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موقع واجباتي

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موقع واجباتي منصة تعليمية تساهم بنشر حل المناهج الدراسية بشكل متميز لترتقي بمجال التعليم على الإنترنت ويستطيع الطلاب تصفح حلول الكتب مباشرة لجميع المراحل التعليمية المختلفة

* جميع الحقوق محفوظة للقائمين على الموقع *

Hello

Hi, how are you? I'm Ahmed. I'm from Saudi Arabia. This is my second year at Mayfield College. I'm studying Information Technology. What's your name?

1. MAKING FRIENDS

A. Listen, read and answer the questions.

1. Do the students know each other? **No, they don't.**
2. Where is Ahmed from? **He's from Saudi Arabia.**
3. Who is a new student? **Frank (is a new student).**

Nice to meet you! My name's Frank. This is my first day at Mayfield College. I'm studying Modern Languages. I love reading and writing and I want to become a writer!

B. Listen and repeat.

Hello.
Hi.
Good morning.
Good afternoon.
Good evening.

How are you? Not bad.
How's everything? So-so.
I'm OK, thank you.
Great!
I'm fine.
I'm very well. And you?

Bye.
Goodbye.
Good night.
See you.
See you later.
See you tomorrow.
Take care.
Have a nice weekend.
Have a nice day.

C. Talk in pairs as in the example.

Hello.
Hi.
How are you?
I'm OK, thanks. And you?
I'm fine.
What's your name?
I'm... / My name's...
Where are you from?
I'm from...
How old are you?
I'm... years old.
OK. See you later.
Take care.



2. BACK TO SCHOOL

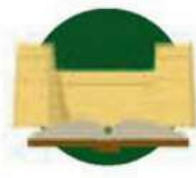


A. Label the pictures with the school subjects below. Then listen and check your answers.

Geography Information Technology (IT) Maths Arabic History Modern Languages



1. Arabic 2. *Islamic Studies* 3. Geography 4. *Physical Education (PE)*



5. *Physics* 6. History 7. *Biology* 8. *Chemistry*



9. Maths 10. Information Technology (IT) 11. Modern Languages 12. *Business and Management*

B. Talk in groups of four. Ask each other the following questions and then report to the class.

What's your favourite subject? Why?

Who's your favourite teacher?

Which of the above subjects do you think are difficult/easy?

When do you study?

C. Listen and repeat the following phrases. Who says them? Write S for Students, T for Teachers or B for Both.

- | | | | |
|---|----------|-------------------------------------|----------|
| 1. Speak in English. Don't speak in Arabic. | T | 12. I don't know. | S |
| 2. Can I go out? | S | 13. Be quiet, please. | T |
| 3. Open your books, please. | T | 14. How do you say this in English? | B |
| 4. I don't understand. | S | 15. Write sentences. | T |
| 5. What does this word mean? | B | 16. Can you speak more slowly? | S |
| 6. Can you repeat that? | B | 17. Close your books. | T |
| 7. Listen to the CD. | T | 18. That's right. | T |
| 8. Read the text. | T | | |
| 9. What's the answer to the first question? | B | | |
| 10. Turn to page 13. | T | | |
| 11. Any questions? | T | | |

NOTE

IMPERATIVE

affirmative = Close your books!

negative = Don't close your books!



3. WHAT A MESS!



A. Listen, read and choose the correct picture.

Picture A



Picture B



This is my room. I know it's kind of messy. As you can see, my clothes are on the floor next to the bed and my shoes are under my bed. Oops, there's also a shirt on my lamp! Many books are on the shelf, but some are on my desk. I love reading magazines, so I have lots. They're all over the place. There's a huge mirror in my room. The mirror is above my TV and I put all my photos there.

B. Guessing game: Where is it? Talk in pairs.

Student A: Think of an item in Picture A, but don't tell your partner. Answer his/her questions with yes/no answers only.

Student B: Ask five questions and try to guess which item your partner has chosen based on his/her answers. Use the prepositions below.

in front of

next to

under

behind

in

above

on

opposite

between

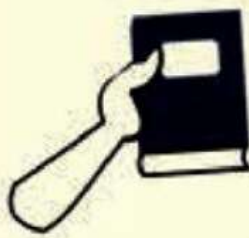
Is it next to the desk?

No, it isn't.

4. WHAT'S THIS?

A. Read and then talk in pairs about objects in your classroom.

THIS

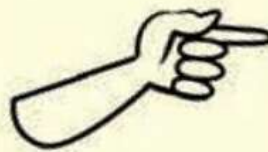


HERE

What's **this**?

It's a book.

THAT



THERE

What's **that**?

It's a pencil.

B. Complete with the words in the box. Then listen and check your answers.

this that these those

NOTE

this book → these books
that pen → those pens

1.



A: What's **this**?

B: It's a mobile phone.

3.



A: What's **that**?

B: It's a mobile phone.

2.



A: What are **these**?

B: They are pens.

4.



A: What are **those**?

B: They are pens.

C. Look at the pictures below and write sentences as in the example. Use the words in the box.

camera cherry watch scarf newspaper
wallet fish handbag dictionary tomato



1 There is **one handbag**.
There are **two cameras**.
There are **three newspapers**.



2 There are **four watches**.
There are **seven cherries**.
There are **three fish**.
There is **one wallet**.



3 There are **four scarves**.
There are **three dictionaries**.
There are **two tomatoes**.



In picture 1 there is one handbag.

In picture 2 there are four watches.



5. WHOSE IS IT?



A. Listen, read and match the names with the objects. Whose are they?

Salman Thanks for helping me move, Yusef.

Yusef No problem. Are we using your car?

Salman No, it's too small. I'm using Dad's.

Yusef Oh, good... Wait! What's in this box?
This isn't your camera.

Salman No, it isn't mine.

Yusef Whose is it?

Salman It's Dad's. I'm borrowing it.

Yusef Oh, OK! But this is my backpack.

Salman Oops. It is yours. Here you are.

Yusef Thanks. Come on, let's go.

Salman Wait! Don't forget your mobile.

Yusef That's not mine. I have a new mobile
and it's white.

Salman Oh, yes. That's Dad's mobile.

A



Salman

B



Yusef

C



Dad



1. A

2. C



3. C



4. B



5. C



6. B



B. Complete the table below with the words in the box.

his my yours her their ours

صفات الملكية

ضمائر الملكية

POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
my	mine
your	yours
his	his
her	hers
its	-
our	ours
your	yours
their	theirs

Nancy Whose backpack is this?

Linda It isn't my backpack. Mine is blue.

Grammar Reference p.83

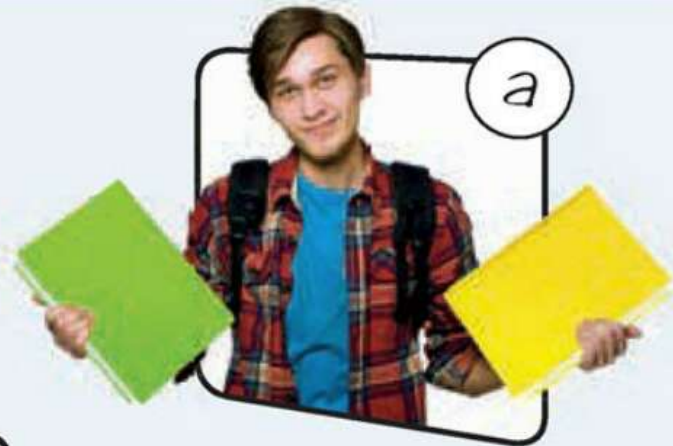
C. Circle the correct words.

- A: **Whose** Who's magazines are these?
B: They aren't **my** / **mine** They're Kelly's.
- A: Is this Leo's mobile?
B: No, it isn't **his** / **he's**.
- A: **Whose** / **Who's** that? Is he Amy's brother?
B: No, he's **her** / **hers** husband.
- A: Is that the children's camera?
B: No, it isn't **their** / **theirs** **Their** / **Theirs** camera is new.



D. Match the phrases with the pictures.

1. my brother's book **(c)**
2. my brother's books **(a)**
3. my brothers' books **(b)**



E. Guessing game.

Put a personal item in a box. In turn, take the box around the classroom and try to find the owner for one of the objects in the box. Ask and answer questions as in the example.

Is this your mobile?

No, it isn't.

Is this yours?

No, but I think it's Lucy's.



Hello

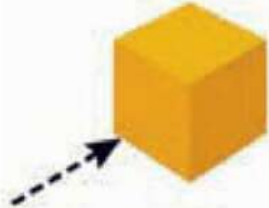
6. WHERE ARE WE?

A. Look and label with the prepositions of movement in the box. Then listen and check your answers.

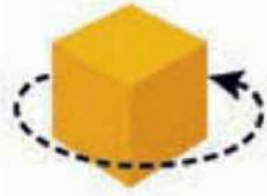
from down around out of



1. up



2. towards



3. around



4. through



5. from ... to



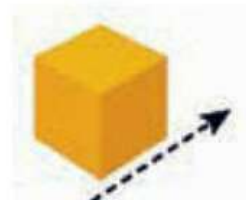
6. into



7. out of

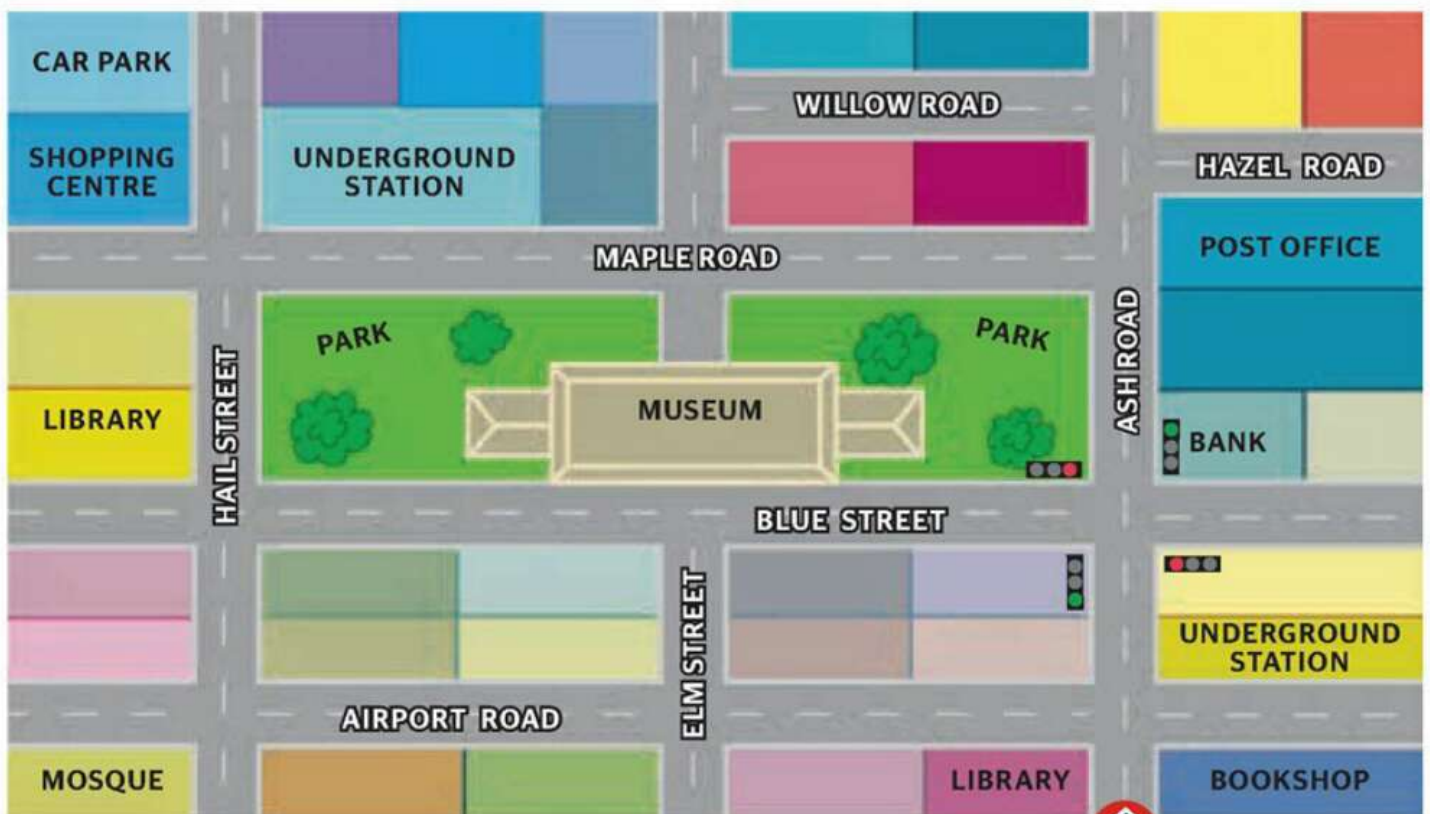


8. down



9. past

B. Look at the map below. Then listen to a dialogue and draw the correct route on the map.

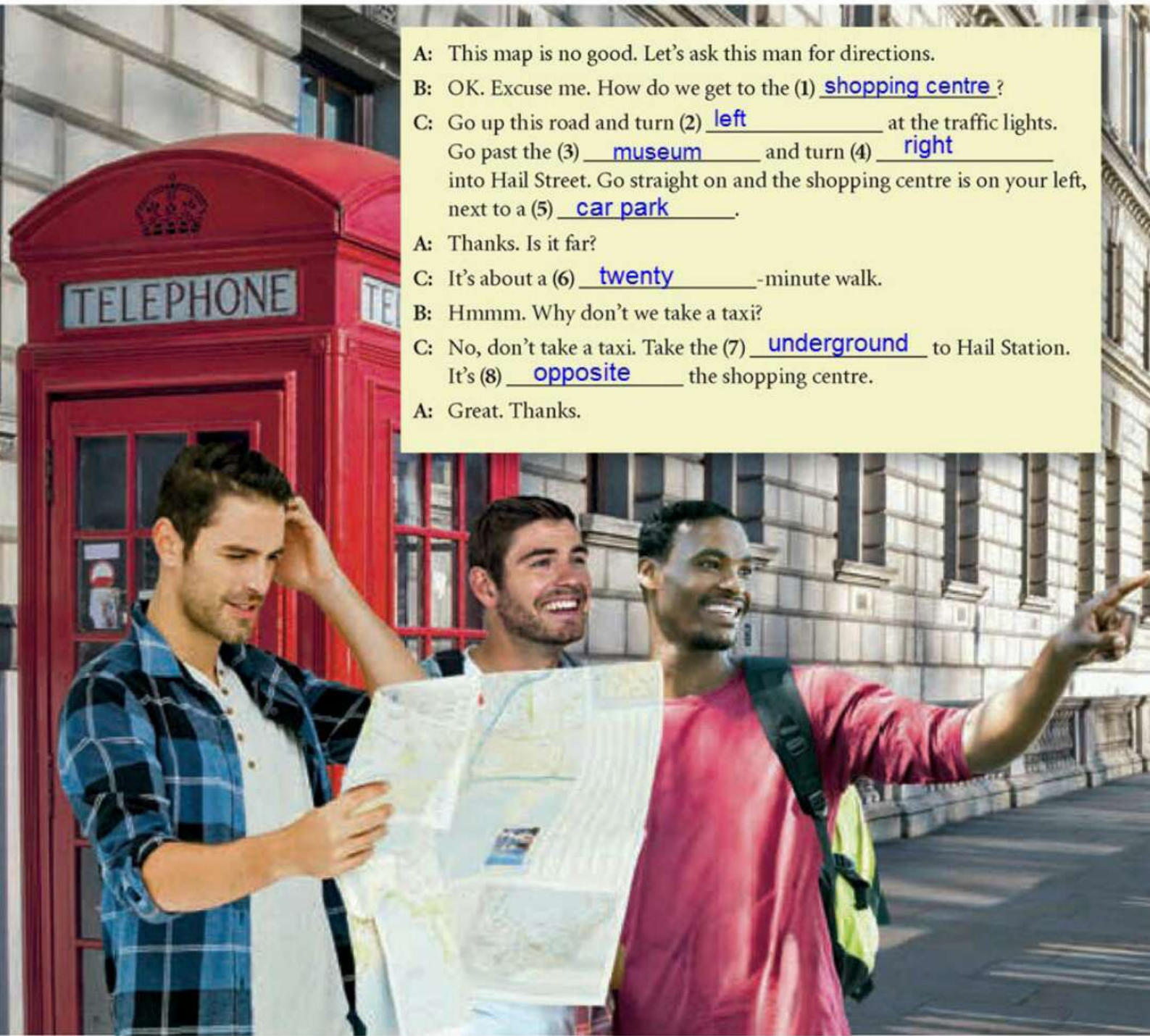



You are here



C. Listen to the dialogue again and complete with the missing words.

- A: This map is no good. Let's ask this man for directions.
B: OK. Excuse me. How do we get to the (1) shopping centre ?
C: Go up this road and turn (2) left at the traffic lights. Go past the (3) museum and turn (4) right into Hail Street. Go straight on and the shopping centre is on your left, next to a (5) car park .
A: Thanks. Is it far?
C: It's about a (6) twenty -minute walk.
B: Hmmm. Why don't we take a taxi?
C: No, don't take a taxi. Take the (7) underground to Hail Station. It's (8) opposite the shopping centre.
A: Great. Thanks.



