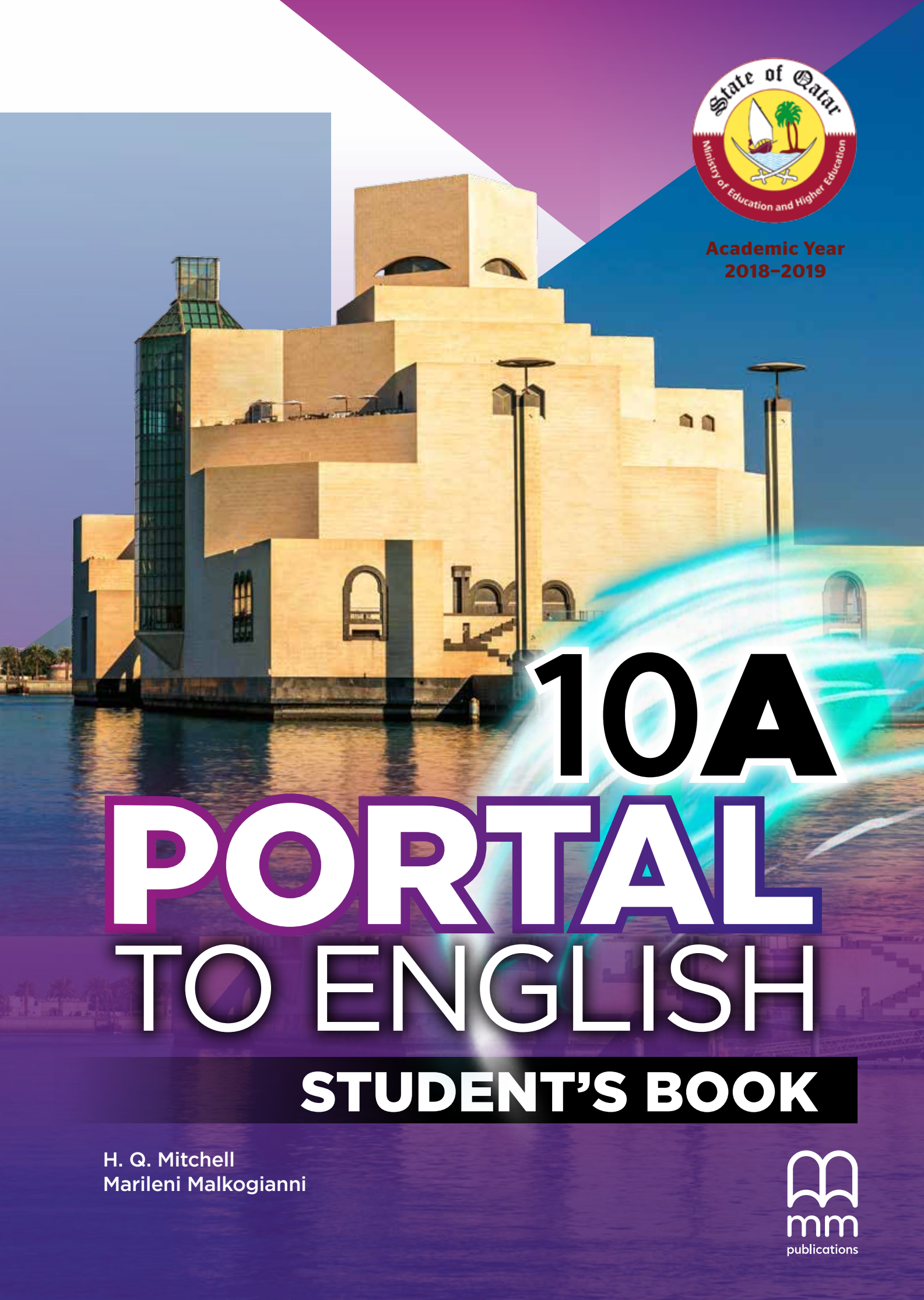




Academic Year
2018-2019

The background of the cover is a photograph of a large, modern, multi-tiered building with a yellowish-tan facade, situated on a body of water. The building has several arched windows and a prominent glass-enclosed tower on the left. The sky is a clear blue, and the water reflects the building and the sky. A bright, glowing blue and white light effect emanates from the right side, partially overlapping the text.

10A

PORTAL

TO ENGLISH

STUDENT'S BOOK

H. Q. Mitchell
Marileni Malkogianni



GRADE **10**

SEMESTER 1



10A

PORTAL

TO ENGLISH

STUDENT'S BOOK

School

Name

Class

H. Q. Mitchell - Marileni Malkogianni

Academic Year
2018-2019





حضرة صاحب السمو الشيخ تميم بن حمد آل ثاني
أمير البلاد المفدى

النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءَ قَسَمًا بِمَنْ نَشَرَ الضِّيَاءَ
قَطْرٌ سَتَبَقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِيَاءِ
سِيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِيَاءِ الأنْبِيَاءِ
قَطْرٌ بِقَلْبِي سِيرَةٌ عِزٌّ وَأَمْجَادُ الإِبَاءِ
قَطْرُ الرَّجَالِ الأَوَّلِينَ حُمَاتُنَا يَوْمَ النِّدَاءِ
وَحَمَائِمُ يَوْمَ السَّلَامِ جَوَارِحُ يَوْمِ الفِدَاءِ

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2 p.17 Endurance	<ul style="list-style-type: none"> Words/Phrases related to survival Words easily confused Words describing the weather Adjectives describing character, appearance and feelings 	<ul style="list-style-type: none"> Past Simple <i>used to</i> Past Progressive Past Simple vs Past Progressive 	<ul style="list-style-type: none"> Locating important facts in newspaper clippings Distinguishing between words easily confused Guessing the meaning of unknown words Talking about past habits Narrating past events and experiences Reporting incidents Sequencing events Describing people's feelings character and appearance Responding to bad news and showing concern
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5 p.51 Get the message	<ul style="list-style-type: none"> Words/Phrases related to communication Collocations with <i>say</i> and <i>tell</i> Verbs easily confused Verbs related to computers, devices and the Internet Words/Phrases used in signs 	<ul style="list-style-type: none"> Relative pronouns: who, which, that, whose Relative adverbs: where, when Passive Voice (Present Simple - Past Simple) 	<ul style="list-style-type: none"> Defining people, places, things and ideas Guessing the meaning of unknown words/phrases Taking time to think when talking Interrupting politely Getting back to the topic of discussion Understanding warning signs Saying whether something is permitted or not Expressing opinion

Reading	Listening	Speaking (Pronunciation/Intonation*)	Writing	QNCF Competencies
<ul style="list-style-type: none"> • A magazine page with three short texts: <i>My unusual house</i> • A magazine article about the four phases of culture shock 	<ul style="list-style-type: none"> • People talking in different situations • Three people talking about their experiences abroad 	<ul style="list-style-type: none"> • Presenting an unusual home • Pair work: Talking about how one behaves in different situations • Pair work: Talking about where you live • Pair work: Role play requesting information • Pair work: Talking about living abroad • Pair work: Discussing and making a decision: Matching a person to a city <p>* Intonation of direct and indirect questions</p>	<ul style="list-style-type: none"> • An informal email <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on the features of an informal letter/email (layout, language, content) 	
<ul style="list-style-type: none"> • Three newspaper clippings describing survival stories • An extract from a novel: <i>Moby Dick</i> 	<ul style="list-style-type: none"> • A radio interview about a survival story • A live radio report of a cycling endurance race 	<ul style="list-style-type: none"> • Pair/Group work: Talking about survival stories • Pair work: Talking about the weather • Presenting summaries of events • Pair work: Narrating a bad experience and responding by showing concern <p>* Using stress to emphasise important facts</p>	<ul style="list-style-type: none"> • A story <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on the features of a story (plot development, tenses, tips to make it more exciting, etc.) • Using strong adjectives • Brainstorming and organising ideas with the help of an outline 	
<ul style="list-style-type: none"> • An article about a journey to Babylon • Short descriptions of apps 	<ul style="list-style-type: none"> • A radio documentary about ecotourism • A conversation about travelling apps 	<ul style="list-style-type: none"> • Pair/Group work: Talking about travelling • Group work: Comparing three different types of holidays • Pair/Group work: Talking about apps • Pair work: Discussing and making a decision: Choosing between two tours 	<ul style="list-style-type: none"> • An article describing a place <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on the features of an article • Using different ways to attract the reader's attention (e.g. descriptive language) • Brainstorming and organising ideas with the help of an outline 	
<ul style="list-style-type: none"> • A volunteer teacher's blog • A quiz: <i>Find the perfect job for you</i> 	<ul style="list-style-type: none"> • An employee trainer talking to a group of young people • Four people talking about their work 	<ul style="list-style-type: none"> • Pair/Group work: Talking about volunteer work • Group work: Role play situations related to employment • Group work: Discussing different professions • Pair work: Role play an interview at a job agency <p>* Intonation of modal verbs in sentences</p>	<ul style="list-style-type: none"> • A formal email asking for and giving information <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on the content and stylistic features of a formal letter/email 	
<ul style="list-style-type: none"> • A magazine article: <i>Whistled Languages</i> • Three warning signs 	<ul style="list-style-type: none"> • A news bulletin • People talking in different situations 	<ul style="list-style-type: none"> • Group work: Discussing different means of communication and their impact • Pair work: Talking about the meaning of different signs • Group work: Talking about communication and communication practices <p>* Intonation of relative clauses</p>	<ul style="list-style-type: none"> • A report <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on the content and features of a report 	

QNCF Competencies	Creative and critical thinking	Inquiry and research
Communication	Cooperation and participation	Problem-solving

THE STRUCTURE OF THE MODULES

Each module is ten pages long and is divided into two parts: *a* and *b*. In both parts, the target language (vocabulary, grammar, functions) is presented and practised extensively, while at the same time the four basic skills (reading, listening, speaking, writing) are developed.

The structure of each module is as follows:

Cover page

- Introduces the topic
- Activates background knowledge
- Generates discussion
- Presents learning objectives

	PART A	PART B
Reading	<ul style="list-style-type: none"> • Develops reading skills (e.g. understanding main ideas, understanding detail, understanding attitudes and opinions, guessing the meaning of unknown words) • Develops appropriate reading strategies • Expands on and personalises the topic through discussion 	
Vocabulary	<ul style="list-style-type: none"> • Presents and practises lexical material relevant to the topic of the module • Covers a variety of lexical areas such as phrasal verbs, idioms, word building, etc. 	
Grammar	<ul style="list-style-type: none"> • Presents and practises grammatical structures in context 	–
Intonation/ Pronunciation	<ul style="list-style-type: none"> • Presents and practises individual sounds, intonation patterns and sentence stress 	–
Listening	<ul style="list-style-type: none"> • Develops listening skills (e.g. understanding main ideas, understanding detail, understanding attitudes and opinions, guessing the meaning of unknown words) • Develops appropriate listening strategies • Expands on and personalises the topic through discussion 	
Speaking	<ul style="list-style-type: none"> • Provides further practice of the vocabulary, structures and functions in a meaningful context • Develops speaking skills (e.g. expressing and responding to common feelings, expressing and justifying an opinion) • Develops appropriate speaking strategies 	
Writing	–	<ul style="list-style-type: none"> • Exposes students to a sample text which can be used as a model for their writing task • Raises students' awareness of stylistic and organisational features of the specific genre • Gives guidance about planning, drafting and editing • Develops writing skills (e.g. expressing and justifying opinion, summarising) • Develops appropriate writing strategies

Review

- Revises functions, grammar and vocabulary
- Offers an opportunity for self-evaluation

Feels like home 1

Home is where
the heart is

Live out of
a suitcase

MAKE
YOURSELF
AT HOME

A HOME
AWAY
FROM
HOME

HAVE
A ROOF
OVER
YOUR
HEAD

*There's no place
like home*

Discuss:

- Read the phrases. Do you understand what they mean?
- Do you agree with what they are trying to say?
- What things are important when making a home?
- What's the difference between a 'house' and a 'home'?

In this module you will learn...

- to distinguish between permanent and temporary situations
- different ways to say where you live
- to form different types of questions
- to ask for information formally and informally
- to give information
- to ask for somebody's opinion and express opinion
- to express agreement and disagreement
- to give news
- to respond to news by showing enthusiasm
- to write an informal email

Reading

A. Discuss in pairs/groups.

- What unusual places can you think of to live in?
- What makes a home unusual?
- Would you like to live somewhere unusual? Why? / Why not?

B. Read the texts A-C. What is the three people's overall attitude/opinion about their homes? Choose a, b, c or d.

- They regret moving into their unusual home.
- They don't want to change anything in their home.
- They are satisfied with their home but are facing certain difficulties.
- They aren't satisfied with their home but they have to stay.

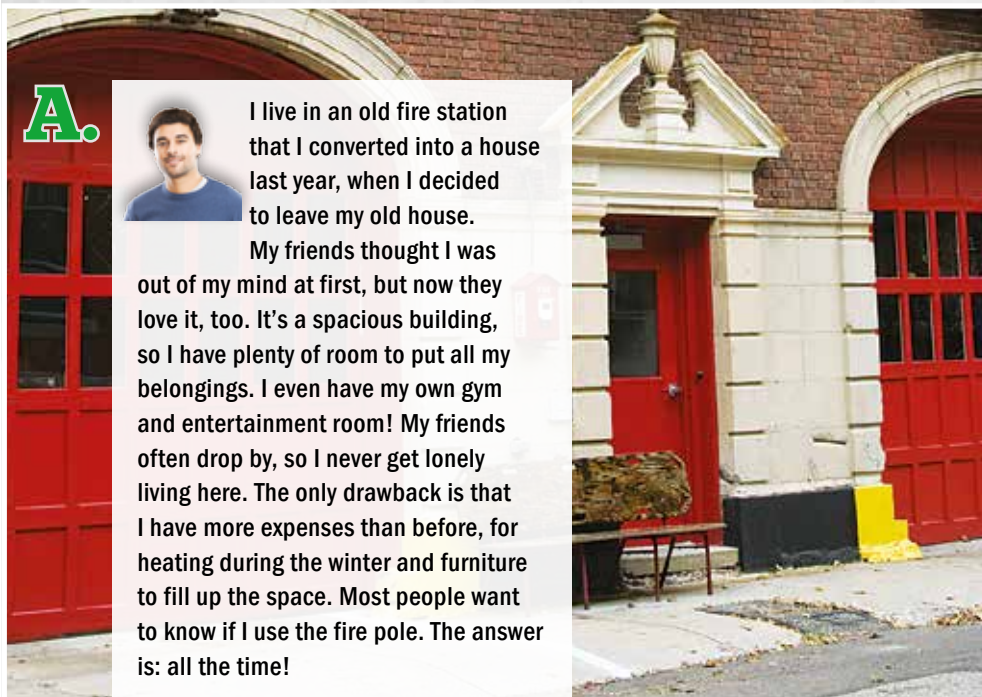
C. Read again and answer the questions below. Write A, B or C.

- Who doesn't find his home comfortable or easy to live in?
- Who mentions that the place will be his home for a short time?
- Who has to spend more money than before?
- Who has more space than he really needs?
- Who has to sometimes cope with loneliness?
- Who wants other people to know about his experiences?
- Who mentions making changes to the place?

D. Answer the following questions.

- What makes the place in text A recreational?
- To what extent are the people living in the houseboat satisfied with their choice?

My unusual house



A.



I live in an old fire station that I converted into a house last year, when I decided to leave my old house.

My friends thought I was out of my mind at first, but now they love it, too. It's a spacious building, so I have plenty of room to put all my belongings. I even have my own gym and entertainment room! My friends often drop by, so I never get lonely living here. The only drawback is that I have more expenses than before, for heating during the winter and furniture to fill up the space. Most people want to know if I use the fire pole. The answer is: all the time!

B.



People usually wonder why I chose to live in a lighthouse. The truth is I wanted first-hand experience as I'm currently writing a book about living in a lighthouse. So I chose it as my temporary residence. I settled in very quickly and I try to enjoy every minute of it. I'm a long way away from shops and restaurants, but I don't mind, though. I love being so near the sea. Every morning I climb the spiral stairway to the top of the tower and drink my coffee while admiring the view. That's when I remember how fortunate I am at the moment. Of course, there are days when it seems like the loneliest and most isolated place in the world, but at least I have access to the Internet and I can stay in touch with my friends and family.

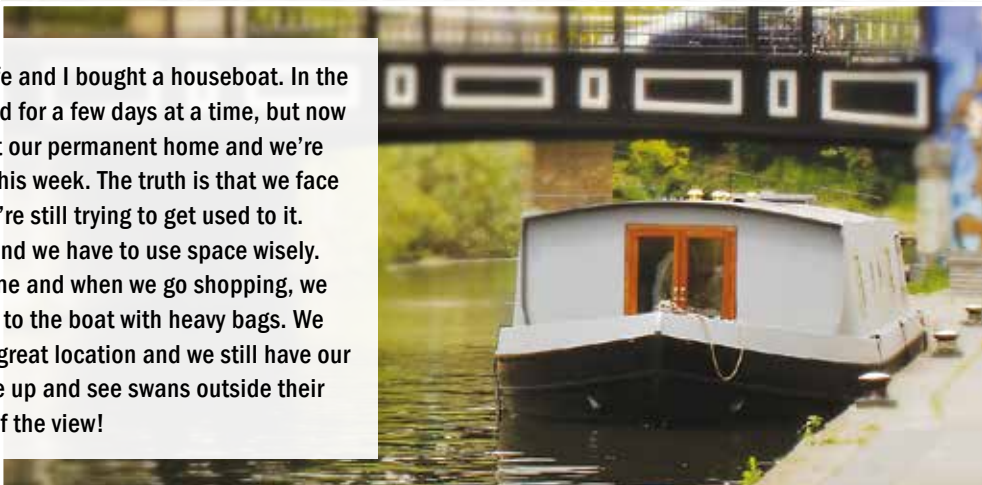


C.



A few months ago my wife and I bought a houseboat. In the beginning, we only stayed for a few days at a time, but now we've decided to make it our permanent home and we're moving in at the end of this week. The truth is that we face many difficulties and we're still trying to get used to it.

For one thing, it's a little bit cramped, and we have to use space wisely. Also, we don't have electricity all the time and when we go shopping, we can't buy a lot, because it's a long walk to the boat with heavy bags. We might be far from shops, but we're in a great location and we still have our peace and quiet. Not many people wake up and see swans outside their window or 'float away' if they get tired of the view!



E. Find words/phrases in the texts and match them with the meanings below.

- the things that you own and can carry with you (text A)
- disadvantage (text A)
- at the present time (text B)
- a place where sb lives (text B)
- a tall narrow building or part of a building (text B)
- far away from other buildings, towns, etc. and difficult to reach (text B)
- lasting for a long time, not temporary (text C)
- to have to deal with a problem or situation (text C)

Speaking

A. Talk in pairs. Discuss the following questions.

- Which of the three unusual homes would you like to live in? Why?
- Which home do you think is the strangest one to live in? Why?

B. Find information about another unusual home and present it to the class.

Vocabulary

A. Read the sentences below from the texts A-C. What do the adjectives in bold mean? Which clues in the text helped you guess the meaning? Check your answers in a dictionary.

For one thing, it's a little bit **cramped**, and we have to use space wisely.

It's a **spacious** building, so I have plenty of room to put all my belongings.

B. Read the sentences and match the adjectives in bold with the meanings a-c. Then check your answers in a dictionary.

- I want to rent a **furnished** flat, because I don't have money to buy my own things.
- Our hotel room was very **luxurious**, with a large bed and bathroom and a breathtaking view.
- It was an **inviting** garden with beautiful flowers.

- attractive, makes you feel welcome
- containing furniture
- comfortable, expensive and beautiful

Grammar Present Simple vs Present Progressive, Stative verbs → p. 71

A. Look at text B and answer the questions.

- What does the writer do every morning? Which tense is used? Why?
- What is the writer writing? Which tense is used? Why?
- What do people usually wonder about this person? Which tense is commonly used with adverbs of frequency (e.g. usually, often)?

B. Read about the uses of the Present Simple and the Present Progressive and think of one more example for each use.

The Present Simple is used for:

- permanent situations, e.g. *He **lives** in an old fire station.*
- repeated habitual actions, e.g. *My friends often **drop by**.*
- general truths, e.g. *Birds **fly** south in the winter.*

The Present Progressive is used for:

- actions happening now, e.g. *He **is having** breakfast right now.*
- temporary situations, e.g. *I **am** currently **writing** a book about my experiences.*
- future arrangements, e.g. *We're **moving** in at the end of this week.*

C. Read the examples from the texts A-C. Which tense is used and why? Can you find more examples in the texts?

- I even **have** my own gym...
- ...now they **love** it, too.
- Most people **want** to know if...
- We **don't have** electricity...
- ...it **seems** like the loneliest...

Stative verbs (see, notice, like, need, believe, know, belong, etc.) are not usually used in the Present Progressive.

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

- A:** Whose coat is this?

B: It's Olivia's. She **1** _____ (stay) with us for the weekend.

A: Really? Where is she? I really **2** _____ (want) to talk to her and find out how she **3** _____ (cope) in London.

B: She's fine. I **4** _____ (think) she **5** _____ (get) used to her new life. She also **6** _____ (have) a part-time job. Anyway, you can ask her for yourself. She **7** _____ (make) chocolate cake with Patricia in the kitchen. The two of them **8** _____ (always / like) to spend time together.
- A:** So, when **9** _____ you _____ (visit) your friend in Boston?

B: Next week. I **10** _____ (leave) on Sunday afternoon. Are you sure you **11** _____ (not want) to come with me?

A: Positive. You **12** _____ (know) how much I **13** _____ (hate) travelling by plane.

B: It's only a two-hour flight. Come on!

A: No, thanks. Anyway, I'm pretty busy this week. Jack and I **14** _____ (paint) the flat.

B: You are? I **15** _____ (hope) you do a good job. I'll drop by to see it when I come back.

E. Talk in pairs. Go to the Speaking Activities section on page 61.

Vocabulary

A.  Read and talk in pairs. Tell each other about where you live.

I live...

in

Qatar / the US (country)

Florida (state)

Yorkshire (county)

Doha/London (city)

the suburbs of...

a suburban/rural/urban area

the country(side)

a flat in the city centre

a cabin/cottage/bungalow

Rainbow Street/Road/Avenue/Lane, etc.

on

the outskirts of...

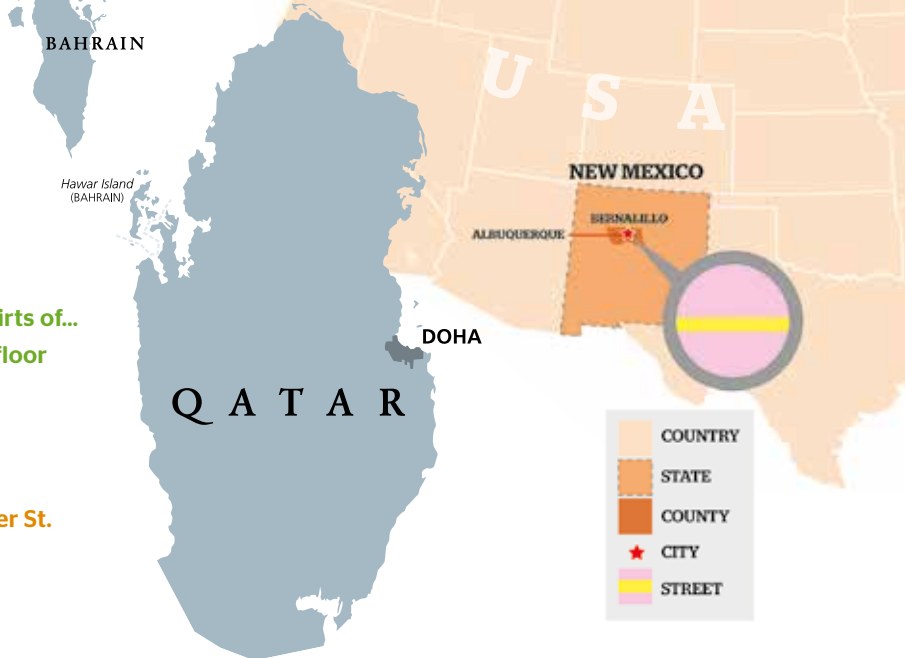
the third floor

campus

at

56 Webster St.

(address)



B.  Read the sentences and match the phrasal verbs in bold with their meanings. Then check your answers in a dictionary.

A phrasal verb consists of a verb (e.g. *get*, *break*) and an adverb (e.g. *back*) and/or one or more prepositions (e.g. *for*, *on*, *with*). The meaning of the phrasal verb is different from the meaning of the verb and the adverb/preposition(s) it includes.

- | | | |
|---|--------------------------|--|
| 1. They settled in quickly at their new school. | <input type="checkbox"/> | a. to get used to a new place, job, etc. |
| 2. Could you put me up when I come to Rome? | <input type="checkbox"/> | b. to make a short visit |
| 3. All guests should check out by noon. | <input type="checkbox"/> | c. to let sb stay in your house |
| 4. Tyler doesn't live with his parents anymore. He moved out a long time ago. | <input type="checkbox"/> | d. to start living in your new home |
| 5. We checked in at a luxurious hotel by the beach. | <input type="checkbox"/> | e. to report that you have arrived at a hotel or airport |
| 6. My friend was in the neighbourhood, so she dropped by . | <input type="checkbox"/> | f. to leave a hotel after paying the bill |
| 7. A: I found a new flatmate!
B: Really? When is he moving in ? | <input type="checkbox"/> | g. to leave your home for another one |

Grammar Question words, Subject-Object questions, Indirect questions → pp. 71-72

A. Complete the questions below with question words.

- A:** To _____ are you going to give this gift?
B: My cousin.
- A:** _____ can arrange the doctor's appointment for Mr Smith?
B: The secretary.
- A:** _____ was it you wanted me to bring you?
B: My keys.
- A:** Just _____ far do you intend to go running every morning?
B: About 10 miles.
- A:** _____ car is parked in the garage? I don't recognise it.
B: It's Martin's. He's just arrived.
- A:** Under _____ circumstances will the flight be cancelled?
B: If it snows heavily.
- A:** _____ is it like to take part in such an important event?
B: It's quite amazing!
- A:** _____ did you decide to look for a job during the school holidays?
B: I needed the money.

B. Read the examples and answer the questions 1-3.

- A:** Who **lives** on campus?
B: Leslie (lives on campus).
- A:** Who **does** Leslie **live** with?
B: (She lives with) Karen, her flatmate.

- Which question asks about the subject of the verb?
- Which question asks about the object of the verb?
- In which question is the verb in question form?

C. Write questions. The words in bold are the answers.

- A:** What _____?
B: I ordered **a milkshake and a doughnut** at the café.
- A:** Which _____?
B: Greg bought **the red** jacket.
- A:** Who _____?
B: **Peter** is going bowling with Mark.
- A:** Who _____?
B: I want to visit **Barney** tomorrow afternoon.
- A:** What _____?
B: **A motorbike** crashed into that tree.

D. Read the examples and answer the questions.

Direct Questions	Indirect Questions
What time does the train leave?	Would you tell me what time the train leaves?
Can we check out later than 12 p.m.?	I'd like to know if/whether we can check out later than 12 p.m.

