State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK 11

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UNIT 1

Learning styles

1 Discuss these questions in pairs or small groups.

1 Which of these ways of studying do you prefer?

- making your own written notes
- watching a video recording
- reading textbooks
- discussing subjects with other students
- listening to the teacher
- practising by yourself

2 Do the other members of the group have similar preferences?

2 Read the text below. Then complete the tasks on page 5.

Most experts agree that there are three basic learning styles, as shown here

VISUAL **AURAL** **PHYSICAL**

social *solitary*

Visual learners prefer learning by seeing, either through reading or with pictures and other images. Aural learners learn best by hearing words or music, while physical learners tend to use their bodies and sense of touch ('learning by doing'). No matter which of the three basic groups you are in, you may work best either on your own or with others, but obviously it's impossible to be both a social and a solitary learner.

In reality, though, a person's own learning style is neither simple nor fixed. Each of us has a mixture of learning styles. Many people find that they have one style that suits them best, while others use different styles according to what they are studying. Also, you can make efforts to improve your learning in styles that you are less good at.



1 What is most helpful for aural learners?

A pictures **B** written texts **C** music and sounds

2 What is most helpful for visual learners?

A loud reading **B** charts **C** lecture

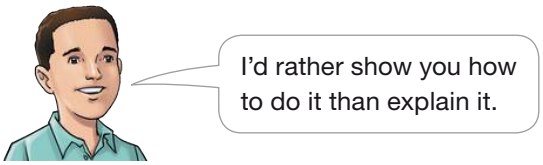
3 Complete these sentences with words and phrases from the text.

1 Learners may be either social or _____, but not both.

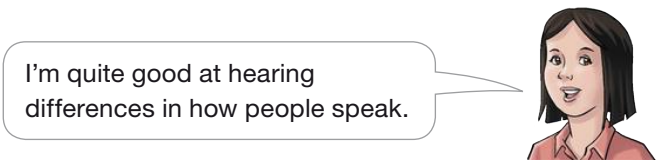
2 Physical learners _____ to learn by doing something practical.

3 Some people vary their ways of studying _____ _____ the subject they are learning.

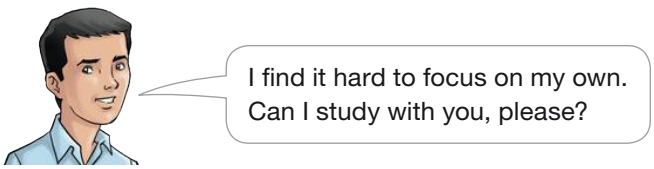
4 Which learning styles are most suitable for these students?



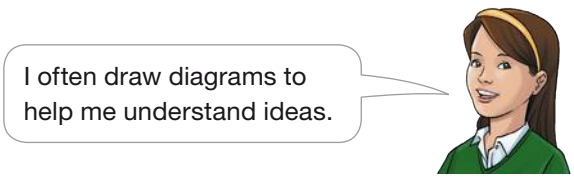
1 Learning style: _____



2 Learning style: _____



3 Learning style: _____



4 Learning style: _____

3 Discuss this question in pairs or small groups.

Think about the ways you prefer to learn. What kind of learner do you think you are?

1 Read the text below. Then complete the tasks.

Tips for smarter learning

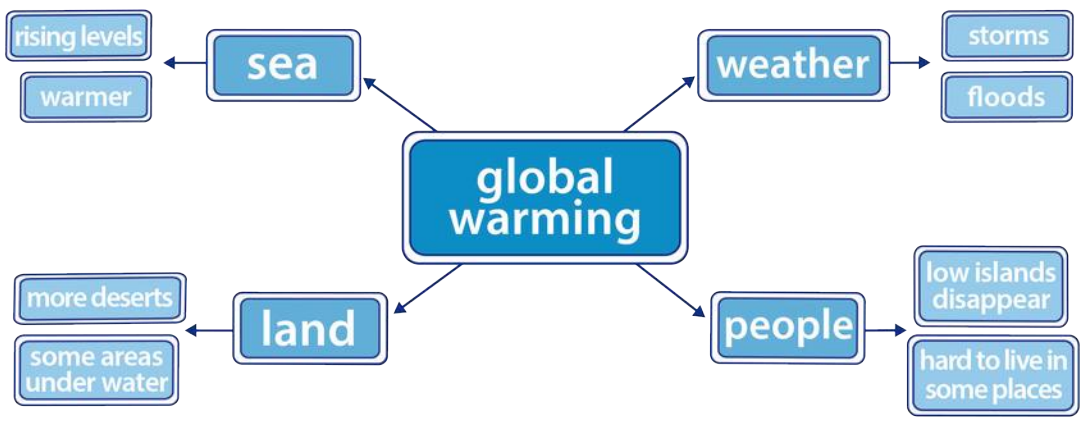
Traditionally, schools tend to use particular teaching methods (either visual or aural, using books, CDs and written tests). Pupils who learn well with these styles are often seen as 'clever', while those who use different styles may find themselves in lower classes, labelled as 'slow learners'. In reality, they may be neither slow nor especially clever, but if they are treated differently, they may begin to believe the label that others put on them.

But it doesn't have to be that way. Becoming more aware of your personal learning style can help you to take control of your learning by using techniques that work well for you. For example, here are some tips on how to adapt your study to your learning style:

Visual learners

- Turn your notes into pictures, charts or diagrams.
- Don't have things around you that might distract your attention.
- Look at general ideas first before focusing on details.
- Use mind-maps, spidergrams, etc instead of written notes.

Mind-map



Aural learners

- Record lectures or lessons to listen to later.
- Discuss ideas with other students.
- Read textbooks aloud (when you're alone!).
- Listen to quiet music while studying.

Physical learners

- Take frequent breaks when studying alone.
- Learn new material while doing something active (e.g. exercise).
- Work while standing up.
- Take subjects that include practical activities and fieldwork.

1 Here are some more pieces of advice. Which types of learner are they for?

1 Do something with your hands while studying. _____

2 Use coloured pens to highlight important ideas. _____

3 Repeat material aloud in your own words. _____

4 Use flash cards when studying vocabulary. _____



2 Replace the underlined words in these sentences with words from the text. (The sentences are in the same order as the words in the text.)

1 There are several different <u>ways</u> of solving this problem. _____

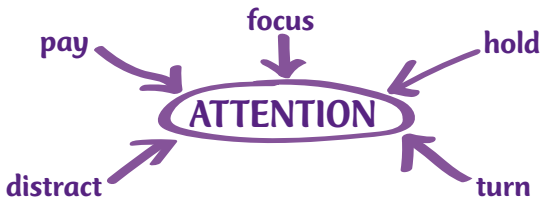
2 If you are <u>called</u> a clever child, people expect you to do well. _____

3 She asked me for some <u>pieces of advice</u> about the best way to solve the problem. _____

4 Teachers sometimes <u>change</u> material to suit the needs of their students. _____

5 Shall we look at the general idea first and leave the <u>small points</u> till later? _____

3 Look at the different words that can go before the word *attention* and use them to complete the sentences below.



1 Now that we've discussed the present situation, can we _____ our attention to the future?

2 This is very important, so please _____ attention.

3 I prefer studying in silence so that there's nothing to _____ my attention.

4 The story was a bit boring and it didn't _____ my attention.

5 Some parts of the text are underlined to _____ the reader's attention on them.

2 Look at the diagram below. Then complete the sentences.

There are many ways to learn something, but how much of what you learn stays in your mind? In other words, how much do you retain? The chart below shows how much information is retained, on average, for different learning methods.



1 People remember most about a subject when they _____.

2 We only retain a tenth of what we _____.

3 _____ with fellow students is a good way to remember them.

4 _____ seems to be the worst way to learn something.

3 Discuss these questions in pairs or small groups.

1 Is there anything in the diagram that surprises you? What?

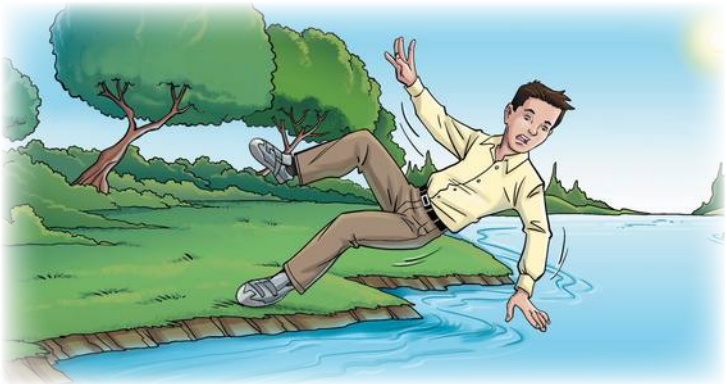
2 Does your experience of learning and remembering things support what the diagram suggests?

1 Look at the pictures. Then answer the questions below.

1 Which picture shows a literal meaning (the phrase *fall into* means exactly what it says)? _____

2 Which one shows a non-literal meaning (the phrase *fall into* has a different meaning from normal)? _____

A



I fell into the river

B



2 Match each phrase in the box with two of the definitions below.

come into	break into	go in	turn into	take in

1 change direction and enter *(literal)*
change something into a different form *(non-literal)* _____

2 enter a building by force *(literal)*
interrupt *(non-literal)* _____

3 enter (a room) *(literal)*
receive when someone dies *(non-literal)* _____

4 give someone a place to live *(literal)*
hear and understand *(non-literal)* _____

5 enter *(literal)*
enter the brain *(non-literal)* _____

3 Look at these pairs of sentences and decide which meaning is literal and which is non-literal. Write L (literal) or NL (non-literal) beside each sentence.

1 **a** I <u>turned into</u> a side street. _____
b <u>Turning</u> written notes <u>into</u> diagrams helps some learners. _____

2 **a** Just knock on the door and <u>go in</u>. _____
b When I just read written notes, the information won't <u>go in</u>. _____

3 **a** He <u>broke into</u> the conversation to offer a suggestion. _____
b Thieves sometimes <u>break into</u> houses. _____

4 **a** While my parents were away, my grandparents <u>took</u> me <u>in</u>. _____
b I wasn't listening properly so I didn't <u>take in</u> what she said. _____

5 **a** My father was quite rich and I <u>came into</u> a lot of money when he died. _____
b He <u>came into</u> my office and sat down facing me. _____

4 Look at the examples. Use fixed expressions with *make* or *do* to complete the sentences.

Examples

*You can **make efforts** to improve your learning.*

*It doesn't matter if you **make a mistake**. Just **do your best**.*

Expressions with make and do

make	an effort a mistake friends a decision a profit (money) a change	do	someone a favour your duty (physical) exercise the housework

1 The company needs to sell more products to _____ and compete in the market.

2 He joined the army because he wanted to _____ his _____ to the country.

3 It's been hot for so long that this cooler weather will _____ a nice _____.

4 If you want to be healthy you need to _____ more _____.

5 We've discussed this for long enough. Now we need to _____.

6 It's not fair that I have to _____ while my brother watches TV.

7 He's quite shy and finds it difficult to _____.

8 I needed help so I asked him to _____ me _____.

1 Look at the examples. Then match the beginning of each grammar rule with its ending.

Examples

It is impossible to be a social learner and a solitary learner at the same time.
➡ *It's impossible to be **both** a social learner **and** a solitary learner.*

You may work best on your own. Or you may work best with others.
➡ *You may work best **either** on your own **or** with others.*

Individual learning styles are not simple. Also, they are not fixed.
➡ *Individual learning styles are **neither** simple **nor** fixed.*

The word or phrase that follows *both* / *either* / *neither* must be similar to the word or phrase that follows *and* / *or* / *nor* (noun phrase, adverb phrase, infinitive verb form, etc.).

Complete the grammar rules

1	We use *both* … *and* to talk about …	a	two possible ideas or choices.
2	We use *either* … *or* to talk about …	b	two negative or impossible ideas or choices.
3	We use *neither* … *nor* to talk about …	c	two true facts or ideas.

2 Fill the gaps in these sentences with *both … and, either … or* or *neither … nor*.

1 In this country, 16-year-olds can _____ stay at school _____ leave and get a job.

2 The plan has _____ advantages _____ disadvantages.

3 _____ you support me _____ you're against me. There's no middle way.

4 I _____ agree _____ disagree with what she says. I don't know enough about the subject.

5 _____ A _____ C is correct, so the right answer is B.

6 Labelling a student as 'a slow learner' is _____ unhelpful _____ unfair.

3 Rewrite the sentences as one sentence, using *both … and, either … or* or *neither … nor*.

1 You need to focus on the general idea. You need to focus on details too. (both … and)

_____

2 We can stop and have a break. Or we can keep working. (either … or)

_____

3 This way of learning is useful. It's also fun. (both … and)

_____

4 His suggestion wasn't helpful. Also, it wasn't practical. (neither … nor)

_____

5 Students don't like the new system. Their parents agree with them. (neither … nor)

_____

6 All learners belong to one of two groups. Some are solitary, others are social. (either … or)

_____

4 Write full sentences using *either … or, both … and* or *neither … nor*.

1 **Telephone number and email address required.**

We need _____

2 **Choose payment method: by cheque or by card.**

You can pay _____

3 **Driver and passengers escape accident without injury**

_____ were injured in the accident.

4 **New law 'necessary and fair', says Minister**

The Minister thinks the _____

5 **Phone / email for more information.**

To get more information _____

Spelling reminder

sit – sitting, begin – beginning, prefer – preferred

inhabit – inhabited

label – labelling/labelled, travel – travelling/travelled/traveller

1 Look at the advert. Then answer the questions.

Looking for a national or international qualification?

Want to find a better job or improve your chances of promotion?
Or just interested in learning a new skill?
Whatever your reasons, there's a distance learning course with International Education College for you.

- **Study from home.**
- **Learn at your own speed.**
- **Get support on demand from highly qualified tutors.**
- **Easy-payment fee plans available.**
- **Wide range of courses to meet all needs.**

Just fill in our online enquiry form and let us show you what we can offer.



1 What do you think *distance learning* is?
2 What are its advantages? What do you think its disadvantages are?

2 Look at the online enquiry form at the bottom of this page. Then match the words and phrases with their meanings.

WORDS FROM THE TEXT		MEANINGS
1 Occupation		a degree or other certificate
2 Higher Education		b job
3 Qualification		c you must fill in this part
4 required field		d college or university study

3 Listen to a man talking. Fill in his details on the form below.

Name* Ziyad Abu Dayeh

Age

Occupation*

Higher Education Qualification

Main reason for doing the course*

Area(s) of interest*

Preferred hours (delete as appropriate) FULL TIME / PART TIME

Postal address* 88 Lawson Road
West Farnley
Sussex BN6 7FY
UK

Email* zadayeh22@quickmail.com

Phone (home/work): 01342 873263

(mobile): 07983 445769

* = *required field*

4 **Think about what subject or skill you might like to study on a distance learning course. Then fill in the form below for yourself.**

Name*

Age

Occupation*

Higher Education Qualification

Main reason for doing the course*

Area(s) of interest*

Preferred hours (delete as appropriate) FULL TIME / PART TIME

Postal address*

Email*

Phone (home/work):

(mobile):

* = required field

1 **Look at the example from the text in Period 2. Then answer the question below.**

In reality, they may be neither slow nor especially clever.

What does the phrase *in reality* mean in this sentence?

A The sentence before was correct but the following idea is more realistic.
B The idea in the sentence before is wrong. The following is correct.

Check your answer by reading the whole first paragraph of the text in Period 2.

2 Look at the underlined examples of other *in* + noun phrases. Match them with their meanings from the box.

as an answer especially overall really, actually I think
expressing the idea differently summarising the point

1 He wrote a letter <u>in response</u> to the advert. _____
2 <u>In general</u>, students respond well to this teaching method. _____
3 <u>In my opinion</u>, this is the wrong way to solve the problem. _____
4 It is interesting, well-written and clever: <u>in short</u>, a great book. _____
5 I don't think that idea is very practical. <u>In other words</u>, I don't think it will work. _____
6 People think he's unfriendly but <u>in fact</u> he's just shy. _____
7 I like reading all kinds of books but <u>in particular</u> short stories. _____

3 Circle the correct options to complete the letter.

Dear Sir/Madam,

I am writing (1) (in particular / in response) to your article about learning styles. It was an interesting article and, (2) (in general / in my opinion), I agreed with what the writer said. There were, however, one or two points that didn't seem quite right, (3) (in particular / in fact) the suggestion that schools use certain teaching methods because they don't understand the needs of their students. (4) (In short / In fact), most teachers know their students very well. Others may disagree, but (5) (in my opinion / in other words) the problem comes from the national tests students have to do, or from those who choose what should be in these tests. (6) (In other words / In general), we need to look at decisions made at a higher level than teachers and schools. (7) (In response / In short), I believe governments are responsible.

Yours

In this Unit you have learnt about:
- different ways of learning
- literal and non-literal uses of phrasal verbs with *in* or *into*
- fixed expressions with *make* and *do*
- how to use *both … and*, *either … or* and *neither … nor*
- linking phrases with *in*
- filling in enquiry forms

UNIT 2

Education for success

1 Look at the pictures. Then discuss the questions below in pairs or small groups.



1 What are the students doing in the pictures?
2 What impression do you get from the pictures?
3 How are the pictures similar or different from your own classrooms?
4 The pictures show classrooms in two of the most successful countries in the world (educationally and economically). Which countries do you think they might be?

2 Read the article about the two countries' education systems. Then complete the task at the top of page 15.

Two success stories (and what we can learn from them)

Education Ministers who are hoping to improve their school systems often look at Finland and Taiwan. The first is a small country in northern Europe with a cold climate and a language hardly anyone else speaks; the second is a very small island that until fairly recently had high levels of poverty and population. Yet today both of these countries come out at or near the top in international surveys of economic success. Year after year, they also score highly in educational results. Can this be an accident, or is there a connection?

Finnish Education Minister Tuula Haatainen certainly believes there is. 'In Finland, we believe we have to invest in education,' she says. One reason she offers for Finland's success is that students don't begin 'real' school until they are 7, and all students between 7 and 16 get the same education. 'We don't divide at an early stage between students who do well and those that don't manage so well,' she explains. 'Studies show that it is dangerous to divide too early into different educational paths.'

Like Finland, Taiwan has nine years of compulsory education, after which (in both countries), students choose either an academic or vocational path. Very few choose to leave school in either country. One important difference, however, is in national tests, which are very important in Taiwan but much less so in Finland.

Can other countries learn from the Finnish and Taiwanese experience? There are surely some lessons that can be learnt as long as we remember that just applying one country's system to another isn't a simple solution to all problems.

Decide whether these statements are TRUE or FALSE. If there is not enough information to decide, choose DOESN'T SAY.

1 The writer suggests that the economic success of Finland and Taiwan is rather surprising.
TRUE FALSE DOESN'T SAY

2 The writer believes there is a connection between education and economic success.
TRUE FALSE DOESN'T SAY

3 Tuula Haatainen thinks clever students should have special lessons.
TRUE FALSE DOESN'T SAY

4 The education systems in Finland and Taiwan have more differences than similarities.
TRUE FALSE DOESN'T SAY

5 The writer says that other countries should copy the education systems of Finland and Taiwan.
TRUE FALSE DOESN'T SAY

3 Match the highlighted words and phrases in the text with their meanings below.

1 something that joins two things together _____

2 studies _____

3 spend money with the hope of future benefits _____

4 ways of organising something _____

5 an answer _____

6 making something fit a different situation _____

7 put in different groups _____

4 Match these names for different stages of education systems with their meanings.

EDUCATION STAGES		MEANINGS
1 Pre-school/nursery/kindergarten		*a* the first stage of education (e.g. from age 5 to age 11)
2 Primary education		*b* children/young people have to attend school by law
3 Secondary education		*c* the next stage of education (e.g. from age 12 to age 18)
4 Further/Higher education		*d* learning before 'real school' begins
5 Compulsory education		*e* going to college or university

5 Use words from the first column in Activity 4 to complete the text.

In my country, children usually go to _____ when they're 4 or 5. They then start their _____ education at 6. Both this and _____ are _____ for everyone. Most, but not all, students then move on to some kind of _____ or _____ education.

1 Read Text A and Text B fairly quickly and look at their layout. Then answer the questions.

1	Which text is an online book review?	A	B
2	Which text is a newspaper report?	A	B
3	Which text includes a quotation from a politician?	A	B
4	Which text mentions a future danger?	A	B
5	Which text questions a common belief?	A	B

TEXT A

THE DAILY NEWS Wednesday 27 Feb 20...



The Secretary of State for Commerce and Industry stressed the importance of education for economic growth in a speech yesterday. 'Improving our education system will give us a generation of citizens who are better qualified to face the challenges of the technological age, as well as competition from low-wage economies in other countries in Asia and Africa,' he explained. 'It increases what people can earn, lifts people out of poverty and encourages opportunity.'

He also suggested that the economic health of the country will suffer in future unless more attention is paid to investing in schools and universities. 'We could easily fall behind,' he said. 'I hope it won't happen. But unless we invest more, it might.'

TEXT B

Is Education Important? The Facts about Education and Economic Growth



by Andrea Wells

Average customer review 4.5 out of 5 stars (4 reviews)

❤ ❤ ❤ ❤ ❤ Essential reading! by Peter Garton

'Education leads to economic growth' is a belief that senior people in education repeat endlessly, and you might expect Prof. Wells, as a senior academic herself, to join in. Instead, as the title suggests, her book asks some brave questions and arrives at answers that others in the 'education industry' might prefer not to hear. This is not an academic book. It's essential reading for anyone interested in education (and I hope that means all of us).

Certainly there is plenty of evidence that economic success and education go together: most poor people (and nations) tend to be poorly educated, and most poorly educated people (and nations) tend to be poor. But this doesn't mean that one causes the other. This is false logic, and is one of several assumptions that Prof. Wells questions.

To be fair, she is obviously not against education in general. Her main conclusion is that getting more and more students onto university courses (any course, at any university) produces not growth but unemployed graduates. She argues that we should move money away from universities and put it into early-years education instead, to make sure children all know the basic skills needed for life.

SHARE THIS! READ MORE REVIEWS

2 Find words in the texts that mean the same as the following. (The words are in the same order as in the texts.)

Text A

1 emphasised _____

2 to accept and manage _____

3 problems _____

4 money earned from working _____

5 makes people want to do something _____

Text B

6 information that proves something is true _____

7 ideas that many people believe without checking _____

8 idea that you arrive at after looking at the facts _____

3 Use the words you found in Activity 2 to complete the sentences below.

1 I know there are difficulties but we can't avoid them. We have to _____ them.

2 I can't buy this jacket until I get my _____ at the end of the month.

3 A good teacher _____ students to express their ideas.

4 It's not enough just to give your opinion. You need _____ to support it.

5 This is an important point. That's why the lecturer _____ it.

6 Without knowing the facts, we can only make _____.

7 After a long discussion, we finally reached a _____.

8 It's quite a difficult job but I enjoy the _____ it presents.

4 In pairs, read one of the texts on page 16 more carefully. Then explain to your partner the answers to these questions.

TEXT A

According to the Secretary of State, what economic problems does the country have?
What does he say are the three ways in which education helps a country's economy?

TEXT B

Why might Andrea Wells's opinion surprise some readers?
What example does the writer give of false logic?

5 Choose the best answer to the following questions. Circle A, B or C.

1 In Text A, what is the Secretary of State's view of his country's future?
   - **A** He believes that more money will be invested in education.
   - **B** He thinks the country's economy will probably improve.
   - **C** He is afraid of economic competition from other countries.

2 In Text B, what does Andrea Wells believe should receive more government investment?
   - **A** Higher education
   - **B** Pre-school and primary education
   - **C** Employment opportunities

1 Look at the examples. Then complete the grammar rules.

Examples

*Education Ministers are hoping **to improve** their school systems …*

*I hope it **won't happen**.*

*Let's hope he **gets** the grades he needs.*

*I wish our school **had** better equipment.*

*The headteacher wishes the school **could buy** more computers.*

*I wish I **wasn't/weren't** so bad at maths.*





Complete the grammar rules

1 We use *hope* + the _____ form of the verb to talk about aims or ambitions.

2 We use *hope* + subject + _____ to say what we want to happen (or not happen) in the future.

3 The verb after *hope* can be in a future form (*will, won't, going to)* or the _____ tense.

4 We use *wish* + the _____ tense to say what we want to change about a present situation.

5 The past form of *can* is _____.

6 After *wish*, the verb *to be* can be either *was* or _____.

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

1 I hope I _____ good marks in the test tomorrow. (get)

2 She wishes she _____ so much homework to do. (not/have)

3 We don't invest enough in primary education. I hope we _____ more in future. (spend)

4 After leaving university, I hope _____ a teacher. (become)

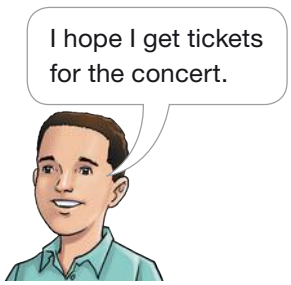
5 I don't know what he's saying. I wish I _____ understand French. (can)

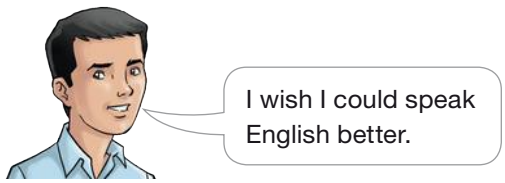
6 Most parents of young children hope they _____ well at school. (do)

3 Discuss these questions in pairs or small groups.

1 What are your aims or ambitions in the near and longer-term future? (Use *hope* + infinitive.)
2 What are your personal hopes for the future? (Use *hope* + *will* or *hope* + present tense.)
3 What would you like to change about your present situation?
(Use *wish* + past tense. Remember that *could* is the past form of *can*).







4 Look at the examples. Then complete the table.

Examples

__Pre-school__ education is free in Finland.

When he finished his university degree, he did a __postgraduate__ course.

Her __ex-employer__ recommended her for the new job.

PREFIX	MEANING
pre	
	used to be
	after

5 Use words from the box to complete the sentences.

prepaid post-war ex-teacher ex-soldiers prearranged postscript

1 Life in the country was difficult in the _____ period.

2 After leaving school I kept in touch with my _____.

3 He didn't need to pay for the hotel room because it was _____ by his company.

4 If you have signed a letter but then remember something you didn't include, you can add a _____ (PS).

5 We met at a _____ time and place.

6 _____ sometimes find it difficult to manage in civilian life.

1 Look at the examples. Then complete the grammar rules.

Examples

Some lessons can be learnt __as long as__ we remember that there isn't a simple solution to all problems.

University courses are available for most students __provided (that)__ they get the right exam results.

School is compulsory __unless__ parents get permission to teach their child at home.

__As long as / provided__ you read the instructions, it's easy to complete the form.

Complete the grammar rules

1 _____, _____ and _____ are all conjunctions: they join two sentences into one longer sentence.

2 _____ and _____ have similar meanings (*but only if …*).

3 _____ means *if … not*.

4 In one of the conjunctions, we can leave out the word _____.

5 When the part of the sentence with the conjunction comes first, the two parts are separated with a _____.

2 Complete these sentences by adding *as long as*, *provided (that)* or *unless.*

1 _____ we are careful, there should be no danger.

2 They won't be able to reply _____ you tell them your contact details.

3 _____ he works harder, he won't succeed.

4 The company's future looks good _____ we continue investing.

5 _____ you do your best, no-one will criticise you for failing.

3 Match the beginnings of the sentences with their endings.

1	Provided everyone agrees,	*a*	unless I call you before then.
2	She doesn't mind what colour it is	*b*	provided you call when you arrive.
3	Meet me outside the cinema at 7.30	*c*	as long as it isn't grey.
4	You can go where you like	*d*	he'll definitely be in the team.
5	Everything will be fine in the end	*e*	I'm happy to follow your plan.
6	Unless he gets an injury,	*f*	as long as you don't give up.

4 Rewrite the sentences using the words in brackets.

1 You can borrow the book but you have to promise to return it next week. (as long as)

_____

2 He has a good future, but not if he fails his exams. (unless)

_____

3 The college will offer me a place on one condition: I have to pass the interview. (provided that)

_____

4 Pre-school classes are free for all children who are old enough. (as long as)

_____

5 If we don't invest in education, we'll never solve our economic problems. (unless)

_____

5 Complete the sentences with your own ideas and opinions. Then, in pairs, tell each other your answers.

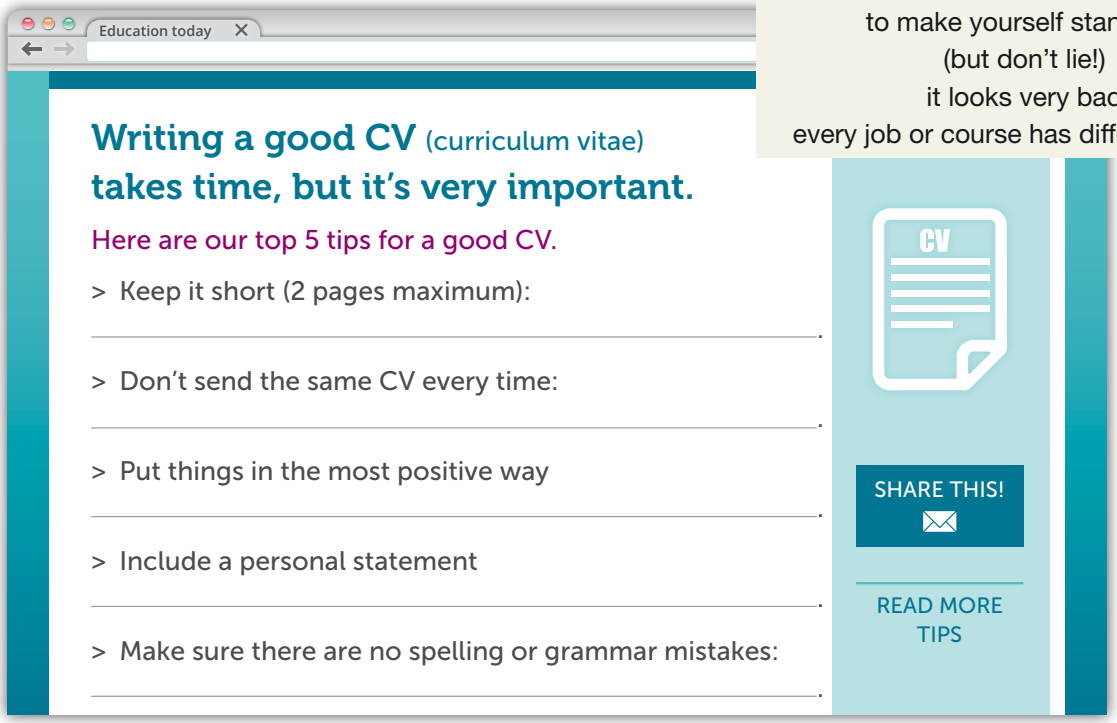
1 I intend to study _____ unless _____.