D. Talk in pairs.

Student A: Look at the map on page 10 and complete it with different places to visit. Student B is visiting your city, but doesn't know where to go. Suggest places and give him/her directions. You are at the arrow. Use the phrases in the box.

- Go down...
- Walk past...
- Go straight (on/ahead).
- Turn left/right at... / into... Street.
- It's on your left/right.

Student B: You are visiting Student A's city, but you don't know where to go. Ask Student A for suggestions and directions.

NOTE To make suggestions and arrangements, use the following structures:
Let's visit...
How about visiting...
Why don't we visit...

So, where can I go in your city?
How about visiting the...?
That sounds good. How do I get there?
Go down...



CONVERSATIONAL ENGLISH

Match the phrases 1-5 from the dialogues with their synonyms a-e.

- 1. Hold on. e
- 2. You can't be serious! c
- 3. What are you up to? d
- 4. How's it going? b
- 5. Nice one! a

- a. Great!
- b. How are you?
- c. I don't agree with you.
- d. What are you doing at the moment?
- e. Wait.



القواعد

3. GRAMMAR

PRESENT SIMPLE vs PRESENT PROGRESSIVE

Read the examples and match them with the phrases a-d.

Present Simple

- 1. We *talk* on the phone all the time.
- 2. Mobiles *don't work* in tunnels.

Present Progressive

- 3. I'm just *sending* a few e-mails.
- 4. I'm *not working* this week.

- a. right now 3
- b. usually or repeatedly 1
- c. as a general rule 2
- d. this period of time 4

STATIC VERBS

Read the examples and answer the question that follows.

- I *don't want to* watch sports right now.
- I *like* it.

Want and like are static verbs. Which tense do we usually use with static verbs, the Present Simple or the Present Progressive?

Grammar Reference p. 84

جد المزيد من حلول التمارين على موقع ثمرات اللغة



Complete with the Present Simple or the Present Progressive of the verbs in brackets.

1.
A: What (1) are you doing (you / do) here, Dave?
B: I (2) 'm waiting (wait) for the underground, just like you.
A: I (3) know (know) that.
I (4) mean (mean), where
(5) are you going (you / go)? You
(6) don't usually use (usually / not use) the underground. You (7) have (have) a motorbike, right?
B: Yeah, but I (8) want (want) to go to the city centre and the underground is the best way. No traffic!
A: Yeah, I (9) hate (hate) driving in traffic, too.
2.
A: Where's Gordon today?
B: He (10) isn't working (not work) in the office this week.
A: I (11) don't understand (not understand).
B: Every year, Mr O'Brien (12) sends (send) people to London for seminars.
A: That sounds interesting.
B: (13) Do you want (you / want) to go next year? I can talk to Mr O'Brien for you.
A: Thanks.

التحدث

5. SPEAKING

Talk in pairs. Pretend to ring your partner and discuss your plans for today. Use some of the phrases in the boxes and the ideas given.

- museum
- sports
- festival
- dinner

- Hi, how's it going?
Not bad.
- What are you doing...?
Nothing much.
- Do you want to...?
...

- Sure, why not?
- Of course. I'd love to.
- Sounds brilliant!
- Nice one!
- That would be great.
- How could I say no?

- Sorry, I have other plans.
- I'm afraid I'm busy.
- Maybe some other time.
- No, thanks.
- I'd like to come, but...
- I'm afraid I can't make it because...

1b Keep in touch

1. READING



A. Discuss.

- Do you use the Internet to keep in touch with friends and family?
- How did people use to communicate in the past?

B. Read the text and compare the information in it with your answers.



From the letter box to the inbox

In the good old days, friends used to visit you when you were unwell. These days, you'll probably just receive a virtual 'Get well' card!

A few decades ago, people wrote letters, visited or called each other **regularly** to keep in touch. Then the Internet appeared, and communication was never the same again. With e-mails, Net users can communicate with each other

by sending and receiving e-mails **instantly**, while **online** phone calls are another option.

Whether you live next door or on the other side of the world, it doesn't take time to contact your friends or family; it just takes a few clicks of the mouse.

Also, until very recently, people had to print their holiday pictures and **display** them in albums. Now, you can attach the pictures to an e-mail and send them.

It's easy to keep in touch with friends online, but when it comes to receiving gifts, real ones are better than virtual ones!

C. Read again and answer the questions.

1. What changed communication in recent years? **The Internet.**
2. How can Net users communicate with each other? **Through e-mails or online phone calls.**
3. Is it slow to contact friends who live far away online? **No, it isn't.**
4. Where did people use to keep their photos? **In albums.**

D. Look at the highlighted words in the text and choose the correct meaning a or b.

- | | |
|--|---|
| 1. regularly
<input type="radio"/> a. usually
<input type="radio"/> b. suddenly | 3. online
<input type="radio"/> a. on the phone
<input checked="" type="radio"/> b. on the Internet |
| 2. instantly
<input type="radio"/> a. soon
<input checked="" type="radio"/> b. immediately | 4. display
<input type="radio"/> a. take
<input checked="" type="radio"/> b. show |

E. Discuss.

- What do you think are the advantages and disadvantages of technology?

2. VOCABULARY

PHRASES RELATED TO COMMUNICATION

Read the sentences below and match the phrases in bold with the definitions a-g.

1. I left university last year, but I try to **keep in touch** with people through e-mail. c
2. **Give me a call** when you get home, OK? g
3. I left a message for Dave, but he hasn't **returned my call**. a
4. I'm not sure what my cousin is up to. We've **lost touch**. f
5. I'm sorry I haven't written to you. I promise to **drop you a line** soon. e
6. Can I **have a word with** you before the meeting starts? d
7. I sent a letter to Joe, but I didn't **receive a reply**. b

- a. phone someone because they phoned you
- b. get an answer
- c. continue to communicate
- d. speak to someone for a short time
- e. send a short letter or note
- f. stop communicating
- g. phone someone



3. GRAMMAR

PAST SIMPLE

اقرأ الأمثلة وصلها مع استخدامات الماضي البسيط.

A. Read the examples and match them with the uses of the Past Simple.

1. ... the Internet appeared and communication was never the same again.

2. A few decades ago, people wrote letters.

- a. a habitual or repeated action in the past **2**
 b. an action that happened at a specific time in the past **1**

B. Look at the text on page 8 and find the Past Simple of the verbs below.

call →	called	have →	had
write →	wrote	be →	were

USED TO

اعتاد

اقرأ المثال التالي واختر المعنى الصحيح أ أو ب.
 Read the example below and choose the correct meaning a or b.

Friends used to visit you when you were unwell.

- a. Friends visited you when you were unwell in the past and still do so today.
 b. Friends visited you when you were unwell in the past but they don't any more.

مُثَبِّت	منفي	سؤال
Affirmative	Negative	Question
used to	didn't use to	Did ... use to?

Grammar Reference pp. 84, 85

4. PRACTICE تدرب

أكمل بالماضي البسيط للأفعال التي بين الأقواس.

A. Complete with the Past Simple of the verbs in brackets.

A: (1) Did you call (call) Faisal about tomorrow?

B: What's happening tomorrow?

A: We (2) talked (talk) about this yesterday.

B: When?

A: When we (3) were (be) on the bus.

I (4) told (tell) you all about it.

B: Sorry, I (5) couldn't (not can) hear you very well on the bus. It (6) was (be) quite noisy.

A: But you (7) didn't say (not say) anything!

B: Look, I'm sorry, OK?

A: Let's talk about it again.

B. Complete with the correct form of *used to* and the verbs in the box.

be not drink play sleep call send

- I used to play computer games when I was a teenager, but I'm bored of them now.
- Did you use to send a lot of e-mails when you were at university?
- I didn't use to drink water at all, but now I try to have eight glasses a day.
- Harry used to sleep for ten hours a night, but now he doesn't.
- The baby's hair used to be dark brown, but now it's fair.
- My teacher used to call me Smithie at school.

5. SPEAKING

Think of a few people that you know well (friends, parents, grandparents, etc.). Look at the different ways of communication below and discuss the following questions with the class or talk in small groups.

- How do they usually keep in touch with others?
- How did they use to communicate in the past? Why?

mobile phone

e-mail

note

letter

face-to-face communication

My parents used to communicate by sending letters.

Mine too, but now my mother sends e-mails.



1c That's me

تدريب

3. PRACTICE

Complete the sentences with prepositions of time.

- Nasir is meeting Ali at noon.
- Paul always reads newspapers on Sunday afternoon.
- I usually drink a warm cup of milk in the morning.
- Hashim takes lots of photos during his holiday.
- Susan's graduation is in June.
- I was in Spain on 29 January.
- My brother left ten minutes ago.

التنغيم = نغمة الصوت

4. INTONATION

A. Listen and repeat. What do you notice about the stressing of *in* and *at* in the two sentences?

I sometimes read books in the evenings.
Let's visit Salman at the weekend.

B. Listen and repeat.

- Saud worked from eight to seven last year.
- There were no mobile phones in the 19th century.
- I usually do housework on Mondays.
- Jack called at noon.

التحدث

5. SPEAKING

Talk in pairs about the things you like and don't like. Use some of the ideas in the box.

I'm fond of jogging.

How often do you go jogging?

About four times a week.

When do you find the time to go?

I usually go in the morning before I go to work.

What about you?

Oh, I hate jogging. I find it boring.



football
jogging
Maths

table tennis
swimming
History

المفردات

1. VOCABULARY

أي من العبارات بالخط العريض تعني like (يُحِبُّ، مُعْجَبٌ بِـ) وأي منها تعني dislike (لا يُحِبُّ، يَكْرَهُ)

PHRASES DESCRIBING LIKE AND DISLIKE

Read the sentences. Which of the phrases in bold mean *like* and which *dislike*?

- Tom is a **big fan** of Manchester United. He never misses a match. *like*
- Hamid **can't stand** reading late at night. *dislike*
- Alice is **interested in** art. She has twenty paintings in her house. *like*
- Huda is **fond of** children. She wants to become a teacher. *like*
- Henry **finds** science-fiction books **boring**. He rarely reads them. *dislike*
- Linda **hates** Geography. She never studies. *dislike*
- My brother and I **are** really **into** rock climbing. We go rock climbing every year. *like*

القواعد

2. GRAMMAR

PREPOSITIONS OF TIME

Read the dialogue and underline the prepositions of time. Then complete the table below with *on*, *in* or *at*.

Andy *Let's meet tomorrow at 6:00.*

Keith *I'm afraid I can't. On Wednesdays I work from 10:30 till 6:30.*

Andy *OK, then. Do you want to meet in the evening, at around 8:00?*

Keith *Sure, and we can go to the new Italian restaurant. I went there two weeks ago and the food was delicious.*

	nine o'clock / the weekend noon / night / midday / midnight the age of five
	the morning / the afternoon / the evening August / autumn / 2008 / the 21st century
	Tuesday / 4 July a winter's night / a cold morning a Sunday afternoon

Other prepositions of time:

during from ... to / till / until before after ago

Grammar Reference p. 85

6. LISTENING



A. Discuss.

- Have you ever taken part in a competition?
- What kind of competition was it?
- Do you have any special skills or talents?

B. Listen to three people introducing themselves and decide what kind of competition they are taking part in. Choose a, b or c.

- general knowledge competition
- poetry competition
- spelling competition

C. Listen again and write T for True or F for False.

- Sunil is studying at a university in Bangalore, India.
- Sunil thinks poetry is boring.
- James works part-time at a barber's shop.
- James can't stand art galleries.
- The man didn't know Julian's name.
- Julian is a Mathematics teacher.

F
F
F
F
T
F

7. WRITING A SHORT TEXT PRESENTING YOURSELF



A. Read a student's entry in his school's yearbook and answer the questions.

My name is Abdullah and I'm an 18-year-old Saudi student. I can't believe school is over! Now it's time to get ready for university and I can't wait! I will study Engineering at the University of Bristol, in England. My Greek friend, John, will also study in Bristol, so he is going to be my flatmate, because I don't like being alone. We are both looking for someone to share the expenses with. I am a big fan of sports, especially football. So, my friends and I practise three times a week. I am into reading and going for walks in my free time. Another thing I am interested in is poetry, so I recently joined a poetry group. I think my poems are nice and I'm improving. I usually study for my classes in the afternoon or late at night, but I always get up early.



1. Who is writing this entry? Abdullah, a student at the University of Bristol.
2. Who is going to read it? His schoolmates. / The students at the University of Bristol.
3. What words does the writer use to link his ideas? and, also, because, so, or, but

WRITING TASK

- C. Now write an entry for your school's yearbook and say a few things about yourself. Expand on the ideas you have ticked in activity B. Your reply should be between 80-100 words.

تخيل أنك أردت كتابة شيئا مشابها. ضع علامة على أي من التالي ترغب بتضمينه (إدراجه).

- B. Imagine that you've decided to write something similar. Tick which of the following you would include.

name interests age what you did last week your life story things you don't like what you're studying where you're going on holiday where your parents live

TIP

When writing a paragraph presenting yourself:

- include only relevant information.
- use the appropriate tenses. Use the **Present Simple** for routines, the **Present Progressive** for temporary situations and the **Past Simple** for past events.
- link your ideas. Use
 - **and** to join similar ideas.
 - **but** to join two opposite ideas.
 - **so** to express result / consequence.
 - **because** to show reason.
 - **or** to show alternative.



C. Read again and complete with the names Abdulaziz or Ed.

1. Abdulaziz
has made people of his country love what he does.
2. Ed
achieved something that nobody else from his country has ever done.
3. Ed
tries to make people aware of environmental issues.
4. Abdulaziz
turned a hobby into a career.
5. Abdulaziz
needs to be very fit for his job.
6. Ed
used to be in the army.

D. Look at the highlighted words/phrases in the texts and choose the correct meaning a or b.

- | | |
|--|---|
| 1. behind the wheel
<input checked="" type="radio"/> a. driving a car
b. training at the gym | 3. became aware of
<input checked="" type="radio"/> a. realised
b. got bored with |
| 2. well-known
<input checked="" type="radio"/> a. famous
b. clever | 4. was in a position to
<input checked="" type="radio"/> a. could
b. was at the right place |

E. Discuss.

- Do you know of any other famous people who are good role models for young people?
- Why do you consider them role models?

2. VOCABULARY

WORDS EASILY CONFUSED

Circle the correct words.

1. Did your team **win** / **beat** the match today?
2. I **won** / **beat** my brother at tennis yesterday.
3. It's not **clear** / **clean** why he left the company.
4. Make sure your hands are **clear** / **clean** before you eat.
5. Skiing isn't very **popular** / **well-known** in my country.
6. He became internationally **popular** / **well-known** after winning the award.
7. I don't speak French, so I couldn't really **understand** / **realise** her.
8. I didn't **understand** / **realise** you worked at home.

3. GRAMMAR

QUANTIFIERS: some, any, no, much, many, a lot of, lots of, (a) few, (a) little

A. Read the dialogue below and complete the rules.

- A: Is there **any** coffee left?
 B: Yeah, there is. Have **some**.
 A: Can I have **some** milk?
 B: I'm sorry, there's **no** milk left.
 A: How about biscuits?
 B: Sorry, we don't have **any**.

Use **some** in affirmative sentences, offers and requests.
 Use **any** in questions and negative sentences.
 Use **no** in affirmative sentences to give a negative meaning.

B. Read the extract from the text about Prince Abdulaziz Al-Faisal and complete the rules with **much**, **many**, **(a) few** and **(a) little**. Which of the words in bold can we replace with **a lot of / lots of**?

Today, the Prince doesn't have **much** free time on his hands because he spends many hours racing every day. **Few** people know that race car drivers need to train hard and be very fit. They need to have strong, muscular bodies and very **little** body fat.

Use **many** and **(a) few** before plural countable nouns.
 Use **much** and **(a) little** before uncountable nouns.
 Use **a lot of / lots of** before uncountable or plural countable nouns.

C. Read the examples and notice the words in bold. Which of them means **enough** and which means **not enough**?

- I have **a little** money on me; perhaps we can buy a sandwich. **A little** means **enough**.
- I don't think we can buy it; I have very **little** money on me. **Little** means **not enough**.

Grammar Reference p. 85

4. PRACTICE

Read and circle the correct words.

1. Tom Hey, Joe. Are you going to the gym again?
 Joe Yep. I have (1) **lots of** / **much** time on my hands these days, so I go to the gym every day now.
 Tom Wow! I do very (2) **a little** / **little** exercise.
 I have (3) **no** / **any** free time.
2. Tony James has played in (4) **many** / **much** football matches. (5) **Few** / **A few** players train so hard before playing. That's why he doesn't see his friends (6) **much** / **a lot of**. He is a very good player but he doesn't have (7) **any** / **some** free time.



1e Friendly faces

1. VOCABULARY

ADJECTIVES DESCRIBING PERSONALITY

Read the sentences below and match the words in bold with the definitions a-h.