1. What is the difference in word order between direct and indirect questions?
2. How are indirect questions formed when the direct question does not begin with a question word?

Intonation 🗣️

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

1. Could you inform me what time the lesson starts?
2. Can you tell me how I can get to Green Avenue?
3. Where's the new café?
4. Do you know if Andy has changed his mobile number?
5. Who lives in that cottage?

Listening 🗣️

You will hear people talking in five different situations. For questions 1-5, choose the best answer a, b, c or d.

1. Where does Will live?
 - a. on campus
 - b. in a flat in the city centre
 - c. in a house in the suburbs
 - d. near the university
2. Where is Julie going to go next?
 - a. to Susie's neighbourhood
 - b. to Susie's house
 - c. to the bank
 - d. to the supermarket
3. How long did it take Pam to get used to living in the countryside?
 - a. one month
 - b. less than a month
 - c. 2-3 months
 - d. one year
4. What is the man doing at the hotel reception?
 - a. checking in
 - b. checking out
 - c. making a reservation
 - d. complaining
5. What is NOT true about the flat?
 - a. It's on the fifth floor.
 - b. It has two bedrooms.
 - c. It's fully-furnished.
 - d. It's got a view of the park.

E. Read the direct questions and form indirect questions.

1. How long will the meeting last?
Excuse me, do you know _____?
2. Where does Miss Davis live?
Could you _____?
3. Is the flat furnished?
I'd like to _____.
4. When did you graduate?
Can you _____?
5. Do I need to buy any books for the French course?
I was wondering _____.

Speaking 🗣️

Talk in pairs.



Student A: Imagine that you are looking for a new flatmate. Student B is looking for a place to live and calls you. Ask him/her questions and hold a conversation to find out about him/her and see if he/she is suitable to become your new flatmate. Discuss the ideas in the box and use a combination of direct and indirect questions.

personal information (age, nationality, family, etc.)
personality studies job
daily habits spare time

Student B: Imagine you are looking for a place to live. Student A is looking for a flatmate and you call him/her. Answer his/her questions requesting information about you and ask questions to find out about the house/flat. Discuss the ideas in the box and use a combination of direct and indirect questions.

type of accommodation exact location
number of rooms public transport nearby
if it's spacious/furnished, etc.

TIP


When asking for information, indirect questions are usually more polite and appropriate for formal situations. Begin your indirect questions with some of the following phrases:

Can/Could/Would you tell me...?
Can/Could/Would you inform me...?
Can/Could/Would you let me know...?
Do you know...?
I'd like to know...
I was wondering...

Reading

A. Discuss in pairs/groups.

- Would you like to move to another country?
- What kind of problems do you think you would come across?

B.  Read the first paragraph of the text and the box showing the four phases of culture shock. What do you think people should do to get over the problems caused by culture shock? Read the rest of the text and compare your answers. Then choose the best title for the text a, b or c.

- Disadvantages of living abroad
- Feeling at home when living abroad
- There's no place like home

*When people decide to move abroad for work or study, they might experience culture shock at first. This is the phenomenon of disorientation people feel when they move to a country with a different lifestyle and culture. Studies have shown that there are four phases a person goes through when they have to **adjust** to an unfamiliar environment.*

The 4 phases of culture shock

Honeymoon phase

(0 → 3 months): This phase occurs when you first move to a new culture. You **observe** your new environment and make new discoveries. You are **fascinated** by everything – the food, the lifestyle, the language and the cultural differences.

Negotiation phase

(3 → 6 months): The **initial** enthusiasm turns into **anxiety**. You become aware of the differences between the old and new culture as well as the difficulties in the language, and you often get **frustrated**. Feelings of loneliness and homesickness are common.

Adjustment phase

(6 → 12 months): Things start to feel normal, and you start thinking positively. You get used to the new culture, which you can now understand and appreciate.

Mastery phase

(12 months+): This phase occurs when you start feeling like a 'local.' You finally feel comfortable and you no longer have communication problems. You can participate in more aspects of the new culture without forgetting your own.



Keep in mind that there are many new and positive experiences waiting for you in the new culture. Culture shock can cause problems, however, remember that there are things you can do to **get over these problems.**

MAKE YOURSELF AT HOME: Decorate your new home with familiar things that remind you of your old culture. This can include furniture, paintings and photographs of friends and family.

KEEP IN TOUCH: It can sometimes be difficult to stay in touch with loved ones if you're in a different time zone. However, phone calls, email and Skype are all ways that can help you catch up on their news and make you feel like you are not missing out on important events in other people's lives.

EXPLORE NEW SURROUNDINGS: After finishing with the sightseeing, go out and explore your new neighbourhood. Walk around or ride a bike to discover every corner of it and get to know it better.

DEVELOP A NEW ROUTINE: This helps you get used to the new lifestyle in a shorter period of time. Go to a coffee shop that you like every morning for breakfast or visit the same bakery. Small things like this can make you feel less 'foreign.'

GET INVOLVED IN THE LOCAL COMMUNITY: Join the local library or book club. Find out about any interesting entertainment events. Sign up for classes or sports that will help you meet new people and discover new hobbies. Also, take classes to learn the language if it is different from your **native** one.

C. Read again and answer the questions.

1. What can contact with an unfamiliar lifestyle cause some people to feel?
2. During which phase do people have the most negative feelings?
3. During which phase do people start recognising the good qualities of a new culture?
4. How long does it take for people to get used to a new culture?
5. Does keeping in touch with family and friends make people feel more homesick? Why? / Why not?
6. Why does the writer suggest doing activities like riding a bike in the new neighbourhood?
7. What does the writer mean by *Small things like this can make you feel less 'foreign'*?
8. How can you make new friends when living abroad?

D. Look at the highlighted words in the text and match them with their meanings. Then check your answers in a dictionary.

- | | | | | | |
|---------------|--------------------------|---------------|--------------------------|-----------------|--------------------------|
| 1. adjust | <input type="checkbox"/> | 4. initial | <input type="checkbox"/> | 7. get over | <input type="checkbox"/> |
| 2. observe | <input type="checkbox"/> | 5. anxiety | <input type="checkbox"/> | 8. surroundings | <input type="checkbox"/> |
| 3. fascinated | <input type="checkbox"/> | 6. frustrated | <input type="checkbox"/> | 9. native | <input type="checkbox"/> |

- a. very interested
- b. related to the place where you were born
- c. happening at the beginning
- d. annoyed or impatient because you can't achieve what you want
- e. to become familiar with a new situation by changing the way you think and behave
- f. everything that is around a person; the environment
- g. to find a way to deal with sth difficult
- h. to watch sth carefully and learn more about it
- i. a worried feeling you have about sb or sth

E. Discuss in pairs/groups.

- Do you think the text gives useful advice? Why? / Why not?
- Which advice would you follow if you had to move abroad?

Vocabulary

Read the note and the sentences. What does 'get' mean in these examples?

The verb 'get' can be found in a variety of phrases, expressions and phrasal verbs and has many different meanings. Below are four broad categories to help you remember what it means:

OBTAIN: buy, receive, bring, begin to have, etc.

(*get some milk, get an invitation, get the kids, get a cold*)

BECOME / START TO BE

(*get frustrated, get ready, get older, get in trouble*)

MOVE: arrive, reach, leave, enter, rise, etc.

(*get to, get home, get off, get into, get up*)

IDIOMS

(*get rid of, get down to business*)

1. It is also a good idea to **get involved** in the local community.
2. Walk around or ride a bike to discover every corner of your new neighbourhood and **get to know** it better.
3. I accepted the job because I want to **get** some teaching **experience**.
4. When you **get out of** the underground station, turn right and go down Maple Road. My house is number 48.
5. Please call me when you **get there**.
6. I always **get excited** when I **get email** from family and friends now that I'm living abroad.

Listening

Listen to a radio programme about the problems three people had when they moved abroad. Match the speakers with the statements a-e. There are two extra statements which you do not need to use.

Speaker 1

Speaker 2

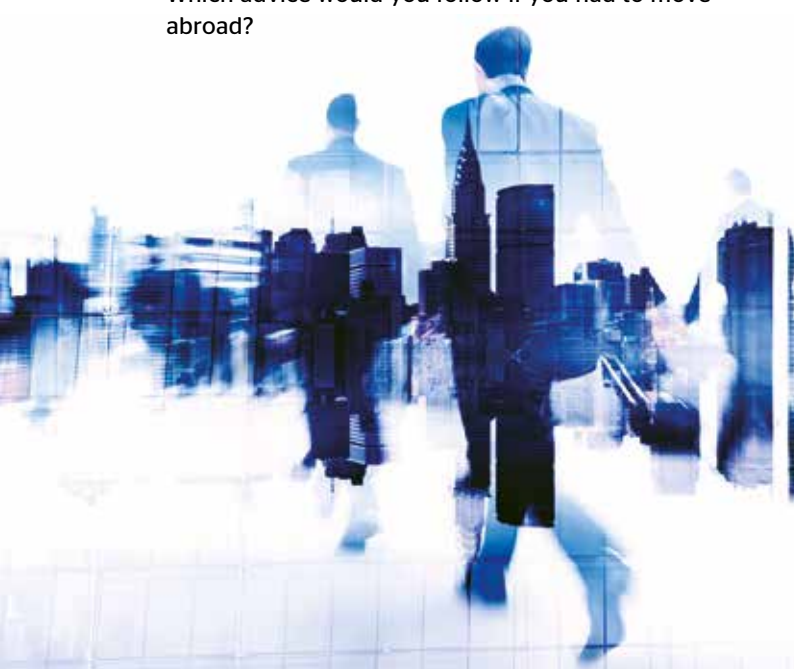
Speaker 3

- a. I didn't expect to like my new life.
- b. I had difficulty understanding the language.
- c. I didn't get much help from my friends in the beginning.
- d. Learning about the culture helped me settle in.
- e. I discovered ways to stop feeling homesick.

Speaking

Talk in pairs. Discuss the following questions.

- Have you ever lived abroad?
- If yes, what problems did you face and how did you get over them?
- If not, what problems do you think you'd have abroad? What would you do to get over them?



Speaking

A. Talk in pairs.

Student A: Go to the Speaking Activities section on page 61.

Student B: Ask Student A questions to complete Pierre Clermont's profile.

Pierre Clermont

Age:	_____
Nationality:	_____
Likes:	_____, _____ _____, _____ _____
Dislikes:	_____, _____

B.  Talk in pairs. Pierre Clermont has decided to study in one of the three cities below. Read his profile and the information about the three UK cities. Discuss the cities and decide which is the most suitable for him. Give reasons for your choices. Use the phrases in the box.

Bath

- museums and galleries
- fascinating sights and parks to visit
- lots of theatres & festivals

Bournemouth

- great beaches
- fantastic sports facilities
- peaceful parks

Brighton

- great beaches and activities
- lots of shopping opportunities
- huge variety of restaurants

C *I think the most suitable city for Pierre is... because he's interested in...*

I disagree. I think the ideal city for him is...

because...

Very true, but he'll probably enjoy... more because...

Yes, but don't you agree that...? 9

Expressing opinion

I think...
Personally, I believe...
In my opinion,...
It seems that...
The way I see it,...
If you ask me, he should(n't)...

Agreeing/Disagreeing

I agree/disagree with you.
I think so, too. / I don't think so.
You're right/wrong about that.
You have a point.
I'm not so sure about that.
Very true, but...

Asking a question

What do you think?
What is your opinion?
Don't you think that...?
Don't you agree that...?

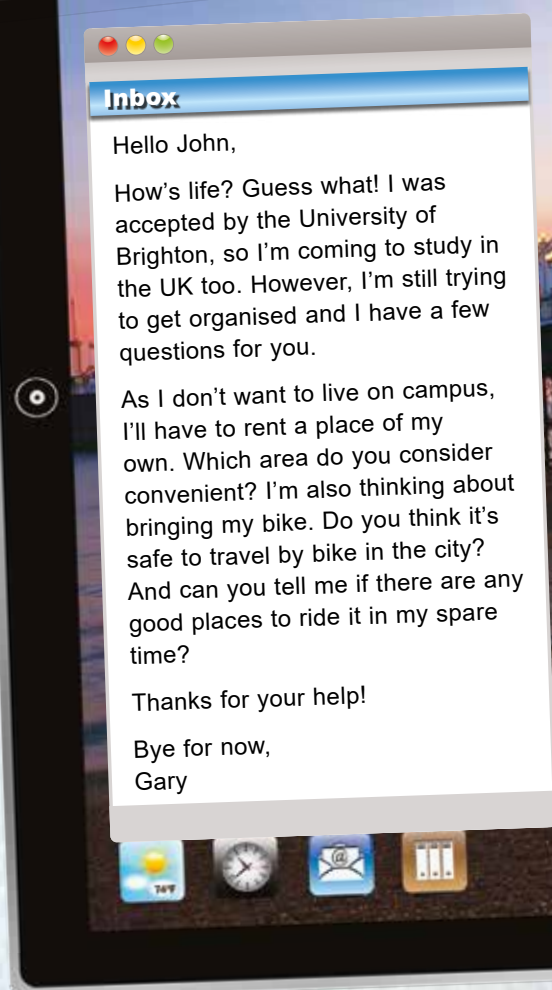
- Express your opinion giving reasons. Don't worry if you disagree with your partner. Remember, no answer is right or wrong as long as it is justified.
- If one of you gets stuck, help each other by asking a question, for instance.

TIP

Writing An informal email

A.  Read the two emails and find:


1. features that make them informal.
2. set phrases used to begin and end them.




B.   Read the emails again and answer the questions.

1. What's the relationship between Gary and John?
2. Why is Gary writing to John?
3. Does John answer all his questions?
4. Does he give him extra information?
5. In which email are the following functions expressed? Write 1 or 2.

- | | |
|---------------------------|--------------------------|
| a. giving information | <input type="checkbox"/> |
| b. expressing opinion | <input type="checkbox"/> |
| c. asking for an opinion | <input type="checkbox"/> |
| d. expressing enthusiasm | <input type="checkbox"/> |
| e. asking for information | <input type="checkbox"/> |
| f. giving news | <input type="checkbox"/> |

C.  Read John's email again and compare it to the model layout on page 65. Does John's email have an appropriate layout? Justify your answer.

D.  Read the expressions/phrases below and the situations 1-4. How would you reply?

Giving news

Guess what! I've recently...
 Did I tell you about...? Let me fill you in.
 You won't believe what happened to me!
 I haven't told you the latest, have I?
 Just thought I'd drop you a line to let you know that...

Expressing enthusiasm

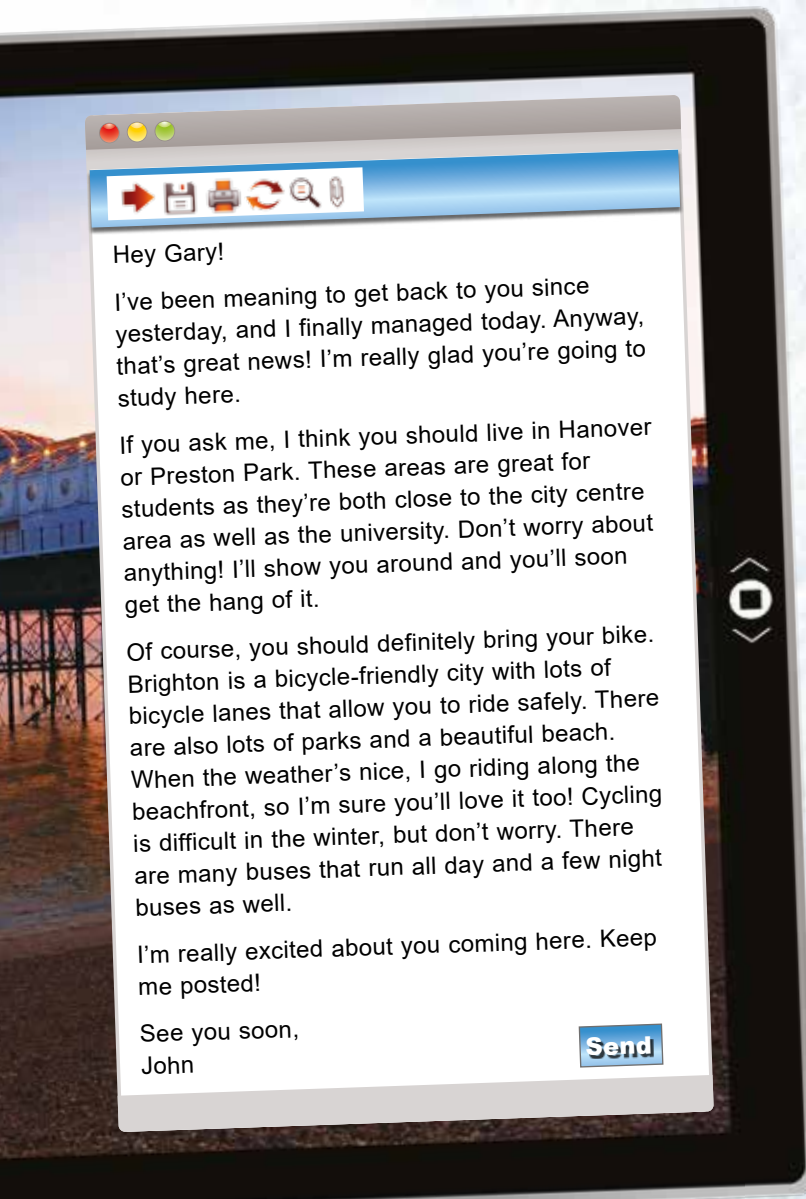
Wow! That's great/fantastic news!
 How exciting/wonderful!
 I am/was happy/glad/pleased to hear that...
 I couldn't believe it when I read that...

1. I haven't told you the latest, have I? I bought a motorbike!

2. Guess what! I have some time off work and I was thinking of going hiking or skiing. What do you think?

3. Guess what! I got a job at the Chinese restaurant in the town centre. I know where it is, but can you tell me the best way to get there from our area?





4. I'm finally moving out! Can you believe it? I only have one problem. Should I rent a furnished flat or not?

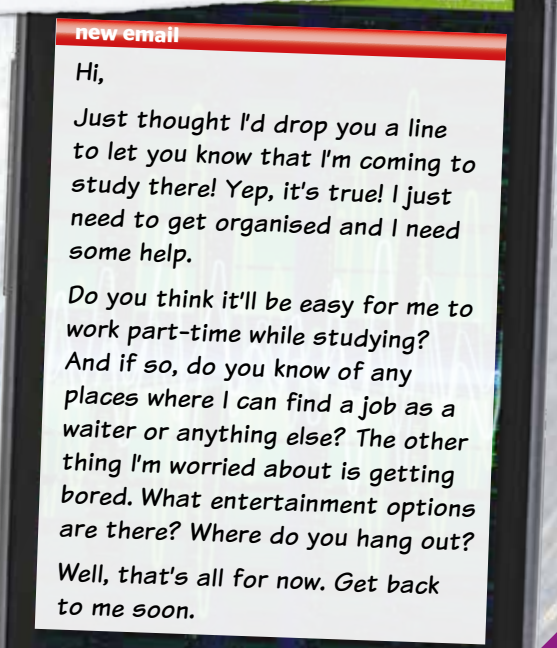


When writing an informal email:

- use the appropriate layout (see Writing Reference Section).
- organise it into paragraphs and use set phrases as shown in the plan.
- use informal language and expressions (e.g. *well, of course, anyway, you know, you see, actually, by the way*).
- use standard grammar and spelling conventions. Don't use forms such as *wanna, CU L8R*, etc.
- use short forms (e.g. *I'm, don't*).
- use exclamations (e.g. *Guess what!*) and direct questions (e.g. *What have you been up to?*).
- read the rubric and the email you are replying to carefully. Make sure you understand why you are writing (to give information, to express your opinion, etc.) and respond to all the requests suitably.
- use appropriate expressions/phrases to express enthusiasm, give news, express your opinion, etc.

TIP

E.     Imagine you have received the following email from a friend. Write a reply. Use the TIP and the plan in the Writing Reference section on page 64.



A. Circle the correct words.

1. She lives in a nice cabin in the forest. However, sometimes she feels kind of **cramped / isolated** because she's far from town.
2. It took Billy a few months to **adjust / occur** to his new school, but now he loves it.
3. Mary went out with Anna and they **missed / caught up** on each other's news.
4. One of the **surroundings / drawbacks** of living in a city is the traffic and noise.
5. I don't have a big suitcase, so I will have to pack my things **currently / wisely**.
6. Don't be so **impatient / fascinated**. Dinner will be ready in twenty minutes!
7. I live in a city that has many bicycle **lanes / avenues** so I use my bike all the time.

B. Complete the sentences with the correct preposition. (in, out, up, of, with, on)

1. I really want to get rid _____ all our old furniture.
2. Liam's flatmate moved _____ because they didn't get along.
3. I don't think you're aware _____ the expenses of living alone.
4. It took us a few months to settle _____, but now we love our new flat.
5. Carl put me _____ for the night, because I didn't have anywhere else to stay.
6. Tracy finds it difficult to cope _____ the stress at work.
7. Our house is _____ the outskirts of the city.
8. I'm going to sign _____ for the creative writing course at college.

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

1. **A:** This weekend we _____ (have) a barbecue at our house. _____ you _____ (want) to come?
B: Sure, that sounds great! Is it a special occasion?
A: Not really, we just _____ (like) inviting friends over. We _____ (do) it often.
2. **A:** So, when _____ you _____ (leave) for France?
B: Next month. I _____ (enjoy) taking trips in the autumn. I am very excited about it.
3. **A:** I heard about your new job. _____ you _____ (live) in Toronto now?
B: Well, yeah. I _____ (stay) at my cousin's house for a few days but I _____ (look) for a flat in the city centre.
4. **A:** Where's Dan? Don't tell me he _____ (work) again this weekend!
B: No, he _____ (shop) for some furniture.
A: He should go to *Happy Home*. It's a furniture shop that _____ (sell) nice and cheap furniture.

D. Write questions. The words in bold are the answers.

1. **A:** _____
B: I'm moving **next Saturday**.
2. **A:** _____
B: I took a picture of **the lighthouse**.
3. **A:** _____
B: **Mark** dropped by this morning.
4. **A:** _____
B: My new flat is **spacious**.
5. **A:** _____
B: Well, it takes me **about half an hour** to get to work.
6. **A:** _____
B: We usually invite **our neighbours** to our barbecues.

E. Match. Choose from the responses a-h. There are two extra responses which you do not need to use.

1. Could you tell me what happened at the meeting yesterday?
2. I'd really like to live in a location with some peace and quiet.
3. Guess what! I got accepted by the University of Chester!
4. The car is filthy! When are you going to clean it?
5. I was wondering how far the art gallery is from here.
6. If you ask me, this coffee maker is useless!

- a. I couldn't believe it when I heard it.
- b. Wow! That's fantastic news.
- c. You'll soon get the hang of it.
- d. Well, then I suppose somewhere in the suburbs will suit you.
- e. I think living on the outskirts of the city is boring.
- f. It's about ten minutes by bus.
- g. OK. Let me fill you in.
- h. I know. I've been meaning to do it.

Self-assessment

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

NOW I CAN...

- › distinguish between permanent and temporary situations
- › say where I live in different ways
- › form different types of questions
- › ask for information formally and informally
- › give information
- › ask for somebody's opinion and express opinion
- › express agreement and disagreement
- › give news
- › respond to news by showing enthusiasm
- › write an informal email

Endurance 2



climb up a rope



hold a tarantula

Discuss:

- Can you do any of the things shown in the pictures?
- Which do you think is the hardest?
- Are you good at endurance activities?



bungee jump

hold your breath underwater for 1 minute



run a marathon



In this module you will learn...

- to read and locate facts in newspaper clippings
- to distinguish between words easily confused
- to talk about past events and habits
- to describe weather conditions
- to emphasise facts when speaking
- to narrate past events/experiences
- to report incidents
- to describe people's character and appearance
- to talk about feelings
- to recognise how the plot develops in a story
- to make your stories interesting with the use of 'strong' adjectives
- to write a story

go without food for 24 hours



Reading

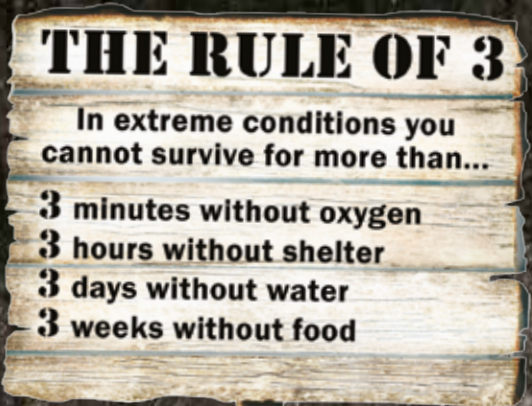
A. Read 'The Rule of 3' and discuss in pairs/groups.

- How important is it to prepare for trips in the wild?
- What are the most important things to have with you?
- Do you think you would be good at surviving in the wild?

B. Read the headlines of the newspaper clippings below. What do you think happened?

C. Skim through the newspaper clippings and find information to complete the table below. Then read the clippings more carefully and check your answers.

	A	B	C
Who?			
Where?			
How long?			



B

19 Feb 2012

MAN SURVIVES 2 MONTHS IN SNOW-COVERED CAR

Doctors treating a Swedish man who survived two months in a snow-covered car say he is awake and able to communicate. But they are **stunned** he is alive at all. Peter Skyllberg, 44, was found by **passers-by** near the northeastern town of Umeå. They thought his vehicle was an **abandoned**, crashed car, and dug down through about three feet of snow. To their surprise, they found Skyllberg lying on the back seat. He could barely move or speak. His car had broken down on 19 December and during the time he was trapped, temperatures dropped to -30 °C. He only ate snow and stayed inside his warm clothes and sleeping bag. Doctors believe that the only reason Skyllberg managed to survive against all odds was because his car formed a natural igloo. This kept his body temperature high enough to prevent him from freezing to death. Police are interested in finding out why nobody reported Skyllberg's disappearance. It is extremely rare for someone to be missing for such a long period of time without friends and family alerting the police.

16 September 2011

HIKER CRAWLS THROUGH DESERT WITH BROKEN LEG FOR 4 DAYS

Amos Richards, 64, from Concord, North Carolina, was rescued on Monday after spending four days **crawling** through the Utah Desert with a broken leg. Richards was camping in Canyonlands National Park and went for a day hike in Little Blue John Canyon, an area that is about a five-hour drive from the national park. While he was climbing, he fell and broke his leg in several places. With no one around to help him and no one knowing his location, he was forced to drag his body through the desert. He had neither warm clothing for the cold nights nor a map, and only ten pints of water and two power bars. Richards tried to follow his footprints back to his car and managed to cover five miles before he was found. Fortunately, national park **rangers** realised he was missing on 9 September when they discovered his abandoned camp. Search parties were sent out and two days later his car was discovered. Richards was spotted a few hours later by a helicopter a couple of miles from the car. Richards used the flash on his camera to get the pilot's attention. He was taken to Moab Regional Hospital, where he's expected to **recover** very soon.