2 I hope to work as _____ that _____.

3 I'd like to learn how to _____ as long as _____.

1 **Read the advice from a website about writing CVs. Decide how each tip continues by choosing from the box.**

they don't want your life story
to make yourself stand out
(but don't lie!)
it looks very bad
every job or course has different needs



2 **Listen to someone giving advice to a friend. Complete the notes using the details in the box.**

Work experience
Personal statement
two referees
qualifications
Basic information
personal qualities
contact details
Education

Part 1
(1) _____ *(e.g. name, date of birth)*
(2) _____

Part 2
(3) _____ *(sometimes appears at the end)*

Part 3
(4) _____ *and* (5) _____ *(in reverse order). Only secondary education needed. N.B. no more than 2 pages for whole CV*

Part 4
(6) _____, *including part-time jobs . NB leave no gaps*

Part 5
Other skills (show your (7) _____, *e.g. leadership, teamwork)*

Part 6
Contact details of (8) _____

1 Circle the correct time words to complete the text.

Ahmad Fakhouri has loved reading (**since** / **while**) he was a child. In 1993 he started secondary school at al Hashimi School in Jordan. (**During** / **While**) he was there, his interest in literature grew. He also found he was good at learning languages. He got good marks in his school-leaving exams, especially in Arabic, English and Literature. (**After** / **Since**) leaving school, he decided to study abroad. He applied to study Literature and Translation at University College, London and was accepted.

(**When** / **Before**) starting the course, he worked as an assistant in a bookshop in Amman to earn the money to help pay for the course. (**While** / **During**) his time in London, he also started writing short stories and translating English poetry into Arabic. He completed his first degree, a BA in Comparative Literature, in 2004, and (**then** / **following**) did a one-year Master's degree in modern Arabic poetry at Bristol University.

He returned to Jordan in 2005 and worked as tutor for the UNRWA, teaching English to Palestinian refugees. Two years (**after** / **later**), he finally had the chance to return to Palestine. He (**currently** / **then**) works as a consultant at the Ministry of Culture in Palestine.

2 Now use the information from Activity 1 to complete Ahmad Fakhouri's CV.

Name:	Ahmad Fakhouri
Date and place of birth:	11/06/1977, Amman, Jordan
Address:	Al Ersal Street PO Box 1966 / Ramallah / Palestine
Telephone:	2984860
Email:	fakhouri.a@gmail.com

Education

Employment

Other Skills and Qualifications

Remember to write this in reverse order

Remember to write this in reverse order

3 Now write your own CV, using Ahmad Fakhouri's as a model. If necessary, invent some information.

Name:
Date and place of birth:
Address:
Telephone:
Email:

Personal statement

Education

Employment

Other Skills and Qualifications

Write something about what you are interested in and what you hope to do in future

Remember to write this in reverse order

In this Unit you have learnt about:

- school systems in different countries
- reading texts for general impression ('gist-reading')
- different ways of expressing conditions (*as long as*, *provided that*, *unless*)
- different ways of expressing hopes and wishes
- words with prefixes (*ex-*, *pre-* and *post-*)
- writing CVs

UNIT 3

Take care!

1 Read Text A and Text B quickly to find the answers to these questions.

1	Which text is from a price comparison website?	A	B
2	Which text gives advice for different situations?	A	B
3	Which text has information for employees?	A	B
4	Which text offers a way to avoid worrying about what might happen?	A	B

TEXT A



Accident prevention in the Home

Your home is the place where accidents are most likely to happen.
Being aware of the dangers helps you prevent them from happening.

Fire safety

Fires may start suddenly and spread quickly. Here are a few tips to prevent them from starting.

Don't place portable heaters and candles near furniture or curtains.
Don't dry clothes near a fire or cooker.
Keep matches and lighters out of reach of children.
Fit smoke alarms on each floor.

(a) _____



Cooking

The kitchen is where some of the most serious home accidents happen.

Sharpen knives regularly. Blunt knives are more dangerous.

(b) _____



If there are young children around, take extra care with hot water and hot drinks.

(c) _____

When cooking on the oven top, keep handles of pans turned inward.

DIY* and garden safety

One of the biggest causes of DIY accidents is being too ambitious.

Don't do a job yourself unless you know what you're doing, especially gas and electrical work. Ask a professional.
Never use a tool that has an electrical fault.
Pre-planning is important. You're more likely to have an accident if you are unprepared or in a hurry.

(d) _____

(e) _____

Keep all products in their original containers.

* **DIY** (Do It Yourself) = doing jobs yourself instead of paying a professional to do them

2 Here are five pieces of advice. Read Text A in more detail and put each one into the correct section of Text A, (a) to (e).

Keep tools, paint and chemicals out of reach of children.
Never leave a pan unwatched when deep fat frying.
Plan your escape route so that you can get out quickly if necessary.
Unplug electrical tools before cleaning or working on them.
Make sure electric things like kettles and food mixers don't get wet.

TEXT B

Insurance made clear



Contents insurance is for accidental damage to things in your home like TVs and computers. If you add up the cost of repairing or replacing all the technology we have nowadays, you may be surprised. Taking out an insurance policy can be quite cheap and will give you peace of mind. You can usually add items that you often take out of the house, like mobile phones, cameras and watches.



Personal accident insurance provides you with a tax-free monthly income if you are unable to work due to accidental injury, usually for up to a year. This type of policy is a good choice if you are worried that you wouldn't be able to manage if you lost your regular income because of injury.

Choosing the right insurance policy can take time but if you don't want to waste money, it's important to compare what's on offer. We make the process as easy as possible by listing the best policies from leading insurance companies on one site.

3 Read Text A and Text B (pages 24–25) more carefully. Then complete the tasks below.

1 Find opposites of these words in the texts. (The words are in the same order as in the texts.)

1. fixed (Text A) _____
2. sharp (Text A) _____
3. outward (Text A) _____
4. limited (in what you try to do) (Text A) _____
5. someone doing something that isn't their job (Text A) _____
6. outgoings / spending (Text B) _____

2 Use the opposite words you have found to complete the sentences below.

1. He took an extra part-time job to increase his _____.
2. I stood at the front door, facing _____, so I couldn't see who was behind me.
3. He believes he can succeed in anything he tries. He's very _____.
4. She bought a _____ CD player so that she could listen to music while travelling.
5. These scissors are _____. They won't cut anything.
6. I'm not sure why it's not working. You'd better ask a _____.

3 Answer the questions.

1. How can people stop accidents from happening?
2. Why are fires especially dangerous?
3. Why is preparation important when doing jobs in the house?
4. What could happen if you don't keep products in their original containers?
5. Why is it a good idea to insure computers, etc against accidental damage?

1 Look at the pictures. Then discuss the questions below.

1 Where are the people and what are they doing?
2 What do the pictures tell us about safety?








2 Read the text about safety regulations. Then complete the tasks below and on page 27.

Safety first?

1 In 19th-century Europe, life was full of danger for both agricultural workers and those who worked in the industrial factories with new machinery. Gradually, under pressure from workers' organisations, governments began to pass laws to improve conditions, and employers now have to take responsibility for the safety of their employees.

2 In poorer countries, though, safety regulations are weak and the dangers remain. There is a feeling, usually unspoken, among governments and employers in these countries that safety in the workplace is a luxury that they can't afford, and that safety regulations make businesses less competitive and brings less money.

3 Meanwhile, in richer countries, health and safety regulations have been extended into other areas of life, like transport, schools, hospitals and other public services. In most countries, for example, it is against the law to drive a car without wearing a seat belt. When this law was first suggested, some people believed it should be a matter of personal choice, but it is now accepted that wearing seat belts has saved many lives.

4 Over the last 20 years or so, there has been a gradual change in attitude, partly because of regular stories in the popular press about schoolchildren not being allowed to go on school trips or play traditional games in the playground. Some of these stories were not actually true, but still the feeling has grown that government regulation has gone too far, taking away people's responsibility for their own safety. This may be one reason why there are still only two countries in the world where all cyclists, by law, have to wear helmets. In other countries, governments don't want to restrict people's personal freedom.

1 Find words and phrases in the text that have these meanings.

1 make new laws (paragraph 1) _____
2 accept that you should do something (paragraph 1) _____
3 rules and laws (paragraph 2) _____
4 something that is nice but not necessary (paragraph 2) _____
5 spread (paragraph 3) _____
6 slow, not sudden (paragraph 4) _____
7 opinion or way of thinking (paragraph 4) _____
8 newspapers read by many people (paragraph 4) _____
9 put limits on (paragraph 4) _____

2 Use the words or phrases from Part 1 to complete these sentences.

1 There are lots of stories about famous people in _____.

2 My parents' _____ to computer games is different from mine.

3 The government should _____ to protect the environment.

4 Last year he _____ his studies into other areas.

5 We should teach children to _____ for what they do.

6 Owning a car may be necessary, but owning two is a _____.

7 New _____ made it compulsory to wear seat belts.

8 The new law will _____ what companies are allowed to do.

9 She didn't get better suddenly. It was a _____ change.

3 Answer the questions with sentences.

1 Why did governments in 19th-century Europe start to improve safety for their workers?

Because they were _____.

2 Why are workplaces in poorer countries still dangerous?

_____.

3 What did some people think about car seat belts at first?

_____.

4 What has recently made some people change their minds about safety regulations?

_____.

5 Why have most governments not made it compulsory to wear cycle helmets?

_____.

4 Can you guess which two countries have made cycle helmets compulsory for all?
(You can find the answer on the next page.)

3 Match each word in column A with one from column B to make two-word noun phrases from the texts in Periods 1 and 2. Then use the phrases to complete the sentences below.

A	B
1 insurance	***a*** regulations
2 electrical	***b*** damage
3 accidental	***c*** fault
4 accident	***d*** income
5 regular	***e*** services
6 safety	***f*** prevention
7 public	***g*** policy

1 He looked on the internet to find a cheap _____ _____.

2 It's a good idea to insure your computer against _____ _____.

3 An expert came to our office to give advice about _____ _____.

4 Since losing his job, he hasn't had a _____ _____.

5 Hospitals, street lighting and rubbish collection are all _____ _____.

6 Some companies say they are losing money because of _____ _____.

7 Don't use that machine! It has an _____ _____ and it's dangerous.

1 Look at the examples. Then match the different ways of talking about obligation with their meanings.





Examples

*In my country, all drivers **have to** wear seat belts.*

*After 1983, cyclists **had to** wear helmets.*

*You **don't have/need to** do this if you don't want to.*

*When cars were first invented, you **didn't have/need to** get a licence to drive them.*

*Children **are not allowed to** play near the river.*

*When I was young, I **wasn't allowed to** play in the street.*

EXPRESSION/STRUCTURE		MEANING	
1	*not be allowed to*	*a*	There is an obligation to do this.
2	*have to*	*b*	There is no obligation to do this.
3	*don't have/need to*	*c*	There is an obligation not to do this.





2 Complete the sentences by adding *have/had to*, *don't/didn't have/need to* or *(not) be allowed to*.

1 When do we _____ finish this homework?

2 We arrived late and we _____ go into the theatre after the performance started, so we _____ wait till the break.

3 My old school had few restrictions on clothes, so pupils _____ wear a uniform.

4 I think you _____ arrange for a meeting tomorrow because the boss has already done it.

5 _____ we _____ use dictionaries during the test?

3 Look at the information about wearing cycle helmets. Then complete the sentences on page 29 with *have/had to*, *don't/didn't have/need to* or *(not) be allowed to*.

Country	Date of law	Notes
Australia	1989	Compulsory
Austria	2011	Compulsory under 12 years of age
Chile	2009	Compulsory in towns and cities
Czech Republic		Compulsory under 15 years of age (changed to under 18 from July 2006)
Finland	2003	Not enforced (no fine)
Germany		No law
Japan	2008	Compulsory under 13 years age
New Zealand	1993	Compulsory



1 In Australia and New Zealand, all cyclists _____ wear helmets.
2 In Austria, before 2011, children under 12 _____ wear helmets.
3 In Germany, cyclists _____ wear helmets.
4 In Australia, you _____ ride a bike without a helmet.
5 Until 2006, young Czechs between 15 and 18 _____ ride bikes without wearing helmets.
6 In Finland, you _____ wear a helmet in theory, but you _____ pay a fine if you don't wear one.
7 In Chile, cyclists only _____ wear helmets in towns and cities.
8 In Japan, anyone over 13 _____ wear a helmet.

4 Write three sentences about yourself and your life, using *have to*, *don't have/need to* and *(not) be allowed to*. Then, in pairs, tell each other your answers.

1 At home, I _____.
2 In my school, we _____.
3 In my country, people _____.

1 Match each preposition with a noun to make fixed phrases. Then use the fixed phrases in the sentences.

PREPOSITION	NOUN
1 by	a theory
2 in (×3)	b offer
3 out of (×2)	c the law
4 on	d practice (×2)
5 against	e reach
6 under	f pressure
	g law
	h a hurry

1 Sorry, I can't talk now, I'm _____.
2 Driving without a licence is _____.
3 I haven't driven for several months, so I'm _____.
4 Giving false information is forbidden _____.
5 I'm not sure which one to buy. I'll see what's _____.
6 I agree with your idea _____.
7 However, I don't think your idea will work _____.
8 He didn't want to do it but finally agreed _____.
9 Make sure the container is high enough to be _____.

2 Look at the examples. Then complete the grammar rules.



Examples

*You **mustn't** leave that medicine where children can reach it.*

*I **mustn't** forget to post that letter.*

*You **don't have to** call him today, Tomorrow is fine.*

*In my school we **don't have to** wear a uniform.*

*The teacher said we **had to** finish the work before we went home.*

*She **had to** wear glasses when she was young.*

Complete the grammar rules

1 We use _____ to say that there is an obligation not to do something.

2 We use _____ to say that there is no obligation to do something.

3 When expressing obligation, the past form of both *must* and *have to* is _____.

3 Circle the correct option to complete the sentences.

1 You **mustn't / don't have to** buy bread. We've already got some.

2 She **has to / mustn't** wear her glasses when she's reading.

3 Before they changed the law, nobody **must / had to** wear a seat belt when driving.

4 I'd already read the book, so I **had to / didn't have to** read it again.

4 Complete the sentences with *mustn't, don't / didn't have to* or *had to.*

1 'You _____ ride your bike without a helmet,' his father told him.

2 In the UK people _____ carry an identification card, so many people don't carry one with them.

3 She missed the last bus and _____ walk home.

4 He got home on time yesterday because he _____ work late.

5 I _____ eat all of that cake or I'll feel ill.

5 Work with a partner. Tell each other what you had to do when you were younger but don't have to do now.



When I lived with my parents, I had to have meals at the same time as them. Now I have my own flat, I don't have to eat at fixed times.

Pronunciation reminder

Mustn't sounds like mussnt.

1 Listen to an interview with someone from the Accident Prevention Society. Then complete the tasks below.

1 Complete the sentences.

1 Mary Williams blames the _____ _____ for printing false stories.

2 She feels _____ of what the APS has achieved.

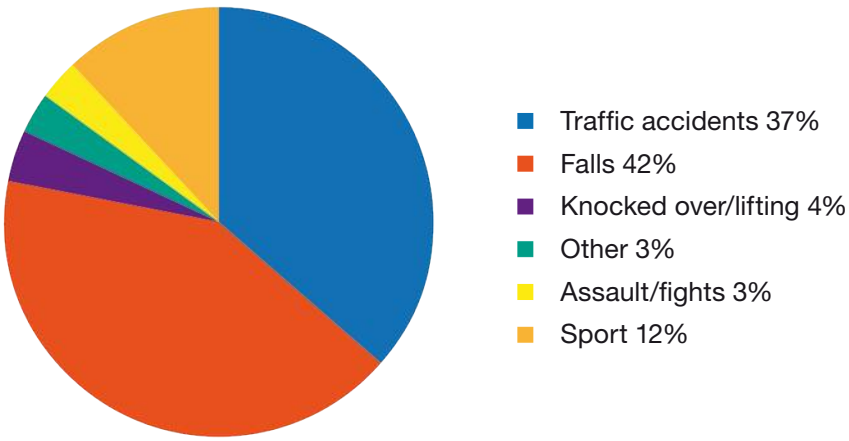
2 Match each number or date to the correct fact.

1	1917	*a*	It became illegal to use mobile phones while driving.
2	70%	*b*	Number of lives saved by wearing car seat belts.
3	1983	*c*	The Accident Prevention Society was first established.
4	60,000	*d*	Fall in the number of pedestrians killed by traffic after changing rules.
5	2003	*e*	Seat belts in cars became compulsory.

2 Listen again to check your answers. Then complete any information that you didn't catch the first time.

3 Look at the pie chart. Then complete the sentences below.

Causes of back injuries in Australia



1 The main cause of back injuries in Australia _____.

2 12% of back injuries in Australia happened while people were _____.

3 The second most common cause of back injuries in Australia _____.

4 Only _____ happened during fights or assaults.

4 Discuss this question in pairs or small groups.

During the First World War, when all British soldiers were given better metal helmets to wear, the number of soldiers in hospital with head injuries rose sharply. How can you explain this rise? (Note: the answer is very logical. It is not a trick question.)

1 Study the tables below. Then use the information to write five sentences.

Since 2009, Since the law was passed,	there has been a	45% gradual sudden steady	fall rise	in	serious accidents. the number of people attending hospital.
Last year, When the law was passed,	there was a				

Since 2009, Since the law was passed,	serious accidents. the number of people attending hospital	have/has fallen	by 25%. gradually. suddenly.
Last year, When the law was passed,			

1 _____

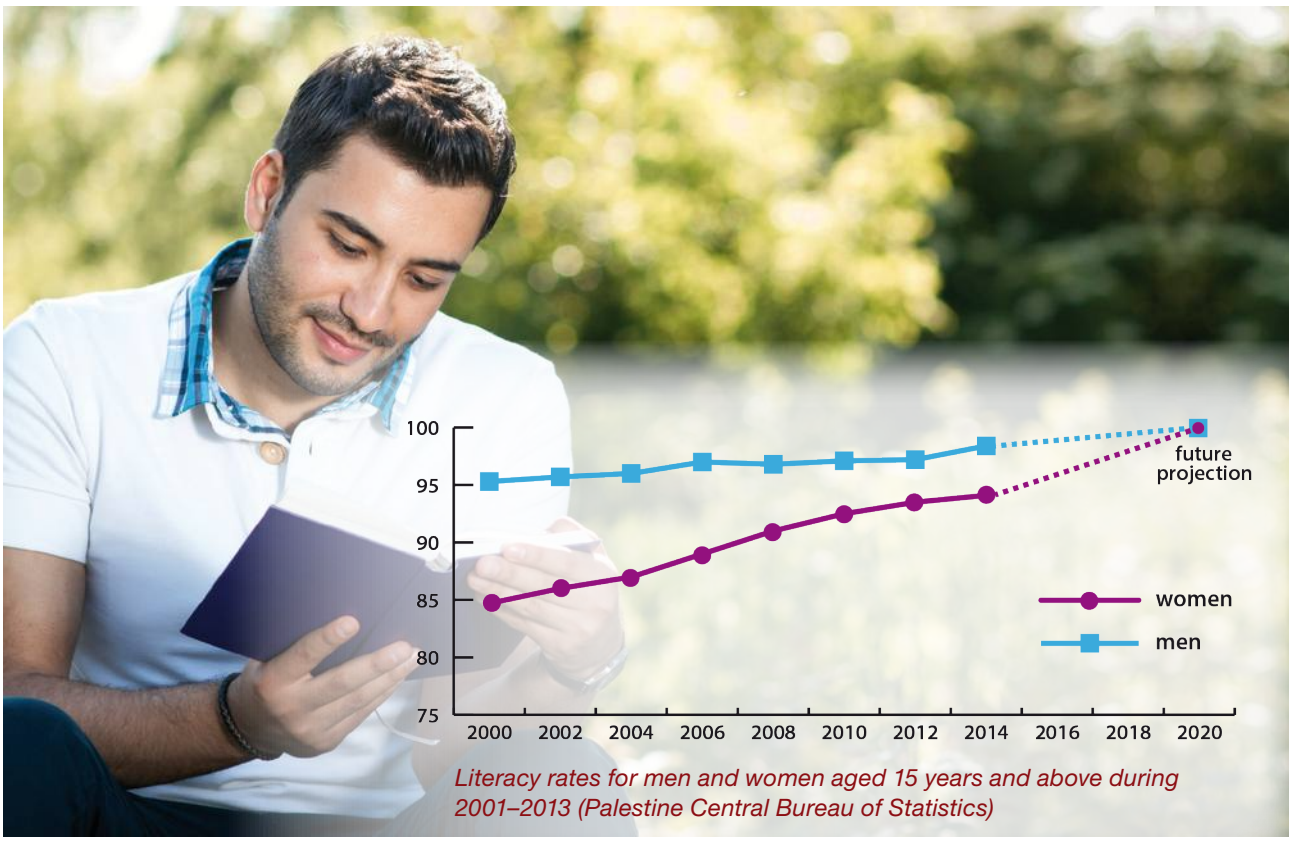
2 _____

3 _____

4 _____

5 _____

2 In pairs or small groups, look at the graph below. Then write a short paragraph saying what it shows. Use the notes on page 33 to help you.



Literacy rates for men and women aged 15 years and above during 2001–2013 (Palestine Central Bureau of Statistics)

Summary of literacy rates in Palestine (2001–2013)

In 2001, the gap between _____. Men's literacy was _____, while women's was _____. After that, the literacy rate for men _____ every year. Over the same period, _____ more quickly. By 2013, the rate for men was _____, compared with _____ for women. This means that, despite the progress in women's literacy rates, there is still a _____ just over 4% in favour of men. However, if literacy continues to rise, it is expected that all men and women _____ before 2020.

3 In pairs or small groups, compare your answers to Activity 2. Then discuss the questions below.

- Is the paragraph clear and correct?

_____

_____

- Is there any information not included?

_____

_____

- What does the information tell us about the situation in Palestine?

_____

_____

_____

In this Unit you have learnt about:

- safety in the home and safety regulations
- different ways of talking about obligation and permission: *have to, be allowed to*
- fixed *preposition + noun* phrases
- fixed two-word noun phrases
- how to use *mustn't* and *don't have to*
- writing information from graphs and charts

PROGRESS TEST 1 (UNITS 1–3)

Reading

1 Read the text about sleep. Then choose the best ending for each sentence below and on page 35. Circle A, B or C.

A good night's sleep

I read this week about new research that says 'the right amount of sleep' helps students get better marks in tests. It also lowers the risk of some diseases in men, and is what makes women live longer than men. It sometimes seems that everyone thinks they know not just how much sleep others need but also where, when and how they do it. But is it possible to speak so generally? Famously, people like the French general Napoleon and British Prime Minister Margaret Thatcher managed quite well with only four hours a night, and the American inventor Thomas Edison said sleep was 'a waste of time'.

Parents often try to make young children sleep at particular times because they won't sleep when we want them to: they wake us up in the middle of the night and they wake up too early. We say we're doing this because it's good for them, but actually it's because it fits our lives. As for older children, the researchers say most six- to 12-year-olds need around 10 hours' sleep a night, and that many parents don't realise this. They are also shocked that fewer than 20% of parents realised that having TVs and computers in bedrooms made their children less likely to sleep. But why so shocked? What world do these researchers live in?

Maybe some parents just understand better than others how young people's lives have changed. Perhaps we should follow the example of the headmaster of a school in Manchester, who recently made the decision to change his school's hours to fit the change in teenagers' body clocks. Since last year, the school has been opening at 10.00 (an hour later than before), with the extra time added at the end of the day. Students' exam results have improved by 19% or more in all subjects, which is hard to argue with.

It's also hard to disagree with Professor Simon Nelson, a 'sleep expert': 'How much sleep we need is simply enough to stop us feeling tired when we're awake.'

1 The research suggests that one advantage of sleeping enough is that it
- **A** improves exam results.
- **B** prevents diseases.
- **C** helps men live as long as women.

2 The writer thinks that advice to people about their sleeping habits is
- **A** a waste of time.
- **B** too general.
- **C** not possible.

3 The writer uses examples of famous people to show that
- **A** famous people need less sleep than others.
- **B** sleeping less is actually better for us.
- **C** not everyone needs the same sleeping time.

4 According to the writer, most parents
- **A** wake their children up too early.
- **B** know what is good for their children.
- **C** try to control their children's sleep times.

5 Researchers were surprised about
- **A** the things many parents don't know.
- **B** older children needing so much sleep.
- **C** children having TVs in their bedrooms.

6 The writer suggests that the researchers
- **A** didn't ask enough parents.
- **B** don't understand modern life.
- **C** should have asked more people.

7 The school in Manchester
- **A** now has shorter hours than it used to.
- **B** has made its pupils work harder.
- **C** is more successful in exams than it was.

8 In general, the writer's opinion is that
- **A** sleeping needs change from person to person.
- **B** children should sleep when they want to.
- **C** most people get as much sleep as they need.

9 The word *this* (line 8) means
- **A** waking up early in the morning.
- **B** trying to change when children sleep.
- **C** sleeping at particular times.

10 The word *They* (line 10) means
- **A** the researchers.
- **B** many parents.
- **C** six- to 12-year-olds.

20/15 marks

Vocabulary/Language study

1 Match words from the box with their meanings below.

method	blunt	evidence	solution	tip	luxury	challenge

1 piece of advice _____
2 answer to a problem _____
3 problem or difficulty _____
4 information that proves something is true _____
5 way of doing something _____
6 something nice but not necessary _____
7 not sharp _____

2 Complete the sentences with words from the box.

distract	professional	stress	ambitious	physical	attention

1 Doing some _____ exercise every day is good for the body.
2 It's not safe to do it yourself. Ask a _____ who knows about electrical faults.
3 Having the TV on while studying can _____ your attention.
4 I've discussed the general points and now I want to turn my _____ to the details.
5 She's very _____. She wants to be a famous scientist before she's 25.
6 I want to _____ this point because it's very important.

3 Match words from the left and right columns to make fixed phrases. Then use the phrases to complete the sentences below.

1	insurance	*a*	income
2	safety	*b*	learning
3	regular	*c*	services
4	public	*d*	policy
5	distance	*e*	regulations

1 I lost my computer but luckily it was included in my _____ _____.
2 The government should spend more on _____ _____ like hospitals.
3 _____ _____ is good for students who have a full-time job.
4 The new _____ _____ will help to prevent accidents at work.
5 It's hard to borrow money from a bank if you don't have a _____ _____.

4 Complete the sentences with prepositions from the box.

for to (×2) against into on in

1 The company should invest more _____ advertising.
2 He doesn't understand because he never pays attention _____ the teacher.
3 He needs to take responsibility _____ what he has done.
4 I turn my notes _____ a mind-map to help me remember them.
5 You can't just take one example and apply it _____ every situation.
6 It's _____ the law for anyone under 16 to drive a car.
7 Drivers should focus their attention _____ what's happening on the road.

5 Circle the correct options to complete the sentences.

1 Seat belts are compulsory here. Every driver **has to / is allowed** to wear them.
2 In some schools, students **don't have to / aren't allowed to** write in their textbooks.
3 You can come with me if you like but you **are allowed to / don't need to**.
4 That phone was expensive. You **mustn't / don't have to** lose it.
5 Twenty years ago the family **must / had to** move to another country.

6 The sentences below use *hope* and *wish*. Complete each one using the correct tense or form of the verb in brackets.

1 I've applied for a new job. I hope I _____ it. (get)
2 I wish I _____ more of what I learnt in school but I've forgotten most of it. (remember)
3 She hopes _____ a doctor when she finishes medical school. (become)
4 He wishes he _____ eating fast food so much because he wants to be thinner. (not enjoy)
5 I hope they _____ early. I haven't finished cooking yet. (not arrive)

7 Complete the sentences below with *either … or*, *both … and* or *neither … nor*.

1 Everyone was worried. _____ his friends _____ his family knew where he was.
2 You can _____ phone _____ send an email. Which way is easier for you?
3 _____ Ahmad _____ his brother are studying at university.
4 The book is _____ funny _____ exciting. I didn't enjoy it at all.
5 The person in the photo is _____ a singer _____ an artist. I can't remember which.

8 Correct the mistakes in the sentences below.

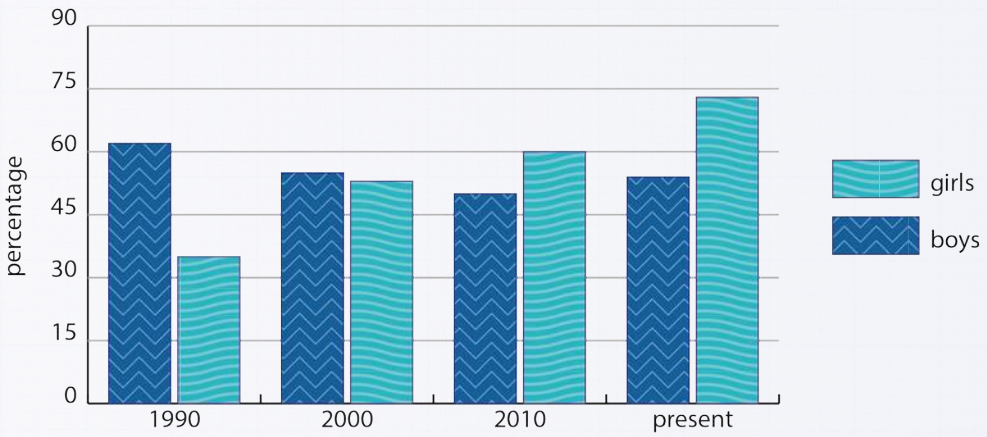
1 It's quite easy to do as far as you follow the instructions.
_____
2 Provided than you have the right papers, there should be no problem.
_____
3 If they lose the last match, they are sure to be champions.
_____
4 As long that you don't take risks, it's a very safe sport.
_____
5 I'll be there at 4.30 unless I don't have to work late.
_____

25 marks

Writing

1 Look at the chart below. Then write a short paragraph (80–120 words) explaining what the chart shows. You may find the words and phrases in the box useful.

fall / rise / improve (slightly)
a slight fall / rise
compared with
… while …



Percentage of boys and girls getting top grades in tests, 1990–present

The chart shows

5 marks

UNIT 4

Going places

1 **Discuss these questions in pairs or small groups.**

1 Would you like to work as a tourist guide?
2 What are the advantages and disadvantages of this job?
3 What do you think tourists want when they visit a country or city?