- I can't talk to Bill about anything. He's so **quick-tempered!** g
- One of Mark's bad qualities is that he's **bossy**. He keeps telling us what to do and what not to do! c
- Jake is so **lazy**. He just sits there all day doing nothing. a
- Don't be **shy**. Come and say hello to my family. f
- Bander is an **outgoing** person and loves meeting people. d
- My sister's an **honest** person. She never lies. e
- A very **kind** young man helped me carry my shopping bags up the stairs. h
- Ibrahim is a **confident** man, so job interviews are very easy for him. b

- not wanting to work / not very active
- believing in yourself and your abilities
- fond of telling people what to do
- friendly, enjoying meeting other people
- always telling the truth
- afraid to meet or talk to other people
- becoming angry quickly
- helpful and friendly

Learn new words in context (in sentences describing situations). This way, it is easier to remember them.

TIP

3. SPEAKING

Talk in groups and discuss the following. Use the prompts in the box.

- What are your friends like?
- Do you always get along with them?
- Do you think you are a good friend?
- How can you describe the ideal friend?

- My friends are...
- We usually get along fine, but we sometimes argue about...
- I think/believe I am / am not a good friend because...
- The ideal friend should be...

2. LISTENING



A. Listen to two people talking about three teachers. Match the people with the pictures.



- a. Mr Smith b. Mr Green c. Mr Khaled

B. Listen again and write T for True or F for False.

- The two speakers are classmates. F
- Mr Smith teaches Mathematics. F
- Mr Green is not quick-tempered. T
- One of the speakers threw a bottle outside the window. F
- Both speakers hate Mathematics. T

4. WRITING A DESCRIPTION OF A PERSON



A. Discuss.

- What does the boy below look like?
- What do you think he's like?



B. Read the description of the boy below and compare your answers in activity A. In which paragraph does the writer:

- describe the person's personality?
- introduce the person?
- describe how he feels about this person?
- describe the person's appearance?

3

1

4

2

A person I've recently met

Hamid is a new boy at college. He started a few weeks ago, but he already seems to have many friends.

He's tall and slim and he's very popular. He has short dark brown hair and brown eyes. He usually wears really nice clothes and he always looks good.

Hamid is clever, confident and he always gets good marks. He is also outgoing and has a good sense of humour. Of course, he tries to be friendly with everyone, but I'm not so sure he is very honest. Also when I work with him on assignments, he can be very quick-tempered. He often gets angry for silly reasons.

I don't think Hamid and I are going to become best friends because we don't always get along well. However, he is good fun to be with, and whenever we work together, we get good marks, so that's something.

C. Read the following statements and tick the ones that apply to the description above.

The writer:

1. uses a variety of adjectives
2. gives details about how they met
3. uses the past tense only
4. suggests how this person can change personality
5. groups related ideas together
6. gives his general opinion about the person
7. gives some examples to explain what he means



WRITING TASK

D. Write a description of a person you have recently met. Your description should be between 100-120 words.

Go to the Workbook, p. 18.

TIP

When writing a description of a person:

- group related ideas together. Organise your description into paragraphs as shown above.
- use a variety of adjectives to describe the person's appearance and personality.
- use examples to explain what you mean.
- give your general opinion about this person in the last paragraph.



1 Round-up



VOCABULARY

A. Choose a, b or c.

- I want to have a _____ with you tonight.
a. talk **(b.)** word c. reply
- Ryan doesn't get _____ with his brother.
They always argue.
a. over b. up **(c.)** along
- Ted is _____ in modern art.
(a.) interested b. fond c. a fan
- The athletes _____ really hard weeks before
the race.
a. allowed b. beat **(c.)** trained
- Do you want to keep in _____ ?
a. note b. message **(c.)** touch
- I get very _____ when people lie to me.
(a.) angry b. honest c. confident

GRAMMAR

B. Complete the dialogues with the Present Simple or the Present Progressive of the verbs in brackets.

- A: Where is James going (go)?

B: To the sports centre. He wants (want) to play table tennis with Ryan.

A: But today it's Friday. The sports centre doesn't open (not open) at the weekend.

B: Oh! James doesn't know (not know) that! Give him a call.
- A: What a mess!

B: Yeah. Tom and I are painting (paint) the house this week.

A: Do you need (need) any help? I'm free.

B: No, thanks. Tom's brother is coming (come) later today.

A: OK, then. So, what colour are you painting (paint) the kitchen?

B: I'm not sure. I want (want) light yellow walls, but Tom doesn't like (not like) yellow.

C. Complete with the Past Simple of the verbs in brackets.

- A: Why was (be) Ken angry at Jim yesterday?

B: Because Jim broke (break) his mobile phone and he didn't want (not want) to buy him a new one.
- A: Did your mum tell (tell) you that I called (call) last night?

B: Yes, she told (tell) me, but I couldn't (not can) return your call. Sorry.

A: Where were you (you / be)?

B: At home, but my little brother had (have) an assignment for school and he needed (need) my help.

D. Circle the correct words.

- Is your graduation **in** / **on** 11 February?
- Every year, **from** / **during** March **in** / **till** September, my grandfather lives on the island. **In** / **At** the winter, he comes to the city.
- I began reading newspapers **at** / **in** the age of ten.
- Abdulaziz usually goes to bed **during** / **at** midnight.
- I lost touch with my classmates years **before** / **ago**.

E. Complete with the correct form of *used to* and the verbs in the box.

visit drive work not eat live

- Huda didn't use to eat strawberries and cherries, but now she loves them.
- Saud used to visit his friends every weekend, but now he doesn't have time.
- I used to drive to university, but now I take the bus.
- A: Did you use to live in London?
B: Yes, I used to work in a bank there.

F. Circle the correct words.

- A: There are very **little** / **(few)** / **no** chairs in the living room. Where is everyone going to sit?

B: Don't worry. There are **(some)** / **lots** / **few** chairs in the kitchen, too.
- A: Would you like **much** / **(some)** / **any** milk in your coffee?

B: Yes, please and **(little)** / **a little** / **a few** sugar.
- A: I receive **(a lot of)** / **much** / **no** e-mails every day.

B: Really? Some days I don't receive **some** / **no** / **(any)**

SPEAKING

Read the questions in the questionnaire and answer them for your partner. Then ask your partner and see how many answers you got right.

HOW WELL DO YOU KNOW YOUR FRIEND?	YOUR ANSWERS ABOUT YOUR FRIEND	YOUR FRIEND'S ANSWERS	RIGHT OR WRONG?
Does he/she like talking on the phone?			
Does he/she send e-mails?			
What are his/her interests?			
How often does he/she meet his/her friends?			
What's his/her favourite book?			
What did he/she do last weekend?			
What did he/she use to do, but doesn't any more?			
What's his/her best quality?			

So, do you like talking on the phone?

Yes.../No...

Oh, my answer is right/wrong!

COMMUNICATION

Complete the dialogue with the phrases a-e. There is one extra phrase which you do not need to use.

- a. You can't be serious!
- b. He's good fun to be with.
- c. Sounds brilliant!
- d. What does he look like?
- e. I have other plans.

Tom Do you remember Pete from the computer course?

Len I'm not sure. (1) d

Tom He has dark hair and brown eyes.

Len Oh! I remember him. What's he like?

Tom (2) b We're even going bungee jumping together next week.

Len (3) a

Tom I am! He's really into extreme sports. Hey, do you fancy coming with us?

Len No, thanks. (4) e

LISTENING



Listen to four short dialogues and choose a or b.

- Why didn't Andy go to the museum?
 - a. Because he didn't receive a message.
 - b. Because he was busy.
- What's Sam a fan of?
 - a. Football.
 - b. Formula 1 races.
- What's true about Ann's friend?
 - a. She's helpful, but bossy.
 - b. She's quick-tempered and rude.
- What did Mike use to be?
 - a. A waiter.
 - b. A chef.

SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- > talk about the present and past
- > talk about past habits
- > use quantifiers
- > talk about people's likes and dislikes
- > describe people and write a description of a person
- > use *and, but, so, because, or*





KING ABDULAZIZ UNIVERSITY (KAU)

King Abdulaziz University is one of the most distinguished higher education institutions in the Kingdom of Saudi Arabia. King Faisal was the head of the committee that established this university in Jeddah, in 1967. At first, it was a private university, but in 1971 it became a state university. During the first year the university started its educational programmes with 68 male and 30 female students, but the government's support soon turned KAU into a modern institution. Now the staff consists of more than 2000 people and the male and female students who currently attend amount to about 80,000.



The success of KAU is obvious both in terms of the number of students and the number of scientific and theoretical fields it offers.

Since both male and female students study at KAU, there are two separate campuses, according to Islamic Law. Both of them have all the cultural, recreational and athletic facilities students need, including a library with the most up-to-date equipment available for both students and teaching staff.



The aim of the institution is to offer higher education to all students in western Saudi Arabia. This is why, apart from the regular students' programme, KAU has an external programme. It also established the Deanship of Distant Teaching to keep up with the continuous development in learning and teaching technology.

B. Read and answer the questions.

1. Where is King Abdulaziz University?
It's in Jeddah, Saudi Arabia.
2. When did KAU become a state university?
In 1971.
3. How many students study at KAU now?
About 80,000.
4. Why are there two different campuses at KAU?
Because there are both male and female students at KAU.
5. Can KAU students do any sports on the campus?
Yes, they can.
6. How does the university try to help all students get a higher education?
Through its external programme and also the Deanship of Distant Teaching.

2a What happened?

1. LISTENING & READING

A. Discuss.

- What makes an interesting holiday experience?
- What's your opinion about the following activities?

hiking

cycling

rock climbing

scuba diving

sightseeing

shopping



B. Look at the pictures. What do you think the dialogue is about? Listen and check your answers. They are talking about the pictures from Martin and Frank's cycling trip in the South of France.

Frank Let me show you some pictures from our cycling trip in the South of France.

Tony OK. How was it?

Frank It was nice, but it was a bit tiring.

Martin Look! Here's one outside the hotel on our first day.

Frank We were tired from the car journey. So, we didn't ride much that day.

Martin But the next day we went on a long ride.

Frank Too long. We decided to go to this gorge, but the hills were really steep in that area.

Martin Frank was pushing his bike most of the way up.

Frank Yes, you weren't helping at all. You were taking pictures of me all the time. Here's one.

Tony It looks very muddy.

Martin And that's before the rain. The water came down like a river.

Tony Sounds dangerous.

Because he was taking pictures of Frank all the time.

Martin No, actually, it was exciting.

Frank Yeah, and when we managed to reach the top, we were amazed!

Martin The view down into the gorge was fantastic!

Tony Did you take any pictures there?

Martin Sorry, but with all that rain, the camera got wet and stopped working.

Tony So, all that effort and no pictures to show for it.

Frank I'm afraid so.

They went on a long ride. / They went to a gorge.

C. Read the dialogue and answer the questions.

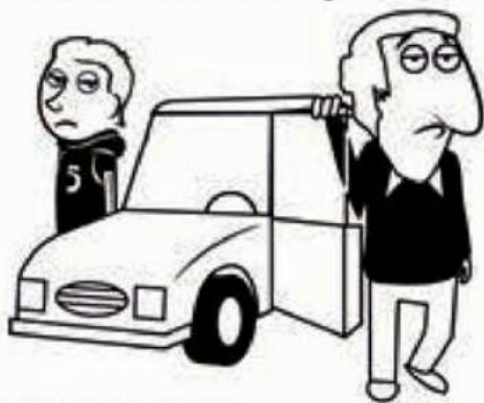
1. Who was with Frank on the cycling trip? **Martin.**
2. What did they do on the second day?
3. Why did Frank have trouble on the journey to the gorge? **Because the hills were really steep.**
4. Why wasn't Martin helping Frank?
5. Why didn't they take pictures of the gorge? **Because with all that rain, the camera got wet and stopped working.**

2. VOCABULARY

ADJECTIVES ENDING IN -ED AND -ING

A. Read the examples. What's the difference between *tired* and *tiring*?

- We were **tired** from the car journey.
- It was nice, but it was a bit **tiring**.



B. Circle the correct words.

1. We left early because the lecture was **bored** / **boring**.
2. Nasir was **surprised** / **surprising** to see an old school friend on the train.
3. I'm not going near that snake! I'm **frightened** / **frightening**.
4. Everyone was **excited** / **exciting** about the graduation.
5. Henry's son can do an **amazed** / **amazing** trick with a tennis ball.
6. I travel quite a lot and I always meet **interested** / **interesting** people.

3. GRAMMAR

PAST PROGRESSIVE

A. Read the examples, notice the words in bold and match them with the rules.

1. I **was painting** my room all day yesterday.
2. I **Painted** it blue.

- a. an action that was completed in the past. **2**
- b. an action that was in progress in the past. **1**

B. Read the examples and complete the rule about the formation of the Past Progressive.

- Frank **was pushing** his bike most of the way up.
- You **were taking** pictures of me all the time.

Past Progressive

was or **were** or **verb** + verb + **-ing**

Grammar Reference p. 85

4. PRACTICE

Complete with the Past Progressive of the verbs in brackets.

1.

A: Hey, Ali. Where were you and Mohammad yesterday? I **was calling** (call) your house all day.

B: Well, it was Friday and we **weren't working** (not work) so we went to the beach. We **were having** (have) a great time and we decided to spend the whole day there.
2.

A: So, did you enjoy your trip or **was** it **raining** (rain)?

B: No, it **wasn't raining** (not rain), but it was very cold.
3.

A: I saw you in the bookshop on Tuesday. What **were** you **looking for** (look for)?

B: A book about scuba diving. Why didn't you talk to me?

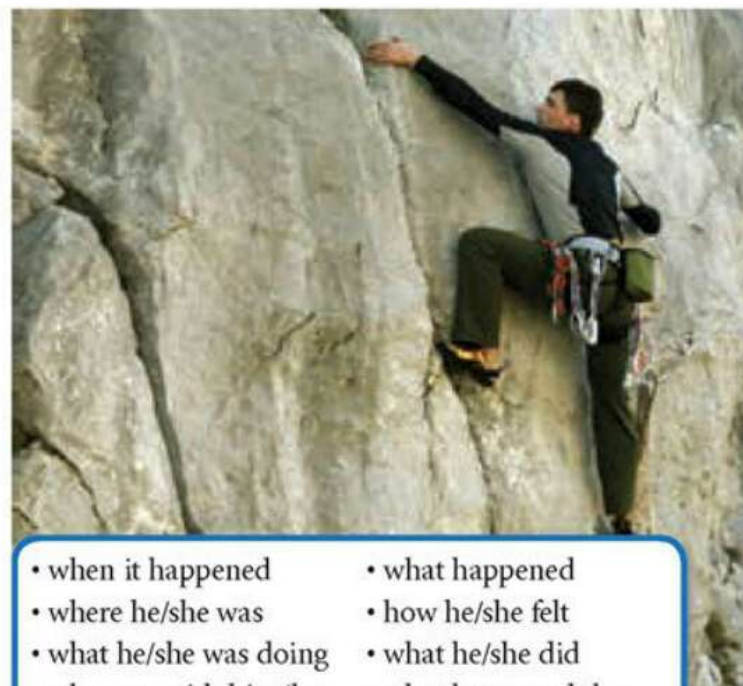
A: I couldn't. I **was driving** (drive) to work.

5. SPEAKING

Talk in pairs.

Student A: Think of an adventurous experience you once had. Answer Student B's questions.

Student B: Imagine you are a reporter. Interview Student A about an adventurous experience he/she once had. Ask him/her questions using the prompts below.



- when it happened
- where he/she was
- what he/she was doing
- who was with him/her
- what happened
- how he/she felt
- what he/she did
- what happened then

So, when did it happen?

It happened last year.

2b Just taste it!

1. READING



A. Discuss.

- What's your favourite dish? What's in it?
- Would you ever eat the things shown in the pictures? If you had to, in which order would you try them?



Pitaya



Kiwano



Custard apple



Seaweed



Dragon fruit



Jackfruit



Durian

B. Read the story and choose the best title a, b or c.

The best title is b because it conveys successfully the main idea of the story which is about durians / a strange fruit.

a. The Market in Singapore

b. A strange fruit

c. Afraid of new experiences

A few years ago, I was working in Singapore. During my first week there, while I was travelling on the underground, I saw a strange sign saying 'NO DURIANS' with a picture of a crossed out fruit. I wondered why they were forbidden. It wasn't until later that I found out that they smell really, really bad, but they're very tasty and healthy. For this reason, many people in Southeast Asia eat them. I was very curious and decided to try for myself.

As I was walking through a market place, a very strong smell hit me. It smelt like someone had left some onions and other vegetables to rot. However, I realised that I was standing next to a stall selling durians. 'I'd like to try a bit of durian,' I told the merchant and he said with a smile, 'At your own risk!' He then took a durian from a box, cut it in half with a large knife and then cut a piece of the fruit.

When he handed it to me, I started having second thoughts. 'What does it taste like?' I wondered. As I was raising the fruit to my lips, I suddenly felt sick and a bit dizzy, but I began to eat.