A

C

4 January 2005

TSUNAMI SURVIVOR FOUND OUT AT SEA


It has been over a week since the catastrophic tsunami in the Indian Ocean, but rescue teams are still finding survivors. An Indonesian man, Rizal Shahputra, 23, was found yesterday floating on a tree branch 100 miles off the coast. When the tsunami **struck** on 26 December, he was working on a building site in Banda Aceh on the northern tip of Sumatra. He was swept out to sea along with several others, but, one by one, they **drowned**. Rizal survived by eating floating coconuts and drinking rainwater. At least one ship passed by but didn't notice Rizal, who was waving frantically. Eventually, a Japanese ship **spotted** him and took him to Port Klang in Malaysia.

D. Read the newspaper clippings again and the statements below. Which clipping do they refer to? Write A, B or C.

1. He had supplies with him.
2. He survived a natural disaster.
3. He was discovered by accident.
4. He had appropriate clothes with him.
5. In the beginning, he wasn't alone.
6. He was injured.
7. He was fortunate enough to find food.
8. He tried to signal for help, but it didn't work.

E. Imagine you are Rizal and retell the story. Start with 'When the tsunami struck, I...'

F. Illustrate the development of events of the story in text A in the form of a story map on page 66.

G.  Look at the highlighted words in the texts and match them with their meanings. Then check your answers in a dictionary.

- | | | | |
|---------------|--------------------------|--------------|--------------------------|
| 1. crawl | <input type="checkbox"/> | 6. abandoned | <input type="checkbox"/> |
| 2. ranger | <input type="checkbox"/> | 7. strike | <input type="checkbox"/> |
| 3. recover | <input type="checkbox"/> | 8. drown | <input type="checkbox"/> |
| 4. stunned | <input type="checkbox"/> | 9. spot | <input type="checkbox"/> |
| 5. passers-by | <input type="checkbox"/> | | |

- a. to die from being underwater and unable to breathe
- b. people who are walking past sb/sth by chance
- c. a person whose job is to look after a park or forest
- d. to happen suddenly and cause harm or damage
- e. extremely surprised or shocked
- f. to notice sb/sth especially when it is not easy to do so
- g. left by the people who owned or used it
- h. to move on hands and knees
- i. to get better after an illness, accident, shock, etc.

H.  Discuss in pairs/groups.

- Which of the three situations do you think would be the most difficult to survive in?
- Have you heard of any other survival stories?
- If you were Richards in text A and you didn't have a camera flash, how would you attract the attention of the pilot?

Vocabulary

Complete the sentences with the correct form of the words in the boxes. In some cases, there may be more than one answer.

harm hurt injure

1. I was skiing all day and now my knees _____.
2. Pollution can _____ our health.
3. Only two people were seriously _____ in the accident.

damage destroy ruin

4. The bad weather _____ our plans to go on a picnic in the countryside.
5. Several buildings were completely _____ by the fire.
6. Don't put that hot pot on the table. You'll _____ the surface.

carry pull drag

7. We couldn't lift the bookcase, so we _____ it to the other side of the room.
8. A complete stranger helped me _____ the shopping bags to my car.
9. The scuba diver _____ the rope to show that he wanted to go back up to the surface.

Grammar Past Simple, used to → p. 72

R. Read the examples below from the text and answer the questions.

They **thought** his vehicle **was** an abandoned, crashed car.

He **could** barely move or speak.

At least one ship **passed** by but **didn't notice** Rizal...

1. How do we form the Past Simple of regular and irregular verbs? How do we form the negative and question forms?
2. What's the Past Simple of the verbs *be* and *can*? How do we form questions with these verbs?
3. What kind of actions does the Past Simple describe?

B. Read the example below. What does it mean? In which cases can we use either the Past Simple or *used to*?

I **used to go** rock climbing a lot when I was younger.

C. Complete the dialogues with the Past Simple of the verbs in brackets. Use *used to* where possible.

1. **A:** 1 _____ (you / know) that Mark
2 _____ (go) hiking every weekend before he 3 _____ (move) to the city?
B: Yes. Don't tell me that you 4 _____ (not know) that!
2. **A:** I 5 _____ (not mind) driving in extreme weather conditions before I 6 _____ (have) the accident. Now, I never drive if the weather is bad.
B: Good for you.
3. **A:** 7 _____ (your uncle / live) in an igloo when he 8 _____ (be) in Alaska?
B: Don't be silly. Inuits don't live in igloos. My uncle 9 _____ (stay) in an igloo for a couple of days during his hunting trips.
A: Wow! It sounds like a great experience.
B: It is. When I 10 _____ (visit) him last winter, we 11 _____ (go) hunting together once and we 12 _____ (spend) a night in an igloo. It 13 _____ (be) amazing!





Vocabulary

A. Read through the groups of weather words in the table below and label them using the words in the box.



SUN RAIN STORM
TEMPERATURE CLOUD WIND

mild chilly freezing boiling	shine clear skies	shower drizzle pour wet

blow breeze	foggy overcast dull	thunder lightning blizzard

B. Circle the correct words.

- You don't need an umbrella. It's only **pouring** / **drizzling**.
- It will be **overcast** / **mild** all day tomorrow without any sunshine, and with the possibility of showers in the afternoon.
- We were sitting outside and a light **blizzard** / **breeze** was blowing. It was very pleasant.
- There was a violent storm during the night and lots of trees were struck by **lightning** / **thunder**.
- Winters here are usually mild, but you sometimes get some **boiling** / **freezing** cold days in January.

Speaking

 Talk in pairs. Discuss the following questions.

- What different types of weather do you have in your country?
- What's the weather like today?
- Is it normal for this time of year?
- What's your favourite type of weather?
- What's the worst weather you've ever experienced? Where were you? What did you do?



Grammar Past Progressive; Past Simple vs Past Progressive → p. 72

A. Read the examples and notice the words in blue. Then match them with the rules about the uses of the Past Progressive a-c.

- The men **were working** on a building site when the tsunami struck.
- I **was holding** the ropes while my friend **was climbing**.
- It **was pouring** and we couldn't find shelter.

The Past Progressive is used:

- to give background information
- for an action in progress in the past which was interrupted by another action
- for actions that were happening at the same time in the past

B. Read the examples and answer the questions.

- Richards **was climbing** when he **fell**.
- When the rescue team **found** Richards, they **took** him to hospital.

- In which example did the two actions happen one after the other?
- In which example did one action happen while another action was in progress?

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

Last weekend, I 1 _____ (go) hiking with my friend Khaled. As we 2 _____ (walk) near some cliffs, I 3 _____ (hear) someone calling for help. We 4 _____ (look) down and 5 _____ (see) a man at the bottom of the cliff. His leg was injured. Khaled immediately 6 _____ (call) for help. While he 7 _____ (talk) on the phone, I 8 _____ (try) to find something so I 9 _____ (can) pull the man up. While I 10 _____ (look) around, I 11 _____ (slip) on some loose rocks. Fortunately, I 12 _____ (not fall) all the way down and my friend 13 _____ (help) me up. A rescue team 14 _____ (arrive) quickly and 15 _____ (save) the man.

Listening

A. Discuss in pairs/groups.

- Have you ever heard any stories of people surviving a plane crash? If yes, what happened?

B. Listen to a radio interview and choose the correct newspaper headline.

TWO MEN DISCOVER CRASHED PLANE IN JUNGLE

JUNGLE PLANE CRASH SURVIVOR DISCOVERED

NO SURVIVORS AFTER JUNGLE PLANE CRASH

C. Listen again and answer the questions.

- Where did the plane crash?
 - in Peru
 - in Brazil
 - in Bolivia
 - in the USA
- Why did the plane crash?
 - The engine caught fire.
 - The plane was struck by lightning.
 - There was too much turbulence.
 - The pilot couldn't see in the storm.
- What was the first thing Conrad found?
 - some fruit
 - other survivors
 - a river
 - the plane
- Who found Conrad?
 - a rescue helicopter
 - a rescue boat
 - two fishermen
 - a man from a village
- How many people initially survived the plane crash?
 - 9
 - 89
 - 1
 - 8
- How does Conrad feel about going back to the crash site?
 - He's excited.
 - He's terrified.
 - He doesn't really want to.
 - It doesn't mean anything to him.

D. Discuss in pairs/groups.

- What do you think helped Conrad survive?
- What was the most serious danger that he faced?

Intonation

A. Listen to the following extract from the listening activity above and underline the words that the speaker stresses. Why do you think he does this?

'Three years ago, a young man survived an aeroplane crash and then lived ten days in the jungle before he was rescued.'

We stress words in a sentence usually when we want to emphasise, compare, correct or clarify something. The words we stress are important because they make the meaning of the sentence clear.

B. Read the sentences below. Which words would you stress? Listen and compare your answers.

- I was driving through a terrible storm.
- We didn't go swimming because the water was freezing.
- Twenty houses were completely destroyed in the earthquake.
- We were walking through the forest for three hours.
- The accident happened in Bell Avenue, not in Chrysler Avenue.

Speaking

A. Read the news article and do the activity below.



Imagine that you were an eyewitness to the accident and you are telling your friends what happened. Summarise the event using the information in the news article and your imagination. Think about the following questions and use some of the words in the box below.

- Where were you and what were you doing?
- What was the weather like?
- What exactly happened?
- What did you think when you first saw the accident?
- How were the people rescued?
- What do you think caused the accident?

snowstorm skid lose control panic
helpless break windows ambulance

B. Think of a rescue story and find out more information about it. Then present a summary of what happened to the class.

- When summarising events, be sure to include the main points in chronological order.
- Use your own words as far as possible. Do not give any unnecessary information or express your personal opinion.
- When you make a presentation, use short and simple sentences. Also, speak clearly and confidently.

TIP

Reading

A. Discuss in pairs/groups.

- What classic novels have you read or heard of?
- What features make a novel/story interesting?
- What aspects of the main character(s) are usually described?

B. Below is an extract from an adapted version of the novel *Moby Dick*. Read the extract quickly. Which of the following does the author provide information about in this extract?

1. The character of some of the crew members.
2. The difficulties experienced by the members of the crew.
3. What the ship was carrying.
4. The weather.
5. The appearance of some of the crew members.
6. The destination of the ship.
7. The purpose of the voyage.
8. The size of the ship.



Moby Dick

CHAPTER 3

The chief mate of the *Pequod* was a tall, thin, thirty-year-old man from Nantucket named Starbuck. He was courageous and practical, and was highly respected by the crew. Starbuck chose Queequeg to be his harpooner. The second mate was a friendly, easygoing man named Stubb. When he wasn't catching whales, Stubb spent most of his time puffing on his pipe. His harpooner was an Indian named Tashtego, who had long, dark hair, high cheekbones, and large eyes. The third mate was a short and stout man named Flask. His harpooner was Daggoo, an extremely tall African.

Several days passed before Captain Ahab finally made his appearance on the quarterdeck, a section of the ship's upper deck. I was so surprised to see him that I had to pinch myself to make sure I wasn't dreaming. Ahab was a tall, impressive-looking man, and as he stood motionless on the quarterdeck, surveying his sailors below, he reminded me of a solid bronze statue. His hair was streaked with grey, and I noticed a lightning-shaped mark running down the side of his face and neck. Whether he was born with that mark, or it was a result of an accident, no one knew for sure. Probably the most striking thing about Ahab's appearance was his false leg, which had been made out of whalebone. A small hole was made in the quarterdeck which provided the captain with a place to secure his false leg, thus preventing him from falling over in stormy weather.

Although there was no expression on Ahab's face, the deep sadness in his eyes was obvious. I was suddenly filled with great respect for him: this was a man who had experienced terrible suffering, and yet was determined to continue working as a ship's captain. I felt privileged to be serving under such a brave man.

In the days that followed, I spent most of my time sitting in the crow's nest at the top of the main mast, looking for whales. I must admit that I wasn't exactly the right man for that particular job; the warmth of the sun and the gentle lapping of the waves almost put me to sleep on more than one occasion.

There was very little activity on the ship until, one morning, Ahab ordered the entire crew to gather on deck. This was a most unusual order and we immediately did as we were told. We arranged ourselves into a neat row, and Ahab walked past us slowly, carefully examining each crew member as he went. Once he'd done this, he said: 'What do you do when you see a whale, men?'

'Call out!' shouted the crew in unison.

'Good!' cried Ahab. 'And what do you do next, men?'

'Lower the boats and chase after him!'

Ahab smiled. He was clearly impressed with his crew's enthusiasm.

The captain then reached into his pocket and held up a small, shining coin.

'Do you see this, men?' he asked. 'This is a doubloon, a Spanish gold coin. Starbuck, please get me a hammer.'

When Starbuck returned with the hammer, he handed it to Ahab who then nailed the coin to the mast. 'Listen carefully, men,' said the captain.

* A harpooner is a person who uses a harpoon (a long instrument which looks like a spear and is used for hunting whales).

C. Read the extract again and answer the questions. Choose a, b, c or d.

1. Who is narrating the story?
 - a. the man with the false leg
 - b. the thirty-year-old man from Nantucket
 - c. the man who sat in the crow's nest
 - d. the Indian
2. What do we find out about the mates of the ship?
 - a. There were six in total.
 - b. Each had his own harpooner.
 - c. They were the same age.
 - d. They were all African.
3. What is true of the captain of the ship?
 - a. He made his appearance on the deck on the first day at sea.
 - b. He appeared in a dream the narrator had.
 - c. He had suffered a lot in his life.
 - d. He had a terrible accident when he was a child.
4. What is not mentioned in the text?
 - a. the name of the ship
 - b. the number of crew members that were on board the ship
 - c. the name of the captain
 - d. what the false leg was made out of
5. Why did the captain request that all the members of the crew gather on the deck?
 - a. He wanted them to lower the boats and chase after a whale.
 - b. He wished to examine their uniforms.
 - c. He wanted to shout at them for not doing their work.
 - d. He wished to tell them something about the gold coin he showed them.

D. Discuss in pairs/groups.

- How do you think the captain lost his leg?
- In your opinion, why does the captain ask his first mate to nail the coin to the mast?
- What do you think happens next in the story?

Vocabulary

A. Read the sentences below from the extract. Decide whether the adjectives in bold express feelings, character or appearance.

The chief mate of the *Pequod* was a **tall, thin**, thirty-year-old man from Nantucket named Starbuck.

The second mate was a **friendly, easygoing** man named Stubb.

I was so **surprised** to see him that I had to pinch myself to make sure I wasn't dreaming.

Character descriptions usually provide information about a character's traits, appearance and feelings. They are an important feature of writing because they help readers create a picture in their minds of the character they are reading about. This makes the reading experience more real, and helps the reader connect with the characters they are reading about.

B. Read the extract again and find additional adjectives that refer to the characters in the story. Decide whether they express feelings, character or appearance.

C. Put the adjectives in the box in the correct category in the table below.

bald arrogant devoted irritated
 offended witty well-built
 overjoyed underweight reserved
 discouraged handsome

Feelings
• _____
• _____
• _____
• _____
Character
• _____
• _____
• _____
• _____
Appearance
• _____
• _____
• _____
• _____

D. Use some of the adjectives in the previous activity to complete the sentences.

1. He was a(n) _____ husband and father, and did his best to provide for his wife and children.
2. Beatrice is very _____ and feels terribly uncomfortable when she has to speak to people she doesn't know.
3. The boy was terribly weak and _____; it was obvious that he had not eaten in days.
4. I was _____ to hear that my brother who lives in Canada is visiting us in July.
5. I felt _____ when Brian spoke to me so rudely the other day.
6. I had really made an effort, so when my boss criticised my work, I felt really _____.
7. Edgar is really _____; his comments are not only clever but also funny.
8. I don't like working with Derrick; he has a big idea of himself and is terribly _____.

Listening

A. Discuss in pairs/groups.

- What do you think a cycling endurance race is?

B. You are going to listen to a live radio report of the final stage of a cycling endurance race in three parts. The first part is before the race, the second one is during the race and the third one is after the race. Listen to each part and answer the questions that follow.

Before the race

1. How many miles do competitors have to cover on the last day of the race?
 - a. 10
 - b. 80
 - c. 800
2. Why couldn't Alex take part in the Extreme Bicycle Race last year?
 - a. He was in a race in Australia.
 - b. He didn't have time to train for it.
 - c. He was injured.

During the race

3. What is true about Michael Phillips?
 - a. He is an amateur cyclist.
 - b. He is a doctor.
 - c. He is a professional cyclist.

4. Who has won the race?

- a. Daniel Kent
- b. Michael Phillips
- c. Alex Tyler

After the race

5. How many cycling races has the winner won?
 - a. 3
 - b. 4
 - c. 5
6. What is he going to do in the future?
 - a. train for the Tour de France
 - b. become a cycling trainer
 - c. take part in more competitions

• Read the options quickly before you hear each part.
 • Don't work on a question when the next part is being spoken.

TIP

C. Listen to two extracts taken from the live radio report. What do the following words mean?

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. amateur a. doing an activity for enjoyment b. doing an activity as a job | <ol style="list-style-type: none"> 2. devastated a. very excited and happy b. very disappointed and upset |
|--|---|


D. Discuss in pairs/groups.

- Would you like to take part in a cycling endurance race? Why? / Why not?

Speaking

Go to the Speaking Activities section on page 62.

Writing A story

1.  Read the story below and answer the questions.

The fog hung low over the water. Even on a clear mild night, keeping watch for danger was a difficult task, and the freezing wind and foggy weather only made it worse. The darkness played tricks on Devin's eyes, making him see strange shapes that weren't there.

The boat moved gently from side to side, and he began to feel sleepy. He was completely exhausted. He closed his eyes for a second... only a second, before he opened them again. He had to stay awake; the safety of the boat depended on him. He turned back to look at the sea – and froze in shock. Even through the fog, he could see that something was floating on the water up ahead, moving towards the boat.

'There's something in the water!' His panicked shout woke the rest of the crew. All around him, men began to pour out onto the deck. They grabbed torches and shone them into the water, searching. Devin felt sick with fear. Was it too late? It could be ice ahead, and even a small amount could cause enormous damage to their fishing boat. He had closed his eyes for one second and because of that, he hadn't seen it in time. Had he put the crew in danger? Then he heard a shout from the other end of the ship: 'That's a man down there!'

Everyone rushed over to the side. 'He must be from another boat. Is he still alive?' asked one of the crew. The man in the water didn't react as the light from the torches fell on him. When they pulled him onto the boat, he was still breathing, but he didn't move or give any sign that he understood that he was rescued. The crew members moved quickly to find a first-aid kit and get him out of the dreadful cold.

Devin returned to his position. After a while, the captain passed by with news that the survivor had recovered enough to tell his story: he had been at sea for nearly four days after his boat hit a piece of sea ice and sank. 'It's incredible that he endured so long,' the captain said. 'I don't know how you spotted him down there in this weather, but it's a very good thing you did.' He clapped Devin on the back. 'You did well,' he said. 'Go and get some sleep'.



1. In which paragraph is the main character of the story introduced?
2. Where does the story take place?
3. What tenses does the writer use throughout the story?
4. Which event do you think forms the climax of the story? In which paragraph does it take place? How does the main character feel?
5. Does the atmosphere of the story change after the climax? How?
6. Why does the writer use direct speech?
7. Which adjectives or adjective phrases does the writer use to describe the characters' feelings?
8. The table shows the five different stages of the story in order. Read the story again and complete the table with the functions of each stage.

- a. shows the main event of the story
- b. gives extra detail and introduces a problem
- c. shows how the characters react after the event
- d. shows how everything goes back to normal

Plot Development	
Introduction	<i>presents the main character and sets the scene</i>
Rising action	
Climax	
Falling action	
Conclusion	

B. Read the first paragraph of the story again. What does 'freezing' mean?

STRONG AND WEAK ADJECTIVES

- 'Strong' adjectives are a stronger version of other more common adjectives, often called 'weak' adjectives, e.g. *freezing* means very cold.
- Before weak adjectives, we often use adverbs such as *very, really, extremely, incredibly, terribly* and a little (*bit*) to describe their intensity.
- To describe the intensity of strong adjectives, we use adverbs such as *really, completely, absolutely* and *totally*.

C. Read the story again and find 'strong adjectives' with the following meanings.

1. very tired (paragraph 2) _____
2. very scared (paragraph 3) _____
3. very big (paragraph 3) _____
4. very bad (paragraph 4) _____
5. very surprising (paragraph 5) _____

D. Replace the 'strong' adjectives in the sentences 1-7 below with an appropriate adverb and the 'weak' adjectives in the box.

surprised interesting hungry dirty hot
beautiful angry

1. I was **furious** with myself when I lost my mobile phone.
2. It's **boiling** outside. We should go for a swim.
3. I watched a **fascinating** documentary about dolphins last night.
4. My cousin Stephanie has **gorgeous** blue eyes.
5. I was **astonished** to hear that Frank got fired.
6. Your hands are **filthy**. You'd better wash them before dinner!
7. I haven't had anything for breakfast and I'm **starving**.

E. Read the writing task below and write an outline for your story.

GO THE DISTANCE

Our magazine is looking for new short stories about adventure and survival. Your story must include:

- a tent
- a car

INTRODUCTION

Who is the main character?

Where is the story set? What is the place/weather like?

RISING ACTION

What is the main character doing? Is anyone with him/her?

CLIMAX

What is the main event of the story? What do the characters do/say/think/feel?

How is the event resolved?

FALLING ACTION

How do the characters respond to what happened?

What do they do to try to get everything back to normal?

CONCLUSION

What happens in the end?

How do the characters feel afterwards?

F. Read the TIP below and the plan in the Writing Reference section on page 66. Then use your ideas from the outline above and write your story.

When writing a story:

- use past tenses.
- keep the plot simple and divide your story into one paragraph for each stage.
- try to make your story interesting by using
 - direct speech, questions, exclamations
 - a variety of adverbs and weak or strong adjectives
 - figurative language (idioms, expressions, metaphors, etc.) such as:
 - ...froze in shock/fear.
 - ...nearly jumped out of his/her skin.
 - ...couldn't believe his/her eyes/ears.

TIP

R. Choose a, b or c.

- I fell down the stairway and I ____ my ankle.
a. injured b. harmed c. damaged
- There is a ____ of rain, so don't forget your umbrella.
a. safety b. mark c. possibility
- After searching for a while, we found ____ in a cave.
a. shock b. side c. shelter
- Don't be ____ if you don't get it right the first time. It's quite difficult, you know.
a. discouraged b. reserved c. overjoyed
- The sky was ____ and it began to drizzle.
a. wet b. overcast c. clear
- The temperature ____ ten degrees today.
a. dropped b. dragged c. drowned
- After a week in the hospital, George ____ from his illness.
a. recovered b. endured c. treated
- It's ____ hot outside today, so we should go to the beach.
a. mild b. freezing c. boiling

B. Complete the sentences with the words in the box.

ranger amateur chilly spotted
offended devoted landed

- It's quite _____ tonight, so you should put on a coat before you go out.
- The manager told Mr Spencer that he was the most _____ employee in the company, and that they were sorry to see him leave.
- Peter won a photography competition and he's only a(n) _____ photographer.
- You know he didn't mean what he said, so please don't feel _____.
- As we were walking, we _____ a bear in the distance.
- The aeroplane _____ at the nearest airport due to an engine problem.
- The park _____ told us not to light a fire.

C. Complete the dialogues with the Past Simple of the verbs in brackets. Use *used to* where possible.

- A:** When I _____ (be) younger, I _____ (play) basketball on the school team.
B: Really? I _____ (not know) that! I never _____ (like) basketball that much.
- A:** When I was a student, I _____ (camp) with my friends on this beach every summer.
B: That's nice. I _____ (not go) to the beach very often, because it _____ (be) pretty far from where I _____ (live).

3. A: _____ you _____ (participate) in the marathon that _____ (take) place last weekend?

B: Yes, and I also _____ (manage) to reach the finish line!

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

- The police officer _____ (stop) me because I _____ (talk) on my mobile phone while I _____ (drive).
- The baby _____ (crawl) on the floor while Mary _____ (cook) in the kitchen.
- The car _____ (hit) the side of the bridge and immediately _____ (overturn).
- We _____ (try) to find our way through the fog when we _____ (hear) someone calling for help.
- As soon as the ambulance _____ (arrive), the paramedics _____ (take) care of the injured.

E. Put the dialogue in order. Write 1-8.

- Tom, what are all those scratches on your arm?
- Poor thing? I'm the one with all the scratches!
- A cat attacked me.
- Yeah. It was stuck in a tree and I climbed up to save it.
- What? Are you serious?
- You're right. But why did it scratch you? Didn't it want to get down?
- The poor thing!
- I think it was scared. That's why it started scratching me.

Self-assessment

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

NOW I CAN...

- locate important facts in newspaper clippings
- talk about past events and habits
- describe weather conditions
- emphasise important facts when speaking
- narrate past events/experiences
- report incidents
- describe people's character and appearance
- talk about feelings
- recognise how the plot develops in a story
- make your stories interesting with the use of 'strong' adjectives
- write a story

A. Discuss.

- What do you know about Moataz Barsham?
- Why do you think people say he's an amazing athlete?

B. Read the text and answer the questions. Choose a, b, c or d.

Moataz Barsham: an amazing athlete

Moataz Barsham was given the perfect name. Moataz means proud and, as one of the best high jumpers of all times, he is definitely the pride of Qatar and the Arab world in general.

Moataz Barsham was born and raised in Doha. Like his four brothers, he became active in the field of athletics because of his father who was also an athlete. He never forgets sitting in front of the TV and watching his father cross the finish line first in a Gulf Championship and how proud he felt. His father later became the coach of a local club and would take Moataz with him to the club. There, he tried the sports his father did - race walking and running - but found them boring. So he decided to try jumping - long, triple and high jumping - finally specialising in high jumping. He enjoyed it. It was fun - like jumping on a trampoline - but he wasn't very good at it. Again it was his father who encouraged him by telling him to be patient and not give up. At age 16, he began attending Aspire Academy, the secondary school for athletes, and by 17 he began clearing 2 metres. That's when he decided to take the sport more seriously.

After graduating from the Aspire Academy in 2009, Barsham began studying at Qatar University. That same year he won a bronze medal at a Gulf Championship and met his current coach, Stanislaw, 'Stanley', Szczyrba. One day, when Stanley saw Barsham playing basketball and saw how high he could jump, he told him he had a natural talent and could become great. It was then that Barsham decided to concentrate on his sport.

It proved to be a good choice. In 2010, Barsham cleared 2.30 m and became the Junior World Champion. In 2012, despite a back injury, he won a bronze medal at the 2012 Olympics in London. In 2014, he completed the second highest jump in history at 2.43 m to become the World Indoor Champion. It was the first time any Arab had won a gold medal for high jump at the world level. He won a silver medal at the 2016 Olympics in Rio de Janeiro and a silver medal at the 2018 World Indoor Championships in Birmingham.

Moataz Barsham has achieved so much, and his success has inspired Arab athletes to believe in themselves and dream bigger. He recognises this and constantly works to remain at the top. He even plans to break the world record of 2.45 m.