2 **Read the text. Then complete the tasks below and on page 39.**

The step-on tour guides

For many young people, being a tour guide seems to be the perfect job, almost like a paid holiday with no expenses. In reality, of course, it can be tiring and stressful having to solve all the problems that arise and deal with the constant demands of the people who have paid money for your services.

And it seems that tourists are becoming more demanding, partly due to the internet. They already know a lot of the basic information that guides used to tell them. What they want is something different and special. It's no longer enough to take them round the famous buildings, monuments and tourist sites and tell them a few dates and interesting stories. In fact, tourists nowadays don't like to be labelled as tourists at all. Today's well-informed 'traveller' prefers culture, getting under the surface of things, seeing something of the real life of the place they're visiting.

This need has led to an increase in the popularity of 'step-on guides'. These are people who live in the area and have local knowledge. They take over the tour temporarily and provide the kind of information that the usual tour guide can't offer. 'It's a great way to meet people and give them an introduction to your town or city,' says Moustafa, a step-on guide in Istanbul, Turkey.

Being a successful step-on guide depends on getting to know what travellers really want. This is something that Moustafa has picked up from experience: 'I treat my customers more like students than tourists. But I never lecture them. I don't want them just to take in whatever I say. I think they'd rather interact with places and people.'





1 Look again at the questions you discussed. What does the text say that is similar to and different from your ideas?

2 Replace the underlined words and phrases in these sentences with words and phrases from the text. (The words and phrases are in the same order as in the text.)

1 As well as the hotel bill, there were a few other extra things to pay for.

_____

2 My job is dealing with the public. There are a lot of things that people want from you.

_____

3 His success as a tour guide is because of his local knowledge.

_____

4 This city has a lot of statues and buildings that celebrate famous people or events.

_____

5 I'm only doing this job for a short time until I find something better.

_____

6 Nobody taught me how to play the piano. I just learnt it without having lessons.

_____

7 She hates it if any of her friends talk to her like a teacher.

_____

8 What I like about my teacher is his ability to have a two-way relationship with his students.

_____

3 The words in the table change in the same ways. Complete the table. (Note that there is no adjective from *provide*.)

VERB	NOUN	ADJECTIVE
1 demand	demand	demanding
2 challenge	_____	challenging
3 surprise	_____	_____
4 conclude	conclusion	concluding
5 decide	_____	deciding
6 provide	_____	

4 Now use words from the table to complete these sentences.

1 This situation is very _____. There are a lot of problems we need to solve.

2 I don't want to argue about it. This is my final _____.

3 I find it _____ that he doesn't enjoy working as a guide.

4 The _____ part of the essay summarised the main points.

5 Young children can be very _____. They always seem to want something.

6 This organisation has responsibility for the _____ of basic food to those who need it.

7 Each team has won twice, so this is the last and _____ match.

8 In this period of hot dry weather, the _____ for bottled water has increased.

1 Read the introduction to an article about 'eco-tourism'. Then answer the question below.

A

As more and more people realise the negative impact that their holidays can have on the countries they visit, the popularity of 'eco-tourism' is increasing. The basic idea is that tour organisers and travellers try to make sure that their activities help the environment and local communities rather than harming them. There are many different ways of doing this, but all of them are likely to interest people who prefer learning to sightseeing and would rather interact with local people and nature than sit on a beach. Here, for example, are two of the best 'eco-tours' we have found …

Which is the best definition of eco-tourism?

A Holidays where you don't stay in hotels and sit on beaches
B Tours where you learn a lot about the geography of the area
C A kind of travel that aims to avoid the negative effects of tourism
D Going to places and living with local people

2 Work in pairs. Choose one of the eco-tours (B or C) each, read about it and make notes using these headings.

Where you go: _____

What you can do there: _____

Where you stay: _____

How long you are there: _____

How much it costs: _____

B

Whale-watching in the Mediterranean

This is a chance to take part in research into whales while sailing around the north-west coast of Italy. You will spend ten days living and sleeping on the boat as part of the crew, watching for whales and keeping records of their movements and habits to get a clear picture of the impact of human activities. You don't need previous sailing experience, though, as you will receive full basic training. The price is between £1,100 and £1,800, including all meals and travel except the air fare to Genoa, where the boat sails from.



C

Desert adventure in Tunisia

Experience the unique excitement of desert life, travelling by horse or camel for a week, staying overnight with local families in traditional village houses and sharing their evening meal. You carry all other food and water with you as you travel. Local guides share their knowledge of desert plants and animals and pass on tips about how people manage to live in such difficult conditions. This is a low-impact, low-cost tour. Prices start at only £900, including your flight to Tunis airport.



3 Tell each other about the tour you read about and make notes on the other tour, using the same headings.

4 Match words and phrases from the text with their meanings below. (The words and phrases are in the same order as in the text.)

1 effect (section A) _____
2 causing hurt or damage (section A) _____
3 looking at famous things (section A) _____
4 people who work on a ship or boat (section B) _____
5 written details of what has been done (section B) _____
6 at an earlier time (section B) _____
7 money you pay to travel (section B) _____
8 not like anything else (section C) _____

5 Now use the words and phrases from Activity 4 to complete these sentences.

1 The boat sank but all the passengers and _____ were saved.
2 You won't get the same feeling from any other activity. It's a _____ experience.
3 Our _____ show that you have worked as a tour guide. Is that correct?
4 Tourism can have a positive or negative _____ on a country.
5 It is possible to have a holiday without _____ the environment.
6 He only had enough money for the train _____, with nothing for other expenses.
7 I don't enjoy _____. I prefer finding out about the history of places.
8 At the interview they asked about my _____ jobs.

1 Look at the examples. Then complete the grammar rules.

Examples

*Many tourists today **prefer** culture **to** beach holidays.*

*They prefer **studying** to **sightseeing**.*

*I'**d rather** travel by train **than** fly by plane.*

*My friends **would rather** stay at home **than** go out.*

Complete the grammar rules

1 When talking about preferences (liking one thing better than another), we can use _____ + a noun or the *-ing* form of a verb, or *would rather* + the _____ form of the verb (without *to*).

2 After *prefer*, we put the word _____ between the two choices.

3 After *would rather*, we put the word _____ between the two choices.



2 Complete the sentences using *prefer* or *would rather*, as shown in brackets. (For sentences 3–5, you will need to add a verb.)

1 I _____ go on a history tour _____ visit an art gallery. (would rather)

2 She _____ healthy food _____ fast food. (prefer)

3 They _____ football _____ basketball. (would rather)

4 I _____ my homework now _____ later. (would rather)

5 Their son _____ computer games _____ football outside. (prefer)

3 Look back at the notes you made about the two eco-tours in Period 2. Write a sentence saying which of the two tours you would rather go on and add a reason using *prefer.*

I'd rather go on _____ than _____ because I prefer _____ to _____.

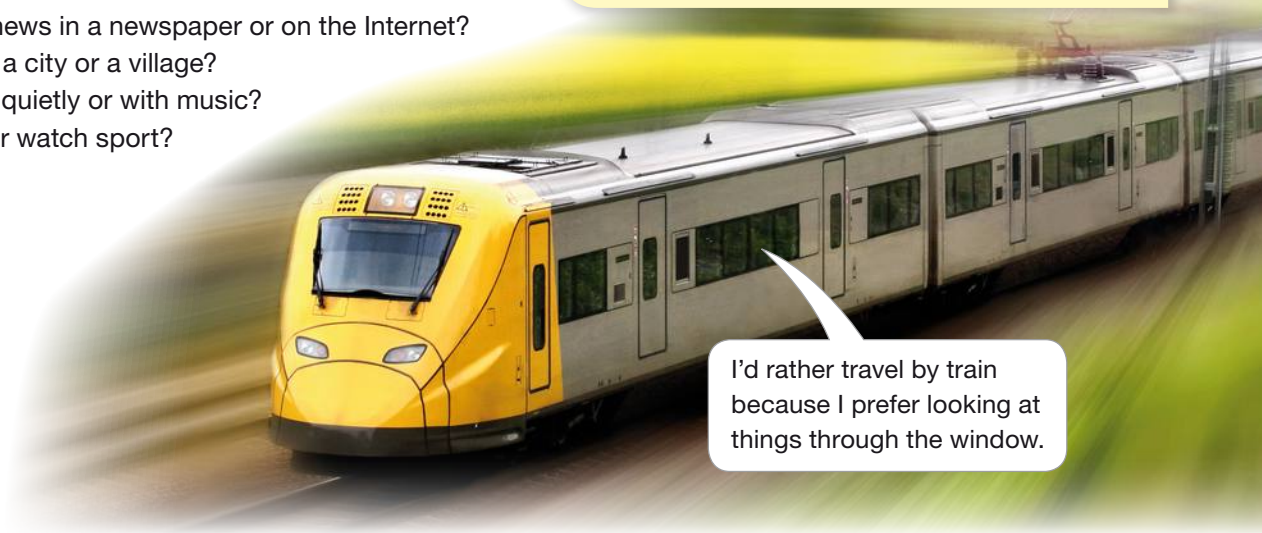
4 **In pairs or small groups, discuss the choices below. Say what you prefer doing and/or what you would rather do, and give reasons.**

1 travel by plane or go by train?
2 watch TV or read books?
3 read news in a newspaper or on the Internet?
4 live in a city or a village?
5 study quietly or with music?
6 play or watch sport?

Pronunciation reminder

I'd rather travel by train than fly by plane.

My friends would rather stay at home than go out.



1 **Look at the examples. Then complete the grammar rules.**

Examples

*Today's **well-informed** 'traveller' prefers culture.*

*They're normally very **well educated**.*

Complete the grammar rules

1 We often use phrases with the adverb *well* + the _____ participle of the verb.
2 We normally use a hyphen (-) between the two words when it comes _____ a noun.

2 **Make phrases using *well* + the past participles of the verbs in the box. Then decide which you would use to describe the people or things below.**

inform behave educate make dress know pay write

1 someone who has a Master's degree _____
2 a famous person _____
3 a person who wears good clothes _____
4 a child who never causes trouble _____
5 a strong piece of furniture _____
6 someone who knows a lot _____
7 a book with a good style _____
8 someone who makes a lot of money in their job (or a job that pays a lot of money) _____

3 Now complete these sentences using the phrases you formed in Activity 2.

1 Although he's _____, he still finds it hard to get a _____ job.
2 Salma is sure to know the answer. She's very _____.
3 It's a _____ book by a _____ writer, but I must say I didn't enjoy it.
4 It's important to look good when you go for an interview, so make sure you're _____.
5 This chair is very _____. It will never break.
6 The children can come too as long as they're _____.

4 Look at the examples. Then complete the grammar rule.

Examples

*She **picked her bag up**.*
*I **picked up the pen he dropped**.*

Please don't leave waste paper on the floor.
***Pick it up**.*
*Ahmad has **picked this up** from experience.*

Complete the grammar rule

This type of multi-word verb is made by adding a particle like *up* to the _____.
If the object is a noun or noun phrase (e.g. *her bag*, *the pen he dropped*), we can put it _____ the verb and the particle or after the particle. If the object is a pronoun (e.g. *it* or *this*), it can only go between the _____ and the _____.

5 Say what you should do in these situations, using a verb and a particle from the boxes with a pronoun between them. Some verbs and particles can be used more than once.

VERB	
take (×2)	throw (×2)
fill	pay
try	put

PARTICLE	
on (×2)	off
in	back (×3)
away	

1 You borrowed some money from your friend and now you have enough money.
_____
2 You are in a clothes shop and you're not sure if a jacket will fit you. _____
3 You have finished reading a book from the library. _____
4 You are too hot in your coat. _____
5 You have some old papers that you don't need any more. _____
6 The sun is bright and your sunglasses are in your hand. _____
7 You are fishing and have just caught a fish which is too small to keep. _____
8 You need a visa to visit another country and have just downloaded the application form.
_____

1 Look at the introduction to the visa application form (entitled 'Read this first') below. Say which form the following people need to complete.

1 a university lecturer attending a conference
2 a company manager meeting customers
3 a graduate starting a higher education course
4 a woman going to see her grandson
5 someone passing through on the way to another country
6 a musician playing a concert

GENERAL VISITOR (VAF1A OCTOBER 2013)

This form is for use outside the UK only.
This form is provided free of charge.

READ THIS FIRST

This form must be completed in English. You may use blue or black ink.

Please follow the guidance notes carefully and complete all questions as indicated. If you run out of space, please use Part 9 – Additional Information.

If you are visiting the UK as a tourist or to visit friends you should complete this form. If the main reason you are applying to come to the UK is as: a family visitor, you must complete VAF1B; a business visitor, you must complete VAF1C; a student visitor, you must complete VAF1D; an academic visitor, you must complete VAF1E; a visitor in transit, you must complete VAF1H; a sports visitor, you must complete VAF1J; an entertainment visitor, you must complete VAF1K.

2 Look at the application form on page 46. Then match the official words and phrases from the form with their meanings.

OFFICIAL LANGUAGE		MEANING
1 complete (verb)		*a* when you were born
2 guidance		*b* give
3 valid		*c* fill in
4 marital status		*d* help
5 date of birth		*e* correct and up-to-date
6 provide		*f* whether you are single, married, etc

3 Listen to a young woman helping her relative to fill in his application form and complete the form on page 46 with his information.

4 Fill in the same application form on page 140 with your own information. Invent any details that you don't know. (Don't invent details if you're ever completing a real form!)



GENERAL VISITOR (VAF1A OCTOBER 2013)

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Which type of Visitor Visa are you applying for? *Put a cross (x) in the relevant box*

Tourist ☐ Visit friend(s) ☐ Other (please specify) ☐

How long do you want your visa to be valid for? *Put a cross (x) in the relevant box*

6 months ☐ 1 year ☐ 2 years ☐ 5 years ☐ 10 years ☐

What is the main purpose of your visit to the UK?

How long do you intend to stay in the UK?

Travel Dates

On which date do you wish to travel to the UK?

D	D	M	M	Y	Y	Y	Y

On which date will you leave the UK?

D	D	M	M	Y	Y	Y	Y

Part 1 About You

1.1 Given name(s) *(as shown in your passport)*: RAVINDRA

1.2 Family name *(as shown in your passport)*: DAHWAN

1.3 Other names *(including any other names you are known by and/or any other names that you have been known by)*

1.4 Sex *Put a cross (x) in the relevant box* Male ☐ Female ☐

1.5 Marital status? *Put a cross (x) in the relevant box*

Single ☐ Married ☐ Divorced ☐ Separated ☐ Widowed ☐

1.6 Date of Birth

D	D	M	M	Y	Y	Y	Y

1.7 Place of Birth: MUMBAI

1.8 Country of birth

1.9 Nationality: INDIAN

1.10 Do you hold, or have you ever held, any other nationality or nationalities? *Put a cross (x) in the relevant box*

Yes ☐ No ☐ If 'Yes' please provide details

1 Read the job advertisement below. Then fill in the application form.

Are you a friendly person who enjoys meeting new people?

Would you like to tell people about your area?

Can you speak any other languages?

If so, why not become a tour guide? For more details, go to www.myguide.com. You can download the application form, then send it with a covering letter* saying why you would like to do the job.

* a covering letter is a letter that you send with an application form

Dear Sir/Madam

I enclose my application form for the position of Tour Guide. If you need any further information, please contact me.

I look forward to hearing from you.

Yours faithfully,

APPLICATION FOR THE POSITION OF TOUR GUIDE

Name: _____ Age: _____

Address and contact details: _____

_____

_____

Education: _____

_____

_____

_____

Languages: _____

Please write a short paragraph below saying why you would be a good person to do this job.

_____

_____

_____

_____

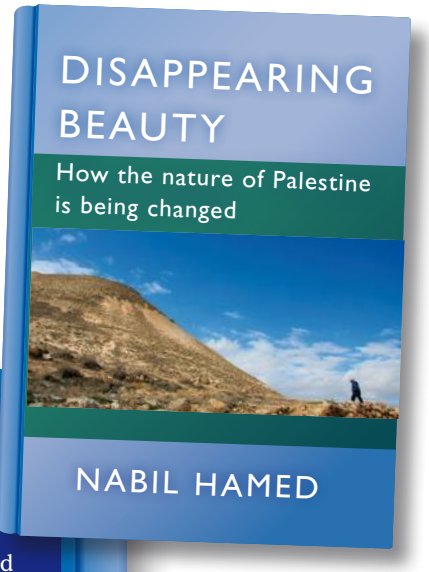
_____

In this Unit you have learnt about:

- being a tour guide
- eco-tourism
- verb / noun / adjective changes (*demand – demand – demanding*, etc)
- taking notes on a text
- expressing preference using *prefer* and *would rather*
- adjective phrases with *well* + the past participle
- multi-word verbs with an object and a particle
- filling in a visa application form and a job application form

UNIT 5

Let's go for a walk



1 **Look at the book cover. Then discuss these questions in pairs or small groups.**

- What kind of book do you think this might be?
- What do you think might be included in the book?

2 **Read the back cover of the book below. Then complete the tasks on page 49.**

DISAPPEARING BEAUTY NABIL HAMED

If you really want to understand what's happening in this part of the world, I strongly suggest you read Hamed's book.
Joe Harman, Daily Record

As a child, Nabil Hamed used to wander in the hills and valleys of Palestine with his father, a shepherd. After taking a break to continue his education abroad, he returned to Palestine and continued hiking, simply for the love of walking and nature. As time went by, he began to notice irreversible changes: the beauty of this ancient land was being destroyed by the Israeli occupation, somtimes rapidly, sometimes gradually. Olive trees and grapevines were pulled up, old stone buildings and even whole villages were pulled down to make room for more and more settlements, their roads and dividing walls.

The walks he describes in this book cover the hills of Ramallah, the wild countryside around Jerusalem and the valleys near the Dead Sea, and each takes place at a different period of Palestinian history. Today, many Palestinian natural treasures have become impossible to visit. Nabil Hamed, now in his sixties, has written this book to preserve them, at least in words. It tells the story of how a pleasure so many of us take for granted is being taken away: the freedom to wander through the countryside.

It includes what other books forget to mention: the small details that really touch people and events that don't usually appear in news reports.
Sunday Journal

He writes beautifully, his language filled with a sense of loss. An important record of a land that is changing every day.
Daily Review

We felt it was a perfect combination of the personal and the political.
Derek Bateman, chair of the Marshall Prize committee, 2008

Disappearing Beauty is Nabil Hamed's first book. It has been highly praised and has won several international awards, including the Marshall Prize for political writing.

1 Say which person or newspaper:

1 gives a reason why this book won a competition. _____

2 advises people to read the book. _____

3 mentions the way the book is written. _____

4 talks about what happens in the book. _____

2 Complete the sentences with the highlighted words and phrases from the text.

1 After many years under _____, the country has finally become independent.

2 They _____ _____ the wall in the park to make a bigger play area.

3 We don't have any plans, so we have time just to _____ around the city on foot.

4 Some people don't even think about basic freedoms. They just _____ them _____ _____.

5 His decision is _____. There's no going back to how things were before.

6 The plant was getting too big for the garden so we _____ it _____.

7 This event _____ _____ every year on the same date.

8 I sometimes _____ fruit in sugar to stop it from going bad.

9 Music and poetry really _____ me. They can make me laugh or cry.

10 The film was highly _____. Everyone said how good it was.

3 Look at the examples. Then complete the table by placing the adjectives from the box under the correct negative prefix.

Examples

*'**Dis**appearing Beauty'*

*'… he began to notice **ir**reversible changes …'*

*'… many Palestinian natural treasures have become **im**possible to visit.'*

*The book looks at things from an **un**usual point of view.*

regular necessary probable agree dependent hurt polite accurate

dis-	ir-	im-	in-	un-
_____	_____	_____ _____	_____ _____	_____ _____

4 Complete these sentences with negative adjectives from the table.

1 Most mountains have an _____ shape but this one looks like a triangle.

2 I can't say it will *never* happen but I think it's very _____.

3 He's a very _____ person. He never asks other people for help.

4 In some countries, people don't like you eating in the street. They think it's _____.

5 Many people waste money buying luxuries and other _____ things.

6 Amazingly, the driver and passengers were _____ after the accident.

7 In general, I think he's right, but I _____ with him on a few points.

8 It's important that your CV isn't _____ and full of mistakes.

1 Look at the pictures. Then answer the questions below.





1 What are the people doing?
2 Why do you think they are walking together in a group?
3 Why do people enjoy walking in the countryside?
4 What kind of countryside are the people walking through in each picture?

2 Read the website article below. Then complete the tasks on page 51.

About us | What we do | Find a walk | Members' page | Contact us



The Rambling Society

Our history

Walking in the countryside (or 'rambling') was popular in 19th-century Britain. For people living in towns and cities, walking was a way of escaping from a polluted environment and the stress of daily life. Access to the countryside, however, was becoming more of a challenge due to an increase in the ownership of large areas of land by a small number of people.

A number of walking clubs and groups were set up to protect walkers' rights, and finally, in 1935, they joined together to create The Rambling Society, a national organisation aiming to improve access laws and expand the areas where people could walk.

Aims and achievements

Thanks to our efforts, a new law was finally passed in 1949 called the National Parks and Access to the Countryside Act. This law set up the first National Parks and Nature Reserves, as well as stating that public footpaths in England and Wales had to be recorded on maps.

It was a big step forward as it meant that everyone would know where they were allowed to walk, even if the path crossed someone's land. Many landowners, however, let grass grow over the footpaths so that they were hard to find, so a lot of our efforts were put into walking on as many paths as possible in order to keep them open.

Why not try walking?

Our original aims remain the same, but we have continued to change with the times. In the 1990s, it became clear to us that walking was becoming less popular, and that we needed to encourage walking as healthy exercise. Since then we have reached out to non-walkers to help them take up walking.

1 Look at these words from the text and decide which meaning makes the best sense in the sentence.

1	countryside:	**A** nationality	**B** natural areas
2	access:	**A** being able to enter or reach something	**B** doing something without problems
3	ownership:	**A** having something that belongs to you	**B** feeling proud of doing something
4	achievements:	**A** successes	**B** important points
5	stating:	**A** believing strongly	**B** saying clearly
6	take up:	**A** enjoy (a hobby)	**B** begin (a hobby)

2 Decide whether the statements are TRUE or FALSE.

1 The air in nineteenth-century British cities was not healthy.
TRUE FALSE

2 During the nineteenth century it became more difficult to walk in the country.
TRUE FALSE

3 There were no organisations for protecting walkers' rights before 1935.
TRUE FALSE

4 The work of the Rambling Society helped to change the law to help walkers.
TRUE FALSE

5 Walking on a public footpath is against the law if it crosses somebody's land.
TRUE FALSE

6 The aims of the Ramblers Society are the same now as they used to be.
TRUE FALSE

3 Look at the example. Make other nouns by adding the suffix *-ship* to the words in the box. Then use them to complete the sentences below.

Example

*'… an increase in the **ownership** of large areas of land …'*

friend	partner	member
relation	citizen	scholar

1 One of the best things anyone can have is _____.

2 _____ of the club costs £10 per year.

3 She doesn't have a very good _____ with her sister.

4 The university gave him a _____ so he didn't have to pay for his course.

5 He doesn't own the whole company himself. It's a _____ with another person.

6 She has Australian _____ because she is married to an Australian.

3 Discuss these questions in pairs or small groups.

1 Do you enjoy walking? Why? / Why not?
2 How much walking do you do in a normal week?
3 Would you prefer walking alone or in a group? Why?
4 Do you agree that people should be allowed to walk anywhere they like? Why? / Why not?

1 Look at the examples of suggestions in the two boxes. Then answer the questions below.

Box 1

A: *Let's **go** for a walk.*
B: *OK, good idea.*

A: *Shall we **have** a rest?*
B: *Why, are you tired already?*

A: *Why don't you **join** a walking club?*
B: *I prefer walking alone.*

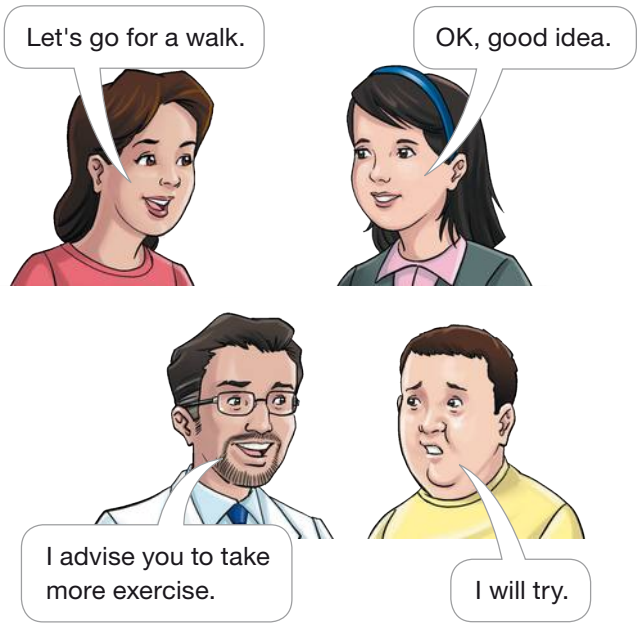
A: *Why not **try** walking to stay healthy?*
B: *Yes, I might do that.*

Box 2

*I advise you **to take** more exercise.*

*I suggest/recommend **going** for a walk.*

*I suggest/recommend you **read** this book.*



1 Which box contains more informal or conversational suggestions? _____

2 Which box contains more formal suggestions? _____

3 Which suggestions are for another person? _____

4 Which suggestions include the speaker? _____

5 Two suggestions do not use the infinitive form of the verb without *to*.
What forms of the verb do they use instead? _____

2 Read these short conversations. Rewrite what the second person says, beginning with the words given.

1 **A:** Well, we've finished the painting at last. Do you like it?
B: Yes, I do. But shall we ask my mother what she thinks?
I suggest _____.

2 **A:** I really enjoy mountain climbing but I think I might be getting too old for it.
B: Yes, it's a bit dangerous. I recommend taking up hill walking.
Why _____?

3 **A:** Moving all this furniture is going to take a really long time.
B: Oh, there's not so much. Come on, let's do it together.
Shall _____?

4 **A:** I'm so busy this afternoon. I don't think I'll have time to go shopping.
B: There's nothing we need today. Why not leave it until tomorrow?
I suggest _____.

5 **A:** It takes about half an hour to walk to the office from the station.
B: Well, we don't want to be late. I recommend going by taxi instead of walking.
Let's _____.

3 **Look at the suggestions on the right. Say which one uses *rest* as a verb and which uses *rest* as a noun.**

A: Let's stop and rest for a few minutes.

B: Shall we stop and have a rest?

4 **Many English words can be used as verbs or nouns. Complete the sentences below with words from the box, using the correct form of *have a* _____.**

look guess joke
break/rest drink try

1 Let me _____. Maybe I can see what the problem is.
2 I wasn't sure what the answer was but I _____.
3 I'm getting tired. Shall we stop and _____?
4 It doesn't matter if you do it wrong. Just _____.
5 Let's stop and _____ at that café.
6 I wasn't being serious. I was just _____ with you.

Spelling reminder

*You won't get better if you don't practi**s**e.* (verb)

*I think I need more practi**c**e.* (noun)

1 **Listen to your teacher reading these two sentences. Then complete the pronunciation rule.**

This book is an important **re**cord of what is happening.

You can re**cord** your answers on the CD.

Complete the prounciation rule

1 When the word *record* is a noun, the stress is on the _____ syllable.
2 When it is a verb, the stress is on the _____ syllable.

2 **Use words from the box to complete the sentences. Look at the grammar of the sentence and show if the words are used as verbs or nouns. Then read the sentences aloud, with the correct stress.**

increase/decrease import/export present upset survey

1 I'm looking for a _____ to give my brother. VERB / NOUN
He is going to _____ a news programme on Palestine TV. VERB / NOUN
2 Before oil fields were discovered, the country had to _____ most of its oil. VERB / NOUN
The companies _____ their products to other countries. VERB / NOUN
3 I don't understand what I did to _____ you so much. VERB / NOUN
She's very sorry for the _____ she caused. VERB / NOUN
4 We hope that next year we will be able to _____ our sales. VERB / NOUN
Unfortunately, there has been a _____ in the number of people who walk. VERB / NOUN
5 I recommend you _____ the scene from the top of the hill. VERB / NOUN
A new _____ shows that walking is even better for health than people thought. VERB / NOUN

3 Look at the examples. Then complete the grammar rules.

Examples

It's going to rain. ***You'd better*** *take an umbrella.*

It's getting late. ***We'd better*** *hurry.*

You'd better not *forget to phone him or he'll be angry.*

Complete the grammar rules

1 The phrase *had better* + _____ (without *to*) is used for strong advice and warnings.

2 We can use the phrase to give advice to _____ or to other people.

3 We make the phrase negative by adding *not* _____ the infinitive.

4 It is usual to use the contracted form (_____) instead of the full form.

4 Work in small groups. Look at the situations below and make suggestions or give strong advice, as in the example.

- You and your friends need to catch a train. The train leaves quite soon and you haven't left home yet.
- You have been in the town centre and have missed the last bus home.
- You and your friend are thinking about going for a long walk, perhaps lasting all day. The weather will probably be very hot.
- You and your brother or sister are trying to decide what to buy as a present for your mother.

We'd better hurry.

Shall we get a taxi?



