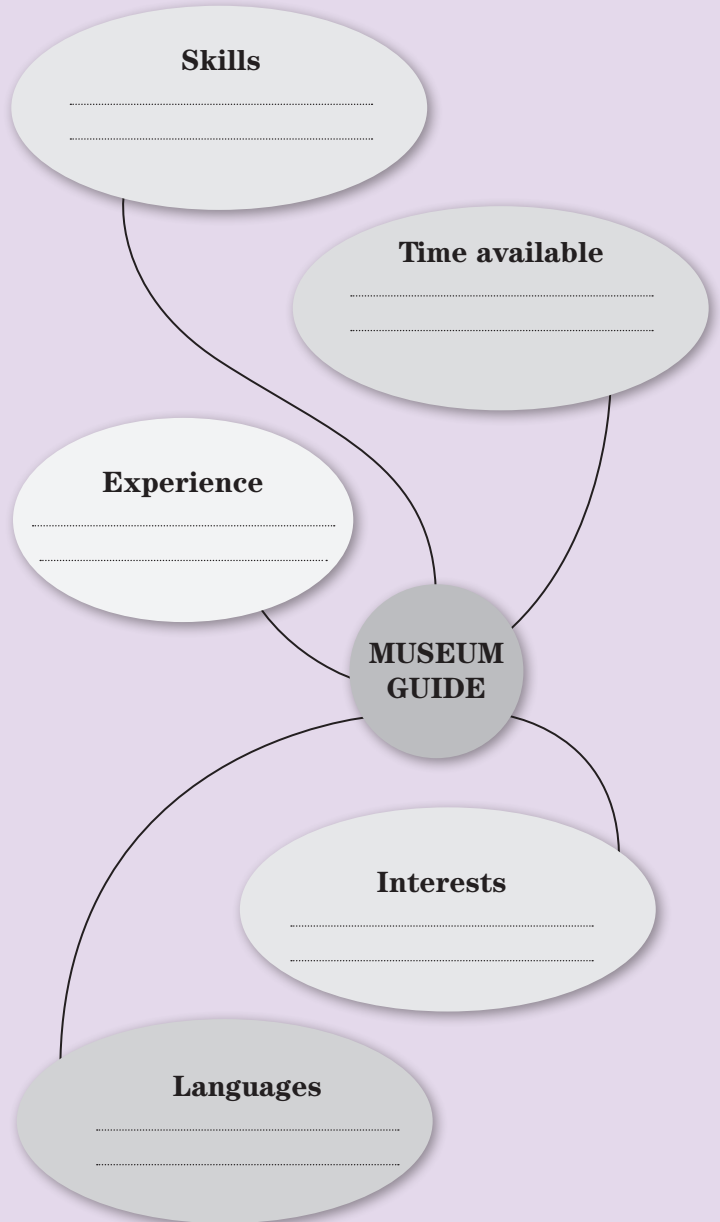
(*That* is a past reference to working hard.)



- 5 Read the email again from Syed. Find three examples of reference words. What do these words refer to?
- 6 Complete the gaps using *this*, *that*, *these* or *those*. There may be more than one correct answer.
 - 1 Mohammed is really good at maths. _____ will help him do well in his exams so he can get a good job.
 - 2 Have a look at _____ emails – I have an interview!!
 - 3 You should use more formal language when writing a job application. _____ one was a bit too informal.
 - 4 Last year I went to Art History classes – _____ really helped me get my summer job in the art gallery.
 - 5 I'm going to get a job this summer. _____ will give me a chance to save some money.
- 7 **21C** You have seen the following advertisement. Complete the mind map to help you plan your email.

Wanted: enthusiastic English speakers!

Would you like to work as a museum guide this summer? Do you enjoy meeting other people from different countries? If so apply now!



- 8 **21C** Write an email to apply for the role. Make sure to include the following:
 - reason why you are applying for the job
 - the long form (no contractions)
 - suitable opening and closing expressions
 - at least one reference word
 - examples of the future tenses.
- 9 Work in pairs. Read your partner's email and tick (✓) the checklist above. Put two ticks if you think they did really well.
- 10 Change partners. Read your new partner's email. Write four questions to ask them. Then interview your partner for the job.

Verb + -ing



We use verb + *-ing* after certain verbs such as *avoid, enjoy, finish, imagine, mind, recommend, suggest, stop*.

Joey really *enjoys eating* bananas.



1 Complete the sentences with the correct form of the verbs in the box.

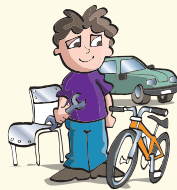
avoid	finish	imagine
mind	recommend	stop

- Some people going outside at night.
- Have you reading that book yet?
- The show is very popular, so I buying tickets in advance.
- I can't being in that situation.
- Please whistling! It's very annoying.
- 'Sorry, I'm not ready yet.' 'It's OK. I don't waiting.'



A verb which follows a preposition ends in *-ing*.

Mark's great *at fixing* things.



2 Match the beginnings of the sentences (1-5) with the endings (a-e).

- English people are famous for
 - You can improve your English by
 - Are you afraid of
 - What did Jenson Button do after
 - I'm not really interested in
- a flying?
b playing games or doing sports.
c practising every day.
d talking about the weather.
e winning the Formula One championship?



We use verb + *-ing* as the subject of a sentence.

Looking for aliens is a waste of time.

3 Complete the sentences with the -ing form of the verbs. Make as many sentences as you can.

act	play	meet	perform	see	sing
-----	------	------	---------	-----	------

- in a competition is terrifying.
- in front of an audience feels amazing.
- my favourite actor was fantastic.

to + infinitive



We use *to + infinitive* after verbs such as *agree, decide, want* and after adjectives such as *easy, impossible, pleased*.

See Working with words, Page 119



Begin, continue, hate, like, love, start can be followed by both *to + infinitive* and verb + *-ing*. The meaning is the same. The meaning is different with other verbs such as *try*.

4 How many verbs from the box can you use to complete each sentence?

begin	continue	hate	like	love	start
-------	----------	------	------	------	-------

- I really eating chocolate cake.
- OK, you can to fry the burgers now.
- When did you learning English?
- She says she'll to do lots of sport when she leaves school.

5 Write the verb in the correct form.

- I'm quite excited about on holiday. (go)
- I'm pleased you, Mr Jones. (meet)
- The league has decided the match. (cancel)
- Do you enjoy ? (cook)
- dinner for ten people is hard work. (make)

Review Units 3 and 4

Vocabulary

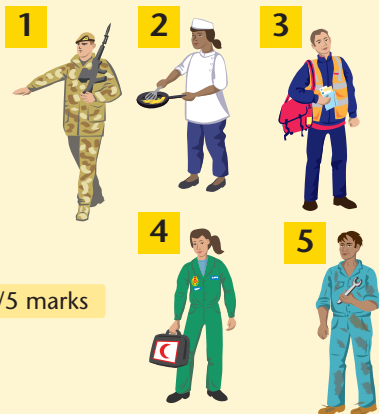
1 Write the words.

- 1 sixty seconds =
- 2 100 years =
- 3 two weeks =
- 4 ten years =
- 5 sixty minutes =

1 mark per item: .../5 marks

2 Write the jobs.

- 1
- 2
- 3
- 4
- 5



1 mark per item: .../5 marks

3 Complete the sports places.

- 1 a swimming p.....
- 2 a racing t.....
- 3 a football p.....
- 4 a boxing r.....
- 5 a tennis c.....

1 mark per item: .../5 marks

4 Match the words (1–5) with the categories (a–e).

- | | |
|------------------|------------|
| 1 cotton, silk | a patterns |
| 2 bright, pastel | b garments |
| 3 a skirt, a top | c fabrics |
| 4 hooded, V neck | d styles |
| 5 striped, plain | e colours |

1 mark per item: .../5 marks

5 Write the American English word that means the same as the British English word.

- 1 holiday =
- 2 flat =
- 3 shop =
- 4 biscuit =
- 5 chips =

1 mark per item: .../5 marks

Grammar

6 Complete the sentences with the past simple or past perfect form of the verbs.

- 1 I was late. The lesson (start)
- 2 After you left, I home. (go)
- 3 Tests showed that the animal very long. (not / live)
- 4 I couldn't call you because I your number. (not / write down)
- 5 The man an accident and called the police. (see)

1 mark per item: .../5 marks

7 Make statements and questions with *used to*.

- 1 Which cartoons / you / watch?
- 2 I / love / Disney cartoons.
- 3 they / read / comics?
- 4 We / not like / cheese.
- 5 My little brother / cry / a lot.

1 mark per item: .../5 marks

8 Complete the sentences with the present continuous or *going to* form of the verb.

- 1 Look at Rooney! He ! (score)
- 2 I've decided I (work / hard)
- 3 Chelsea Milan tonight. (play)
- 4 What a win! The fans pleased. (be)
- 5 What time we on Friday? (meet)

1 mark per item: .../5 marks

9 Is the future continuous correct in each sentence?

- 1 This summer, we'll *be wearing* lots of red and blue.
- 2 This time next week, we'll *be watching* the final.
- 3 Do you think you'll *be liking* university?
- 4 In a month's time, I'll *be doing* my final exams.
- 5 I think he'll *be winning* the race.

1 mark per item: .../5 marks

10 Write the verb in the correct form.

- 1 I'm worried about the test. (take)
- 2 It's easy against that team. (lose)
- 3 Did you enjoy the Queen? (meet)
- 4 for the results of an exam is always horrible. (wait)
- 5 Did you learn French at school? (speak)

1 mark per item: .../5 marks

Communicate!

11 Complete the questions.

- 1 does it take to fry an egg?
- 2 people live in your house?
- 3 is it from Cairo to Alexandria?
- 4 money have you got?
- 5 was the last flight?

2 marks per item: .../10 marks

12 Complete the dialogue with the expressions.

do you want I don't want I prefer I'd like
I'd rather

- Dad: What (1) for lunch today?
- Mum: Oh, I don't know.
- Kate: (2) burgers and chips, please.
- Dad: Oh, no. We had that the other day. (3) to have it again.
- Mum: Well, (4) go out than eat at home.
- Dad: No, we're not going out. You can have pasta or sandwiches.
- Kate: Well (5) sandwiches to pasta.
- Dad: OK, sandwiches.

2 marks per item: .../10 marks

13 Does the s in these words sound like /s/ or /z/?

- 1 busy
- 2 design
- 3 disappear
- 4 fossil
- 5 museum
- 6 newspaper
- 7 pleased
- 8 roasting
- 9 pastel
- 10 thousand

1 mark per item: .../10 marks

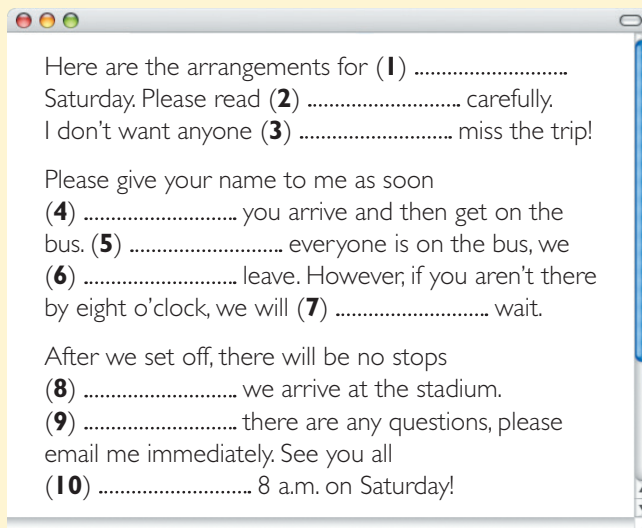
14 Rewrite the sentences with that and so or such.

- 1 I was tired. I had to sit down. (so)
.....
- 2 It was a hard exam. I couldn't do it. (such)
.....
- 3 The stadium was full. We couldn't get in. (so)
.....
- 4 It was a boring game. I fell asleep. (such)
.....
- 5 My friend was thirsty. He drank three glasses of water. (so)
.....

2 marks per item: .../10 marks

15 Complete the email with these words.

as at if next not them to until
when will



1 mark per item: .../10 marks

Total: .../100

I can ...

Tick (✓) what you can do.

	★★★★★	★★★	★
I can talk about quantity, time and distance.			
I can talk about preferences.			
I can write an opinion essay.			
I can write a formal letter and email.			

True story: A scientist with big ideas

1 **21C** Work in pairs and discuss the questions.

- 1 What happens in a diagnostic laboratory?
- 2 Why do doctors need to use diagnostic laboratories?
- 3 What do you think it is like to study abroad?

2 Read the text and correct the factual errors in the sentences.

- 1 Poor people in remote villages do not have access to doctors.
- 2 Hayat Sindi is an American scientist.
- 3 Sindi has invented a new kind of eye test.
- 4 Sindi studied biotechnology at Harvard University.
- 5 Sindi encourages young people to stay abroad when they finish university.

3 Find these words in the text. Then match them with their definitions (a–d).

accomplishments doctorate entire impoverished

- a extremely poor
- b full or complete
- c success and achievements
- d a very high university qualification

4 Work in groups and discuss the questions.

- 1 Many students go abroad to study at university. Do you know anyone who has done this? Would you like to study abroad?
- 2 Hayat Sindi has become a role model for young women. Who are the role models for young people in Oman? What do you admire about them?

In poor countries around the world, millions of people are dying from the medicines meant to save them. People taking strong medicines for diseases like hepatitis or tuberculosis need to have their health checked regularly. In modern towns and cities, doctors send blood samples to high-tech laboratories to monitor their patients' health, so they can change their medication at the first sign of trouble. In developing countries, doctors in remote villages do not have access to diagnostic laboratories.

For Saudi scientist Hayat Sindi, the solution is to bring the 'lab' to them. Together with a team of scientists from Harvard University, she has developed a tiny paper laboratory. It works by placing a drop of saliva or blood onto special paper made up of tiny channels that are filled with chemicals. This causes a chemical reaction and the paper changes colour. Results are ready in less than a minute and can be read easily using the colour chart provided. It may only be the size of a postage stamp, but when this tiny piece of paper enters an impoverished African village, it will have the power of an entire diagnostic lab. Sindi has set up a non-profit organisation, *Diagnostics For All*, to produce and distribute the device to people in remote places. 'Paper is cheap, easily available and lightweight,' she explains.

'Health care workers will be able to visit as many as 200 homes each day, perform tests, and take action immediately.'

Hayat Sindi's story of success began when she left home to study in England. Sindi had never travelled abroad before and she knew no English. Alone, homesick, and worried that she would fail, she learnt English by watching BBC news broadcasts. She studied up to 20 hours a day for university entrance exams and became the first Saudi woman accepted at Cambridge University to study biotechnology. After completing her doctorate, she taught on an international medical program, and became a visiting scholar at Harvard University. Sindi has recently started a new foundation which gives guidance and money to overseas students when they finish studying at universities abroad. She encourages them to bring their talents back to their homelands and develop their careers there.

Sindi's ambition is to inspire women to believe in themselves and know they can make a difference. Her passion and accomplishments have made her a role model for women and girls across the Middle East and the world. 'My message is: find a mission in life and contribute something to humanity. For me, science is a universal language that can help solve any problem our world faces.' To prove it, she's using a little piece of paper and one very big idea.



GLOSSARY

- diagnostic (adj)** - concerned with diagnosing an illness
- remote (adj)** - far away from other places
- lab (n)** - laboratory - place where scientific tests can be carried out
- impoverished (adj)** - very poor
- guidance (n)** - help and advice
- foundation (n)** - organisation
- universal (adj)** - something that can be used everywhere

Special things

READING

Identifying detailed information

WRITING

Writing a description of a process

Planning, drafting and editing

Using time expressions

Ordering sentences

Writing a description of an object

LISTENING

Identifying detailed information

SPEAKING

Describing experience

Making connections; evaluating statements

STUDY & EXAM SKILLS

Scanning and skimming

GRAMMAR

Passive

Passive with modal verbs

VOCABULARY

Working with words

– adjective order


– verb + preposition

Talking about – size and shape

animals	microscopic
coal	oil
enormous	oval
fabric	paper
fish	plastic
glass	rectangular
huge	round
immense	square
land	tiny
leather	trees
little	triangular
massive	water
metal	wood


- 1 Work in pairs. How many of the materials in the Vocabulary box can you see in the photo?
- 2 What are these things made of? Use words from the Vocabulary box.

books bottles cars clothes computers
school desks shoes skyscrapers toothbrushes

- 3  5.1 Listen to two conversations. Answer the questions. Can you identify the objects?
 - 1 How big is it?
 - 2 What's it made of?
 - 3 What's it for?
- 4 Work in pairs. Choose four objects each. Ask and answer questions about your objects and discover your partner's objects.



Reading

- 1 Work in pairs. Where are the two places in the photos? How much do you know about them?
- 2  Read and listen to the text. Check your answers to Exercise 1.
- 3 Read the text again. Copy and complete the table for the other wonderful places. Some information isn't in the text.

Name	Location	Material	Reason
Taj Mahal	India	marble	to commemorate a ruler's wife

Working with words: adjective order

- 4 Look at the examples. Find six similar adjective groups in the text.

immense white marble blocks

ancient brick structure

➔ See Working with words, Page 120 ➔

Grammar: passive C A E

- 5 Look at the example. How do we make the passive?
The Great Wall of China was constructed to keep out China's enemies.
- 6 Underline the sentences from the rule box in the text.

Grammar: the passive

Simple tenses

present
past

Petra is visited by too many tourists.
It was carved out of rock.

Continuous tenses

present
past

Parts of it are being eroded.
It was being used for entertainment.

Present perfect

Maya treasure has been found there.

We make the negative form by adding *n't* to *be* or *have*:
It wasn't damaged. The questions haven't been answered.

➔ See Grammar GPS, Page 128 ➔

Win a Wonderful Holiday!

Win our competition and you can visit one of these remarkable places – just write and tell us which continent each place is on.

★ The Taj Mahal, Agra, India

Many people imagine that the Taj Mahal was built as a palace. In fact, it is a beautiful tomb, designed by an Indian ruler, Shah Jahan, to commemorate his wife. It took more than 20 years to build. The immense, white, marble blocks were pulled into position by 1,000 elephants.

★ The Great Wall of China

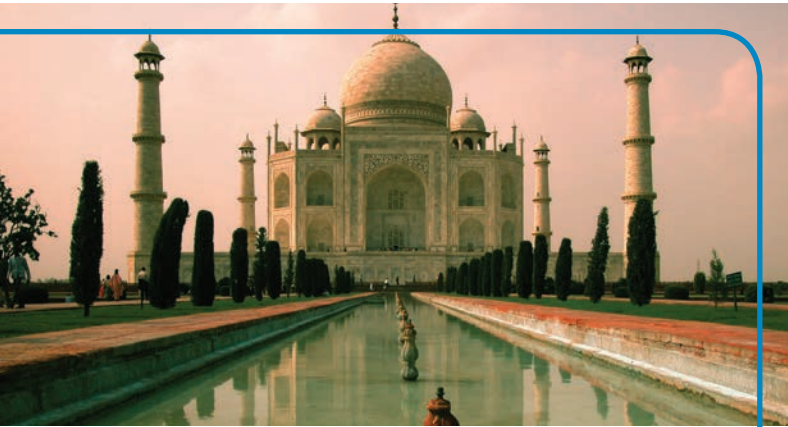
The wall was constructed to keep out China's enemies. Sections of the ancient brick structure have been damaged by the weather and earthquakes, but it's still the largest human-made structure in the world.

★ Petra, Jordan

The magnificent pink-coloured rock city of Petra was carved out of a limestone mountain. Two thousand years ago it was a wealthy, busy market city at the crossroads of important trade routes. These days, it is visited by so many tourists that parts of it are being eroded.

★ The Colosseum, Rome, Italy

The spectacular Colosseum has featured in films, music videos and fashion shows. It was even recreated digitally in the film *Gladiator*. That seems appropriate – it was being used for entertainment in the year 100 C.E. too!



★ **Chichén Itzá, Mexico**

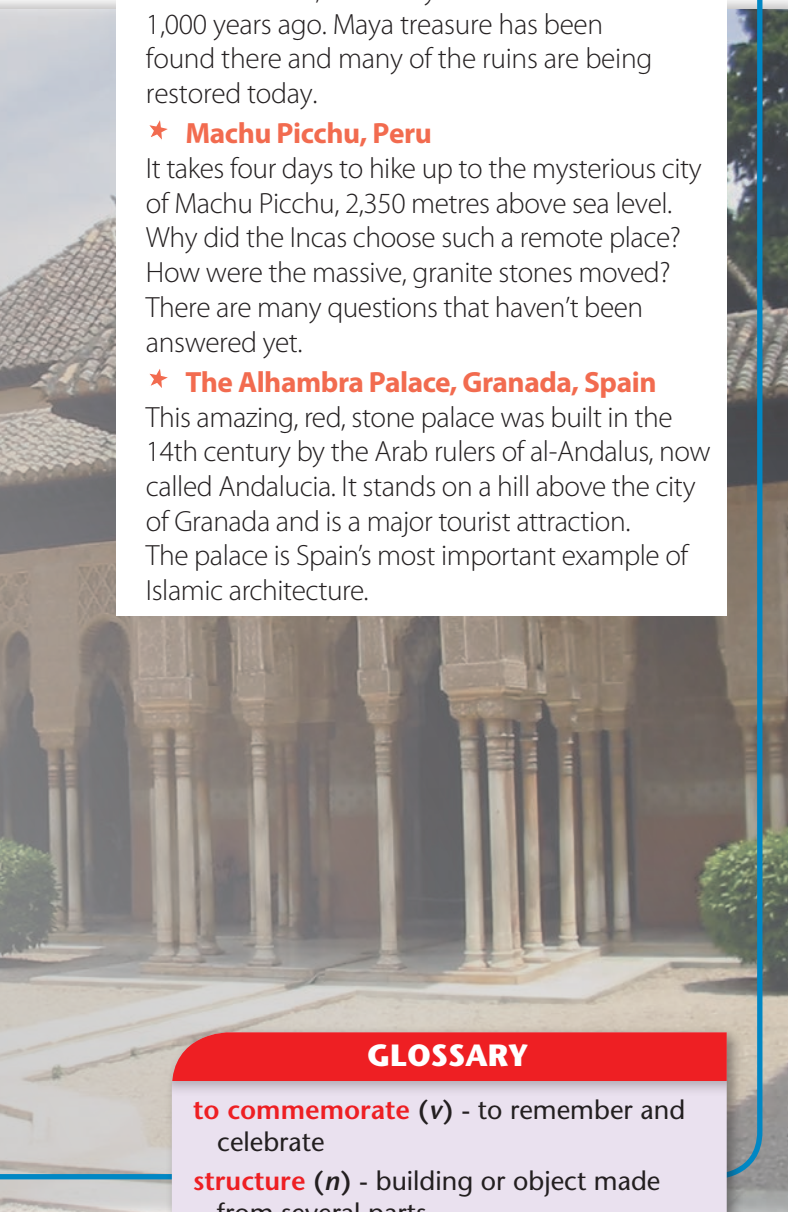
This enormous, stone city was abandoned 1,000 years ago. Maya treasure has been found there and many of the ruins are being restored today.

★ **Machu Picchu, Peru**

It takes four days to hike up to the mysterious city of Machu Picchu, 2,350 metres above sea level. Why did the Incas choose such a remote place? How were the massive, granite stones moved? There are many questions that haven't been answered yet.

★ **The Alhambra Palace, Granada, Spain**

This amazing, red, stone palace was built in the 14th century by the Arab rulers of al-Andalus, now called Andalucia. It stands on a hill above the city of Granada and is a major tourist attraction. The palace is Spain's most important example of Islamic architecture.



GLOSSARY

to commemorate (v) - to remember and celebrate

structure (n) - building or object made from several parts

to construct (v) - to build

to erode (v) - to be rubbed slowly away

architecture (n) - design and construction of a building

7 Write the verbs in the correct active and passive forms.



You'll need an up-to-date passport in order to travel to see your 'wonderful place'. Passports **(1 use)** for centuries, although only very important travellers **(2 have)** them originally. In the past, passports **(3 sign)** by a country's ruler! In the 1800s, travel for pleasure **(4 become)** so popular that passports **(5 abandon)** by several countries. These days, passports **(6 change)** Data chips **(7 introduce)** in some countries. Information such as facial measurements, retinal scans and fingerprints, sometimes **(8 take)** at the airport, can **(9 store)** on the chips. That data **(10 share)** with other countries on computer systems. And in Europe, passports for pets **(11 need)** too!