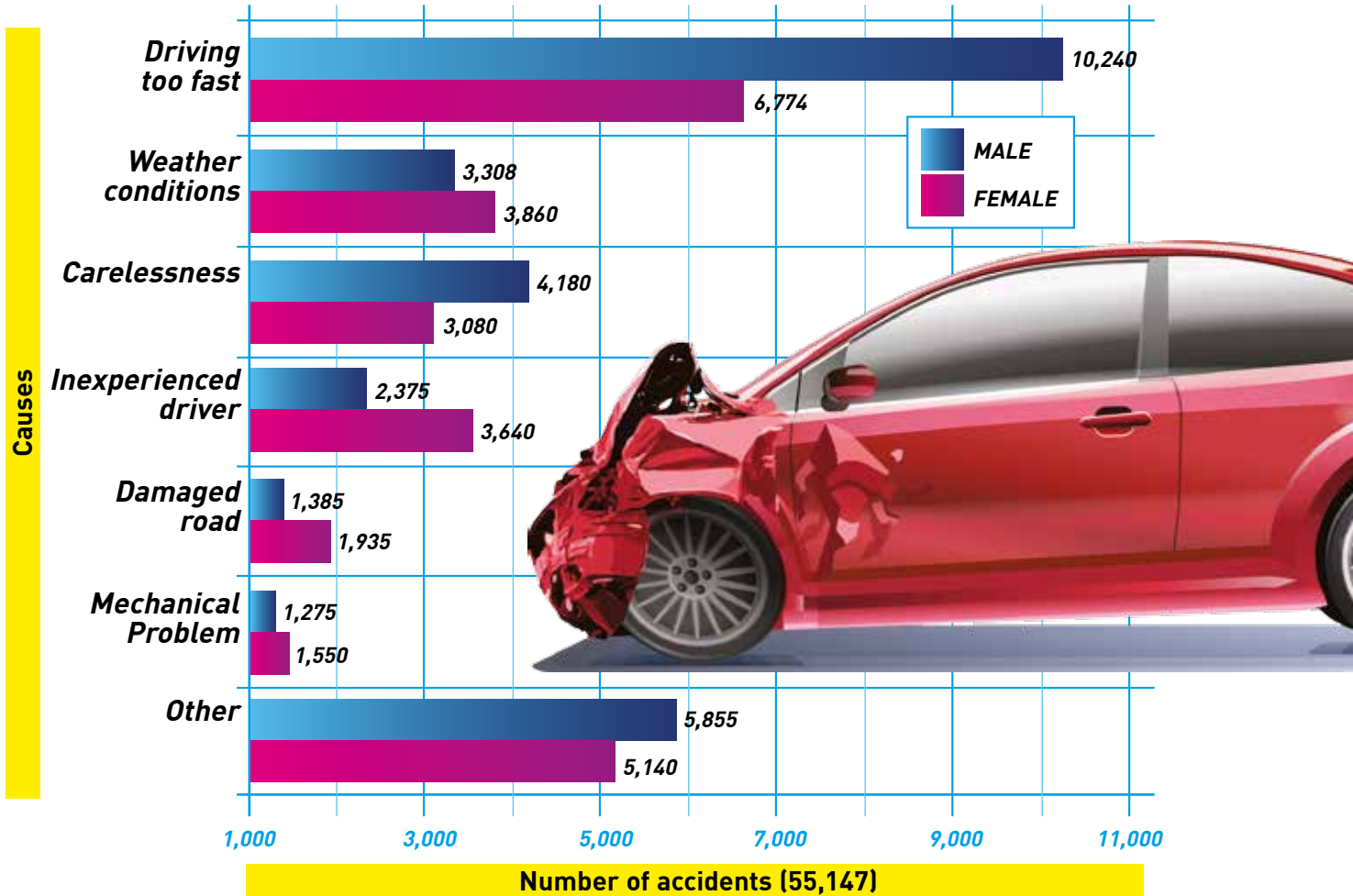
1. When did Moataz Barsham try high jumping for the first time?
 - a. when he saw his father win a race on TV
 - b. when his father took him to the local club
 - c. when he got bored of the sports his father did
 - d. when his father encouraged him to take up this sport
2. What did Stanley tell Barsham?
 - a. that he could become a high jumping champion
 - b. that he should become a basketball player rather than a high jumper
 - c. that he should try to jump higher
 - d. that he wasn't good enough to become a great high jumper
3. What has Barsham not won yet?
 - a. a gold Olympic medal
 - b. a silver Olympic medal
 - c. a bronze Olympic medal
 - d. a gold medal at the World Indoor Championships



A. How much do you know about bar graphs? Look at the bar graph below and answer the questions.

CAR ACCIDENTS

according to gender in South Dakota, USA (2010-2012)



1. What is the subject the bar graph presents?
2. What data is presented on the x-axis (horizontally)?
3. What data is presented on the y-axis (vertically)?
4. How many bars are there per category?
5. What data does the key provide?

B. Look at the bar graph again. Are the statements below True or False?

1. Driving too fast caused the most accidents.
2. More accidents were caused by damaged roads than by weather conditions.
3. More accidents were caused by inexperienced women drivers than by inexperienced men drivers.

C. Talk in pairs. Discuss the data in the bar graph above using some of the phrases in the box.

This bar graph shows that...
 Fewer/More women drivers... than men...
 Not many accidents...
 The most/least common cause of accidents was...
 The fewest/most accidents were caused by...
 Another interesting fact is that...
 It suggests that men/women are more likely to...

D. Write a short analysis of the data in the bar graph using your ideas in the previous activity.

E. Discuss.

- Which piece of information in the bar graph was the most interesting or surprising for you? Why?
- What are the main causes of car accidents in your country?
- Do you think bar graphs are a good way of presenting data? Why? / Why not?
- Where have you seen a bar graph before?
- Do you think bar graphs are useful for project work or presentations? Why? / Why not?

Globetrotting 3

Discuss:

• Look at the map and match the cities below with the countries.

Casablanca

Acapulco

Warsaw

Doha

Shanghai

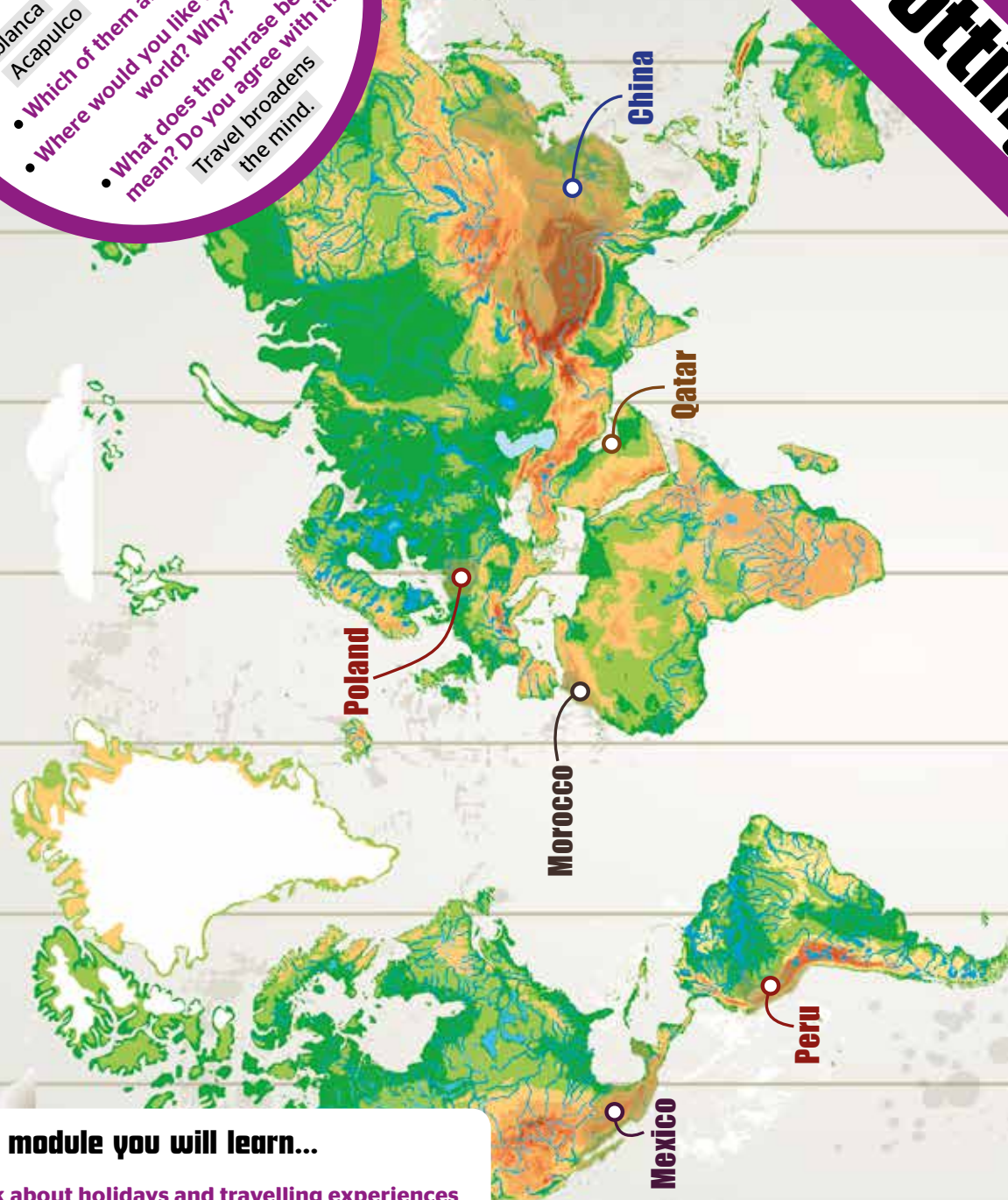
Lima

• Which of them are capital cities?

• Where would you like to travel in the world? Why?

• What does the phrase below mean? Do you agree with it?

Travel broadens the mind.



In this module you will learn...

- to talk about holidays and travelling experiences
- to use appropriate tenses to link the past with the present
- to distinguish between words easily confused
- to form nouns (ending in *-ion*, *-ation* and *-ment*) from verbs
- to compare and contrast people and situations
- to express preference and make suggestions
- to use descriptive language
- to write an article describing a place

Reading

A. Discuss in pairs/groups.

- Is there somewhere in the world that you have always wanted to visit? Where?
- Why do you want to go to this particular place?

B. Read the text quickly and choose the most appropriate title a, b or c.

a. Reaching Babylon at last

b. In the footsteps of Ibn Battuta

c. Journey to an unknown destination

Since high school I have been interested in ancient history. We had a history teacher who was fascinated by the ancient Babylonians and would describe in detail their culture and civilisation. I remember listening in wonder to him speak about kings like Nebuchadnezzar and Hammurabi, about early forms of writing made on clay tablets, and about the famous *Epic of Gilgamesh*, a poem dating back over four thousand years.

So when I was sent by my boss to Basra in southern Iraq for a month, I knew I had to find a way to get to Hillah, a town 500 km away, and from there to make the short car journey to the famous ruins of Babylon. And fortunately, it just so happened that one of my colleagues had an uncle in Hillah, who was, believe it or not, also a history teacher. As it turned out, he had just as much enthusiasm for ancient Babylon as my teacher in high school!

One week after my colleague had spoken to his uncle Mr Rasheed, and made the necessary arrangements for our visit, we were on a plane to Al Najaf International Airport, from where Mr Rasheed took us straight to the ruins of the ancient city. As we crossed a bridge over a wide river, he started to speak. 'This is the Euphrates River,' he said. 'It was water from here that fed the Hanging Gardens of Babylon, one of the seven wonders of the ancient world!' We passed fields growing vegetables. 'And,' he said, 'we still use its water on our fields to this day'.

We drove straight through Hillah town, which is larger than I expected, then over a bridge across another part of the Euphrates. It was already hot, and the air conditioning in the car had stopped working. 'Ibn Battuta stopped in Hillah on his way to Bagdad' said Mr Rasheed. 'I think he liked it here.' He continued, 'They say that over three thousand years ago the Babylonians built a tunnel almost one kilometre long underneath the Euphrates. No other civilisation tried to do anything like that until 1824, when the British built a tunnel under the River Thames. The Babylonians were way ahead of their time!'

Finally, we turned, parked and stepped out into the intense heat. The first thing we saw was the copy of the famous Ishtar Gate with its blue tiles, which forms the entrance to the site. Then we walked along a wide street which is part of the ancient city and still has many of the original paving stones in place. We walked for two hours around the whole area and I took photos of the landscape, huge walls, animal designs and pieces of ancient writing. I returned to the car hot, thirsty and sunburnt, but very satisfied.


When we returned to Hillah, we went to one of the nice cafés people have built beside the river and drank fresh juice, before going to Mr Rasheed's house, where we spent the night. Mr Rasheed has a large collection of books, but also a large collection of very loud cats, and the combination of heat and noise made it difficult to sleep, so I spent most of the time until the sun came up reading more about ancient Babylon.



C. Read again and choose a, b, c or d.

- How did the writer react to his history teacher's lessons about the ancient Babylonians?
 - He was bored.
 - He was amazed.
 - He was confused.
 - He was frightened.
- What does the word 'there' in paragraph two refer to?
 - Hillah
 - Basra
 - Babylon
 - southern Iraq
- Who drove the writer to ancient Babylon?
 - his boss
 - his uncle
 - his colleague's uncle
 - his old school teacher
- What does the text say the Babylonians did much earlier than anyone else?
 - They created a system of writing.
 - They built a bridge over the Euphrates.
 - They constructed a tunnel under a river.
 - They used river water for growing plants.
- What is mainly discussed in paragraph five?
 - how the ancient Babylonians lived
 - the copy of the famous Ishtar Gate
 - what the writer took photographs of
 - the time the men spent at the ruins of ancient Babylon
- Based on the text, what type of person do you think Mr Rasheed is?
 - an art lover
 - a good driver
 - a cat lover
 - an adventurous person



D.  Look at the highlighted words in the text and match them with their meanings. Then check your answers in a dictionary.


- | | | | |
|-----------------|--------------------------|------------------|--------------------------|
| 1. clay tablets | <input type="checkbox"/> | 4. paving stones | <input type="checkbox"/> |
| 2. underneath | <input type="checkbox"/> | 5. sunburnt | <input type="checkbox"/> |
| 3. tiles | <input type="checkbox"/> | 6. combination | <input type="checkbox"/> |

- directly below sth else
- a mixture of different things
- thin flat pieces of pottery used to cover walls or floors
- reddening of the skin from spending too much time in the sun
- flat objects that have been written on and then baked in an oven
- large flat pieces of stone used as part of an outdoor floor or pavement

E.  Discuss in pairs/groups.

- Did you enjoy the article? Why? / Why not?
- Is ancient Babylon a place you would like to visit? Why? / Why not?

Vocabulary

 Complete the sentences with the words in the boxes. Use your dictionary to find examples of the usage of these words.

location site area

- Mr Brown went to the building _____ to check the progress of the housing complex that was under construction.
- How many parks are there in your _____?
- If you want to open a restaurant, you should make sure that its _____ is close to public transport.

landscape countryside nature

- Ian is a _____ lover; when he is not working he often goes to the forest and spends hours studying plants and animals.
- I prefer to live in the _____; it's much safer and quieter than the city.
- Hills and trees were the main features of the _____ as we drove through the beautiful village.

Grammar Present Perfect Simple vs Past Simple → pp. 72-73

A. Read the examples from the text, refer to the text and answer the questions.

...one of the nice cafés people **have built** beside the river...
 ...over three thousand years ago the Babylonians **built** a tunnel almost one kilometre long underneath the Euphrates.

1. What's the difference between *have built* and *built*?

Since high school I **have been** interested in ancient history.

2. Is the writer still interested in history? Which tense is used?

B. Read the examples again and complete the rules with the correct tenses.

- Use the _____ for an action which happened in the past, but the exact time is not mentioned.
- Use the _____ for an action or state which started in the past and continues up to the present.
- Use the _____ for an action which happened in the past, and the exact time is mentioned.

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

- 1 I _____ (always / like) travelling and experiencing new things, which is why, two months ago, I
 2 _____ (decide) to try something different.
 Five years ago, Mark, a friend of mine, 3 _____
 (have) the idea of travelling to different countries while
 working at the same time. So far, he 4 _____
 (visit) ten different countries, including countries like
 Finland and Argentina. I 5 _____ (like) the idea
 and so I 6 _____ (decide) to do the same thing.
 I 7 _____ (choose) to go to New Zealand.
 I 8 _____ (start) working here two months
 ago and I feel like it's a unique way to learn about a different
 culture without spending a lot of money. I'm working on a horse
 farm so I 9 _____ (learn) how to take care of
 horses as well as how to ride a horse, of course!
 I 10 _____ (never / live) on a farm before, so
 this experience 11 _____ (be) very educational
 for me. Now I'm thinking about where to go next year. I think
 that both South America and India sound pretty interesting,
 but I 12 _____ (not decide) yet.



Vocabulary

A. Find nouns in the text in the reading activity which derive from the verbs below. Which suffixes are added to the verbs?

arrange _____

collect _____

combine _____

Many nouns are formed by adding a suffix such as *-ion*, *-ation* and *-ment* to a verb. Pay attention to spelling irregularities:

decide - decision describe - description
introduce - introduction explain - explanation

B. Complete with the correct form of the words in capitals.

- I've noticed a great _____ in your work. **IMPROVE**
- There were many flight _____ due to extreme weather conditions. **CANCEL**
- I'm having problems with my Internet _____. Who should I call? **CONNECT**
- The lecture I attended was on space _____. **EXPLORE**
- I want to put an _____ to sell my car in the local paper. **ADVERTISE**
- Please call the restaurant and make a _____ for tonight. **RESERVE**
- I would like to make an important _____ Jane and I are getting married. **ANNOUNCE**
- Please complete the _____ form and send it to us by next Monday at the latest. **APPLY**

Grammar Adjectives, Adverbs of Manner, Comparisons → pp. 73-74

A. Read the examples below. Which of the words in blue is an adjective and describes a noun and which is an adverb of manner and describes how something happens?

- Mr Rasheed has a large collection of very **loud** cats.
- My history teacher speaks **loudly** so we can all hear him.

C. Read the examples and answer the questions. Choose a, b or c.

- In my opinion, travelling by train is **as tiring as** travelling by car.
- It was raining this morning but now the weather is getting **better and better**.

- What does **as... as...** mean? 2. What does **better and better** indicate?
 - more than
 - a continual change
 - less than
 - a comparison between two actions
 - the same as
 - the result of an action

B. Read the examples and answer the questions.

- The journey lasted **longer than** we expected.
- I think that ancient history is **more interesting than** modern history.
- The day we visited Babylon was the **hottest** day of the month.
- The most difficult** part of the trip was when we ran out of water.

- How are the comparatives and superlatives of one-syllable adjectives and adverbs formed?
- How are the comparatives and superlatives of multi-syllable adjectives and adverbs formed?
- Which form is used to compare two people, things or actions?
- Which form is used to compare one person, thing or action with several of the same kind?

D. Complete with the correct form of the adjectives or adverbs in brackets. Add *the* and *as* where necessary.


Would you like to travel the world without leaving the comfort of your home? Holidays are becoming 1 _____ and _____ (expensive); that's why some people are choosing virtual travelling. All you need is a computer and an Internet connection. Virtual tours consist of videos, panoramic photos, sounds and descriptions of some of 2 _____ (popular) destinations in the world. Virtual travelling is 3 _____ (cheap) than a regular holiday and you can travel to other countries 4 _____ (quickly) than flying by plane. Just a few clicks and you're visiting the Eiffel Tower or the Taj Mahal. However, lots of people strongly disagree with the idea of virtual travelling. They believe that nothing is 5 _____ (good) than or 6 _____ (exciting) as the experience of actually visiting a place.



Listening


A.  Discuss in pairs/groups.

- What do you think ecotourism is?
- What are its advantages?

B.  You will hear part of a radio documentary about ecotourism. Listen and check your answers in activity A.

C.  Listen again and answer the questions.

- Before ecotourism existed, how were things different?
 - Travellers were not interested in learning about the places they visited.
 - There was less food, water and wood for the people living in areas of tourism.
 - People didn't care about how tourism might cause damage to the environment.
 - Natural beauty was not considered important.
- Who benefits from ecotourism?
 - local people
 - tourists
 - wildlife
 - all of them
- What did some local people in Kenya use to do?
 - help tourists hunt elephants and rhinos
 - teach tourists about the wildlife
 - learn how to protect animals in danger
 - earn money by killing wild animals
- Why is ecotourism getting more popular?
 - People care more now about the negative effects humans are having on the world.
 - More people are choosing not to travel by car.
 - There is a greater choice of incredible holiday destinations now.
 - Accommodation and transport have improved a lot.


D.  Find more information about ecotourism holidays. Then discuss in pairs/groups.

- Would you like to go on an ecotourism holiday? Why? / Why not?
- Why do you believe it is important to take care of places you visit?
- How do some people harm places they visit when on holiday?
- Why is it important to educate people about the environment?

Speaking

A.  Discuss in pairs/groups.

- Where do you usually go on holiday?
- What type of holiday do you usually go on?
- What type of accommodation do you usually choose?
- What type of holiday have you never tried but would like to? Why?

B.  Talk in groups. Look at the pictures showing three different types of holiday. Compare them and discuss the questions. You can use the words/phrases in the boxes.



- What are the advantages and disadvantages of each holiday?
- What kind of people do you think prefer to go on each holiday?
- Which holiday would you prefer to go on?

Type of holiday

safari
camping
cruise

convenient
comfortable
stress-free
adventurous

Advantages

exciting
observe wildlife
never get bored
beautiful scenery
environmentally friendly
inexpensive
luxurious
exotic destinations
explore nature
safe
relaxing

Disadvantages

dangerous
expensive
uncomfortable
need your own equipment
run out of supplies
boring
spend a lot of time on board
exhausting

When going camping / on a safari / on a cruise,...
One of the best/worst things about... is that...
The main advantage/disadvantage of... is...
Another advantage/disadvantage is...
In my opinion, ... is better/worse than...
I agree, but... isn't as... as...
I think that... are ideal for...
Personally, I believe that more and more people are choosing...
I'd really like to go...
I'd prefer to go...

Reading

A. Discuss in pairs/groups.

- Do you download apps for your mobile phone or tablet?
- What sort of apps do you use?
- What is the most useful app you know of?

B. Discuss in pairs/groups.

- Where can you find the texts below?
- What is the purpose of these texts?
- Who is the target audience?

C. Read the information about the five people below. Match each person with one of the apps on the right that you think would suit him/her the most and give reasons for your choice. Write a-f. There is one extra app which you do not need to use.

1

Wendy is studying to be a reporter and travels abroad frequently to find topics to write about. She enjoys keeping a digital record of her experiences.

2

Roger takes a lot of domestic flights because of his job. His company pays for all his travel expenses but he prefers to use public transport to get around and rarely takes a taxi or rents a car. It's important for him to arrive on time for meetings.

3

Jessica loves travelling and whenever she can afford to, she books a trip. She has travelled to lots of cities and is now looking for more unusual places to visit. Since she's unemployed at the moment, she has no time restrictions. Anytime she comes across a bargain, she can take it.

4

John has read lots of books about other cultures but finds travelling a hassle. The only times he has travelled abroad was to stay with friends. He really enjoyed this because he felt safe and relaxed. He would like to start seeing the world on his own, but feels anxious about it.

5

Natasha used to be a tour guide. She loves going abroad with her family, but it can be a struggle as she has four children. Just trying to remember everything each of them needs and packing it all makes her exhausted! As a result, she often has a lot of anxiety before a trip but once she's away, she has a great time.

TIP
First read the descriptions of the people carefully. Then scan each text and look for the specific information mentioned in each of the descriptions.

The screenshot shows a web browser window with the 'appmarket' logo and navigation menu. Two app listings are visible:

- SkyFinder**: Made by JordanB, Released 05/14/2018. Description: "Do you have itchy feet again? You can always count on SkyFinder to find the right flight for you. Compare flight prices and then book directly with the airline through the app. Flexible when you fly? This app has unique search tools to find the best prices over a month. It is available in 128 languages and 61 currencies, and also has a section where you can search for car rentals." Price: £2.99.
- Public Trans-buddy**: Made by Mickey, Released 09/29/2018. Description: "You will be impressed by this app. You can find information about bus routes, underground services, trams, etc. for all major cities in the world. There are also live updates about changes in timetables or delays. It works with GPS, so it can find the nearest bus stops and stations from your location. It works both on smartphones and tablets. Make sure to check it before you hit the road." Price: FREE.



Made by Vicky
Released 01/25/2018

c

MyJournal

This is a handy app for keeping a journal while travelling. Through GPS you can record your location when a picture is taken. You can easily take notes, record voice messages and even videos and store them on a daily schedule. Then, you can upload your journal to social media sites to show to your friends. It's an app you simply can't do without!

£0.79



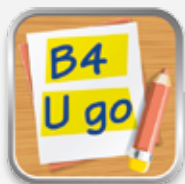
Made by OfficeBox
Released 11/16/2018

d

Local M8

Have you ever wanted to create your own personalised travel guide? Just enter your destination and how long you plan to stay and Local M8 recommends places, things to do and how to get around. This app will help you explore **the highways and byways** of any place. It's just like staying with a local. What's more, you can share info and photos directly with social media sites. You can even access this app offline if you're somewhere without a signal.

£0.99



Made by Norman Colt
Released 12/12/2018

e

B4 U go

Are you fed up with forgetting things when going on a trip? Well, this app helps you get organised, makes sure you pack everything, and creates useful 'to do' lists. It also remembers previous trips and uses them as templates. Or you can choose from business, leisure, family holiday, etc. It will also remind you when to do things. If you have a trip coming up, it's an essential app to download B4 U go.

£1.99



Made by AppTribe
Released 06/28/2018

f

Landmarx

With a complete list of 900 famous landmarks, this app is ideal for globetrotters. It includes information and over 650 photographs. There's an interactive world map and you also have the ability to check the landmarks you have visited. Have pictures of your own? Save them in the photo gallery. This app works with GPS so it can inform you about landmarks that are nearby. Perfect for those who want to explore the world.

£4.99

F. Look at the highlighted idioms in the texts a-f and try to guess their meaning. Then check your answers in a dictionary.

G. Discuss in pairs/groups.
• Which of these apps would you like to have? Why?

H. Search the Internet for more information about travel apps and choose one you like. Then write a short description of its main features and how useful it is.

Listening

A. Listen to a conversation between a brother and a sister. Which three apps did the man download for his trip?



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

- Tony is meeting some friends in Beijing.
- Tony travelled to Moscow last year.
- Tony's app finds a restaurant that his sister has heard of.
- Tony's sister is worried that using the app on the plane may be dangerous.
- Tony says that he has always planned the details of his trips very carefully.
- Tony's sister doesn't think that Tony's apps are very useful.


D. Read texts 1-5 again and find antonyms for the following words.

- seldom
- international
- private
- often
- ordinary
- relaxed

E. Read texts A-F again and find synonyms for the following words.

- look for
- useful
- suggest
- necessary
- perfect

Speaking

 Talk in pairs. Imagine that you and your partner are in London, England and have enough time to go on only one of the tours below. Discuss and decide which one, using the information you have and giving reasons. Use some of the words/phrases in the boxes.

Discovering Camden Town on foot

Tour includes:

- English tour guide and audio guide in Arabic, Spanish, French, etc.
- Visit to Camden Market
- Boat ride and walk along Regent's Canal
- Lunch at one of the many popular restaurants
- Visit to London Zoo, one of the oldest zoos in the world
- A fantastic view of London from Primrose Hill

Duration: 6 hours

Price: £30 per person

Hopping on & off a London tour bus

Tour includes:

- English tour guide and audio guide in Arabic, Spanish, French, etc.
- Stops at Trafalgar Square (see Nelson's Column and pigeons), Buckingham Palace (see where the royal family lives), Hyde Park (one of the largest parks in the UK), etc.
- Visit to the London Eye (enjoy spectacular views)

Duration: 9 hours

Price: £50 per person

historic ideal enjoyable adventurous
impressive educational
spectacular/magnificent/breathtaking views
unforgettable experience great opportunity
get seasick too tiring

Making recommendations/suggestions:

I think we should go... because...