The durian was thick and creamy like butter and had a fresh and sweet taste. As soon as I finished eating the piece, the merchant offered me some more. I actually finished the entire fruit. The man looked at me for a response. 'Yummy! That was tasty!' I said, so the merchant put three in a bag for me to take home. Unfortunately, I had to walk all the way, because I wasn't allowed on the underground.



C. Read again and write T for True, F for False or NM for Not Mentioned.

1. The writer saw durians in an advertisement for the first time.
2. In Singapore, they sell durians only in markets.
3. The writer thought the strong smell was rotten food.
4. The writer cut the durian, then ate a piece.
5. The merchant served the fruit with some cream and butter.
6. The writer enjoyed the durian and wanted some more.

F
NM
T
F
F
T

D. Look at the highlighted words in the text and match them with their meanings a-e.

1. merchant **e**
2. handed **d**
3. raising **b**
4. entire **c**
5. response **a**

- a. answer
- b. moving something upwards
- c. whole
- d. gave
- e. a person that sells things

E. Discuss.

- What do you think of the writer's experience?
- Would you ever try durians? Why?/Why not?

2. VOCABULARY

ADJECTIVES DESCRIBING FOOD

Look at the table below and tick (✓) the appropriate columns for *cake* and *pizza*.



	coffee	lemons	cake	pizza
sweet	✓		✓	
bitter	✓			
salty				✓
spicy				✓
fresh	✓	✓	✓	
sour		✓		



3. GRAMMAR

PAST SIMPLE VS PAST PROGRESSIVE - TIME CLAUSES (WHEN, WHILE, AS, AS SOON AS)

Read the examples and notice the words in bold. Then match them with a-c.

1. While I **was travelling** on the underground, I **saw** a strange sign.
 2. I **was looking** at the merchant while he **was cutting** the fruit in half.
 3. As soon as I **finished** eating the piece, the merchant **offered** me some more.
- a. The two actions were happening at the same time. **2**
 - b. The two actions happened one after the other. **3**
 - c. One action was in progress when the other happened. **1**

Grammar Reference p. 86

4. PRACTICE

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

- I (1) was watching (watch) TV when my sister (2) walked (walk) into the house with a paper bag. There were vegetables in it. She (3) wanted (want) to make something different for dinner. She (4) left (leave) the bag on the table, (5) opened (open) the fridge and (6) started (start) taking out some of the vegetables. 'You're going to love this!' she (7) said (say). As she (8) was taking (take) the vegetables out of the fridge, some snails (9) got (get) out of the bag. As soon as I (10) saw (see) them, I (11) began (begin) shouting: 'They're moving! They're alive!' and my sister (12) laughed (laugh) and (13) said (say) 'Come on! It's just a snail!'

5. SPEAKING

Talk in small groups. Discuss the questions below.

- Do you like trying unusual food?
- Have you ever had a strange food experience?
- Where were you? What happened?
- How did you feel before and after tasting the food?
- What did the food taste like?

2c Believe it or not!



1. VOCABULARY

ADVERBS AND ADVERBIAL PHRASES

Match the words on the left with their synonyms on the right. Then use some of them to complete the sentences 1-5. In some cases there is more than one answer.

suddenly	in the end
finally	to my surprise
fortunately	unluckily
amazingly	all of a sudden
then	luckily
unfortunately	after that

- We were having dinner when all of a sudden the lights went out.
- Saud had a car accident last night, but fortunately / luckily he didn't get hurt.
- Bushra finally found her book under the sofa.
- Dan wanted to go swimming on Sunday, but unfortunately / it was raining.
- When he realised that someone was following him, he ran home, locked the door and then / after he called the police.

When you learn new words, it's a good idea to learn any synonyms and/or opposites.

TIP

2. LISTENING



A. Discuss.

- Have you ever seen a swarm of bees? If yes, how did you feel?
- Are there any insects you are afraid of? Why?

B. You will hear a telephone conversation between Sam and his friend, Joe, who had a bad experience with bees. Before you listen, look at the picture and guess which of the words below will be mentioned. Then listen and check your answers.

honey, buzz, kill, swarm, sting, river, hide, flowers

Before you listen, try to predict what the speakers are going to talk about.

TIP



swarm faint sting hospital flowers kill hide buzz police honey river

C. Listen again and put the sentences in the correct order. Write 1-7.

- | | | | | | |
|-------------------------------------|---|--|---|------------------------|---|
| a. Joe jumped in the river. | 3 | d. Joe saw lots of bees in his garden. | 6 | f. A bee stung Joe. | 2 |
| b. Joe killed a bee. | 1 | e. Joe ran home. | 5 | g. Joe ran onto a bus. | 4 |
| c. Joe went to his brother's house. | 7 | | | | |

3. GRAMMAR

COMPOUNDS of some, any, no, every

Read the examples. Which one refers to people, which to things and which to places? What is the difference between *anything* and *nothing*?

- Mark came fifth in the race so he didn't win **anything**.
- I have **nothing** to wear to the interview.
- Everyone** at the park wanted to take part in the race.
- Let's go **somewhere** tonight. I'm bored in here.

Complete the table.

	PEOPLE	THINGS	PLACES
some	someone somebody	<u>something</u>	somewhere
any	anyone <u>anybody</u>	<u>anything</u>	<u>anywhere</u>
no	no one <u>nobody</u>	<u>nothing</u>	nowhere
every	<u>everyone</u> <u>everybody</u>	everything	<u>everywhere</u>

Grammar Reference p.86

4. PRACTICE

Circle the correct words.

- Kelly went shopping last Saturday, but she didn't buy something / anything / nothing. Everything / Everywhere / Something was expensive.
- A: I'm really hungry. I'd like to have something / anything / nothing for lunch.
B: Let's go somewhere / anywhere / something together.
A: Sorry, but I can't go anybody / nowhere / anywhere right now. I have a meeting.
- A: Where's Nawaf?
B: Look in his room.
A: I did, but there's someone / anyone / no one there.
He's anywhere / everywhere / nowhere in the house.
- I called everywhere / everybody / somebody and told them to come to my place on Friday. I have anything / everything / nothing ready and I'm really excited!

5. SPEAKING

Talk in pairs.

Student A go to page 80.

Student B go to page 82.



A. Discuss.

- Has anything unbelievable ever happened to you?
- What happened?

B. Read the story and answer the questions.

1. What is the purpose of each of the paragraphs?
2. What tenses are used?

1. **The introductory paragraph** sets the scene / describes the background of the story and introduces the main characters.

The main paragraph describes how the story started and developed.

The final /concluding paragraph ends the story and makes a short comment about it.

2. The writer uses the Past Simple and the Past Progressive.



Can I give you a hand?

It was a warm summer evening. Paul was returning home when he saw two men outside the house of his neighbour, Tom Baker. They were carrying his furniture into a van.

He knew that Tom was moving out in a few days, so he walked up to one of the men and said, 'Hello, can I give you a hand?' The man just stood there, looking at Paul. That's when the other man said, 'That would be great.' As soon as Paul helped them finish, the two men quickly got into the van, thanked him and left. Later, while Paul was having dinner, the doorbell rang. It was Tom and he looked very upset. 'Someone broke into my house and took everything!', he shouted. Paul froze. 'I'm so stupid!' he thought.

Fortunately, Paul gave a clear description of the men to the police and they found the burglars after only an hour. Paul helped move everything back into the empty house, but he's never offered to help a neighbour again.

C. Look at the following questions and decide in which paragraph each of them has been answered. Write 1, 2 or 3.

Who is/are the main character(s) and what was/were the main character(s) doing? **1**

What happened in the end? **3**

What did the main character(s) do and what happened? **2**

Where did the story take place? **1**

When did the story take place? **1**

How does/do the main character(s) feel now? **3**

How did the main character(s) feel? **2**

WRITING TASK

D. Look at the stories on pages 80 and 82, choose one and write it out. Answer the questions mentioned above. Your story should be between 100-120 words.

When writing a story:

- write the events in chronological order. Use **past tenses** (Past Simple and Past Progressive).
- use **time linkers** (*when, while, as, as soon as, etc.*).
- use **adverbs and adverbial phrases** (*suddenly, fortunately, in the end, to my surprise, etc.*).
- use **adjectives describing feelings** (*surprised, amazed, frightened, upset, etc.*).
- use **direct speech, questions and exclamations** to make your story more interesting.
- organise it into paragraphs as shown above.

TIP



2d Adventure

1. READING

A. Discuss.

- What do you know about deserts?
- Which of the following do you associate with the desert?



snow



sun



ice



low temperatures



high temperatures



thunder



lightning



storms

- ### B. Read the text on the right quickly and match the headings a-e with the paragraphs 1-4. There is one extra heading you do not need to use.

- Weather
- The best time to visit
- A word of warning
- What is it?
- Nature

Look for key words in each paragraph to understand the main ideas.

TIP

- ### C. Read again and answer the following questions. Choose a, b or c.

1. According to the text, what is true about the Antarctic?
 - a. It's bigger than the Sahara.
 - b.** It's a kind of desert.
 - c. There's no life there.
2. Why does the writer mention camels and cacti?
 - a. Because they have been in the desert for centuries.
 - b.** Because they can live without water for a long time.
 - c. Because people cannot survive in the desert without them.
3. Which of the following would be most useful when travelling in the desert?
 - a.** a hat
 - b. a pair of shorts
 - c. a pair of boots
4. What is not true about Keith?
 - a. He found the advice useful.
 - b.** He spent only a week in North Africa.
 - c. He visited the desert.

HAVE YOU EVER THOUGHT OF EXPLORING THE DESERT?

Deserts cover a third of the Earth's surface and they have always been of great interest to people. The **extreme** conditions make them a mysterious and at the same time an unfriendly place.

1. **d**

It's a large area of land with very little water and very few plants. Many deserts are places with extreme heat and lots of sand. One of the biggest deserts is the Sahara in Africa. But did you know that the Antarctic is the biggest cold desert?

2. **a**

During the day, the temperature in the Sahara can reach 50°C, but at night it can **drop** to below zero. Deserts receive very little rainfall, but when it rains, it pours! After that, months can pass without any rain at all.

3. **e**

Amazingly, some animals and plants can **survive** in the desert. A good example is the camel. Camels can drink large amounts of water in one day and survive for seven days without drinking again! As for plants, cacti are very common. They **store** water in their leaves, roots and stems.

4. **c**

The desert is a dangerous place, so be prepared and never travel alone. Heat stroke, **severe** sunburn and insect bites are possible dangers. So, keep your head and body covered. In other words, dress like the locals. Clothes should be long, light and loose. And of course, don't forget to have lots of water with you.

Comments

I've travelled to lots of places around the world, but my last trip was something else! I travelled around North Africa for a month and I spent a week in the Sahara. Your information helped a lot. Thanks.

Posted by Keith Sheffield at 18:09



D. Look at the highlighted words in the text and choose the correct meaning *a* or *b*.

- extreme
a. great b. usual
- drop
a. go up b. go down
- survive
a. die b. stay alive
- store
a. keep for future use b. drink slowly
- severe
a. serious b. impossible

E. Discuss.

- Would you like to go on a journey through the desert? Why? / Why not?

2. GRAMMAR

PRESENT PERFECT SIMPLE

Look at the picture and read the dialogue. Note the verbs in bold which are in the Present Perfect Simple and answer the questions.

A: Look! Justin **has opened** the bottle with his teeth.

B: I've **seen** him do it many times before.



- How do we form the Present Perfect Simple?

Present Perfect Simple

_____ or _____ + past participle

- What kind of actions do we use the Present Perfect Simple for?
 - actions happening now.
 - actions that happened in the past but we can see their results now and/or we don't mention when they happened.

NOTE

Use the Present Perfect Simple with *just, always, before, ever, never, so far, once, twice, many times, etc.*

PRESENT PERFECT SIMPLE vs PAST SIMPLE

Read the examples. What's the difference between *I've travelled* and *I travelled*?

- *I've travelled* to lots of places around the world.
- *I travelled* to North Africa last month.

Grammar Reference p. 86

3. PRACTICE

Complete with the Past Simple or the Present Perfect Simple of the verbs in brackets.

Paul I can't wait to go to Jeddah next month.

Khalid Sounds great! (1) Have you visited (visit) Saudi Arabia before?

Paul No. Actually, I (2) have never left (never / leave) the country, but I (3) have always wanted (always / want) to go there. My brother Mark (4) visited (visit) your country two years ago.

Khalid (5) Did he like (like) it?

Paul Of course. And you? (6) Have you ever travelled (ever / travel) to other countries?

Khalid Yes, I (7) flew (fly) to Egypt with my family last summer. It (8) was (be) interesting!

4. INTONATION



A. Listen and repeat. What do you notice about the pronunciation of *did you* and *have you*?

Did you go to the gym yesterday?
Have you ever ridden a camel?

B. Listen and repeat.

- Did you call Dan last night?
- Have you tried Mexican food before?
- Have you ever sent Ian an e-mail?
- Did you see Rida two weeks ago?
- Have you ever seen a snake?
- Did you enjoy the lecture yesterday?

5. SPEAKING

Talk in pairs about travel adventures. Use the prompts below.

ever / visit / interesting place? what / do / there?
where / go? who / go with?
when / go? have / good time?

Have you ever visited an interesting place?

Yes ...

Where did you go?

I went to ...

2e Broaden your mind



1. GRAMMAR

PRESENT PERFECT SIMPLE with *for, since, yet, already*

A. Read the dialogue. When did Fred move to the city?

A: *How long have you had this house, Fred?*

B: *I've had it **for two years, since I moved** to this city, actually.*

for + period of time

e.g. two years, a week, six months, an hour, five minutes

since + a point in time

e.g. Sunday, yesterday, two o'clock, last May, last week

B. Read the following dialogue and complete the rules with the words in the box.

A: *Andy is a reporter from London and he travels abroad all the time. He **has already been** to the USA and China, but he **hasn't been** to France **yet**.*

B: *Really? Where is he now?*

A: *He **has gone** to New York. He's coming back next Tuesday.*

been gone already yet

Use _____ in affirmative sentences and put it between *have/has* and the past participle.

Use _____ in questions and negative sentences and put it at the end of the sentence.

Use *have/has* _____ to a place when someone is still at that place.

Use *have/has* _____ to a place when someone has returned from that place.

Grammar Reference p. 86

2. PRACTICE

Complete the dialogues with the Present Perfect Simple of the verbs below and circle the correct words.

be not return not check tell

call go not see

1.

Jason What's wrong, Dan?

Dan Where's Harry?

Jason He hasn't returned yet **already / yet**.

Dan From where? Where is he?

Jason He has gone to the library.

Dan But I need the car. I have told him so many times that I need the car on Mondays!

Jason Why don't you phone him?

Dan I have already **already / yet** called him three times, but there's no answer!

2.

Mike Hey, Sean. I haven't seen since you **for / since** last year. When did you return from New York?

Sean In August. Didn't you get my e-mails?

Mike I haven't checked for my e-mails **for / since** a month. Sorry. Anyway, let's go for coffee and talk about New York.

Sean OK. Have you ever been there?

Mike No, but I want to go.

3. LISTENING



A. Discuss.

- Have you ever lived abroad?
- Would you like to live abroad? Why?/Why not?

B. Listen to three people talking about living in a foreign country. Match the people with the statements a-d. There is one extra statement which you do not need to use.

- Ryan **a.** has improved his Spanish a lot recently.
- Jake **b.** took a course, but it didn't help.
- Phil **c.** wants to improve his Spanish to make his job easier.
- d.** is living in Spain to learn the language.

4. SPEAKING

A. Discuss.

- Do you like learning foreign languages?
- Is learning English easy for you?

B. Talk in pairs. Which of the following do you think help when learning English? Why? Which of these do you do?

- take a (summer) course in an English-speaking country
- visit an English-speaking country for some time
- read books/magazines/newspapers in English
- surf the Net
- communicate with people who speak English





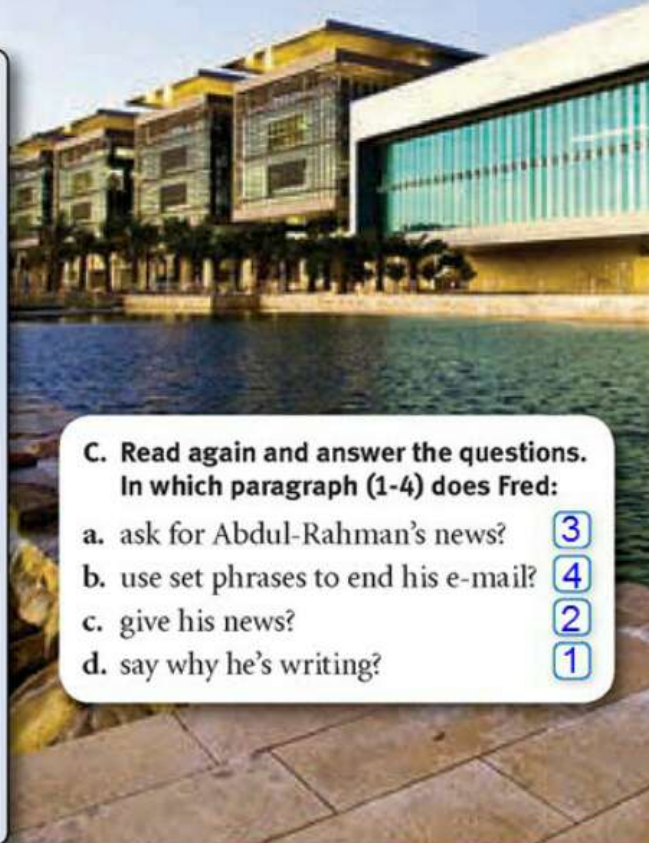
A. Discuss.