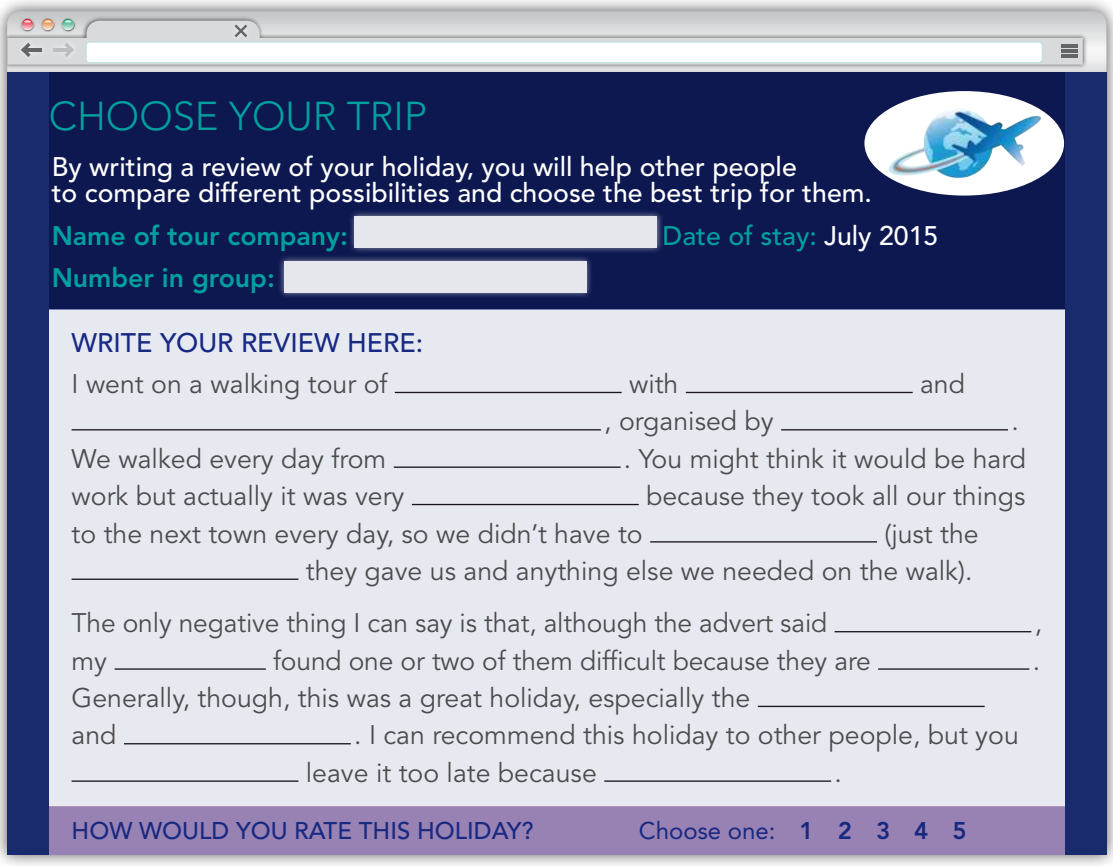
I suggest catching the next train.

We'd better not be late.

1 Listen to a woman talking about a walking holiday. Then complete the sentences below.

1 The woman was surprised that the holiday was so _____.
2 She had a holiday walking on the _____ _____ of Italy.
3 While walking, they only had to _____ what they needed that day.
4 The countryside was _____.
5 Most of the walks weren't _____ _____.
6 She went with her husband and his _____.
7 The _____ were sometimes difficult for them because they are over 60.
8 Apart from the countryside, she really enjoyed the _____.
9 The organisers were called Italian _____ _____.
10 Early booking is recommended because the tours are very _____.

2 Use the information from the recording to complete the woman's online review on a website that helps people choose holidays.



CHOOSE YOUR TRIP

By writing a review of your holiday, you will help other people to compare different possibilities and choose the best trip for them.

Name of tour company: _____ Date of stay: July 2015

Number in group: _____

WRITE YOUR REVIEW HERE:

I went on a walking tour of _____ with _____ and _____, organised by _____. We walked every day from _____. You might think it would be hard work but actually it was very _____ because they took all our things to the next town every day, so we didn't have to _____ (just the _____ they gave us and anything else we needed on the walk).

The only negative thing I can say is that, although the advert said _____, my _____ found one or two of them difficult because they are _____. Generally, though, this was a great holiday, especially the _____ and _____. I can recommend this holiday to other people, but you _____ leave it too late because _____.

HOW WOULD YOU RATE THIS HOLIDAY? Choose one: 1 2 3 4 5

3 Write an online review of a holiday/tour you went on, or a place you stayed. Write three short paragraphs and include these points:

Paragraph 1: Say where you went, where it was and who you went with.

Paragraph 2: Say what you thought about the holiday/tour/place (write about anything you enjoyed or didn't enjoy).

Paragraph 3: Make a suggestion or give advice to people who might be thinking about going on a similar holiday/tour or visiting the same place.

1 Look at the examples. Then complete the rule.

Examples

*It's the small details that really **touch** people.*
*The details are really **touching**.*
*Reading the news always **depresses** me.*
*I always find the news **depressing**.*
*His stories usually **amuse** me.*
*I think his stories are **amusing**. (= quite funny)*

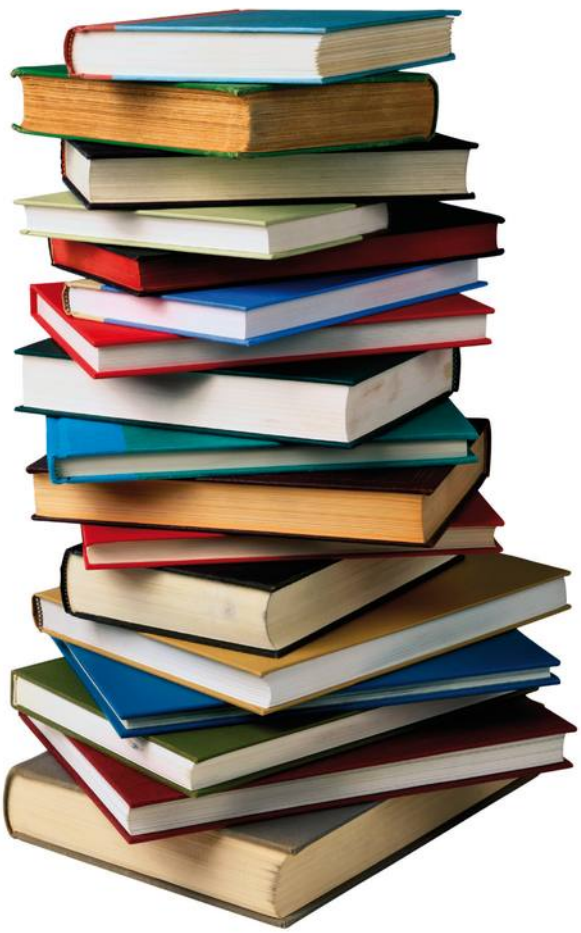
Complete the rule

To make certain verbs into adjectives, we can use the _____ form.

2 Use *-ing* form of the verbs in the box to complete the sentences below.

amaze surprise touch annoy
excite depress amuse

1 This is a _____ story of the relationship between two sisters.
2 The last chapter was really _____. I couldn't stop reading it.
3 I thought the way he kept changing from one story to another was quite _____.
4 But his book is really _____. You won't believe it.
5 You might not laugh aloud but I think you'll find it _____.
6 I don't think you'll guess what happens at the end. It's very _____.
7 It's a very sad book. In fact you might think it's rather _____.



Spelling reminder

surprise — surprising
amuse — amusing
amaze — amazing

3 Read the online book review. Then put the missing sentences from the box below in the correct places.

Sometimes it's amusing, sometimes touching and at other times sad, almost depressing.
but they don't meet each other again until near the end. It's very long, though.
This is not surprising. I sometimes found this quite annoying.

✶ ✶ ✶ ✶ ✶ 4 stars!

SHARE THIS! READ MORE REVIEWS

This is a highly-praised book, and most people have given it five-star reviews.
(1) _____

It's beautifully written, and it will make you want to keep turning the pages until you reach the end.

It tells the story of two young men who were at the same school but at the time didn't like each other. As they grow up, their lives become more and more connected,
(2) _____

When they do, it's rather surprising, for them and for the reader. It's difficult to say what kind of book this is because it keeps changing. (3) _____

I've only given it four stars for one reason: again and again, one person's story is beginning to get really interesting when the writer suddenly stops and moves to another person.
(4) _____

Still, I would recommend the book to anyone who enjoys getting lost in a story.
(5) _____ You'd better not start reading it when you're busy!

4 Write an online review of a book you have read or a film you have seen. Write three short paragraphs and include these points:

Paragraph 1: Give the title of the book and the name of the writer. Say what you enjoyed or didn't enjoy about the book.

Paragraph 2: Say what the book is about. Say who are the important people in it (if it is a story) or what the writer's main points are (if it is not a story).

Paragraph 3: Make a suggestion or give advice to people who might be thinking about buying the book.

In this Unit you have learnt about:
- the changing countryside of Palestine
- walking for pleasure
- negative prefixes for adjectives
- making informal and formal suggestions
- advice and warnings using *had better*
- verb–noun stress changes
- verbs and nouns used with *have a* _____
- *-ing* adjectives from verbs
- writing online reviews

UNIT 6

Revision (Units 1–5)

Reading and vocabulary

1 **Read the two letters to a newspaper. Then fill in the spaces with words from the boxes.**

granted challenges unique compulsory evidence interact

A

I read your article 'What is education about?' and, as a teacher myself, I strongly agree with what the article said about our present education system.

In my opinion we need to go back to an old idea. The purpose of education should be to encourage pupils to be comfortable with themselves and able to (1) _____ with others. At the same time, they need to develop their (2) _____ abilities as far as possible.

Instead, we focus on the idea that success in tests and being better than others are the only important things. We take it for (3) _____ that life is a competition, and there is an assumption that winning this competition is (4) _____. If you don't get good marks, you are labelled as 'not good enough'. There is a lot of (5) _____ from surveys that dividing children into winners and losers tends to create a lot of solitary, unhappy young people.

In short, we need to pay more attention to students as people, while still helping them to face the (6) _____ of adult life.

harm adapt wages attitudes invest

B

In response to your recent article by James Ford, I must say I thought we had left (1) _____ like this behind us years ago. In practice, the impact of these ideas would be to (2) _____ both the students and the country.

Dr Ford's conclusion is that we should aim to create happy adults, but in fact we may produce the opposite. How happy will these adults be if there is no-one to pay their (3) _____? Students are going to grow up in the real world and they need to (4) _____ to its demands.

Of course we need to (5) _____ in education, but schools need to teach subjects and abilities that are needed in the modern world. We can't just leave students to pick up skills by themselves.

2 Decide which letter writer would probably agree with the opinions below. Write A, B or BOTH.

1 Education should help students to get jobs. _____
2 Older ideas about education were better. _____
3 Too much attention is paid to tests. _____
4 We need to teach students how to live in the modern world. _____
5 The ideas in the article are dangerous. _____
6 Too much competition is bad for people. _____

3 Find words or phrases in the texts that have these meanings. (The words are in the same order as in the texts.)

TEXT A

1 make someone want to do something _____
2 idea that people think is correct _____
3 called _____
4 studies _____

TEXT B

5 result or effect _____
6 learn without studying _____

4 Now use the words and phrases from Activity 3 to complete these sentences.

1 I made the _____ that he was telling the truth but I didn't know for sure.
2 It's possible to _____ a language if you live in the country where it's spoken.
3 The new regulations will have a big _____ on people's lives.
4 Many _____ have shown that sugar causes health problems.
5 I don't want my child to be _____ as a 'slow learner'.
6 Parents usually try to _____ their children to do well at school.

5 Complete the sentences below using the highlighted phrases with *in* from Texts A and B.

1 It's an exciting film, and good fun too. _____, I loved it.
2 She seems a bit frightening but _____ she's really friendly.
3 I'm writing _____ to the article in last week's magazine.
4 The book was highly praised by reviewers but I've read it and _____ it's quite boring.
5 The plan didn't work well _____, but it seemed to be a good idea at the time.

Reading and vocabulary

1 Read the text. Then complete the tasks below and on page 61.



The Playing Place

When you first see it, it looks like a field full of rubbish, with pieces of wood, old carpets and broken bikes lying around. Then you see the sign reading 'The Playing Place' and notice the children climbing trees, cutting wood, having water fights and doing other frightening things. Three over in the corner are even making a fire. Do their parents know about all this?

In fact, the idea for *The Playing Place* came from a parent and was developed by parents. 'I saw a play area like this when I was working in Sweden,' says Derek Burns, 'and decided to make something similar when I got home. I had a feeling that children these days aren't allowed to play in the way I used to when I was young. There are so many regulations that restrict them and adults who lecture them and stop them from doing things because they're too dangerous.'

At first, most other parents were unsure about Derek's ideas, but most of them gradually began to see what he was trying to do. They agreed to help and allow their own children to join the growing numbers who used the area. There are always two adults present, but they are there to help if there is a problem, not as teachers or police. 'The whole idea,' says Derek 'is to allow the children to have fun and take responsibility for their own risks. And they're very good at it. They don't usually do things that might harm them, just as adults don't. We need to learn to trust them.'

There have been problems. They needed money to buy the land, and had to get an insurance policy, which of course was difficult (and expensive). There were also some negative stories in the press. But the numbers keep growing, and next year they want to extend *The Playing Place* into a larger area.

1 Replace the underlined parts of the sentences below with words from the text. (The words are in the same order as in the text.)

1 We need <u>rules</u> to stop people doing dangerous things. _____

2 His parents decided to <u>put limits on</u> the time he spent watching TV. _____

3 It's been a cold winter but <u>slowly, day by day</u> it's getting warmer. _____

4 You shouldn't believe everything you read in the <u>newspapers</u>. _____

5 If the number of students keeps growing, we'll have to <u>make</u> the classroom <u>bigger</u>.

_____

2 Decide if these sentences are TRUE or FALSE, according to the text.

1 The field is a place where people leave their rubbish.
TRUE FALSE

2 The writer is surprised to see children doing things that look dangerous.
TRUE FALSE

3 Derek Burns got the idea from another country.
TRUE FALSE

4 Burns thinks children's lives today are more dangerous than they used to be.
TRUE FALSE

5 According to Burns, it's natural for children to take a lot of risks.
TRUE FALSE

6 *The Playing Place* is becoming more and more popular.
TRUE FALSE

3 Use words from the box to complete the fixed phrases in the sentences below.

attention behaved responsibility the law an effort policy pressure services

1 She's a well-_____ student but she needs to make _____ to work a bit harder and pay more _____ in class.

2 It isn't against _____ if you don't have a home insurance _____, but owners need to take more _____ for keeping their homes safe.

3 The growing population of older people has put public _____ like health care under _____.

4 Look at the example. Then make the sentences below negative by adding prefixes to the underlined words.

Example

*At first, most other parents were **unsure** about Derek's ideas.*

1 You should remember that these changes are reversible. _____

2 As soon as I entered the room I felt comfortable. _____

3 This exercise contains only regular verbs. _____

4 When you click here, the picture on the screen appears. _____

5 The way the letter is written is very formal. _____

6 What she said seemed very polite but it wasn't really. _____

Language

1 Complete the short dialogues by adding verbs from the box in the correct form: infinitive (with or without *to*) or *-ing*.

eat	leave	take	start	put	try	be	do	lose	walk

1 **A** I've lost my phone. What shall I _____?
B I suggest _____ a notice up in the school.

2 **A** Shall we _____ to the station?
B No, it's too far to walk. Let's _____ a taxi.

3 **A** Where shall we _____ tonight?
B Why don't we _____ that new restaurant in town?

4 **A** The doctor has advised me _____ some weight.
B Well, you'd better _____ eating a bit less.

5 **A** We'd better not _____ late for the meeting.
B No. I suggest that we _____ now.

2 Rewrite the sentences using *both … and, either … or,* or *neither … nor.*

1 The weather at this time of the year isn't too hot and it isn't too cold.

_____

2 The end of the film was surprising, and also funny.

_____

3 I don't like playing sport and my friends also don't like it.

_____

4 You can eat your sandwich here but if you prefer you can take it away.

_____

5 I had a lot of help from my family and also from my friends.

_____

6 There are no grades in this test. You pass or you fail.

_____

3 Complete the adjective phrases in these sentences by adding the past participle of a verb from the box.

know	dress	pay	write	inform

1 This is a well-_____ job, so I can't afford to lose it.
2 She spends a lot on clothes, so she's always well _____.
3 Perhaps you've never heard of him but in my country he's a very well-_____singer.
4 He always reads the newspapers, so he's very well _____ about what's happening in the world.
5 I agree that it's a well-_____ book but it isn't very exciting, is it?

4 **Write sentences to say what these people are wishing or hoping (there may be different possible answers).**

1 It's a wonderful coat but I don't have enough money to buy it.

I wish _____

2 We're going for a long walk tomorrow, so we need dry weather.

I hope _____

3 I'm going to study science at university because I want to make a difference to the world.

I hope to _____

4 This is a really good job but I don't think my English is good enough.

I _____

5 **Now compare your sentences with a partner.**

Language

1 **Look at the examples. Then complete the sentences below by adding the correct particle (1–4) or verb (5–8).**

Examples

*We can't just leave students to **pick** these things **up**.*

*Please **bring back** the book when you've finished reading it.*

away back in back
put try pick take

1 You can borrow the money but you'll have to pay it _____ next week.

2 You won't need your books this lesson, so you can put them _____.

3 I need to fill _____ this form and send it today.

4 I've finished this book. Can you take it _____ to the library, please?

5 Their house is very clean. You have to _____ off your shoes before you go in.

6 I like this coat but it might be too small. Can I _____ it on?

7 I'm sorry I _____ away the magazine. I didn't know you hadn't read it.

8 She asked them to _____ up the rubbish they dropped in the street.

2 **Choose the correct verb from the boxes to complete the sentences.**

make do
have (×2)

1 I'm not sure if this letter is OK. Could you _____ a look at it, please?

2 With a little more effort he would _____ excellent progress.

3 Could you _____ me a favour and help me carry this box, please?

4 We're getting tired. We need to stop and _____ a rest.

come go turn break

5 I'm trying to read this maths book but the information won't _____ in.

6 Do you mind if I _____ in and ask a question?

7 He's going to _____ into a lot of money next year.

8 Maths exercises are more fun if you _____ them into games.

3 Correct the mistakes in these sentences.

1 I had rather travel by train than by bus.

_____

2 I prefer watching TV to read books.

_____

3 You won't be allowed to enter unless you don't have the right documents.

_____

4 I hope they wouldn't arrive early because I'm not ready yet.

_____

5 It's not really dangerous as far as you're careful.

_____

6 The story of an old man and his daughter is really touched.

_____

7 You would better do the work now because there won't be time later.

_____

8 I'm too tired to work now, so I'll prefer to stop and finish this tomorrow.

_____

4 Circle the correct options to complete the sentences.

1 In 1954, this country passed a new law saying that you **had to / don't have to / mustn't** pass a test before you could drive a car.

2 This is very important: you **don't have to / must / mustn't** check your CV for mistakes before you send it.

3 It's a holiday tomorrow, so we **mustn't / aren't allowed to / don't have to** go to school.

4 At my last school, we **had to / didn't have to / were allowed to** wear what we wanted but at this one we **had to / are allowed to / have to** wear a school uniform.

5 It's not fair. My brother **is allowed to / doesn't need to / must** stay out late but I **have to / am allowed to / mustn't** be home before eight o'clock.

Writing

1 **Read the job advertisement below. Then fill in the application form.**

Are you an organised person? A great leader with solid business skills?

Do you have experience in the hotel sector?

Can you speak any other languages?

If so, why not become a hotel manager? For more details, go to www.myguide.com. You can download the application form, then send it with a covering letter* saying why you would like to do the job.

* a covering letter is a letter that you send with an application form

APPLICATION FOR THE POSITION OF: *Hotel Manager*

Name: _____ Age: _____

Address and contact details: _____

_____

_____

_____

_____

Education: _____

_____

_____

_____

Languages: _____

Please write a short paragraph below saying why you would be a good person to do this job.

_____

_____

_____

_____

_____

2 **Now write a short covering letter, explaining why you would like to do this job.**

Dear Sir / Madam

I enclose an application form for the job of hotel manager.

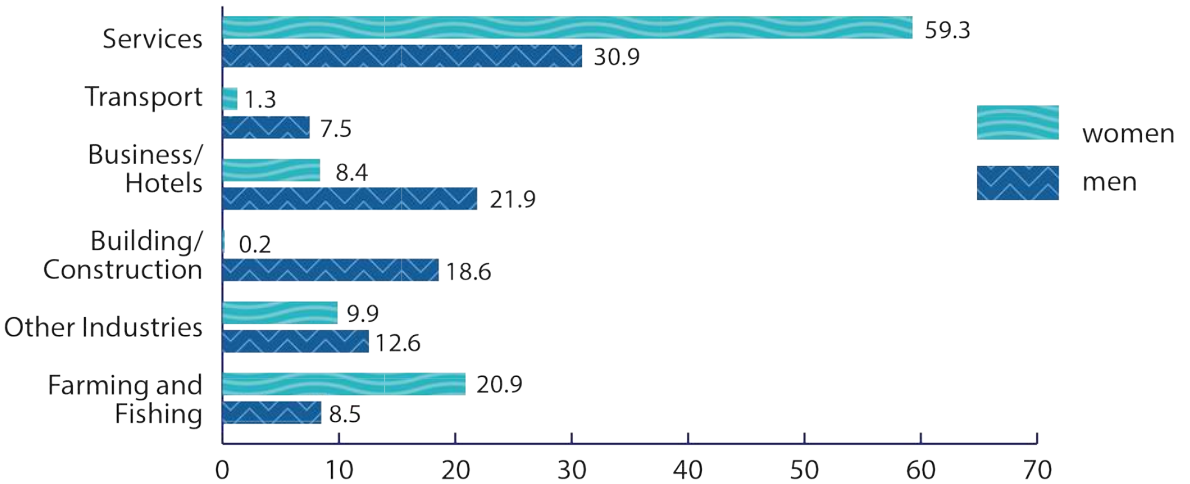
I hope _____

Yours faithfully

3 **Compare your form and letter with a partner. Then make any changes you think are necessary.**

Writing

1 Work in pairs. Look at the chart below, and then discuss what it shows about employment in Palestine.



Percentage of employed people 15 years and over in different economic areas, Palestine, 2013

2 Write a paragraph explaining the information in the chart.

The chart shows _____

_____.

The most important area of the economy, for _____,

_____. Over half (59.3%) of _____ in

this area. There were more women than men employed in both _____,

while _____ all other areas. No women _____,

and very few _____.

3 Discuss the questions below in pairs or small groups.

1 What is your favourite TV programme and why?
2 What programme(s) do you dislike, and why?

4 Write a review of one of the TV programmes you discussed.

In the review, say:

- what the programme is called
- what kind of programme it is
- what happens in the programme
- who is in it
- why you like it or don't like it
- what kind of people would and wouldn't enjoy it

UNIT 7

The food on your table





1 Look at the pictures. Then answer the questions below.

1 Which food do you think would taste better?
2 Which is more healthy? Why?
3 Which type of food is similar to what you normally eat, at home or in a restaurant?

2 Read the four texts (A to D) quickly. Then answer these questions.

1 Which text is from a magazine article? _____
2 Which text is from a health information sheet? _____
3 Which text is from a notice in a restaurant? _____
4 Which text is from a food label? _____
5 Which two texts explain what something means? _____ and _____
6 Which two texts give reasons why you want to eat particular food? _____ and _____

TEXT A

- ☑ Low fat
- ☑ Low sugar
- ☑ No chemical additives
- ☑ No artificial flavours or colours
- ☑ GM-free
- ☑ 100% natural

TEXT B

Slow food

We've all heard about fast food. Burgers and chips or pizza have become the standard meal for many young people around the world. Have you heard of slow food though? The Slow Food Movement started in Italy in the 1980s and now has about 100,000 members in more than 120 countries.

'It's called slow food because it was a reaction to the global spread of fast food, like burgers, which many people thought was bad for people's health and for the environment,' explains Bruno Rosario, owner of a 'slow food restaurant' in London. 'What we're trying to do is fight against the globalisation and standardisation of food, where people eat the same kind of food all over the world.' People like Bruno think it is important to use fresh food from the local area and cook it using traditional methods. 'It's getting more and more popular,' says Bruno. 'By next year our restaurant will have been in business for 20 years, so we must be doing something right.'

TEXT C

Understanding the 'traffic light' system of food labelling

These foods are high in salt, sugar and/or fat. Only eat a little, and not too often.

An OK choice, neither high nor low in unhealthy ingredients.

Good choice, eat as much as you like, as often as you can.

TEXT D

All our food is homemade and freshly-cooked, using locally-grown ingredients as far as possible.

3 Read the four texts on page 68 again to get a general idea of what they are about. Which is the best title for each one?

		Text
1	Good things take time	_____
2	This food is safe	_____
3	The dos and don'ts of healthy eating	_____
4	Why you will enjoy eating here	_____

4 Match the words from the texts with their meanings.

WORDS FROM THE TEXTS		MEANINGS
1 additives		a something done in answer to something else
2 flavours		b all over the world
3 standard		c extra things (e.g. added to food)
4 reaction		d things you need to make a meal
5 global		e tastes
6 fresh		f not from a factory
7 ingredients		g not preserved, e.g. in a packet or a tin
8 homemade		h normal, always the same

5 Complete the table, which shows how words from the texts change (the words all change in the same way). Use some of the verbs and nouns to complete the sentences below.

ADJECTIVE	VERB	NOUN
1 standard	*standardise*	*standardisation*
2 global	*globalise*	*globalisation*
3 modern	_____	_____
4 general	_____	_____
5 industrial	_____	_____
6 social*	_____	_____

* the adjective *social* describes how people meet and interact with each other

1 As a company, we can't live in the past. We have to _____.

2 Having lunch together after the meeting will help people to meet each other and _____.

3 What he said about women was a _____. Of course there are some women who aren't like that.

4 Many new factories were built during this period of _____.

5 This is just one example and we can't _____ from it to describe the whole population.

6 The _____ of the old house made it look like a new one.

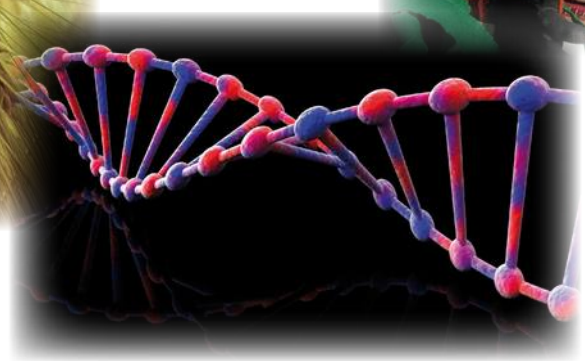
7 One result of _____ is that many companies now operate all over the world.

8 Why can't companies _____ computers so that you can use the same programmes on all of them?

1 Look at the pictures. Then discuss the questions below in pairs or small groups.

1 What does each picture show?
2 What do you think might be the connection between the three pictures?







2 Read the text. Then complete the tasks on page 71.

Genetically modified world

Genes are like a set of instructions for making a living thing. Flower or elephant, fish or human: they are all what they are because of their genes. When scientists found that they could change (or modify) things by taking out or adding genes, many new things became possible, including genetically-modified (GM) foods and other crops.

We can now artificially create plants that produce more food than natural ones, crops that can resist attacks by pests, rice that can grow in salty water, plants that work like medicines, and many other amazing things. To some people, this makes the future look very exciting. In 20 years' time, they say, we will all be eating GM food and the global problem of starvation will be solved.

However, not everybody is so sure that this is a good thing. There are concerns that GM crops could have a disastrous effect on agriculture and the environment in general. They might, for example, kill natural plants and take over from them. Also, people say that we do not know enough about the effects of GM food on the human body.

More generally, some people see GM crops as just one part of the growing use of technology in agriculture and the increasing power of a few huge globalised 'agri-businesses'. For example, farmers in a poor country may buy GM seeds from one of these companies because they seem cheaper and produce better crops. What they don't realise is that they won't be able to save the seeds from their crop for the next year. Instead, they will have to buy more seeds from the company.

So, while some see the industrialisation of farming as the solution to many global problems, others believe that 'factory farming' has already gone too far, and that we need to return to a more natural way of feeding people.

1 Replace the underlined parts of the sentences below with words or phrases from the text. (The words and phrases are in the same order as in the text.)

1 We need to <u>fight back against</u> what some large companies are doing to the environment.

_____

2 Farmers lose a lot of money because of <u>insects and other animals that harm crops</u>.

_____

3 In some countries, there is a problem of <u>people not having enough food</u>. _____

4 One of our main <u>worries</u> is that we don't know what the effects will be. _____

5 The country had no rain for two months, which was <u>very bad</u> for farmers. _____

6 I bought a packet of <u>small things from the fruit of a plant</u> to see if I could grow vegetables in my garden. _____

2 Complete the notes below with words and phrases from the text.

Are genetically-modified crops good or bad?

For

Can protect _____ pests.
Plants _____ medicines.
Can create rice _____ salt water.
Could _____ world starvation.

Against

Could be a disaster for _____.
Could destroy and replace _____.
Don't know how it affects _____.
Gives more _____ large companies.

3 In pairs or small groups, discuss what you think about GM crops and food, and the industrialisation of agriculture generally.



I don't really know all the facts but I'm a bit worried that playing with nature could go wrong.

I think science has improved human life in many ways, so the future is exciting.





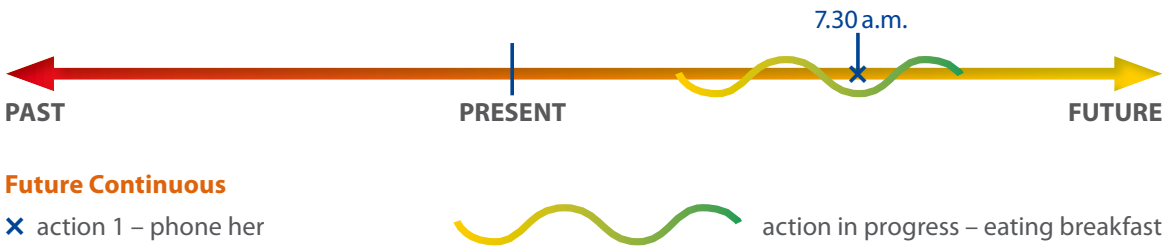
Big business has too much power in the world already. They're only interested in profits.