➔ See Workbook, Page 52 ➔

Vocabulary: size and shape

8 Put the adjectives into two groups: size and shape. Divide the first group into big and small.

enormous huge immense little massive
microscopic oval rectangular round square
tiny triangular

9 Choose the correct option.

- 1 Inca roads were made of *microscopic* / *rectangular* stones.
- 2 Bacteria are *immense* / *tiny* organisms.
- 3 The Colosseum is *huge* / *oval* in shape.
- 4 Pyramids usually have a *square* / *round* base.
- 5 Data chips contain *triangular* / *massive* amounts of information.



If you have time

How many materials can you think of for each category?

building clothes household objects

Speaking

- 1 **21C** Work in pairs. What connects these things? Explain your answer.

a wedding ring	Olympic first-place medal
the Oscar statuette	50-year anniversaries

Reading

- 2 Work in pairs. Can you guess the answers to these questions?

- How much gold is there in the world?
- What's a nugget?
- Apart from jewellery, what other things is gold used for?

STUDY & EXAM SKILLS

Scanning and skimming

- 1 You can improve your reading skills if you read with a purpose, for example:
- Looking through a text quickly to find specific information, e.g. the answers to questions, times, dates, specific words. This is called scanning.
 - Looking at a text to decide what it is about, if it interests you or if it is useful. This is called skimming.
- 2 Developing your skimming and scanning will help you use your time well in exams.



- 3 Read the text quickly to find the answers to Exercise 2.
- 4 **5.3** Read the text again. Based on the information in the text, do you think these sentences are true or false?
- Gold is very hard.
 - Gold is a useful metal.
 - There is a lot of gold in the world.
 - Gold can be made artificially.
 - Gold has been discovered in only a few places.
 - Gold is poisonous to humans.



GLOSSARY

- fabulous** (*adj*) - extremely good
- dense** (*adj*) - heavy in relation to size
- intricate** (*adj*) - very detailed in design
- thread** (*n*) - very thin fibre
- functional** (*adj*) - practical
- luxurious** (*adj*) - very expensive and comfortable
- exotic** (*adj*) - exciting because it is unusual
- gold rush** (*n*) - when a lot of people went to a place to look for gold

Gold

Gold is special in every culture in the world. But why has this shiny yellow metal always been valued as a fabulous treasure?

Firstly, it's soft and dense, so it's easy to shape. It can be made into fine threads, flat sheets or intricate shapes. A great variety of both decorative and functional things can be created from gold. Secondly, it never loses its shine. This means that beautiful gold objects from centuries ago will always be treasured. And thirdly, it's extremely rare. All the gold that has ever been mined would only fill two Olympic-sized swimming pools.

Gold has been discovered in different times and places in our history. Each time, the people who owned it became rich and powerful – for example, the Incas and the Aztecs in the Americas, or the Egyptian and Mali Empires in Africa. Their gold was exchanged for other valuable goods such as Arabic horses, luxurious silk and exotic spices from places as far away as China. In the 19th century, there were gold rushes in California, South Africa and southeast Australia.

Gold can be found in rivers or mined from the ground. Most of the time it must be separated from the rock before it can be used, but occasionally large solid pieces, called nuggets, are discovered. The biggest nugget ever found weighed 72 kilograms and measured 61 by 31 centimetres.

About 60 per cent of the world's gold is turned into jewellery, but it's also used in dentistry, communications, computer and space technology, and medicine. Doctors think a cancer treatment, using gold, will be developed this century.

Working with words: verb + preposition

5 Look at the examples. Find more verb + preposition combinations in the text.

*But why has this shiny yellow metal always been **valued as** a fabulous treasure?*

*It can be **made into** fine threads.*

→ See Working with words, Page 120 →

Grammar: passive with modal verbs **E**

6 Look at the text and underline the sentences from the rule box.

Grammar: the passive with modal verbs

can	1 It can be made into fine threads.
must	2 It must be separated from the rock.
will	3 A cancer treatment using gold, will be developed this century.

→ See Grammar GPS, Page 128 →

7 Match the sentences (1–3) in Exercise 6 with the meanings (a–c).

- a it's in future
- b it's necessary
- c it's possible

Which modal verb in the negative form means, 'it's not possible'?

8 Rewrite the sentences in the passive. Begin with the underlined words.

▶ It's possible to shape gold easily.
Gold can be shaped easily.

- 1 It's possible to make jewellery from many materials.
- 2 It's necessary to clean this ring carefully.
- 3 It's not possible to repair these earrings.
- 4 They will announce the Oscar winners tonight.
- 5 It's necessary to keep the results secret.

→ See Workbook, Page 54 →

Speaking

9 ^{21C} Work in groups. Discuss the statements. Do you think they are true or are they myths? Why?

- 1 The Great Wall of China can be seen from the moon.
- 2 The common cold can be cured with antibiotics.
- 3 Hyperactivity is caused by too much sugar.
- 4 Hiccups can be cured by standing on your head.

Speaking

- 1 **21C** Look at the picture and discuss the questions with a partner. Use the *Useful expressions* to help you.

What are the boys doing?

Where do you think they are? Why might the boys be working together? Why is one boy holding a ruler and another one drawing?

Why might the boy want to draw a diagram? Why are the boys working on a large sheet of paper?

Do you ever do projects in groups?

Why? / Why not?

Useful expressions

Asking about purpose and reason

What for?

What do you need a ruler for?

Why are you going to do that?

Explaining purpose and reason

Because I need to measure this line.

For my project.

So that they can assess you.

To send to the principal.



2 Look at the *Useful expressions* on page 66 and complete the sentences in four different ways.

Fadi needs a ruler ...

- 1 do his project.
- 2 he can do his project.
- 3 his project.
- 4 he has to do his project.

3 **5.4** Listen to the phone messages. First, complete the missing information. Then choose the correct option.

- 1 Holly wants to borrow Fay's
because she's going out / to wear in a photo.
- 2 Fay can't meet them at the She's going to London *for an interview / so she can meet her aunt.*
- 3 Dan wants to borrow Joe's *for the match / because he's lost his.*

Speaking

4 Work in pairs. Match the words in group 1 and the verbs in group 2. How many combinations can you make?

	1	2
have/get (your)	bedroom computer eyes hair photo watch house	fixed cut painted taken repaired tested

5 Ask and answer questions using the expressions in Exercise 4.

- A:** *Have you ever had your watch repaired?*
B: *No, I haven't. What about you?*

Pronunciation: the letter 'o' and the vowel sounds /əʊ/ and /ʌ/

6 **5.5** Does the 'o' in these words sound like the o in *gold* /əʊ/ or *some* /ʌ/? Listen and put them into two groups.

above	chosen	clothes	come	done	erode
nose	other	oval	own	remote	show
stone	won	wonder			

OPTIONAL

Writing: a description of an object

1 Read about Joe's favourite possession. Answer the questions.

- 1 What is it?
- 2 Where is it from?
- 3 What is it made of?
- 4 What is it like?

2 Look at the words in red. Which option (a-d) can be used instead of them?

- a because
- b for
- c so that
- d to

➔ See Grammar GPS, Page 128 ➔

3 Rewrite the pairs of sentences with *as*, *because* and *since*.

- 1 My camera is digital. I don't need film.
- 2 My bike is easy to ride. It's got lots of gears.
- 3 My watch is waterproof. I can wear it when I go diving.
- 4 My ipad is great. It's got lots of apps.

4 **21C** Write about your favourite possession. Use Joe's description to help you.



My most treasured possession is an old camera. It used to belong to my grandfather. He gave this object to me a few years ago because

I'm interested in photography. It was made in the USA about 50 years ago and it's made of a kind of black plastic. It's a very simple, square-shaped camera and it used film. **As** they don't make the film now, I can't take photos with it. My grandfather used it to photograph all his family and friends. I've got some of the photos, but **since** he didn't write any names on them, we don't know who all of them are! Now I keep the camera in a cupboard so that it doesn't get damaged.

Reading

- 1 Work in pairs. Look at the photos of an industrial town in Canada. Which natural resource is being worked with?

animals coal fish land minerals oil
trees water

- 2 Read the text quickly and check your answer to Exercise 1. Tick the other natural resources that are mentioned.

- 3  Read the text again. How have natural resources been important in Canadian life?

- 4 Find two expressions with *get* in the text that mean the same as the underlined words.

- 1 Lots of people want to make a lot of money.
2 The men went to London to find work.

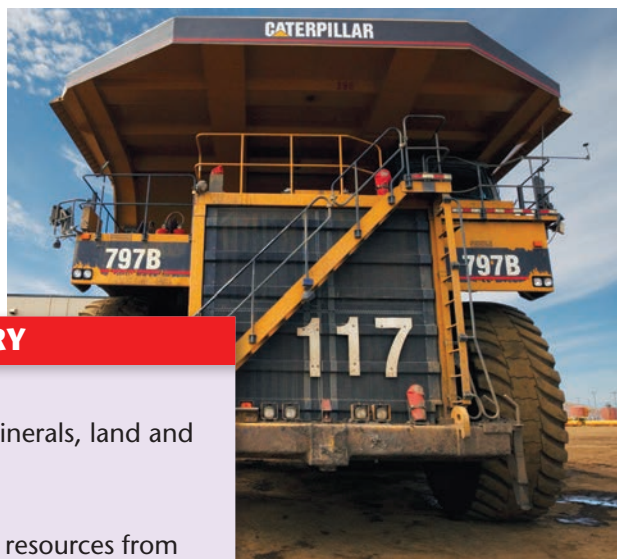
Culture



Canada is the second largest country in the world, but it only has 0.5 per cent of the world's population. Canadian lakes and rivers contain one fifth of all the fresh water on earth and there are vast areas of forest and open land. The fish, animals and trees from these areas have always been extremely important to Inuit communities across Canada.

These natural resources also brought many Europeans to Canada in the 17th and 18th centuries. Then, in 1896, gold was discovered in the Yukon. This changed the lives of thousands of people. Men from the USA, South Africa and Australia rushed to the area to seek their fortune. In two years, a fishing camp on the Klondike River turned into Dawson City, with a population of more than 40,000. The men were not only miners, but also doctors, teachers and other professionals. Many of the men took their wives with them. Although the women worked in typical jobs like cooking and nursing, it was a new life of opportunity.

These days, Canada's boom towns are in Alberta, where oil has been found. It's easy to understand why oil is often called 'black gold'. Workers from over 70 countries have moved there to get well-paid jobs in the oil industry. Many of them live in tiny rooms in work camps. Just like in the Klondike gold rush, there are lots of opportunities. Unlike gold mining in the Yukon in the 19th century, high-tech machinery and giant-sized trucks are used in the oil fields today. These trucks move more than one million tons of material every day. Most of the workers hope to get rich quickly and then go home.



GLOSSARY

- vast** (*adj*) - very large
resources (*n*) - reserves of minerals, land and other natural riches
to seek (*v*) - to look for
miners (*n*) - people who get resources from under the ground
gold rush (*n*) - a lot of people move to a place to find gold and become rich
machinery (*n*) - machines collectively

Chemistry and English

Listening

5 How do you say these numbers?
How are they written in the text?

0.5%	1/5	forty thousand
seventy	1,000,000	



UK	Europe
1,000,000	1.000.000
1.5	1,5

6 **5.7** Listen to the statistics about Canada's natural resources. Choose the correct option (a-c).

- The amount of mined gold in the world is tons.
 - 160
 - 16,000
 - 160,000
- The amount of gold mined in the Yukon was tons.
 - 190
 - 390
 - 3,900
- The population of the Yukon today is of Dawson City's gold-rush population.
 - three quarters
 - two thirds
 - a quarter
- Alberta produces barrels of oil a day.
 - 12 million
 - 0.12 million
 - 1.2 million
- The USA gets of its oil from Canada.
 - 9 per cent
 - 19 per cent
 - 90 per cent

Project

21C Work in groups. Choose at least 12 things you use or consume every day – clothes, objects, food, etc. Find or make a large map of the world and show where the things come from.

Elements

1 Find out about elements. Read the text and answer the questions.

- What are elements made of?
- What are some examples of elements?
- What happens when elements are mixed together?

Gold is an element. Elements are pure materials. An element can't be separated into different materials. It is made of identical atoms. Atoms are so tiny that you can't see them.

Most elements are solid at room temperature. Examples of solid elements are gold, silver, carbon, copper and aluminium. A few elements are gases at room temperature, for example oxygen, hydrogen and nitrogen. Some elements can be mixed together to make 'compounds'. For example, hydrogen and oxygen together form a very common compound: water. Another common compound is made of the two elements sodium and chlorine: salt.



silver



gold



copper



carbon

Elements can be divided into two groups, metals and non-metals. Most elements are metals. Metals are shiny and strong but can be bent quite easily. They also conduct electricity and heat. Gold is a typical metal. Non-metals include solid elements and gases. Solid non-metals are not shiny or strong and they break easily.

Each element is known by a chemical symbol, as well as its name. This is always written the same way and it's the same in every language of the world:

aluminium	Al	hydrogen	H
carbon	C	nitrogen	N
copper	Cu	oxygen	O
gold	Au	silver	Ag

2 What are the two main groups of elements and what are their properties?

3 **21C** Why is it a good idea to use chemical symbols instead of names?

Reading

HOW TO ...

identify detailed information

Read a text and either a) say if sentences about it are true or false, b) choose the correct option, or c) complete sentences.

USEFUL STRATEGIES

- Read the whole text quickly before you look at the task sentences.
- Read the task sentences carefully and identify the key information in each sentence or option.
- Find this information in the text and decide if the task sentences express the same ideas.

Important! The task sentences may contain words with opposite meanings to the text, or express similar information with synonyms.

1 Read the text and try to find parts of the text that correspond to the information in these sentences. Not all of the sentences are true.

- 1 Six of the ancient wonders have been destroyed.
- 2 The pyramid took thousands of years to build.
- 3 The pyramid is made of granite and marble.
- 4 Tourism is a threat to the pyramid.

Great Pyramid of Giza

The Great Pyramid of Giza is the only one of the seven wonders of the ancient world which still exists today. It was built over a period of 20 years, and for nearly 4,000 years it was the tallest man-made structure in the world. Several theories about the construction of the pyramid have been proposed. Nobody can prove exactly how the huge limestone and granite blocks were moved into position. It's a very popular tourist destination, and the number of visitors has been controlled recently to help preserve the pyramid.

2 Underline the parts of the sentences in Exercise 1 that agree with the information in the text, and circle the parts of the sentences that do not agree. Are the sentences true or false?

3 Are these sentences true or false?

- 1 The Great Pyramid took 20 years to build.
- 2 It used to be the tallest man-made structure in the world.
- 3 Experts have proved how the pyramid was built.
- 4 More people visit the pyramid today than in the past.

Listening

HOW TO ...

identify detailed information

Listen to a text or conversation and complete the missing information in gapped sentences.

USEFUL STRATEGIES

- Read the task and the gapped sentences before listening.
- Think about what kinds of words could go in each gap.
- Listen carefully and note the information.

Important! Remember that there are often several ways to express the same information.

1 Read the sentences (1–4) and decide what kind of information (a–f) can fit in each gap. There is more than one possibility.

- 1 This is a message for
- 2 Please contact me at
- 3 We are open from to
- 4 Can we meet on?

- a a day of the week
- b a name
- c a telephone number
- d a time
- e a part of the day
- f an address

2 Write as many words as you can for each gap (1–4).

3 5.8 Listen to the phone message and complete sentences 1–3 in Exercise 1.

4 5.9 Listen to the phone messages (1–3) and complete the missing information.

1 Message from:
Message: take a out of the freezer. He'll be there at

2 Message about: holiday
Message from: Mrs
Contact number:

3 Message from: Joanne
Message: She can't come round to your tonight. She'll see you

A description of a process

- 1 Look around you. Write down at least five things that are made from metals. Can you see anything made from gold? Have you ever thought how gold jewellery is produced?
- 2 Read the description of the process of making gold jewellery and complete the labels on the diagram.

The diagram illustrates the way in which gold is mined, processed and refined so that it can be sold to consumers. There are ten stages in the diagram: from the first stage with gold in the ground to the final stage of a gold ring.

First, huge rocks are broken into smaller pieces which are known as ore. Secondly, they are taken in a truck to a mill. Following this, the ore is crushed by large rollers into a powder. Next, the powder is mixed with chemicals. This process is repeated several times.

After that, the gold is heated up to around 2100 degrees in a furnace. This process is called smelting. Before the gold is sold, it is made into bars. Once the gold bars have been sold to a metal worker, the gold is then turned into jewellery such as gold rings. Finally, it is ready to be sold.

- 3 Read the description again and answer the questions.

True or false?

- a The smaller pieces of rock are called rollers.
- b Water is added to the special powder.
- c The process of heating the gold is called smelting.
- d Gold is heated up to 3100 degrees.

WRITING MECHANICS

Using time expressions

Time expressions are used to sequence our ideas when describing the stages of the process.

First, huge rocks ...

Secondly, they are ...

After that, the water is ...

Following this, the ore is ...

Before the gold is sold ...

Next, the powder is ...

Finally, it is ...



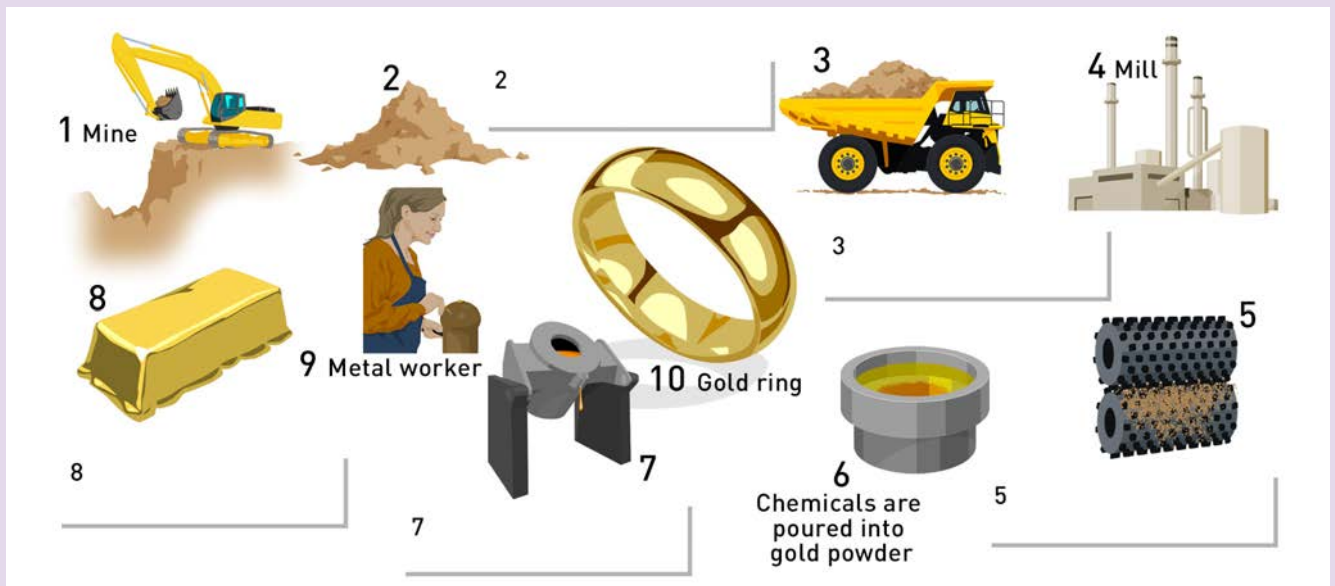
- 4 Review the description of how gold jewellery is made. Find four time expressions.

WRITING MECHANICS

Ordering sentences

When you are describing processes:

- organise the sentences in each paragraph logically
- use sequencers such as time expressions to show connections between ideas
- re-read your paragraphs to check the order of ideas make sense.



- 5** Sentences a to e describe the first stages of making chocolate. Number them in the correct order.
- a Next, the fermented beans are then laid out to dry under the sun.
 - b Firstly, the cocoa pods are picked from the trees when they are ripe.
 - c After that the beans are left to ferment.
 - d Next, the white cocoa beans are removed.
 - e There are a total of ten stages in the process.

- 6** Look at the diagram below illustrating how tea is processed and do the following:
- Check the meaning of the key words in the diagrams.
 - Make a plan for your description of the process.
 - Decide where to include each stage.
 - Add the key words to your notes.

- 7** ^{21C} Write at least 150 words describing tea production. Make sure that you use at least four time expressions and the passive to describe the process.

- 8** Work in pairs. Read your partner's description and tick (✓) the checklist. Put two ticks if you think they did really well. Did your partner:

- write a plan?
- show evidence of drafting and editing?
- use at least four time expressions?
- use the passive?

WRITING SKILL

Planning, drafting and editing

Follow these steps:

Always write a plan when you write an essay or report.

When you are describing a process, use the pictures to help you write your plan.

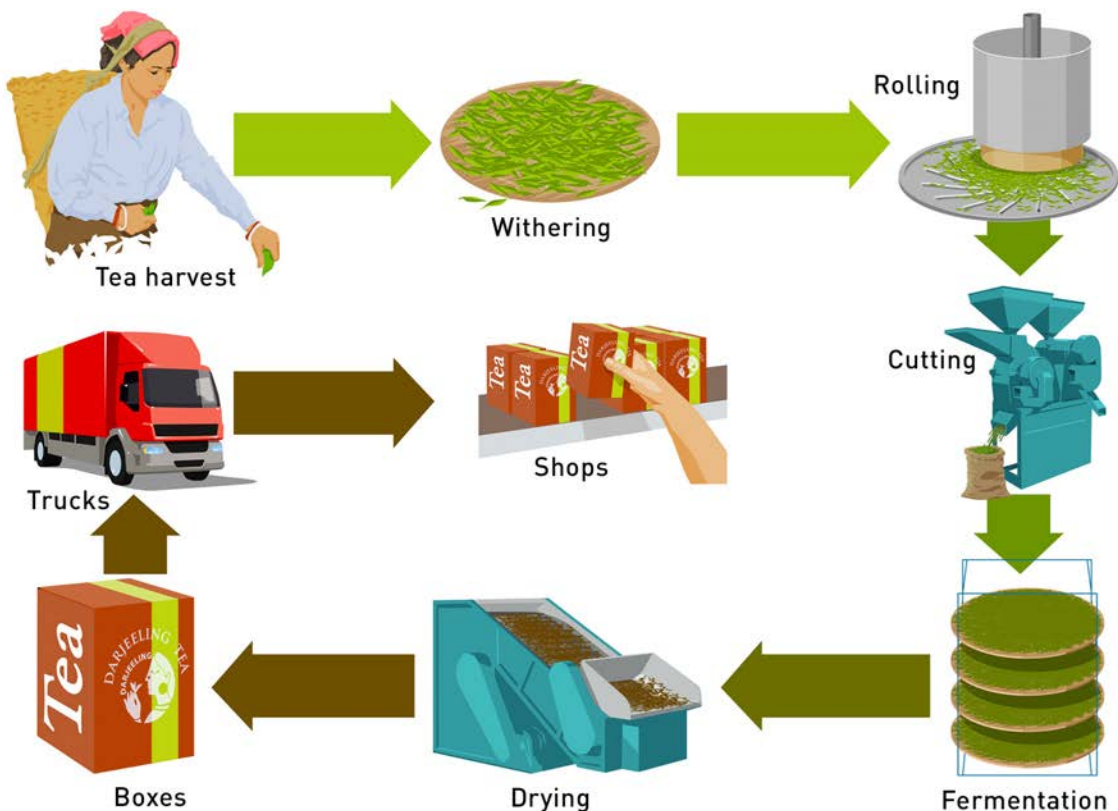
Decide which stages of the process to put in each paragraph.

Make sure you know how to spell the key words you will use.

Read through your work to check and edit.

Check spelling, grammar and the order of ideas.

Make changes if you need to.