- Do you like writing e-mails to family members or friends?
- What do you usually write to them about?

B. Read the e-mail below. Why is Fred writing to Abdul-Rahman?

Fred is writing to Abdul-Rahman to tell him his news. (He's going to Thuwal, Saudi Arabia for his Master's.)

Hello Abdul-Rahman,
 How are things? Sorry I haven't written for so long, but I've been very busy with university. However, guess what! I have some great news.
 I am coming to Thuwal for my Master's. The King Abdullah University of Science and Technology accepted me! I am looking forward to it, but I haven't organised things yet and I'm a bit stressed. Luckily, some friends in Saudi Arabia are helping me arrange my accommodation. Anyway, I don't know exactly when I'm coming, but I'm looking forward to seeing you again after all these years.
 So, what about you? What have you been up to? Do you still study hard like you used to?
 Well, that's all for now. Write back soon!
 Yours,
 Fred



C. Read again and answer the questions. In which paragraph (1-4) does Fred:

- a. ask for Abdul-Rahman's news? **3**
- b. use set phrases to end his e-mail? **4**
- c. give his news? **2**
- d. say why he's writing? **1**

D. Look at the table below with the phrases Fred has used in his e-mail and complete it with the phrases given.

Greetings	Set phrases for opening paragraph	Set phrases for closing paragraph	Signature endings
Hello Abdul-Rahman,	How are things? Sorry I haven't written for so long, but...	Well, that's all for now. Write back soon.	Yours, Take care, Bye for now,
Dear Jamie,	Sorry I haven't written for so long, but... Thanks for your e-mail. I'm writing to tell you about... Hi! How have you been?	Write back soon. I'm looking forward to hearing from you. I must go now. Say hi to everyone.	

- Say hi to everyone.
- Dear Jamie,
- I'm looking forward to hearing from you.
- Thanks for your e-mail.
- I'm writing to tell you about...
- Take care,
- Hi! How have you been?
- Bye for now,
- I must go now.

WRITING TASK

E. Imagine a friend has sent you a similar e-mail. Write an e-mail to reply to him/her. Say how happy you are that he/she is coming to your city to study and give him/her your news. Your e-mail should be between 80-100 words.

Go to the Workbook, p. 30.

For more set phrases, see page 79



When writing an e-mail giving news:

- start with *Hi/Hello/Dear + first name*.
- use set phrases to begin and end your e-mail.
- sign off with a set phrase and your first name under this.
- organise it into paragraphs as shown above.
- use expressions (e.g. *well, of course, anyway, you know*).
- use standard grammar and spelling conventions. Don't use forms such as *wanna, CU L8R, etc.*
- use short forms (e.g. *I'm, don't*).
- use exclamations (e.g. *Guess what!*) and direct questions (e.g. *What have you been up to?*).



2 Round-up



VOCABULARY

A. Choose a, b or c.

- It took a lot of effort, but in the end we _____ to carry the bookcase up the stairs.
a. offered **b. managed** c. reached
- Salman was very _____ to see his father at the station.
a. surprise b. surprising **c. surprised**
- I can't drink this coffee. It's too _____.
a. salty **b. sweet** c. spicy
- Can you _____ this rope with that knife over there?
a. cut b. bite c. raise
- Anne was watering the flowers when, _____, a bee stung her.
a. amazingly b. fortunately **c. all of a sudden**
- When I saw the _____, I knew a storm was on its way.
a. lightning b. thunder c. ice
- You should water this plant more often. Its _____ are turning yellow.
a. roots **b. leaves** c. stems
- Lots of _____ visitors come to this museum.
a. dizzy b. abroad **c. foreign**

GRAMMAR

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

- I (1) was driving (drive) to a friend's house last night when, suddenly, a van (2) crashed (crash) into the back of me. I (3) got (get) out of my car, but the van just (4) drove (drive) away.
- Last night Jim (5) had (have) a frightening experience. While he (6) was walking (walk) home, he (7) saw (see) a man dressed in black in his neighbour's garden. He (8) was breaking (break) into the house! He immediately (9) called (call) the police and they (10) caught (catch) him.

C. Complete with the Past Simple or the Present Perfect Simple of the verbs in brackets.



- A: Hi Steve!
- B: Hi Dave! How's Rome? (1) Have you visited (visit) the Colosseum yet?
- A: Of course. I (2) went (go) there on my first day.
- B: (3) Have you eaten (eat) anything nice?
- A: Are you joking? I (4) have already tried (already / try) lots of things. For lunch today, I (5) had (have) the most amazing pizza. Nothing like the pizza at home.
- B: I know. I (6) have been (be) to Italy a few times and the food is just fantastic! (7) Have you tried (try) *gnocchi* yet?
- A: No, I (8) went (go) to a restaurant last night and it (9) was (be) on the menu, but I (10) didn't try (not try) it.
- B: You should, it's delicious.
- A: OK.

D. Circle the correct words.

- Roger has **just** / since come back from the supermarket. Do you want to talk to him?
- I've **already** / ever seen this football match. Let's watch something else.
- Sameer has **before** / **never** been scuba-diving **before** / ago, so he's really looking forward to it.
- Have you rang your brother about that job interview **yet** / ever?
- I haven't spoken to Hamza **for** / since ten years.
- Have you **before** / **ever** ridden a camel?

A. Discuss.

- Do you know of any famous explorers?
- What did they discover?

B. Who is Ibn Battuta? Read and find out.



A great explorer



Abu Abdullah Muhammad Ibn Battuta was born in 1304 in Tangier, Morocco. He came from a rich family and studied Muslim Law like his father. Ibn Battuta was an amazing traveller. In his lifetime, he travelled 75,000 miles and visited over 40 countries from West Africa to India.

When he was 21, he left home to go to Makkah on Hajj. His dream was to visit all the countries of the Muslim world and 'never, if possible, cover a road a second time.' Ibn Battuta travelled on foot, with caravans (because it was safer than travelling alone), but also on horse, camel or by boat. But which places did he visit? He started from the Middle-Eastern countries like Egypt and Syria and then visited Makkah. From there, he went to Iraq, Persia and East Africa.

Also, he explored the Black Sea area and then travelled to countries like India, Ceylon, and Spain.

After 29 years of travelling, Ibn Battuta decided to write a book about his adventures with the help of a young man, Ibn Juzayy. The title of the 1000-page book was 'A gift to those who contemplate* the wonders of cities and the marvels of travelling', but people also know it as 'The Journey' or 'Rihla'.

Ibn Battuta was a very important and respected man, who is famous around the world because of his travels and his spirit of adventure.

*think about, consider

POEM

"Broaden
your mind"

Go to page 78.



C. Read again and answer the questions.

1. Where was Ibn Battuta from? **He was from Tangier, Morocco.**
2. Why did Ibn Battuta start his travels? **Because he wanted to go to Makkah on Hajj.**
3. How did Ibn Battuta travel? **He travelled on foot, with caravans, on horse, camel and by boat.**
4. How many years did his travels last? **They lasted 29 years.**
5. What was the title of Ibn Battuta's book? **"A gift to those who contemplate the wonders of cities and the marvels of travelling".**



COMMUNICATION

E. Complete with the phrases a-e. There is one extra phrase which you do not need to use.

a. I'm afraid so.

b. How are things?

c. Can you give me a hand?

d. In other words, you don't want to help.

e. You can follow the match and help at the same time.

A: Hello, Gavin. Can I ask you something?

B: Sure.

A: I'm moving house tomorrow afternoon.

(1) c

B: Sorry, but there's a football match I really want to see.

A: And it's in the afternoon, right?

B: (2) a

A: Why don't you listen to it on the radio?

(3) e

B: Sorry, I'm really looking forward to this match.

A: (4) d

B: Don't be like that. I can come after the match and help tidy up.

A: OK, thanks.

LISTENING



Listen and choose the correct answer a, b or c.

1. How did Lenny feel on his hiking trip?

- a. bored
- b. excited
- c. frightened

2. What did Bob eat in France?

- a. snails
- b. frogs' legs
- c. cactus

3. What was Marcus doing when a bee stung him?

- a. He was cycling.
- b. He was talking on the phone.
- c. He was eating.

4. Who has visited a desert before?

- a. the grandfather
- b. the grandson
- c. both

SPEAKING

Work in small groups. Make up a story using as many of the pictures and words/phrases in the box as possible. Then tell your story to the class.



accident



hang



frightened

lost



reach



shout

warning

dangerous



cut

get hurt



below zero

survive

SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- > talk about how I feel
- > narrate and write a story
- > use the Past Progressive and time clauses
- > use the Present Perfect Simple
- > describe food
- > write an e-mail giving news



3a What's your destination?



1. LISTENING & READING



A. Discuss.

- Do you find travelling enjoyable or stressful? Why?
- What's the worst thing that's happened to you while travelling?

B. Look at the man in the picture. How does he feel? What do you think has happened to him? Listen and check your answers.

The man feels angry and disappointed.

He has lost his bag.



At the check-in desk in Madrid...

Check-in clerk Good afternoon. Where are you flying to?

Passenger London Heathrow.

Check-in clerk May I see your passport, please?

Passenger There you go. Could I have an aisle seat?

Check-in clerk Sure. How many bags are you checking in?

Passenger Just this one. Can I take this smaller one on the plane with me?

Check-in clerk Let me see. Could you put it on the conveyor belt?

Passenger There.

Check-in clerk Hmm... I'm sorry, but it's too heavy for hand luggage. You have to check it in.

Passenger But I have important stuff in there.

Check-in clerk Sorry.

At lost luggage in London Heathrow...

Attendant I have some good news and some bad news. The good news is that we were able to find your bag.

Passenger At last! You know, I didn't even want to check that one in. What's the bad news?

Attendant Well, there's been a bit of a mix-up. Let me explain. The airport code for London Heathrow is LHR, but the baggage handler thought your bag had LHP on it. An easy mistake to make.

Passenger LHP? What airport is that?

C. Read the dialogues and answer the questions.

1. Where would the passenger like to sit on the plane?
2. How many bags does the passenger check in?
3. What is LHR?
4. What's the bad news?
5. Where is Lehu?
6. Who is going to bring the passenger's lost luggage to him?
7. What is in the passenger's lost bag?

1. He would like to have an aisle seat.
2. Two.
3. The airport code for London Heathrow.
4. That there has been a bit of a mix-up and now the man's bag is in Lehu.
5. It's in Papua New Guinea.
6. A courier.
7. His notebook with his address in London.

Passenger Yes. My notebook is in Papua New Guinea!



2. VOCABULARY

WORDS RELATED TO TRAVELLING BY PLANE

Read the text and try to guess the meaning of the words/phrases in bold.



I'm sorry but I wasn't able to meet you at the airport yesterday. (able)

Lee arrived at the airport at 6am. He was going away on a business trip but before leaving, he wanted to see his friend, Oliver. Oliver was coming back from a trip abroad and was arriving at 6:15. Lee waited for him at **arrivals**. When Oliver's plane **landed**, they went to a café. When it was time for Lee to leave, he went to **departures** and checked in his suitcase. Unfortunately, there was a two-hour **delay**. However, while he was waiting, he fell asleep. Luckily, someone woke him up just before his plane **took off**! He ran to the **gate** and was the last passenger to **board** the plane. He showed his **boarding card** to the **flight attendant** and went to his seat.

TIP

To guess the meaning of an unknown word:

- read the words before and after the unknown word and think of the situation.
- try to figure out what part of speech (verb, noun, etc.) the unknown word is.
- see if the unknown word is similar to other words in English or in your own language.

4. PRACTICE

Read the situations and form sentences using the words in brackets.

1. You want to borrow your friend's mobile phone. What do you say?
Can I borrow your mobile phone? (can)
2. You couldn't meet your brother at the airport yesterday. Apologise to him.
I'm sorry but I wasn't able to meet you at the airport yesterday. (able)
3. You're thirsty. Ask the flight attendant for some water.
Could I have some water, please? (could)
4. You are not able to find your boarding card. Tell the clerk.
I can't find my boarding card. (can)
5. You want to use your laptop on the plane. Ask for permission.
May I use my laptop on the plane? (may)



5. SPEAKING

ROLE PLAY

Talk in pairs.

Student A: Imagine that you are the check-in clerk and that Student B is a passenger checking in his/her luggage. Discuss using the prompts in the box and answer Student B's questions.

where / fly / to?
passport and ticket / please?
how many / bags / check in?
put on / conveyor belt / please?

Student B: Imagine that you are a passenger checking in your luggage and that Student A is a check-in clerk. Discuss and use the prompts in the box to ask Student A questions.

have / aisle-window seat / please?
check in / this bag / too?
take / laptop, mobile phone, etc. / on plane?

Before you speak, make sure you understand the task and how you should use the prompts.

TIP

3. GRAMMAR

CAN, COULD, MAY, BE ABLE TO

Read the examples below and decide what the words in bold express: ability, permission or request.

- *May I see your passport, please?* **May I ...?** → a request
- *Can I take this smaller one on the plane with me?* **Can I ...?** → permission
- *We **can** arrange for a courier to bring it to you.* **can** → ability (in the present)
- *The good news is that we **were able to** find your bag.* **were able to** → ability (in the past)
- *Could you put it on the conveyor belt?* **Could you ...?** → request

NOTE

We use **can** or **is/are able to** to express ability in the present.
We use **could** or **was/were able to** to express ability in the past.

Grammar Reference pp. 86, 87

3b Dos and don'ts

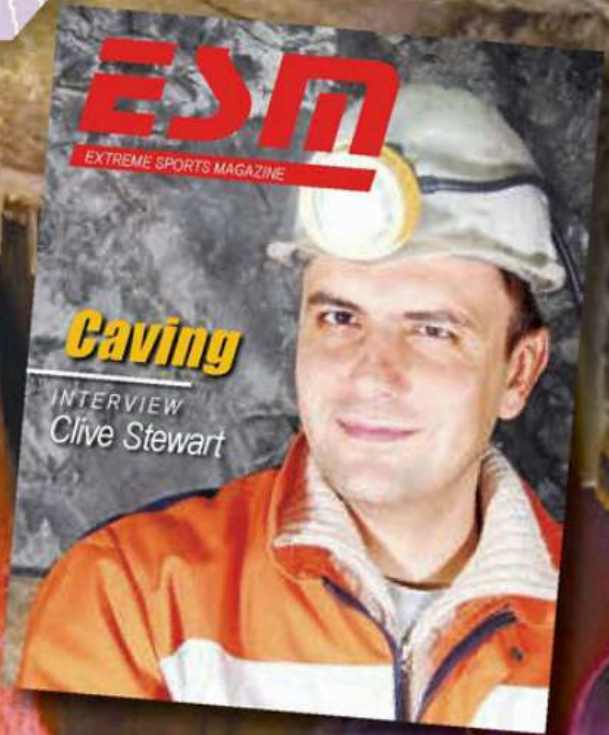
1. READING

A. Discuss.

- Do you like exploring new places?
- How does it make you feel?

B. Read the text quickly and match the questions a-e with the paragraphs 1-5.

- Do you need special training?
- How did it all start?
- Apart from strong boots and helmets, what safety equipment do you need?
- Why is caving so popular?
- What's the most important thing to remember?



Caving ESM » INTERVIEW

They're dark, cold, wet and dangerous places. So, why do people explore them? Who better to ask than the country's top caver Clive Stewart!

1. b

Well, up until the late 19th century, scientists explored caves for study. In 1889, Edouard-Alfred Martel used ropes and ladders to go down **vertical** caves over 100m deep because he liked exploration. Today, we call these caves 'potholes' and they are the most popular with cavers.

2. d

It's the **thrill** of the unknown and discovering new places. Sometimes, you have to walk through waist-high water or climb a slippery rock face, and you think, 'What am I doing?' But then you discover a huge underground cave with beautiful rock **formations** and it all seems worth it. Of course, half the fun is trying to get back out of the cave.

3. a

Most caving clubs have special programmes for **beginners**. They must learn the basic skills above ground first. They aren't allowed to take part otherwise. You have to be physically fit for caving and the **minimum** age for club members is usually 16.

4. e

Never explore caves alone, always in groups. And you **mustn't** go without an experienced caver. Also, it's a good idea to leave a note of your trip and the time you expect to return with someone. Caving can be dangerous. It's very easy for accidents to happen, but rescuing people is very difficult, sometimes impossible.

5. c

Without light you are lost. So, each person must have a headlamp and at least one extra, as well as batteries. You need some strong ropes and a first-aid kit is necessary, too. You **don't** have to wear special clothing, as long as what you wear is warm and **waterproof**.