1 Look at the examples. Then complete the grammar rules.

Examples

*In 20 years' time, they say, everyone **will be eating** GM food.*

*If you phone at 7.30 tomorrow, she**'ll be eating** breakfast.*



Future Continuous

× action 1 – phone her

action in progress – eating breakfast

Complete the grammar rules

1 We use *will be* + the _____ form to make the future continuous tense. We use this tense to talk about actions that will be in progress at a certain time in the future.

2 In phrases like *in two minutes'/days'/years' time*, we put an _____ after the time words.



2 Complete the sentences using the future continuous tense of the verb in brackets.

1 We hope the company _____ a profit before the end of the year. (make)

2 Don't call at 8.00. I _____ dinner. (have)

3 If he doesn't answer the door, he _____ outside in in the garden. (work)

4 She hopes that next year she _____ at university. (study)

5 I hope your interview goes well tomorrow.
I _____ of you. (think)

3 Circle the correct tense (future simple or continuous).

1 We won't **go / be going** if you don't want to.
2 Australian time is ten hours ahead of us, so he'll just **get / be getting up** when we phone.
3 The driver will **wait / be waiting** for you when you arrive.
4 If she isn't at home when I get there, I'll **wait / be waiting** till she arrives.
5 What do you think you'll **do / be doing** this time next year?

4 Look at the examples. Then complete the tasks below.

Examples

*They're very **well educated**. (Unit 4)*

*The book is **beautifully written**. (Unit 5)*

*All our food is **freshly cooked**. (Period 1, this unit)*

ADVERB	PAST PARTICIPLE
1 highly	a qualified
2 widely	b written
3 well	c injured
4 brightly	d coloured
5 badly	e known
6 fully	f praised

1 Match each adverb to the past participle of a verb to make adjective phrases.

2 Use the adjective phrases to complete these sentences.

1 The book was _____ _____ by all the reviewers.

2 It may sound strange to you but it's a _____ _____ name in my country.

3 She always wears _____ _____ clothes, so you'll recognise her easily.

4 He's studying to be a doctor but it will be another year before he's _____ _____.

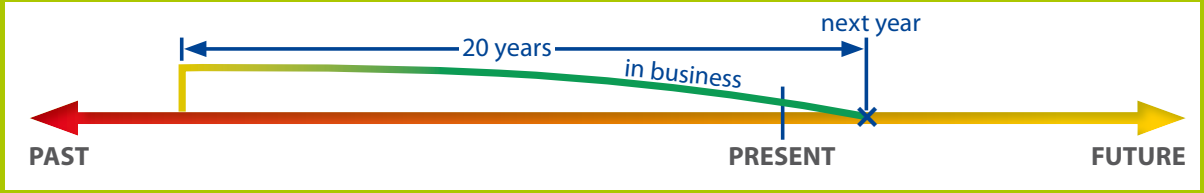
5 The story is _____ _____ but it isn't very exciting.

6 The accident looked serious but no-one was _____ _____.

1 Look at the examples. Then complete the grammar rules.

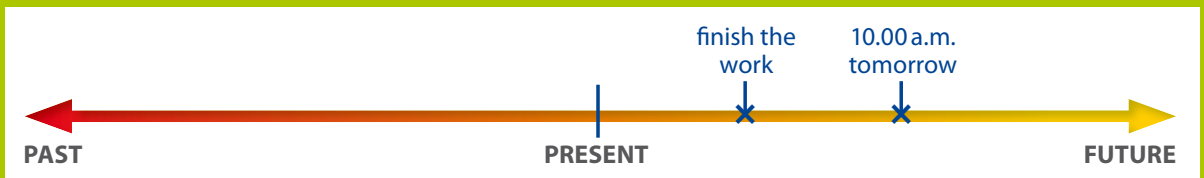
Example

*By next year our restaurant **will have been** in business for 20 years.*



Example

*I'**ll have finished** the work by 10.00 a.m. tomorrow morning.*



Complete the grammar rules

1 We use _____ + the past participle to make the future perfect tense. This tense is used to talk about actions that will be completed before a certain time in the future.

2 The time phrase can come either _____ or _____ the main clause.

3 We use the preposition _____ with definite times, meaning 'at or before this time'.

2 Complete the sentences using the future perfect tense of the verbs in the box.

write finish repair save be

1 By next year they _____ married for 40 years.
2 I can't go out at 7.30 because I _____ my work by then.
3 If he keeps going at this speed, he _____ 20 pages today.
4 I won't be able to go on holiday this summer because I _____ enough money.
5 You can collect the computer on Tuesday. We _____ it by then.



3 Circle the correct options to complete the sentences.

1 I don't think **I'll have finished / I'll be finishing** this report in time for the meeting.
2 Scientists think that in ten years' time nearly everyone **will have used / will be using** mobile phones.
3 By the end of the journey, they **will have driven / will be driving** over 200 miles.
4 If we get there too early, they **won't have woken up / won't be waking up**.
5 Don't call me on my mobile. **I'll be driving / I'll have driven.**

4 Discuss the questions below in small groups.

What do think or hope you will have done and will be doing

- by next week?
- by next year?
- in five years' time?





1 🎧 **Listen to someone explaining how to work a new TV with the remote control. As you listen, complete the written instructions below.**

Basic controls on the TV remote

1. Turn on the TV by pressing the (1) _____ button in the (2) _____ _____ corner of the remote. The red light on the TV will go out and a picture will appear after a (3) _____ _____.
2. There are (4) _____ _____ to change channels: either press the number of the channel you want or use the (5) _____ button on the right.
3. Change the volume by using the (6) _____ or (7) _____ button on the left.
4. Use the Mute button if you want to (8) _____ _____ the sound for any reason.
5. The button marked Exit can be used if any unwanted (9) _____ appear on the screen.



2 **Work with a partner. Choose one of the following things each. Imagine that your partner knows nothing about the thing you have chosen. Ask and answer questions about how to use it.**





Press one of the buttons with numbers on.

But what if I want to stop it after it's started?




3 **Now work together to write a set of instructions for using each of the two things you talked about. Use the instructions for the TV remote as a model.**

Period 6 / Writing



1 **Discuss these questions in small groups.**

- How good are you at cooking?
- What dishes do you know how to make?
- Do you think it is important for young people to know about food and cooking? Why? / Why not?

2 **Look at these words connected with food and cooking. Match them with their meanings.**

COOKERY WORDS		MEANINGS
1 recipe		a a dish made with pastry on the bottom, with different things inside and an open top
2 pastry		b a mixture of flour, fat and water, cooked in the oven
3 tart		c the yellow part of an egg
4 yolk		d instructions for cooking something
5 stir		e mix together with a spoon

3 Read the recipe below. Fill the spaces with time or ordering words from the box below.

meanwhile finally when by while first then until

PIES & TARTS



This is a recipe for an onion tart, which is very tasty.

Ingredients

100 grams of very cold butter (or other fat)
225 grams of flour
yolk of 1 egg
a little salt
a little cold water
2 medium onions
a little olive oil
3 eggs
¼ litre of yogurt
salt and pepper

(1) _____, make the pastry for the base. Mix the flour and salt together in a large bowl. (2) _____ add the butter and rub it between your fingers into very small pieces. (3) _____, add the egg yolk and stir quickly. Put it in the fridge for about half an hour. (4) _____, heat the oven to 250° C.

(5) _____ the pastry is cold, press it into a 20 cm wide tin, make small holes in it with a fork, and put it in the oven for about 10 minutes. (6) _____ the base is cooking, fry the onions in the oil (7) _____ they are soft. Put the eggs in another bowl, add yogurt and salt and pepper and mix well. Add the fried onions.

Take the base out of the oven and turn it down to 150. Pour the egg mixture into the base, and return it to the oven for another 15–20 minutes. (8) _____ this time, it will have become a little brown on top. Leave it to cool for about 10 minutes and serve it with a green salad.

4 Work in small groups. Choose a dish at least one person knows how to cook and explain it to the others. Then write a recipe, using the onion tart recipe as a model.

In this Unit you have learnt about:

- the 'slow food' movement
- genetically modified crops
- adjective–verb–noun changes with *-ise* and *-isation*
- adverb + past participle combinations, e.g. *genetically modified*
- future continuous tense
- future perfect tense
- writing recipes and instructions

UNIT 8

Amazing animals

1 Discuss these questions in pairs or small groups.

1 Do you have a favourite animal? Tell your partner(s) about it.
2 What surprising abilities do some animals have?

2 Read the text about amazing animals. Then complete the tasks on page 79.

AMAZING PLANET

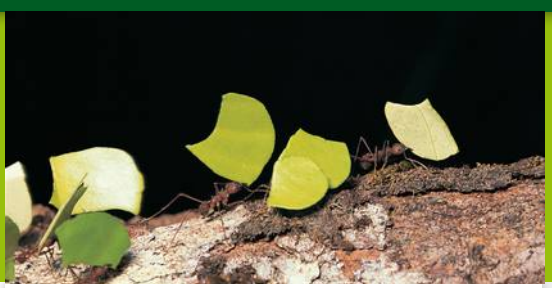
HOME | ANIMALS | HABITATS | LOCAL | GLOBAL | ABOUT US | CONTACT US

There are thousands of amazing animals in the world, so choosing just five is quite random. But you're sure to find something interesting in our list, either a new fact about a common animal or one that you never knew existed. Scientists have named about 1,367,555 different species, not including insects, so it's not surprising that most people have never heard of some of them.



1 Mudskipper

Being fish, mudskippers use gills to breathe underwater, but their gills can hold water, which enables them to live on land too. They can even 'walk', using their front fins like legs. All this makes them especially interesting to biologists.



2 Leaf-cutter Ant

All ants are very interesting, especially the ways they live and work together. But leaf-cutter ants are particularly clever. They build a complex network that allows cool air into their homes and takes warm air out, making an efficient air-conditioning system.



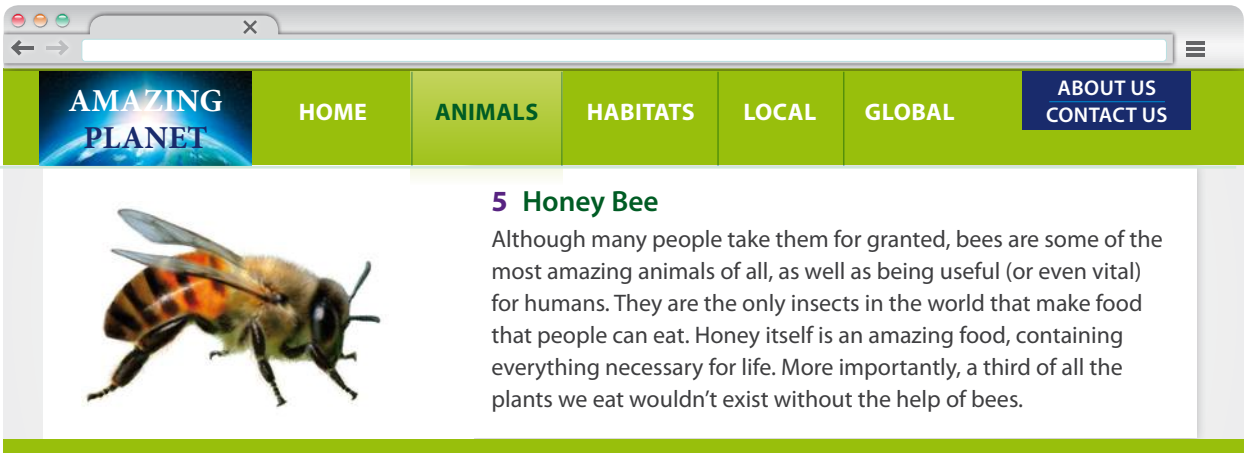
3 Opossum

These North American animals are quite famous for pretending to be dead when they are attacked, but they have another defence too. Their bodies produce a protein that protects them from the poison of snakes and other animals. Surprisingly, this defence also works against snakes from other continents, which opossums have no contact with.



4 Mimic Octopus

All octopuses are intelligent, and can change their colour and shape. But the Mimic Octopus takes this further: it can actually pretend to be other animals, according to what is attacking it. It has been seen making itself look like various fish, sea snakes and jellyfish, as well as at least ten other species.



1 Replace the underlined parts of the sentences with words or phrases from the text. (The words and phrases are in the same order as in the text.)

1 The choice of people to answer the survey was <u>unplanned</u>. _____

2 The animal's colour <u>makes it possible for</u> it to hide in the forest. _____

3 <u>Scientists who study living things</u> are worried about the effects of climate change. _____

4 This problem is <u>not at all simple</u>, so it will be hard to solve. _____

5 The thief entered people's houses by <u>seeming falsely</u> to be from the electricity company. _____

6 They took him to hospital after he accidentally drank some <u>liquid that can kill people</u>. _____

7 The students were put in different classes <u>in connection with</u> their abilities. _____

8 If you are bitten by this snake, it's <u>very important</u> to get medical help quickly. _____

2 Decide whether the statements are TRUE or FALSE. If there is not enough information to decide, choose DOESN'T SAY.

1 The website says these are the five most interesting animals in the world.
TRUE FALSE DOESN'T SAY

2 There are more insects in the world than other animals.
TRUE FALSE DOESN'T SAY

3 Leaf-cutter ants do something that other ants don't do.
TRUE FALSE DOESN'T SAY

4 Opossums have two different ways of defending themselves from attack.
TRUE FALSE DOESN'T SAY

5 Sea snakes are the biggest danger to the mimic octopus.
TRUE FALSE DOESN'T SAY

6 Most people realise how important bees are for humans.
TRUE FALSE DOESN'T SAY

3 Complete this sentence with your own ideas. Then compare and discuss your sentence with a partner.

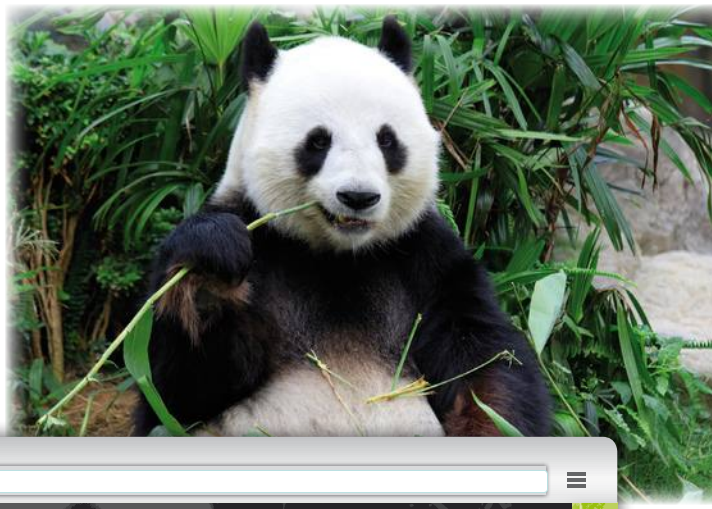
I think _____ are the most amazing animals because _____

_____

_____

1 Discuss the questions below in pairs.

1 Do you know what this animal is called?
2 What do you know about this animal (where it lives, problems it may have, etc)?



2 Read the blog* about pandas. Then complete the tasks on page 81.

*** a blog (short for *weblog*) is a page on a website which a person uses to record regular thoughts and ideas**

Alan Finn

Home Wildlife Links Alan's Blog Contact Alan

Everyone likes pandas, don't they? And of course, that includes me. Recently, though, I've reached an opinion that might upset some people reading this blog.

We all know that giant pandas are an endangered species, facing many threats. They struggle to survive in areas of land that are getting smaller every year. But, quite honestly, they don't really help themselves, do they? They only eat one thing, a plant that doesn't have many nutrients, and they seem to find it very difficult to produce baby pandas.

Are they really worth it? Organisations like the World Wildlife Fund, which uses the panda on all its publicity, spend millions of pounds trying to preserve this one animal, while there are many other species (animals and plants) that are threatened with extinction. They aren't as pretty as pandas (in fact, some of them are definitely rather ugly), but they all play an important part in the complex network of life on earth.

Extinction is part of the Earth's history. Obviously we can't preserve every species, so we need to make some hard economic choices. Maybe it's time to stop wasting all this money on one animal. The biggest problem for all endangered species, including pandas, is loss of habitat. Instead of saying 'Save the Whale (or Tiger or Panda)', we should be saying 'Save the Rainforest (or Desert or Rivers)'.

Posted April 19th, 10.35 a.m.

14 comments

Maria Collins Are you really suggesting that we should just leave pandas to die out? I'm shocked to read this from someone who calls himself an animal lover.

April 21st, 6.33 p.m.

Alan Finn Of course I'm an animal lover, and of course I don't want pandas to disappear. But speaking as a professional biologist, I think that there are lots of things like insects and plants that are just as important, even if they're less lovable to us humans.

April 22nd, 9.45 a.m.

1 Look at these words from the text and decide which meaning makes the best sense in the sentence.

1 opinion**:** **A** what someone thinks **B** destination

2 giant: **A** dangerous **B** very large

3 threats: **A** dangers or risks **B** special things

4 struggle: **A** not succeed **B** find something difficult

5 obviously: **A** sadly **B** clearly

6 extinction: **A** showing something to people **B** death of a whole species

7 habitat: **A** something you do very often **B** area where particular species live

8 publicity: **A** way of making something known to people **B** book and magazine production

2 Now use words from Part 1 above to complete these sentences.

1 These plants will only grow in one type of _____.

2 Numbers of tigers are so low that they are in danger of _____.

3 We need better _____ so that people know about the company and its products.

4 People in low-paid jobs often _____ to feed their families.

3 Choose the best way to continue each sentence. Circle A, B or C.

1 Alan Finn says his opinion is _____

A rather an unusual one. **B** likely to make some people angry. **C** the only possible solution.

2 He thinks that pandas _____

A should not be treated differently from other species. **B** should do more to help themselves. **C** are in less danger than many other animals.

3 In his opinion, the biggest problem for many species is _____

A being killed by people. **B** losing their living space. **C** global climate changes.

4 In her comment, Maria Collins says she is _____

A sad. **B** angry. **C** surprised.

4 In pairs or small groups, discuss what comments you might leave on Alan Finn's blog.



I agree with what he says. We can't decide to save a species just because it looks nice.

It's obvious that people will want to give money to save an animal they like.



1 Look at the examples. Then answer the questions below.



Examples

A *Many animals are threatened with extinction after they have lost their natural habitat.*
*Many animals are threatened with extinction **after losing** their natural habitat.*

B *Opossums can protect themselves. They use a special protein to do this.*
*Opossums can protect themselves **by using** a special protein.*

C *Sometimes we need to look at very small things. A microscope is used for this.*
*A microscope is used **for looking** at very small things.*

1 Which example uses a time word? _____
2 Which examples use prepositions? _____
3 What verb form do we use after these words? _____
4 Which preposition describes *how* something is done? _____
5 Which preposition describes the *use or purpose* of something? _____

2 Rewrite the sentences using the *-ing* form of the underlined verb.

1 The biologist <u>studied</u> these animals and discovered something amazing.
The biologist discovered something amazing while _____.

2 If you <u>work</u> with bees, you need to wear special clothes.
When _____.

3 To protect themselves, octopuses <u>change</u> their body shape.
Octopuses protect themselves by _____.

4 To help them <u>walk</u>, mudskippers use their fins.
Mudskippers use their fins for _____.

3 Look at the examples of verb/adjective + preposition + *-ing*. Then match the verbs or adjectives in the table below with the correct prepositions.

Examples

*Opossums are **famous for** pretend**ing** to be dead*
*Many biologists **dream of** find**ing** a completely new species.*

VERB OR ADJECTIVE		PREPOSITION
1 sorry (adj)		*a* in
2 think (v)		*b* against
3 succeed (v)		*c* to
4 look forward (v)		*d* for
5 decide (v)		*e* at
6 good (adj)		*f* of

4 Now complete these sentences using prepositions and the *-ing* form of the verbs in the box.

forget get solve do spend write

1 After years of trying, he's finally succeeded _____ _____ the problem.
2 They have decided _____ _____ so much money on saving one animal.
3 I'm sorry _____ _____ to phone you yesterday.
4 This is a much better way. Why didn't I think _____ _____ it like this before?
5 After such a long time away, they were looking forward _____ _____ home.
6 At school, he was always good _____ _____ essays.

5 Discuss the questions below in pairs or small groups.

- What do you use your mobile phone for?
- How do you try to stay healthy?
- What are you looking forward to doing?
- What subjects are you interested in reading about?
- What are you good at doing?
- What are you bad at doing?

I try to stay healthy by eating the right food.

I'm really bad at remembering people's names.

I'm hungry, so I'm looking forward to having my lunch.

1 Look at the examples of how *-ing* phrases are used. Then answer the question below.

Examples 1:

Mud skippers are fish, so they use gills to breath.
➡ *Being fish, mudskippers use gills to breath.*

I felt tired so I went to bed early.
➡ *Feeling tired, I went to bed early.*

Because pandas don't have good food, they find it difficult to produce babies.
➡ *Not having good food, pandas find it difficult to produce babies.*

Examples 2:

I speak as a professional biologist. I think we can't preserve every species.
➡ *Speaking as a professional biologist, I think we can't preserve every species.*

I am a teacher. I think school hours are long enough.
➡ *Speaking as a teacher, I think school hours are long enough.*

Which box gives examples of these meanings or uses?

A This is my attitude, how I see the subject. _____
B This is the reason why. _____

2 Join the pairs of sentences to make one longer sentence, using an *-ing* phrase.

1 I know him well. That's why I can tell you what his answer will be.
Knowing _____.
2 Some organisations try to preserve pandas. They spend millions of pounds protecting panda habitats.
Trying _____.
3 I am a student. I think exams cause a lot of stress.
Speaking _____.
4 I saw that it was going to rain. I put my coat on.
Seeing _____.
5 I don't see the problem. That's because I am someone who isn't an expert.
Not _____.
6 We are parents. We think we should be told about changes to the education system.
_____.
7 I felt hungry. I decided to have a sandwich.
_____.
8 The tourists realised they were lost. They asked someone for directions to the hotel.
_____.

3 Look at the examples of *en* used as a prefix and a suffix. Then complete the table by adding *en* prefixes or suffixes to the words in the box.

Examples

*Pandas are an **endangered** species.*
*Many other species are **threatened** with extinction.*

force close tight wide dark
length courage sure

en prefix	*en* suffix
1 *endanger*	6 *threaten*
2	7
3	8
4	9
5	10



4 Complete the sentences with words from the table above.

1 He's thinner than he was, so he's had to _____ his trousers.
2 The sky began to _____ and they knew it would rain soon.
3 In reply to your request for payment, I _____ a cheque with this letter.
4 He was worried about starting a new school but his parents tried to _____ him.
5 We need to _____ the curtains. They're too short.
6 Please _____ that you have completed all parts of the form.
7 I agree with the idea of the new law but I think it will be difficult to _____.
8 They plan to _____ the road because it's too narrow.

1 Read the web news story. Then listen to two people talking about the same story.

NEWS TODAY News | Sport | Weather |

Woman leaves 5-bedroom house to cats



A woman in America who died last month has left her large house to her 10 cats. Having no close relations, she decided that she wanted to make sure that her cats would not become homeless after her death. Her lawyer said yesterday: 'It's unusual, but it isn't the first time houses or money have been left to animals.'

Share this story

3 Comments

2 Discuss the questions below in pairs or small groups.

- What does Debbie (the woman) think about the story?
- How does the man disagree?
- Which do you agree with? Why?

3 Look at the comments on the story. Complete Debbie's comments, then add a short comment of your own in the space at the bottom.

3 Comments

debbie@nfl.co.uk

In my opinion, it's wrong. In general, I think people _____

_____

51 minutes ago

frank62@nettalk.com

As a cat lover myself, I can see why she did it. Why shouldn't she do what she likes with her own house?

51 minutes ago

debbie@nfl.co.uk

To be honest, I think this story is crazy because _____

_____

11 minutes ago

Add a Comment

Hi student@palestine (Sign out)

Type your comment here

1 Look at the examples of words and phrases that show opinion or attitude. Then complete the table.

Examples

Obviously *we can't preserve every species.*

In my opinion, *it's wrong.*

To be honest, *I think you're completely wrong.*

Personally, *I'm sure this is the best solution.*

Of course *not everyone is the same.*

Generally speaking, *most people like animals.*

OPINION / ATTITUDE	WORD OR PHRASE
You may not like this but it's what I really think.	1 _____
I know this isn't always true but …	2 _____
This is clear, everyone agrees.	3 _____ 4 _____
This is just what *I* think.	5 _____ 6 _____

2 Circle the best attitude word or phrase to complete the comment below.

1 Comment



Hi student@palestine

(1) **Of course / To be honest,** I can't see why people are so upset about this story. (2) **In my opinion, / Personally,** it's just the kind of thing that happens all the time. (3) **Obviously / To be honest,** nobody likes seeing students being badly-behaved, but (4) **in my opinion / generally speaking,** I think people get too worried about things that aren't important.

17 minutes ago

3 Discuss the question in pairs or small groups.

What do you think the original story in Activity 2 was about?



Obviously someone saw some students doing something bad, so what could it have been?

The comment says it wasn't so important, so maybe they were just being noisy in public.



4 Read the two news story titles (headlines) and discuss them in pairs or small groups. Then, in the boxes below, write a reply giving your opinion and agreeing or disagreeing with the previous comment. Use one or more of the attitude words and phrases in Activity 1.

13-year-old gets into top university

'We hope he'll be a professor by the time he's 20,' say parents.

1 Comment

ahmad32@newstalk.com

Personally, I feel sad for him. He'll never have a normal life, especially with parents like that.

11 minutes ago

Add a Comment

Hi student@palestine (Sign out)

Type your comment here

Over 75% of young people find modern life 'too stressful', says new study

1 Comment

tom87@netchat.co.au

As someone who was alive during the Second World War, I can't see what their problem is. They don't know what stressful means!

11 minutes ago

Add a Comment

Hi student@palestine (Sign out)

Type your comment here

In this Unit you have learnt about:

- animal habits
- endangered species
- participle (*-ing*) phrases
- prefixes and suffixes with *en*
- attitude words and phrases
- writing opinions in online discussions

UNIT 9

Once upon a time

1 Look at the pictures. Then discuss the questions below in small groups.





1 Do you know any of the stories shown in the pictures? What can you say or guess about them?
2 Where do you think these stories came from? How old do you think they are?

2 Read the introduction to a collection of stories. Then complete the tasks below and on page 89.

Global tales

One definition of 'folk tales' is: stories that are traditional among a group of people. Like folk songs, they are passed down from generation to generation and it is impossible to say who first told or wrote them. 'Fairy stories' are similar, but they are mainly for children and often feature animals that talk, giants and other imaginary things.

We can learn a lot about different countries from their folk tales, but the similarities between them are interesting too. Take, for example, the 'trickster' stories that are told in many parts of the world, including Africa, the Caribbean and Scandinavia, where they are very popular. In these, the hero gets what he wants by being clever and telling lies. Many societies have 'heroic' stories, where the main character goes on a long and difficult journey to find something important. There are also 'romantic' tales, love stories in which a man and a woman have to solve many problems before they can be together.

1 Find words in the text that have these meanings. (The words are in the same order as in the text.)

1 meaning of a word _____
2 stories _____
3 contain (as an important part) _____
4 main (male) person in a story _____
5 groups of people _____
6 any person in a story (or film, play, etc) _____

2 Complete the table with other words from the text.

ADJECTIVE	NOUN
1	imagination
similar	***2***
3	popularity
heroic	***4***

3 Use words from the text on page 88 and from the table above to fill the gaps in these stories.

The Palestinian tale of *Ataba and Zarief e-Ttool* is mainly a (1) *r*_____ story of how love finally wins. Zarief and the beautiful Ataba fall in love, but Ataba's father refuses to accept Zarief because he is poor. He sends Zarief all over the country to bring back different things, thinking he will fail. This is also a (2) *h*_____ story, because Zarief succeeds every time. However, the father always asks for something else. Finally, Zarief gets help from an Egyptian Mukhtar, a friend of Ataba's father. He persuades the father that Zarief will be a good husband for Ataba, and the couple can at last get married.

The (3) *p*_____ Anansi stories from West Africa (4) *f*_____ a spider called Anansi. In one tale, Anansi takes over from Lion as the 'owner of all stories'. Lion says he first has to bring him Giant Blacksnake, tied to a piece of wood. Anansi uses his cleverness to catch the huge snake and take him to Lion. Lion doesn't want to give Anansi ownership of all the stories, but he has no choice. These Anansi folk tales about the (5) *i*_____ spider are probably the most famous examples of (6) *t*_____ stories.

The (7) *h*_____ of *Jack the Giant Killer* is a young boy who lives with his mother. They are very poor, so when Jack sells their cow for a few 'special' beans, his mother is angry and throws them out of the window. The bean plant grows very high and very fast, and Jack climbs up it. At the top, he meets a giant who owns a lot of gold and a chicken that lays gold eggs. Jack steals the chicken but it makes a noise and the giant wakes up. He follows Jack but when Jack gets to the bottom he cuts the plant down, killing the giant. This old English (8) *f*_____ story combines two types of tale: heroic and trickster.