6

READING

Identifying the situation

WRITING

Writing an apology

Identifying the purpose

Using clear, direct language

Using linking words to join ideas

Writing instructions

LISTENING

Identifying the main idea

SPEAKING

Speculating; talking about possibility

Describing a book

STUDY & EXAM SKILLS

Answering questions

GRAMMAR

Modal verbs for speculation

Second conditional

VOCABULARY

Working with words

– phrasal verbs

– noun + preposition

Talking about – art and books

auction	landscape
autobiography	mystery
biography	original
classic	painter
collector	reference
cooking	science fiction
detective	sculptor
expert	thriller
historical	value
humour	

Mysteries

- Put the words from the Vocabulary box into two groups: *art* and *books*.
- Look at the photo on this page. What do you think it is? Use words from the Vocabulary box.
- 6.1 Listen to three people talking about art. Which one is talking about abstract art?
- 21C Do you like this kind of art? Tell your partner why or why not. What kind of art do you like?



Speaking

- 1 **21C** Work in pairs. Tell your partner about two of these things.
- a book you're reading at the moment
 - a book you've read recently
 - your favourite book
- 2 Put the types of book into two groups: *fiction* and *non-fiction*. How many authors or book titles can you name for each type of book?

autobiography	biography	classic	cookery
detective	historical	humour	mystery
reference	science fiction	thriller	

Reading

- 3 **6.2** Read the conversation. Are the sentences true or false – or is there not enough information to decide?

- Chloe and Tom have read the original legends of King Arthur.
 - Tom thinks that King Arthur really existed.
 - King Arthur probably lived in a castle in Wales.
 - Chloe believes that the stories about King Arthur are not true.
- 4 Read the conversation again. Which of the people and places are real?
- King Arthur, Sir Lancelot, Cadbury Castle, Lake Ogwen
 - Cadbury Castle, Loch Arthur, Lake Excalibur, the Isle of Avalon
 - Bardsey Island, Cadbury Castle, King Artorius, Lake Ogwen

Working with words: phrasal verbs

- 5 Choose the correct meaning for these phrasal verbs from the conversation.

He was **made up** by a French writer.

= **a** discovered, **b** invented

I **looked it up** on the internet.

= **a** searched for, **b** found

But one day, somebody might **come across** some real evidence and solve the mystery.

= **a** find, **b** look for

➔ See Working with words, Page 121 ➔

Bernard Cornwell
1944 – present

Author of historical novels, mystery and thrillers. Has written international best-sellers. Famous books include the *Sharpe* stories and the *King Arthur* stories. Awarded an OBE in 1988.



- Tom: Oh, you're reading *The Winter King*! I love stories about King Arthur! I think they're fantastic. Are you enjoying the book?
- Chloe: Yes. It's really good. It's supposed to be based on the original legends of King Arthur. But the legends can't be true, can they?
- Tom: I'm not sure. It's really confusing. I know that there was a leader who lived in Ancient Britain called Artorius. He was a hero warrior and fought in many battles. So the stories could be true.
- Chloe: I agree. There are so many books and stories about him and the Knights of the Round Table. They must be based on real people.
- Tom: I agree. Maybe some of the knights were real. I mean, they're the real heroes in lots of the stories. But Sir Lancelot is a fictional character. He can't have existed because he wasn't mentioned in any of the early stories. He was made up by a French writer.
- Chloe: Oh! So what about all the places in the story?
- Tom: Actually, some of them could be places in England and Wales. Arthur's castle, Camelot, might have been a real castle in the south of England, called Cadbury Castle. I looked it up on the internet. It's just like the ones in the stories. It's an enormous castle so it was big enough for Arthur's knights, his family and all of his soldiers. Everyone could have lived there together – just like in Camelot.
- Chloe: And the lake? When I went to Wales last year, we visited a lake called Ogwen. The local people say it could be the real Lake Excalibur and that Sir Bedivere threw Arthur's sword into it.
- Tom: I've been to that lake, too. There are quite a lot of lakes in Wales which might be Excalibur Lake – and there's also a lake in Scotland called Loch Arthur. But Sir Bedivere lived and died near Lake Ogwen. So I think this must be the real Excalibur Lake.

Chloe: Right. And didn't Arthur die in Wales?
 Tom: Maybe. He died on the Isle of Avalon, where they took him after his last battle. But nobody knows exactly where it is. There's an island in northern Wales, called Bardsey Island, which may be Avalon. But there are other islands which could have been Avalon as well.
 Chloe: I see. So the original writers must have invented all the stories. I mean, even if Arthur existed, there's no evidence!
 Tom: That's true. But one day, somebody might come across some real evidence and solve the mystery.

GLOSSARY

- fantastic** (*adj*) - very good
- to be based on** (*v*) - to be used for the foundation of something
- legend** (*n*) - a very old story that may or may not be true
- loch** (*n*) - Scottish word for lake
- warrior** (*n*) - a brave fighter
- evidence** (*n*) - something that proves a theory

Grammar: modal verbs for speculation E

6 Read the sentences (1–3) from the text and match them with the correct meaning (a–c).

- 1** The legends can't be true.
- 2** The stories could be true.
- 3** They must be based on real people.
- a** I think it's possible.
- b** I think it's impossible.
- c** I think it's almost certain.

7 Underline the modal verbs in the rule box.

Grammar: modal verbs for speculation

Speculation about the present

possible	<i>may / might / could</i>	<i>be</i>
impossible	<i>can't</i>	
certain	<i>must</i>	

Speculation about the past

possible	<i>may / might / could</i>	<i>have + past participle (been, lived, etc.)</i>
impossible	<i>can't / couldn't</i>	
certain	<i>must</i>	

We don't normally use *can* to speculate.

➔➔ See Grammar GPS, Page 129 ➔➔

8 Choose the correct option.

Legends are stories which have lots of imaginary events and characters but they **(1)** *must have / can't have* a historical connection. This is what makes them seem real. People believe the stories **(2)** *might be / must be* true because there is always a real person or place in them.

One of my favourite legends is the story of the Philosopher's Stone, which is a chemical substance that can turn ordinary metals into gold or silver. Some legends say that it **(3)** *may have / must have* the ability to cure illnesses.

I think the stone **(4)** *couldn't have existed / might have existed* in the past because of the story of Jabir ibn Hayyan. He was an 8th century alchemist who invented a substance that can dissolve gold and is still used today. He said that it was possible to change one substance into another.

In the 13th century, the scientist and philosopher Albertus Magnus **(5)** *may have discovered / must have discovered* the stone because he wrote about seeing gold created by 'transmutation'.

➔➔ See Workbook, Page 63 ➔➔

Speaking

9 Work in pairs. Ask and answer questions about the picture. Use the verbs in the box or your own ideas. Then write sentences about the picture.

be	come in	eat	go out	hear
leave	open	take out		



- A:** Why is the window open?
- B:** Someone must have come in that way.
- A:** Yes, or they might have gone out that way.

10 21C Work in pairs. Imagine your English teacher hasn't come to class. Speculate on the reasons.

be on a course	be sick	forget
have an accident	win a lot of money	



Girl with a Pearl Earring (1665) Johannes Vermeer

Vocabulary: the art world

1 Complete the sentences with words from the box.

auction collector expert original
painter sculptor value

- 1 works of art are unique.
- 2 Art often has a very high
- 3 A work of art can be bought by a museum or a private
- 4 An art knows about the history and works of art.
- 5 Famous paintings are sold at

Listening

- 2 6.3 Look at the photo and listen to the story of a famous painting by Vermeer. What does it show? Choose the correct option (a-c).
 - a A girl wearing a pearl earring and looking out of a window.
 - b A girl wearing a pearl earring and standing by a window.
 - c A girl wearing a pearl earring and sitting by a window.
- 3 Nobody knows who the girl really was. Who do you think she was? Tell your partner.

Reading

- 4 Read the text quickly. Who was Leonardo da Vinci? What was his most famous work?
- 5 Read the text. Explain why Leonardo da Vinci was one of the world's most well-known geniuses.

Working with words
noun + preposition

6 Look at the examples. Find these nouns in the text: *town, Duke, apprentice, job*. Which prepositions follow these nouns?

the most famous painting in the history of art

➔➔ See Working with words, Page 121 ➔➔

Grammar: second conditional E

7 Underline the sentences in the rule box in the text.

We use the second conditional to talk about the present and the future.

Grammar: second conditional

Condition	Result
<i>If da Vinci had given up,</i>	<i>we wouldn't have his paintings to admire.</i>
<i>If this painting was unique</i>	<i>it would be more valuable.</i>

We use *could* when the result is a possibility, but not a certainty. We use *if* in the part of the sentence with the past simple verb. When the sentence starts with *if*, we use a comma at the end of the *if*-clause.

➔➔ See Grammar GPS, Page 129 ➔➔

8 Match the sentence beginnings (1-4) with the endings (a-d). Then write the verbs in the correct forms.

- 1 If it on my picture, (rain)
- 2 If you my portrait, (paint)
- 3 If you a painting, (buy)
- 4 If you this painting was by Vermeer, (say)
 - a I it on my wall. (put)
 - b nobody you. (believe)
 - c the lines to disappear. (start)
 - d you it all the time. (see)

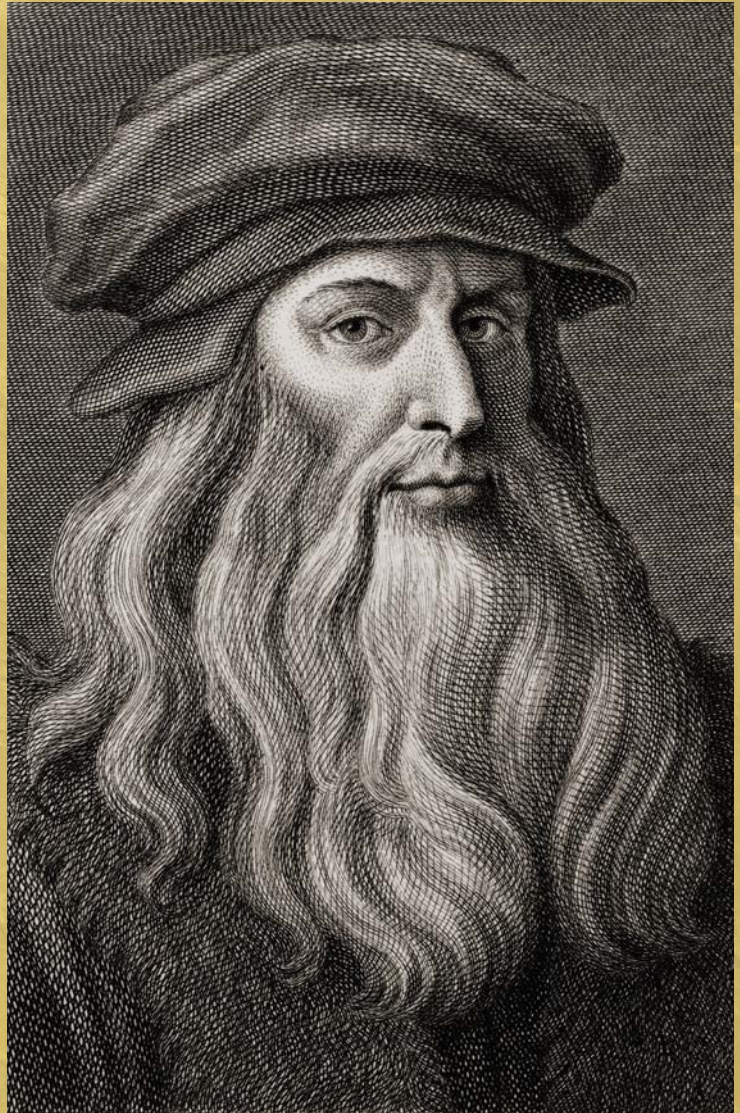
➔➔ See Workbook, Page 65 ➔➔

A MAN OF GENIUS

Leonardo da Vinci was one of the world's most well-known geniuses in both arts and science. He was born in the 15th century, a time when most people were interested in art. He was a painter, sculptor, architect, engineer, inventor, musician, mathematician and scientist. He was one of the most talented people who has ever lived.

Leonardo da Vinci was born in 1452 in the small town of Vinci in Tuscany, Italy. He spent his childhood days outdoors studying birds, plants and nature. When he was 14 years old, his father sent him to Florence, where the young boy became an apprentice to Verrocchio, the famous Italian sculptor and painter. With Verrocchio, young Leonardo was trained in drawing, painting and sculpting, but also chemistry, metal working and mechanics.

When Leonardo was 30 years old, he left Florence for Milan. He became the engineer of the Duke of Milan. He tried to create weapons that would keep the city safe. Leonardo was fascinated by technology and the workings of machines. He designed hundreds of different things in his notebooks - helicopters, bicycles, submarines, bridges and more.



Leonardo went back to Florence in 1500 and the Duke of Valentinois, Cesare Borgia, gave him a job as his engineer. Around that time, Leonardo painted the Mona Lisa, the most famous painting in the history of art. Then in 1516 he moved to France and became First Painter, Architect, and Engineer of King François. At that point, he wasn't able to move one of his arms but wrote in his notebooks, 'I shall continue,' and never gave up studying or working. Leonardo died on 2nd May 1519, and French legend tells us that he died in the arms of King François.


Speaking

- 9 **21C** Work in pairs. In how many ways can you complete the sentences?
- 1 If we thought of an invention, ...
 - 2 If I found a valuable painting, ...
 - 3 If I wanted to be a famous artist, ...
 - 4 If we appeared on TV, ...
 - 5 If I discovered some buried treasure, ...
 - 6 If I sold one of my paintings for a lot of money, ...

GLOSSARY

- genius** (*n*) - a person who is extremely clever and gifted
- apprentice** (*n*) - someone who works for little money to learn a skill
- mechanics** (*n*) - how things like machines work
- fascinated** (*adj*) - really interested by
- workings** (*n*) - the way something works
- arms** (*n*) - things like guns, knives and other weapons

Reading

- 1  6.4 Read the dialogue. Which sign was in the entrance to the gallery?

STUDY & EXAM SKILLS

Answering questions

When you listen to a text in an exam or class, you won't understand every word. Don't worry!

- 1 Focus on the questions you need to answer.
- 2 Listen for the answers and ignore the other information.
- 3 Don't be put off by unfamiliar words.



- 2 Read the dialogue again. Answer the questions.

- 1 What kind of art does Holly like?
- 2 What does Joe ask Holly to hold?
- 3 What does Joe want to do?
- 4 What does Joe want to buy in the gallery shop?
- 5 What would Joe like to borrow?

→ See Grammar GPS, Page 129 →

A **ADMISSION FREE**

(EXCEPT FOR SPECIAL EXHIBITIONS)

B **NO PHOTOGRAPHY OR VIDEO FILMING EXCEPT BY PERMISSION**

C *Please* **DO NOT TAKE FOOD OR DRINK INTO THE EXHIBITION ROOMS**



- Joe: Thanks for coming with me, Holly. I know you don't really like art and stuff like that.
- Holly: That's not true. I like stuff that I understand, that's all.
- Joe: Can we start with the paintings and then look at the sculpture exhibition? Is that OK?
- Holly: Yes, sure.
- Joe: Oh, look at this!
- Holly: I don't really get abstract art. What is it supposed to be? A house?
- Joe: Maybe. Or it might be a human mind.
- Holly: If it was a human mind, it wouldn't have windows.
- Joe: Perhaps they're not windows!
- Holly: They look like windows to me.
- Joe: Well, I like it. It would be nice to get a photo of it. Do you mind holding my camera bag for a minute?
- Holly: No, not at all, but are you sure you can do that? Maybe you should ask the attendant.

- Joe: OK ... Excuse me, would it be all right if I took a photo of this picture?
- Attendant: I'm sorry, photography isn't allowed. There's a sign in the entrance.
- Joe: Oh, I didn't see it.
- Attendant: Would you like to buy a print? There are posters and postcards in the gallery shop.
- Joe: Right, thanks. So, Holly, is it all right if we go to the shop on the way out?
- Holly: Yes, that's fine.

An hour later

- Joe: Could you tell us the price of these posters, please?
- Assistant: Yes, of course. The cheapest ones start at £15.
- Joe: Oh! Holly, can you lend me some money? I'd really like to get a poster.
- Holly: Sorry, I've only got enough for my bus fare.
- Joe: OK, never mind. Could I have this postcard, please?
- Assistant: That's 95 pence. Thank you.

3 Find the *Useful expressions* in the dialogue. Write the functions (1–3) in the gaps (a–c).

- 1 asking someone to do something
- 2 responding to a request
- 3 making a request

Useful expressions

a
Can we start with the paintings?
Would it be all right if I took a photo?
Is it all right if we go to the shop?
Could I have this postcard, please?

b
Do you mind holding my camera bag?
Could you tell us the price of these posters, please?
Can you lend me some money?

c
Yes, sure. *I'm sorry.*
No, not at all. *Yes, of course.*

4 6.5 Listen and repeat the *Useful expressions*. Focus on your intonation.

OPTIONAL

Writing: an apology

- 1 Read the note and the email. Find the following information.
- 1 what happened
 - 2 why it happened
 - 3 the consequences
- 2 Holly uses *due to* and *as a result* to explain the situation. Underline these expressions in her message. Which expression introduces a cause? Which expression introduces a result?

See Grammar GPS, Page 129

3 Complete the sentences using *due to* or *as a result*.

- 1 the terrible weather, the football match was cancelled.
- 2 The school bus broke down. , the day trip was cancelled.
- 3 the illness of the head teacher, the school concert was postponed.
- 4 There was a fire in the school kitchen this morning. , there is no hot food today.

4 21C Write an apology for one of the situations in Exercise 3. Give an explanation of the problem. Use Holly's message to help you.

5 Where would you see these signs? Match the signs (A–C) with three of the places (1–4).

Poetry, Biography and Art History downstairs

OVERDUE BORROWING:
fine of 10 pence per day per book

PLEASE DO NOT TOUCH THE WORKS OF ART ON DISPLAY

- 1 an art gallery
- 3 a gift shop
- 2 a bookshop
- 4 a public library

6 Work in pairs. For each situation, make a request and respond. Take turns.

- 1 You want to know if you can listen to your MP3 player in the library.
- 2 You want a passer-by to take your photo.
- 3 You want to know if there is a café in the museum.
- 4 You want to borrow your friend's favourite book.

Pronunciation: words containing au

7 How do you pronounce these words? Compare with your partner.

astronaut audience audition aunt Australia
 author autobiography autograph because
 caught cause daughter saucer

8 6.6 Listen and repeat the words in Exercise 7.

Holly
 We were hit by a virus yesterday, so the intranet crashed. Can you post an explanation on the site?
 Mr Wilson

Dear students,
 We apologise for the problems with the student message board yesterday. This was due to a technical problem. The server had a virus and as a result the student intranet stopped working for a few hours. No messages were saved. Please resend any messages you sent yesterday.

Holly Blake, student intranet team-leader.

Reading

1 **21C** Work in pairs. Do you agree with any of the sentences?

- 1 I like reading stories which are full of drama.
- 2 I like to read about characters that have fun.
- 3 I like to travel back in history when I read.
- 4 I like stories that keep me guessing until the end.

2 **6.7** Read about some best-selling British authors and write the name(s) of the authors.

- 1 wrote books for older children.
- 2 and are famous for their plays.
- 3 wrote novels with a surprise ending.

3 Read the text again. Which reader(s) (1–4) in Exercise 1 would like Shakespeare’s plays, which would like Agatha Christie’s novels, and which would like Enid Blyton’s children’s stories?

4 Find one or two more words or expressions in the text with similar meanings to each of these words.

books type best-seller

5 Read the first sentence. Complete the second sentence so that it gives the same information.

- 1 a It was such a successful novel that other writers copied it.
b The novel was that other writers copied it.
- 2 a A studio made the book into a film.
b The book into a film.
- 3 a Detectives became popular as a result of *Poirot's* success.
b *Poirot's* success, detectives became popular.

Listening

6 **6.8** Which of these famous British writers are women? Listen to a radio programme and check.

Acton Bell C.S. Lewis
J.K. Rowling George Eliot



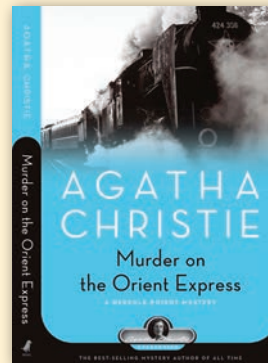
Culture

'Best-sellers' are not simply a modern-day publishing phenomenon. There have always been books that were instantly popular.

The number one best-selling British author of all time is William Shakespeare. His plays and poetry have sold an estimated four billion copies. Shakespeare’s early plays were comedies and histories but he later wrote tragedies such as Hamlet, Macbeth and Othello. His plays were performed on stage in London and much later, also in his birthplace of Stratford-upon-Avon. In the 19th century Shakespeare became hugely popular with readers as well as theatre-goers. The Victorians loved his work and sales of his plays and poems shot up. Nowadays, Shakespeare’s plays are studied and



performed in schools and theatres all over the world.



In equal first place is Agatha Christie. She wrote a total of 85 novels, short stories and plays before she died in 1976. Her most famous books are her detective stories, featuring Hercule Poirot or Miss Marple. This

style of writing has inspired a new genre of thrillers written around a central character – usually an ageing detective.

Christie’s books have been translated into at least 103 languages and many of them were made into films and TV series. Her stories are known for their tight suspense and complex plots – usually with a clever twist at the end.

GLOSSARY

- phenomenon (n)** - remarkable thing
- to inspire (v)** - to fill someone with the wish to do something
- genre (n)** - a style of book
- suspense (n)** - feeling of nervous excitement
- complex (adj)** - complicated
- twist (n)** - unexpected change

7 **6.8** Listen again and choose the correction option (a–c).

- 1 Why did the Brontë sisters use false names when they wrote their first books?
 - a They knew they had more chance of being published.
 - b Their work had previously been ignored by publishers.
 - c They wanted to keep their identities a secret.
- 2 Why did Mary Ann Evans use a man's name?
 - a So that she could earn more money.
 - b So that she would be considered as a serious author.
 - c So that she could write more than one style of novel.
- 3 Why did J.K. Rowling's publisher want her to use her initials?
 - a Because they thought boys might not read books by a woman.
 - b Because her first names are very complicated.
 - c Because they didn't know whether she was a woman or a man.

Next on our list is children's writer Enid Blyton. She has sold over 600 million copies of her children's stories and novels. Like Agatha Christie, her books were so successful that they have been made into TV programmes and films and translated into many languages. Her tales of characters such as *Noddy* appeal to young children all over the world. Her books about *The Secret Seven* and *Famous Five* series are still a hit with young teenagers today. The books are about young people who have a great time solving mysteries.

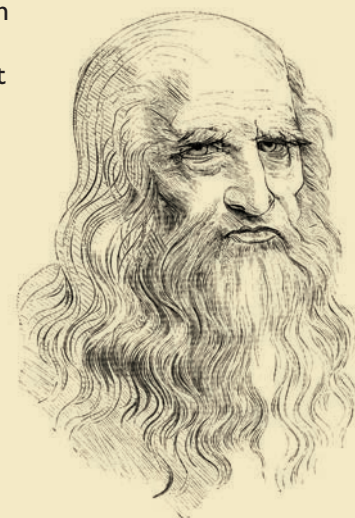


Art and English

Leonardo da Vinci

- 1 Write down three things you know about Leonardo da Vinci from reading the text on page 77. Read the text below and see if these things are mentioned.
- 2 Read the text again. Underline other things you find out about da Vinci.

Leonardo da Vinci was born in Florence, Italy, in 1452. At that time, Europe was at the start of a long period of artistic and intellectual development called the Renaissance. Da Vinci was a perfect example of a 'Renaissance man'. He was incredibly talented in many areas of both the arts and the sciences, and today is regarded as one of the greatest painters of all time. He also did thousands of drawings, not only artistic, but also technical. As he himself wrote, in 1482: 'I can execute sculpture in bronze, marble or clay. Also, in painting, I can do as much as anyone, whoever he may be.'



Self-portrait, 1515

Da Vinci had many ideas that seem modern even today. He was obsessed with birds and flight. He used to buy birds in cages and release them into the wild. His writings showed that he understood some laws of physics 200 years before Sir Isaac Newton. Many of his notes and drawings have survived – 13,000 pages of them – ranging from shopping lists to plans for helicopters! Some of his most important scientific writings are now owned by Bill Gates. Da Vinci wrote his notes in code and in right-to-left mirror writing. Perhaps this was because he didn't want people to steal his ideas, or perhaps, since he was left-handed, it was easier. We will probably never know.