Let's choose...

If we choose..., we can/will see/enjoy...

Why don't we...?

Why not visit...?

What/How about...?

What if we...?

We can/could... What do you say?

Agreeing/Disagreeing with a suggestion:

I agree. It'll be fun.

Yes, let's...

Why not?

(That's a) good idea!

Don't you think we'd enjoy... more?

I don't think so.

I think we'd enjoy going to... more because...

Expressing preference:

I'd prefer (not) to... because...

I'd rather (not)... because...

Writing An article describing a place

A. The following announcement was published in an international magazine. Read it and underline the key words.

Write an article for
worldsights.com!



Tell us about a sight or interesting place you have visited. Describe the place, say what attracts visitors to it and refer to any other special features of the place. The most interesting articles will be published in the next issue.

B.  Read the article one visitor to worldsights.com wrote and answer the questions.

1. Which of the two titles below is more suitable? Why?
 - a. Discover the Exotic Jardim Botânico
 - b. The Rio de Janeiro Botanical Garden
2. What kind of information does the writer give in each paragraph?

B

I

A

ABC

DEF

GHI

JKL

MNO

PQR

STU


VWX

When I travel, I like to visit places that aren't typical tourist attractions. So, when I went to Rio de Janeiro, I spent a day at the Jardim Botânico, or Botanical Garden. It was an unforgettable experience!

Originally, the Garden was a place to grow spices and was opened to the public in 1822. This large, impressive park lies at the foot of Rio's famous Corcovado Mountain. From the entrance, you walk down the magnificent Avenue of Royal Palms which is lined with 134 tall palm trees and leads into the Garden. The Garden contains more than 6,000 different species of tropical plants and trees, both Brazilian and imported. Have you ever seen a carnivorous plant? Well, I saw some really weird ones!


In the Garden you can also find about 140 species of birds. They have become used to humans and are much easier to see than in the wild. It was an amazing experience to see colourful toucans swooping over my head. I believe the highlight of the Garden, however, is the massive Victoria water lilies in the Lago Frei Leandro pond. Some are 10 feet across!

If you're a nature lover, Jardim Botânico is the perfect place for you. Seeing the wonders of the Amazon jungle from up close is a once-in-a-lifetime experience. Why not plan a trip there and see for yourself?

C.  When we write an article, we want to attract and keep the reader's interest. We can do that by:

1. having a title that catches the reader's attention.
2. using descriptive language, e.g. colourful adjectives.
3. addressing the reader personally.
4. asking rhetorical questions.

Find examples of these in the article and underline them.

D.  Read the note. Then rewrite the sentences 1-6 using the adjectives in the box to make them more lively. There is more than one correct answer.

When describing something, think about the following:

- **sight:** colour, shape, size (e.g. green, colourful, square, round, huge, tiny)
- **sound:** type and volume (e.g. quiet, peaceful, noisy, loud, soft)
- **smell:** scent and strength (e.g. sweet, pleasant, disgusting, strong)
- **taste:** flavour and strength (e.g. delicious, spicy, strong, tasteless)
- **touch:** texture and temperature (e.g. soft, hard, cool, cold, warm, hot)
- **emotions:** (e.g. fascinated, impressed, excited)
- **general opinion:** (e.g. ideal, magnificent, luxurious, isolated)

spectacular peaceful sweet-smelling
impressive enjoyable noisy massive
mouth-watering fascinating

1. You can taste some local dishes at the market.


2. The square is full of flowers and there are always children running around.

3. In the middle of this town there's a building with a tower.

4. People visit this place for the view.

5. I spent an afternoon walking by the river.

6. Beijing is a city for anyone who is interested in Chinese culture.

E.  Think of an interesting place you have visited or know well. Do research on the Internet to find more information about the place and complete the outline.

TITLE

What title are you going to give your article?

INTRODUCTION

What's the name of the place?

Where is it?

What is the place well-known for?

MAIN PART

Do you know anything about its history?

Which sights/attractions are you going to describe?


What do you know about them?

What else can you see and do there?

CONCLUSION

What is your impression of this place?

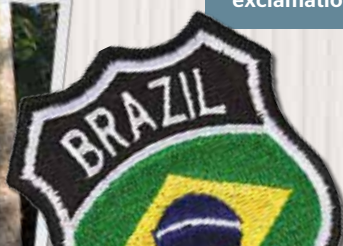
Why do you think it's worth visiting?

F.  Read the announcement in activity A again and use your ideas from the outline above to write an article. Make sure you read the TIP below and the plan in the Writing Reference section on page 67.

When writing an article describing a place, you want to catch the reader's attention and interest. You should:

- use a catchy title.
- write about a place you are familiar with; for example, one you have been to.
- think about the purpose of the article and who will read it in order to write in an appropriate style (formal, semi-formal, informal)
- organise the article in paragraphs which expand on, describe or give examples of the topic.
- use the Present Simple to describe the place and the Past Simple to talk about its history.
- use lively colourful language (e.g. a variety of words/phrases/expressions, direct and indirect questions, exclamation marks)

TIP



A. Complete the sentences with the words in the box.

civilisations benefits
original essential seasick

- One of the many _____ of ecotourism is that it provides work for the local populations.
- This is just a copy. You can see the _____ painting in the local art gallery.
- I don't like sailing, because I often get _____.
- I am fascinated by the history of ancient _____, like the Babylonians.
- Pieces of equipment like tents and sleeping bags are _____ when going camping.

B. Circle the correct words.

- The university is the oldest building in the **area / location**.
- We didn't spend much on accommodation because we stayed at an **inexpensive / impressive** hotel.
- I **compared / arranged** the flight prices, and Express Airlines has the cheapest flights.
- Did you hear the **announcement / accommodation**? There is going to be a delay!
- The best part of my trip to Qatar was that I got to enjoy the peace and quiet offered by the desert **countryside / landscape**.
- Mary had to change her hotel reservations due to the flight **connection / cancellation**.

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

- A:** _____ you ever _____ (travel) abroad?

B: Yes, I _____ (be) to many different places, and just last month I _____ (visit) Brazil.

A: Amazing! _____ you _____ (like) it?

B: It _____ (be) an unforgettable experience!
- A:** My cousin Jack _____ (arrive) from Houston last night. He _____ never _____ (come) to Australia before.

B: Interesting! _____ you _____ (go) sightseeing in the morning?

A: No, he _____ (feel) tired, but he _____ (already / decide) where he wants to go tomorrow!
- A:** _____ you _____ (finish) with the tablet? I want to download a new app.

B: Which one?

A: It's a travel app that keeps a record of all the places you _____ (be) to and organises all the photos that you _____ (take).

B: Oh, good! Gary _____ (tell) me about it yesterday, but I _____ (not download) it yet.

D. Choose a, b or c.

- Going on a safari was _____ exciting thing I have ever done.
a. the most b. more c. as
- Our house by the beach is _____ peaceful than the one we have downtown.
a. the more b. much more c. much
- Teenagers get bored _____.
a. very easy b. easier c. easily
- Alice's daughter is getting taller and _____ every day!
a. more tall b. tallest c. taller
- I don't think that travelling by ship is _____ frightening as travelling by plane.
a. as b. more c. so much
- Look at this diagram _____ and you will see that some of the lines are too short.
a. close b. closely c. closest
- I'll start with this one; I think it's the _____ difficult exercise of all.
a. much b. less c. least
- She is very kind and always speaks _____ of other people.
a. best b. good c. well

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

a. You have a point.
b. This is a once-in-a-lifetime experience.
c. I think we should go tomorrow.
d. Why don't we go to the Louvre?
e. I'd rather not go today.

- A:** I'm so glad we chose to visit Paris this summer!
- B:** Me too. **1** _____
- A:** You can say that again! What are we going to do now?
- B:** **2** _____ We can't leave Paris without visiting it.
- A:** **3** _____ But it's 3 p.m. and the museum closes at six today.
- B:** So, let's go.
- A:** **4** _____
- B:** Why not?
- A:** **5** _____ That way, we'll have the whole day ahead of us and we'll get to see more.
- B:** That's a good idea!

Self-assessment

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

NOW I CAN...

- talk about holidays and travelling experiences
- use appropriate tenses to link the past with the present
- form nouns ending in *-ion*, *-ation* and *-ment*
- compare and contrast people and situations
- express preference and make suggestions
- write an article describing a place

4 Job seeking

work environment



Discuss:

- Look at the pictures. Which do you think people consider important when looking for a job?
- Can you think of other things that are important?
- What would your ideal job be?

prospects



work/life balance



salary

Year To Date
Total Gross Pay TD
Gross for Tax TD
Tax paid TD
Earnings For NI TD
National Insurance TD
Pension TD (Inc AVC)

colleagues



benefits



In this module you will learn...

- to express obligation, lack of obligation, and prohibition
- to express strong advice, threat and warning
- to express regret, disapproval and criticism
- to talk about jobs and employment
- to express possibility or certainty about the present/future
- to make deductions about the present
- to write a formal email asking for and giving information

Brian's Borneo Blog

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Reading

A. Discuss in pairs/groups.

- Have you ever done any volunteer work?
- If yes, what did you do and why?
- If not, would you like to?

B. Read the blog quickly. What is the purpose of the texts?

- to inform people about Borneo and its people
- to encourage people to visit Borneo
- to explain what it's like to be a volunteer in Borneo
- to advise people who are planning to travel to Borneo

 Log in

 Search

Hi! I'm Brian Callaghan from Killarney, Ireland. I studied English Literature, but somehow found myself working in an office. My income was fairly good, but I wasn't satisfied. I had long working hours and my job was stressful. One day I had enough, so I made the decision to take a career break and do something I would enjoy. That's when I learnt about the volunteer programmes in Borneo, and I was willing to try. So here I am, in Borneo, trying to make a difference to the lives of these people as a volunteer teacher. So far, it's been rewarding, and I've made plenty of friends along the way! If you wish to sponsor me, you should subscribe to this blog.



At last, I got an Internet connection and I can write about my experience in Tawau, where I'm teaching English to twenty-four local teens. I think they really needed me at the school here because, as soon as I got off the bumpy bus from Kota Kinabalu, the headteacher put me in a classroom! 'You can't be serious,' I said to him, but he was.

After a sleepless night on a crowded bus, teaching was the last thing on my mind, but I made an effort to do my best. In return, the students immediately made me feel at home. 'Welcome, Sir! You are our family now,' they sang together. The best thing was the smiles on their faces. They made me feel so important!

When they greeted me into their 'family', they sure meant it! We are all one big family here as we study, cook, eat, clean, play sports and share happy moments together even when not in school. Also, because we interact in English, they're benefiting even more. These young cheerful teens are great teachers as well as enthusiastic students. They are always so eager to teach me about their culture and customs.


Being in a classroom with students who are so motivated to learn is a wonderful experience. It's not all work, work, work, though. A few days ago, the headteacher encouraged me to take a trip to Sepilok Orangutan Centre. I was delighted! Orangutans are fascinating creatures, and I was allowed to feed a baby orangutan!

My first two weeks in Tawau have passed by quickly, and I'm sure the next three will fly by. I really don't want to leave so soon, but I have to, so I'm going to try to make the most of my short stay. When I leave, I'm going to miss the school, the students, the other teachers, and the wonderful sounds of the mynah birds singing when the sun rises in the morning. I still don't know my plans for next year, so hopefully I may be able to come back again soon.

[Leave a comment](#)
[Click here to read all 32 comments](#)

C.  Read the text again and answer the questions. Choose a, b, c or d.

- What can we infer about Brian?
 - He stresses out easily.
 - He is difficult to please.
 - He considers money important.
 - He gets satisfaction from helping people.
- What made Brian think that they really needed him at the school?
 - He was asked to teach at night.
 - He had a lot of students to teach.
 - He had to teach upon getting there.
 - The headteacher did not understand him when he spoke in English to him.
- What is true of the trip to the centre?
 - It was the headteacher's idea.
 - It took a long time to get there.
 - It required a lot of work to organise.
 - The writer was forced to take the trip even though he didn't want to.
- How long is Brian's stay in Tawau?
 - a year
 - five weeks
 - three weeks
 - two weeks

D.  Answer the following questions. Justify your answers with details from the text.

- What can be inferred about Brian's students?
- What emotion does Brian express at the end of his blog?

E.  Discuss in pairs/groups.

- Would you consider travelling abroad to be a volunteer? Why? / Why not?
- Would you become a volunteer teacher? Why? / Why not?



Vocabulary

Complete with *make* or *do* to form phrases. Some of the phrases appear in the blog.

- | | |
|---------------------------|---|
| 1. _____ a decision/guess | 10. _____ research |
| 2. _____ my best | 11. _____ a suggestion / an arrangement |
| 3. _____ up my mind | 12. _____ a mistake |
| 4. _____ as you please | 13. _____ my hair |
| 5. _____ sb a favour | 14. _____ some exercise |
| 6. _____ a difference | 15. _____ sense |
| 7. _____ an effort | 16. _____ well/badly |
| 8. _____ a project | 17. _____ a good/bad impression |
| 9. _____ the most of sth | 18. _____ an experiment |

Do emphasises the process of performing an action, whereas **make** focuses more on the result of the action.

Grammar Modals I (must / have to / need, should / ought to / had better) → p. 74

A. Match the functions in the box with the modal verbs in blue in the sentences below.

lack of obligation/necessity in the present/future
obligation in the present/future

necessity in the past
absence of necessity in the past
prohibition in the present/future

- You **must** be a native speaker to teach in Borneo.
- You **don't need to** stay for the whole summer. It isn't necessary.
- You **can't** take the students on a trip without asking the headteacher. You're not allowed.
- I **needed to** send them a CV before they accepted me.
- You **didn't have to** bring warm clothes with you. It's very warm in Borneo.

B. Which of the verbs in the box can we use to replace the ones in blue in the sentences above so that the sentences have a similar meaning?

needn't have to had to need to mustn't didn't need to don't have to

C. Read the examples and find the modal verb that expresses a stronger piece of advice or threat/warning.

- You **should** be on time for the staff meeting.
- You **ought to** be at the staff meeting at seven.
- You **had better not** be late for the staff meeting.

D. Complete the sentences with the words in the box. Sometimes more than one answer is possible.

have shouldn't had to ought had better

- You _____ to talk to the headteacher before you arrange a football match at the school.
- Arnold was happy to hear that he doesn't _____ to finish the project by Thursday.
- You _____ take off those dirty boots before coming into the house.
- We _____ be late, because we will miss the train.
- He _____ finish his work before he left the office.

Vocabulary

Circle the correct words.

- I quit my job because the **income / salary** I was getting was too low.
- Our only **income / salary** at the moment is the rent we receive from our flat in the city centre.
- Mr Edison **hired / rented** three graphic designers this week.
- Mr Edison **hired / rented** a flat near his office.
- The company I work for always looks for the best person to fill the **position / job**.
- Roger is not very experienced, so he doesn't always do his **position / job** correctly.
- Unfortunately, I don't have any **knowledge / experience** of history.
- Peter has no previous **knowledge / experience** as an accountant.



Grammar Modals II (may/might/could, must/can't) → pp. 74-75

A. Read the example. Which statement correctly describes the situation? Choose a or b.

Learning a foreign language **may/might/could help** you get a better job.

- It is likely to happen.
- It will certainly happen.

B. Read the examples. What do they mean? Choose a or b.

1. Jack **must be** good at his job, because he got a pay rise.

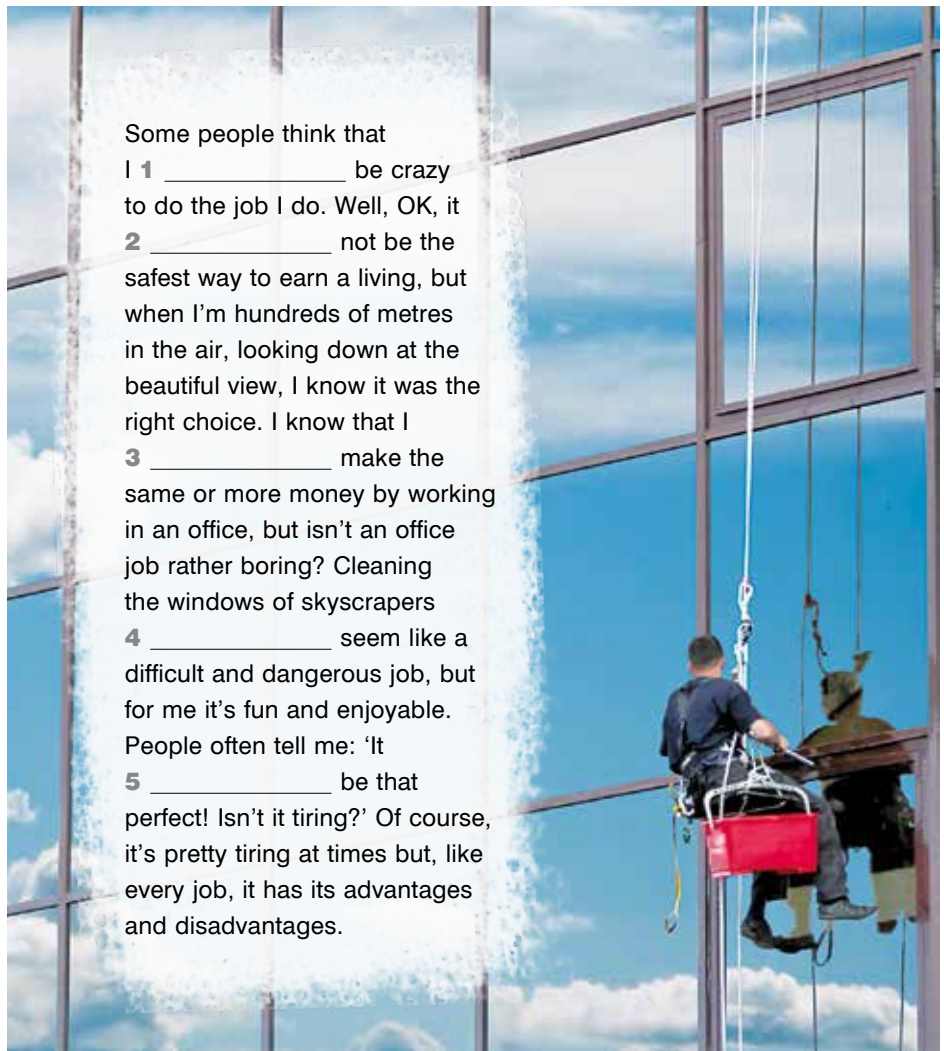
- Jack has to be good at his job.
- I believe Jack is good at his job.

2. She **can't be** the manager of the company. Look at how young she is!

- I'm sure she isn't the manager.
- She isn't able to be the manager.

C. Complete with *may, might, could, must* or *can't*.

Some people think that I **1** _____ be crazy to do the job I do. Well, OK, it **2** _____ not be the safest way to earn a living, but when I'm hundreds of metres in the air, looking down at the beautiful view, I know it was the right choice. I know that I **3** _____ make the same or more money by working in an office, but isn't an office job rather boring? Cleaning the windows of skyscrapers **4** _____ seem like a difficult and dangerous job, but for me it's fun and enjoyable. People often tell me: 'It **5** _____ be that perfect! Isn't it tiring?' Of course, it's pretty tiring at times but, like every job, it has its advantages and disadvantages.



Intonation

Listen and repeat. Notice the stressed words.

1. Natalie might come with us.
2. You mustn't talk in the classroom.
3. Albert can't become a paramedic.
He hasn't got the qualifications.
4. I have to be at work very early tomorrow.

Listening

A.  Discuss in pairs/groups.

- Have you ever had a part-time job? If yes, what was it and what did you like about it? If no, would you like to get one?

B.  Listen to Peter Wilson, an employee trainer at Yum Cha Chicken restaurants, talking to a group of people. For questions 1-4, choose the best answer a, b, c or d.

1. Why has Peter Wilson called the meeting?
 - a. to prepare the young people for the job interview
 - b. to speak to employees about the history of YCC
 - c. to give training to employees
 - d. to invite young people to apply for a job at YCC
2. Why were the current employees chosen?
 - a. They are teenagers.
 - b. They are well-trained.
 - c. They have got the qualities required.
 - d. They can work part time.
3. Why does Peter think that his audience is nervous?
 - a. They don't trust him.
 - b. They don't know if they'll be able to balance school and work.
 - c. They may not trust the training programme.
 - d. They have never worked before.
4. What point is Peter making when he mentions YCC's managers?
 - a. that the staff also run the restaurant
 - b. that the YCC rewards the staff's dedication with promotion
 - c. that managers at YCC also need to be able to wait tables
 - d. that when waiters are away, the managers wait tables

C.  Discuss in pairs/groups.

- How important do you think training for a job is?
- Do you believe experience in a job is more important than qualifications? Why? / Why not?

Speaking

 Talk in groups of three.

Student A: Choose one of the situations below and tell Students B and C what happened. Discuss what you think went wrong. Use some of the phrases in the box.

- You've just lost your job because you were late every morning.
- Your boss told you off for taking too many breaks.
- You left your job without finding a new one and are now unemployed.
- Your boss offered you a more important position but you refused it.
- You went to a job interview but you didn't get the job.
- You complained about a colleague at work and they got fired.
- You were playing online games at work, and your computer got a virus.

Expressing regret

I regret (not) doing...
That was thoughtless/careless of me...
I don't know what I was thinking.
I've got no excuse for my behaviour.
I didn't mean to...

Students B and C: Listen to Student A and give him/her advice on what he/she can do now. Use some of the phrases in the box.

Expressing disapproval and criticism

You did what?
That wasn't very wise of you.
What were you thinking?
You know better than that!
Why on earth did you do that?
How thoughtless of you!

Giving advice

If I were you, I'd...
You'd better...
I suggest you...
You should definitely...
I would strongly advise you to...
It might be a good idea to...
You ought to...

6 *What's the matter, Paul? You seem worried.*

Well, I just got back from a job interview and things didn't work out well for me.

Why? What happened?

Well, I started yelling at the guy who was interviewing me when he commented negatively on my qualifications and my previous work experience.

Why on earth did you do that? That wasn't very wise of you.

I don't know what I was thinking.

Well, if I were you, I'd call and apologise to him. ➔




Vocabulary & Speaking

A. Read the sentences. What do the adjectives in bold mean? Match them with the definitions a-j.

1. Mark is such a **sociable** young man. He can easily start a conversation with a complete stranger.
2. You need to be **imaginative** to create something unique.
3. Frank is a very **rational** person. He never lets his feelings affect his decisions.
4. Andrew was very **courageous**. He ran into the burning house to save the girl.
5. Olivia is the most **spontaneous** person I know. She doesn't think twice about anything.
6. Karen is a very **honest** young lady. You should believe her.
7. Whenever I'm in trouble, I go to my sister. She's the most **reliable** person I know.
8. Harry is an **ambitious** young man who will do anything to achieve what he wants.
9. Liv is too **disorganised** to become a successful accountant.
10. Our teacher is **patient**. She never gets angry with us.

- a. really wanting to become successful
- b. able to think calmly and make decisions that are not based on emotions only
- c. always telling the truth
- d. able to stay calm for a long time
- e. good at thinking of new and interesting ideas
- f. enjoying meeting and talking with other people; outgoing
- g. brave; showing courage
- h. doing things without planning them first
- i. can be trusted when needed for help or support
- j. bad at arranging or planning things

B.   **Talk in groups. Use some of the phrases in the boxes and some of the adjectives from the vocabulary activity above and answer the questions.**


- What characteristics do you need for the jobs in the pictures below? Why?
- What are the advantages and disadvantages of each of these jobs?
- Would you like to do any of these jobs in the future? Why? / Why not?



be hard-working
be a role model
have good communication skills
like helping other people
deal with emergencies
provide medical care
work well as part of a team
be organised

To become a...
If you want to become...
People who want to become...
In my opinion, you have to be able to...
I think/believe you must have the ability to...
You definitely need to...
This job involves being...

Reading

A.  Do the quiz to find out what kind of job you are best suited for.

FIND THE

Extrovert or **I**ntrovert?

1. Working as part of a team feels:

- uncomfortable. I prefer working alone. (I)
- good. I feel more confident when others can help me with my ideas. (E)

2. Your idea of a perfect evening is:

- staying in with a book. (I)
- going out with friends and meeting new people. (E)

3. When you communicate:

- you take your time to think before you speak. (I)
- express yourself freely without thinking too much. (E)

E or **I**? Which do you have more of?

Creative or **R**ational?

1. If a device or appliance breaks down:

- you are the person people call to fix it. (C)
- you're useless. You have to call a technician. (R)

2. At work, you prefer tasks to be:

- clear with rules and instructions. (R)
- without rules so that you have the freedom to be creative. (C)

3. You prefer to learn through:

- reading and research. (R)
- trying things out for yourself. (C)

C or **R**? Which do you have more of?

Organised or **S**pontaneous?

1. You've made plans to meet a friend at 4 p.m. You're:

- on time, as always. (O)
- ten minutes late. Never mind. (S)

2. Your desk or the area in which you work is usually:

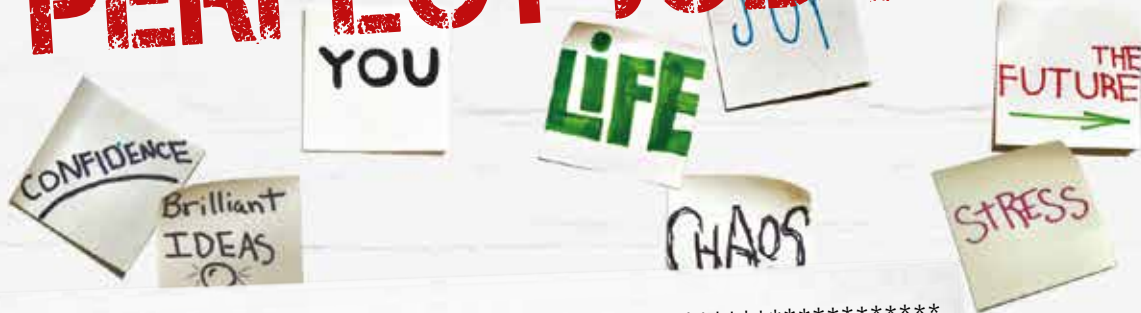
- well-organised and neat. (O)
- a mess. (S)

3. When you travel, how do you usually prepare?

- At the last minute. (S)
- I always know all the details for the entire trip before I leave. (O)

O or **S**? Which do you have more of?

PERFECT JOB FOR YOU



RESULTS

Which personality type are you?

E R O types are sociable, confident and comfortable working with other people. They are honest and organised. They usually like structure and working with rules and instructions.

Possible careers: lawyer, scientist, engineer, doctor, accountant

E R S types are usually confident, patient people who express themselves well and get along well with lots of different people. They hate routine and are more interested in complex issues than everyday concerns.

Possible careers: consultant, online business manager, journalist, sales manager

E C O types enjoy being in a variety of social situations. They are usually artistic. They are reliable and organised, and they work well with deadlines.