4 Complete the sentences with words from the three story descriptions. (The words are in the same order as in the text.)

1 It's no use asking to borrow money from him. He always _____.

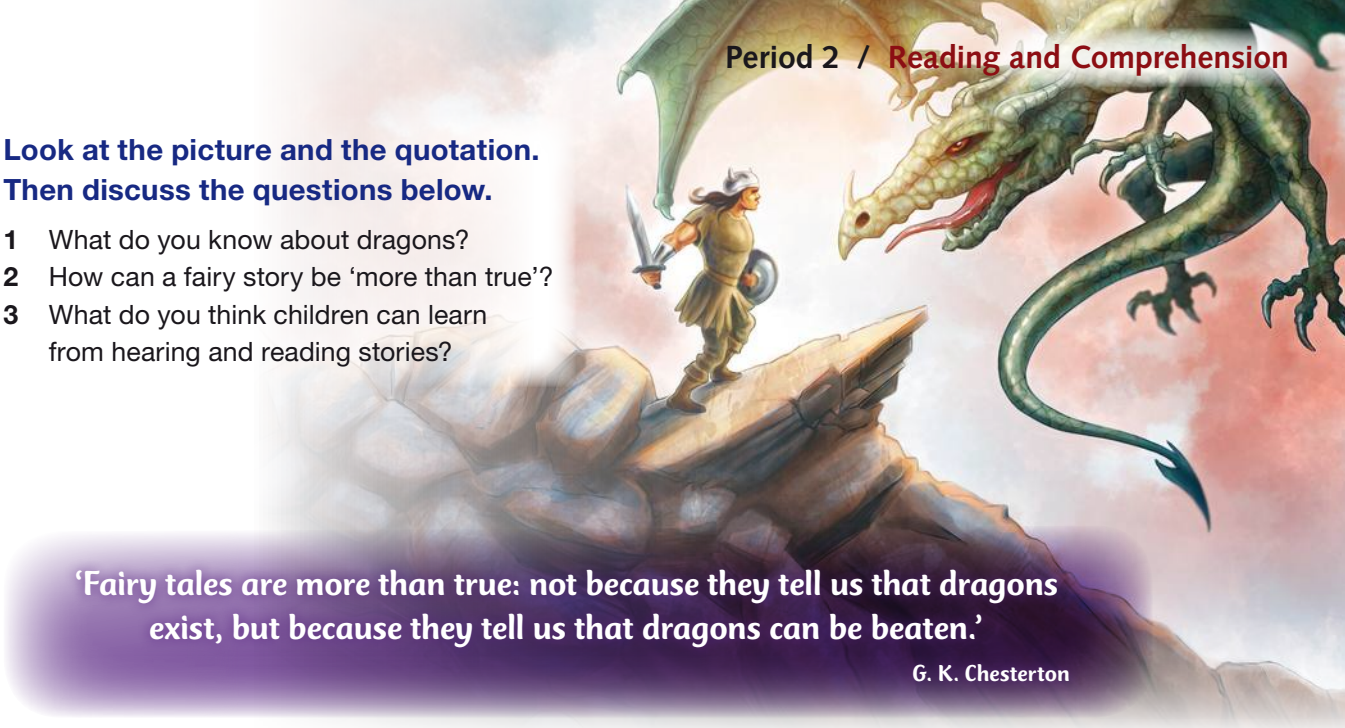
2 He's such a good speaker that he always _____ people that his opinion is right.

3 The story is about a married _____ and their three children.

4 They _____ the thief to a chair so that he couldn't escape.

5 They have a duck in their garden that _____ large eggs.

6 I like lots of different _____ of music, from folk music to classical.



1 Look at the picture and the quotation. Then discuss the questions below.

1 What do you know about dragons?
2 How can a fairy story be 'more than true'?
3 What do you think children can learn from hearing and reading stories?

'Fairy tales are more than true: not because they tell us that dragons exist, but because they tell us that dragons can be beaten.'

G. K. Chesterton

2 Read the text quickly. Then answer the question below.

Is this text
A a news story?
B an interview?
C an academic essay?

Highly intelligent stories

Some people worry that folk tales and fairy stories encourage children to believe things that can't happen in the real world. The highly praised children's writer Gillian Poulson couldn't disagree more. Stories, she says, help to develop a child's imagination. 'One of the main points of these stories,' she explains, 'is that they *don't* happen in the real world. Once children have visited the other worlds stories describe, they are never quite the same. They learn to question the world they see around them, and perhaps to change it.'

She's not alone in this opinion. The great scientist Albert Einstein once said: 'If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.' Research has shown that children who grow up hearing, and later reading, stories are much more likely to get good exam results, not just in language but also in maths and science.

Gillian Poulson thinks the reason why children love fairy tales is quite simple. 'They just want to know what happens next. Folk tales or fairy stories are especially good for this because they don't normally have anything extra to get in the way. You don't need to know what the character is feeling or thinking, just what they do next. So you can start your story with something like "Once upon a time there was a poor old woman who lived in a forest with her son", and that's it. You don't need to say where the forest was or why they were poor. They don't even need to have names. What did they do? That's the only important part.'

Stories, then, are good for children. First by hearing them, and later by reading them independently, we learn that language is for sharing ideas and having fun. But Gillian has a warning for parents and teachers. 'Don't tell them that it's good for them, and certainly don't encourage them to read books that you think they should. There's no quicker way to make them not want to read.'

3 Read the text again. Then decide if the statements below are TRUE or FALSE. Write the sentence (or part of a sentence) from the text that helped you decide.

1 Gillian Poulson shares people's concerns that folk tales are not realistic.
TRUE FALSE

2 She thinks stories only have a small effect on children.
TRUE FALSE

3 Stories teach children to enjoy language.
TRUE FALSE

4 In these stories, actions and events are more important than ideas and events.
TRUE FALSE

5 Children learn correct grammar from reading stories.
TRUE FALSE

6 Parents should recommend good books for their children to read.
TRUE FALSE

4 What do these words, highlighted in the text, refer to?

1 *they* (line 4) _____
2 *it* (line 6) _____
3 *They* (line 11) _____
4 *them* (line 18) _____

5 Discuss the statement below in pairs or small groups.

'Folk tales and fairy stories are just for old people and children.'



I couldn't agree more. There are much more important things to read.

You can't expect adults to believe in things like talking animals.



I think fairy stories can be enjoyed by people of all ages.





It's important to have a good imagination and not take things just as they are.

1 Look at the examples. Then complete the grammar rules by adding a tick to each row.

Examples

Defining relative clauses	Non-defining relative clauses
Fairy stories often feature ***animals which/that talk****.*	*Jack has a bean plant,* ***which grows very fast and very high****.*
Jack is ***a young boy who/that lives with his mother****.*	*He has two strong sons,* ***who live with him****.*
The woman ***who/that phoned me*** *was very polite.*	***Anansi, who is a clever spider****, is the hero of the tale.*

Complete the grammar rules

Rule	Defining	Non-defining	Both
1 The relative clause is used to make it clear which one(s) we mean.			
2 The relative clause is used to add extra information.			
3 We use commas to separate the information in the relative clauses.			
4 The relative clause should follow the noun it describes.			
5 We often use *that* instead of *which* or *who*.			
6 We can't use *that* instead of *which* or *who*.			

2 Join the two short sentences to make one longer sentence, replacing the underlined parts with relative pronouns. Use *that* where possible.

Some children grow up reading stories. They have better exam results.

Children who grow up reading stories have better exam results.

1 The story happens in Jaffa. Jaffa is a city in Palestine.

_____

2 Have you seen the letter? It came yesterday.

_____

3 The main character is very poor. He has three sons.

_____

3 Look at the examples of defining relative clauses. Then circle the correct words to complete the grammar rules.

Examples

Children visit ***the other worlds (that) stories describe****.*

They learn to question ***the world (that) they see around them****.*

That's ***the woman (that) I phoned****.*

Complete the grammar rules

1 In the examples, *other worlds*, *the world* and *the woman* are the **subjects / objects** of the verbs *describe*, *see* and *phone*.

2 When the pronoun *that* refers to the **subject / object**, we can leave it out.

4 Join the two short sentences together to make one longer sentence. Use *that* where it is needed, but leave it out if it isn't needed.

That's the car I want to buy when I'm rich.



1 This is the book. I was reading it yesterday.

_____

2 That's the same film. I saw it at the cinema last week.

_____

3 This is a folk tale. I remember it from my childhood.

_____

4 She's the new student. She arrived last week.

_____

5 Zarief brings back gifts. They are from different parts of the country.

_____

1 Look at the examples. Then complete the grammar rules.

Examples

*This is the house. I grew up **here**.*
➡ *This is the house **where** I grew up.*

*He returned to his home. He lived happily **there** for the rest of his life.*
➡ *He returned to his home, **where** he lived happily for the rest of his life.*

*The hero goes on a journey. **The hero's** son lives in another country.*
➡ *The hero, **whose** son lives in another country, goes on a journey.*

*I apologised to the man. I'd stepped on **his** foot.*
➡ *I apologised to the man **whose** foot I'd stepped on.*

Complete the grammar rules

1 _____ and _____ are both relative pronouns.

2 We use them in both _____ and _____ relative clauses.

2 Add the correct relative pronoun, *which*, *who*, *where* or *whose*, to complete the sentences.

1 Thank you for the book, _____ I enjoyed reading.

2 The hero, _____ name is Jack, lives with his mother.

3 He lived in Cairo, _____ is the capital city of Egypt.

4 They went to the next town, _____ they met an old man.

5 The old man, _____ clothes looked old and dirty, was really the king.

6 Her father, _____ had traditional opinions, refused to let her marry.

3 Correct the sentences. (There is one mistake in each sentence.)

1 That isn't the woman, who gave me the money.

_____

2 She lives with her parents who are quite old.

_____

3 Once there was a dragon, which tail was very long.

_____

4 He now lives in Jenin, where is a town in the north.

_____

5 Is that the place which you found the letter?

_____

6 I like to meet people whose their interests are similar to mine.

_____

4 Join the two short sentences to make one longer sentence, replacing the underlined parts with relative pronouns. Remember to use the correct punctuation.

1 That's the house. I was born <u>there</u>.

_____

2 She's the woman. I borrowed <u>her</u> books.

_____

3 I'm going to Ramallah. <u>It</u> isn't very far from here.

_____

4 The main character is a young man. <u>The man's</u> wife is always angry with him.

_____

5 My brother is good at basketball. <u>He</u> is very tall for his age.

_____

5 Complete the sentences in a way that is true for you. Then compare your sentences with a partner.

I want to study a subject that I'm interested in.

I sometimes go out with my friends, who _____

I prefer reading stories that _____

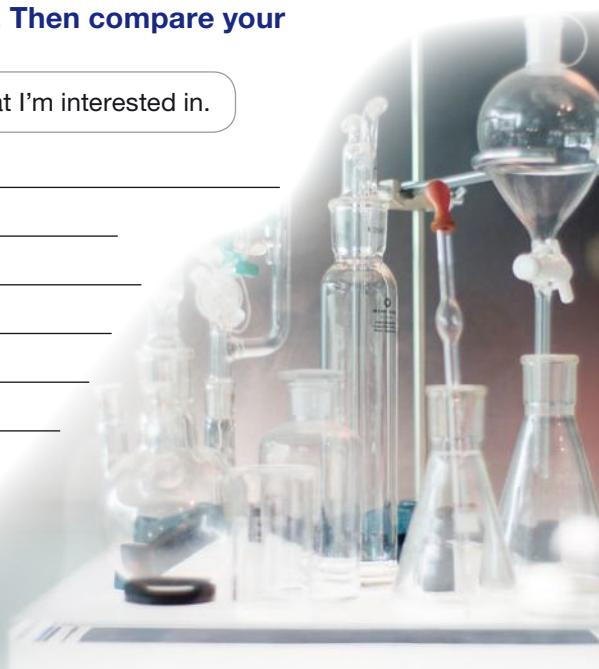
I want to study a subject that _____

I live with my parents, who _____

I live in _____, which _____

My best friend, whose _____

The place where _____



1 Look at the examples. Then complete the table below.

Examples

***At last**, the couple could get married.*

*He tried again and again, and **finally** the door opened.*

***At the beginning** of the tale, a poor man was living in a small house.*

***At first** he was afraid but then he saw that the spider wasn't dangerous.*

***At the end** of the fairy story, the hero returns home.*

WORD OR PHRASE	MEANING / USE
1 _____	the conclusion of a story (or film)
2 _____ or 3 _____	after a long time of waiting or trying
4 _____	the start of a story (or film)
5 _____	the situation will change later

2 Listen to the story of King Midas. Then fill in the line blanks in the summary* below. Do not complete the boxes for now.

*a summary is a shorter description of what a text is about

Midas is the king of Phrygia. (1) _____ of this story, he is rich and happy, living with his daughter in a big palace.

(2) _____ _____, a man with special powers comes to visit, and Midas treats him well. In (3) _____, the stranger gives him one wish, and Midas wishes that everything he touches turns to gold. The (4) _____ _____, his wish comes true.

(5) _____, Midas is excited, but he realises his mistake when his breakfast turns to gold before he can eat it. Even worse, when he touches his daughter, she turns to gold too.

Midas asks the stranger again and again to reverse the wish, and (6) _____ the stranger tells him how to do it. Everything returns to normal, and (7) _____ of the story, Midas becomes a more (8) _____ king.

3 Now complete the story summary in Activity 2 by putting words or phrases from the table in Activity 1 into the boxes.

4 Discuss this question in pairs.

Some stories teach us a lesson about what is right and what is wrong (a moral). What do you think is the moral of the story of King Midas? Write it in one sentence and show your sentence to another pair.

1 **Look at the examples. Then complete the grammar rules below.**

Examples

*A long time ago, a king called Midas **lived** in a palace with his daughter.*

*In the story, Midas **wishes** that everything he **touches** **turns** to gold.*

Complete the rules

1 We use the _____ tense to tell a story.

2 We use the _____ tense to describe or give a summary of a story.

2 **Read the famous folk tale. Then complete the summary on page 97.**

Ali Baba and the 40 Thieves*

* thieves = people who steal from others

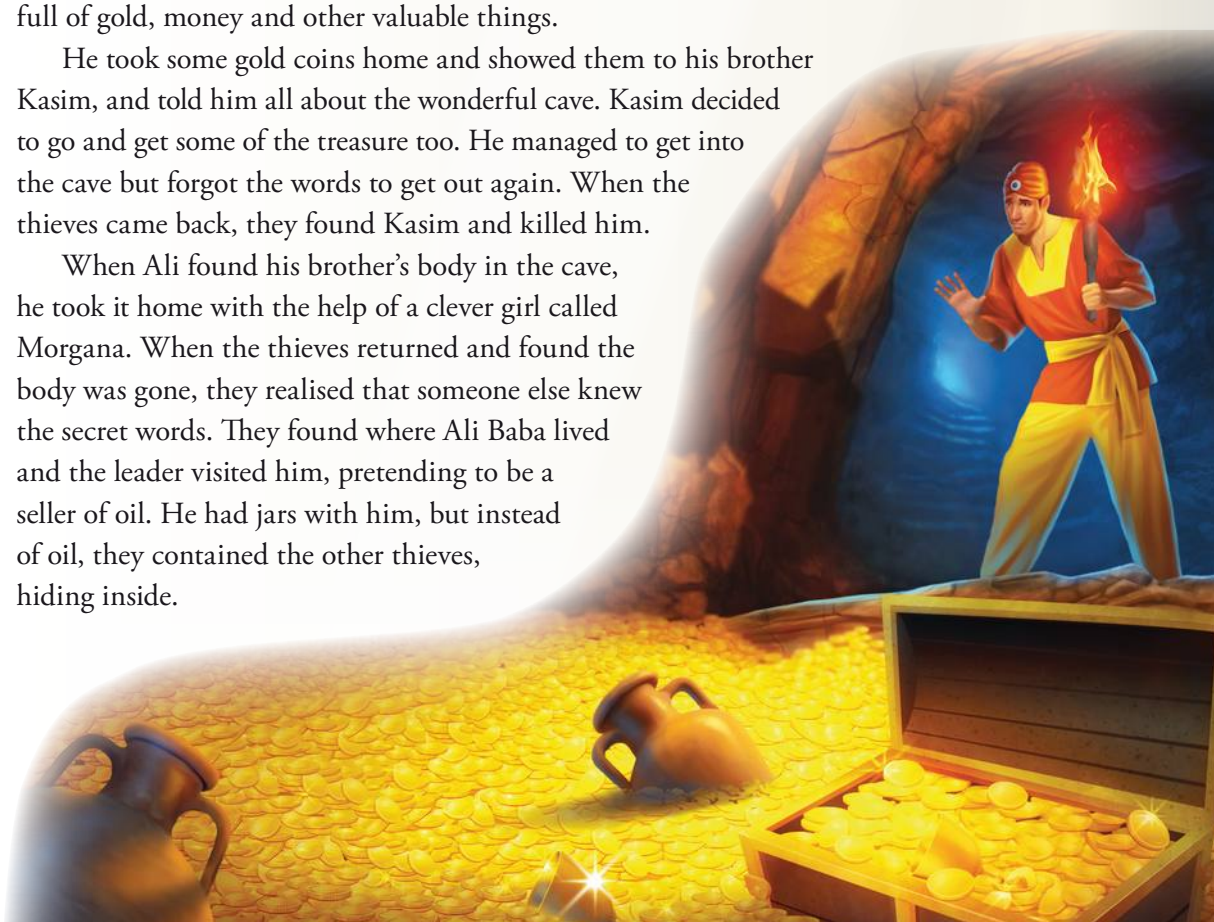
Ali Baba was a poor woodcutter. One day, while he was working in the forest, he saw 40 thieves arrive in front of a cave. He hid behind a tree and watched what they were doing.

He heard the leader of the thieves shout 'Open Sesame!' and was amazed to see the door of the cave open. The men went inside, and then some time later came out again. The leader said 'Close Sesame,' and the cave entrance closed.

Ali Baba realised that this was where the thieves kept their stolen treasure. After the thieves had left, he used the same words to open the cave and was excited to find that it was full of gold, money and other valuable things.

He took some gold coins home and showed them to his brother Kasim, and told him all about the wonderful cave. Kasim decided to go and get some of the treasure too. He managed to get into the cave but forgot the words to get out again. When the thieves came back, they found Kasim and killed him.

When Ali found his brother's body in the cave, he took it home with the help of a clever girl called Morgana. When the thieves returned and found the body was gone, they realised that someone else knew the secret words. They found where Ali Baba lived and the leader visited him, pretending to be a seller of oil. He had jars with him, but instead of oil, they contained the other thieves, hiding inside.



Luckily, Morgana knew who the oil seller really was. She poured boiling oil into the jars, killing the thieves, then later killed the leader too while she was dancing for him. In return for her help, Ali Baba said she could marry his son. He told his son the secret words, and later the son passed the secret to his children. So Ali Baba, his children and his grandchildren were rich for the rest of their lives.

Spelling reminder

thief — thieves *life — lives*

leaf — leaves *loaf — loaves*

At the beginning of this story, Ali Baba sees _____. The leader _____ by saying _____. After they _____, Ali _____, where he _____.

He tells _____. But when _____, he forgets _____. The thieves _____. Ali Baba takes _____, but the thieves _____.

They find _____, but a girl called Morgana helps him by _____. In return, Ali Baba _____, and he and all his family _____.

3 Work in pairs. Tell your partner a story you know, either telling the story in the past tense or giving a summary in the present tense.

Once, a long time ago, there was a …

This is a story about a man who lives …

In this Unit you have learnt about:

- folk tales and fairy stories
- using defining and non-defining relative pronouns
- using relative pronouns to add extra information to sentences
- time phrases for telling stories
- telling and giving summaries of stories

PROGRESS TEST 2 (UNITS 7–9)

Reading

1 Read the text about cooking lessons. Then decide if the sentences below are TRUE or FALSE.

Cookery school

I read this week that there are plans to make all 11- to 14-year-olds study cooking at school. The story I read said that children below that age already get cooking lessons, which was news to me. The aim is to make sure that all young people know how to make meals that are healthy and inexpensive, and so help to solve the problem of children growing up with weight problems.

Of course, there are always some who disagree. Schools have complained that they already have too many subjects, and there aren't enough teachers. Others say that cooking classes will put pressure on parents to buy the things their children need for the lessons.

All this may be true, but generally, I must say I think it's a good idea. When I was at school, we were never taught how to cook. My school was boys only, and in those days it was thought that cooking was women's work. Instead, we made things with wood and metal, as men were supposed to do. Strangely perhaps, at the same time most people agreed that being a professional cook in a top restaurant was only for men, because only men had the right qualities. It's different now, but there are those who still think that a restaurant kitchen, with its pressure, heat, shouting and bad language, is no place for a lady.

By the time I left school, though, I'd learnt a lot about basic cooking methods, not from classes or even from my mother, but by watching my father, who learnt to cook when he was living in France. He gave me a love of food, which I have passed on to my own son.

1 The writer was surprised to learn that younger children already learn cooking at school.
TRUE FALSE

2 Schools are happy about teaching the additional subject of cookery in their schools.
TRUE FALSE

3 Attitudes to female professional cooks have changed.
TRUE FALSE

4 The writer left school quite recently.
TRUE FALSE

2 Complete the sentences below with words or phrases from the text (3 words maximum).

1 Cooking lessons are being introduced for young people aged from _____.

2 Students will be taught how to prepare _____ food.

3 More and more young people nowadays have _____.

4 Some people think that the new idea will put parents under _____.

5 People used to think women didn't have the _____ to be professional cooks.

6 People working in restaurant kitchens often use _____.

20/15 marks

Vocabulary / Language study

1 Match words in the box with their meanings below.

lay seeds character habitat extinction

1 you put them in the ground and they grow into plants _____
2 when a species disappears completely _____
3 what chickens do _____ eggs
4 the natural area where a particular animal or plant lives _____
5 person in a book, film or play _____

2 Complete the sentences below with words from the box.

struggles imaginary genes similarities refuses
enables standard definition resist vital

1 A giraffe has a long neck, which _____ it to reach leaves on tall trees.
2 Scientists can now produce new plants by changing the _____ of old ones.
3 I didn't know what the word meant, so I looked up the _____ in a dictionary.
4 Finding new ways to make electricity is not just important, it's _____.
5 There are now crops that don't die because they can _____ attacks by pests.
6 The characters in the book aren't real people, they're completely _____.
7 There are some _____ between the two brothers, but they're quite different.
8 There was nothing special about the meal, it was just _____ restaurant food.
9 Her income is so low that she _____ to feed her family.
10 I try to tell him eating too much is bad for him but he just _____ to stop.

3 Complete the sentences with verbs or nouns made from the words in brackets.

1 One result of _____ is that companies operate all over the world. (global)
2 I don't watch much TV. In my free time I prefer to _____ with my friends. (social)
3 The system was old and didn't work well, so we decided to _____ it. (modern)
4 _____ brought many economic advantages but also caused a lot of pollution. (industrial)
5 Since the _____ of the education system, all schools teach the same subjects. (standard)

4 Add correct prepositions from the box to the sentences below. (There is one preposition that you don't need.)

in by to on at to

1 The library books are arranged according _____ their subjects.
2 _____ my opinion, he was right not to accept the job.
3 What is your reaction _____ the news that she is getting married?
4 You may find it hard _____ first but it gets easier when you practise.
5 I hope I will have finished reading this book _____ next week.

5 Complete the sentences below using the correct tense or form of the verbs in the box, plus a correct preposition.

look forward decide succeed use be good

1 We discussed it and finally _____ _____ accepting the offer.
2 He _____ _____ remembering words, so learning languages is easy for him.
3 This animal's long tongue is _____ _____ catching insects.
4 We tried and tried but didn't _____ _____ opening the old door.
5 I _____ _____ seeing you at the meeting next week.

6 Join the adverbs with past participles to make fixed adjective phrases.

ADVERB		PAST PARTICIPLE
1 well		a injured
2 genetically		b coloured
3 badly		c modified
4 highly		d praised
5 brightly		e dressed

1 _____ _____
2 _____ _____
3 _____ _____
4 _____ _____
5 _____ _____

7 Correct the mistakes in these sentences.

1 I hope I will finished my homework by the time the TV programme starts.
_____
2 Realised that he was late for the bus, he started to run faster.
_____
3 Everyone knows that pandas are an indanger species.
_____
4 This is the woman who she teaches me English.
_____
5 This time next week I will be start my new course.
_____

6 Most fish use their fins for swim.

7 In the summer, I'm going to visit the USA where my elder brother lives there.

8 We need to longen the lesson times. They're too short at the moment.

9 The old man, who his family lived far away, sometimes felt lonely.

10 He is famous for be one of the country's greatest poets.

25 marks

Writing

1 Write a summary (80–120 words) of a story you remember hearing or reading, or the story of a film you have seen. You may find the phrases in the box useful.

The story is about … The story happens in … The main character(s) is/are …
At the beginning … At the end …

5 marks

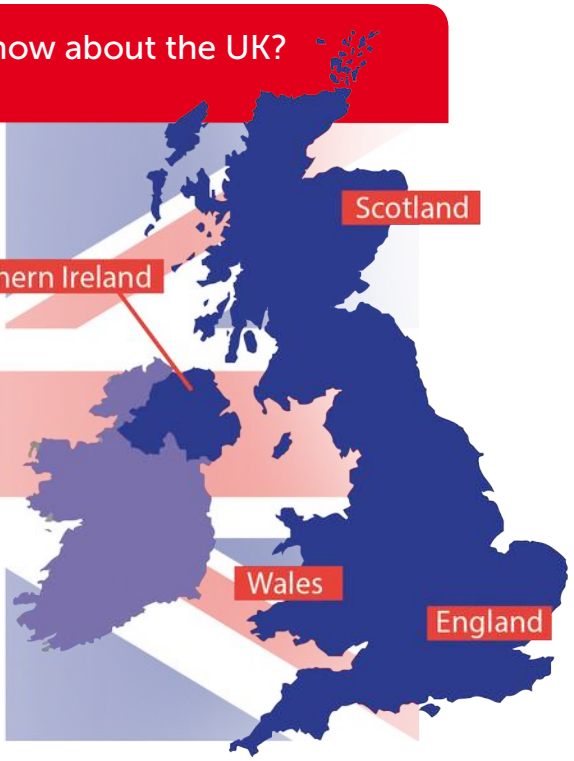
UNIT 10

Political systems

1 **Work through the quiz about the UK.**

QUIZ How much do you know about the UK?

Do our quick quiz to find out.



1. **How many different parts make up the United Kingdom?**
   A three
   B four
   C five
2. **Which is the largest?**
   A the British Isles
   B the UK
   C Great Britain
3. **What is the area of the UK?**
   A less than 140,000 sq. km
   B 140,000–240,000 sq. km
   C over 240,000 sq. km
4. **What is the population of the UK?**
   A about 30, 900,000
   B about 64,100,000
   C over 70,000,000
5. **How old do you have to be to vote*?**
   A 16 **B** 18 **C** 21

* vote = make a choice to decide who is in the government

2 **Read the text to check your answers.**

Name: United Kingdom (UK)

The full name is 'the United Kingdom of Great Britain and Northern Ireland' (Southern Ireland is an independent country called the Republic of Ireland). Great Britain is the geographical name for the island that contains England, Scotland and Wales. The UK has been described as 'four countries within a country'.

Capital city: London
London is the largest city, and one of the world's most important financial centres.

Population: approximately 64,100,000

Area: 243,610 sq. km (94,060 square miles)

Official language: English

System of government: parliamentary democracy, monarchy

The UK has a parliament, where laws are made. Elections to choose Members of Parliament (MPs) take place every five years, and anyone of 18 or over can vote. The head of government is the Prime Minister but the head of state is the king or queen, because the UK is also a monarchy. The monarch, however, has little real power. A small number of people think the UK should become a republic. Scotland, Wales and Northern Ireland all have their own parliaments, with limited powers.

3 Find words in the United Kingdom text that have these meanings.

1 connected with money and business _____
2 more or less, not exactly _____
3 country that has a king or queen _____
4 used by governments and in formal situations _____
5 place of government _____
6 times when people can vote _____
7 political system without a king or queen _____

4 Now use the words in Activity 3 to complete the sentences below.

1 There is a part of the _____ building where people can go and watch the discussions.
2 The country was a _____ from 1923 to 1946, when the king returned and it became a _____ again.
3 I think there were _____ 50 people at the meeting, but I didn't count them.
4 This isn't an _____ rule. It's just something that nearly everyone does.
5 People under 18 can't vote in _____.
6 I often lose money by making the wrong _____ choices.

5 Read the information about another country, and then try to fill in the blanks with correct information. Finally, compare your answers with a partner.

Name: _____



The full name is the People's Democratic Republic of _____

Capital city: _____

_____ is the largest city, four times larger than the second city, Oran.

Population: approximately 37.9 million

Area: 2,381,741 sq. km (919,595 square miles) 90% of the land is desert

Official language: _____

_____ is also widely used, especially in government, media and education.

System of government: democracy

The head of state is the President, who is elected for a five-year term. The position used to be limited to two five-year terms, but this limitation was removed in 2008. Anyone over the age of 18 can _____. The President is the head of the army and also chooses the Prime Minister, who is the head of government.

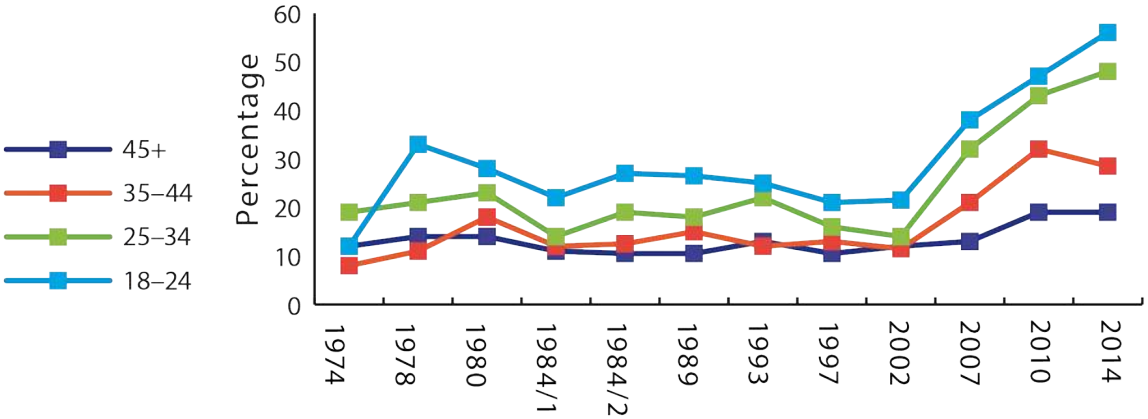
6 Discuss the question below in pairs or small groups.

The voting age in both countries is 18. Do you think this is the right age, or should it be higher or lower? Why?

I think 18 is about right because that's when people become adults.

Young people understand more than adults think, so they should be able to vote at 16.