- 3 What do you think is the most interesting thing about da Vinci? Compare your ideas with your partner.

Project

21C Choose a famous artist. Write a paragraph on aspects of his/her life and work. Illustrate your paragraph with pictures of his/her work.

Listening

HOW TO ...

identify the main idea

Listen to a text or conversation and choose the correct option.

USEFUL STRATEGIES

- Read the task instruction and the options. Identify the overall topic if it is mentioned.
- Look carefully at the meaning of each option – remember the topic words may be similar in each case.
- The first time you listen, choose the correct answer. The second time, check your answers.

Important! Concentrate on matching the idea of the text with one option if the topic words are similar.

- 1** Look at the three options in a listening task. Which topic have they got in common?

The man talks about ...

- a reading for pleasure.
- b the books he reads on holiday.
- c his favourite author.

- 2** Match the groups of words (1–3) with the options (a–c) in Exercise 1.

- 1 guidebooks beach airport bookshop
- 2 detective stories interesting magazines hobby
- 3 writer first book new title

- 3** 6.9 Now listen and tick the words you hear in Exercise 2.
- 4** 6.9 Listen again and do the task in Exercise 1.
- 5** 6.10 You will hear someone talking about her hobby. Listen and choose the correct option (a–c).
- a The woman is a sculptor.
 - b The woman makes presents out of unusual objects.
 - c The woman does abstract paintings.

Use of English

HOW TO ...

identify the situation

Match places with the correct signs or notices. There may be an extra place.

USEFUL STRATEGIES

- Underline the key words in the notices which can help you identify the place or situation.
- Read the first notice again, look at the options and find the one which matches.
- Repeat this for the other notices. Then check them again.

Important! Don't match the options with the notices, because there may be one extra option. Match the notices with the options.

- 1** Read the notices from an art gallery. Underline the words which tell you the notice is from an art gallery.

1

Watercolour exhibition
25 Feb – 24 March
Free entry

2

BRITISH SCULPTURE
IN THE 20TH
CENTURY →

- 2** Read these notices and underline the key words. In what places might you see these notices?

A No outdoor shoes allowed in the gym

B Please switch off mobiles. No loud conversations.

C History of science interactive display, downstairs

D Special offer! Half price selected titles in mysteries and thrillers!

- 3** Match the signs (A–D) in Exercise 2 with the places (1–5). There is one extra place.

- 1 in a museum
- 2 in a school
- 3 in a bookshop
- 4 in a cinema
- 5 in a library

Instructions

- 1 Read the instructions below. What does the following coded message say?

O V Z I M R M T V M T O R H S R H U F M

How to write in code

Use a piece of lined paper. On the first row write out the letters of the alphabet A through to I. Leave a minimum of two lines in between this row. On the second row write out the letters of the alphabet J through to R. Leave a minimum of two lines in between this row. On the third write out the letters of the alphabet S to Z. Leave a minimum of two lines in between this row.

Take a different coloured pen. Go back to the line underneath the first row of letters (A-I). Starting with the letter Z, write the alphabet in reverse order. Repeat the process for the second and third rows.

You can now start to compose your message using your reverse alphabet. Start by writing out your message in normal English. Below this, use your key to translate this message into the reversed alphabet. The message "HELLO," for example, would be read as "SVOOL."

When decoding a message, look at the bottom row of your key and follow to the letter above. The letter above will be the letter in English.

Now test your friends!

- 2 Now write a message using the above code for your partner.

WRITING SKILL

Identifying the purpose

When writing, it is important to think **why** you are writing. Use the checklist below as a reminder.

	Instructions
Who is the audience?	
Why are they reading this text?	
What do they already know?	
What do they not know?	
What is important for them to know?	
Is the information clear?	



- 3 Read the Writing Skill box. Then, with a partner, answer the questions about the instructions text.
- 4 Work in pairs. Look at the different texts in the Writing Insights pages for Units 1-5. Choose two texts and answer the questions from the Writing skill box about each text.

WRITING MECHANICS

Using clear, direct language

When you give instructions, it is important to be clear.

Keep the sentences short.

Use imperatives, for example:

Write your name.

Turn the page.

Repeat the process.



- 5 Review the instructions with a partner. Identify examples of each point in the Writing mechanics box.

6 Tick sentence (a) or (b). Which sentence is clearer?

- 1** (a) When sharpening pencils you put the pencil in the sharpener and turn.
 (b) Put the pencil in the sharpener. Turn the pencil.
- 2** (a) Put a spoon of coffee powder into a cup. Pour on hot water.
 (b) Making instant coffee is so easy. You need a cup, coffee and hot water.

7 Read the instructions below on how to cook a product in a microwave. The sentences are too complicated. Rewrite the sentences so that they are clear and direct.

You need to remove the paper sleeve. Then you need to make holes in the plastic lid so that the steam can escape. You should then put the product in the microwave and cook it on full power for three minutes. The product will need to be left to stand for two minutes before you eat it.

WRITING MECHANICS

Using linking words to join ideas

To vary writing, ideas can be linked together by using a range of different words:

*Write the letters on the first row, **and** then count down two lines.*

*Write out the numbers 1-10, **but** not all on the same line.*

*Use a black pen, **or** write in capitals in pencil.*

*Don't write them too small **because** they need to be clear.*

*Writing in code is a skill **which** can be easily learned.*

Don't forget to add the comma before *and*, *but*, and *or*!



8 Re-read the instructions in Exercise 7. Underline all the linking words used.

9 Write instructions for your teacher on how send a text message on your phone. Do the following:

- Write at least 150 words.
- Use clear logical steps.
- Include linking words to connect your ideas.
- Include commas in the correct place.
- Use clear, direct language.
- Review your work and check spelling and punctuation.

10 Work in pairs. Read your partner's list of instructions and tick (✓) the checklist. Put two ticks if you think they did really well. Did your partner:

- write clearly in logical steps?
- tell readers what they need to know?
- use linking words to connect ideas?
- use commas correctly when linking ideas?
- use clear, direct language?

a/an or the?



We use *a/an* to talk about one of many things, not a specific thing. We use *the* to refer to a specific thing.

Leonardo da Vinci was a genius. He had an idea for a helicopter.

Have you been to the new Leonardo da Vinci exhibition yet?

1 Complete the sentences with *a, an* or *the*.

- 1 Have you ever seen dolphin?
- 2 I'm going to write novel.
- 3 Which was first book J. K. Rowling wrote?
- 4 I got amazing painting for my birthday.

the for specific things



We use *the* with things we have already mentioned and when the context makes it clear which thing we mean.

I'm wearing a gold ring and a silver ring.

The silver ring is new.

I love this painting. The colours are bright and exciting.

2 Complete the sentences with *a, an* or *the*.

- 1 I like my English class. teacher is great.
- 2 We've got cat and fish. cat is called Ginger.
- 3 We're going to cinema. Do you want to come?
- 4 I do my homework after school. I do it in living room.

the only one



We use *the* when there's only one of the thing we're talking about.



3 Choose the correct option.

- 1 I like looking at *a / the* moon.
- 2 We live in *a / the* big city.
- 3 Pollution is bad for *an / the* environment.
- 4 Are you connected to *an / the* internet?
- 5 Which is *an / the* oldest World Wonder?

the with types of things and groups



We use *the* + noun, or plural nouns without *the* to talk about types of things.

The kangaroo is an Australian animal.

Koalas live in trees.



4 Choose the correct option.

- 1 *Bats / The bat* is nocturnal.
- 2 *Helicopters / The helicopter* was first drawn by Leonardo da Vinci.
- 3 *Violins / The violin* are string instruments.
- 4 *Kiwis / The kiwi* is found only in New Zealand.
- 5 *Crocodiles / The crocodile* live in rivers.



We use *the* + adjective to talk about a group of people.

5 Complete the sentences with phrases from the box. There are two extra phrases.

the homeless the police the poor
the rich the sick the young

- 1 Older people need to give advice to when they have problems.
- 2 It's a luxury hotel especially for
- 3 I'd like to be a doctor and help
- 4 We need to build more houses for

the with names



We use *the* with the names of seas, oceans, rivers, canals, deserts, groups of islands, mountain ranges, countries ending in *-s* and *Kingdom* or *Republic*.

6 Read the sentences. Cross out *the* where it is not needed.

- 1 We're going on holiday to the United States and the Mexico.
- 2 I live in the United Kingdom, which is part of the Europe.
- 3 The Irish Sea is between the Ireland and the England.
- 4 I'd love to go climbing in the Alps or swimming in the Bahamas.
- 5 The Sahara and the Nile are in the Africa.

Review Units 5 and 6

Vocabulary

1 Write the materials.

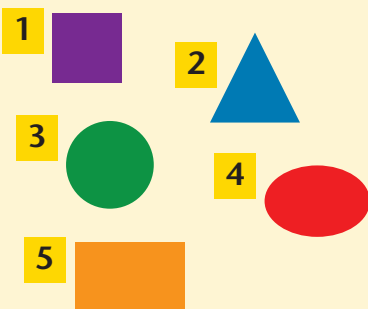
- 1
- 2
- 3
- 4
- 5



1 mark per item: .../5 marks

2 Write the shapes.

- 1
- 2
- 3
- 4
- 5



1 mark per item: .../5 marks

3 Write the type of book.

- 1 about somebody's own life
- 2 about facts
- 3 about food and recipes
- 4 about the past
- 5 it makes you laugh

1 mark per item: .../5 marks

4 Write the words.

- 1 a painting of a person
- 2 a painting of the country
- 3 it's performed in a theatre
- 4 a picture done with a pencil
- 5 a painting of objects

1 mark per item: .../5 marks

5 Write the prepositions.

- 1 What's your reaction this sculpture?
- 2 Is your bag made leather?
- 3 We think our cat has run
- 4 What was the cause the accident?
- 5 My pen has run of ink.

1 mark per item: .../5 marks

Grammar

6 Complete the sentences with the correct form of the passive.

- 1 Petra 2,000 years ago. (build)
- 2 This statue now. (restore)
- 3 The tomb by many people since its discovery. (visit)
- 4 The ship disappeared in the Atlantic. It (not / find)
- 5 You can't visit the museum while it (clean)

1 mark per item: .../5 marks

7 Rewrite each active sentence in the passive.

- 1 Fire did not destroy the statue.
- 2 How did they move the rock?
- 3 Why have they closed the building?
- 4 Nobody has revealed the secret.
- 5 When did they abandon the city?

1 mark per item: .../5 marks

8 Make statements with the passive form of the modal verbs.

- 1 The museum / will / open / by the Queen.
- 2 Most stars / cannot / see / without a telescope.
- 3 Many objects / can / make / from gold.
- 4 The job / will / finish / today.
- 5 The jewellery / must / clean / by an expert.

1 mark per item: .../5 marks

9 Choose the correct option.

Where's my homework? I haven't finished it yet and it (1) *can* / *must* be done for tomorrow. I was doing it at the kitchen table this morning, so I (2) *must* / *can* have left it there. But it's not there now. Mum (3) *must* / *can't* have moved it. She (4) *mustn't* / *can't* have put it in my school bag because I've had my bag with me all day. She (5) *might* / *couldn't* have put in a drawer somewhere.

1 mark per item: .../5 marks

10 Complete the second conditional sentences.

- 1 I'd collect art if I rich. (be)
- 2 If you wrote a book, your own name? (you / use)
- 3 If I had a garden, I vegetables. (grow)
- 4 I'd be happy if I the exam. (pass)
- 5 If the shop was open, we in. (can / go)

1 mark per item: .../5 marks

Communicate!

11 Match the sentence beginnings (1–5) with the endings (a–e).

- 1 Could you
- 2 Yes,
- 3 Would it be all right if we
- 4 No,
- 5 Do you mind
- a not at all.
- b showing me this picture, please?
- c of course.
- d sat here?
- e tell me the time, please?

2 marks per item: .../10 marks

12 Complete the dialogue with the expressions.

because so that what for why
to get my hair cut

Kate: Can you give me ten pounds, please?
Dad: (1)? That's a lot of money.
Kate: I want (2)
Dad: (3) do you want to do that?
It looks lovely the way it is.
Kate: (4) it's too long, Dad.
Dad: OK then, here you are.
Kate: Thanks. The hairdresser's is on Percy Street.
Dad: Why are you telling me that?
Kate: (5) you can come and get me later!

2 marks per item: .../10 marks

13 Does the 'o' in these words sound like the o in gold /əʊ/ or some /ʌ/? Write G or S.

- 1 above
- 2 chose
- 3 come
- 4 done
- 5 money
- 6 old
- 7 oval
- 8 so
- 9 stone
- 10 won

1 mark per item: .../10 marks

14 Complete the sentences with these words.

as as a result due to so that to

- 1 The road was closed the snow.
- 2 the weather was so bad, he stayed at home.
- 3 I used my mobile call for help.
- 4 It snowed all night., there was no electricity.
- 5 We lit some candles we could see.

2 marks per item: .../10 marks

15 Complete the letter with these words.

a all any at for if of
some the to

Dear Parents,
We apologise (1) the changes to our parent-teacher meetings this term. This is because (2) the building work in (3) school. As you know, we are having (4) fire alarm system installed, following the damage (5) the gym last month. Since this work will affect (6) the classrooms, there are changes to (7) meeting dates and places. Please look (8) the new programme and contact Mr Banks (9) you have (10) questions.

Mrs Smith
Head teacher

1 mark per item: .../10 marks

Total: .../100

I can ...

Tick (✓) what you can do.

	★★★★★	★★★	★
I can talk about purpose and reason.			
I can make and respond to requests.			
I can describe a process.			
I can write instructions.			

True story: The Nobel Prize for Literature

1 **21C** Read the text and answer the questions.

- 1 Why do you think the Nobel Prize for literature is so prestigious?
- 2 Why do you think Naguib Mahfouz was selected as a Nobel Laureate?
- 3 Why do you think Alfred Nobel decided to set up the Nobel Prizes?

2 Find words in the text that match these meanings.

- 1 more brilliant than any other
- 2 people who write books of fiction
- 3 a person who writes scripts for TV and film
- 4 a series of three novels about the same people

- 5 people who review books and films
- 6 problems and difficulties in society

3 What do you think these expressions mean?

- 1 follow the fortunes of (paragraph 2)
- 2 were set up (paragraph 3)
- 3 went on to invent (paragraph 4)
- 4 financial success (paragraph 4)

4 Work in pairs and answer the questions.

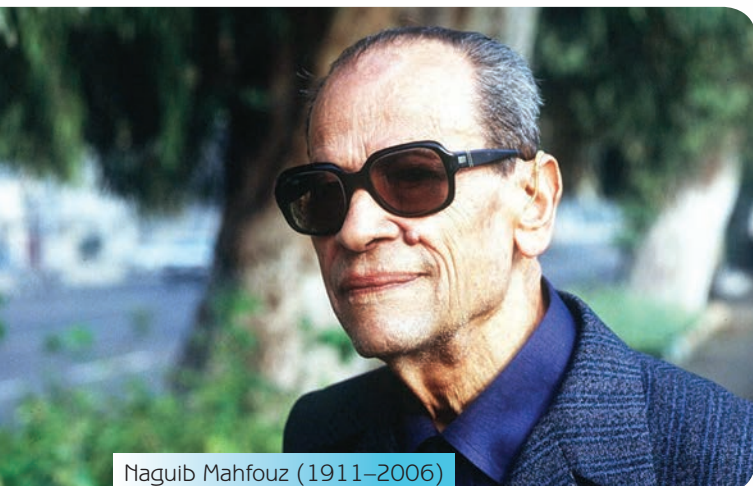
- 1 Have you read any books written by Mahfouz, or seen any films based on his work?
- 2 Are there any prestigious prizes for literature in Oman? Which writer would you nominate for a prize?

1 The Nobel Prize for Literature is awarded by the Swedish Academy of Letters to writers who have made an outstanding contribution to literature. It has been awarded to a total of 108 novelists and poets. The winning authors, known as Nobel Laureates, come from all over the world and write in many different languages. There have been laureates from Europe, Asia, South America and Africa. The prize has only been awarded once to an Arabic-language writer.

2 Naguib Mahfouz, an Egyptian novelist and screenwriter, won literature's highest award in 1988. Mahfouz was born in Cairo in 1911 and wrote more than 50 novels, over 350 short stories, five plays and more than 30 film scripts. Many of his books have been translated into English and have been made into films. His most famous work is the *Cairo Trilogy*. *Palace Walk*, *Palace of Desire* and *Sugar Street* follow the fortunes of a middle-class family in Cairo between 1917 and 1945. Critics have compared his description of Cairo to that of Charles Dickens' London and Fyodor Dostoyevsky's St. Petersburg. The Swedish Academy said that Mahfouz, 'has formed an Arabian narrative art that speaks to us all.'

3 A total of five Nobel Prizes are awarded every year: for chemistry, literature, peace, physics and medicine. Each Nobel Laureate receives a diploma, a medal and a prize of ten million Swedish crowns. The Nobel Prizes were set up in 1895 by Alfred Nobel and have been awarded every year since 1901. That adds up to a huge amount of prize money. So who was Alfred Nobel and why did he decide to establish such a prestigious award?

4 Alfred Bernhard Nobel was born in Stockholm, Sweden, in 1833. His father was an engineer and successful businessman. As a teenager, Alfred was interested in science and literature. Although he didn't go to school, Alfred studied chemistry with a well-known Russian professor. After completing his studies in chemical engineering in the United States, he returned to Sweden and spent his time experimenting with explosive materials in his father's factory. Tragically, an explosion at the factory killed five people, including his younger brother, Emil. Alfred went on to invent dynamite and gelignite. These explosives, used in mining and construction work, brought him huge financial success. Nobel spoke six languages fluently and wrote poetry and plays. He was very interested in social issues, peace and international relations. He never married and so had no children. He died in 1896 and left most of his enormous fortune to be given as prize money to people whose work has contributed something to humanity.



Naguib Mahfouz (1911–2006)

GLOSSARY

- academy** (*n*) - society of artists and scholars
contribution (*n*) - part played by someone in making something happen
prestigious (*adj*) - very respected
united (*adj*) - joined together
explosive (*adj*) - has the ability to explode
humanity (*n*) - people in general



READING

Understanding the organisation of a text

WRITING

Writing a story

Presenting main points and supporting arguments

Using signpost words in topic sentences

Connectors of purpose and reason

Writing an essay

LISTENING

Identifying the main idea

SPEAKING

Expressing regret and showing criticism

Discussing prior knowledge; discussing inventions and inventors

Describing experience

STUDY & EXAM SKILLS

Dictionary skills

GRAMMAR

Third conditional

Could/should have done

VOCABULARY

Working with words

– prefixes

– suffixes

Moments in history

- 1 Look at the photo and choose the best options to complete the description.

This scientist is doing an (1) *experiment / innovation* in a (2) *data / laboratory*. He's probably testing a (3) *theory / knowledge* as part of his (4) *research / discovery*. The (5) *results / machine* could lead to a new medical application.

- 2 Work in pairs. What are these scientists famous for?

Marie Curie	Isaac Newton	Alexander Fleming
Guglielmo Marconi	Louis Pasteur	

- 3 Listen to the conversation and check your answers to Exercise 2.
- 4 Work in pairs. Decide who you would vote for as the greatest scientist of all time. Explain your reasons to your partner.

Talking about – science and technology

characters	gold	research
chromosome	habitat	revolutionise
conditions	hieroglyphs	set up
creator	hypertext	surfing
degree	inventor	symbols
development	invention	system
diamonds	log-in	web browser
difficult	mouse	web server
DNA	online	work
environment	password	years
gene	patent	




Reading

- 1 Work in pairs. Can you make connections between the words in the box?

characters	chromosome	DNA	gene
hieroglyphs	symbols		

- 2 Work in pairs. Student A reads *The Rosetta Stone story*. Student B reads *The DNA story*. Answer the questions. Then tell your partner about the story you read.

- 1 What was the 'code'?
- 2 Who shared their information?
- 3 Who did they share it with?
- 4 What were the consequences?

- 3  Read the stories. Check the information your partner gave you.

Working with words: prefixes **E**

- 4 Look at the examples. Which words have similar meanings?

decipher *decode* *enable*

→ See Working with words, Page 122 →

Grammar: third conditional **E**

- 5 Read the Grammar box. Then complete the two sentences below. Complete these sentences from the text.

Grammar: third conditional

If he *hadn't done* this, the Ancient Egyptian hieroglyphs *would have remained* a mystery.

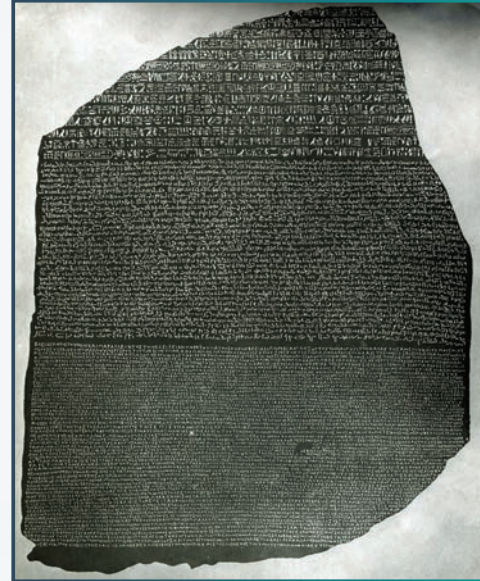
We use the third conditional to talk about imagined results of events in the past.

→ See Grammar GPS, Page 130 →

- 1 They **wouldn't have been** successful if Franklin them her X-rays.
- 2 she the prize with them if she'd still **been** alive?

The Rosetta Stone story

In 1799, Captain Pierre-François Bouchard, a French soldier serving in the Nile Delta, was repairing the walls at Fort Julien when he found a huge stone inscribed with three ancient texts. The first text was written in Ancient Egyptian hieroglyphs, the second text was in Ancient Egyptian (Demotic) script



The text on the Rosetta Stone is a decree issued in 196 B.C.E. by King Ptolemy V.

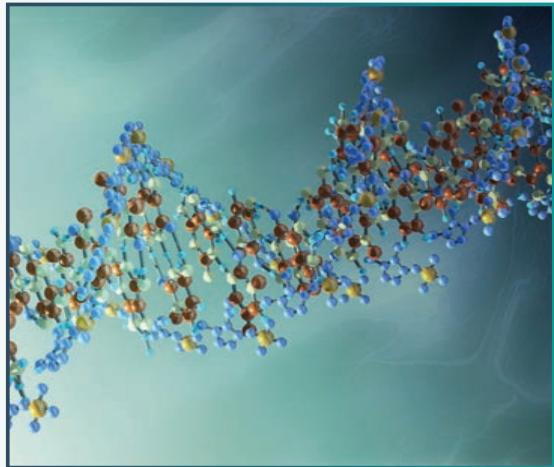
and the third text was Ancient Greek. This was a very exciting find because many experts knew Ancient Greek. It would now be possible to decipher the two Egyptian scripts. Copies of the text were sent to museums in Europe. A race was on to decode the Egyptian hieroglyphs.

In 1814, Thomas Young of the Royal Society of London identified two Greek names in the hieroglyphic text. They contained phonetic symbols similar to the ones in the Demotic text. He shared this knowledge with the linguist Jean-François Champollion, who later discovered similar characters in Greek and Egyptian names. This enabled him to identify the hieroglyphs for *Ramesses* and *Thutmose*. In 1823, he developed a phonetic alphabet of hieroglyphic characters. This was a real breakthrough. Now experts could translate the Stone into any language. If he hadn't done this, the Ancient Egyptian hieroglyphs would have remained a mystery.

The DNA story

In the early 1950s, Rosalind Franklin was doing research at Kings College, London. She'd got her PhD in physical chemistry from Cambridge University several years earlier. As part of her research, Franklin developed a technique for taking X-rays of DNA. Her work was essential to two biologists at Kings College, James Crick and Francis Watson. They were trying to work out the structure of DNA. They published their theory in 1953. They wouldn't have been successful if Franklin hadn't shown them her X-rays.

In 1962, Crick and Watson, with another scientist, Maurice Wilkins, were awarded the Nobel Prize for their work. Franklin, sadly, had died aged 37 in 1958. Would she have shared the prize with them if she'd still been alive? Possibly not, since her contribution was not acknowledged until many years later.