Possible careers: graphic designer, politician, marketing manager

E C S types are usually outgoing and need to feel free to express themselves. They are spontaneous and don't like planning or rules. They often come up with original ideas. They can get bored with routine or in structured environments.

Possible careers: writer, performer, public speaker, director

I R O types are quiet and hard-working. They read a lot and enjoy learning about a variety of things. They are well-organised and practical, and like to plan ahead. They are good at finding solutions to problems.

Possible careers: politician, engineer, lawyer, computer programmer, scientist, editor

I R S types are usually pretty quiet and shy. They like to follow instructions and are practical. They prefer to learn by reading. However, they like variety in life and do not like to plan into the future very much.

Possible careers: police detective, accountant, vet, writer

I C O types are imaginative and usually good at working with their hands. They prefer to work on their own, in their own organised way, without having strict rules. They like testing new ideas.

Possible careers: architect, writer, artist, teacher, designer, mechanic

I C S types are usually shy people who are happier working alone. They have a creative imagination, but are often considered kind of disorganised by others because of the way they work.

Possible careers: artist, interior designer, researcher, academic, scientist

C. Choose one of the jobs suggested in the possible careers that match your personality, and think of other characteristics you may need for this profession. Then discuss in groups.

Listening

Listen to four people talking about their work. Match the speakers with the statements a-e. There is one extra statement which you do not need to use.

Speaker 1 Speaker 3
Speaker 2 Speaker 4

- This person does not enjoy their job because they have to work long hours.
- This person is bored at work and is thinking of a career change.
- This person likes their job because they enjoy working with people.
- This person is disappointed because their career does not have good prospects.
- This person did not like their job at first but now enjoys it very much.

B. Talk in groups. Find out which personality type your classmates are. Do you agree or disagree with the results? Why? / Why not? Discuss in pairs/groups.

Speaking Role play

 Talk in pairs.

Student A: Student A go to the Speaking Activities section on page 63.

Student B: You are looking for temporary work over the summer holidays. You have gone to an agency that helps match job seekers with suitable employers. Speak to a member of staff (Student A) and provide any information you think will help them to match you with a suitable employer and then set up an interview. Use some of the phrases below.

I'm looking for a job that involves...

I would be interested in working in...

I have some experience in...

Well, let's see now.

How shall I put it?

Let me think/see.

I've never actually given it a lot of thought.

You see...

Something else I'd like to say is that...


Something else I'd like to mention is that...

Let me repeat that.

I said 'xxx' (*xxx spoken slowly and clearly*)

As I said...

Writing A formal email asking for and giving information

A.  Discuss in pairs/groups.

- Have you ever been to a job fair?
- Do you think they are useful for finding a job?

B.  Read the flyer about the job fair and the email Tony wrote in response. Then answer the questions.

Riverdale Workforce and Development Network invite you to

Riverdale Community

JOB FAIR

Coby Wayde Recreation Centre
Saturday, 29 October
9 a.m.

- Showcasing 50+ companies
- Candidates of all ages and experience levels welcome
- Companies will be looking to fill positions or offer internship opportunities
- Please come prepared with CVs and dress professionally

Guest speaker: **John Fitzwilliam**
giving a talk on: **'Tips for finding a job'**

For information and to reserve a place contact:
info@riverdalecommunity.net

DAILY NEWS

Real estate listings and job advertisements from a newspaper. Visible sections include:

- REAL ESTATE:** Listings for properties in various areas.
- BUSINESS:** Advertisements for local businesses.
- SERVICES:** Listings for various services.
- CAREERS:** Job openings for various roles, including Sales Assistant.



New mail

To: info@riverdalecommunity.net

Subject: Request for extra information

Dear Sir or Madam,

I am interested in attending the Riverdale Community job fair as advertised in your flyer, and I am hoping you can provide some more information on the event.

My name is Tony Richards and I am in the final year of an Economics degree at Riverdale University. I am interested in staying in Riverdale after I graduate, and am looking for ideas about the types of careers available. I am really looking forward to the fair and wish to reserve a place now.

However, in order to be fully prepared, I would like some information about the following issues. Firstly, I would like to know what time the fair closes. In addition, could you tell me whether companies will be promoting only full-time positions, or part-time options as well? Finally, the flyer mentions 'professional dress'. Is it the case that a suit and tie are necessary?

Thank you for your assistance.

Yours faithfully,

Tony Richards



D. You have seen the following flyer. You are interested in taking part but you need more information before you decide. You want to ask:

- about the cost
- if accommodation is provided
- how long the exchange programme lasts

Read the TIP and the plan in the Writing Reference section on page 68. Then write an email giving any necessary information about yourself and asking for the information you want.

SIGN UP FOR AN UNFORGETTABLE SUMMER EXPERIENCE!

International Language Exchange Programme

Each term, ILEP connects hundreds of students from all over the world so they can help each other learn more about languages, cultures and customs. ILEP is a great opportunity to stay in touch with a language you have already learnt or to learn a new one.

AUTHENTIC SPEAKING OPPORTUNITIES FOR ALL STUDENTS!

To sign up, contact us, giving name, age and saying which country you are interested in going to.

Registration ends on 7 May.

Contact information:
info@languageexchange.net

1. How does Tony address the person he is writing to?
2. What information does Tony give about himself?
3. Do you find any of this information irrelevant?
4. What information does Tony ask for?
5. Does he use direct or indirect questions?
6. What is the topic of each of the paragraphs?
7. How does Tony sign off?
8. What features make this email formal? Compare it to the email on page 15.

C. Below is another email someone wrote in response to the flyer in activity B. Divide it into paragraphs and improve the underlined sections.

Dear Riverdale,

I saw the flyer for the Riverdale Community Job Fair on my school notice board and I am very interested in attending. My name is Kelly White and I am 22 years old. I am a final year student so I was very excited to read about the job fair. As I have never attended something similar before, it will give me the chance to learn what career opportunities are available with my degree. So, I would really like to reserve a place. However, here are a few questions for you. First of all, I would like to know how much it costs to attend. This information is not mentioned on the flyer. Furthermore, why don't you mention what time Mr Fitzwilliam's talk begins? Do I need to book a seat? I look forward to hearing from you.

Bye for now,
Kelly

A formal letter/email:

- is written to a person you don't know or when you want to be polite and respectful.
- begins with **Dear Mr/Miss/Mrs/Ms/Dr + last name** or with **Dear Sir/Madam** and ends with **Yours sincerely** or **Yours faithfully**.
- is formal in style, e.g. formal greetings and signing offs, verbs not contracted.

When writing a formal letter/email asking for and giving information:

- write in an appropriate style.
- read the information given carefully and cover all the points required.
- organise the information into paragraphs.
- use standard grammar and spelling conventions.
- avoid using direct questions too often.
- use formal linking words/phrases to list your questions

- **firstly, first of all, to begin with**
- **secondly, moreover, what is more, furthermore, in addition, apart from that**
- **finally, lastly**

TIP

R. Choose a, b or c.

- Derek is a(n) ____ person and he doesn't usually plan things ahead.
a. spontaneous b. rational c. ambitious
- What do you do to ____ a living?
a. earn b. rise c. get
- Ted immediately got the job because he ____ a good impression.
a. made b. had c. did
- Britney is new at work, but she is very ____ to learn new things.
a. delighted b. eager c. honest
- Olga is never afraid to ____ her feelings, whether she is happy or sad.
a. greet b. express c. interact
- It's difficult to find ____ and hard-working employees nowadays.
a. rewarding b. courageous c. reliable
- A colleague at work got ____ because he was never on time.
a. hired b. rented c. fired
- Fred studied to be a(n) ____.
a. accountant b. appliance c. candidate

B. Complete the sentences with the words in the box.

trust	registration	fair	incomes
deadline	promotion	knowledge	

- Don't worry. You can _____ me to keep your secret.
- A:** Martin is looking for a job.
B: He should attend next week's job _____ then.
- I have been in this company for three years and I soon hope to get a _____.
- I have just a few days to finish this project; the _____ is on Monday.
- I was amazed at Tim's _____ of English literature.
- To attend the seminar, you need to pay a _____ fee.
- There are lots of people living on low _____ nowadays.

C. Circle the correct words.

- I **may / must** go shopping later today. If I do, do you need anything?
- You **mustn't / don't have to** drive a car without a driving licence.
- Tony **ought to / can't** apologise for his behaviour.
- You **had better not / didn't have to** be late for work again.

- Brian **can't / mustn't** be asleep. I can hear him talking.
- Penny **ought / had better** to go on the volunteer programme. It's a great opportunity.
- You **don't have to / shouldn't** forget to make an appointment with the doctor.

D. Rewrite the sentences using the words given.

- It's a good idea to dress professionally for the job interview. **(better)**

- It isn't necessary to call a technician for the printer. **(need)**

- I suggest you look for a job near your house. **(should)**

- I'm pretty sure Liam is still at home. **(must)**

E. Complete the dialogue with the phrases a-d.

- | |
|--|
| <ol style="list-style-type: none"> You should definitely apologise for your behaviour. That wasn't very wise of you. I don't know what I was thinking. You did what? |
|--|

A: What's the matter, William?

B: I feel horrible. I got into a really bad argument with my colleague Robert.

A: 1 _____

B: You can say that again.

A: What exactly happened?

B: I asked him a question about a project we're working on together and he didn't answer me.

A: And what did you do?

B: Well, I started shouting at him.

A: 2 _____

B: I know, but it's too late now! He's really angry with me.

3 _____ It was so thoughtless of me.

A: That's true. 4 _____ Maybe he'll forgive you.

Self-assessment

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

NOW I CAN...

- | | |
|--|--------------------------|
| express obligation, lack of obligation, and prohibition | <input type="checkbox"/> |
| express strong advice, threat and warning | <input type="checkbox"/> |
| express regret, disapproval and criticism | <input type="checkbox"/> |
| talk about jobs and employment | <input type="checkbox"/> |
| to express possibility or certainty about the present/future | <input type="checkbox"/> |
| to make deductions about the present | <input type="checkbox"/> |
| write a formal email asking for and giving information | <input type="checkbox"/> |

A. Discuss in pairs/groups.

- What did people in Qatar do in the past to earn a living?
- What do you know about pearl diving?

B.  Read the text and write T for True, F for False or NM for Not Mentioned.



Pearl Diving in Qatar

When visiting the impressive cities of Qatar, one would not believe that up until the late 1940s residents near the coastal regions survived mainly by fishing for pearls. The amazing structures that line its coast do not tell us anything about its past nor do they tell us anything about the difficulties the Qatari people experienced before the discovery of oil. The truth, however, is that before oil was discovered, pearl diving was a major industry and an important feature of the Qatari culture – a culture that had been around since ancient times. Natural oyster pearls were fished in the Persian Gulf from as early as the first millennium BCE. It made it possible for a large majority of Qataris to survive and provide for their families. The water in the Gulf is rich in minerals and salt and it is also not very deep. It was, thus, ideal for pearl diving.

Each year during the four months of summer, the Gulf would become the destination for a large number of pearling boats manned by crews consisting of sailors, divers and ‘pullers’. These people used to spend months at a time out in the open sea. The conditions on the boats were terrible, and the men on these pearl-diving expeditions experienced many difficulties. They did not have access to fresh food and water, so their diets were very poor and consisted mainly or, very often, only of fish. As a result, they were often very weak and in bad health. The pearl divers themselves faced additional risks. Being a pearl diver was not only physically challenging but also extremely dangerous. They faced the real risk of drowning or being attacked by sharks or other big fish. Besides this, many suffered from a serious medical condition called *the bends*. The bends resulted from the divers diving to great depths and being pulled out of the water too quickly. Collecting oysters, thus, required a lot of skill, strength and courage.

The equipment that was used was very basic and consisted of ropes, a large stone, a nose clip, a knife and a leather bag. The diver would free-dive into the water, often to depths of up to 50, or even 60 metres, with the assistance of a stone which was tied around his foot. It helped him reach the bottom of the sea quickly so that he could collect some oysters before he ran out of breath. He wore a nose clip, which prevented water from getting into his nose, and carried a knife, which he used to remove the oysters from the rocks. The leather bag, which hung from his neck, was used to store the oysters that he collected. Most divers spent about a minute under the water, but a skilled diver could hold his breath for two minutes or more. When the diver began running out of breath he would pull at a rope which was tied around his waist and an assistant, called a ‘puller’, would pull him up to the surface. The diver would then take a short rest and dive a couple of minutes later.

Natural pearls do not form in every oyster, but occur at a rate of one in ten thousand, so expeditions were not always a success. If, however, the men were lucky enough to find pearls and make their way back home alive, they could survive in comfort until the next pearling season.



- | | |
|---|---|
| 1. Pearl diving had existed in Qatar for thousands of years before oil was discovered. <input type="checkbox"/> | 5. The bends was a condition that only the divers suffered from. <input type="checkbox"/> |
| 2. The Qataris who lived further inland did not go on pearl-diving expeditions. <input type="checkbox"/> | 6. Divers held a rock in their hands. <input type="checkbox"/> |
| 3. Pearl-diving expeditions took place throughout the year. <input type="checkbox"/> | 7. Divers would pull at a rope to signal that they wanted to be pulled out of the water. <input type="checkbox"/> |
| 4. Most divers lost their lives after being attacked by very big fish. <input type="checkbox"/> | 8. A rock was used to break open the oysters. <input type="checkbox"/> |
| | 9. The success of an expedition was determined by how many oysters had been collected. <input type="checkbox"/> |

A. Read the leaflet below. Which of the following are included in the leaflet?

- cost of the tour
- date of the tour
- contact information
- duration
- hotel address
- availability

B. Work in pairs to modify the tour. First, look at the information below, discuss the different places and decide what changes you would like to make to the tour. Use some of the phrases in the box.

Amsterdam – Home to many world-class museums, such as the Van Gogh and Rijksmuseum. Great for walking along the canals, or renting a bike to admire the fascinating architecture and historic buildings. Excellent restaurants, cafés and shops.

- 4-star hotel from €120
- 3-star hotel from €105

Biesbosch – One of the Netherlands' larger national parks, near Dordrecht. Take a relaxing boat trip around the large river network to see many different species of birds.

Accommodation from €80

Utrecht – Lively student town with a beautiful traditional old town centre. Lots of lively cafés and restaurants, as well as plenty of shops. Close to several interesting castles such as de Haar Castle.

- 4-star hotel from €94
- 3-star hotel from €85

Hoge Veluwe National Park – Large sandy area with lakes and small forests. Ideal for cycling, horse riding and guided walks. Home to lots of wildlife.

Accommodation from €70

Gouda – Historic town with attractive architecture. Interesting cheese museum and excellent cheese market every week during the summer. Beautiful 15th-century city hall.

- 4-star hotel from €98
- 3-star hotel from €52

Rotterdam – Busy city with rich history and the largest port in Europe. Excellent art museums and large cultural area with lots of galleries. Regular art festivals throughout the year.

- 4-star hotel from €100
- 3-star hotel from €70

I think the tour should include...
 We can also include a visit to...
 I believe travellers may find this... because...
 This type of tour would be more suitable for...
 I think that... would be more fun for travellers...
 This would be more popular with...
 Travellers will be able to...
 ... is famous for... so travellers will have the opportunity to...
 I don't think the tour should last longer than...
 I don't think travellers will want to spend...

C. Work in pairs to design a leaflet of your country/city.

THE NETHERLANDS

Welcome to an amazing tour in the Netherlands

Day 1: Learn the rich history of the city of Amsterdam. On this walking tour, our guides will take you over beautiful bridges and past interesting canal houses, explaining the different styles. Finally, the walking tour finishes in the colourful Bloemenmarkt – the world's only floating flower market.

After an early lunch, it is on to Utrecht. Our first stop is De Haar Castle – the largest castle in the Netherlands. You will learn all about the unusual history of this fascinating castle and find out all about the famous guests who stayed there. Then, we'll spend the evening, exploring the streets of Utrecht.



Day 2: We will go to Gouda, a town famous for its cheese. You may feel like you have gone back in time when we visit the Cheese Market where farmers sell their cheese just like they have for hundreds of years. After walking around the city, we will head for Rotterdam. There, you'll see Rotterdam's amazing architecture at places like the Erasmus Bridge, the Cube Houses and the Markthal. Return to Amsterdam at about 9 p.m.

Price: €135 per person

What's Included

- Accommodation (one night in a four-star hotel, breakfast included)
- Entrance fee to castle
- Transportation by coach

There is limited availability, only 30 guests, so book your place soon.

Phone: 020 555 3333

Email: landtour@netherlands.com

Get the message 5

pigeon post



Discuss:

- Look at the pictures. Do people still use these forms of communication?
- Where are/were they used?
- What sort of messages are/were sent with these forms of communication?

smoke signals



semaphore flags



maritime flag signals



Morse code



sign language



In this module you will learn...

- to define people, places, things and ideas
- useful phrases that help you gain time when you need more time to think
- useful phrases that help you when you want to politely interrupt someone or when you want to get back to the topic of discussion
- to understand warning signs
- how to say whether something is permitted or not
- express an opinion
- to write a report

Reading

A.  Read the text quickly. Where would you find this text?

- a. encyclopedia b. blog c. magazine d. travel guide

Whistled Languages

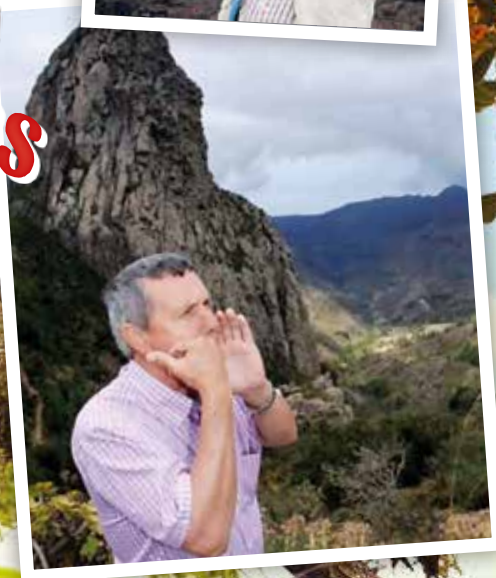
There are more than 6,500 different languages in the world which all have one thing in common: we use our voices to speak them. What many people are not aware of, however, is that there are some languages that do not require speech at all. **Sign language**, which uses hand gestures to communicate, is the most well-known of these. Less familiar are some other systems of communication found in small communities across the globe, whose origins still remain somewhat of a mystery.


On the Spanish island of La Gomera, off the coast of Africa, there is an unusual language that has been around since before the 15th century. As well as talking, people here whistle to communicate. The local landscape, which is hilly and mountainous and covered in mist, may explain why this whistling became so widely used. The sound created by whistling travels much further than the human voice, so it's an **effective** way to communicate quickly across valleys or long distances. Also, locals find that it can sometimes be convenient to be able to communicate in a secret way that outsiders cannot understand.

Whistled communities are also found in parts of Greece, Mexico, Turkey and France. In Turkey there is a village where it's difficult to tell the difference between humans 'talking' and birds 'tweeting'. At least, most foreigners would say so. It's called 'Kuskoy', which means 'village of the birds'. Here, like on La Gomera, whistling was used for communicating across mountainous regions and long distances, when telephones and other methods were not available. Even today, when phones are more **commonplace**, there are people from older generations who still prefer to whistle. They find it much simpler and, of course, it does not cost anything.

Education in the fine art of whistling begins at an early age with the older generations passing down their skills to the young. It's not easy of course; in Kuskoy, for example, there are 29 **separate** whistled noises, one for each letter of the Turkish alphabet. However, it's pretty much like learning to talk. Practice makes perfect and local children pick it up in the end.

On La Gomera, residents, who want to protect their tradition, have gone a step further and made learning whistling **compulsory** in schools. Unfortunately though, they complain that the everyday use of whistling is becoming rarer as modern technology **takes over** and younger generations move to towns and cities. We will have to wait and see if efforts by locals to protect their unusual culture can survive the many changes of the modern world.




B.  Read the text again and answer the questions. Write T for True and F for false.

- In whistled languages, hand gestures are mostly used instead of sounds.
- Whistled languages can be used to communicate over greater distances than spoken languages.
- In Kuskoy, people used to send messages to one another using birds.
- In Kuskoy, only old people now understand the whistled language.
- Children on La Gomera must learn how to whistle at school.

C.  Answer the following questions.

- Why do people use whistled language?
- How do people in some communities try to protect this kind of language? What do you think?

D.  Look at the highlighted words/phrases in the text and match them with their meanings. Then check your answers in a dictionary.


- | | | | |
|------------------|--------------------------|---------------|--------------------------|
| 1. effective | <input type="checkbox"/> | 4. separate | <input type="checkbox"/> |
| 2. sign language | <input type="checkbox"/> | 5. compulsory | <input type="checkbox"/> |
| 3. commonplace | <input type="checkbox"/> | 6. take over | <input type="checkbox"/> |

- a system of communication used by people who cannot hear
- different
- that must be done because of a law or rule
- to take control of sth
- successful; producing the result that is wanted
- existing in many places

E.  Discuss in pairs/groups.

- Would you be interested in learning a whistled language? Why? / Why not?

Vocabulary

A.  Read the extracts from the text. What do the phrases in bold mean?

...it's difficult to **tell the difference** between humans 'talking' and birds 'tweeting'

At least, most foreigners would **say so**.

B. Complete the sentences with the correct form of **tell** or **say** to form collocations.

- You should _____ **thank you** to Amanda for buying you such a nice gift.
- I was in the neighbourhood so I decided to stop by and _____ **hello**.
- Rita would never _____ **a secret** that she promised to keep. You can trust her.
- Tina _____ us **a joke** yesterday but I don't remember it.
- I can't believe that Frank didn't _____ **sorry** after he accidentally pushed me. How rude!
- Now that my younger brother has learnt to _____ **the time**, I'm going to buy him a watch.
- Don't just sit there. _____ **something!**
- OK, children. Let me _____ you **a story**.
- I asked my brother if I could borrow his car and he _____ **yes**.
- I always know when Jack is _____ **lies** and when he's _____ **the truth**.

Grammar

Relative pronouns (who, which, that, whose) Relative adverbs (where, when) → p. 75

A. Read the examples and answer the questions.

- There are some languages **which** do not require speech at all.
- Aiden is a student **who** has to learn whistling at his school.
- Sign language is something **which** you can learn quite easily.
- In Mexico there is a region **where** people use whistling to communicate.
- I was at university with a girl **whose** grandfather was a professor of chemistry.
- The time **when** whistled languages were invented remains somewhat of a mystery.

1. Which of the words in blue refers to:

- people?
- places?
- time?
- things and ideas?
- possession?

2. In which of the examples can we replace the word in blue with *that*?

3. In which of the examples can we omit the word in blue?

B. Complete with **who, which, that, whose, where** or **when**. If they can be omitted, put them in brackets.

A: Do you know a good language school 1 _____ I can learn Russian?

B: Yes. Actually, I have a colleague 2 _____ wife is a secretary at a very good language school in the city centre.

A: Great!

B: Hold on! Remember that day 3 _____ I had a barbecue at my house? I'm pretty sure you met him then. His name is George.

A: Is that the guy 4 _____ was making the sandwiches?

B: No, that was Brian. George is the one 5 _____ I was talking to about sports.

A: Oh, I remember him. The Manchester United fan.

B: Right! Well, I can give you his number and you can talk to his wife about the details. But why Russian?

A: It's a language 6 _____ might help my career. I can't stop thinking about the time 7 _____ I went to Moscow with some colleagues for a sales event and we couldn't speak a word of the language. It was embarrassing!

B: You've been to Moscow? Wow! It's certainly a city 8 _____ is worth visiting.

A: You can say that again!



Vocabulary

A. What do the verbs in bold in the sentences mean? Match them with the definitions a-h. Then use a thesaurus to find synonyms of the verbs in bold.

- I'm not sure where Frank is. He **mentioned** something about meeting Harry.
- My flatmate and I keep **arguing** about who will do the washing-up.
- Can you please **explain** to me how this washing machine works?
- 'Stop right there!' **yelled** the police officer.
- We need to **discuss** the problem with Sandra first.
- Hector and John spend all their spare time **chatting** on Skype.
- Mark is **complaining** about his computer. I think it crashed again.
- It's not polite to **gossip** about other people.

- to shout
- to talk about other people and their private lives
- to talk informally, usually with a friend
- to say that you are not pleased with sth
- to speak angrily because you disagree
- to speak about or refer to sth without using many words
- to talk about sth in order to come to a decision
- to make sb understand sth

B. Complete with the verbs in the box.

install drop shut down
scroll drag tap attach
press deactivate

- Another way of saying 'turn off' your computer is _____.
- To make the keys on a keyboard or phone write letters, numbers, etc. you have to _____ them.
- When you select part of a text or image, then move it and place it in its new position, you _____ and _____ it.
- After you download a new program onto your computer, you need to _____ it.
- The verb used instead of 'press' or 'click' on a touchscreen device is _____.
- When you want to send an image or a separate document with an email, you have to _____ it.
- When you want to stop using an email account, you _____ it.
- When you move up or down a web page or document, you _____.

Grammar Passive Voice (Present Simple - Past Simple) → p. 75

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

Whistled communities **are** also **found** in parts of Greece, Mexico, Turkey and France.

Here, like on La Gomera, whistling **was used** for communicating across mountainous regions and long distances, when telephones and other methods were not available.

- Why has the writer used the Passive Voice?
 - to emphasise the person who does the action
 - to emphasise the action itself
- How is the Passive Voice formed?
 - subject + verb *to be* + past participle
 - subject + *is* or *was* + Past Simple

In relative clauses in the Passive Voice, we can omit the relative pronoun (who, which or that) and the verb form of *to be*.

*Less familiar are some other systems of communication (which are) **found** in small communities across the globe...*

B. Complete the sentences with the Present Simple Passive or the Past Simple Passive of the verbs in brackets.

- The language which _____ (speak) in this region is of very old origin.
- Several dictionaries _____ (offer) for free on the Internet.
- The emails _____ (not send) yesterday. We have to send them today.
- Please read the document which _____ (attach) to the email I am sending you.
- On La Gomera, whistling _____ (not often use) by people who live in the city.
- I would like to see the photos which _____ (take) during our holidays.
- This app _____ (create) by the company where my brother works.
- This course _____ (design) to improve the computer skills of first-year university students.

Intonation

Listen and repeat. Notice the intonation and rhythm.

1. UNICEF is an organisation which helps take care of the health and education of children around the world.
2. The country where my mother was born is Argentina.
3. The man who is talking on his mobile phone works with my brother.
4. The boy who had a problem with the site deactivated his account.

Listening

A. Discuss in pairs/groups.

- Do you ever listen to news bulletins on TV or the radio?
- What kinds of topics are often discussed?
- What other sources of news information exist?

B. Listen to a news bulletin. What is each news item about?



C. Listen again and answer the questions.

1. Who did Ahmad design his website for?
 - a. his neighbours
 - b. people who make video calls
 - c. people who live in Al Wakra
 - d. people needing help with technology
2. Why was it hard to rescue the two climbers?
 - a. The weather was very bad.
 - b. Nobody knew where they were.
 - c. The helicopter couldn't reach them.
 - d. There were no experienced climbers to help.
3. Which athletes broke a record?
 - a. Ashura and Jeff
 - b. Patricia and Jeff
 - c. Ashura and Patricia
 - d. Ashura, Patricia and Jeff
4. When did the Robert Burns Shopping Centre open?
 - a. today
 - b. last February
 - c. last December
 - d. six months ago

D. Discuss in pairs/groups.

- What do you think of the Qatari teenager's 'HelpMe' website?
- What mistake did the British climbers make?
- How do you think each of the athletes mentioned in the sports bulletin felt?
- What can people do in the Robert Burns Shopping Centre?