C. Read again and write T for True or F for False.

- Scientists started cave exploration in the 19th century. (F)
- Cavers enjoy getting into caves more than getting out. (F)
- You do the first part of the training in a cave. (F)
- Teens under 16 can't go cave exploring. (F)
- Only experienced cavers should explore caves alone. (F)
- All members of a group must have more than one light. (T)
- Special clothes are necessary. (T)

D. Look at the highlighted words in the text and match them with the meanings a-f.

- | | | |
|----------------|---|------------------------------|
| 1. vertical | → | a. excitement |
| 2. thrill | → | b. shapes |
| 3. formations | → | c. going straight up or down |
| 4. beginners | → | d. not letting water in |
| 5. the minimum | → | e. people starting to learn |
| 6. waterproof | → | f. the smallest possible |

E. Discuss.

- Would you like to start cave exploration? Why? / Why not?

2. VOCABULARY

WORD BUILDING

NOTE A lot of nouns are formed by adding a suffix (-ion, -ation, -ment, -ance, -al) to a verb.

Look at the nouns below and write the verb which they derive from.

- form → formation
- excite → excitement
- appear → appearance
- explore → exploration
- perform → performance
- prepare → preparation
- survive → survival
- improve → improvement
- discuss → discussion
- communicate → communication
- arrive → arrival
- organise → organisation

4. PRACTICE

Look at the signs and make sentences using *have to*,

You *have to* / *need to* / *must* wear a helmet at all times.

WEAR A HELMET AT ALL TIMES

You *need to* / *have to* / *must* buy a ticket for the gallery.

Gainsborough Gallery

You *don't need to* / *don't have to* / *needn't* pay to enter the funpark on Tuesday.

Channel Funpark

You *mustn't* take your bike in the park.

NO BIKES ALLOWED IN THE PARK

NO FLASH PHOTOGRAPHY

You *mustn't* take photographs using a flash.

3. GRAMMAR

HAVE TO, DON'T HAVE TO, MUST, MUSTN'T, NEED TO, DON'T NEED TO, NEEDN'T

Read the examples and decide what each of them means. Choose *a*, *b* or *c*.

You *have to* be physically fit.

(a)

You *don't have to* wear special clothing.

(b)

Each person *must* have a headlamp.

(a)

You *mustn't* go without an experienced cover.

(c)

You *need to* have safety equipment.

(a)

Experienced covers *don't need to* take a training course.

(b)

You *needn't* buy special clothing.

(b)

a. It is necessary.

b. It isn't necessary.

c. Don't do it!

Grammar Reference p. 87

5. SPEAKING

GAME

Work in groups of four. Look at the places below. One student chooses one of the places and the other three in the group have to find out which place it is by asking questions about what you *have to*, *don't have to*, *mustn't*, etc. do there. Use the ideas in the box.

train

plane

school

stadium

park

gallery

wear seat belt eat use mobile
buy tickets take pictures

Do you have to wear a seat belt there?

No, you don't.

Can you eat there?



3c Where to stay

1. VOCABULARY

ACCOMMODATION

Which of the words in the box relate to the different types of accommodation shown? There may be more than one answer.

high prices
room service
tent
air conditioning
shower
swimming pool
buffet
Wi-Fi connection
business centre
sleeping bag



B&B (bed and breakfast)



hotel



campsite



youth hostel

high prices: (B&B), hotel
tent: campsite
shower: B&B, hotel, campsite, youth hostel
swimming pool: hotel
Wi-Fi connection: B&B, hotel
sleeping bag: campsite
room service: hotel
air conditioning: B&B, hotel
buffet: B&B, hotel
business centre: hotel

2. GRAMMAR

INDIRECT QUESTIONS

Read the dialogues, notice the phrases in bold and answer the questions that follow.

DIRECT QUESTION

A: *Where's the library?*

B: *It's straight ahead, next to the post office.*

INDIRECT QUESTION

A: *Excuse me sir, could you tell me where the library is?*

B: *Sure. It's straight ahead, next to the post office.*

- Which of the two questions is more formal?
- What is the difference in word order in the two bold phrases?

Grammar Reference p. 87

3. INTONATION



A. Listen and repeat. What's the difference between *a* and *b*?

- What time is your flight? *falling intonation*
- Do you know what time your flight is? *rising intonation*

B. Listen and repeat. Is the intonation rising ↗ or falling ↘ ?

- Could you tell me where Nasir went? *rising intonation*
- Where did you get this tent? *falling intonation*
- Do you know why he is upset? *rising intonation*
- When are you visiting Munich? *falling intonation*
- How often do you go camping? *falling intonation*
- Can you tell us which hotels you've stayed at? *rising intonation*

4. PRACTICE

Read the direct questions and form indirect questions.

- What time does the gym open? → Excuse me, can you tell me what time the gym opens ?
- Where is the swimming pool? → Do you know where the swimming pool is ?
- Where did you stay? → Can you tell me where you stayed ?
- How much did you pay? → Could you tell me how much you paid ?
- When is Tom's graduation? → Do you know when Tom's graduation is ?



5. LISTENING



A. Discuss.

- Where do you usually stay when you go on holiday?
- Have you ever had to complain at a hotel? Why?
- What is the worst experience you've had at a hotel?

B. Listen to a conversation at a hotel between a man and the receptionist. What is the man complaining about?

The door to his room is stuck / doesn't open.

C. Listen again and write T for True or F for False.

1. The man sent an e-mail to the hotel from his room. **T**
2. The receptionist tried to ring the man but the phone didn't work. **F**
3. The man couldn't use the Internet in his room. **F**
4. The receptionist didn't understand the man's e-mail. **T**
5. The man wants to change to a different room. **F**
6. There aren't any other rooms available. **F**
7. The man can't talk to the receptionist because he has to go to a meeting. **T**

T**F****F****T****F****F****T**

6. SPEAKING

INFORMATION GAP ACTIVITY

Talk in pairs.


Student A go to page 80.

Student B go to page 82.

7. WRITING AN E-MAIL ASKING FOR INFORMATION



A. Below is an e-mail Peter has sent to his friend, Gavin. Gavin recently stayed at a campsite and was very pleased with it. Peter wants to go camping this summer and would like some information about it. What do you think Peter is going to ask about? Read and check your answers.



— □ ✕

Hi Gavin,

How are things? Listen, you stayed at a campsite last summer and you really liked it there, right? Well, I need some information. Could you tell me a bit more about it?

Firstly, can you hire tents there, or do I have to bring my own? Also, does it have showers and what are they like? Finally, could you tell me how much it costs? Do you pay daily or every week?

I'm planning to go next month, so please send me a reply with any information. Thanks a lot.

Bye for now,
Peter

B. Read again and answer the following questions.

1. How many questions does Peter ask about the campsite? *Peter asks four questions about the campsite.*
2. Which words does he use to list them? *Firstly, Also, Finally.*
3. What kind of questions has he used? *He has used both direct and indirect questions.*

C. Look at the ideas below. Tick the kind of information you would ask about if you wanted to know more about a hotel.

prices	parking
Wi-Fi connection	air conditioning
business centre	TV
gym	location
swimming pool	close to public transport
balcony	view

WRITING TASK

D. You are planning a trip to Paris. Your friend recently stayed at a hotel there and was very pleased with it. Write an e-mail to your friend asking for more information about the hotel. Choose three ideas from activity C. Your e-mail should be between 80-100 words.

TIP

When writing an e-mail asking for information:

- use set phrases to say why you are writing (e.g. I'm interested in... so..., I want some information about..., I'd like to know...).
- use words/phrases to list your questions (e.g. firstly, first of all, next, then, also, finally).
- don't use direct questions only. Use indirect questions, too (e.g. Can/Could you tell me...?, Do you know...?).
- end by saying thanks and mentioning that you'd like a reply as soon as possible.



3d Natural beauty



1. VOCABULARY

GEOGRAPHICAL FEATURES

Look at the pictures and the words. Which of these types of geographical features exist in or near the area where you live?



valley



volcano



cliff



waterfall



coast



jungle



mountain range

2. READING



A. Look at the pictures and the map on pages 48 and 49. What do you know or can you guess about Sichuan?

B. Read the text and tick the topics that are mentioned.

hotels	<input type="checkbox"/>	nature	<input checked="" type="checkbox"/>	museum	<input type="checkbox"/>	animals	<input checked="" type="checkbox"/>
food	<input checked="" type="checkbox"/>	history	<input type="checkbox"/>	places of interest	<input checked="" type="checkbox"/>		

Come to Sichuan!

With its beautiful scenery, friendly people and great food, Sichuan Province in China is the ideal holiday destination.

Sichuan is in Southwest China and it has many mountains, including the Himalayas to the west. The famous Yangtze River runs through China, from west to east, crossing Sichuan. The Yangtze isn't as long as the Amazon or the Nile, but it's the longest river in Asia.

There are lots of impressive sights in Sichuan. A very common form of Chinese art are the beautiful carved lion statues that visitors will see outside palaces and other important buildings.

Don't miss Mount Emei. Here you can visit sights or just take photos of the many waterfalls. For one of the most

beautiful sceneries in the country, visit Jiuzhaigou Valley. Jiuzhaigou Valley, in the north of Sichuan, is one of the most spectacular places in China with snow-covered mountains, colourful lakes and beautiful forests.

Chengdu is the capital of Sichuan and is the cultural and industrial centre of the region. Chengdu is also home to the Chengdu Giant Panda Research Base, one of the most important centres in the world for the protection of the Giant Panda. The Research Centre has developed into China Panda City with a museum and a zoo.

After all that sightseeing, you must definitely have something to eat. The Sichuanese cook with a lot of chilli peppers and garlic, and Sichuanese food is hotter and spicier than other types of Chinese cuisine, but it's delicious!





C. Read again and answer the questions.

1. What's the mountain range to the West of Sichuan called? The Himalayas.
2. Where can you see carved lions? Outside palaces and other important buildings.
3. Where can you see beautiful scenery and lakes? At Jiuzhaigou Valley.
4. What's the capital of this Province? It's Chengdu.
5. What do the Sichuanese use in their cooking? A lot of chilli peppers and garlic.

D. Look at the highlighted words in the text and choose the correct meaning a or b.

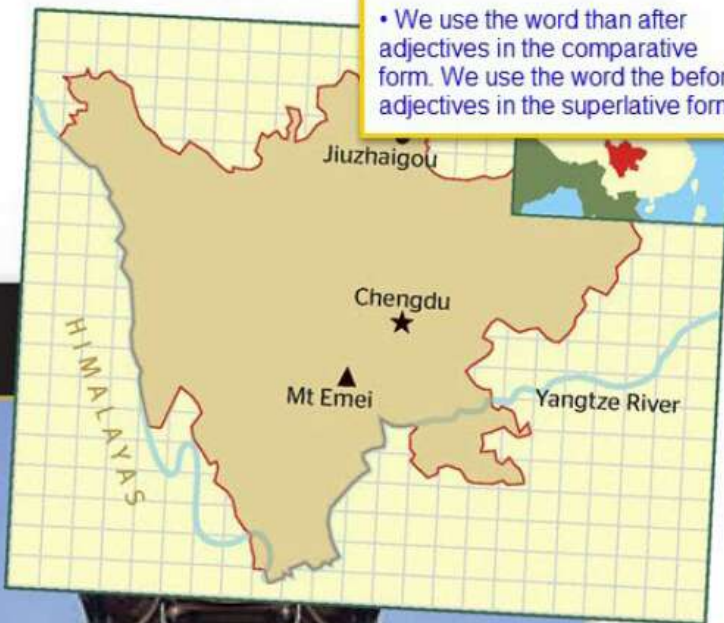
- | | |
|----------------------|------------------|
| 1. spectacular | 3. developed |
| <u>a.</u> impressive | <u>a.</u> grown |
| b. important | b. built |
| 2. region | 4. definitely |
| <u>a.</u> area | a. fortunately |
| b. mountain | <u>b.</u> surely |

• The first and the fourth sentence include adjectives in the comparative form while the second and the third sentence include adjectives in the superlative form.

E. Discuss.

- Would you like to visit Sichuan?
- Which places in Sichuan would you like to visit most? Why?

• We use the word **than** after adjectives in the comparative form. We use the word **the** before adjectives in the superlative form.



3. GRAMMAR

COMPARISONS

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

- Sichuanese food is **hotter than** other types of Chinese cuisine.
- The Yangtze is **the longest** river in Asia.
- For one of **the most beautiful** sceneries in the country, visit Jiuzhaigou Valley.
- The scenery is **more spectacular than anything I've seen so far.**

1. Which of the examples above include adjectives in the comparative form and which in the superlative form?
2. Which word do we usually use **after** adjectives in the comparative form and which **before** adjectives in the superlative form?

B. Read the example and decide what it means. Choose a, b or c.

The Yangtze isn't **as long as** the Amazon.

- a. The Yangtze is longer.
- b. The Amazon is longer.
- c. The two rivers are the same length.

Grammar Reference p. 87

4. PRACTICE

Complete the dialogue with the correct form of the adjectives in brackets. Add *the* where necessary.

- A: Let's have dinner at *La Playa* tonight.
 B: No way! That's one of (1) the worst (bad) restaurants in town. Dan was there last week and he says it's horrible!
 A: Well, it's (2) better (good) than the restaurant in our neighbourhood.
 B: Yeah, the food in *Sabroso* isn't as (3) tasty (tasty) as it used to be.
 A: *Sabroso* is also (4) more expensive (expensive) than *La Playa*.
 B: I know! Why don't we go to *La Scala* in the shopping centre? It's not as (5) quiet (quiet) as the other places, but the food is good.
 A: OK. It's also (6) the cheapest (cheap) restaurant in the shopping centre.

5. SPEAKING

Go to page 81.



3e Urban life



1. VOCABULARY

ADJECTIVES DESCRIBING PLACES

A. Read the sentences below and match the adjectives in bold with the definitions a-h.

1. The bus was **crowded** and I couldn't get on. ←
 2. When I get tired of life in the city, I go to the countryside. It's so **peaceful** there. ←
 3. You can find lots of books about **ancient** history in the library. ←
 4. I live in a **noisy** neighbourhood and can't sleep at night! ←
 5. Don't worry; the streets around here are **safe** for the children to play in. ←
 6. The town square is a **popular** meeting place for teenagers. ←
 7. We went on a tour around the town and saw many **historic** buildings. ←
 8. The town centre has a great variety of **cosy** cafés and restaurants. ←
- a. comfortable and warm
 - b. quiet and calm
 - c. full of people
 - d. making a lot of noise
 - e. liked by a large number of people
 - f. very old
 - g. important in history
 - h. not dangerous

B. Use some of the adjectives above to describe your city/town.

2. SPEAKING

Talk in pairs. The three people below have been offered jobs in the three cities presented. Read the information, discuss and decide which city is the most suitable for each person. Give reasons for your choices.

When talking to another person, listen carefully to him/her and respond to what he/she is saying (e.g. *I agree, I don't know about that.*)

TIP



Karim Salman, 23

Likes: art, eating out, travelling
Dislikes: shopping, nature



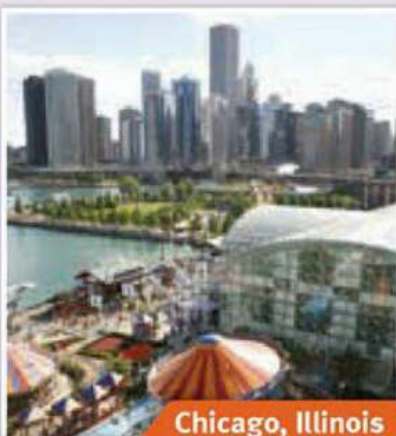
Ryan Abernson, 34

Likes: sports, reading, shopping
Dislikes: art



Harry Perl, 41

Likes: museums, nature, swimming
Dislikes: going out



Chicago, Illinois

- beautiful parks and beaches
- lots of sports facilities
- museums



New York City, New York

- museums and galleries
- world famous shops
- huge variety of restaurants



Minneapolis, Minnesota

- lakes and parks with sports activities
- large shopping centre

*I think the most suitable city for Karim is ... because ...
I disagree. I think the ideal city for him is ... because ...*

3. LISTENING



A. Discuss.

- What are the advantages and disadvantages of living in a city?

B. Listen to Bob talking to a friend about his new life.

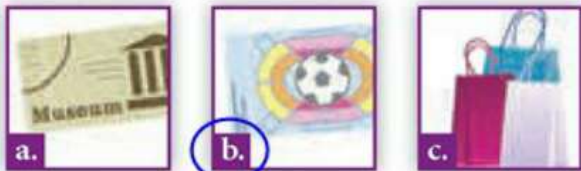
What is his opinion about life in the city? Bob likes living in the city.

C. Listen again and choose the correct picture a, b or c.

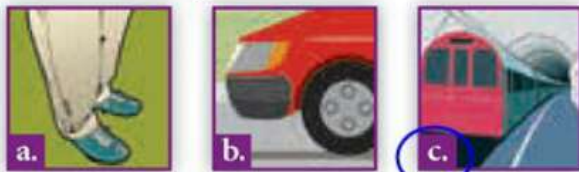
1. Where does Bob live?