GLOSSARY

- to inscribe** (v) - to write or carve into something
- hieroglyphs** (n) - symbols representing words, as found in Ancient Egyptian artifacts
- to decipher** (v) - to decode
- phonetic** (n) - speech sound
- linguist** (n) - someone who studies languages
- essential** (adj) - very necessary
- acknowledged** (v) - recognised

6 Complete the sentences with the correct form of the verbs.

- 1 If Roentgen
(not discover) X-rays, Franklin
..... (not be able) to do her research.
- 2 Newton
(write) the laws of motion if he
..... (not study) physics?
- 3 If Leonardo da Vinci
(be) right-handed, he
..... (write) in code?
- 4 If Einstein (listen to) his father,
he (become) an electrical engineer.

7 Read about the discovery of penicillin and the example sentence below. Then write three more sentences in the third conditional.

Alexander Fleming (**1a**) went on holiday and (**1b**) left some dishes in his laboratory. He hadn't (**2a**) cleaned the dishes, so bacteria (**2b**) grew on them. When he got back from holiday, he didn't (**3a**) throw the dishes away, and he (**3b**) noticed one unusual dish where the bacteria hadn't grown.

Fleming saw a mould on the dish, and realised that this mould was killing the bacteria. He (**4a**) investigated the mould and (**4b**) discovered penicillin.

If Fleming hadn't gone on holiday, he wouldn't have left the dishes in his laboratory.

➔ See Workbook, Page 75 ➔

Speaking

8 ^{21C} Work in pairs. Describe a time something went wrong for you or your family. Use the ideas in the box or your own ideas.

accidents at home cooking family parties family pets going out on holiday
--

A: *Once, our cat ran away. If the door had been closed, he wouldn't have got out.*

B: *Did you find him?*



If you have time

Look at the beginning of this sentence. How many endings can you think of?
If I'd worked harder, ...

Speaking

- 1 **21C** Look at the photos. What do you know about these people? Tell your partner.

Reading

STUDY & EXAM SKILLS

Dictionary skills

- 1 Your dictionary sometimes gives more than one meaning for a word. Look carefully at the context to make sure you choose the correct meaning.
- 2 How many meanings can you find for these words: *right* and *course*?
- 3 What's the difference between these words: *chemistry*, *chemist*, *chemical*?



- 2 Work in pairs and use a dictionary to help. How do you say these words in your language? For each word, write N (noun) or V (verb). Some words are both.

creator	development	hypertext
inventor	invention	log-in mouse
password	patent	revolutionise set up
surfing	system	web browser web server

- 3 Read quickly through the text about Tim Berners-Lee. How many words from the Vocabulary box can you find?
- 4 Read the text. Are the sentences true or false – or is there not enough information to decide?
- 1 Tim Berners-Lee studied computer engineering at university.
 - 2 Berners-Lee and Cailliau created the World Wide Web while working for the same organisation.
 - 3 Only people working at CERN could access their website.
 - 4 Berners-Lee now thinks people should pay to use the World Wide Web.

GLOSSARY

- impact** (n) - large effect
- inefficient** (adj) - not working well
- patent** (n) - recognition given by authorities of the rights over an invention
- to revolutionise** (v) - to change dramatically for the better
- productively** (adv) - in a way that increases resources



The 20th century invention that changed the world

Tim Berners-Lee (born 1955)

Can you imagine how different life would be without cars, TV, penicillin, aeroplanes or computers? The work of inventors during the 20th century has improved our lives in many ways. One scientist whose invention has had a huge impact on the world today is Tim Berners-Lee – the creator of the World Wide Web.

Tim Berners-Lee was born in London, in 1955. He studied physics at Oxford University, and then worked for various organisations before moving to CERN (the European Organization for Nuclear Research), Switzerland, in 1980. By now, Berners-Lee was an expert in computer science and engineering, and he felt that the system used for sharing information needed improving. Researchers at CERN needed to share information quickly, but the system they used at the time was slow and inefficient. The internet and hypertext (internet language) had already been invented, so all he had to do was to find a way to put them together, so that people could contribute their own ideas rather than just access information from other sources. Together with his colleague, Robert Cailliau, he wrote a design proposal and, in 1990, they built the first web browser and web editor. As for its name, Berners-Lee was talking to his colleague in the cafeteria at CERN when he came up with *World Wide Web*. They couldn't have imagined at the time how much their Web would revolutionise the world.

CERN's website was the first to be published on the Web. *info.cern.ch* went online on 6th August 1991. People all over the world could visit the page to learn how to use the Web and how to set up a web server. In 1994, Berners-Lee formed an association to manage the Web's development. He could have applied for a patent for his new idea, but he decided not to. If he had patented his idea, he could have charged people to use the Web. But he wanted it to be available to everyone. Since then, the World Wide Web has connected the world and turned it into a global village.

If Berners-Lee had not invented the World Wide Web, we would not have the instant access to information that we have today. With a single click of the mouse, we can enrol on online courses, work from home, keep in touch with friends and relations abroad, send photos, do online shopping, and more. But has the internet taken over our lives? Most people admit that they have wasted hours online when they could have spent their time more productively. And what about teenagers? They must have wasted hours surfing the internet when they should have been doing their homework instead. Perhaps Berners-Lee should not have made the World Wide Web free of charge. If people had to pay, they might use the internet more wisely.



Aristotle (386–322 BCE)



Ibn Sīnā (Avicenna, 980–1037)



Sir Isaac Newton (1642–1727)

Grammar: could/should have done **E**

5 Read the Grammar box. Then find the two sentences below in the text. Match them to the meanings in the box.

Grammar: could/should have done	
He could have applied for a patent.	It was possible, but it did not happen.
They should have been doing homework.	It was the best thing to do, but it did not happen.
<p>➔➔ See Grammar GPS, Page 130 ➔➔</p>	

- ... he could have charged people to use the Web.
- Perhaps Berners-Lee should not have made the World Wide Web free of charge ...

6 Read the first sentence. Complete the second sentence with *could*, *couldn't*, *should* or *shouldn't*.

- ▶ I didn't know you were looking for a dictionary. I *could have* lent you mine.
- 1 I worked hard for that exam. I have got a better mark.
- 2 I think you were the best in the competition. You have won.
- 3 Why didn't you tell me you were in hospital? I have visited you.
- 4 You did your best. You have done any more.
- 5 I made a mistake. I sent a message to Josh, but I have sent it to Mary.
- 6 The result of the experiment was a surprise. Nobody have predicted it.

➔➔ See Workbook, Page 77 ➔➔

Listening

7 **7.3** Listen to three students talking about the people in the photos on this page. Match the speakers (1–4) with the statements (a–e). There is one extra statement.

- | | |
|--------------------|--------------|
| 1 Presenter | 3 Hal |
| 2 Julie | 4 Amy |
- Without Ibn Sīnā's actions, many people wouldn't have received medical treatment.
 - Ibn Sīnā could have become an astronomer.
 - Without Isaac Newton's discoveries, the way the universe works would have remained a mystery.
 - Without Aristotle's influence, modern science could have progressed more quickly.
 - Scientists in the past would have studied more than one or two science subjects.

Working with words: suffixes

8 Look at the examples. Find five other words in Exercise 2 which have suffixes.

He was an expert on literary *criticism*.

➔➔ See Working with words, Page 122 ➔➔

Speaking

9 **21C** Work in groups and discuss these questions.

- What would you choose as the most important invention of all time? Why?
- Who do you think is the greatest inventor or scientist of the 20th century? Why?
- Can you name any more polymaths?



Reading

1 Read the dialogue. Answer the questions.

- 1 Who hasn't done the project?
- 2 Who are Dan, Holly and Joe waiting for?
- 3 Who comes to the class?
- 4 What two problems has Joe had with his project?
- 5 What did Dan say Joe should have asked Mrs Evans for?

2 Find the *Useful expressions* in the dialogue. Which expressions show regret? Which ones show criticism?

Useful expressions

I wish I was more organised.
You should have asked Mrs Evans for more time.
I wish I'd spoken to her last week.
I wish we could help you.
I shouldn't have chosen this topic.

- Dan: Oh, I'm so tired! I was up until one o'clock this morning, printing out my project. I wish I was more organised.
- Holly: It looks great! Here's mine. I did it last week. I hate leaving things until the last minute. What about you, Joe?
- Joe: I haven't finished mine. I didn't have enough time.
- Holly: What? But it's worth about 30 per cent of your mark!
- Dan: You should have asked Mrs Evans for more time.
- Joe: I know. I wish I'd spoken to her last week. It's too late now.
- Holly: Oh, Joe! I wish we could help you.
- Joe: Thanks, but it's my own fault. I shouldn't have chosen this topic. It's really difficult.
- Dan: Well, if you'd told us earlier, we could have helped you with it.
- Holly: Here comes Mrs Evans. Let's go in.
- Dan: No, it isn't Mrs Evans – it's Mr Lee! That's weird.
- Mr Lee: Good morning, everyone. Now, Mrs Evans is ill, but she'll be back next Monday. She says you should carry on with your projects and you can hand them in next week.
- Dan: Joe Todd, you are so lucky!

- 3 **7.5** Listen and repeat the *Useful expressions*. Focus on your intonation.
- 4 **7.6** Listen to each statement and choose the best response (a–c).
- a You shouldn't have gone to bed so late.

b You should have stayed up.

c I wish I hadn't gone to bed early.
 - a You shouldn't have set your alarm clock.

b I should have been at school.

c I wish I'd set my alarm clock.
 - a I wish I had a camera.

b You should have read the instructions.

c You shouldn't have used my camera.
 - a I should have told you yesterday.

b I wish we liked camping.

c I wish you'd told me earlier.

OPTIONAL

Writing: a story

- 1 Read Fay's story below and answer the questions.
- When did the events in the story happen?
 - Who and what was involved?
 - What two things did Fay do to solve the problem?
 - How did the story end?
- 2 Look at the words in red. What kind of words are they? What follows them?
- 3 Rewrite the pairs of sentences as one sentence. Use the preposition given.
- I switched on my computer. Then I checked my emails. (after)
 - I wrote down my password. Then I logged off the site. (before)
 - I solved the problem. I didn't contact the helpdesk. (without)
 - I changed my password. I made my account more secure. (by)
- 4 **21C** Think about a time you had a problem. Write a paragraph about what happened and how you solved the problem. Use Fay's story to help you.

Speaking

- 5 **21C** Work in pairs. For each situation, make one comment of regret and one of criticism. Take turns.

A: *I wish I hadn't eaten all of that!*

B: *You should have shared it with me!*



1 eat / share



2 study / help



3 learn / bring



4 wear / borrow

Pronunciation: silent letters

- 6 **7.7** Listen to these words and look at the spelling. Underline the silent letters in each word. Then listen, check and repeat.

campaign	castle	doubt	foreign	half	island
knowledge	psychologist	scientist	would		

My IT disaster story

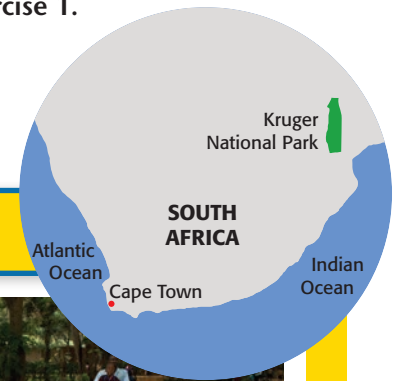
Last week I had an IT disaster! I forgot my email password! I should have written it down somewhere when I set up the account, but I didn't. **After** trying about six different versions of my password, my email account locked me out. I had no idea how to unlock it and I was desperate to read my emails. There was an email help-desk number, but I decided to ask my friend Dan **before** contacting them. **But after** spending about half an hour on it, he gave up! So I rang the help-desk and the first thing they said was, 'Press the CAPS LOCK key.' It worked!

Reading

1 Work in pairs. Imagine you went on holiday to South Africa. What languages would you hear around you? What animals would you see?

2 Read the text quickly and check your answers to Exercise 1.

Culture



Rainbow Nation

In the northern part of South Africa, archaeologists have discovered some particularly interesting human fossils. They are thought to be more than two million years old – the earliest ever found. The region is known as the 'Cradle of Humankind'. Today, South Africans come from places as different as India and the Netherlands, as well as southern Africa itself. Each group has its own history and language. There are eleven official languages, including English, Afrikaans and IsiZulu, and many more unofficial ones. This exceptionally colourful mix of cultures gives South Africa its unofficial name, Rainbow Nation.



Sea life

On South Africa's east coast, the warm Indian Ocean comes down from the tropics. To the west, the cold Atlantic currents arrive from the Antarctic. It's a recipe for a rich diversity of sea life and about 2,000 species visit these waters at different times of the year. It's one of the best places in the world to see whales close up. The blue whale is incredibly large. At 30 metres long and 170 tons, it's the biggest animal in the world. The humpback is slightly smaller but gives spectacular displays, throwing its body out of the water. Humpbacks often come surprisingly close to boats to have a look at the human species!



On safari

South Africa covers one per cent of the land surface of Earth, yet it has amazingly varied habitats. Ten per cent of the planet's bird, fish and plant species, and six per cent of mammal and reptile species, live here. From antelopes to zebras, the country is bursting with wildlife. The Kruger National Park is home to rhinoceros, leopards, elephants and the symbolic springbok, whose name is given to the national rugby team. Both local people and foreign tourists enjoy thrilling safari holidays here.



GLOSSARY

exceptionally (*adj*) - outstandingly good

diversity (*n*) - a range of things, e.g. animals, people, etc.

thrilling (*adj*) - really exciting

spectacular (*adj*) - amazing

species (*n*) - type of animal, bird, insect or plant

incredibly (*adj*) - unbelievably good

3 **7.8** Read the text again and answer the questions.

- 1 How many official languages are there in South Africa?
- 2 Why is South Africa also called Rainbow Nation?
- 3 Why are there so many marine species around South Africa?
- 4 What's special about the wildlife in South Africa?

4 Find the adverbs in the text. What adjective does each one describe? What noun does each adverb-adjective combination describe?

amazingly	exceptionally
incredibly	particularly
slightly	surprisingly

Listening

5 **7.9** Listen to the first part of a Cape Town walking tour. Are the sentences true or false?

- 1 Cape Town is the oldest city in South Africa.
- 2 You can get to Table Mountain by cable car.
- 3 The harbour is an industrial area of Cape Town.
- 4 Robben Island was used as a prison for three centuries.

6 **7.10** Listen to the second part of the tour. Complete the information.

Opening times:

(1) a.m.
to 6.00 p.m.

Two Oceans AQUARIUM

Tickets: adults R105 / children aged (2) to 14 R50

Teenagers up to 17 (3) R.....

Online tickets are valid for (4)

Tickets include: all exhibits, the children's centre, the microscope display and scheduled feeds. Note: sharks are fed on (5) at 3.00 p.m.

The (6) is only open to visitors with a ticket.

History and English

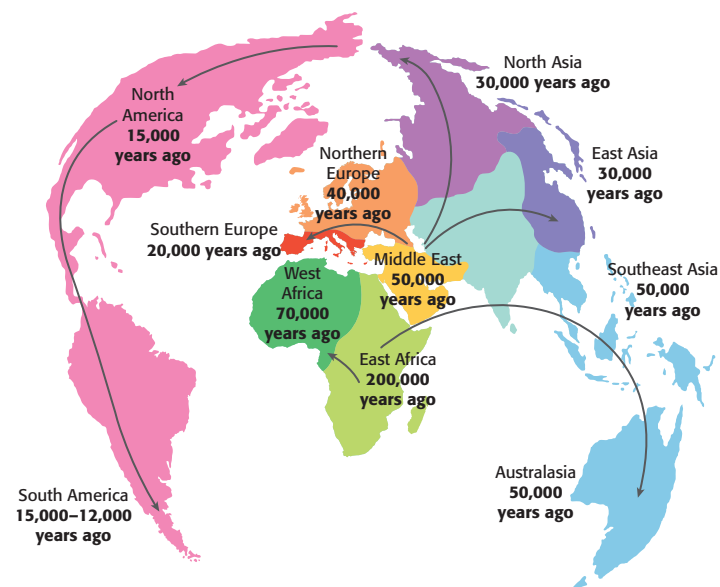
The human journey

- 1 Look at the map. Find the part of the world where you live. When do some scientists think humans first arrived there?
- 2 Read the text and find two ways that scientists try to work out where humans travelled from originally.

Every individual has a unique 'genome' – the information coded in our DNA. Our genome holds information about our history. By comparing genomes from different people around the world, biologists can see where our ancestors came from.

Now, as part of the research into this subject, four tribal leaders from southern Africa have also had their genomes sequenced. One of the things the study revealed is that the tribesmen have a gene that makes a high-fat diet more likely to cause them health problems. The information has been added to a database, GenBank. This is an open, public database that scientists can consult for their research.

In the past, the ideas we had about our origins came from fossils and other archaeological studies. Scientists believed that humans inhabited Africa first and then spread out to the other continents. Now, by comparing the DNA in the chromosomes of people from different areas of the world and fossil DNA, genetic evidence proves that this theory is likely to be correct.



3 What other useful information can our genome give us?

Project

21C Choose a famous person from the field of discovery. Prepare a presentation about that person's achievements and how they are viewed today.

Reading

HOW TO ...

understand the organisation of a text

Complete the gaps in a text with given sentences. There may be one extra sentence.

USEFUL STRATEGIES

- Read the text quickly before you look at the additional sentences.
- Read the sentences before and after each gap carefully. Match each additional sentence with a gap in the text, based on the content. Check that the grammar fits logically with the additional sentence you matched.

Important! If there is an extra sentence, make sure the one you have left doesn't fit any of the gaps.

1 Read the text quickly. Who is it about?

- a Jamie
- b Jack
- c Philip

Dear Jack,
I'm sorry I wasn't at home when you came last night. I was on my way back from college when I saw Philip – do you remember him? **(1)** I hadn't seen him for months, so we went to get a burger. He hasn't changed at all. **(2)** You would have enjoyed it if you'd been there. **(3)** We're meeting again next Friday. Do you want to come?
Jamie

2 Read the sentences before and after the first gap in the text in Exercise 1. Who do you think will be the topic of the sentence that goes in the gap?

- a Jamie and Philip
- b Jack
- c Philip

3 Which of the sentences are about Philip? Which one fits best in the first gap? Why?

- a He's still really funny and makes me laugh a lot.
- b If I'd been there, we could have got a burger.
- c He was in our class last year.
- d If I'd had my phone, I would have called you.

4 Match the sentences (a–d) in Exercise 3 with the gaps (1–3) in Exercise 1. There is one extra sentence.

Listening

HOW TO ...

identify the main idea

Listen to different speakers and match statements with the speakers. There may be one extra statement.

USEFUL STRATEGIES

- Read the task instruction and the statements. Identify the main topic.
- Underline the key words in the statements so that you can identify different aspects of the main topic.
- The first time you listen, choose the correct answer. The second time, check your answers.

Important! Remember that different words can be used to express the same ideas.

1 Here are some statements from a matching task. Which topics have the statements got in common?

- a This speaker has read about South African conservation groups.
- b This speaker has studied at a university in South Africa.
- c This speaker talks about South African miners.

2 Put the words into groups that you think match the statements in Exercise 1. Some words can go in more than one group.

conditions	degree	diamonds	difficult
environment	gold	habitat	research
work	years		

3 7.11 Listen to two speakers. Match the speakers (1–2) with the statements (a–c) in Exercise 1. There is one extra statement.**4 7.12 You will hear two speakers. Match the speakers (1–2) with the statements (a–c). There is one extra statement.**

This speaker:

- a has watched sport in South Africa.
- b used to live in South Africa.
- c has never been to South Africa.

A for and against essay

1 Discuss the questions in pairs.

- 1 What do you do when you have a headache?
- 2 Do you take any medicine? Why? / Why not?
- 3 What do you know about how different medicines are made?

2 Read the for and against essay and choose the best title below.

- 1 What are the arguments for and against using animals for experiments? What is your opinion?
- 2 What are the arguments for and against taking medicines? What is your opinion?
- 3 What are the arguments for and against saving wild animals? What is your opinion?

Using animals for experiments is frequently discussed these days, particularly in the media. Some people believe strongly that it is necessary to carry out experiments on animals so that we can find a cure for cancer. Others believe that animals should not be used in testing because it is cruel on animals. This essay will look at the arguments for and against animal testing.

On the one hand, the people who are in favour of using animals say that it is necessary to do tests on animals. Many drugs were invented in this way so that these drugs could save lives. Furthermore, the animals are bred especially for experiments. Therefore, animal experiments are not responsible for reducing the number of wild animals on the planet.

On the other hand, others feel that there are good arguments against using animals for experiments. Firstly, animal experiments are cruel. They can cause animals to be in a lot of pain. In addition, some people feel that many tests are not important. Another issue is that sometimes an experiment on animals may not give us accurate results because animals' bodies are not the same as our own.

In conclusion, I believe the benefits do not outweigh the disadvantages, and testing on animals should not continue. Although it may improve the lives of humans, it is not fair that animals should suffer in order to achieve this.

WRITING SKILL

Presenting main points and supporting arguments

When writing an argumentative essay, it is important to organise your ideas for or against into different paragraphs. In these paragraphs, present your arguments, then support them with one or more examples. Follow the format below:

Paragraph 1: Statement of topic. (No opinion.)

Paragraph 2: Arguments for the topic. Examples.

Paragraph 3: Arguments against the topic.
Examples.

Paragraph 4: Conclusion and your opinion.



3 Read the essay again and underline where the writer:

- states the topic
- gives an example for the topic
- gives an example against the topic
- states their opinion

4 Look at the essay title below. Then number the paragraphs A to D in the correct order, following the model in the Writing Skill box.

Playing video games is an enjoyable way to spend your free time. What are the arguments for and against doing this? What is your opinion?

A On the other hand, some people argue that the games are designed so that they are addictive. It is difficult to stop playing them and many people waste hours of their life looking at a screen. These people against video games also say that our health can be affected because people sit down in order to play the games. This means many gamers are not moving much for hours and hours.

B Many of us enjoy playing video games with friends and family or with an online community of gamers. Some people argue that playing video games is relaxing and a good use of time. Others believe that there are better ways to spend our leisure hours. This essay will explore the arguments for and against playing video games.

C

In conclusion, I believe that video games have a negative effect if we play them too much. However, there are some benefits from playing them. Therefore, we need to limit the time we spend playing them so that we can experience the benefits and minimise the negative effect.

D

On the one hand, people in favour of playing video games say that the activity is relaxing and good for our minds. We all work hard, and we deserve free time to do what we want. Our lives can be stressful, and playing video games is enjoyable and fun. These people also argue that the games are good for our hand-eye co-ordination and can help to make us more intelligent.

WRITING MECHANICS

Using signposts in topic sentences

Include a signpost phrase in the topic sentence so the reader knows what to expect.

On the one hand, some people ...

On the other hand, others ...

In conclusion, I believe ...



- 5 **Underline** the topic sentences in the essays in Exercises 2 and 4.

WRITING MECHANICS

Stating purpose and reason

We use connectors of **purpose** to say why an action is done.

- *in order to* + infinitive

*Animals should not suffer **in order to** achieve this.*

- *so that* + verb

*Many drugs were invented **so that** they could save lives.*

We use **reason clauses** to give a reason for an action. They are very similar to purpose clauses.

- *because* + clause

We use *because* when the reason is the most important part of the sentence. The clause usually comes after the main clause to give it more emphasis. There is no comma before *because*.

*... an animal experiment may not give accurate results **because** their bodies are different.*

- *as/since* + clause

We use *as* or *since* when the reason is already known, or is less important. These clauses often come at the beginning of the sentence. However, they are sometimes written after the main clause and after a comma.

***As/Since** animals' bodies are not the same as our own, an experiment on animals gives us the wrong result.*

*An animal experiment can give the wrong result, **since/as** their bodies are different*



- 6 Find examples of sentences stating purpose and reason in the essay in Exercise 4.

- 7 Complete the sentences with words and phrases from the box.

in order to because so that as

- 1 Berners-Lee was an expert in engineering he studied physics at university.
- 2 The World Wide Web was invented share information.
- 3 Young people use the internet they can do their homework.
- 4 the Web is free, everyone can use it.