Speaking

  Discuss in groups. Use some of the words/phrases given.

- How do you communicate with the different people in your life?
- What are some popular social networking sites people your age use and what do they use them for?
- What are the advantages and disadvantages of smartphones?
- How has electronic communication changed people's lives?
- What do you think the future of communication will be like?

- TIP**
- When discussing a topic, take turns to speak. Listen to what the other person is saying and try not to interrupt him/her frequently. If you need to interrupt, do it politely.
 - When it's your turn to speak and you need more time to think about what to say, avoid long pauses. Use phrases which help you gain time.

Useful apps

instant messaging
Skype
video chat

Advantages

user-friendly
handy
practical
portable
time-saving
convenient
store huge amounts of data
know latest news instantly
help people keep in touch
have got all the functions of a computer
almost like face-to-face communication

Disadvantages

time-consuming
viruses
inconvenient
outdated
costly
need to keep up to date
not socialise
spend hours downloading apps

Taking time to think

Well, let's see now...
Well, let me think...
Umm, give me a minute...
You know,...

Interrupting politely

Sorry to interrupt, but...
Can I add something?
Could I say something before you continue?
May I interrupt you for a second?
Hold on. Are you saying that...?

Getting back to the topic

Anyway, as I was saying...
Now, what was I saying?
Now, where was I?

Reading






A. Discuss in pairs/groups.

- Where are warning signs needed?
- How do warning signs or labels get the message across?

B. Look at the signs below and read through them quickly. Where would you find these signs?

C. Read again and choose from the sentences (a-d) on the next page the one that is correct for each sign.

ON-BOARD EMERGENCY INSTRUCTIONS

ALWAYS	Use the passenger emergency intercom to contact a member of staff. Listen for announcements.	
FIRE	Move to an unaffected carriage. Remain inside - tracks are electrified. Follow instructions of emergency workers. Fire extinguishers are located at the end of each carriage.	
MEDICAL	If a passenger needs medical attention, notify a member of staff. If you are medically qualified and able to assist, identify yourself to a member of staff.	
POLICE	Notify a member of staff of any unlawful or suspicious activity on board - they can contact the police.	
EVACUATION	Lift plastic cover above side door. Pull red handle down. Slide door open. Evacuate only when instructed by the crew.	



Warning Flag Meanings:

	LOW HAZARD: Calm conditions. Normal care and caution required.
	CAUTION! Moderate waves and/or currents. Use extra care.
	HIGH HAZARD! Large waves and/or strong currents. Swimmers are strongly advised not to enter the water.
●	ATTENTION! DANGER! No swimming or surfing permitted.

SITE SAFETY

 All visitors and drivers must report to the site office and obtain permission before entering the site or any work area.







Wear protective equipment at all times on this site.







Wear eye, ear and hand protection where appropriate.

 **Caution! Construction work in progress. Beware of lorries.**

 **Vehicles parked at owners' risk. Park only in the specified areas.**



CAUTION

THIS SIGN HAS SHARP EDGES

DO NOT TOUCH THE EDGES OF THIS SIGN

Sign A

- In an emergency, always give instructions to other passengers to help them.
- In case of fire, evacuate the train immediately.
- If you are a doctor, you should inform a member of staff in an emergency.
- If you see someone behaving in an unusual or dangerous manner, call the police.

Sign B

- When there is a red flag, swimming is considered dangerous.
- When there are strong winds and waves, there is a green flag.
- Surfers are allowed in the water only when there is a yellow flag with a black circle.
- Swimmers are warned to keep out of the water when there is a yellow flag.

Sign C

- If you see someone entering the site, notify the site office.
- You can enter the work area only if you have permission.
- Parking is not permitted.
- Lorries are not permitted on this site.

1. Find words in the signs that mean the same as the following:

- to inform (sign A)
- not legal (sign A)
- to move out of a dangerous place to somewhere safe (sign A)
- extreme care and attention (sign B)
- not too big nor too small in amount or degree (sign B)
- to get (sign C)
- happening at this time (sign C)

Listening

R. Listen to five conversations, take notes and match them with the signs a-g below. Write 1-5. There are two signs which you do not need to use.



a



b



c



d



e



f



g

B. Look at the signs again and in pairs discuss what they mean. Use the phrases in the box.


Saying whether something is permitted or not

- ... is (not) allowed.
- You're (not) allowed to...
- ... is (not) permitted.
- ... is strictly forbidden.
- It's strictly forbidden to...
- It's (not) illegal to...
- ... is (not) against the law.
- People/You can/may/must/should (not)...
- People/You are (not) supposed to...


Speaking

A.  **Talk in groups. Discuss the following questions.**


- What are some of the advantages of face-to-face communication?
- Why is face-to-face communication more effective than other means of communication?
- How do facial expressions and body language contribute to a person's ability to communicate?
- What are some of the disadvantages of face-to-face communication?

B.  **Read the communication practices in the box. Discuss how you think they can make communication more effective.**

- | | |
|--|---|
| <ul style="list-style-type: none"> • maintaining eye contact • speaking slowly and clearly • speaking in a friendly way • using suitable hand gestures • sitting in a respectful way • showing the other person that you are listening to them | <ul style="list-style-type: none"> • accepting and encouraging questions • asking for an explanation when you don't understand something • giving someone enough time to answer without interrupting them • respecting the other person's opinion |
|--|---|

C.  **Look at the pictures. How are the people communicating in each picture? Which of the practices in the box above do you think the people in the pictures are using / not using?**



D.  **Which of the practices in the box do the other members of your group do well? Which ones do they need to practise?**

Writing A report

A.  **Discuss in pairs/groups.**


- What means of communication are used in a work environment?
- Which do you consider to be most effective? Why?

B.  **Read the writing task below and answer the questions that follow.**

The manager of the company that you work for has asked you to write a report discussing communication within the company. In your report you should deal with:

- the means of communication in use
- who uses them and why
- what changes can be made to improve communication

1. Who do you have to write the report for?
2. Which of the following should you do in the report?
 - a. provide a detailed description
 - b. discuss advantages and disadvantages
 - c. provide information and express your opinion
3. What characteristics should the report have?
 - a. be descriptive
 - b. be brief and to the point
 - c. be lively and enthusiastic
 - d. be amusing and entertaining
 - e. be organised and well-structured
 - f. be clear and easily understandable

C.  Now read the report and choose the most appropriate heading for each paragraph.

Workplace Communication at ThinkTank Product Developers

The staff members
Purpose
Topic

This report discusses how members of staff at *ThinkTank Product Developers* communicate and provides recommendations as to how communication within the company can be strengthened and improved.

The benefits of communication
The importance of electronic communication
Means of communication in use


Different means of communication are used at *ThinkTank Product Developers*. Electronic means of communication, such as email, play an important role, but so do written means of communication in the form of letters, memos, notices, announcements and the company's monthly newsletter. Face-to-face and over-the-phone communication are also used, but to a lesser extent.

Where they are used and when
Who uses them and why
What is used and where

Firstly, junior members of staff communicate among themselves in the workplace mainly through electronic means of communication. They may also, at times, have a phone conversation if something is very important and needs to be dealt with as soon as possible. Written means of communication are usually used by the company to keep members of staff informed about major decisions and important changes. As for face-to-face communication, it is limited and is only really used among senior members of staff or when meetings are held to advise or instruct junior members of staff.

Recommendations
Key points
Our company

Although different communication methods are used at *ThinkTank Product Developers*, I am convinced that the company would benefit from using more face-to-face communication. Face-to-face communication plays an important role in building stronger working relationships and getting people more involved. Increasing face-to-face communication could, thus, make our company more efficient and effective.




D.  Now read the report again and answer the questions.

1. Is the language in the report formal or informal? Give examples.
2. What linking words/phrases does the writer use?
3. How do the paragraphs and headings help the organisation of the report?

E. Read the writing task below and underline the key words.

An educational publisher is interested in foreign language learning in different countries. You have been asked to write a report about foreign language learning in your country. In your report you should deal with the following:

- the foreign languages people learn in your country
- who learns foreign languages and why
- how foreign language learning can be improved in your country

F.    Read the TIP below and the plan in the Writing Reference section on page 70. Then write your report (140-190 words).

When writing a report:

- read the information given carefully and cover all the points required.
- organise your ideas into separate paragraphs for every major point.
- use headings to indicate what topic each paragraph focuses on.
- present the information in an impersonal, formal way.
- use standard grammar and spelling conventions.
- use linking words/phrases to connect

TIP

A. Choose a, b or c.

- Dylan might be at the shopping centre, because he _____ something about going shopping.
a. warned b. mentioned c. referred
- I _____ a new antivirus program on my computer today.
a. installed b. scrolled c. attached
- The younger _____ uses social media sites much more often than mine does.
a. generation b. origin c. progress
- It is _____ for all drivers to wear seat belts.
a. compulsory b. monthly c. protective
- Jack's no good at _____ jokes. Nobody laughs when he does.
a. saying b. telling c. explaining
- Warning signs are _____ at the entrance of the building site.
a. separate b. supposed c. located
- Everybody _____ the building because of the fire on the fifth floor.
a. deactivated b. obtained c. evacuated
- I _____ to the manager about the bad service at the restaurant.
a. complained b. gossiped c. notified
- The boy asked for his mother's _____ to go to the park.
a. gesture b. law c. permission
- We walked through the construction site with extreme _____.
a. warning b. hazard c. caution

B. Rewrite the sentences using the word given.

- It is illegal to talk on your mobile while driving. **law**

- Smoking in this building is not allowed. **permitted**

- You mustn't use the staff lift. **forbidden**

- I know I should be at home in bed, but I came to work anyway. **supposed**

C. Circle the correct words..

- The boy **whose / who** grandparents can use a whistled language is from Turkey.
- We can meet at the café **where / which** is in Grandview Avenue.
- I've got a classmate **who / which** can use sign language.
- The hotel **which / where** we stayed was a bit far from the beach.
- The lift **where / that** is next to the reception desk is out of order.
- 2017 is the year **which / when** I went to university.

D. Rewrite the sentences using the Present Simple Passive or the Past Simple Passive. Start with the words given.

- The company's employees send hundreds of emails every day.
Hundreds _____

- The teacher explained the exercises once more.
The exercises _____

- All workers wear protective equipment at the building site.
Protective equipment _____

- The creative team didn't discuss the new project in yesterday's meeting.
The new project _____

- My brother posted a comment on the school blog.
A comment _____

E. Put the dialogue in the correct order. Write 1-6.

- So by tapping on it, I can do things that I normally do on my computer?
- 1** Oh, dear! This tablet is too difficult for me to use! I can't even find the keyboard. How do I write on this thing?
- Exactly.
- First of all, this is a touchscreen. So, you tap on it if you want to do something...
- Right now, it's locked. You have to drag this bar to the right and then enter your password. Then you can send email, download and install applications...
- Well, I think that mine just doesn't work, because I've been tapping on it for...

Self-assessment

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

NOW I CAN...

- | | |
|---|--------------------------|
| define people, places, things and ideas | <input type="checkbox"/> |
| use phrases to help me gain time when I need more time to think | <input type="checkbox"/> |
| use phrases to politely interrupt someone or to get back to the topic of discussion | <input type="checkbox"/> |
| understand warning signs | <input type="checkbox"/> |
| say whether something is permitted or not | <input type="checkbox"/> |
| express an opinion | <input type="checkbox"/> |
| write a report | <input type="checkbox"/> |

1a Grammar

Complete the following sentences below about yourself. Then talk in pairs.

Student A: Ask your partner questions in order to find out how he/she behaves in different situations.

Student B: Answer Student A's questions.

Then swap roles. Finally, report your partner's most interesting answers to the class.

1. When I get up in the morning, _____.
2. When something scares me, _____.
3. The moment I hear the phone ring, _____.
4. As soon as I get home from work/school, _____.
5. When I meet a new person, _____.
6. Whenever I'm bored, _____.
7. Whenever I have some free time, _____.
8. As soon as I realise that somebody is angry with me, _____.
9. Whenever I feel stressed, _____.
10. When I can't have something I want, _____.

What do you do when you get up in the morning?
When I get up in the morning, I...

1b Student A

Look at the table and answer Student B's questions.



Pierre Clermont	
Age:	24
Nationality:	French
Likes:	eating out, sports, art, reading, cycling
Dislikes:	shopping, swimming



2b

R. Talk in pairs.

Student A

Imagine you found yourself in a dangerous situation, but fortunately you managed to survive. Tell Student B about your experience, explaining what happened, what you did and how you felt. Answer any questions he/she may have. Use some of the words/phrases in the box.

hiking snake step on shake with fear slip
hang off hold on edge cliff terrified panic
shout be fortunate rescue pull up relieved

Student B

You see your friend (Student A) who doesn't look very well. Ask him/her what is wrong, listen to him/her carefully and respond appropriately. Ask questions to find out more about his/her unfortunate experience. Use some of the phrases in the box.

Responding to bad news and showing concern

How awful!	And then what? Didn't you...?
Really? That's terrible!	Don't tell me you...?
What? Are you serious?	Are you all right?
Oh dear!	Is everything OK?
Poor you!	Is there anything I can do to help?
That's so scary!	You aren't hurt, are you?
What a frightening experience!	Don't worry. It's over.
You're joking/kidding, right?	

In conversation, it is important for the listener to respond to what the speaker is saying by showing interest, surprise, concern, sympathy, etc. You can respond by:

TIP

- making exclamations (*How awful!, Poor you!, That's so scary!*).
- asking different types of questions (*Is there anything I can do?, Who rescued you?*) as well as negative questions (*Wasn't anyone with you?*) and tag questions (*You aren't hurt, are you?*).

6 What's up with you? You don't look very well.

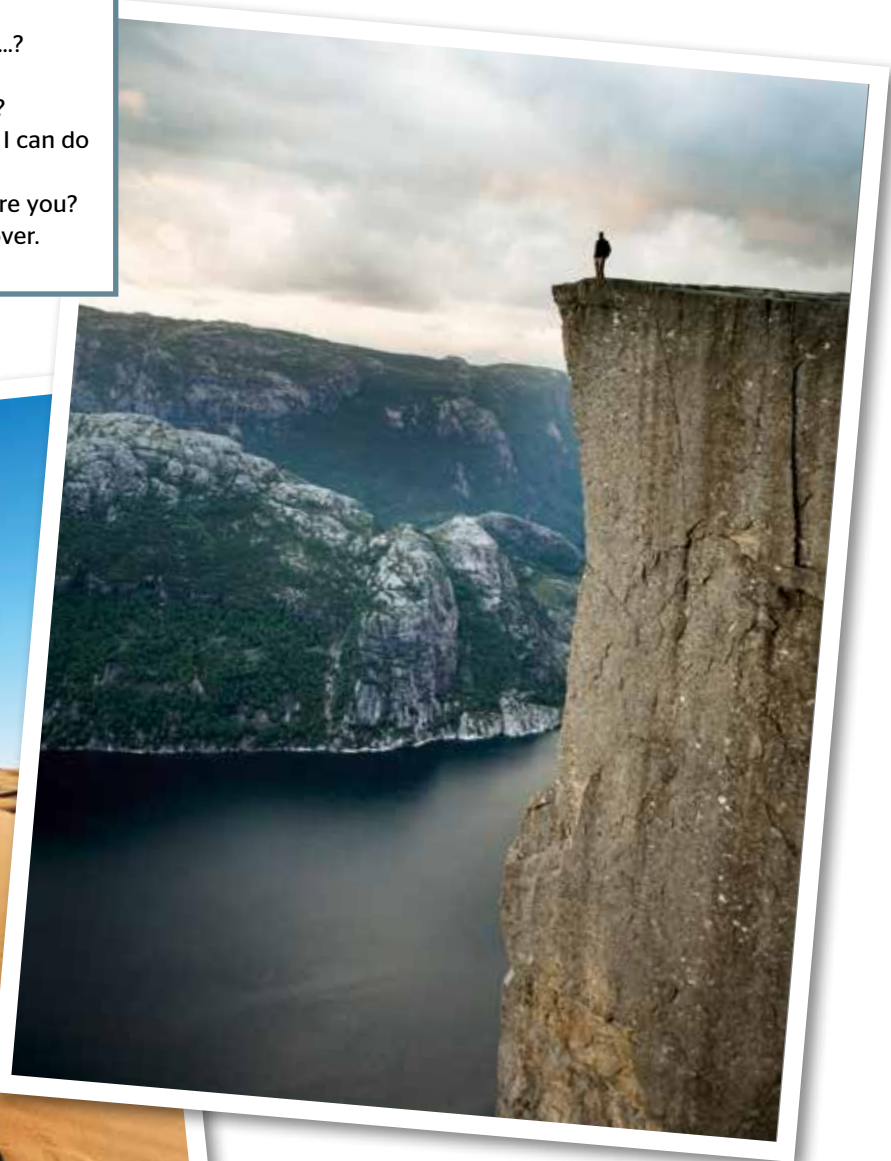
You won't believe what happened to me yesterday. As I was on a safari in the desert...

What? Are you serious?

Yeah, I'm still in shock! 🐾

B. Discuss in pairs/groups.

- What's the most dangerous or unusual situation you have ever been in?
- How did you react?
- How did you feel?



4b Role play

Student A

You work for an agency that helps young people find work during the summer holidays. A young person (Student B) has come to register as a job seeker. Ask him/her to provide you with his/her personal details and some information about the type of work he/she would like to do. Make sure to repeat back to the person what you have written down to check you have recorded it correctly. Use some of the phrases in the box.

Job Seeker Information Form

Name: _____

Date of Birth: _____

Email Address: _____

Availability for work: From ___ / ___ / ___ to ___ / ___ / ___

Type of work wanted: _____

Other things that will do: _____

Relevant qualifications/experience: _____

Personal qualities: _____

Languages spoken and level of proficiency: _____

Hobbies/Interests: _____

Future plans: _____

Other useful information: _____

Driving licence: yes / no

Own transport: yes / no

Introducing a subject

First, let me begin by...

One/Another thing we need to discuss is...

Now, let's talk about...

Let's move on to your...

Confirmation check

Could you repeat that for me, please?

Sorry, I didn't quite understand what you said.

Could you say that more slowly, please?

Repeating back information

Ok, so that's....

So, you said your name / date of birth was..., is that right?

So, you have/own/speak etc..., correct?

Let's go through that again. So, you...

Let me see if I understood that correctly. You...

Sorry, did you say that you...?

New Career Agency

Check out the following positions available for teenagers who want to work during their summer holidays:

- Nursing assistants
- Camp leaders
- Customer service in the National Library
- Kindergarten teacher assistants
- Marketing interns

1b An informal letter/email

Plan

GREETING

- Greet the person you're writing to.
 - Dear Kevin, • Hi Bill! • Hello Mary, • Hey Phill!
 - Dear Mum, • Dear Uncle Greg,

OPENING PARAGRAPH

- Begin your letter/email and say why you're writing. Use set phrases like:
 - How's it going? I hope everything's OK.
 - How are you (keeping)?
 - Thanks for your last letter/email.
 - It was nice to hear from you again.
 - I'm writing to tell you / let you know...
 - Sorry I didn't reply sooner, but...
 - It's taken me ages to reply, but...
 - I've been meaning to get back to you, but...
 - Sorry I haven't written for so long, but...

MAIN PART (1-3 paragraphs)

- Mention everything you want to include in your letter/email.

CLOSING PARAGRAPH

- State anything you want to emphasise and end your letter/email. Use phrases like:
 - I have to go now.
 - Well, I'd better finish off here.
 - That's all for now.
 - Say hello to everyone.
 - Email me when you get the chance.
 - Get back to me soon.
 - Keep me posted.
 - Drop me a line and let me know how you're doing.
 - I'm looking forward to hearing from you.

SIGNING OFF

- Use a signature ending and your first name below that.
 - Yours, • Take care, • Bye for now, • Love, • Keep in touch,
 - All the best, • Best wishes, • See you soon, • Write back soon,



CHECKLIST: INFORMAL EMAIL

Following instructions

- I read the rubric and the email I am replying to carefully.
- I checked that I understood why I was writing the email.
- I responded suitably to all the requests.

Format

- I used the appropriate layout.
- I organised my text into paragraphs.
- I used a suitable greeting and signed off appropriately.

Content

- I used informal language, phrases and expressions.
- I included one or more exclamation and direct question.
- I used standard grammar and spelling conventions.

Review

- I corrected any grammar, spelling and punctuation errors.
- I made sure that my writing is neat and easy to read.

An informal email

An informal email/letter is usually sent to a friend, a relative or an acquaintance. Note the layout below:

Subject: a brief phrase that indicates what the content of the email is.

Greeting: on the left-hand side of the page. Put a comma after the name.

Paragraphing: write in blocked paragraphs leaving a blank line in between the paragraphs.

Signing off: on the left-hand side of the page. Use your first name.

To... eileen728@mymail.com
 From... karen341@freenet.com
 Subject... Great news

Dear Eileen,

Hope to see you soon,
 Karen

An informal letter

An informal letter is a personal letter usually written to a friend, a relative or an acquaintance. Note the layout below:

Greeting: on the left-hand side of the page. Put a comma after the name.

Indent paragraphs: start the first line of each paragraph under the comma.

Signing off: towards the right-hand side of the page (e.g. Yours, Best wishes). Don't forget the comma followed by your first name written underneath.

Your address: on the right-hand side of the page (not always necessary).

Date: below the address.

Dear Betty,

92 Park Lane
 Bidston, Lancs.
 LA4 7PL
 18 June 20....

Keep in touch,
 Jill

2b A story

Plan

INTRODUCTION

Describe the setting of the story (time, place, weather, etc.) and introduce the main character(s).

MAIN PART (2-3 paragraphs)

Describe the series of events that lead up to the climax (what the character(s) did, saw, heard, said, etc. and how they felt).

CONCLUSION

Describe what happened in the end and make a short comment.

Write notes in each section.

Introduction (describing the scene)

Setting: _____

Where: _____
When: _____



Major characters: _____

Main part (narrating the story)

Rising action:	Climax:	Falling action:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Conclusion (ending the story)

End of action / Feelings / Lesson Learnt:



CHECKLIST: STORY

Following instructions

- I read the rubric carefully.
- I checked that I understood why I was writing the story.
- I responded suitably to all the instructions.

Format

- I used the appropriate layout.
- I organised my text into paragraphs, including an introduction and a conclusion.

Content

- I used narrative tenses (e.g. Past Simple, Past Progressive).
- I used suitable time linkers to indicate sequence of events.
- I included some Direct Speech and appropriate expressions.
- I used descriptive and figurative language (e.g. idioms, expressions, metaphors, etc.)

Review

- I corrected any grammar, spelling and punctuation errors.
- I made sure that my writing is neat and easy to read.

3b An article describing a place

Plan

TITLE

Think of an interesting or catchy title.

INTRODUCTION

- Give some general information about the place.
- Refer to what makes the place so interesting or why you are going to write about it.

MAIN PART (1-2 paragraphs)

- Describe the place, the sights and any other attractions.
- Give your impression of the place and/or describe your feelings.

CONCLUSION

Sum up your opinion by making a general comment about the place or by expressing your feelings.

CHECKLIST: ARTICLE DESCRIBING A PLACE

Following instructions

- I read the rubric and the announcement I am responding to carefully.
- I checked that I understood why I was writing the article.
- I thought about who will read the article and made sure I wrote in an appropriate way for this audience.
- I learnt as much as I could about the location by carrying out independent research using the Internet.

Format

- I organised my text into paragraphs, including an introduction and a conclusion, and included a title to capture the reader's interest.

- I followed the suggestions in the plan for what to include in the different paragraphs of the article.

Content

- I used the Present Simple to describe the place now.
- I used the Past Simple to talk about its history.
- I used a variety of phrases/expressions to make my article interesting and enjoyable for the reader.
- I included at least one example of an exclamation mark and of a direct or indirect question.

Review

- I corrected any grammar, spelling and punctuation errors.
- I made sure that my writing can be read easily.

4b A formal letter/email asking for and giving information

Plan

GREETING

- Use a formal greeting.
- Dear Sir/Madam,
- Dear Mr/Miss/Ms/Mrs + last name,
- Dear Sirs,
- To whom it may concern,

OPENING PARAGRAPH

- Say why you are writing the letter/email.
- Refer to the text (announcement, advertisement etc.) you are responding to (title, subject discussed, etc.).

MAIN PART (2 paragraphs)

- In the first paragraph, explain who you are and why you are writing.
- In the second, explain the information that you require. Use formal linking words/phrases to list your questions.

CLOSING PARAGRAPH

Use a set phrase to end your letter politely:

- I appreciate any assistance you can provide.
- I look forward to receiving your reply.
- Thank you in advance for your help.

SIGNING OFF

- Use an appropriate signature ending.
- Yours faithfully, (when you do not know the name of the person you are writing to)
- Yours sincerely, (when you know the name of the person you are writing to)
- For a letter, sign underneath and print your full name below your signature. For an email, type your full name.

CHECKLIST: FORMAL LETTER/EMAIL ASKING FOR AND GIVING INFORMATION

Following Instructions

- I have read the rubric and the text I am responding to carefully.
- I made sure I knew why I was writing this formal letter/email.
- I thought about who will read my letter/email and then wrote in a suitable formal style.

Format

- I used the appropriate layout.
- I organised my text into paragraphs.
- I used a suitable greeting and signed off appropriately.

Content

- I avoided using direct questions.
- I avoided using contractions (e.g., I'm, it's) and other features of informal letter writing.
- I used formal linking words/phrases to list questions.

Review

- I corrected any grammar, spelling and punctuation errors.
- I made sure that my writing can be read easily.



A formal letter

A formal letter is written to someone you don't know personally and it is usually of a business nature. Note the layout below:

The diagram shows a formal letter layout with the following components and callouts:

- Position of the person you are writing to and/or name of company (start one line below the date).** Points to: *Human Resources Manager
Jacksonville Swimming Pool
72 Albany Ave.
Chicago, IL 60616*
- Address of the person or company you are writing to.** Points to the same address block.
- Greeting: on the left-hand side of the page (leave a blank line before and after the greeting).** Points to: *Dear Sir or Madam, / Dear Mr Jones,*
- Signing off: on the left-hand side of the page, followed by a comma.** Points to: *Yours faithfully, / Yours sincerely,*
- Your signature and your full name clearly written underneath.** Points to: *[Handwritten Signature]
Gareth Thomas (Mr)*
- Your address: on the right-hand side of the page (without your name).** Points to: *92 Park Lane
Boston, MA
02215*
- Date: below the address, leaving a blank line in between.** Points to: *18 June, 20...*
- Paragraphing: You can indent or write in blocked paragraphs leaving a blank line in between the paragraphs. Note that when using blocked paragraphs, everything begins on the left-hand side of the page, except your address and the date.** Points to the main body of the letter.