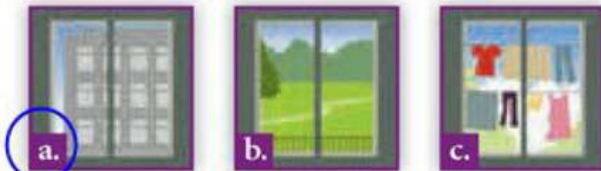
2. Where does Bob go every weekend?



3. How does Bob get to work?



4. What can Bob see out of his window?



Before you listen, read the rubric carefully and look at the pictures, maps, etc. This will give you an idea of what to listen for.

TIP

4. WRITING A DESCRIPTION OF A PLACE



A. Discuss.

- What is the most interesting place you've ever visited?
- Why did you like it?

Yanbu

Yanbu, on Saudi Arabia's western coast, is one of the most relaxing cities I have ever visited. Yanbu is made up of three villages, Al-Balad, Al-Nakheel and Yanbu Al-Sina'iya, which are all very close to each other.

Yanbu is one of the oldest cities of the Kingdom and has many interesting places to see. If you walk along some of the narrow streets of the old part of the city, you will see a museum and numerous impressive buildings, some of which are extremely old and offer a fascinating look into the history of Yanbu. This area used to be the home of Lawrence of Arabia.

There is also a variety of options for recreation. Yanbu's beautiful beaches and opportunities for water sports, such as scuba diving or snorkelling on Barracuda Beach and Coral Gardens attract many tourists every year. There are also many places to shop and restaurants where you can try Saudi cuisine.

Yanbu is a very beautiful city and I had a fantastic time there. It was an unforgettable experience and I hope to visit this wonderful city again.



B. Read the text and choose a, b or c.

The text is:

- a. part of a story that happened in Yanbu.
- b. a description of Yanbu.
- c. an advertisement about a holiday in Yanbu.

C. Read again and answer the following questions.

1. In which paragraph (1-4) does the writer:

- describe what tourists can do there? b
- say how he/she feels about the place? b
- describe some places in the city? c
- give general information about the place? a

2. Which adjectives does the writer use to make the description more lively?

WRITING TASK

D. Write a description of a place you've visited. Your description should be between 100-120 words.

Go to the Workbook, p. 42.

TIP

When writing a description of a place:

- before you start, write down some ideas.
- develop your ideas and write about the most important or interesting features of the place.
- divide your text into paragraphs as shown above.
- use a variety of adjectives to make your description lively.



3 Round-up

VOCABULARY

A. Choose a, b or c.

- I need a(n) _____ to reach that shelf.
a. helmet **b. ladder** c. equipment
- There were only fifty _____ on the plane.
a. destinations b. passports **c. passengers**
- A: Where's Kim?
B: She's _____ dinner.
a. preparing b. discovering c. expecting
- You should go to the south _____ of France. There are lots of beautiful towns by the sea.
a. valley **b. coast** c. cliff
- Abdulaziz lives in a _____ area. It's nice and quiet.
a. crowded b. comfortable **c. peaceful**
- We had a(n) _____ time in New York last winter.
a. cosy **b. unforgettable** c. suitable
- You can _____ a car and explore the island. It's beautiful.
a. hire b. include c. attract
- Excuse me, sir. You're not _____ to use your mobile in here.
a. necessary b. possible **c. allowed**

B. Match.

- | | | |
|-------------|---|---------------|
| 1. public | → | a. card |
| 2. room | → | b. attendant |
| 3. boarding | → | c. service |
| 4. youth | → | d. connection |
| 5. Wi-Fi | → | e. transport |
| 6. flight | → | f. range |
| 7. mountain | → | g. hostel |

GRAMMAR

C. Circle the correct words.

- Andy** Hey, Oliver (1) **could** / may you drive me to the airport tomorrow evening?
- Oliver** At what time?
- Andy** Well, my departure time is 10:00, so I (2) **need** / must to be there at around 8:00.
- Oliver** OK, then. I'm working till 7:00 and then I just (3) **could** / **have to** get my car from the garage. So I (4) **can** / may come by your house at 7:30.
- Andy** That sounds fine. But you (5) **don't have to** / **mustn't** be late. I don't want to miss my flight.
- Oliver** You (6) **needn't** / **don't need** worry.
- Andy** Thanks. Oh, one more thing... (7) **May** / **Must** I borrow your camera?
- Oliver** Yes, of course.

D. Complete with the correct form of the adjectives in brackets.

- This is the **darkest** (dark) cave I've ever been in.
- Mrs Nuha's class is **noisier** (noisy) than Mrs Afaf's.
- The black armchair is not as **comfortable** (comfortable) as the brown one.
- Ben bought the **most impressive** (impressive) painting in the gallery.
- My hand luggage was as **heavy** (heavy) as my suitcase so I had to check it in.
- Sunday is the **worst** (bad) day of the week for me.
- The food was **spicier** (spicy) than we expected and we had trouble eating it.

E. Read the direct questions and form indirect questions.

- Who is that man?
Do you know **who that man is** ?
- What does this word mean?
Excuse me, can you tell me **what this word means** ?
- Where's the bathroom?
Can **you tell me where the bathroom is** ?
- When did Mr Carter leave the building?
Do you **know when Mr Carter left the building** ?
- How much do these boots cost?
Could **you tell me how much these boots cost** ?

COMMUNICATION

F. Complete the dialogue with the phrases a-e.

- I have to be in Coleridge as soon as possible.
- It's about as quick as the underground.
- Could you tell me where the nearest underground station is?
- Could you help me?
- You don't have to take the underground.

- Mr Green** Excuse me. (1) **d** _____
- Stan** Sure. Do you want me to carry one of your bags?
- Mr Green** No, I'm fine. (2) **c** _____
- Stan** There is no underground today.
- Mr Green** Oh, dear.
- Stan** Where do you want to go?
- Mr Green** (3) **a** _____
- Stan** Don't worry. (4) **e** _____ You can take the number 45 bus.
- Mr Green** How long does it take?
- Stan** (5) **b** _____ There's a bus stop over there.
- Mr Green** Thank you.
- Stan** No problem.



LISTENING



Listen and choose *a*, *b* or *c*.

- What must the passengers on flight T315 do?
 - They must go to gate 4.
 - They must wait at gate 16.
 - They must board the plane from gate 16.
- What did Dan think about the B&B?
 - It was as good as a hotel.
 - It was more expensive than a hotel.
 - It was worse than a hotel.
- Where are the people staying?
 - at a house in the mountains
 - at a campsite
 - at a hotel by the beach

SPEAKING

Talk in pairs. Imagine that you and your partner are going on a camping trip. Look at the pictures and discuss which five objects you would take with you and why. Use the phrases in the box.

It would be a good idea to ...
 I think it would be better to ...
 We should(n't) take ... because ...
 I think we need ... because ...
 ... is/are useful/necessary.



SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- > make requests and ask for permission
- > express ability
- > express obligation, lack of obligation and prohibition
- > ask for information using indirect questions
- > make comparisons
- > use language related to travelling by plane
- > discuss different types of holiday and holiday destinations
- > describe places and write a description of a place



4a Is it worth buying?



1. LISTENING & READING



A. Discuss.

- What do you think of modern art?

B. Listen to the dialogue. Why are the two men at an art gallery?

Lee So, which one do you want to buy?
 Jack It's that one over there.
 Lee It's huge. Where are you going to put it?
 Jack In my living room, right next to the window.
 Lee Does it fit?
 Jack Just about. It's a powerful image, don't you think?
 Lee You're crazy. And why did you bring me here?
 I don't know anything about art.
 Jack Well, I was getting to that.
 Lee By the way, how much is it?
 Jack £7500.
 Lee Are you serious? Can you afford it?
 Jack Not exactly. I'm a bit short. That's why I was thinking...
 Lee Here we go.
 Jack Will you lend me some money? Not all of it, just half, maybe.
 Lee I can't believe this.
 Jack Please. I'll pay you back at the end of next month.

Lee I don't know. What is it supposed to be, anyway?
 Jack It's called *December*.
 Lee It looks like a big egg to me. What a waste of money!
 Jack It's worth buying, trust me.
 Lee Go on then, I'll help you out.
 Jack Fantastic!
 Lee How are you going to get it home?
 Jack As soon as the exhibition is over, they'll deliver it to me.
 Lee And pay more money I expect. Forget it. I'll help you carry it home.
 Jack What?
 Lee I'm only kidding!

اقرأ المُحادثة وجد العبارات التي تُثبت ما يلي.

C. Read the dialogue and find statements that prove the following.

1. Lee thinks the painting is too big for Jack's house.
2. Jack asked Lee to come to the gallery.
3. Lee is not an art expert.
4. Lee thinks the painting is too expensive.
5. Jack doesn't need to borrow the whole amount.
6. Jack is very fond of the painting.
7. Jack doesn't have to carry the painting home.



2. VOCABULARY

WORDS EASILY CONFUSED

Circle the correct words.

- Todd is usually **broke** / **short** by the end of the month.
- I can't buy a new mobile because I'm a bit **broke** / **short** of cash at the moment.
- Could you **lend** / **borrow** me €50 for tonight?
- Can I **lend** / **borrow** your car to go to work?
- A: That's €5.49 altogether.
B: I only have a 100-euro **note** / **coin**. Is that OK?
A: Do you have 50 cents?
B: Let me see. I have some **notes** / **coins** in my pocket. Yes, here you are.
A: Thanks. Here's your change.
- That was a lovely meal. Let's ask for the **bill** / **receipt**.
- Here are your new shoes. Your **bill** / **receipt** is in the bag.
- I want to buy a new car, but I can't **afford** / **save** it.
- Adam is **affording** / **saving** up for a new laptop.

3. GRAMMAR

FUTURE *will*

Read the examples and match them with their uses. Which verb form is used after *will*?

- Will you *lend* me some money?
- I'll *pay* you back at the end of next month.
- Go on then, I'll *help* you out.

- a. on-the-spot decision **3**
b. promise **2**
c. request **1**

NOTE

Use the **Future *going to*** and the **Present Progressive** for future plans and arrangements.
I'm going to put the painting over the sofa.
Hasan is coming with us to the art exhibition tomorrow.

TIME CLAUSES

Read the example and complete the rule.

As soon as the exhibition is over, they'll deliver it to me.

Time Clause (referring to the future)	Main Clause
when, after, before, until, as soon as	+ <u>Present</u> Simple Future <i>will</i>

Grammar Reference p. 88

4. PRACTICE

Complete with the Present Simple or the Future *will* of the words in brackets.

- A: Ken, will you give (you / give) me the newspaper, please?
B: Sorry, but I'm reading it.
A: I 'll give (give) it back immediately, I promise. I just want to see the weather forecast for tomorrow.
B: No, you 'll get (get) it as soon as I finish (finish).
A: Forget it. I 'll check (check) it on the Internet.
B: Good idea.
- A: Where are you going?
B: To the shopping centre.
A: Will you do (you / do) me a favour before you leave (leave)?
B: I don't know, what is it?
A: I need to take these boxes upstairs.
B: I don't have enough time. I 'll help (help) you when I get (get) back, OK?

5. SPEAKING

Talk in pairs.

Student A: Imagine that you are looking for items to decorate your house. You have only SAR70 to spend. Discuss with Student B and choose three items from below. If you need more money, ask Student B to lend you some.

Student B: Student A is looking for items to decorate his/her house. Discuss and help him/her choose three items from below.



digital photo frame
SAR70



painting SAR42



poster SAR37



lamp
SAR35



bookends SAR20



vase SAR30

*What do you think of this painting?
It's not bad, but can you afford it?*

4b Only time will tell

1. READING



The most suitable introduction is **b** because it prepares the reader for what they are about to read, that is some correct and some rather incorrect predictions about the future.

A. Discuss.

- What do you know about the following?

the Wright brothers

IBM

rockets

TV

B. Read the texts quickly and choose the most suitable introduction, a, b or c.

- It is very difficult to make correct predictions about the future, but four famous people have tried. So, let's see what the future holds.
- With the world changing so quickly, it is very difficult to make correct predictions about the future. Some people get it right, others get it wrong. Some people, however, are a long way off. Here are a few examples.
- Nowadays, we fly planes, use computers and relax in front of the TV. We don't think it's something special. But how about in the past? What was life like then?

'Man will not fly for 50 years.'

Wilbur Wright, to his brother Orville (1901)

In 1901, the Wright brothers tried out their flying machine for the first time but were very **disappointed** when they didn't **succeed**. However, two years later, in 1903, they took to the skies and entered the history books. And only 18 years after Wilbur made his prediction, Captain John Alcock and Lieutenant Arthur Whitten Brown made the first non-stop transatlantic flight from Newfoundland, Canada to Ireland.



'I think there's a world market for about five computers.'

Thomas J. Watson, chairman of the board of IBM (1943)

This prediction seems **ridiculous** today, but it was true for ten years after Watson said it. Even so, today there are about 2 billion computers in use in the world, and experts **predict** that this number will continue to grow.



'Television won't **last** because people will soon get tired of staring at a plywood box every night.'

Darryl Zanuck (1946)

Zanuck definitely got it wrong about television. The total number of TV sets in the world is over 1.5 billion. In the USA, where the TV plays a **major** role in everyday life, there are over 2000 TV channels and on average, a TV set is on for 6 hours and 47 minutes every day.



'A rocket will never be able to leave the Earth's atmosphere.'

New York Times (1936)

At the time, it was hard to imagine that sending a rocket into space would be possible. However, some years later, the first unmanned rocket left the Earth's atmosphere. Not only that, but in the next years it was possible to send humans to space. Most people know Yuri Gagarin, the first human in outer space (1961) and Neil Armstrong, the first man on the moon (1969).



C. Read again and write T for True or F for False.

1. The Wright brothers flew a plane for the first time in 1901. **F**
2. The first non-stop transatlantic flight was in 1918. **F**
3. In 1950, the world market didn't have a need for computers. **T**
4. Zanuck predicted that people wouldn't like watching TV. **T**
5. In the USA, people have their TV sets on for about 7 hours a day. **T**
6. Yuri Gagarin was on the first rocket ever to leave the Earth's atmosphere. **F**

D. Look at the highlighted words in the text and match them with the meanings a-f.

- | | | |
|-----------------|----------|---|
| 1. disappointed | e | a. very large or important |
| 2. succeed | b | b. not fail |
| 3. ridiculous | f | c. continue to exist |
| 4. predict | d | d. say that something will happen in the future |
| 5. last | c | e. unhappy because something didn't happen |
| 6. major | a | f. very silly |

2. VOCABULARY

EXPRESSIONS WITH *make*

Complete the sentences with the correct form of the expressions in the box.

make mistakes	make money
make a decision	make predictions
make plans	make a phone call
make sure	

1. Ed never knows what he wants. He just can't make a decision about anything.
2. I've already made plans for the weekend. I'm going to visit my parents in Bath.
3. I need to make a phone call to Sami before we leave.
4. Make sure you close the window before you leave the office.
5. It's not easy to make predictions about the weather.
6. Robert makes mistakes when he speaks Italian.
7. Harry thinks he can make money without working.

3. GRAMMAR

will FOR PREDICTIONS

Read the examples. What do the phrases in bold express? They express prediction.

- Man **will not fly** for 50 years.
- Television **won't last** because people will soon get tired of it.

will have to, will be able to

Read the examples below. Which of the verbs in bold means *must* and which means *will manage to*?

- Trevor finished this assignment so he **will be able to** go out tonight.
- George gave me some money, but I **will have to** pay him back by Monday.

will be able to = will manage to
will have to = must

Grammar Reference p. 88

4. PRACTICE

Complete the dialogues with *will, won't, will have to, will be able to* or *won't be able to*.

1.

A: Oh no! The lift isn't working! We won't be able to use it.

B: Then we will have to take the stairs.

A: With all these heavy bags? I won't be able to do it.

B: Yes, you will. I live on the second floor.

A: All right then.

2.

A: What do you think about flying cars?

B: Well, there won't be any in our lifetime, that's for sure.

A: Why not?

B: I don't think scientists will be able to create them soon. Anyway, they will be too dangerous.

A: You think so?

B: Yeah, people will drive them, and there will be accidents all the time.

A: Maybe, you're right.

5. SPEAKING

Talk in pairs. Make predictions about the future.

Talk about:

- your area/ neighbourhood
- technology
- transport
- your own future (family, job, etc.)

I think there won't be any parks in my neighbourhood in the future.

4c A quick note

• **St:** Street, **asap:** as soon as possible, **Rd:** Road, **PTO:** Please Turn Over or Parent-Teacher Organisation, **min.:** minute, **hr:** hour, **No.:** Number, **tel.:** telephone, **e.g.:** exempli gratia (= for example), **Dr:** Doctor or Drive, **kg:** kilogram, **Mon:** Monday, **Sept:** September

1. VOCABULARY

Look at the abbreviations below and answer the questions.

- What do you think they stand for?
- Where would you see them?
- Why do we use them?

St asap

tel. e.g. Dr kg Mon Sept

• We can see abbreviations almost everywhere, but they are mainly used in notes, messages and signs.

• We use them when we want to express what needs to be said in a clear and short way, without any unnecessary words.

2. GRAMMAR

ADJECTIVES - ADVERBS

Read the examples below and complete the rules with the words in bold.