- 8 **21C** Work in pairs. Read the essay title below. Then plan your essay by doing the following:

- make notes for and against
- think of examples to support your arguments
- decide the order of arguments and examples
- decide on your final opinion

Governments should spend a large part of their budgets on developing technology to go into space. What are the arguments for and against this statement? What is your opinion?

- 9 **21C** Write your essay in at least 200 words.

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

- introduced the topic?
- given examples for the argument in the second paragraph?
- given examples against the argument in the third paragraph?
- stated purpose and reason?
- included a topic sentence for each paragraph?
- used the grammar *could/should have done*?

**READING**

Identifying the writer's purpose

WRITING

Writing a formal letter

Summarising

Reporting survey results

Connectors of comparison and contrast

Writing a summary report

LISTENING

Choosing the appropriate linguistic response

SPEAKING

Reporting words

Discussing advertisements

Reporting conversations

STUDY & EXAM SKILLS

Listening and checking

GRAMMAR

Reported statements

Reported questions

VOCABULARY

Working with words

– reporting verbs

– word combinations with *money*

Talking about – shops and services

bakery	faulty
bank account	greengrocer's
broken	notes
budget	pocket money
butcher's	savings
cash	sell-by date
cash machine	size
coins	supermarket
debit card	wages
format	

Shopping

- Look at the photo. Complete the sentence in as many ways as you can.
The girl has ...
- Work in pairs. You have two minutes. Write things you can buy in the places in the Vocabulary box. Now compare your list with a new partner.
- Write questions for a survey about shopping habits. Then listen and check your questions.
 - what / favourite shops?
 - where / like going?
 - who / usually go with?
 - you / always know what you want?
- Listen again and tick the answers the person gives.

1 a clothes shops	b sports gear	c music
2 a small shops	b big shops	c shopping centre
3 a my parents	b my friends	c by yourself
4 a yes	b no	c it depends
- Work in pairs. Ask and answer the questions from the survey.





(Advert used in UK and Ireland only.)



Speaking

- 1 Work in pairs. Look at the two adverts and find two products and one brand.
- 2 **21C** Work in pairs. What do you think makes a good advert? Why? Discuss these statements with reference to the two adverts.
 - 1 It gives me information about the product.
 - 2 It looks good visually.
 - 3 It makes me want to buy the product.
 - 4 It's unusual and interesting.
 - 5 It has a strong and clear message.

Reading

- 3 **8.2** Read the news story. Answer the questions.
 - 1 What is *Ribena*?
 - 2 Who are Anna Devathasan and Jenny Suo?
 - 3 What is GSK?
 - 4 What is *Fair Go*?
 - 5 What did GSK change in Australia and New Zealand?
- 4 Read the news story again and say if the sentences are true or false.
 - 1 Anna and Jenny discovered a problem with the *Ribena* advert.
 - 2 GSK did not accept the girls' claims at first.
 - 3 As a result of the girls' findings, GSK stopped selling *Ribena* in New Zealand.

GLOSSARY

- blackcurrant** (n) - small purple berry
- manufacturer** (n) - maker
- to claim** (v) - to say that something is true
- rival** (n) - competitor
- brand** (n) - a particular company that produces a type of product
- to broadcast** (v) - to transmit by television or radio

Schoolgirl scientists in surprising discovery

TWO NEW ZEALAND SCHOOL girls got surprise results in their school science experiment recently. They were measuring the amount of vitamin C in a blackcurrant drink, *Ribena*. The manufacturer's advertising claimed that the blackcurrants in *Ribena* had four times the vitamin C of oranges. But the girls found that there was only a tiny amount of vitamin C in *Ribena*, even less than a rival brand of orange juice. The girls, Anna Devathasan and Jenny Suo, thought that they had made a mistake and that they'd been doing the experiment wrongly.

The girls contacted the manufacturers of *Ribena*, GlaxoSmithKline (GSK). They were told that the

information in the advert referred to blackcurrants, not the product itself. Then a TV programme, *Fair Go*, said that they would broadcast the story.

At first, GSK suggested that the girls had tested the wrong product, but after another investigation GSK reported that some of their products in Australia and New Zealand were affected. They stated that they could confirm that *Ribena* drinks in all other markets, including the UK, contained the stated levels of vitamin C, as described on product labels. GSK said they were going to change the labels on the Australian and New Zealand products, and they invited the girls to visit their offices so that the company could thank them for bringing the problem to their attention.

Working with words: reporting verbs

5 Look at the example. Then find more reporting verbs in the text. One is in the passive.

Then a TV programme, Fair Go, *said* that they would broadcast the story.

→ See Working with words, Page 123 →

Grammar: reported statements E

Grammar: reported statements

Reported statements are used to tell someone what someone else said.

The verb in the direct speech is changed so that it is further in the past, for example:

'The blackcurrants in Ribena *have* four times the vitamin C of oranges.'

becomes

The manufacturer's advertising *claimed* that the blackcurrants in Ribena *had* four times the vitamin C of oranges.

We also change pronouns when we report people's words.

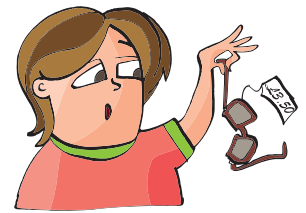
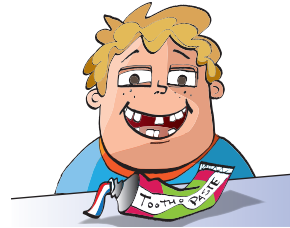
'We've made a mistake.' → They thought they'd made a mistake.

→ See Grammar GPS, Page 131 →

6 Look at the Grammar box. Read the actual words that were spoken. Then underline the sentences in the text that report the words.

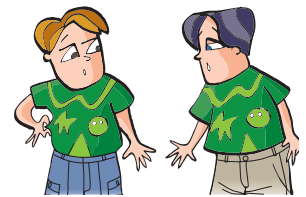
- 1 'We've made a mistake.'
- 2 'We've been doing the experiment incorrectly.'
- 3 'The information in the advert refers to blackcurrants.'
- 4 'We will broadcast the story.'
- 5 'Only some of our products in Australia and New Zealand are affected.'
- 6 'We can confirm that Ribena drinks in all other markets, contain the stated levels of vitamin C.'
- 7 'We are going to change the labels on the Australian and New Zealand products.'

7 Write a sentence for each picture beginning 'The advert said ...'.



1 'Megasmile will make your teeth white!'

2 '4eva glasses have a life-long guarantee.'



3 'All our products have been allergy tested.'

4 'Each designer shirt is totally unique.'

→ See Workbook, Page 75 →

Speaking

8 21C Work in pairs. Choose four people you both know. Work alone and write something each person said yesterday. Now report the words to your partner. Can they guess the person?

- A:** This person said we could go home early today.
B: Miss Aaliyah?
A: This person said you could come to my house at the weekend.
B: My mum?



If you have time

Find the nine letter word. How many words can you make with the letters?

A	E	E	I	D	T	S	R	V
---	---	---	---	---	---	---	---	---

Speaking

1 **21C** Complete the questions (1–4) with words from the Vocabulary box. More than one question is possible. Then work in pairs, and ask and answer the questions.

- 1 How much do you get every week?
- 2 Have you got your own
- 3 Have you ever used a
- 4 Are there any or in your pocket?

bank account budget cash cash machine
 coins debit card notes pocket money
 savings wages

Reading

2 An interviewer asked three people about money. Read what they said. Then match the people (1–3) with the photos (a–c).

3 **8.3** Read the text again. Complete the interviewer's questions with the people's names.

- 1 The interviewer asked if she knew how to budget.
- 2 was asked if she'd saved a lot when she was younger.
- 3 The interviewer asked if she had any credit cards.
- 4 was asked if she'd ever bought anything online.
- 5 The interviewer asked how much would spend at the weekend.
- 6 The interviewer asked what she was going to spend her savings on.

Yes, I do, actually. My mum's shown me how to do it. We're going camping in France this year and I'll need to make my money last for a month. So she's been helping me to work out how much I'll need for travel, for entertainment and things like that.

1 Emma

No, I haven't got any credit cards – I'm not old enough. When I go to France, I'm going to take an emergency supply of twenty-euro notes!

No, I haven't. I prefer to pay for things with cash and you can't do that on the internet! My wages are paid directly into my bank account and I get money out of the cash machine once a week.

2 Kathy

I'll probably spend quite a lot of money at the weekend. It's my daughter's birthday and I want to take her to London for the day.

No! I used to be terrible with money! I used to waste all my pocket money on sweets and rubbish every week. Once, I wanted to buy an expensive book. It was about my favourite artist. My dad said I could have all the coins that were lying around the house. I managed to find £23.60!

3 Diane

These days I put all my loose change in a big jar. That's my savings. I'm waiting until the jar is full. Then I'm going to buy something amazing with what I've saved.



Working with words: word combinations with money

- 4 Look at the examples. How many more combinations with *money* do you know?

*I'll probably **spend quite a lot of money** this weekend.*

*I used to **be terrible with money!***

➔➔ See Working with words, Page 123 ➔➔

Grammar: reported questions **E**

- 5 Look at the example. Then write the direct questions for the reported questions.

The interviewer asked Emma **if she had** a bank account.

The interviewer asked, '**Have you got** a bank account?'

- 1 The interviewer asked Emma if she needed to buy euros.
- 2 The interviewer asked Kathy what they would do in London.
- 3 Kathy was asked if she'd ever used a cash machine.
- 4 Diane was asked how much money she'd saved.
- 5 The interviewer asked Diane what she was going to buy with her savings.

➔➔ See Grammar GPS, Page 131 ➔➔

- 6 Report the interviewer's questions.

◆ 'Are you good with money?'

The interviewer asked me if I was good with money.

- 1 'Are you saving any money for something special?'
- 2 'Where do you keep your savings?'
- 3 'What will you buy with your savings?'
- 4 'Have you ever won any money?'
- 5 'Did you spend a lot the last time you went shopping?'

➔➔ See Workbook, Page 87 ➔➔

Listening

STUDY & EXAM SKILLS

Listening and checking

Before you listen in class or in an exam, read the questions.

- 1 **Underline** the key words to listen for.
- 2 When you listen, check for this information.
- 3 Don't forget that the same ideas can be expressed in different ways.



- 7 **8.4** Work in pairs. Which is the best definition of a shopaholic (a–c)? Listen to someone doing a shopping questionnaire and check your answer.
- a Shopaholics go shopping more often than necessary and often buy unnecessary things.
 - b Shopaholics feel in control of their shopping habits and usually don't spend too much.
 - c Shopaholics feel stressed when they are in a shop and only buy things that they've seen advertised.
- 8 **8.4** Listen again. Tick the questions that you heard.
- Wayne asked Charlie ...
- 1 if he went shopping more than three times a week.
 - 2 what his favourite shops were.
 - 3 if he had spent more than his budget on his last shopping trip.
 - 4 if he had ever bought more than he needed.
 - 5 how he felt when he was shopping.
 - 6 if he was influenced by advertising or by his friends.


Speaking

- 9 Write the direct questions for the reported questions in Exercise 8.

◆ *Do you go shopping more than three times a week?*

- 10 **21C** Work in pairs. Ask your partner the questions from the shopping questionnaire.
- A: *Do you go shopping more than three times a week?*
 B: *No, I don't. I usually go shopping about once a week.*
- 11 **21C** Change partners. Report your conversation.

Reading

- 1  8.5 Look at the photo. What are Dan and Holly doing? Read the dialogue and check your answer.
- 2 Read the dialogue again. Answer the questions.
- 1 What is the problem with the video game?
 - 2 What does Holly ask for?
 - 3 What do Holly and Dan decide to do?
- 3 Look at the *Useful expressions*. Write C for customer or A for assistant next to each expression.

Useful expressions

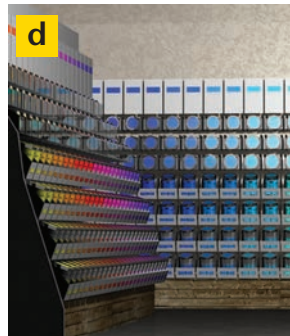
Can I help you?
 Have you got the receipt?
 I'd like to return this game.
 I'm afraid we don't usually give refunds.
 Is there something wrong with it?
 Would it be possible to get my money back?
 Would you like a credit note?

- 4  8.6 Listen and repeat the *Useful expressions*. Focus on your intonation.

- Assistant: Can I help you?
 Dan: Yes, please. I'd like to return this game.
 Assistant: I see. Is there something wrong with it?
 Dan: No, no. My friend bought it for me for my birthday, but I've already got it.
 Holly: I should have asked him which games he had before buying it, I suppose!
 Assistant: Yes, but it's nice to try and surprise people, isn't it? Have you got the receipt?
 Holly: Yes, I have. Here you are.
 Assistant: Would you like a credit note, or do you want to exchange it for another game?
 Holly: Would it be possible to get my money back?
 Assistant: Well, I'm afraid we don't usually give refunds unless the goods are faulty.
 Holly: Oh, I see.
 Assistant: But a credit note is valid for six months and we have a huge range of games, CDs and DVDs. You can use it to buy anything in the shop. And you can use it online too.
 Holly: What do you think, Dan?
 Dan: Let's get a credit note. I'm sure I can find something I like!



5 **8.7** Listen and match the conversations (1–3) with the places (a–d). There is one extra place.



Speaking

6 Match the items with the problems. More than one match is possible.

an mp3 player	the wrong size
a pair of sunglasses	the wrong format
a T-shirt	faulty
a video game	broken
a memory stick	past its sell-by date
some cheese	you already have one

7 **21C** Work in pairs. You are a shop assistant and a customer. Write dialogues about the things in Exercise 6. Use the *Useful expressions* to help you. Then take a role each and practise your dialogues.

Pronunciation: syllable stress

8 **8.8** Listen to the words and underline the stressed syllable. Then listen again and repeat the pairs of words.

- 1 a refund to refund
- 2 advertise advertisement
- 3 advertize advertising
- 4 inform information
- 5 investigate investigation
- 6 educate education
- 7 qualified qualification

OPTIONAL

Writing: a formal letter

1 Read the letter and choose the correct option (a–c).

- a Fay is asking for information.
- b Fay is making a complaint.
- c Fay is making a suggestion.

2 Read again and put this information in the correct sequence.

- 1 an explanation of another problem
- 2 an explanation of the problem
- 3 Fay's response to the first problem
- 4 the reason for writing the letter
- 5 what action Fay requests

3 Look at the expressions in red in the letter. Then choose the correct option.

- 1 *In spite of / Because of* the terrible service, I don't buy anything from that website.
- 2 The shoes were really expensive. *In spite of that, / Because of that,* I bought them.
- 3 The website sold cheap video games. *Despite / Because of* the price, the quality was good.
- 4 The film got an Oscar. *Despite this, / Because of this,* I didn't think it was very good.

4 **21C** Write a letter of complaint. Use an example from your own experience, or invent a product and a problem. Use Fay's letter to help you.

Dear Sir / Madam,

I am writing to complain about the service from your website.

Two months ago, I ordered three video games from you. The information on the website said they were for a G Box console. **Despite this**, when they arrived, they were for a FastPlayer console. I returned the games to you with a note explaining what had happened and asking for a refund.

In spite of my letter, you have sent me the wrong items again, this time the Game Play versions of the titles.

Please could you refund my online account or send me the correct (G Box) format games. I enclose the receipt.

Yours faithfully,

Fay Johnson

Reading

- 1 Look at the photos. What do they show?
- 2 Work in pairs and discuss these questions.
 - 1 Do you buy things online? Why? / Why not?
 - 2 Do you have your own money? Where or who does it come from?
 - 3 What do you spend most money on?
- 3 Read the text. Then compare your answers to Exercise 2 with what it says in the text.

GLOSSARY

- enormously** (*adj*) - to a very great degree
virtual (*adj*) - not physically existing, but existing on a computer or on the internet
consumers (*n*) - a person who buys things
cosmetics (*n*) - beauty products like make-up
income (*n*) - money a person earns

- 4 Find the following expressions in the text. Which ones mean the same thing?

apart from as well as except for in addition to
instead of

- 5 Rewrite the sentences using expressions from Exercise 4.

- 1 I download albums and singles online.
- 2 I buy books online. I don't go to a bookshop.
- 3 I don't buy much online, only music.
- 4 I use PayPal and credit cards to buy things online.
- 5 I don't like many shops. I like clothes shops.

Culture



Shopping online in the UK

Is there anything you can't buy online these days? Internet shopping has changed enormously from the days when there was nothing to buy apart from books. Nowadays, you can find everything from virtual florists to virtual shoe shops on the internet. Who does most online shopping? Teenagers don't usually have much money to spend, but despite this they make up an increasing number of online consumers. A few years ago, there was no way of paying for e-shopping except for credit cards, which most teenagers don't own. But now, as well as using credit cards, you can use debit cards, systems like PayPal and store cards to pay for your purchases.

So what do British teenagers buy online? Well, almost all of the things they spend their money on can be bought over the internet. A recent survey reported that the most popular purchases are music, computer games, mobile phone credit and ring tones, fashion, cosmetics and sports gear. These days, most teens download music instead of going to a 'real' record store. With the new payment systems, it's just as easy to buy a single online as it is to download a ring tone to a phone. Of course, teenagers rely mostly on their parents for their income, (apart from some older teens, who earn money from part-time jobs). In addition to this, most teenagers prefer money instead of a gift for a birthday. In general, young people in the UK today have a lot more to spend than their parents did when they were young, and there are many more things to spend it on.



Listening

6 **8.9** Listen to the telephone conversation following an online purchase. Complete the missing information.

- 1 item
- 2 problem
- 3 reference number
- 4 payment method
- 5 price

Project

Design a survey to find out what your classmates spend their money on. Ask the questions and present the results as a chart or diagram. Write a short text to accompany the diagram.

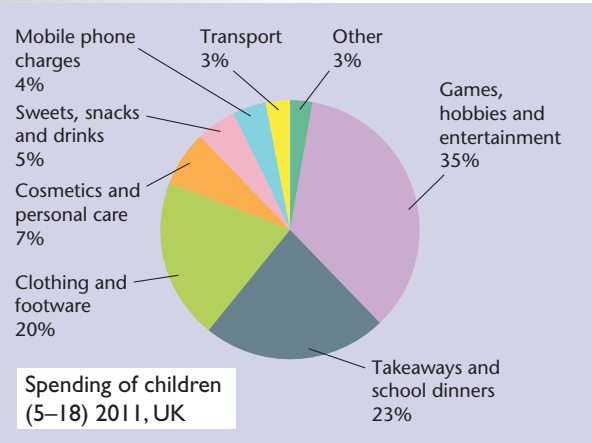


Maths and English

Statistics

- 1 **Work in pairs. Do you know what a 'pie chart' is? Look at the text and check your answer.**
- 2 **Read the text and do the activities. Compare your answers with your partner's.**

Statistics is the part of maths which deals with using information that is expressed in numbers. This information is often called 'data'. Data can be shown in the form of tables, graphs, charts and other diagrams. This is a useful way of making the key information clear. However, charts and diagrams usually present a summary of the main information – they don't explain the details of the information.



Activity 1 What do the percentages in the pie chart add up to? Why?

Activity 2 Look at the pie chart carefully. Then read the information below. Which data is also shown in the pie chart?

- 1 In 2011, children aged five to 18 spent most on games, hobbies and entertainment.
- 2 This category includes spending on music, computer games and DVDs.
- 3 On average, children spent about £13 a week, although 13 to 15-year-olds spent over £20 a week compared to much less for younger children.
- 4 Children spent 23 per cent of their total spending on meals and a much smaller amount on sweets and snacks.
- 5 About 4 per cent of total spending was on mobile phone charges, but this was accounted for only by children over 11.
- 6 About 20 per cent of spending was on clothes and footwear.
- 7 Girls spent about double the amount that boys did on clothes. Young teenage boys, on the other hand, spent about five times as much as girls on games and hobbies.

3 **21C** Does any of the information in the pie chart surprise you? Explain why.

Reading

HOW TO ...

identify the writer's purpose

Read a text and choose the correct option.

USEFUL STRATEGIES

- Read the text and the options quickly.
- Think about typical expressions that express the functions described in the options. Look for these in the text.
- Underline the functional expressions in the text.

Important! You don't need to understand every word in the text to be able to do the task.

1 Match the sentences (1–3) with the functions (a–c).

- 1 I went out to do some shopping.
- 2 You didn't go out, did you?
- 3 You shouldn't have gone out.

- a checking information
- b making a criticism
- c giving a reason

2 Write at least one expression for each function.

- 1 inviting somebody to do something
- 2 asking for information
- 3 expressing an opinion
- 4 apologising for something
- 5 expressing a preference
- 6 asking for advice
- 7 making a recommendation
- 8 expressing regret

3 Read the note and underline the expressions that match functions in Exercise 2.

Hi Jen,
How are you today? I'm really sorry about last night. I was in a bad mood, but I know that's no excuse for my behaviour. I shouldn't have shouted. Please accept my apologies. Can we talk about it? I'll call you later.
Anna

4 Choose the correct option (a–c).

Read Anna's note. Why has she written to Jen?

- a to apologise
- b to ask for help
- c to give advice

Language response

HOW TO ...

choose the appropriate linguistic response

Read about a situation and choose the correct option. The options can be questions or statements.

USEFUL STRATEGIES

- Make sure you understand what the situation is.
- Think of functional expressions that can be used in that situation.
- Check if these or similar expressions are given in the options.

Important! Check the role of the speaker in each situation. For example, if the situation is 'advice', is the speaker *asking for* or *giving* advice?

1 Match these expressions (a–f) with six of the functions (1–8) in Exercise 2 in the left-hand column.

- a What do you think I should do?
- b I'm really sorry about that.
- c Would you like to go for a burger?
- d I wish I hadn't told you.
- e Could you tell me where the bookshop is?
- f The film seemed a bit boring to me.

2 Read each statement and choose the best option (a–c).

- 1 You are in a shop. You want to know the price of a camera. What do you say?
 - a I'd like to return this camera.
 - b Can I help you?
 - c Could you tell me how much this is, please?
- 2 You lent your friend a video game. He says he didn't enjoy it. How do you respond?
 - a Why do you say that?
 - b What did you think of it?
 - c Because I liked it.
- 3 You answer a phone call for your sister. She's not at home. What do you say?
 - a Can you take a message?
 - b Can I leave a message?
 - c Can I take a message?

A survey report

1 Discuss the questions in small groups.

- 1 Do you like shopping? Why? / Why not?
- 2 Where do you shop?
- 3 Describe the last thing you bought.

2 Read the survey report below. Choose the best title from:

- a The Older Generation's Shopping Habits
- b Teenage Clothing Habits
- c Teenage Shopping Habits

WRITING SKILL

Writing a survey report

A survey report should be clear, and readers should be able to find information easily and quickly. Divide your report into clear sections, for example:

- Title
- Survey overview
- Key data
- Overall summary

You can also include charts showing the results.

3 Read the survey report again. Find and number the following:

- 1 the introduction
- 2 questions asked in the survey
- 3 a summary of the responses from the participants
- 4 an overall summary

4 Look at the information below on writing summaries of survey reports. Can you sort the statements into a dos and don'ts table?

keep it short try to explain reasons
give opinions report on the trends you see
repeat any information use numbers

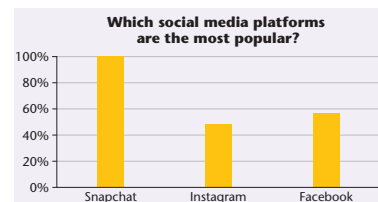
Dos	Don'ts



There are about 20 million teenagers in the UK and many know exactly where and how they like to shop. The recently released "How do teenagers spend their money?" survey report from City Firm provides insight into teen online and offline purchasing trends. Based on a survey of 1,000 teens, the report describes their shopping patterns.

The survey asked what teenagers spend their money on. Compared to the older generation, teenagers are the first generation to have grown up with the internet. They rely on social media to tell them what products to buy. For male teenagers, most of their money was spent on food followed by shopping and video games. However, most females said they preferred to buy clothes rather than buy food.

The survey also asked where teenagers spend their money. It seems that the days of wandering around the shopping malls are over. 90% of the teenagers who took part in the survey choose to make their purchases online.



Like older people, most teenagers said they like to visit sites such as Amazon. It is their favourite website, capturing 43% of the market share. Although sales for clothing retailers such as American Eagle may be suffering in stores, they are still popular online.