1 Look at the graph. Then answer the questions below.



Non-voters in elections by age group, 1974–2014

1 In 1984, there were two _____.

2 Since _____, the 18–24 age group has been the least likely to vote.

3 People who are most likely to vote are in the _____ age group

2 Read the article. Then complete the tasks on page 105.

The democracy report

Many experts believe we are facing a 'crisis of democracy'. For many years now, not just in the UK but in all the world's more established democracies, the number of people who vote in elections has been falling. This is especially true among young people. The message from opinion polls is clear: there is a common feeling that young people find traditional politics boring, and that, whatever party they are from, politicians have nothing to offer them.

Now a new report has recommended that voting should be made compulsory, and that the voting age should be lowered to 16. 'It's a problem that so many young people don't vote,' says Professor Paul Meadows, one of the report's authors, 'because politicians can then afford to ignore them. This increases their feeling of not being listened to, and so it goes on. But if young people want their voices to be heard, they have to vote. One important thing that we say in the report, though, is that there should be a "none of the above" option for those who don't support any of the available candidates. That way, politicians will at least be made aware of how many people aren't satisfied with what they're offered.'

Compulsory voting already exists in over 30 countries. In Belgium, for example, people who don't vote have to pay a small fine, and if they go for four elections without voting, they lose the right to vote. As a result, 90% of Belgians voted in the last European election.

Prof. Meadows points out that there are already a lot of things young people have to do by law, like going to school or wearing seat belts in cars. Just one more, he believes, wouldn't make much difference, especially if technology can be used to make voting easier. 'Some steps towards this are already being taken,' he says, 'but why not go further and create a voting app that can be downloaded onto a phone or tablet?' The report's authors believe that, taken together, its recommendations offer a solution to the crisis of democracy, and would completely change the way democracy operates.

1 Complete the sentences with words from the text. The underlined part will help you to find the meaning.



1 We're in the middle of a _____. Everything is going wrong and we don't know what to do.

2 After a long time without big changes, I think the system is well _____ and likely to stay more or less the same.

3 The _____ asking people for their opinions on this question all suggest the same result.

4 There are several different ways to pay. It's your choice, so which _____ do you prefer?

5 All of the _____ in the election are promising different things to make people want to choose them for the position.

6 People don't realise how hard most _____ in the government work.

7 As a punishment for driving too fast, he had to pay a _____.

2 Write the sentences or parts of sentences from the text that answer these points.

1 'It doesn't matter that young people don't vote.'

_____

2 'If voting is compulsory, people who don't like any of the options won't like it.'

_____

3 'Compulsory voting seems rather a strange new idea.'

_____

4 'Young people won't like being told that they have to do things.'

_____

5 'Some people say they're too busy to vote and it's too much effort.'

_____

3 What do the highlighted pronouns in the text refer to? Choose the correct answer.

1 *This* (line 2)
A the fall in the number of people who vote
B the crisis of democracy

2 *they* (line 4)
A young people
B politicians

3 *them* (line 5)
A young people
B politicians

4 *It* (line 7)
A young people not voting
B lowering the voting age

5 *its* (line 20)
A a voting app
B the report

4 Discuss the question below in pairs or small groups.

How does the situation described in the text, especially the attitude of young people, compare with the situation in Palestine?

1 Look at the examples of sentences in the passive. Then answer the questions below.

Examples

*The UK has a parliament, where laws **are made**.*

*Some steps **are being taken**.*

*The UK **has been described** as 'four countries within a country'.*

*This limitation **was removed** in 2008.*

*Politicians **will be made** aware of people's feelings.*

1 What is important in these sentences: the actions themselves or the people who did them?

_____

2 Are the subjects (laws, steps, UK, limitation, politicians) the ones who do the actions?

_____

3 Which verb changes its tense in these examples? _____

4 What is the tense in each sentence? _____

2 Circle the correct verb form, active or passive, in these sentences.

1 In 1948, the country **became / was become** a republic.

2 A lot of money **has spent / has been spent** on improving this service.

3 Some new ideas **are discussing / are being discussed** at the moment.

4 Elections **take / are taken** place every five years.

5 Several changes **will need / will be needed** before the system works well.

6 In Algeria, the Prime Minister **chooses / is chosen** by the President.

7 The number of people who vote **has fallen / has been fallen** since the last election.

8 He **elected / was elected** by 78% of voters.

3 Complete the passive sentences by adding the past participle of a verb from the box.

destroy	make	choose	take
answer	speak	repair	send

1 I hope all your questions have now been _____.

2 In a democracy, leaders are _____ by the people.

3 French is widely _____ in Algeria.

4 The parliament building was partly _____ by fire two years ago.

5 These photos were _____ during my last holiday.

6 Thanks to technology, voting will be _____ easier in future.

7 We couldn't get through because the road was being _____.

8 The letter will be _____ early tomorrow morning.

4 Complete the sentences using the passive form of the verbs in brackets in the correct tense.

1 My car _____ at the moment, so I have to go to work by bus. (repair)
2 I promise the report _____ before tomorrow afternoon. (finish)
3 Voting _____ compulsory in Australia over 40 years ago. (make)
4 This book looks almost new. I don't think it _____ very often. (read)
5 The result of the election _____ next Tuesday. (announce)
6 A lot of books _____ about this subject recently. (write)
7 The President's house _____ in 1905. (build)
8 The rubbish _____ every Monday morning. (collect)

1 Look at the examples of further passive forms. Then complete the grammar rules.

Examples

*The voting age **should be lowered**.*
*The app **can be downloaded** onto a phone.*
*If young people **want to be heard**, they have to vote.*
*He **hopes to be** chosen as the next MP for the town.*

Complete the grammar rules

1 After modal verbs like _____ and _____, we use the infinitive form of the verb *be* (without *to*) + the past participle.
2 After some verbs, like _____ and _____, we use the infinitive form of the verb *be* (with *to*) + the past participle.

2 Complete the sentences with (*to*) *be* plus the past participle of a verb from the box.

criticise make choose leave write repair interview accept

1 I hope _____ on the university course I applied for.
2 He didn't expect _____ so strongly for his opinion.
3 She wants _____ as the team captain.
4 We've done nearly everything but the report still needs _____.
5 She doesn't want any help. She'd prefer _____ alone.
6 He's nervous because he's going _____ on TV.
7 They told me that the car would _____ before 3.00 in the afternoon.
8 The dress could _____ longer if you prefer.

3 **Complete the notices and labels using the verbs in brackets.**



This great-looking portable speaker has long-life batteries, which means it _____ (can / carry) anywhere you want to go.



Warning: Dangerous Area

Safety helmets _____ (must / wear) at all times.

ADMITS 1

Please keep this ticket. You _____ (may / ask) to show it at any time.

Email _____

Password _____

Sign In

Do not write down your password anywhere that it _____ (might / see) by someone else.

This shirt _____ (should not / wash) in very hot water.



4 **Work in pairs. You are arranging a meeting. Look at the list on the right and take turns to say what needs to be done. For example:**

The room needs to be arranged.

Meeting

- Arrange room
- Send emails
- Write invitations
- Design advert
- Move furniture
- Buy tea and coffee
- Check everything!

5 **Look at the example. Then answer the questions using words from the box with the prefix *non-*.**

Example

*The number of **non-voters** has gone up.*

existent stick stop smoking fiction*

*fiction = stories that are not true

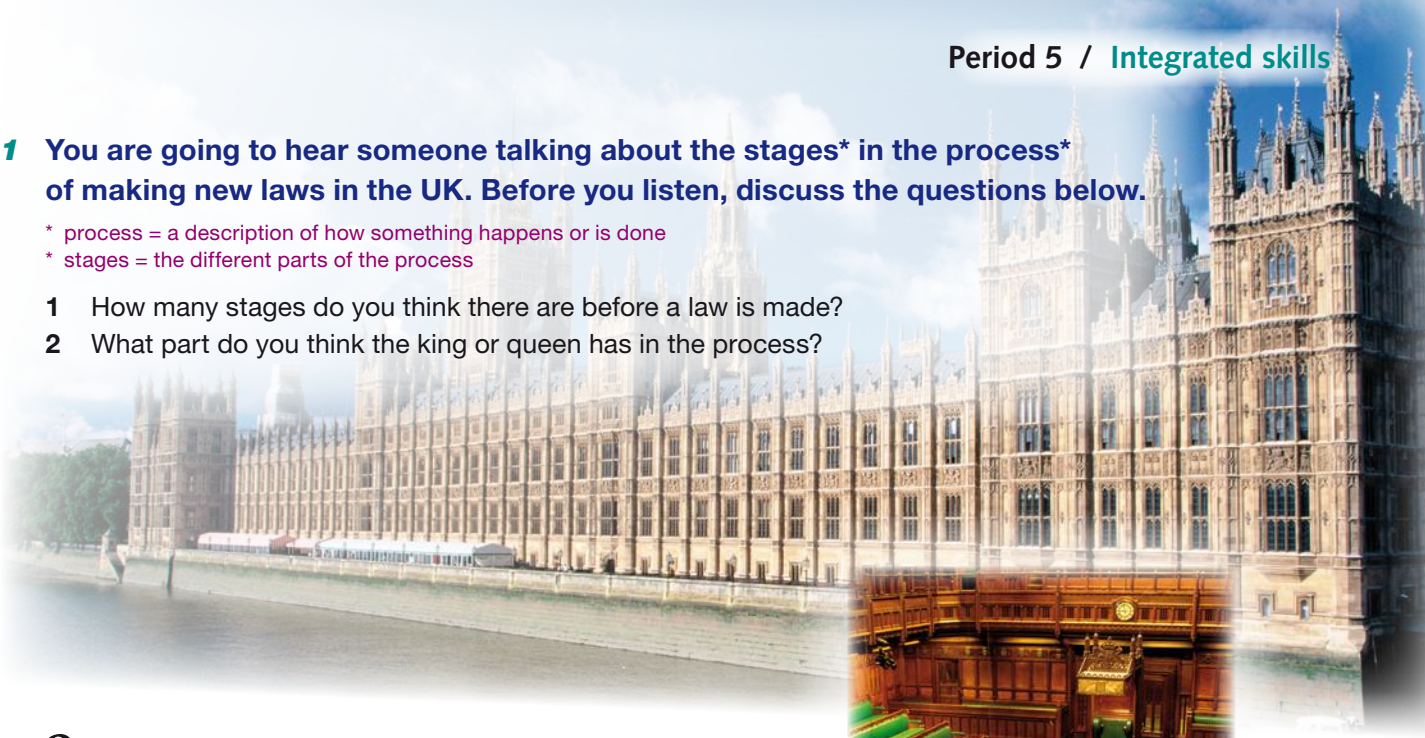
1 What kind of hotel room might people prefer if they have given up cigarettes? _____

2 What word can describe dragons and talking animals? _____

3 Which section of a library has books about political systems of different countries? _____

4 What kind of cooking pan is easy to clean? _____

5 What long journey might be especially tiring? _____



1 You are going to hear someone talking about the stages* in the process* of making new laws in the UK. Before you listen, discuss the questions below.

* process = a description of how something happens or is done
* stages = the different parts of the process

1 How many stages do you think there are before a law is made?
2 What part do you think the king or queen has in the process?



2 🎧 Listen once. Then answer the questions below.

1 What tense is used most when describing a process?
2 What verb form is used most: active or passive?

3 🎧 Now listen again. Then complete the notes below.

Stage 1:	Suggestion for new law (usually from promises made during _____)
Stage 2:	With enough MPs' _____, it becomes a Bill
Stage 3:	Bill is _____ to House of Commons (First Reading)
Stage 4:	Second Reading (Bill is _____)
Stage 5:	Third Reading (MPs _____ on whether it should become law)
Stage 6:	Passed to upper house (House of Lords)
Stage 7:	Monarch gives his/her _____ and Bill is now an _____ of Parliament (a law)

4 Discuss the questions below in pairs or small groups.

1 How much do you know about the process of making laws in Palestine?
2 How is this similar or different from the process in the UK?

I think it's similar here, but not so complex.

Yes, and of course we don't have a king or queen.

1 **Look back at the information about the UK and Algeria in Period 1. Add similar information about Palestine below.**

Name: Palestine

Capital city: _____

Population: approximately _____

Area: _____

Official language: _____

System of government: _____

2 **Working in the same pairs or small groups as for the discussion in Period 5, write notes about the law-making process in Palestine.**

Stage 1:

Stage 2:

Stage 3:

Stage 4:

Stage 5:

3 Read the summary of the Listening text from Period 5. Then use your notes from Activity 2 to write a similar short paragraph about Palestine.

First, the government suggests an idea for a new law. If the suggestion has enough support from MPs, it may become part of the government's programme. At this stage, it is called a Bill.

The Bill is introduced to the House of Commons. This is followed by a Second Reading when the Bill is discussed, then a Third Reading when MPs can vote on whether it should be made into law.

The Bill is then passed to the upper house, called the House of Lords, for more discussion. Finally, it is sent to the monarch, who gives it her or his agreement. When it has this agreement, it becomes a law.

In this Unit you have learnt about:

- describing systems of government
- pronouns used to join a text together
- different tenses in the passive form
- passive forms without tenses
- words with the prefix *non-*
- describing the stages of a process

UNIT 11

It's in the news

1 Look at the headlines. Then answer the questions below.

1 LARGEST EVER ANIMAL FOUND IN ARGENTINA

2 Signs of recovery for insurance giant Sureco

3 City Team manager angry over negative comments in press

1 Which part of the newspaper does each headline come from?

A sports news
B world news
C business news

2 Compare the full sentences on the right with the headlines. Which kinds of words are usually not included in headlines?

nouns ☐
the verb *to be* ☐
prepositions ☐
articles (*a*/*an* and *the*) ☐

There are signs of ***a*** recovery for ***the*** insurance company.

The City Team manager ***is*** angry about comments in ***the*** press.

The largest ever animal ***has been*** found.

3 What do you think the stories will be about?

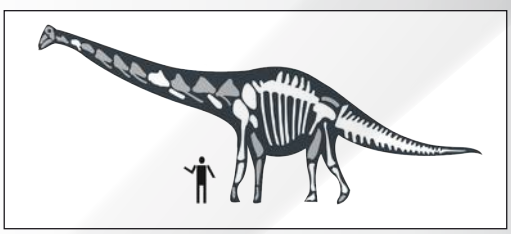
2 Read the stories quickly. Then match them with the correct headlines.

TEXT A

THE DAILY NEWS Wednesday 27 Feb 2016

There has been a furious reaction by Melchester City manager Tim Northwood to criticism of his team's recent results in some newspapers. His team haven't won a match since last May, and some have questioned whether he is the right man for the job. Northwood, though, insists that he has a long-term plan and that results will improve soon. 'Quite honestly,' he said, 'these people who criticise me don't know what they're talking about. We're building a team here with young players and you can't expect instant results. These things are known to take time.'

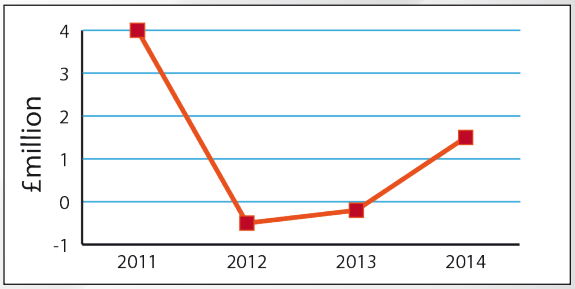
TEXT B



Scientists in South America have discovered bones from a huge animal that is said to be bigger than any ever found before. After five years of work, they now have 70% of the bones, all from the same giant dinosaur, enough to work out its size and weight. It is thought to be over 70 million years old, and the scientists calculate that it was over 26 metres long and weighed more than six adult elephants. And the most amazing thing is that this one wasn't an adult. A full-size one would be even bigger.

TEXT C

The Sureco insurance company, which has had a difficult time in the last two years, announced a profit of £1.5 million yesterday. Company Chairman Brian Halliday said that, although this wasn't a huge amount, it was a definite improvement and a good sign for the future. 'I believe it shows that our situation is getting better,' he said, 'and demonstrates that the changes we have made recently are working. I think we are now in a much stronger position than two years ago.'



3 Read the news stories and headlines more carefully. Then complete the tasks below.

1 Complete the table of pairs of words or phrases from the texts with similar meanings. Each pair of words and phrases is in the same news story and headline.

(very) angry	1 _____
negative comments	2 _____
found	3 _____
work out	4 _____
giant (adjective)	5 _____
getting better	6 _____
think	7 _____
position	8 _____
shows	9 _____

2 Replace the underlined words and phrases in these sentences with words from the texts. (The words are in the same order as in the texts.)

1 He <u>says strongly</u> that the mistake wasn't his fault. _____

2 Why does everyone always <u>say bad things about</u> him? _____

3 We didn't have to wait long. We got an <u>immediate</u> reply. _____

4 Computers can <u>do mathematical sums</u> much quicker than human brains. _____

5 The manager <u>said in public</u> that he was going to leave the company. _____

6 I paid quite a large <u>sum</u> of money for this car. _____

7 I think his CV <u>makes it clear</u> that he is the right person for this job. _____

3 Answer the questions.

1 Who is Tim Northwood? _____

2 When did Melchester City last win a match? _____

3 How much did the dinosaur weigh? _____

4 What is especially surprising about the dinosaur? _____

5 What kind of business is Sureco in? _____

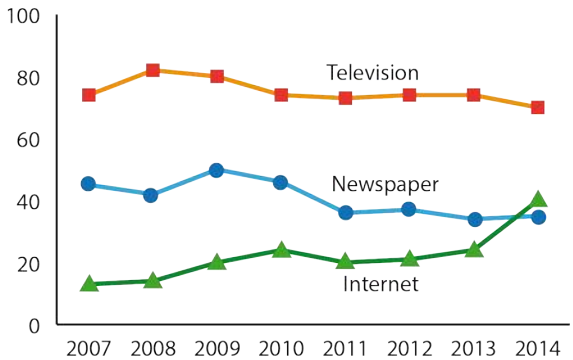
6 Who is Brian Halliday? _____

1 **Look at the pictures. Say what is happening in each one and how they are different.**



2 **Look at the graph. Then discuss the questions below.**

1 What period does the graph cover?
2 If the three lines continue in a similar way, what do you think the situation is like now?
3 Why do you think the Internet has become more popular as a way of reading news?



Where do people get most of their national and international news?

3 **Read the article. Then complete the tasks on page 115.**

The death of the newspaper?

Any first-year Media Studies student will tell you that newspapers have no future in the 21st century. Research seems to confirm that the Internet has taken over from the paper as the main source of news, especially among the young.

The reasons are not hard to find. Like a lot of things on the Internet, the news is free, and there's a lot more choice, with hundreds of sites providing the latest information on any topic you could wish for. It's also, obviously, more interactive: you can search for stories on whatever you're interested in and explore them as far as you want, often with the added extras of audio and video. Supporters of online news also say that they prefer the way stories get straight to the point. They find newspaper articles too long to fit in with their busy, high-speed lives.

Personally, though, I'm not so sure that newspapers are dead, or even dying. Two years ago, I stopped buying a newspaper every day and started getting all my news online, thinking that, apart from the cost benefit, it would save me time. After a few months, I found I was spending at least as much time clicking through various online sites as I used to spend reading my daily newspaper. I also gradually began to realise that the whole experience was less satisfying, and that I didn't retain as much of what I read. There was simply too much choice on all the Internet news sources. I was reading more stories, but they were often not the most important ones.

Less than a year later, I came to the conclusion that what I needed was not the freedom to decide for myself what I *wanted* to read, but outside direction towards what I *should* read. In other words, I needed a good editor, and in the end I got one by going back to buying newspapers.

1 Match these words and phrases from the text with their meanings.

WORDS FROM THE TEXT	MEANINGS
1 media	***a*** show that something is true
2 confirm	***b*** subject
3 source	***c*** not including
4 topic	***d*** providing what you want or need
5 apart from	***e*** advantage
6 benefit	***f*** where something comes from
7 satisfying	***g*** ways of communicating, e.g. TV, magazines

2 Now use the words above to complete these sentences.

1 Students usually use the Internet as a _____ of information when writing essays.

2 I enjoy fast food, but I find a good meal of home-cooked food more _____.

3 She has worked for magazines, radio stations and other _____.

4 Can you write me a letter to _____ what you said on the phone?

5 Everything is ready _____ the food, which I haven't cooked yet.

6 The books in the library are arranged according to _____.

7 The main _____ of getting news online is that it's free.

3 Complete the notes with words from the text.

Advantages of online news

- cost (online news sites are _____)
- more _____ (information on many topics)
- _____ (you can explore the website)
- additional _____ and _____ (newspapers can't provide this)
- stories not as _____ as in newspapers (less time to read)

Advantages of newspapers

- can waste less _____
- you _____ more of what you have read
- editor gives _____ to more important news
- generally, a more _____ experience

4 Discuss the questions below in pairs or small groups.

- Where do you get most of your news from? What are the advantages of this news source for you?
- Do you think it's important to know what's happening in the world? Why? / Why not?

1 Look at the examples of first and second sentences from news stories. Then complete the grammar rules.

Examples

(1) *Tim Northwood has reacted furiously to press comments about his team.* **(2)** *He said yesterday that his critics didn't know what they were talking about.*

(1) *A giant dinosaur has been found.* **(2)** *Scientists discovered the first bones five years ago in Argentina.*

Complete the grammar rules

1 Sentence 1 from each article uses the _____ tense to talk about the event, not when it happened.

2 The _____ form of the verb is used to talk about an action, not who did it.

3 Sentence 2 from each article uses the _____ to give more exact information, like when or where something happened.

2 In these first sentences, put the verb in brackets in the present perfect tense (active or passive).

1 A man (discover) a box of gold coins in his back garden.

2 A woman in Japan (become) the country's oldest graduate.

3 An unknown man (find) wandering in the street.

4 Frank Thompson (fail) to become world heavyweight boxing champion.

5 Three people (hurt) in a car crash.

6 A young girl (rescue) from a fast-running river.

3 Now add these second sentences to the correct sentence above, putting the verbs in the past simple tense.

Police (say) last night that he (not know) his name or where he (live).
She was walking home from school when she (fall) into the water.
He (lose) his match against Emilio Sanchez in Miami last night.
The accident (happen) on the M23 motorway in heavy rain.
92-year-old Mrs Naoko Fushima (pass) her final exams yesterday.
He (make) the discovery last week while he was planting vegetables.

4 In pairs, ask and answer questions, following the example below.

1 **A** (You / hear) their latest CD?
B Yes (I / download) it from the website.

2 **A** (You / watch) any matches this season?
B Not at the stadium, but (I / see) one on TV last week.

3 **A** (You / see) that film that's on at the cinema this week?
B (I / want) to go last night but (I / have to) work late.

4 **A** (You / visit) Cairo?
B Yes, (I / go) there last year to stay with my cousin.

5 **A** (You / read) his latest book?
B (I / start) it but (I / not like) it, so (I / give up).

6 **A** (You / try) learning a musical instrument?
B (I / have) piano lessons when (I / be) younger, but (it / be) too hard.



1 Look at the examples. Then complete the grammar rule.

Examples

*Everyone **knows** these things take time.*
➡ *These things **are known to take** time.*

*People **say** the dinosaur is bigger than any ever found before.*
➡ *The dinosaur **is said to be** bigger than any ever found before.*

*Scientists **think** it is over 70 million years old.*
➡ *It **is thought to be** over 70 million years old.*

Complete the grammar rule

The reporting passive:
We use this special passive form when we don't know for sure that the information is correct. It is made by using the verb _____, the past _____ of certain verbs (e.g. *say*, *think*) and the _____ (with *to*).

2 Rewrite the sentences, using the underlined verb in the reporting passive form and the other verb in the infinitive form.

1 People <u>say</u> the new lecturer comes from China.
The new lecturer _____

2 Biologists <u>know</u> that bears eat fruit when they are hungry.
Bears _____

3 Doctors <u>consider</u> that smoking is the main cause of early death.
Smoking _____

4 People <u>think</u> large companies are responsible for most pollution.
Large companies _____

5 Those who have seen it <u>report</u> that the giant fish has large teeth.
_____

6 Experts <u>believe</u> that human actions cause climate change.
_____

3 Discuss what would be the best subject for these sentences.

1 _____ is often said to be the most serious problem facing us today.
2 _____ is known to be the longest river in Africa.
3 _____ is reported to be the richest man in the world.
4 _____ is/are believed to be the main cause of climate change.
5 _____ is thought to be the most popular TV programme in Palestine.

4 Look at the examples. Then complete the rule.

Examples

*He insists that he has a **long-term** plan and results will improve soon.*
*They say a **full-size** dinosaur would be even bigger than this one.*
*Articles in newspapers are too long to fit in with their **high-speed** lives.*

Complete the rule

Adjectives like this are made by joining an _____ (e.g. *long*, *full*, *high*) and a _____ (e.g. *term*, *size*, *speed)* using a hyphen (-).

5 Make similar adjectives by joining a word from the left with one from the right. Then use these words to complete the sentences below.

1	high	a	time
2	low	b	hand
3	full	c	distance
4	half	d	cost
5	second	e	price
6	long	f	pressure

1 We can't afford a new car so we'll have to get another _____ one.
2 The increase in _____ airlines has made flying a lot cheaper.
3 Being a doctor in a hospital emergency department is a stressful, _____ job.
4 You can save a lot of money by looking for _____ offers in shops.
5 It's very tiring having a _____ job as well as looking after your family.
6 The marathon, a 26-mile road run, is the most famous _____ race.



1 Describe the picture. Say what you think has happened.



2 🎧 Listen to the news story. Then discuss how correct your guess was.

3 🎧 Now listen to the story again sentence by sentence and answer the pairs of questions below.

1 How did the couple feel?

_____

What had happened?

_____

2 Where were they when this happened?

_____

What did they discover?

_____

3 Who did Mr Jefferson speak to last night?

_____

What did he say?

_____

4 What was the probable cause of the hole?

_____

When did the mine close?

_____

5 What do experts say about holes like this?

_____

What have they never seen before?

_____

6 Why did Mr Jefferson say they were lucky?

_____

What have they lost?

_____

4 Discuss the questions below.

1 Do you believe something like this can really happen?

2 Have you heard of any similar stories?

I'm sure this story is just made up. It sounds unbelievable.

I think I read about something similar happening in America last year.

1 **Look at three different ways of joining pieces of information together. Then complete the table to match each way with the correct example.**

Examples

He went in through the back door.

He locked it behind him.

A *He went in through the back door **and** locked it behind him.*

B *He went in through the back door, **locking** it behind him.*

C *He went in through the back door, **which** he locked behind him.*

We can join information into one sentence by	Example:
… using an *-ing* phrase	
… using a relative pronoun	
… using a conjunction (*and*, *but*, *because*, etc)	

2 **Join these pieces of information into one sentence using the ways above.**

1 The town's museum has been destroyed by a fire.
The fire started during the night.
[relative pronoun]

2 He said he was sorry to leave the company.
He added that he had made some good friends there.
[*-ing* phrase]

3 The Minister has announced that universities will receive less government money in future.
He promised that students will not be harmed.
[conjunction]

4 The food company Eatwell has made a £2 million loss this year.
It is one of the biggest companies in the country.
[relative clause]

5 People in the street were surprised by a loud noise.
They ran away.
They thought it was someone firing a gun.
[conjunction + *-ing* phrase]

6 Temperatures were very high in August.
They reached 38 °C.
This is the highest August temperature since 1958.
[*-ing* phrase + relative clause]

3 **Choose one of these headlines. Then write a short news story to follow it.**

Mouse found in packet of frozen peas

A dead mouse has

Add details:

- When did this happen?
- Who found it?
- What did he/she do? / How did he/she feel?
- What did he/she say to reporters?
- What did the food company say?

World's oldest marathon runner finally gives up

102-year-old Moeen Khan has

Add details:

- Where did he run his last marathon?
- Where does he come from?
- How many marathons has he run in his life?
- What reason did he give to reporters?
- What did he say he is going to do now?

In this Unit you have learnt about:

- the language of news headlines
- using words with similar meanings (synonyms)
- using the present perfect to talk about events, not when they happened (revision)
- using the passive to talk about actions, not who did them (revision)
- using the past simple to give exact information like *who*, *when* and *where* (revision)
- reporting passives (… *is said to be* …, etc)
- adjective–noun combinations
- joining information into longer sentences

UNIT 12

Revision (Units 7–11)

Reading and vocabulary

Poll shows over 75% support for monarchy

NEW GIANT INSECT FOUND IN CHINA

1 Look at the headlines. Then answer the questions below.

1 How would the headlines look if they were written as complete sentences?
2 What do you think the stories will be about?

2 Read the stories below. Then complete the tasks on page 123.

Over three quarters (¾) of people believe that Britain will still be a monarchy in 50 years' time, and only 9% think that it will become a republic, a new opinion poll has shown. This compares with a similar poll in 2011, which found that a quarter (¼) of people expected a republic to be established within 50 years.


Buckingham Palace

'Obviously this is not the same as *wanting* a monarchy,' said the MP George Parry, who is a strong supporter of the monarchy, 'but other studies have demonstrated clearly that most people don't see any benefit in having a president as head of state instead of a king or queen.'



A giant insect, which is said to be the largest water-living insect ever found, has been discovered in China. It is 8.3 inches (21 cm) wide across its wings. It is not thought to be a new species, but a previously unknown member of the existing *Megaloptera* family. Staying underwater for most of their lives and only living for a few days as adults, these insects are not well known.

Biologists have named about 2 million species of plants and animals, but it is believed that there are millions of others that may be discovered in future, and new species are being found all the time. Most of these are insects, which can live in a large number of different habitats. Some animals are only found to be new species when their genes are studied. This is because they have similarities to other species but are actually not related to them.

1 Replace the underlined parts of the sentences with words from the text. (The words are in the same order as in the text.)