- This is an **easy** exercise. I can do it **easily**.
- Jack is a **bad** person. He treats people **badly**.

_____ and _____ are adjectives and define nouns.

_____ and _____ are adverbs and describe how something happens.

Irregular Adverbs	
Adjectives	Adverbs
good	well
fast	fast
late	late
early	early

TOO, ENOUGH

A. Read the dialogue below and complete the rules.

A: Oh, no! We're **too late**. We've missed the bus.

B: Don't worry. I have **enough money** for a taxi.

A: No, it's OK. We can take the underground to the city centre. We'll get there **early enough** to watch the graduation ceremony.

Use:

- **too** + adjective or adverb
- adjective or adverb + **enough**
- **enough** + noun

B. Read the dialogue again and answer the questions. Choose **a** or **b**.

- What does **too late** mean?
 - on time
 - not on time
- What does **enough money** mean?
 - they can afford it
 - they can't afford it
- What does **early enough** mean?
 - they won't be late
 - they'll be late

Grammar Reference p. 88

3. PRACTICE

A. Circle the correct words.

1. A: Your brother paints **beautiful** beautifully.

B: Yes, he's very **good** well.

A: Do you paint **good** / **well** too?

B: No, I don't.

2. A: John drives very **bad** / **badly**.

B: I know. He's **dangerous** / dangerously.

A: And you know, he passed his driving test **easy** / **easily**.

B: You're joking!

B. Look, read and say what the problem is, using **too** or **enough** and the words in brackets.



1. I can't buy it.
(expensive) (cheap)
It's **too expensive**.
It isn't cheap enough.



2. This hat doesn't fit her.
(big) (small)
It's **too big**.
It isn't small enough.

4. INTONATION



A. Listen and repeat. Which words are stressed?

This coffee isn't sweet enough.

That light is too bright.

B. Read and underline the main stress in the sentences. Then listen and check your answers.

- Ted isn't old enough to drive.
- There aren't enough books for everyone.
- We're too tired to go out.
- I'm not tall enough for the basketball team.
- This food is too salty.



5. LISTENING



A. Discuss.

- Look at the three texts below. What are they?

B. Listen to three short phone calls and complete the missing information.



Before you listen, try to predict what kind of information is missing. Make sure that your answers make sense.

TIP

6. WRITING

NOTES / MESSAGES



A. Discuss.

- Do you often leave notes to your family and friends? What are they usually about?

B. Read through the texts below and answer the questions.

1. Where would you find the notes?
2. What would you actually say if you were speaking to the person?
3. How is the SMS message different from the notes?

1. On the printer at an office, on the fridge, in a shop window / on the door of a shop, on an office desk, outside a lift

2. You would use full sentences. (*There's something wrong with the printer. Please, don't put too much paper in it. / I have gone to Bob's. There's not enough food for tonight. Please, order some Chinese. I'll be back at about 11pm. / I'll be back in 5 minutes. / Mr Baker rang 5 times. He wants to cancel the meeting because he can't make it today. Can we make it on Wednesday instead? / The lift is out of order. Please, use the stairs. / I'm running late. I'm stuck at the post office. Please wait for me.*)

3. The SMS message contains a lot of abbreviations.

C. Read the sentences and write T for True or F for False.

1. In notes/messages, we only give the important information. **T**
2. In notes/messages, we always write full sentences. **F**
3. In notes/messages, we can use abbreviations. **T**
4. In notes/messages, we don't always use articles and prepositions. **T**
5. In SMS messages, we greet and sign off by writing names. **F**

WRITING TASK

D. Read the situations below and write a note and an SMS message.

- You want some things from the supermarket, but you can't go. Write a note asking your friend to go, telling him/her what you need. Tell him/her why you can't go and what time you'll be back.
- A cousin has invited you to his/her house for dinner. Write an SMS message to thank him/her and say that you will be a bit late. Give an excuse.

TIP

When writing a note:

- greet and sign off when appropriate.
- keep the text short and give only the important information.
- remember that you don't have to write full sentences (e.g. you don't have to use articles, prepositions, pronouns, certain verbs like *be*, *have*, etc.).
- you can use abbreviations.

When writing an SMS message:

- you don't need to write a greeting or to sign off.
- you can use abbreviations and SMS language.

See page 79 for a list of abbreviations and SMS dictionary

4d What an idea!

1. READING



A. Discuss.

- Which of the items on the right do you use?
- How often do you use them?
- Could you live without them?



B. Look at the pictures below. What do you think these gadgets do? Read and check your answers.

a



USB desk vac

A great place where you can use this USB Hoover is in your office. It's perfect for those who hate dirty desks. This handy gadget plugs into the USB port of your computer and cleans up dust and crumbs in seconds. So keep your desk clean and your boss happy.

Buy the USB desk vac today!

£13

b



Radio trainers

Listen to the news or a live football match while you are on the run! Now you can travel in style with these new radio trainers. They come with wireless headphones and they have a battery life of six hours. Your friends will be amazed! They are the trainers everyone will want to have.

Buy now and get moving!

£149.99

c



Car Coffee Maker

These days our cars are like mobile homes. They have radios, hands-free phones, TVs and even game consoles. So, why not install a coffee maker, too? Just imagine, you're late for work and you don't have time to make a cup of coffee. The new Car Coffee Maker is the answer to your problem. It's perfect for drivers who love luxury. Just press a button and drive while the machine makes your coffee.

Arrive at work ready for action!

£80

d



Solar Jacket

Order today!

The days of dead batteries are over. Everyone who owns a mobile phone will find this clever gadget very useful. The jacket has panels which use the sun to create energy. So, you can charge your mobile phone and anything else that has a battery. It's very useful, helps you become environmentally friendly and looks great!

£60



C. Read the texts again and the statements 1-5. Which gadget do they refer to? Write a, b, c or d.

1. This gadget works on batteries. b
2. You need a computer to use this gadget. a
3. This gadget is a good time-saver. c
4. This gadget is good for the environment. d
5. You can use this gadget at work. a

D. Look at the words below from the texts. What do you think they mean?

USB = a device used for storing computer information
wireless = without wires
headphones = a device with a part to cover each ear through which you can listen to the radio without other people hearing
coffee maker = an electrical appliance used for making coffee
hands-free = a piece of equipment, especially a telephone, that you can use without holding it in your hand
game console = a surface on which you find the controls for a game

E. Discuss.

- Which of the gadgets on page 62 would you like to have? Why?
- Which do you consider a waste of money? Why?

2. VOCABULARY

COLLOCATIONS

Match the verbs with the nouns.

1. charge d
 2. download e
 3. install a
 4. enter c
 5. turn on / shut down f
 6. press b
- a. the software / an antivirus program
 - b. the on/off button / ENTER
 - c. a username / a password
 - d. a battery / a mobile / a digital camera
 - e. information from the Net
 - f. a computer / a laptop

3. GRAMMAR

RELATIVE PRONOUNS (who, which, that) AND ADVERBS (where)

A. Read the examples below. What do the words in bold refer to?

*It's perfect for drivers **who / that** love luxury.*

*The jacket has panels **which / that** use the sun to create energy.*

*They are the trainers (**which / that**) everyone will want to have.*

*A great place **where** you can use this USB Hoover is in your office.*

B. Read the examples again and complete the rules.

Use:

- who and that for people.
- which and that for things, animals and ideas.
- where for places.

NOTE

We can omit **who, which** and **that** when they refer to the object of the verb.

Grammar Reference p. 88

4. PRACTICE

Complete the dialogues with **who, which, that** or **where**. If they can be omitted, put them in brackets.

1.

A: Is that the laptop (1) which / that you bought last week?

B: Yeah.

A: It's nice. Where did you get it from?

B: From the shop (2) where you used to work. In fact, the man (3) who / that sold it to me knew you.

A: Did he? What was his name?

B: Alan Taylor.

A: Oh, he was one of the people (4) who / that I hung out with while I was there.

2.

A: Dan, can I borrow your green shirt?

B: Which one?

A: The one (5) which / that you were wearing yesterday.

B: Go on then. Are you going out?

A: Yeah, I'm meeting Ben. You know, the boy (6) who / that is in my computer class.

B: Where are you going?

A: To Ricky's.

B: Where?

A: You know, the café (7) which / that is in the park. It's the place (8) where his brother works.

B: Have fun!

5. SPEAKING

GAME

Go to page 81.



1. The writer of the second paragraph has a positive opinion about computers. He lists some of the positive aspects of using a computer.
2. First paragraph: First of all, What is more, Lastly
Second paragraph: To begin with, Also, In addition
3. First paragraph: Personally, I believe Second paragraph: In my opinion

4. WRITING A PARAGRAPH EXPRESSING AN OPINION

A. Discuss.

- How important are computers in your life?

B. Read the texts below and answer the questions.

1. In which text does the writer have a positive opinion about computers? How can you tell?
2. Which words/phrases do the writers use to list their points? Underline them.
3. Which phrases do the writers use to state their final opinion?

» YOUR VIEWS

CAN WE DO WITHOUT COMPUTERS?.....

JACK MORRIS, LONDON

It is true that computers are very popular nowadays, but they can do more harm than good. First of all, they are harmful to our health. Using a computer for too many hours can damage your eyes and cause backaches. What is more, children, teenagers and even adults can easily become addicted to computers and spend hours in front of the screen instead of socialising with other people. Lastly, computers that have an Internet connection are useful, but they are not safe. They can get viruses which can destroy all the programs and delete information. Personally, I believe that computers are not as important or useful as many people think and we can definitely do without them.

COM 14

STAN WHITE, BATH

Computers help people in more than one way and are becoming more and more popular with people of all ages. To begin with, computers are very useful as they help us organise our work and, as a result, we work faster. Also, we can store important information or photos on the computer and with one click open the file we need. In addition, people who have an Internet connection can download a great amount of information, as well as keep in touch with family and friends. In my opinion, computers are an important part of our lives and we cannot live without them.

COM 15

C. Complete the text with the correct words.

In my (1) opinion, the TV is a very important invention. (2) First of all, it's a popular form of entertainment for many people. In (3) addition, there are lots of programmes, like documentaries that inform you about the world. You can (4) also watch the news. (5) Finally / Fastly, it is a very cheap form of entertainment.

WRITING TASK

- D. Imagine that your school magazine has asked you to write your opinion about mobile phones. Write a paragraph using the ideas in the speaking activity. Your paragraph should be between 80-100 words. **Go to the Workbook, p. 54.**

TIP

When writing a paragraph expressing your opinion:

- ▶ use linking words to list points: *firstly, first of all, to begin with, secondly, also, in addition, what is more, finally, lastly.*
- ▶ use phrases like: *In my opinion..., Personally I believe...*
- ▶ give reasons to support your opinion, by using clear examples.

4 Round-up



GRAMMAR

VOCABULARY

A. Circle the correct words.

- Ronan lent / borrowed me €100 last month and I still haven't given it back.
- When I got to the supermarket, I realised I only had a few cash / coins on me.
- He looks ridiculous / annoying in that outfit.
- This gadget doesn't work. I think the batteries / headphones are dead.
- I'm getting really tired about / of being alone.
- This little gadget is very handy / harmful. You should buy one.
- This invention / prediction is going to change the world as we know it.
- Oh no! I think I've entered / deleted an important file. I can't find it anywhere.
- My brother spends all his free time playing computer games. He's addicted / installed to them!

B. Complete the sentences with the correct form of *make* or *do*.

- I think you've made a spelling mistake.
- In 1996, Greg opened his own shop, but he didn't make much money, so he closed it down.
- Can eating these leaves do you any harm?
- Have you made any plans for the weekend?
- Where's your phone? I need to make a phone call.
- Drinking soft drinks all day won't do you any good, you know.
- My TV broke down, but I think I can do without it for a while.
- Who usually makes the decisions in this company?
- Please, make sure that you get a receipt from that shop.

C. Choose *a*, *b* or *c*.

- As soon as I get home, I _____ you.
a. call b. am calling c. will call
- I'm sorry, but you _____ go outside to use your mobile phone.
a. won't have to b. will have to c. will be able to
- I'll fix the washing machine before I _____.
a. will be able to leave b. will leave c. leave
- I _____ you back. I promise.
a. will pay b. will have to pay c. pay
- You _____ use the printer today. It's out of order.
a. won't be able to b. won't have to c. will be able to
- _____ shut down the computers? I'm running late.
a. Will you have to b. Do you c. Will you
- OK, OK, I _____ you the money.
a. will have to lend b. will lend c. lend

D. Complete with *too* or *enough* and the words in brackets.

- I won't buy the coffee maker. It's too expensive (expensive) and I don't have enough money (money) with me.
- Jake is too tired (tired) to go out tonight.
- We can't go to the shopping centre on foot. It isn't close enough (close).
- Of course I won't lend Sam my car! He isn't careful enough (careful)!
- I don't like this painting. It's too colourful (colourful).

E. Complete the sentences with *who*, *which*, *that* or *where*. If they can be omitted, put them in brackets.

- Is this the digital photo frame which/that you bought from the Internet?
- Wensley's is a café where lots of university students socialise.
- Is this the Hoover which / that doesn't work?
- That's the waiter who / that gave me the wrong change.
- There are two lifts in this building which / that are out of order.
- My cousin is a person who / that gets disappointed very easily.
- Old Trafford is the stadium where Manchester United play.
- Do you remember the man who / that we met on the bus? He's a successful businessman.



COMMUNICATION

F. Choose *a* or *b*.

1. A: Are you sure about this?

B: _____ I know what I'm doing.

- a. Go on then. **b.** Trust me.

2. A: I lent my car to Dave last week.

B: _____ He's a terrible driver.

- a. Here we go! **b.** You're crazy!

3. A: Dan spent €400 on a new coat, and it's horrible!

B: _____

- a.** What a waste of money! b. That's not enough money!

4. A: Did you really win the competition?

B: _____

- a.** I was just kidding. b. I was getting to that.

SPEAKING

Talk in pairs. The pictures below show how some things will change in the future. Discuss the positive and negative aspects of each change. Use the prompts given.

Video phone watch



- see others while talk
- Internet
- watch TV
- small screen
- can't use with friends

Flying car



- no traffic
- speed
- dangerous
- need special licence

Cooking machine



- no cooking needed
- tasty food
- clean kitchen
- difficult to clean
- not learn to cook

LISTENING



A. Listen to two friends at a department store and match the presents with the people. There are two extra presents that you do not need to use.

Paul **d** Stephen **c** Gary **e**



B. Listen again and write T for True or F for False.

1. Paul likes to show people photographs from his holidays. **T**
2. The two boys don't like the presents Stephen buys them. **F**
3. The boys think a big TV set is a good present for Stephen. **F**
4. The vase is not very expensive. **F**
5. Gary bought a new laptop recently. **T**
6. The gadgets are on the first floor of the department store. **T**

SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- > make promises, on-the-spot decisions, requests and predictions
- > use the Future *will* and the Future *going to*
- > express my opinion
- > write notes and messages
- > use abbreviations
- > use *too* and *enough*
- > define people, places, things
- > describe gadgets and talk about their positive and negative aspects
- > use words related to money

A. Discuss.

- Do you think it's important to protect the environment?
- What do you do to protect the environment?

B. Why do you think people install gardens on their roofs?

Read and find out.

Because they are good for the environment and for the house.

GREEN ROOFS

The hanging gardens of Babylon were one of the seven wonders of the ancient world. It's unknown what they looked like, but they were probably some kind of rooftop gardens. In the modern world, green roofs are environmentally friendly and are becoming very popular in cities. So, it seems people of the ancient world were eco-friendly, too.

A green roof works well in all seasons. In summer, it keeps the temperature low in the house and in winter, it keeps the heat inside and warms up the house. Also, green roofs absorb rain very well and help prevent flooding. A green roof can also make a roof much nicer to look at. There are two types of green roofs, intensive and extensive:

Intensive roofs

These are like normal gardens, but on your roof. You can have flowers, bushes or even trees. However, they need at least 30cm of soil and aren't suitable for most buildings. They need big buildings with strong roofs that can take the weight of all the soil and plants. They aren't easy to look after, but they can be very attractive.

Extensive roofs

These roof gardens have grass and don't need much soil. You can install them on any roof and there's a great variety of grasses that you can use. Plants that you find on cliffs survive very well, too. Extensive roofs are more common than intensive roofs and they're easier to look after.

Green roofs can be expensive, but they are worth it. Just think of the many advantages for your home and for the environment, especially in major cities. Imagine looking out from one of the modern wonders of the world, the Empire State Building, and seeing a sea of green rooftops. That's what cities should be like.

C. Read again and answer the questions.

1. According to the text, why were people of the ancient world eco-friendly? *Because the hanging gardens of Babylon were probably rooftop gardens.*
2. Why is a house with a green roof useful in winter? *Because it keeps the heat inside.*
3. On what kind of green roof can you have trees? *On intensive roofs.*
4. What kind of buildings can have intensive roofs?
5. Where can you install an extensive roof? *On any roof.*
6. What are the best kind of plants for extensive roofs? *Plants that you find on cliffs.*

POEM

"Modern life"

Go to page 78

Big buildings with strong roofs (that can take the weight of all the soil and plants.)