The final question asked about social media platforms. In the past, TV and newspaper advertising were used by retailers while nowadays, Snapchat and Instagram are the teens' favourite social media platform. 80% of the teenagers surveyed said they visited Snapchat at least once a month, compared to 51% with Facebook.

In conclusion, it is evident that teenagers have changed their shopping habits. They are spending more money online and they prefer high quality products. However, retailers are not doing enough to keep up with the teenagers' habits. They need to do more to link up with them digitally.

WRITING MECHANICS

Reporting survey results

- Start by saying what the survey is about.
The report describes shopping trends ...
The recently released survey provides insight into ...
- In the second section, report the most important results and include data.
For male teenagers, most money was spent on ...
Most females said that they preferred ...
- Describe fractions, percentages and proportions in different ways. (Review Unit 2 Writing Insights.)
... approximately 40% of the market ...
... almost two-thirds ...
- In the final section, summarise the main findings.
In conclusion, it is evident that ...
To summarise, most people ...



- 5 Using the information above, underline examples of points 1-4 in the text on page 111.

WRITING MECHANICS

Comparing & contrasting

Look for similarities and differences when you describe survey results. Use words and phrases such as *compared to*, *like*, *although*, *despite*, *however* and *while*. For example:

Compared to boys, girls like to spend more money on clothes.

Like younger children, most teenagers said they spent their money on music.

Although markets are not as popular as in the past, they are still part of our culture.

Despite more people having credit cards nowadays, shops still prefer to accept cash.

Young people said they use social media every day. **However**, most older people interviewed said they use it once a week.

Eating fast food was popular with most young people **while** only 56% of older participants said they enjoyed it.



- 6 Read the survey report again. Underline words and phrases for comparing and contrasting.
- 7 Join the sentences with the words in each box. Change the order of the sentences or change the verb tense, if necessary.

a although / however

Girls spend more money on shoes. Boys like to wear sports trainers. Girls also like to wear sports clothes.

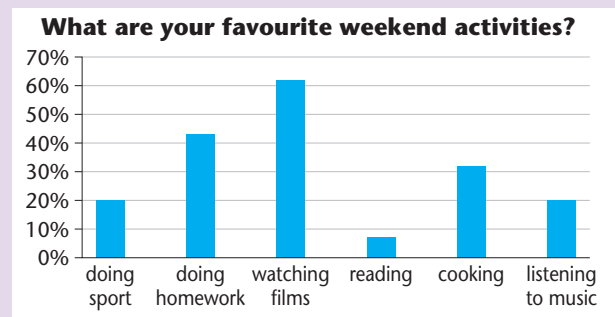
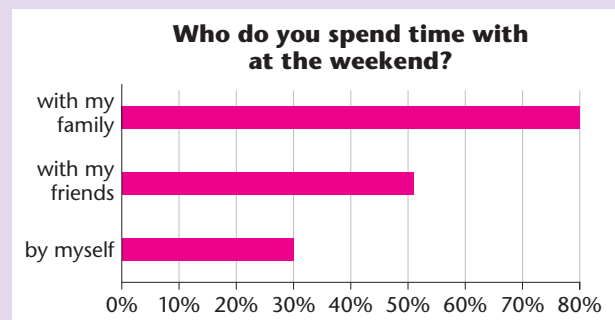
b while / compared to

Many participants access the internet inside their home. Nearly a third of the participants use the internet outside their home. The desktop computer is the least popular. Smartphones and notepads are the preferred choice for 85% of the participants.

- 8 **21C** Write your own survey report in at least 200 words.

In a survey for *Teen Oman*, 100 teenagers were asked: 'Who do you spend time with at the weekend?' and 'What are your favourite weekend activities?'

Use the information in the charts to write a report of the survey.



- 9 Work in pairs. Read your partner's summary report and tick (✓) the checklist. Has your partner:
- included clear sections in his or her report?
 - supported his or her description with data?
 - reported, compared and contrasted?

wish + past simple



wish + past simple refers to situations in the present.



I wish they had this T-shirt in yellow.

1 Look at the picture above. Which sentence (a or b) is true?

- a The shop hasn't got the colour he wants.
- b The shop has got the shirt in yellow.

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

- 1 I wish it (be) cheaper.
- 2 I wish I (like) green.
- 3 I wish it (not have) a round neck.

wish + past perfect



wish + past perfect refers to situations in the past.



I wish I'd tried this on in the shop.

3 Look at the picture above. Which sentence (a or b) is true?

- a He tried the jacket on before he bought it.
- b He bought the jacket without trying it on first.

4 Complete the sentences with the correct form of the verb.

- 1 I wish I (buy) a smaller size.
- 2 I wish I (not be) in a hurry.
- 3 I wish you (come) with me.

5 Complete the table with the verbs.

isn't had been was wasn't

situation in the present	I wish the shirt (1) cheaper, but it (2)
situation in the past	I wish the shirt (3) cheaper, but it (4)

6 Read each sentence or each pair of sentences. Say if I wish refers to the past (PA) or the present (PR).

- 1 I wish I'd seen the advert. Then I would have known about the offer.
- 2 I wish my local shop sold Fairtrade products.
- 3 I wish you'd bought Fairtrade chocolate. It tastes great and the farmers get more money.
- 4 I wish I didn't have to go shopping. There's a great match on TV.
- 5 I wish it was pay-day. I'm short of money.
- 6 I wish you'd asked me – I would have lent you some money.

7 Read the first sentence and write the second sentence.

- 1 These trainers are too expensive for me. (wish / be cheaper)
- 2 When I went to the bank yesterday, it was shut. (wish / know)
- 3 They only sell that version of the film online. (wish / have a PayPal account)
- 4 I didn't know the sale finished yesterday! (wish / you tell me)
- 5 I don't get much pocket money. (wish / get more)
- 6 I'd love to buy this game. (wish / have more money)

8 Look at the picture. Write sentences with I wish and the ideas from the box or ideas of your own. Write three sentences you would say during the match and three sentences you would say after the match.

be an Al Ahly supporter
be in the crowd
play better
score more goals
Chelsea win
Chelsea have a better goalkeeper



Review Units 7 and 8

Vocabulary

1 Write the words. They are all nouns.

- 1 a place where scientists work l.....
 2 investigating something r.....
 3 a scientific idea t.....
 4 finding something new d.....
 5 a piece of equipment m.....

1 mark per item: .../5 marks

2 Complete the paragraph with words about the Internet.

It's very easy to use the (1) All you need is a computer and a web (2) This is usually a phone company. Then you need to choose a web (3) After that, you can enjoy (4) and looking at different websites. Some websites ask you to become a member and you have to use a (5) to log in.

1 mark per item: .../5 marks

3 Write the places where you can buy the things.

- 1
 2
 3
 4
 5



1 mark per item: .../5 marks

4 Complete the sentences.

- 1 When the bank is closed, we use the c..... m..... .
 2 My mum gives me £5 p..... m..... every Friday.
 3 I need a job that pays better w..... .
 4 I save all my 20-pence c..... in a jar.
 5 You can't have a c..... c..... until you are 18 years old.

1 mark per item: .../5 marks

5 Write verbs that have the opposite meanings.

- 1 connect
 2 lock
 3 agree
 4 pack
 5 encode

1 mark per item: .../5 marks

Grammar

6 Complete the endings of the third conditional sentence.

If I had got up earlier this morning, ...

- 1 I breakfast. (eat)
 2 I late for school. (not / be)
 3 we to school together. (walk)
 4 I the English exam. (not / miss)
 5 I see the head teacher. (not have to)

1 mark per item: .../5 marks

7 Complete the endings of the third conditional sentence.

The experiment would have worked if ...

- 1 we the instructions. (follow)
 2 you the wrong chemical. (not / use)
 3 I to the teacher. (listen)
 4 we in a hurry. (not / be)
 5 the teacher us. (help)

1 mark per item: .../5 marks

8 Complete the sentences with *could*, *couldn't*, *should* or *shouldn't*.

- 1 I'm sorry I'm late. I have phoned.
 2 If I'd known you were going shopping, we have gone together.
 3 You have said that. It wasn't nice.
 4 You have asked me before you borrowed my phone!
 5 Don't worry! You have helped – we needed an expert.

1 mark per item: .../5 marks

9 Report the words. Begin with *She said ...*

- 1 'It's an excellent product.'
 2 'I saw the advert on TV.'
 3 'I've been to that shop a few times.'
 4 'We'll be home at 8.00 p.m.'
 5 'Saima can't come to dinner.'

1 mark per item: .../5 marks

10 Report the questions. Begin with *He asked ...*

- 1 'Where are you going?'
 2 'Do you read many magazines?'
 3 'Will you be at home on Saturday?'
 4 'Have you finished work?'
 5 'Where did you go on Monday?'

1 mark per item: .../5 marks

Communicate!

11 Match the statements (1–5) with the follow-up comments (a–e).

- 1 I can't do this homework.
- 2 I forgot my mum's shopping.
- 3 It's too late to go shopping now.
- 4 My friend is upset with me.
- 5 There are no tickets left!
- a I shouldn't have argued with her.
- b I wish I'd asked the teacher for help.
- c I wish we'd got here earlier.
- d I wish I'd looked at the time earlier.
- e I should have written it down.

2 marks per item: .../10 marks

12 Complete the dialogue with the expressions.

can I help you have you got the receipt
I'm afraid we'd like to return would you like

Assistant: Good morning, (1) ?
 Lee: Yes, (2) this game.
 Assistant: OK, it hasn't been opened. That's fine. (3) ?
 Lee: Yes, we have. Here you are.
 Assistant: OK, is there another game you want?
 Lee: We haven't looked, actually.
 Assistant: (4) a credit note, instead?
 Lee: Would it be possible to get my money back?
 Assistant: Well, (5) we don't usually give refunds.
 Lee: Oh well, I suppose we can choose something. Let's have a look.

2 marks per item: .../10 marks

13 Which letter is silent in each word?

- 1 know
- 2 castle
- 3 could
- 4 design
- 5 doubt
- 6 foreign
- 7 half
- 8 island
- 9 budget
- 10 scientific

1 mark per item: .../10 marks

14 Complete the sentences with these words.

before despite that except for in spite of
without

- 1 We solved the problem asking for help.
- 2 deciding to buy the GPS, we looked at the price.
- 3 the bad weather, lots of people came to our picnic.
- 4 I don't like any fruit bananas.
- 5 My camera was cheap, but it takes great photos.

2 marks per item: .../10 marks

15 Complete the letter with these words.

about after as because for
if in to us when

Dear Sir / Madam,
 I am writing to complain (1) the service in your shop. We went there last Saturday (2) my son wanted (3) buy a games console. (4) waiting for at least ten minutes, an assistant served us. My son asked him several questions about the console he was interested (5) , but the assistant didn't know anything. (6) well as this, he was quite impolite.
 He told (7) to read the information leaflet (8) we wanted to know about the consoles. (9) I asked to speak to the manager, the assistant disappeared and did not return. We then left the shop.
 We have been customers at your shop (10) many years, but I'm afraid we will not return in the future.
 Yours faithfully,
 Mr D. Harris

1 mark per item: .../10 marks

Total: .../100

I can ...

Tick (✓) what you can do.

	★★★★★	★★★★	★
I can talk about regrets.			
I can make criticisms.			
I can return things to shops.			
I can write a for and against essay.			
I can write a survey report.			

verb + preposition *at, to*



Some verbs are followed by prepositions.



She's **staring at** the poster.



He's **waving to** the crowd.

1 Write *at* or *to* in the correct place in the table.

explain (something) to	.....	.....
laugh at	.....	.....
listen .....	.....	.....
look .....	.....	.....
point (something) at	.....	.....
shout at	.....	.....
shout to	.....	.....
.....
.....
.....
.....
.....
.....
.....

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

- 1 What are you looking
- 2 The teacher wasn't speaking him.
- 3 Can you point your finger it?
- 4 Do you talk yourself?

3 Complete the sentences with verb + preposition combinations from the table in Exercise 1.

- 1 What kind of music do you like to
- 2 How often do you your penfriend?
- 3 Do you funny TV shows?
- 4 Can you this exercise me?

4 Ask and answer the questions in Exercise 3.



Different prepositions can change the meaning. For example:
You shout **at** somebody when you are angry. You shout **to** somebody to get their attention.

5 Choose the correct preposition.

- 1 Our teacher never shouts *at / to* us.
- 2 Shout *at / to* Joe. Tell him we're going home.
- 3 Can I borrow your pen? Throw it *at / to* me.
- 4 Stop throwing the ball *at / to* the window!

Working on your own

6 Write a sentence with each verb + preposition combination.

apologise to	describe something / somebody to
have a look at	

noun + noun



We can use two nouns together to make another noun. This is called a compound noun. A compound noun can be one word or two.



autograph + book =
autograph book



news + paper =
newspaper

1 Match these nouns to make compound nouns.

talent	phone	security	soap
guard	line	opera	show

2 Complete the compound nouns in the table with these words.

club	guest	line	review	site
------	-------	------	--------	------

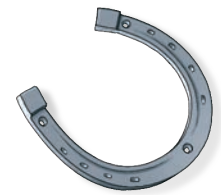
autograph book	music/TV/film
celebrity .....	.....
camera bag	newspaper
detective story	rubbish tip
fan	shop assistant
fashion design	slideshow
film location	sports report
head.....	summer clothes
horseshoe	survival kit
message board	web.....
museum official	world champion

3 Look at the compound nouns in Exercises 1 and 2 and find the names of these things.

1



2



3



4



Working on your own

4 Choose four compound nouns from the tables in Exercises 1 and 2. Write your own sentence with each compound noun.

abstract nouns



Abstract nouns are things you can't see or touch. They can be things like states, feelings and qualities.



You can see a brain.



You can't see a **mind**.

verb + -ing



We can add *-ing* to a verb to give the name of an activity.



walk + *ing* = walking



park + *ing* = parking

1 Write the nouns in the correct place in the table.

advice feeling idea information luck

Uncountable		Countable
.....	imagination	ambition
anger	.....	danger
behaviour	intelligence	fear
communication	logic	.....
creativity	love	friendship
education	.....	.....
happiness	sadness	memory
hate	truth	mind
health	wealth	strength
		success
		thought



We usually use most countable abstract nouns in the singular: *danger, fear, memory*.

2 Choose the correct words.

- 1 He never remembers faces. He's got a terrible *logic / memory*.
- 2 The scientist has investigated animal *idea / intelligence*.
- 3 You write good stories. You have a lot of *imagination / thought*.
- 4 Some scientists study animal *behaviour / education*.

3 What do people feel in each situation? Write a word from the table in Exercise 1.

- 1 A tiger is coming towards you.
- 2 It's the first day of the holidays.
- 3 You've made the same mistake three times.
- 4 Your sister has a new baby.
- 5 You watch a film where the hero dies.

Working on your own

4 Write the translations of these abstract nouns. Use your dictionary if necessary.

friendship strength truth wealth

1 Add -ing to these verbs and write them in the table. Be careful with the spelling.

dance make rescue swim

camping	painting
carrying (something)	parking
cooking	practising
counting (something)	public speaking
.....	pulling (something)
drawing	repeating (something)
fishing	.....
fixing (something)	riding
flying	singing
frightening (somebody)	.....
hunting	thinking
..... notes	telling jokes
memorising words	watching (something)

2 Complete the lists with expressions from Exercise 1. Use each expression once only.

- 1 ways of learning English: memorising words,,,
- 2 things people can be frightened of:,
- 3 free-time activities: camping,,,
- 4 things animals can be good at: carrying something,,
- 5 things people can be good at: cooking,,,

3 Complete the sentences so that they are true for you. Then compare with your partner.

- 1 I'm quite good at
- 2 I've never been
- 3 is fun.
- 4 I'm (not) frightened of

Working on your own

4 Choose three verbs from the table in Exercise 1 and write sentences in your notebook.

verb + to + infinitive



Some verbs are followed by *to* and the infinitive of another verb.



American English



American English and British English sometimes have different words for the same thing.



a mobile / a **cellphone**



chips / **fries**

1 Add the verbs in the examples above to the table.

.....	hope to	pretend to
begin to	learn to	refuse to
.....	manage to	seem to
force to	need to	want to
help to	prefer to	

2 Choose the correct option.

- 1 Archaeology *needs to / helps to* explain how our ancestors lived.
- 2 It was snowing a lot. We *decided to / hoped to* make a snowman.
- 3 It was difficult, but I *managed to / seemed to* speak French.
- 4 I had no transport. My friend *preferred to / agreed to* lend me his bike.

3 Complete the questions about childhood with verbs from the table in Exercise 1.

- 1 What did you be when you were little?
- 2 When did you ride a bike?
- 3 Did you ever eat food you didn't like?
- 4 Did the years be longer when you were little?

4 Work in pairs. Ask and answer the questions in Exercise 3.

5 Write sentences about your own or your partner's answers to the questions in Exercise 3.

▶ *When I was little, I wanted to be a pilot.*

Working on your own

6 Write five sentences with verbs from the table in Exercise 1. Write the translations.

1 Decide which words in the pairs are American English and write them in the table.

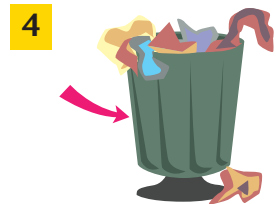
break time / recess gas / petrol

apartment	fries	.....
cellphone	.....	.....
cookie	mailman	sidewalk
diner	Mom	sneakers
drugstore	pants	store
elevator	parking lot	trash can
eraser	principal	vacation

2 Find the American English words in the table in Exercise 1 for these British English words.

biscuit flat head teacher holiday pavement
postman restaurant shop

3 Look at the table and find the names of these things. What are the British English names?



Working on your own

4 We use the words *gas, pants, recess* and *store* in British English, but the meaning is different. Find the British English meanings in your dictionary.

adjective + to + infinitive



Adjectives are sometimes followed by *to* and the infinitive of a verb.



This is **impossible to do!**



It's **good to see you again!**

1 Which adjectives in the table can also be used in the examples above?

amazed to	funny to	lovely to
dangerous to	good to	nice to
difficult to	happy to	pleased to
easy to	hard to	sad to
entertaining to	horrified to	surprising to
exciting to	impossible to	unusual to
fascinating to	interesting to	

2 Match the beginnings of the sentences (1–4) with the endings (a–d).

- 1 The game was exciting
 - 2 That book on sport was really interesting
 - 3 My grandad is fascinating
 - 4 Usain Bolt is so fast he's impossible
- a to beat.
 - b to read.
 - c to talk to.
 - d to watch.

3 Complete the sentences with these adjectives.

dangerous happy sad unusual

- 1 I'm to help you.
- 2 It's too to swim in this river.
- 3 I'm to hear you can't come too.
- 4 It's to see snakes here.

4 Write three things you find ...

- 1 easy to do
- 2 hard to do
- 3 difficult to understand
- 4 entertaining to watch

5 Write four sentences with your ideas from Exercise 4.

▶ *I think crosswords are hard to do.*

Working on your own

6 Write four sentences beginning *It's ...* and *I'm ...* with adjectives from the table in Exercise 1.

verb + noun



There are some verbs and nouns that we often use together.



'Have a look at this website.'



'I've got a degree.'

1 Write the nouns in the correct place in the table.

idea job mistake race

Verb	Noun
drive	a bus, a car, a vehicle
get	an answer, a degree, help, information, a, a pet, a present, a qualification
have	an accident, an argument, a career, a future, a good time, an, an influence, a look (at something), a meal, an operation, an opportunity, a problem
make	a decision, a film, the headlines, a meal, a, money, notes, things
score	a goal, a point
spend	hours, money, time
win	a championship, a competition, a game, a medal, a prize, a

2 Cover the table in Exercise 1. Match these verbs and nouns. Check your answers in the table.

drive get have make spend
a career a decision help hours a vehicle

3 Complete the sentences with *get* or *have*.

- 1 a good time at the party!
- 2 When did you your cat?
- 3 We asked but didn't an answer.
- 4 Tell me if you a problem.

4 Complete the sentences with the correct form of the verbs from the table in Exercise 1.

- 1 My dad things from wood.
- 2 I a lot of time on my homework.
- 3 How many medals did you ?
- 4 My team always the most points.
- 5 Did Tim Burton this film?

Working on your own

5 Choose six verb + noun combinations and write a sentence with each one in your notebook.

adjective order



Adjectives before a noun usually have a specific order.



a **black plastic** camera



a **big old** car

1 Look at the five groups of adjectives. Match the headings with the groups (1–5).

age colour material origin size

- 1 : big, enormous, huge, immense, large, massive, short, tall
- 2 : ancient, new, old
- 3 : black, grey, pink-coloured, white
- 4 : American, British, Egyptian, Emirati
- 5 : brick, concrete, gold, metal, plastic, silk, stone, wool



Adjectives which give factual information are used in the order (1–5) shown in Exercise 1.

2 Look at the sentences. Are the adjectives in the correct order?

- 1 My school is an enormous brick building.
- 2 I've got a plastic blue ruler.
- 3 Do you need this old metal box?
- 4 This is an Egyptian ancient pyramid.



Adjectives of shape go after adjectives of size and age, but before adjectives of colour, origin and material.

3 Write the adjectives in the correct order.

- 1 a box (square shaped, plastic)
- 2 a mirror (oval, metal)
- 3 a building (round, tall)
- 4 a sculpture (concrete, triangular)

Working on your own

4 Write a description of two things you own. Use these ideas or your own ideas.

a bicycle a jacket a mobile phone
a pair of boots some jewellery

verb + preposition



Some verbs are followed by prepositions.



'I **suffer from** hay fever.'



'I don't **believe in** UFOs.'

1 Write *about*, *at* and *for* in the correct place in the table.

apologise for	suffer from
appeal to	talk about
ask about	think
ask for	translate into
believe in	use as
compete in	use for
complain about	use in
exchange for	value
look for	vote for
make from	wait for
make into	wish for
pay	work as
rely on	work for

2 Complete the questions with prepositions.

- 1 What's silk made ?
- 2 Which objects can you make copper ?
- 3 What did the Egyptians exchange gold ?
- 4 Which industries is gold used ?

3 Complete the sentences with different verbs.

- 1 Who did you **for** on *Just Dance*?
- 2 Hurry up! We can't **for** you!
- 3 Did you **for** anything special for your birthday?
- 4 Can you help me **for** my keys? I've lost them.

4 Complete the sentences with prepositions.

- 1 My mum works a jewellery company.
- 2 My dad works an accountant.
- 3 Is this website translated English?
- 4 My cousin's competing a race.

Working on your own

5 Write your own sentence with each verb + preposition combination.

apologise for complain about rely on use for

phrasal verbs



Phrasal verbs have two parts: a verb and a preposition. The meaning is usually different from the meaning of the two parts on their own.



'No thanks, I'm **giving up** chocolate.'



He's **running away from** the dog.

1 Look at the pictures above and write the prepositions in the correct place in the table.

break out	get back	take off
build up	give	throw away
carry on	hand in	try out
come back	run	turn into
find out	run out	turn up
get away	set up	work out

2 Read the first sentence. Then choose the correct option.

1 I can't work out the answer to this sum.

I can't *calculate* / *describe* it.

2 I waited for ages, but the bus didn't turn up.

It didn't *leave* / *come*.

3 Oh, no! We've run out of petrol!

We've *used* / *bought* it all.

4 Let's get away from this noise!

Let's *stay here* / *go to a different place*.

3 Complete the sentences with the correct preposition or verb.

1 I got from my holidays yesterday.

2 Have you handed your homework?

3 How can we out the answer?

4 Do you know how to up a website on the internet?

4 Complete the sentences with phrasal verbs from the table in Exercise 1.

1 What does water when it boils?

2 What time does your plane ?

3 It's hard, but we'll to the end.

4 Don't paper – recycle it!

Working on your own

5 Write your own sentences to show the meaning of each phrasal verb.

break out build up come back try out

noun + preposition



Some nouns, especially abstract nouns, are followed by prepositions.



There's no **difference between** them.



He's had an **argument with** his friend.