1 Democracy has only been <u>in existence</u> in this country for five years. _____

2 <u>Clearly</u> some people disagree, but I actually like spiders. _____

3 Our experience has <u>shown</u> that we were right to choose this option. _____

4 Having enough sleep before a test is a great <u>advantage</u> for students. _____

5 It's a strange animal that looks rather like a <u>huge</u> mouse. _____

6 This book will teach you a lot of things you didn't know <u>before</u>. _____

7 The two stories have some <u>things that make them seem almost the same</u> but they're actually very different. _____

2 Answer the questions below.

1 What has gone down from 25% to 9% since 2011?

_____

2 Who is George Parry?

_____

3 What is the new insect's habitat most of the time?

_____

4 Why is so little known about this insect family?

_____

and _____

5 Why is it more common to find new species of insect than other animals?

_____

3 Decide if these sentences are TRUE or FALSE. If there is not enough information to decide, choose DOESN'T SAY.

1 9% of British people would prefer the country to be a republic.

TRUE FALSE DOESN'T SAY

2 George Parry is strongly against the UK becoming a republic.

TRUE FALSE DOESN'T SAY

3 The giant insect can be dangerous to humans.

TRUE FALSE DOESN'T SAY

4 There could be as many undiscovered species as known ones.

TRUE FALSE DOESN'T SAY

5 People sometimes think species are related to each other when they are actually completely different.

TRUE FALSE DOESN'T SAY

Reading and vocabulary

1 **In pairs or small groups, discuss the question below.**

Which of these sentences is closest to your own opinion?

A I think about the food I eat, where it comes from and whether it's healthy.
B I don't usually choose. I eat what I'm given.
C There's nothing complex about food. I just eat what I like.

2 **Read the text. Then fill in the spaces with words from the box.**

modified	disastrous	additives	threat	tale	financial
approximately	concerns	options			

Global food: doing what we can

In reaction to the increasing industrialisation of food production, many people are beginning to think more carefully about the food they eat. Their (1) _____ fall into two areas. Firstly, a lot of the food we buy is known to contain ingredients like fat, sugar and chemical (2) _____ that aren't good for our health. Secondly, there is a more global concern that the way food arrives on our table is having a (3) _____ impact on the environment.

So, what changes can be made to enable us to feel better about eating? For some, the solution is to stop eating meat. Red meat, they say, is bad for you, and it's said that (4) _____ 70–80% of agricultural crops are grown to feed animals instead of humans. One problem, though, is that many of the things people eat instead of meat need air transport, which harms the environment.

Other people, therefore, recommend eating only food that has been produced in the local area, which is obviously fresher, as well as being better for the environment. But what about the (5) _____ impact this has on the economies of poor countries that have to export food? In a world where so many people face the (6) _____ of starvation, isn't it a luxury for people in richer countries to worry about, for example, genetically (7) _____ food?

The whole situation is complex, and there don't seem to be any easy (8) _____ or instant solutions. And even if we make changes to how we eat, can large numbers of people be persuaded to do the same? But this doesn't mean that we should just give up. There is an American Indian folk (9) _____ that tells the story of a huge forest fire. All the animals ran away except one bird, which went to the river and carried away a small amount of water. When the others asked what he was doing, the bird replied: 'I'm doing what I can.'

3 Look through the text on page 124 again. Underline all the other new words you learnt in Units 7–11. Then match them with their meanings below.

1 effect _____
2 quick, immediate _____
3 extra things (e.g. added to food) _____
4 not having enough to eat _____
5 make it possible for _____
6 made to agree _____

4 Choose the best answer to the questions below. Circle A, B or C.

1 What does the text say about health worries?
- **A** It is a bigger concern than the environment to most people.
- **B** It is connected with what food contains nowadays.
- **C** Companies have made people's concerns into an industry.

2 Why does the text say some people stop eating meat?
- **A** They would like more land to be used for producing food crops.
- **B** They don't agree with keeping animals as food for humans.
- **C** They see it as a solution to both health and environmental concerns.

3 What is the problem with buying and eating only local food?
- **A** It may harm the economies of some poorer countries.
- **B** Some types of food have to be imported from other countries.
- **C** Most people don't want to stop eating luxury foods.

4 What is the lesson of the folk tale?
- **A** In a crisis, it's better to look after yourself.
- **B** Even small changes can make a difference.
- **C** People should act together to make things better.

5 Look at the example. Then complete the table.

Example

*This is a reaction to the increasing **industrialisation** of food production.*

ADJECTIVE	VERB	NOUN
1 industrial	industrialise	industrialisation
2 _____	standardise	_____
3 _____	_____	globalisation
4 general	_____	_____
5 modern	_____	_____

6 Now use words from the table to complete the sentences below.

1 Climate change has an impact on every country. It is a _____ problem.
2 The house is quite old and needs some _____.
3 My car is just the _____ model without any added extras.
4 To say that Americans are loud is a huge _____.

Language

1 Complete the sentences with the correct tense of the verbs in brackets: future continuous (*will be doing*) or future perfect *(will have done).*

1 If medical science continues to develop the way it is now, most illnesses _____ before 2030. (disappear)

2 This time next year she _____ in another country. (study)

3 In 20 years' time there will be one world economic system, and computers _____ it. (manage)

4 Don't call before 8.30. He _____ his breakfast. (not finish)

5 Some people think within the next 50 years we _____ life on other planets, or even that people _____ on other planets. (find / live)

2 Discuss the question below in pairs or small groups.

- Imagine the world 50 years from now: what do you think or hope will be happening and what will probably have happened?

Most of the world's people will probably be living in huge cities.

I hope scientists will have solved the problem of climate change.

3 Complete the sentences with a preposition from the first column and the *-ing* form of a verb from the second column.

PREPOSITION	VERB
in	refuse
for (×2)	read
to	send
by	forget
	meet

1 I'm looking forward _____ _____ your brother. He sounds nice.

2 Most young people communicate _____ _____ messages on their phones.

3 I'm really sorry _____ _____ your birthday last week.

4 I don't understand his reason _____ _____ to do what we are asking.

5 I'm interested _____ _____ about how people lived in the past.

4 Add the information in brackets to the sentences, using commas and the correct relative pronoun (*who, which, where* or *whose*).

1 I live in the capital city. (it is in the south of the country)

2 He is talking to the office manager. (we met her last week)

3 At school, he was a friend of Hazem. (Hazem later became a politician)

4 The whole family moved to Jordan. (they lived there for 15 years)

5 The woman in the photo is Fatima. (her son went to school with me)

6 My friend recommended this restaurant. (he is a professional cook)

5 Complete the definitions below, using defining relative clauses. Leave out the relative pronoun where possible.

1 A pen is something _____ with.
2 A biologist is someone _____ living things.
3 A bee is an insect _____ honey.
4 A folk tale is a story _____ from generation to generation.
5 Your homeland is the country _____.
6 A bed is something _____ in.
7 A kitchen is the room _____.
8 A dictionary is a book _____.
9 A monarchy is a country _____.

Language

1 Rewrite the sentences, using an *-ing* form to replace the underlined parts.

1 Because he is my friend, he always gives me good advice.

2 The detective picked up the knife and held it between two fingers.

3 While he was staying in Cairo, he met an old friend from his village.

4 I thought the email was for someone else, so I didn't open it.

5 I speak as a non-expert when I say I found the book hard to understand.

2 Put the verbs in brackets in the correct tense, active or passive.

1 The country was a monarchy until 1972, when the king (send) _____ away and a republic (establish) _____.
2 The man (find) _____ wandering in the street last week. He still can't remember anything about himself because he (lose) _____ his memory.
3 The building (repair) _____ at the moment and the owners don't think the work (finish) _____ before next month.
4 He (live) _____ most of his life in Paris, which he says is the most beautiful city he (ever see) _____.
5 Although it is not the official language, English (speak) _____ by many Indians because it (enable) _____ people from different areas to communicate.
6 The journey to work (not take) _____ as long since the road (widen) _____.

3 Look at the example. Then complete the passive sentences below, using the verbs in brackets.

Example

*Even if we make changes, **can** large numbers of people **be persuaded** to do the same?*

1 The good thing about this TV is that it _____ anywhere in the house. (can / watch)
2 I'm not sure there's enough time, so the work _____ before Monday. (might not / finish)
3 The label says 'Cool Wash Only' so it _____ in hot water. (shouldn't / wash)
4 They've promised that the building work on my house _____ next week. (will / finish)
5 This medicine could be dangerous. It _____ more than twice a day. (mustn't / take)
6 Also, it _____ in a place where children can't reach it. (must / keep)

4 Look at the examples. Then rewrite the sentences below using the 'reporting passive' form of the verbs.

Examples

It is not thought to be a new species.

A lot of the food we buy is known to contain ingredients like fat and sugar.

1 People say the football team's star player earns £25,000 per week.
The football star _____
2 Newspapers report that the manager is furious about the team's results.
The manager _____
3 Scientists believe the new species is the largest insect ever found.
The new species _____
4 Everyone knows the planet's climate is changing.
The planet's climate _____

Writing

1 Look at the pictures. Then discuss the questions below in groups.

- Which countries produce tea as a crop?
- Which countries drink the most tea?
- How often do you, and other members of your family, drink tea?



2 Complete the description of the process by writing full sentences. You will need to add some words and change the verbs to the correct forms (e.g. active or passive, infinitive or *-ing* form).

Growing and producing tea

There are three main types of tea, all from the same plant: green, black and white.
Different ways of (produce) tea give / leaves different flavours.

Different ways of producing tea give the leaves different flavours.

Black tea / (be) / most popular type / many countries.

Tea / usually (grow) / warm wet places.

Normally, leaves (harvest) twice / year.

After leaves (pick), they (carry) to / factory near / field.

Here they (spread) out (dry).

This also (enable) air (change) colour and taste.

Workers (move) / leaves around until / colour (change) / brown / black.

Finally, / (dry) completely (use) hot air.

Leaves (divide) according / size, then (export) around / world.

Leaves (mix) / experts (produce) / tea / (prefer) / most people.

3 **Read the recipe for Arabic coffee. Then complete the letter below.**

COFFEE & DRINKS

How to make Arabic coffee



1. Put 1½ small cups water per person in small pot. Boil.
2. Add 1 large spoon coffee per person. Stir.
3. Add sugar if wanted (many don't).
4. Take coffee off heat and leave (a few minutes).
5. While waiting, take seeds from cardamom.
6. Put pan back. Add cardamom seeds.
7. Boil again (about 5 minutes).
8. Pour into small cups. Serve. Enjoy!

Dear Chris

You wanted me to tell you how to make Arabic coffee. Well, this is how my mother makes it. First, you

Write back and tell me how you liked it.

Best wishes

Faisal

Writing

1 **Rewrite the news story below. Join each grouping into a single sentence using [A] conjunctions (*and*, *but*, *because*, etc), [B] relative clauses or [C] *-ing* phrases. One has been done for you.**

~~The Italian football manager spoke to the press yesterday. [C]~~
~~He defended his star player, Marcelo Fontini.~~
~~He said the player's actions were 'not too bad'. [A]~~

Last Saturday night Fontini was picked up by police from a party.
He was enjoying himself with friends at the party. [B]
He was later allowed to go home. [A]

Other people were at the same party. [B]
These people said there was a fight between Fontini and another man.
They insisted the other man started the fight. [A]

The player has been in trouble before.
He is one of the highest paid footballers in the world. [B]

The Italian manager said the story wasn't important.
He added that he intended to include Fontini in the team to play Argentina. [C]
He is the best player in the country. [A]

Speaking to the press yesterday, the Italian football manager Marcelo Fontini defended his star player's actions and said they were 'not too bad'.

2 **Discuss the questions below with a partner.**

- Do you think the manager was right to keep Fontini in the team?
- What do you think about the way rich footballers sometimes behave?

3 **With your partner, add two different comments to the news website below. Write a sentence giving your opinion and another giving a reason.**

1 Comment

ahmad32@newstalk.com

I don't understand why everyone is so surprised by what people like Fontini do. What do we expect when young men are paid so much money?

Add a Comment

Hi student@palestine
(Sign out)

Type your comment here

Add a Comment

Hi student@palestine
(Sign out)

Type your comment here

Wordlist

Note: *the words from each unit are in alphabetical order, not the order that they appear in the unit.*

Unit 1

adapt (verb)
attention (noun)
aural (adjective)
detail(s) (noun)
label (verb)
method (noun)
physical (adjective)
retain (verb)
social (adjective)
solitary (adjective)
tend to (verb)
tip (noun = piece of advice)
visual (adjective)

Unit 2

apply (verb)
assumption (noun)
challenge (noun)
compulsory (adjective)
conclusion (noun)
connection (noun)
divide (verb)
encourage (verb)
evidence (noun)
face (verb)
invest in (verb)
solution (noun)
stress (verb = emphasise)
survey (noun)
system (noun)
wage (noun)

Unit 3

ambitious (adjective)
attitude (noun)
blunt (adjective)
extend (verb)
gradual (adjective)
income (noun, uncountable)
insurance / insurance policy (noun)
inward / outward (adverbs)
luxury (noun, countable)
pass (laws) (verb)
portable (adjective)
press (noun = newspapers)
professional (noun or adjective)
regulations (noun)
restrict (verb)
take responsibility (verb phrase)

Unit 4

crew (noun)
demand (countable noun)
demanding (adjective)
due to (= because of)
expenses (noun)
fare (noun)
harm (verb)
interact (verb)
impact (noun)
lecture (verb)
monument (noun)
pick up (= learn without studying) (verb)
previous (adjective)
records (noun)
sightseeing (noun)
temporarily (adverb)
unique (adjective)

Unit 5

access (noun)
achievement (noun)
amusing (adjective)
concrete (noun)
countryside (noun)
irreversible (adjective)
occupation (noun)
ownership (noun)
praise (verb)
pull up / pull down (verb)
preserve (verb)
review (noun)
state (verb)
take for granted (verb phrase)
take place (verb)
take up (verb)
touch (= affect your feelings) (verb)
wander (verb)

Unit 7

additives (noun)
concerns (noun)
disastrous (adjective)
flavours (noun)
fresh (adjective)
genes (noun)
global (adjective)
homemade (adjective)
ingredients (noun)
pests (noun)
reaction (noun)
resist (verb)
seeds (noun)
standard (adjective)
starvation (noun)

Unit 8

according to (preposition phrase)
biologist (noun)
complex (adjective)
enable (verb)
extinction (noun)
giant (adjective)
habitat (noun)
headline (noun)
obviously (adverb)
opinion (noun)
poison (noun)
pretend (verb)
publicity (noun)
random (adjective)
struggle (verb)
threat (noun)
vital (adjective)

Unit 9

character (noun)
couple (noun)
definition (noun)
tale (fairy/folk tale) (noun)
feature (verb)
hero (noun)
imaginary (adjective)
lay (verb)
persuade (verb)
refuse (verb)
similarity (noun)
society (noun)
summary (noun)
tie (verb)
type (noun)

Unit 10

approximately (adverb)
candidate (noun)
crisis (noun)
election (noun)
established (adjective)
fiction (noun)
financial (adjective)
fine (noun)
monarchy / monarch (nouns)
official (adjective)
option (noun)
parliament (noun) / parliamentary (adjective)
politician (noun)
poll (noun)
process (noun)
republic (noun)
stage (noun)
vote (verb)

Unit 11

amount (noun)
announce (verb)
apart from (preposition phrase)
believe (verb)
benefit (noun)
calculate (verb)
confirm (verb)
criticise (verb)
criticism (noun)
demonstrate (verb)
furious (adjective)
insist (verb)
instant (adjective)
media (noun)
satisfying (adjective)
source (noun)
topic (noun)

Grammar reference

Unit 1

both, *either* and *neither*

1 We use *both … and …* to talk about two true facts or ideas.

2 We use *either … or …* to talk about two possible ideas or choices.

3 We use *neither … nor …* to talk about two negative or impossible ideas or choices.

4 The word or phrase that follows *both* / *either* / *neither* must be similar to the word or phrase that follows *and* (noun phrase, adverb phrase, infinitive verb form, etc).
It's impossible to be both [a social learner] and [a solitary learner].
You may work best either [on your own] or [with others].
We can either [leave now] or [wait till later].
Individual learning styles are neither [simple] nor [fixed].

Unit 2

hope and *wish*

1 We use *hope* + the infinitive form of the verb to talk about aims or ambitions.

2 We use *hope* + subject + verb to say what we want to happen (or not happen) in the future.

3 The verb after *hope* can be in a future form (*will, won't, going to)* or the present simple tense.
Education Ministers are hoping to improve their school systems.
I hope it won't happen.
Let's hope he gets the grades he needs.

4 We use *wish* + the past simple tense to say what we want to change about a present situation.

5 The past form of *can* is *could*.

6 After *wish*, the verb *to be* can be either *was* or *were*.
I wish our school had better equipment.
The head teacher wishes the school could buy more computers.
I wish I wasn't/weren't so bad at maths.

Conditional sentences without *if*

1 *As long as*, *provided (that)* and *unless* are all conjunctions: they join two sentences into one longer sentence.

2 *As long as* and *provided (that)* have similar meanings ('but only if …'), although *provided that* is slightly more formal than *as long as*.

3 *Unless* means 'if … not'.
Some lessons can be learnt as long as we remember that it isn't a simple solution to all problems.
University courses are available for most students provided (that) they get the right exam results.
School is compulsory unless parents get permission to teach their child at home.
As long as / Provided you read the instructions, it's easy to do.

Unit 3

Expressing obligation

1 We use *have to* or *must* to say that there is an obligation to do something.

2 We use *don't/didn't have/need to* to say that there is no obligation to do something.

3 We use *not be allowed to* or *mustn't* to say that there is an obligation not to do something.

4 When expressing obligation, the past form of both *must* and *have to* is *had to*.
In my country, all drivers have to wear seat belts.
You must be here by 8.00 or we'll go without you.
After 1983, cyclists had to wear helmets.
The teacher said we had to be there at 8.00.
You don't have/need to do this if you don't want to.
When cars were first invented, you didn't have/need to get a licence to drive them.
Children are not allowed to play near the river.
When I was young, I wasn't allowed to play in the street.
You mustn't leave that where children can reach it.

Unit 4

prefer and *would rather*

1 When talking about preferences (liking one thing better than another), we can use *prefer* + a noun or the *-ing* form of a verb, or *would rather* + the infinitive form of the verb (without *to*).

2 We usually use *prefer* for more general statements about habits and *would rather* for more specific likes and dislikes.

3 After *prefer*, we put the word *to* between the two choices.

4 After *would rather*, we put the word *than* between the two choices.
Many tourists today prefer culture to beach holidays.
They prefer studying to sightseeing.

I'd rather travel by train than fly.
My friends would rather stay at home than go out.

Unit 5

Making suggestions

1 In more informal or conversational situations, we make suggestions using *Shall I/we …?*, *Why don't you …?* or *Why not …?*

2 All three of these structures are followed by the infinitive without *to*.
Shall we have a rest?
Why don't you join a walking club?
Why not try walking to stay healthy?

3 In more formal situations we can use the verbs *suggest* or *recommend.*

4 These verbs are followed by the *-ing* form of the verb when the suggestion includes the speaker, and an object + infinitive without *to* when the speaker is not included.
I suggest/recommend going for a walk.
I suggest/recommend you read this book.

5 **a)** We can use *had better (not)* + the infinitive without *to* to express strong advice or warnings.
b) It is usual to use the contracted form (*'d better)* instead of the full form.
It's going to rain. You'd better take an umbrella.
It's getting late. We'd better hurry.
You'd better not forget to phone him or he'll be angry.

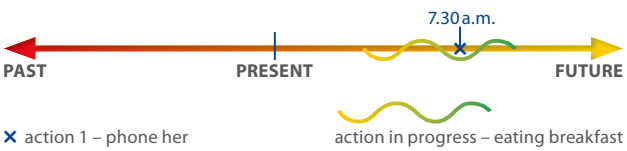
Unit 7

Future continuous tense

1 We use *will be* + the *-ing* form to make the future continuous tense. We use this tense to talk about actions that will be in progress at a certain point in the future.

2 The future point in time can be expressed using phrases like *in two minutes' / days' / years' time*.

3 In these phrases, we put an apostrophe after the time words.
In twenty years' time, they say, we will all be eating GM food.
If you phone at 7.30 tomorrow, she'll be eating breakfast.



Future perfect tense

1 We use *will have* + the past participle to make the future perfect tense. This tense is used to talk about actions or periods that will be completed before a certain time in the future.

2 The time phrase can come either before or after the main clause.

3 We use the preposition *by* with definite times, meaning 'at or before this time'.
By next year our restaurant will have been in business for twenty years.



I'll have finished the work by 10.00 a.m. tomorrow morning.



Unit 8

Phrases with *-ing* forms

We use the *-ing* form of verbs after time words or after prepositions.

Many animals are threatened with extinction after losing their natural habitat.
I found her note while looking for something else.

Opossums can protect themselves by using a special protein.
A microscope is used for looking at very small things.

Other uses of *-ing* forms

We use the *-ing* form of verbs at the beginning of sentences to give the reason for something or to express meanings like 'this is my attitude', 'how I see the subject'.

Being fish, mudskippers use gills to breath. (= because they are fish)
Feeling tired, I went to bed early. (= because I was tired)
Speaking as a professional biologist, I think we can't preserve every species.

Unit 9

Relative clauses (general)

1 We add relative clauses to sentences using the relative pronouns *who, which, that, whose* and *where*.

2 The relative clause should follow the pronoun it describes.

3 There are two types of relative clause, called defining and non-defining (see below).

Defining relative clauses

1 We use defining relative clauses to make it clear which one(s) we mean.

2 We do not use commas to separate the information in the relative clauses.

3 When the pronouns *who*, *which* and *that* refer to the subject, we need to include them.

4 When the pronouns *who*, *which* and *that* refer to the object, we don't need to include them.
Fairy stories often feature animals which/that talk.
Jack is a young boy who/that lives with his mother.
That's the woman who/that phoned me.
This is the book (which/that) I borrowed.
I apologised to the man whose foot I'd stepped on.
This is the house where I grew up.

Non-defining relative clauses

1 We use non-defining relative clauses to add extra information to a sentence.

2 We use commas to separate the information in the relative clauses.

3 We can add the relative clause at the end of the sentence or inside the sentence.
Jack picks up the chicken, which makes a noise.
He has two strong sons, who live with him.
Anansi, who is a clever spider, is the hero of the tale.
He returned to his home, where he lived happily for the rest of his life.
The hero, whose son lives in another country, goes on a journey.

Unit 10

Passive sentences

1 We use the passive form when the actions themselves are more important than the people who did them.

2 The subjects of passive verbs are not the people who did the action.

3 We make the passive form using the verb *be* (in any tense) + the past participle of the main verb.
The UK has a parliament, where laws are made.
Some steps are being taken.
The UK has been described as 'four countries within a country'.
This limitation was removed in 2008.

Passive forms without tenses

1 We can use passive forms with modal verbs like *should*, *can*, *might*, etc.

2 After the modal verb, we use the infinitive form of *be* (without *to*).
The voting age should be lowered.
The app can be downloaded onto a phone.

3 Passive forms without tenses can also be used after certain verbs like *want* or *hope*.

4 After these verbs, we use the infinitive form of *be* (with *to*).
If young people want to be heard, they have to vote.
He hopes to be chosen as the next M.P. for the town.

Unit 11

Past simple and present perfect tenses

1 We often use the present perfect tense in stories to introduce a topic by talking about an event in general, not when it happened.

2 After the first sentence, we use the past simple tense to give more exact information, like when or where the happened.
Tim Northwood has reacted furiously to press comments about his team. He said yesterday that his critics didn't know what they were talking about.
A giant dinosaur has been found. Scientists discovered the first bones five years ago in Argentina.

Special passive forms

1 We use a special 'reporting passive' form when we don't know for sure that the information is correct or we want to make it clear that the information is not our own opinion.

2 We make this form by using the verb *be*, the past participle of certain verbs like *say* or *think* and the infinitive form of the main verb (with *to*).

Everyone knows these things take time.



These things are known to take time.

People say the dinosaur is bigger than any ever found before.



The dinosaur is said to be bigger than any ever found before.

Scientists think it is over 70 million years old.



It is thought to be over 70 million years old.

Writing samples

CVs

When applying for a job or course, you are often asked to send your CV (*curriculum vitae*), which should contain all the necessary information about yourself.

- There are different ways of arranging it, but the layout below is standard.
- Two pages is often recommended as the maximum length.
- Check carefully to make sure there are no mistakes.

Part 1

Basic information (e.g. name, date of birth, contact details)

Part 2

Personal statement (sometimes appears at the end, or is sent separately)

Part 3

Education and qualifications (in reverse order)

Part 4

Work experience, including part-time jobs (don't leave any gaps)

Part 5

Other skills (IT skills, personal qualities, e.g. leadership, teamwork)

Part 6

Contact details of two referees

Covering letters

We often include a short covering letter when we send something else, like a CV or an application form.

Dear Sir / Madam

I enclose my application form for the post of _____.
If there is any further information you need, please contact me.

I look forward to hearing from you.

Yours faithfully

Ahmad Baroud

Mr Ahmad Baroud

Summarizing information from graphs and charts

The tables below can be used to make sentences describing changes over a particular time period.

Since 2009, Since the law was passed,	there has been a	45% gradual sudden steady	fall rise	in	serious accidents. the number of people attending hospital.
Last year, When the law was passed,	there was a				

Since 2009, Since the law was passed,	serious accidents. the number of people attending hospital	have/has fallen	by 25%. gradually. suddenly.
Last year, When the law was passed,			

Below is a sample summary.

In 2001, the gap between literacy rates for men and women was quite wide. Men's literacy was 95.3%, while women's was 84.7%.

After that, the literacy rate for men increased steadily every year. However, over the same period, the rate for women rose more quickly. By 2013, the rate for men was 98.4%, compared with 94.1% for women.

This means that, despite the progress in women's literacy rates, there is still a difference of just over 4% in favour of men. However, if literacy continues to rise, it is expected that all men and women will be able to read and write before 2020.

Describing processes

- We often use passive verb forms when describing processes.
- We use marker words and phrases to make the stages of the process clear (see highlighted parts in the sample below).

First, the government suggests an idea for a new law. If the suggestion has enough support from MPs, it may become part of the government's programme. At this stage, it is called a Bill.

Next, the Bill is introduced to the House of Commons. This is followed by a Second Reading, when the Bill is discussed, then a Third Reading, when MPs can vote on whether it should be made into law.

The Bill is then passed to the upper house, called the House of Lords, for more discussion. Finally, it is sent to the monarch, who gives it her or his agreement. When it has this agreement, it becomes a law.

Instructions

- We often write instructions in numbered stages, using simple imperative verb forms (similar to orders, e.g. *do this, then do this*).
- We use time words to make the order of the steps clear (see highlighted words in the sample below).

The recipe below is an example of written instructions.

First, make the pastry for the base. Mix the flour and salt together in a large bowl. Then add the butter and rub it between your fingers into very small pieces. Finally, add the egg yolk and stir quickly. Put it in the fridge for about half an hour. Meanwhile, heat the oven to 250 °C.

When the pastry is cold, press it into a 20 cm wide tin, make small holes in it with a fork, and put it in the oven for about 10 minutes. While the base is cooking, fry the onions in the oil until they are soft. Put the eggs in another bowl, add yogurt and salt and pepper and mix well. Add the fried onions.

Take the base out of the oven and turn it down to 150. Pour the egg mixture into the base, and return it to the oven for another 15–20 minutes. By this time, it will have become a little brown on top. Leave it to cool for about 10 minutes and serve it with a green salad.

Joining information in sentences

There are three basic ways of joining simple sentences into longer ones, as shown in the examples below.

He went in through the back door. He locked it behind him.

A Using a conjunction (*and*, *but*, *because*, etc), e.g. *He went in through the back door and locked it behind him.*

B Using an *-ing* phrase, e.g. *He went in through the back door, locking it behind him.*

C Using a relative pronoun, e.g. *He went in through the back door, which he locked behind him.*

Introductory words and phrases to show attitude

The table below shows some of the most common words and phrases for showing your attitude to the point that follows.

ATTITUDE	WORD OR PHRASE
You may not like this but it's what I really think.	To be honest, I think you're completely wrong.
I know this isn't always true but …	Generally speaking, most people like animals.
This is clear, everyone agrees.	Obviously we can't preserve every species. Of course not everyone is the same.
This is just what *I* think.	In my opinion, it's wrong. Personally, I'm sure this is the best solution.

Unit 4, Period 5, Activity 4

GENERAL VISITOR (VAF1A OCTOBER 2013)
This form is for use outside the UK only.
This form is provided free of charge.

READ THIS FIRST

This form must be completed in English. You may use blue or black ink.

Please follow the guidance notes carefully and complete all questions as indicated. If you run out of space, please use Part 9 – Additional Information.

If you are visiting the UK as a tourist or to visit friends you should complete this form. If the main reason you are applying to come to the UK is as: a family visitor, you must complete VAF1B; a business visitor, you must complete VAF1C; a student visitor, you must complete VAF1D; an academic visitor, you must complete VAF1E; a visitor in transit, you must complete VAF1H; a sports visitor, you must complete VAF1J; an entertainment visitor, you must complete VAF1K.

Which type of Visitor Visa are you applying for? *Put a cross (x) in the relevant box*

Tourist ☐ Visit friend(s) ☐ Other (please specify) ☐

How long do you want your visa to be valid for? *Put a cross (x) in the relevant box*

6 months ☐ 1 year ☐ 2 years ☐ 5 years ☐ 10 years ☐

What is the main purpose of your visit to the UK?

How long do you intend to stay in the UK?

Travel Dates

On which date do you wish to travel to the UK?

D	D	M	M	Y	Y	Y	Y

On which date will you leave the UK?

D	D	M	M	Y	Y	Y	Y

Part 1 About You

1.1 Given name(s) *(as shown in your passport)*

1.2 Family name *(as shown in your passport)*

1.3 Other names *(including any other names you are known by and/or any other names that you have been known by)*

1.4 Sex *Put a cross (x) in the relevant box* Male ☐ Female ☐

1.5 Marital status? *Put a cross (x) in the relevant box*

Single ☐ Married ☐ Divorced ☐ Separated ☐ Widowed ☐

1.6 Date of Birth

D	D	M	M	Y	Y	Y	Y

1.7 Place of Birth

1.8 Country of birth

1.9 Nationality

1.10 Do you hold, or have you ever held, any other nationality or nationalities? *Put a cross (x) in the relevant box*

Yes ☐ No ☐ If 'Yes' please provide details

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