1 Write *for*, *of* and *to* in the correct place in the table.

answer	influence on
argument with	map
cause of	photo of
connection between	problem with
contact with	reaction to
cure for	reason for
damage to	recipe for
decision about	reply to
difference between	research into
explanation	success with
idea of	image of

2 Complete the sentences with the correct preposition.

1 The storm did some damage our house.

2 Are you in contact your cousins?

3 Everyone has a different reaction the artist's paintings.

4 We don't know the cause the accident.

3 Cover the table in Exercise 1. Complete the sentences with the correct preposition. Then check your answers.

about of to with

1 How do I send a reply this email?

2 I've made a decision my future.

3 I've got a problem my computer.

4 I'd like a photo you.

4 Complete the sentences with the correct noun.

1 Have you got a for banana cake?

2 There is still no for the flu.

3 What's the for your decision to give up chocolate?

Working on your own

5 Write two nouns which are followed by each of these prepositions.

between of to with

prefixes



Some verbs can have prefixes such as *en-* or *de-* which give them a different meaning.



They **rebuilt** the city after the earthquake.

1 Look at the example and write the infinitive of the verb in the table.

decipher	enable	undo
decode	encode	unlock
	endanger	unpack
	enlarge	
disable	reappear	
disagree	.....
disappear	recreate	
disconnect	redo	
	rename	
	rewrite	

2 Find verbs in the table in Exercise 1 which have opposite meanings to these verbs.

agree appear enable encode lock

3 Choose the correct option.

- We arrived at the hotel and *packed* / *unpacked* our suitcases.
- We can *create* / *recreate* Fleming's experiments today.
- My project was terrible. I'm going to *write* / *rewrite* it.
- I need to print something. How do I *connect* / *disconnect* the printer?

4 Cover the table in Exercise 1. Write verbs that have these meanings. Then check your answers.

- give something a new name
- do something again
- put someone in danger
- make something bigger

Working on your own

5 Write sentences to show the difference between these verb pairs.

disappear / reappear
enable / disable undo / redo

suffixes



We can add suffixes to verbs and nouns to make nouns and adjectives.

inform – *information*
qualify – *qualification*

1 Complete the words in the table.

Verb	Noun	Adjective
advertise	advertise..... advertising	
	archaeology archaeologist	archaeological
comfort	comfort	comfort.....
communicate	communication	
compete	compet.....	competitive
create	creator creation	creative
discover	discovery discoverer	discovered
influence	influence	influential
know	knowledge	knowledgeable
	happiness	happy
inform	inform.....	informative
	intelligence	intelligent
investigate	investigation	investigative
	medicine	medical
research	researcher research	researched
treat	treatment	treated

2 Find words in the table for these things.

- someone who carries out studies
- something you take when you are ill
- a good feeling
- a person who is clever

3 Choose the correct option.

- That's a funny *advertisement* / *advertising*.
- Good teachers *communicate* / *communication* well.
- Animals can be *creativity* / *creative*.
- Would you like to be a *scientific* / *scientist*?
- Steve Jobs was the *creation* / *creator* of the ipad.

Working on your own

4 Write nouns and/or adjectives from these words. Use a dictionary.

decide develop free qualify

reporting verbs



We can use different verbs to report people's words.
 We *said* that we would go.
 We *promised* that we would go.

1 Look at the table. Which verb do we use to report questions?

admit	deny	state
announce	explain	suggest
ask	promise	tell (somebody)
claim	report	think
confirm	say	

2 Choose the best option.

- The advert *claimed* / *thought* that the product was better than all the others.
- The shop assistant *told* / *asked* if I had bought the product before.
- I *told* / *said* my mum that I wanted a bike.
- My dad *reported* / *suggested* that I had spent too much money.



Tell has a different pattern to the other reporting verbs.
 The teacher *told us* that we'd worked well.
 The teacher *said* that we'd worked well.

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

- The bank told me that
 - The man admitted that
 - The newspaper reported that
 - The company announced that
 - The report confirmed that
- a spacecraft had landed on Mars.
 - they were opening a new shop.
 - he had made a mistake.
 - the information was correct.
 - there was no money in my account.

Working on your own

4 Choose four verbs from the table in Exercise 1. In your notebook, write sentences reporting things people said last week.

word combinations with money



There are some verbs and expressions that we often use with money.



'They're not good quality, so you're *wasting* your *money*.'

1 Underline verbs that mean the opposite of *borrow* and *spend*.

borrow	give	make	spend
change	lend	raise	waste
earn	lose	save	win

2 Choose the correct option.

- Joe: Can I **(1)** *borrow* / *make* some money?
 Mum: I **(2)** *changed* / *gave* you some yesterday!
 Joe: I know, but I've **(3)** *lost* / *spent* it.
 Mum: Already? Well, I'm not going to **(4)** *lend* / *raise* you any more, sorry.

3 Match the questions (1–5) with the answers (a–e).

- Do you ever borrow money?
 - How much money do you earn?
 - Have you ever won any money?
 - Do you waste a lot of money?
 - Do you save money every month?
- Nothing – I haven't got a job.
 - Yes I do. I want to buy a new computer.
 - Yes, every week from my dad.
 - Yes, I buy lots of things I don't really need.
 - No. I don't enter competitions very often.

4 Match the expressions (1–5) with the meanings (a–e).

- I'm short of money.
 - I'm terrible with money.
 - It's a waste of money.
 - I'm good with money.
 - It's good value for money.
- I can't save. / I spend too much.
 - I haven't got much at the moment.
 - I save / spend wisely.
 - It's a good product for the price.
 - It's not a good product (for the price).

Working on your own

5 Write your own sentences to show the meaning of each combination.

lose money	make money	raise money
------------	------------	-------------



UNIT 1

THE PRESENT SIMPLE and THE PRESENT CONTINUOUS C_A

The **present simple** is often used with time expressions, such as *every day*, *at weekends* and with adverbs of frequency like *always*, *often*, *usually* to talk about routine or regular actions.

My cousin Aameera **calls** me every day.

It is also used to talk about situations which are always true.

An old garden **surrounds** my house.

The **present continuous** is used to talk about actions which are happening at this very moment with words and phrases like *now*, *at the moment*. It can also be used to talk about things which are happening around now, using phrases like *today*, *this week*, *this month*.

What **are** you **watching**?
I'm looking for a rucksack for my summer camp.

→ See Student's Book, Pages 6 & 7 →

→ See Workbook, Page 9 →

THE PRESENT PERFECT C_B

1 We use the **present perfect** to talk about events in the past which are connected to the present. It is often used when the time an action happened is not important.

Someone **has borrowed** my pen.

(Someone took my pen in the past and has not returned it to me up till now.)

2 We also use the **present perfect** to talk about whether we have done a particular action in the past. In this case, we ask questions using **ever**. We can give negative answers using **never** and positive answers adding the number of times the speaker has done the action. Use *once*, *twice*, *three times* and so on.

Have you **ever eaten** fresh mango? No, **never**. / Yes, I have. **Lots of times**.

Have you **ever been** to Switzerland? No, **never**. / Yes, **twice**.

We can also make positive sentences using *once*, *twice*, *three times* etc.

I've been to Jordan **four times**.

We can make negative sentences using **never** or **not ... ever**.

My cousin **has never flown**. / My cousin **hasn't ever flown**.

→ See Student's Book, Pages 6 & 7 →

→ See Workbook, Page 9 →

ALREADY, YET, JUST and STILL C_B

We use **already** to indicate that an action has been completed. With the **present perfect** it goes between the auxiliary **have** and the **past participle**. It is used in affirmative sentences. **Already** can also be used with the **present simple**.

The traffic police **have already arrived** at the scene of the accident.

We **already know** the answer to that question.

Already can also be used in questions, usually when we are surprised that an action has been completed so quickly.

Already goes at the end of the question.

Have you **finished** your homework **already**?

Yet can be used with the **present perfect** to ask whether actions have been completed by the present time. It can also be used as **not ... yet** to give a negative answer.

Have you **seen** this new TV show **yet**?
No, I **haven't seen** it **yet**. / No, **not yet**.

Yet can be used with the **present simple**, too.

Do you **know** how to use this printer **yet**?

We use **just** with the **present perfect** in affirmative sentences to show that something happened very recently. It goes between the auxiliary **have** and the **past participle** of the main verb.

We've **just found out** what happened.

We use **still** to indicate that a situation which started in the past has not ended. We can use it with the **present simple** and **present continuous** in all forms.

I'm still working on it.

With the **present perfect** we use it with **not**.

We **still haven't decided** where to go on holiday.

→ See Student's Book, Page 9 →

→ See Workbook, Page 11 →

KEY

C_A Core A

C_B Core B

E Elective



UNIT 2

THE PRESENT PERFECT CONTINUOUS **E**

We make the **present perfect continuous** with *has/have been* + **present participle** of the main verb.

The third person singular forms (e.g. *he/she/it has been studying*) are often contracted to *he's/she's/it's ...* and the other forms (e.g. *I/you/we/they have been studying*) are contracted to *I've/you've/we've/they've ...*

I've been thinking about you.
You've been playing football, haven't you?
He's been learning English for two years.
She's been crying all day.
It's been raining again.
We've been looking for you.
They've been watching TV.

In the negative forms, *has* and *have* become *has not (hasn't)* and *have not (haven't)*.

She/He/It hasn't been working well.
I/We/You/They haven't been listening carefully.

In the interrogative form we make questions like these:

What have you been doing lately?
How long have you been waiting for the bus?

1 We use the **present perfect continuous** to talk about actions which have been continuing up till now.

We've been living in this house for six months. (We are living there now.)

2 Notice the difference between the way we use the **present perfect** and the **present perfect continuous**.

I've written two pages of my essay.
(That is how much I have written so far (two pages) and there is more to do.)

I've been writing my essay.
(I am getting on with writing my essay, I started in the past and I will continue into the future.)

Or in the interrogative:

Have you tidied your room?
(Have you finished the job you were doing or should have done?)

Have you been tidying your room?
(Is that what you have been doing up until now, and is there still more to do in the future?)

3 We can use the **present perfect continuous** to talk about actions taking place over a longer period of time with time expressions such as *all day*, *all afternoon*, *all week* and so on.

We've been sitting in the garden *all afternoon*.

→ See Student's Book, Page 19

→ See Workbook, Page 19

RELATIVE CLAUSES **E**

A new type of relative clause was introduced in Unit 2 – the **non-defining relative clause** which gives additional information. The clause is separated from the rest of the sentence by commas to distinguish it. The sentence still makes sense if the relative clause is removed.

My mother, who's never been to Africa before, is going on a trip to Kenya.

My home city, which is really beautiful, isn't very popular with tourists.

The **defining relative clause** gives essential information, and the sentence does not make sense without it.

This is the girl who/that won the maths competition.
Where did you buy the book which/that you showed me yesterday?

Our teacher showed us the house where she grew up.
I clearly remember the day when we first met.

Note that in defining relative clauses talking about people and things, **who** and **which** can be replaced by **that**.

→ See Student's Book, Page 21

→ See Workbook, Page 20

QUESTION TAGS **E**

We use **question tags** to confirm information that we can observe, have heard, know, but are not quite sure about.

In affirmative statements, the tag is made of the negative form of the auxiliary verb in the statement (or *do* if there is no auxiliary verb). The verb is in the same tense as the verb in the statement, plus the related personal pronoun.

You're tired, aren't you?
Your sister has been to Spain, hasn't she?

If the main verb is negative, the verb in the **question tag** is affirmative.

We haven't got much time, have we?

We can also make **question tags** in the same way with modal verbs such as *can* and *should*.

We can order a pizza, can't we?
I shouldn't complain about it, should I?

→ See Student's Book, Page 22

→ See Workbook, Page 22



UNIT 3

THE PAST PERFECT **E**

We form the **past perfect** with the **past simple** of the verb **have (had)** + the **past participle** of the main verb. For example:

regular verbs:

work he **had worked** play they **had played**

irregular verbs:

eat she **had eaten** buy we **had bought**

The **past perfect** is often used in sentences together with the **past simple** to indicate something which happened before the action in the past simple, for example:

Susan **didn't buy** the tickets because she **had forgotten** her purse.

It is important to make a distinction between the order in which events occur, and we can do this by choosing either the **past simple + past simple** form or the **past simple + past perfect** form.

Look at the pictures and the sentences under them:



When Mandy **put up** her tent, it **started** to rain.

Here the order of events is: First: Mandy put up her tent; Second: It started to rain.

(There is little time between the two events.)

When Mark **put up** his tent, it **had** (already) **started** to rain.

Here the order of events is: First: *It had started to rain*;

Second: *Mark put up his tent*.

(It had started to rain sometime before Mark put his tent up.)

➔ See Student's Book, Page 35 ➔

➔ See Workbook, Page 31 ➔

USED TO **E**

We use **used to** to talk about things we did in the past but don't do now, or which we didn't do in the past but do now, for example:

*I **used to** spend my holidays in Europe.*

We make the interrogative and negative forms with the auxiliary **did/did not** + **use** + **infinitive** of the main verb **with to**.

***Did you use to watch** cartoons when you were a little boy? My parents **didn't use to go** out much when we were young.*

➔ See Student's Book, Page 37 ➔

➔ See Workbook, Page 33 ➔



UNIT 4

WILL and BE GOING TO CA

1 We use **be going to** to talk about future intentions and decisions we have already made, for example:

What **are** you **going to** wear for the award ceremony?

Next year they **'re going to** build a new sports centre in my town.

I've got plenty of clothes and I **'m not going to** buy any new ones this year.

Will you **be going to** London this year?

2 We use the **present continuous** in a rather similar way to **be going to** to talk about personal future plans and arrangements, for example:

We **'re visiting** my grandparents tomorrow.

What **are** you **doing** at the weekend?

She **is not running** in the race next week.

3 We use **will** to talk about facts in the future, and to make predictions or to express an opinion. We often use phrases like *I think* and *in my opinion* with **will**, for example:

I think our team **will** win the next match.

Do you think it **will** rain when we go camping?

I **don't** think it **will** be a problem if you come a bit late.

However, when a future event seems definite, or we can see what will happen from the present situation, we use **be going to**, for example:

They're playing so well today, they **'re going to** win this match!

It **'s going to** rain – just look at those clouds!

Oh dear! The traffic isn't moving at all. We **'re going to** be here for a long time!

→ See Student's Book, Page 46 →

→ See Workbook, Page 41 →

THE FUTURE CONTINUOUS E

We make the future continuous with **will be + the present participle (ing form)** of the main verb. The negative form is **will not be** but it is more usually **won't be**.

I / You / He / She / It / We / They **will be travelling** round the world in ten years' time.

What **will** you **be doing** this time next week?

I **won't be living** with my parents ten years from now.

1 We often use the **future continuous** to say what we will definitely be doing at a particular future time, using time expressions such as *this time tomorrow*, *next week*, *next year*, *in five years' time*, for example:

I **'ll be flying** to Istanbul this time tomorrow.

Do you know what you **'ll be doing** this time next month?

You **won't be going** to the beach this weekend because you didn't study enough.

2 We can also use the **future continuous** to make personal or general predictions about the future, for example:

I **'ll be graduating** in architecture five years from now, if I pass all my exams.

Most people **will be working** from home in 50 years' time.

Salim says he **'ll be living** in London by the time he's 30.

You **won't be doing** skateboarding again after that accident.

→ See Student's Book, Page 48 →

→ See Workbook, Page 42 →



UNIT 5

THE PASSIVE VOICE C_A E

The passive voice is made up of two elements.

- The verb **be** in all its various forms: **am, are, is** (the **present simple**), **was and were** (the **past simple**), **has been, have been** (the **present perfect**), etc. Although we do not use the verb **be** in the continuous form normally, for the **passive voice** it is necessary, so we find: **am being, are being, is being** (the **present continuous**) and **was being, were being** (the **past continuous**) in passive constructions.
- The **main verb** is in its **past participle** form (as in the **present perfect**); this is **ed** for regular verbs, and the various forms for irregular verbs.

	Active voice	Passive voice
Present simple	A lot of tourists visit Egypt. Tourists don't buy postcards any more.	Egypt is visited by a lot of tourists. Postcards aren't bought by tourists any more.
Past simple	They built the hotel in 2005. A hurricane damaged the hotels.	The hotel was built in 2005. The hotels were damaged by a hurricane.
Present perfect	Tourism hasn't changed the island. The travel industry has voted the islands the best place to spend a holiday.	The island hasn't been changed by tourism. The islands have been voted the best place to spend a holiday by the travel industry.
Present continuous	They 're building a new airport. They 're asking all the passengers to leave the terminal.	A new airport is being built . All the passengers are being asked to leave the terminal.
Past continuous	They were restoring the palace. They were only using traditional materials for the restoration.	The palace was being restored . Only traditional materials were being used for the restoration.

➔ See Student's Book, Page 62 ➔

➔ See Workbook, Page 52 ➔

MODAL VERBS and THE PASSIVE VOICE E

	Active voice	Passive voice
can	You can drink this tea with lemon. Can you drink this tea with lemon? You can't drink this tea with lemon.	This tea can be drunk with lemon. Can this tea be drunk with lemon? This tea can't be drunk with lemon.
must	You must sign this document. Must you sign this document? You must not sign this document.	This document must be signed . Must this document be signed ? This document must not be signed .
will	People will discover new planets. Will people discover new planets? People will not discover new planets.	New planets will be discovered . Will new planets be discovered ? New planets will not be discovered .
should	You should keep the door open. Should you keep the door open? You shouldn't keep the door open.	The door should be kept open. Should the door be kept open? The door shouldn't be kept open.

➔ See Student's Book, Page 65 ➔

➔ See Workbook, Page 54 ➔



UNIT 6

MODAL VERBS: SPECULATION **E**

We use different **modal verbs** to make speculations about what has happened and what will happen in the future. By choosing a particular verb, we show the degree of certainty we have in what we are saying.

Speculation about present situations

We use the **modal verb** + **the infinitive** of the main verb, **without to**.

1 Certainty that something is not true: (**can't**)

That **can't** (**cannot**) be true!

2 Possibility that something is true: (**may, might, could**)

Kevin **may** know where Rob lives.

That **might** be the postman at the door.

Look at the waves! Swimming in the sea **could** be too dangerous now.

3 Certainty that something is true (**must**)

They **must** be at home – the lights are on.

Speculation about past situations

We add **have** + **past participle** of the main verb to the **modal verb**.

1 Certainty that something was not true: (**can't, couldn't**)

She **can't have borrowed** the car! She **can't** drive.

It **couldn't have happened** yesterday.

2 Possibility that something was true: (**may, might, could**)

Roy **may have overslept**.

We **might have made** a mistake.

They **could have missed** the train.

3 Certainty that something was true: (**must**)

You **must have heard** this song before. It's very popular.

➔➔ See Student's Book, Page 75 ➔

➔➔ See Workbook, Page 63 ➔

SECOND CONDITIONAL **E**

We use the second conditional – sometimes called the *unreal* conditional – to talk about imaginary or hypothetical situations in the present and future. We make sentences using **if** + **past simple** in the *if* clause, and **would** (often contracted to 'd) + the **infinitive without to** of the **main verb** in the main clause. For example:

If I had a lot of free time, I'd see more of my friends. Paul would be disappointed if we didn't invite him to the party.

Notice that when we start the sentence with the *if* clause, we put a comma before the main clause. If we start the sentence with the main clause, there is no comma before the *if* clause.

We make negative and interrogative sentences as follows:

We **wouldn't have** so much work to do now **if we were** more diligent.

If you found a wallet in the street, **would you take** it to the police station?

What **would** your sister **say if she knew** you had borrowed her MP3 player?

We can substitute the verb **could** for **would** to make the hypothesis less possible, for example:

I would catch the train if I left now.

(It's definite, as long as I leave now.)

I could catch the train if I left now.

(It's not so definite, even if I leave now.)

We can put the *if* clause or the main clause first – the meaning is the same, for example:

You'd be famous if you won this competition.

If you won this competition, you'd be famous.

➔➔ See Student's Book, Page 76 ➔

➔➔ See Workbook, Page 65 ➔



UNIT 7

THE THIRD CONDITIONAL **E**

The **third conditional** is sometimes known as the *impossible conditional* because we use it to talk about hypothetical situations in the past which we cannot change now. We make the sentences using **if + past perfect** in the *if* clause, and **would + have + past participle** of the main verb in the main clause. For example:

*If the weather **had been** nice yesterday, we **would have gone** to the sea.*

*If you **had studied** more, you **would have passed** your exams.*

We can also invert the sentence with the main clause before the *if* clause, for example:

*I **wouldn't have overslept** if I **hadn't forgotten** to set the alarm clock.*

Note that when the *if* clause is first, it is followed by a comma, whereas when the main clause is first there is no comma after it.

We make the negative and interrogative forms as follows:

*We **would have got** lost if we **hadn't brought** a map.*

*If Fleming **hadn't discovered** penicillin, a lot of people **would have died**.*

***Would** you **have watched** the cup final if your team **had played**?*

*What **would** you **have done** if you **had witnessed** that accident?*

→ See Student's Book, Page 90 →

→ See Workbook, Page 75 →

SHOULD HAVE DONE **E**

We use the construction *should have done* to talk about regrets at past actions, or to advise people about past actions, for example:

*Look at this queue! I **should have bought** the tickets on the internet.*

*You made a lot of mistakes. You **should have been** more careful.*

We can also make sentences using the negative form (*shouldn't have done*), for example:

*This sauce is too spicy. I **shouldn't have added** so much chilli.*

*Hana is very angry about it. You **shouldn't have told** her.*

COULD HAVE DONE **E**

We use *could have done* to talk about past actions which we cannot change, and which we regret, for example:

*I **could have won** that game. My opponent wasn't very good.*

*That was very dangerous! You **could have hurt** yourself.*

We can also use it in the negative (*couldn't have done*) to express our admiration at someone trying hard but not succeeding, for example:

*We did our best. We **couldn't have done** more to help them.*

Or to express impossibility:

*Picasso **couldn't have painted** that picture. It's not his style.*

→ See Student's Book, Page 93 →

→ See Workbook, Page 77 →



UNIT 8

REPORTED SPEECH **E**

We use **reported speech** (sometimes also called **indirect speech**) to tell one person what another person said, for example:

Direct speech: Jack: 'I've never **been** abroad.'

Reported speech: Jack said (that) he **had** never **been** abroad.

Notice that the verb in the **direct speech** (*have been*) is changed so that it is further in the past in the reported speech (*had been*). This is what we do when we report what someone said. This table shows the changes that are made for the different tenses:

Direct speech	Reported speech
Present simple 'I eat too many sweets.' 'I don't know their address.'	Past simple He said (that) he ate too many sweets. She said (that) she didn't know their address.
Have got 'We've got too much work.'	Had got They said (that) they had got too much work.
am / are / is 'I'm really tired.' 'We're brothers.' 'There's a nice café near here.' 'It's fine.'	was / were I said (that) I was really tired. They told me (that) they were brothers. She said (that) there was a nice café near there. She said (that) it was fine.
Present continuous 'We're waiting outside the school.'	Past continuous They said (that) they were waiting outside the school.
Present perfect 'I haven't finished reading yet.'	Past perfect She said (that) she hadn't finished reading yet.
Past simple 'I saved some money for the holiday.' 'I didn't call you.'	I said (that) I'd saved some money for the holiday. He said (that) he hadn't called me.
will 'It will be very difficult to meet you tomorrow.'	would I thought (that) it would be very difficult to meet the next day.
can 'You can stay at our place.'	could They told us (that) we could stay at their place.

Notice the other things that change in the sentences, for example time (*tomorrow* becomes *the next day*) and pronouns (*our* becomes *their*). Notice also the variation in reporting verbs – we don't have to use *said* all the time. We can also use *told me*, *thought* and various other verbs, such as *warned*, *advised*, *promised* to add interest and variety to what we say.

→ See Student's Book, Page 103

→ See Workbook, Page 85

REPORTED QUESTIONS **E**

Reported questions work in the same way as reported speech, with similar changes in verb tense and other words as those in the table above. However, we also include **if** after the reporting verb in *yes/no* questions, for example:

Direct question: Imran: 'Are they **leaving** on Monday?'

Reported question: Imran asked **if** they **were leaving** on Monday.

Imran wanted to know **if** they **were leaving** on Monday.

In questions, we use inversion, for example:

Direct question: Siham: 'Where **were** you last Saturday afternoon?'

Reported question: Siham wants to know where you **were** last Saturday afternoon.

Siham asked where you **were** last Saturday afternoon.

→ See Student's Book, Page 105

→ See Workbook, Page 87



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