In a formal letter/email, when you don't know the name of the person you are writing to, begin with **Dear Sir/Madam**. When you are writing to a woman and are unsure of her marital status, begin with **Dear Ms + last name**.

TIP



5b A report

Plan

TITLE

Give your report a title.

HEADINGS

Give each paragraph a suitable heading.

INTRODUCTION

State what the report is about. Use phrases like:

- *The aim/purpose of this report is to...*
- *This is a report about...*
- *This report describes / deals with / focuses on / assesses...*

MAIN PART (2-3 paragraphs)

Organise the information you want to give into paragraphs that focus on one topic.

CONCLUSION

• **State your overall impression/opinion. Use phrases like:**

- *All in all,... / On the whole,... / To sum up,... / Overall,... / Taking everything into consideration,...*
- *In my opinion,... / I feel certain that... / I strongly believe that... / I definitely recommend...*

• **Make any relevant recommendations/suggestions. Use phrases like:**

- *I would recommend/suggest...*
- *It would be a good idea to...*
- *It would be advisable to...*
- *This could best be achieved by...*
- *If these changes are made/implemented, then...*
- *I hope the above suggestions will prove to be helpful/effective.*

CHECKLIST: REPORT

Following instructions

- I read the rubric carefully.
- I made sure that I know why I am writing this report.
- I thought about who will read my report and wrote it in a suitable style.

Format

- I used the appropriate layout.
- I organised my text into paragraphs.
- I used a suitable heading for each paragraph.

Content

- I made sure the information presented is clear and factual, and did not include unnecessary details.
- I used appropriate formal phrases to state purpose, make suggestions and express opinions.
- I used standard grammar and spelling conventions.

Review

- I corrected any grammar, spelling and punctuation errors.
- I made sure that my writing is neat and easy to read.

Module 1

Present Simple vs Present Progressive

Present Simple

I work	He sleeps
Do you work?	Does she sleep?
They don't work	It doesn't sleep

Present Progressive

I'm working	He's sleeping
Are you working?	Is she sleeping?
They aren't working	It isn't sleeping

We use the Present Simple:	We use the Present Progressive:
<ul style="list-style-type: none"> for permanent states. <i>Ted lives in Wembley.</i> for habits or actions that happen regularly. <i>We always have breakfast at eight.</i> for general truths. <i>The earth goes around the sun.</i> 	<ul style="list-style-type: none"> for temporary states. <i>I'm taking driving lessons this month.</i> for actions happening at the moment of speaking. <i>Lucy is sleeping now.</i> for situations which are changing or developing around the present time. <i>Air pollution is increasing in our city.</i> for future arrangements. <i>We're flying to Amsterdam tonight.</i>

Time Expressions	
Present Simple	Present Progressive
usually, always, often, etc. every day/week, etc. in the morning/spring, etc. on Mondays / Monday morning, etc. at the weekend, etc. once/twice/three times, etc. a week/day, etc.	now, right now, at the moment, today, these days, this week/year, etc. tonight, tomorrow, etc. next week/year, etc.

Stative Verbs

The following verbs are usually **not** used in progressive tenses:

- Verbs of the senses:** see, feel, hear, smell, taste, seem, look (=seem), notice, appear, etc.
- Verbs of emotion:** like, dislike, love, hate, want, need, prefer, mind, etc.
- Verbs of perception and opinion:** know, mean, think (=believe), understand, agree, mean, remember, forget, imagine, hope, believe, etc.
- Other verbs:** be, have (= possess), own, belong, cost, etc.

The verbs *see, hear, smell, taste* and *feel* are commonly used with **can** to indicate an action happening now.
I can hear a strange noise coming from the kitchen.

Certain stative verbs can be used in progressive tenses when they express actions rather than states but with a difference in meaning:

- think (= consider)
I'm thinking of buying a car.
- have (= drink, eat, taste)
Greg is having lunch at the cafeteria right now.

Question words

Question words	We ask about	Examples
Who	people (subject or object)	<i>Who is your best friend?</i> <i>Who are you talking to?</i>
Whom	people (object)	<i>With whom are you going to the celebration?</i>
Which	people or things (limited choice)	<i>Which students will participate in the survey?</i> <i>Which of these jumpers do you like best?</i>
What	things (unlimited choice), actions and activities general descriptions specific information	<i>What did you buy?</i> <i>What happened?</i> <i>What is your brother like?</i> <i>What kind of cars do you like driving?</i>
Whose	possession	<i>Whose are these trainers?</i>
Why	reason, purpose	<i>Why did she call you?</i>
When	time	<i>When are your parents coming?</i>
Where	place	<i>Where would you like to go tonight?</i>
How	manner specific information quantity someone's health frequency	<i>How did you fix this?</i> <i>How far is it to the station?</i> <i>How long are you staying?</i> <i>How much coffee is left?</i> <i>How's your sister?</i> <i>How often do you travel?</i>

Subject - Object Questions

- Subject Questions:** When we use the question words **who, which** and **what** to ask about the subject of the verb, we form the question without auxiliary verbs (**who / which / what + verb** in the **affirmative form**).
Who saw the accident? Tom (saw the accident).
What happened outside? An accident (happened).
- Object Questions:** When we use the question words **who, which** and **what** to ask about the object of the verb, we form the question with auxiliary verbs (**who / which / what + verb** in the **question form**).
Who did you see at the restaurant?
(I saw) Tom and June.
What are you eating?
(I'm eating) Chinese food.

Indirect questions

We use indirect questions when we ask for information. Indirect questions begin with phrases like:

- Can/Could/Would you tell me...?
- Can/Could/Would you inform me...?
- Can/Could/Would you let me know...?
- Do you know...?
- I'd like to know...
- I was wondering...

Direct Question

Where is the post office?

Indirect Question

Can you tell me where the post office is?

Direct Question

Is the museum open today?

Indirect Question

Do you know if/whether the museum is open today?

- If the direct question begins with a question word, the indirect question also begins with **the same question word**.
- If the direct question does not begin with a question word, the indirect question begins with **if/whether**.
- In indirect questions, the word order is the same as in affirmative sentences and the tenses do not change.

Module 2

Past Simple

I worked	He slept
Did you work?	Did she sleep?
They didn't work	It didn't sleep

Irregular verbs in the Past Simple don't take **-ed**. For a list of irregular verbs go to page 76.

We use the **Past Simple** for:

- actions that started and were completed at a specific time in the past.
We bought our house five years ago.
- habitual or repeated actions in the past.
I always went to bed early when I lived with my parents.
- completed actions that happened one after the other in the past.
I made a sandwich, turned on the TV and watched the match.
- permanent situations in the past.
I lived in London for 20 years.

The Past Simple of the verb *can* is **could**.
The Past Simple of the verb *to be* is **was/were**.

TIME EXPRESSIONS

- yesterday / yesterday morning, etc.
- in + years / centuries
- last night / month / Friday / summer, etc.
- two days / a week ago

used to

I used to work	He used to sleep
Did you use to work?	Did she use to sleep?
They didn't use to work	It didn't use to sleep

used to + base form is used:

- to describe permanent past states.
I used to be overweight when I was younger.
- to describe past habits.
My father used to drive to work, but now he walks.
- to describe repeated actions in the past, that no longer happen.
We used to go out every day, but we don't anymore.

Used to is **NOT** used for isolated actions or events that happened in the past.

Past Progressive

I was working	He was sleeping
Were you working?	Was she sleeping?
They weren't working	It wasn't sleeping

We use the **Past Progressive**:

- for actions that were happening at a specific point of time in the past.
I was watching TV at seven o'clock yesterday evening.
- to describe background scenes in a story.
Jill was walking in the forest and it was raining.
- for actions that were happening at the same time in the past. In this case, we usually use **while** or **as**.
While I was watching TV, my mother was cooking.

Past Simple vs Past Progressive

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while**, **when** or **as**.
As/While I was driving, I saw a cat in the street.
I was sleeping when the telephone rang.

We can use **as soon as** with the **Past Simple** to express that one thing happened a short time after the first.
As soon as they left, we started cleaning up the house.

Module 3

Present Perfect Simple

I have worked	He has slept
Have you worked?	Has she slept?
They haven't worked	It hasn't slept

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly.
I've travelled to Colombia twice.
- for a state which started in the past and continues up to the present.
Mark has had this car since September.

- for actions which happened in the past and finished, but their results are obvious in the present.
I'm tired. I've just finished studying.
Look! Jerry has broken his leg!

For a list of irregular verbs go to page 76.

TIME EXPRESSIONS

always, ever, never, before, once, twice, many times, so far, just, recently, lately, for, since, already, yet, etc.

have been to = have visited and come back
have gone to = have not returned yet
I've been to the shopping centre twice this week.
John isn't here; he's gone to the shopping centre.

Present Perfect Simple vs Past Simple

We use the Present Perfect Simple:	We use the Past Simple:
<ul style="list-style-type: none"> • for actions that happened in the past, but we don't say when exactly. <i>I have tasted Mexican food.</i> • for actions that started in the past and are still happening in the present. <i>Ted has worked as a waiter for two years. (=he is still working).</i> 	<ul style="list-style-type: none"> • for actions that happened at a definite time in the past. We say when. <i>I tasted Mexican food last night.</i> • for actions that started and were completed in the past. <i>Ted worked as a waiter when he was a student.</i>

We use **for** and **since** for actions that started in the past and continue up to the present.
for + a period of time
I've had this car for five years.
since + a specific point in time
I've had this car since 2013.
Present Perfect Simple + since + Past Simple
Julia has changed jobs three times since she came to Lakewood.

Adjectives / Adverbs

- Adjectives describe nouns.
- Adverbs of manner describe how something happens.

We form most adverbs of manner by adding <i>-ly</i> to the adjective.	<i>quiet</i> → <i>quietly</i> <i>careful</i> → <i>carefully</i>
Adjectives ending in a consonant + <i>-y</i> , drop the <i>-y</i> and take <i>-ily</i> .	<i>easy</i> → <i>easily</i>
Adjectives ending in <i>-le</i> , drop the <i>-e</i> and take <i>-ly</i> .	<i>terrible</i> → <i>terribly</i>

Irregular adverbs
<i>good</i> → <i>well</i>
<i>fast</i> → <i>fast</i>
<i>hard</i> → <i>hard</i>
<i>late</i> → <i>late</i>
<i>early</i> → <i>early</i>

Comparatives and superlatives of adjectives and adverbs

- We use the **comparative** of adjectives and adverbs when we compare two people, animals or things. Adjectives and adverbs are usually followed by **than**.
Peter is taller than James.
Living with your family can be easier than living on your own.
- We use the **superlative** of adjectives and adverbs when we compare one person, animal or thing with several of the same kind. Adjectives and adverbs always take the definite article **the** and are usually followed by the prepositions **of** or **in**.
That's the most interesting book I've ever read.
My brother drives the most carefully of all of us.

All one-syllable and most two-syllable adjectives take -er/-est	<i>short - shorter - the shortest</i> <i>happy - happier - the happiest</i> <i>big - bigger - the biggest</i>
Adjectives with three or more syllables and some two-syllable adjectives take: more + adjective / most + adjective	<i>interesting - more interesting - the most interesting</i>
All one-syllable adverbs and early take -er/-est	<i>fast - faster - the fastest</i> <i>early - earlier - the earliest</i>
Adverbs with two or more syllables take: more + adverb / most + adverb	<i>carefully - more carefully - the most carefully</i>

Irregular Comparative and Superlative Forms

Positive Form	Comparative form	Superlative form
good/well	better	the best
bad/badly	worse	the worst
little	less	the least
far	farther/further	the farthest/furthest
many/much	more	the most

Some two-syllable adjectives form comparative and superlative forms in both ways.
clever - cleverer / more clever - cleverest / most clever
common - commoner / more common - commonest / most common
narrow - narrower / more narrow - narrowest / most narrow
simple - simpler / more simple - simplest / most simple

Other forms of comparison

- **less + adjective/adverb + than** (to show inferiority)
The jumper is less expensive than the shirt.
Terry paints less terribly than his sister.
- **the least + adjective/adverb + of/in** (to show inferiority)
This is the least interesting book in the world!
- **as + adjective/adverb + as** (to show similarity)
The skirt is as colourful as the shirt.
Kevin runs as fast as Scott.
- **not as/so + adjective/adverb + as** (to show difference)
The jumper isn't as expensive as the shirt.
Kevin doesn't run as/so fast as Scott.
- **comparative + and + comparative** (to indicate continual increase or decrease)
The car was going faster and faster.

To emphasise a comparative we use the words **much, a lot, rather, a little, even** and **far**.
She's much prettier than her friend Sally.

Module 4

Modals I

must / have to / need

- We use **must + base form** to express **personal obligation** in the present/future.
I must finish this by tonight. (= I say so)
- We use **have to + base form** to express **external obligation** in the present/future.
You have to drive on the left when you're in England. (= it's the law)

We use **have to** to form all the other tenses, expressing either personal or external obligation.

When I was at school, I had to wake up at 7 o'clock every morning.

We'll have to work really hard to finish this project.

- We use **need to + base form** to express **necessity** in the present or future.
I need to know how many people will be at the seminar.

mustn't / can't

- We use **mustn't/can't + base form** to express **prohibition**.
You mustn't / can't park here. (= you aren't allowed to)

don't have to / don't need to / needn't

- We use **don't have to / don't need to / needn't + base form** to express **lack of obligation/necessity** in the present or future.
You don't have to call us again. (= it isn't necessary)
She doesn't need to buy us presents.
You needn't worry. Everything is under control.

- We use **didn't have to / didn't need to + base form** to express **absence of necessity** in the past (something wasn't necessary, but it is not clear if it was done or not).
I didn't have to/didn't need to pick up the kids from school.

Need means that something is necessary. It is used:

- as a **main verb** in all tenses, in the affirmative, negative and question form. It is followed by **to + base form** and forms the negative and question form with auxiliary verbs.
- as a **modal verb** only in the negative and question form of the **Present Simple**. It is followed by a **base form** and forms the negative and question form without auxiliary verbs.

Affirmative	Questions
I need to go. He needs to go.	Do I need to go? / Need I go? Does he need to go? / Need he go?
Negative	
I don't need to go. / I needn't go. He doesn't need to go. / He needn't go.	

should / ought to

Should / Shouldn't + base form refers to the present or future and is used:

- to ask for or give **advice**.
Should I apologise to John for shouting at him?
You shouldn't eat so much sugar.
- to express an **opinion**.
He should be more careful when he drives.
- to make a **suggestion**.
You should go to that new restaurant. It's fantastic!
- to express mild **obligation**.
You should go to work on time.

Should can be replaced with **ought to** in all of the above examples.

You ought to go to that new restaurant. It's fantastic!
You ought not to eat so much sugar.

had better

We use **had better + base form** to give strong advice. It often expresses **threat** or **warning** and it's stronger than *should/ought to*. It refers to the present or future, not the past. Its negative form is **had better not**. In spoken English the short form is commonly used (I'd better, you'd better, etc.).

You'd better ask a doctor about it.
You'd better not lie to me again.

Modals II

may / might / could

- We use **may / might / could + base form** to express possibility in the present or future.
He could/may/might be at home now.
- We use **may not / might not + base form** to express improbability in the present or future.
We may not / might not go to the meeting tomorrow.

► **must / can't**

- We use **must + base form** to express a **positive deduction** about the present or future. We are almost certain that something is true.
My parents must be at work now.
- We use **can't + base form** to express a **negative deduction** about the present or future. We believe that something is impossible.
You can't be over 20 years old. You've just finished school!

Module 5

► **Relative pronouns (who, which, that, whose)**
Relative adverbs (where, when)

The relative pronouns *who, which, that, whose* and the adverbs *where* and *when* introduce relative clauses.

	Pronouns	Examples
PEOPLE	who/that	<i>The man who/that is driving that sports car is my uncle.</i> <i>The teacher (who/that) I like the most is Mrs Robbins.</i>
THINGS ANIMALS IDEAS	which/that	<i>The bag which/that is on the table is mine.</i> <i>The book (which/that) I read last night was great.</i>
POSSESSION	whose	<i>That's the woman whose son I go to school with.</i>

	Adverb	Examples
PLACE	where	<i>The place where I live is beautiful.</i>
TIME	when	<i>I still remember the day when I graduated from university.</i>

► **Relative Clauses**

Defining relative clauses give information which is needed to understand the meaning of the sentence. They are not separated from the main clause by commas.

She's the girl who/that lives next door.

The book (which/that) you bought is on the desk.

- **Who, which** and **that** can be omitted if they refer to the object of the sentence. **Whose, where** and **when** cannot be omitted or replaced with **that**.
- In **formal language** prepositions appear at the beginning of the relative clause.
*The chair **on** which I'm sitting isn't very comfortable. (formal)*
- In **informal language** they appear at the end of the relative clause.
*The chair (which/that) I am sitting **on** isn't very comfortable. (informal)*

► **Passive Voice**

Use

We use the **Passive Voice** to emphasise the action rather than who or what is responsible for it.

Formation

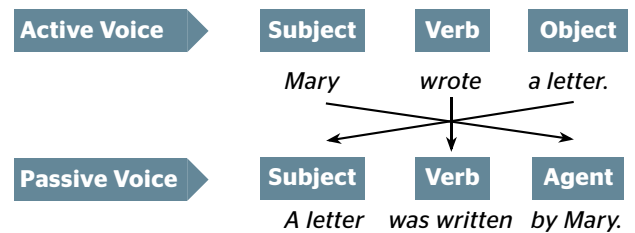
The Passive Voice is formed with the verb **to be** in the appropriate form and the **past participle** of the verb.

The person who causes or carries out the action is called an **agent** and is preceded by the preposition **by**. We usually omit the agent:

- when the action interests us more than the agent.
- when we don't know the agent.
- when it is easy to figure out who the agent is.

My bag was stolen! (by someone who we do not know)

BMW cars are made in Germany. (by factory workers)



Present Simple	Past Simple
I am called	I was called
Are you called?	Were you called?
They aren't called	They weren't called

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	lie	lay	lain
beat	beat	beaten	light	lit	lit
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bite	bit	bitten	mean	meant	meant
bleed	bled	bled	meet	met	met
blow	blew	blown	mow	mowed	mowed/mown
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
burn	burnt/burned	burnt/burned	ride	rode	ridden
burst	burst	burst	ring	rang	rung
buy	bought	bought	rise	rose	risen
catch	caught	caught	run	ran	run
choose	chose	chosen	say	said	said
come	came	come	see	saw	seen
cost	cost	cost	sell	sold	sold
cut	cut	cut	send	sent	sent
deal	dealt	dealt	set	set	set
dig	dug	dug	shake	shook	shaken
do	did	done	shine	shone/shined	shone/shined
draw	drew	drawn	shoot	shot	shot
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt/smelled	smelt/smelled
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt/spelled	spelt/spelled
fly	flew	flown	spend	spent	spent
forget	forgot	forgotten	spill	spilt/spilled	spilt/spilled
freeze	froze	frozen	spread	spread	spread
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	stick	stuck	stuck
grow	grew	grown	sting	stung	stung
hang	hung	hung	swim	swam	swum
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hide	hid	hidden	tell	told	told
hit	hit	hit	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt	understand	understood	understood
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
lead	led	led	win	won	won
learn	learnt/learned	learnt/learned	withdraw	withdrew	withdrawn
leave	left	left	write	wrote	written
lend	lent	lent			
let	let	let			

Module 1

cover (p.7)

(A) home away from home
Feels like home
Have a roof over your head
Home is where the heart is
Home sweet home
Live out of a suitcase
Make yourself at home
There's no place like home

1a (pp. 8-9)

access (n.)
admire
belongings
cope with
cramped
currently
drawback
drop by
expenses
face (v.)
fill up
furnished
get tired of
get used to
go shopping
heating
houseboat
inviting
isolated
lighthouse
location
loneliness
luxurious
narrow
out of one's mind
peace and quiet
permanent
recreational
regret (v.)
residence
settle in
spacious
stairway
temporary
tower
wisely

1a (pp. 10-11)

bungalow
campus
check in
check out
cottage
county
inform
lane (=street)
move in
move out
outskirts
put sb up
rural
suburb
suburban
urban

1b (pp. 12-13)

adjust
anxiety
appreciate

bakery
become aware of
catch up on
community
discovery
enthusiasm
fascinated
frustrated
get down to business
get involved
get over
get rid of
get to know
homesickness
impatient
initial
loved ones
miss out on
native (language)
no longer
observe
obtain
occur
period of time
phase
remind
shock
sign up
surroundings
turn into

1b (pp. 14-15)

as well (=too)
beachfront
bicycle lane
get the hang of sth
ideal
option
pleased
run (for buses)
suitable
town centre
university

Phrases

All the best
Best wishes
Drop me a line
Email me when you get the chance
Get back to me soon
How are you keeping?
I haven't told you the latest, have I?
I'd better finish off here
It's taken me ages to reply
I've been meaning to...
Just thought I'd drop you a line
Keep me posted
Let me fill you in
Personally, I believe...
Very true, but...
You have a point

Module 2

cover (p. 17)

bungee jump
endurance
go without food
hold
hold one's breath
rope
run a marathon

2a (pp. 18-19)

abandoned
against all odds
barely
branch
breathe
catastrophic
coconut
cover (=travel a distance)
crawl
damage (v. & n.)
dig
drag
drop (temperature)
drown
eventually
extreme conditions
float (v.)
footprint
force (v.)
form (v.)
harm (v. & n.)
hiker
igloo
injure
one by one
oxygen
passerby
ranger
recover
ruin (v.)
several
shelter
signal (v.)
spot (v.)
strike (tsunami)
stunned
supplies
survivor
trapped
treat (v. (in hospital))
wave (v.)

2a (pp. 20-21)

ambulance
block (v.)
bystander
emergency services
jungle
land (v.)
overturn
possibility
resident
skid
slide (v.)
violent

Words related to the weather

blizzard
blow
boiling
breeze
chilly
clear skies
drizzle (v.)
dull
foggy
freezing
icy
lightning
mild
overcast

pour (v.)
shine
shower
snowstorm
thunder

2b (pp. 22-23)

admit
although
amateur
annual
appearance
call out
challenge (n.)
compete
competitor
cyclist
chase (v.)
deck
determined
examine
gentle
hand (v.)
hole
impressed
mark (n.)
nail (v.)
narrate
novel
obvious
occasion
order (n.)
practical
prevent
professional (n.)
provide
purpose
race (n.)
respect (n.)
request
sadness
sailor
section
statue
stormy
trainer (person)
uniform
upper
warmth
whale
whether... or...

Character

arrogant
devoted
reserved
witty

Appearance

bald
handsome
underweight
well-built

Feelings

devastated
discouraged
irritated
offended
overjoyed

2b (pp. 24-25)

astonished
clap (v.)
darkness
distance

dreadful
endure
enormous
filthy
fog
furious
gorgeous
in time
keep watch
play tricks on
rush (v.)
sick with fear
sink (v.)

Phrases

be/freeze in shock
I couldn't believe my eyes/ears
I nearly jumped out of my skin

Module 3**cover** (p. 29)

broaden the mind
globetrotting

3a (pp. 30-31)

air conditioning
area
arrangement
article
be ahead of one's time
believe it or not
civilisation
clay
colleague
combination
construct
copy (n.)
countryside
date back
directly
intense
in the footsteps
in wonder
landscape
nature
original
paving stone
progress
site
skin
southern
sunburnt
tablet
tile
turn out
under construction
wonder (n.)

3a (pp. 32-33)

accommodate
accommodation
advertise
announce
announcement

application
beauty
benefit (v. & n.)
cancellation
combine
connection
description
educate
environmentally friendly
exotic
explanation
exploration
improvement
inexpensive
introduction
on board
present (v.)
relaxing
reservation
reserve
scenery
stress-free
wildlife

3b (pp. 34-35)

access (v.)
anxious
bargain (n.)
car rental
come across
come up
compare
do without sth
domestic flight
essential
fed up with
frequent
handy
hassle (n.)
hit the road
interactive
itchy feet
journal
landmark
leisure
major
offline
once (sth happens)
ordinary
private
record (v.)
seldom
store (v.)
struggle (n.)
the highways and byways
timetable
tram
unique
update (n.)

3b (pp. 36-37)

botanical garden
educational
enjoyable
from up close
get seasick
highlight (n.)
impression
magnificent
massive
mouth-watering
once in a lifetime

opportunity
palm tree
pond
publish
recommendation
species
spectacular
suggestion
sweet-smelling
the public
tropical
typical
weird

Phrases

I'd prefer (not) to...
I'd rather (not)...
See for yourself

Module 4**cover** (p. 39)

balance (n.)
prospects
salary

4a (pp. 40-41)

be willing to
career break
CV
delighted
eager
emotion
enthusiastic
even though
express (v.)
fairly
greet
headteacher
hopefully
income
infer
interact
motivated
on one's mind
plenty of
require
rewarding
rise (v.)
satisfaction
sleepless
somehow
stress out
teens

Collocations with "make"

make a decision/guess
make a difference
make a good/bad impression
make a mistake
make a suggestion/an
arrangement
make an effort
make sense
make the most of sth
make up one's mind

Collocations with "do"

do a project
do an experiment
do as you please
do my hair
do one's best
do research
do sb a favour

do some exercise
do well/badly

4a (pp. 42-43)

careless
earn a living
experience (work)
get fired
hire
knowledge
pay rise
position
previous
promotion
qualifications
quit
rent
tell sb off

Phrases

I didn't mean to...
I've got no excuse for my
behaviour.
I would strongly advise you
to...
That was thoughtless of you
That wasn't very wise of you
Why on earth did you do that?

4b (pp. 44-45)

affect
career change
come up with
concern (n.)
deadline
extrovert
freedom
get along with
introvert
issue
medical care
role model
take one's time
technician
trust (v.)
work long hours

Jobs

academic
accountant
consultant
detective
engineer
interior designer
lawyer
marketing manager
mechanic
politician
public speaker
researcher
vet

Personality adjectives

ambitious
artistic
courageous
disorganised
honest
imaginative
patient
rational
reliable
sociable
spontaneous
strict

well-organised

4b (pp. 46-47)

apart from that
notice board
candidate
dress (v.)
employer
exchange programme
furthermore
give a talk
in addition
internship
job fair
match (v.)
promote
registration
final (year)

Phrases

I'm looking for a job that involves...
I would be interested in working in...
I have some experience in...
Well, let's see now.
How shall I put it?
Let me think/see.
I've never actually given it a lot of thought.
You see...
Something else I'd like to say is that...
Something else I'd like to mention is that...
Let me repeat that.
As I said...

Module 5

5a (pp. 52-53)

accidentally
be around
commonplace
compulsory
effective
encyclopedia
foreigner
generation
gesture
hilly
mist
mountainous
mystery
origin
pass down
pick sth up (learn)
practice makes perfect
rare
separate (adj.)
sign language
speech
take control
take over
valley
widely

Collocations 'tell'

tell a joke
tell a lie
tell a secret
tell a story
tell the difference
tell the truth

tell the time

Collocations 'say'

say hello
say so
say sorry
say sth
say thank you
say yes

5a (pp. 54-55)

argue
chat
complain
costly
gossip (v.)
inconvenient
instantly
mention
outdated
place (v.)
portable
refer
socialise
time-consuming
time-saving
up to date
user-friendly
yell

Words/Phrases related to technology

account (e.g. email)
attach
crash
data
deactivate
drag and drop
function
install
instant messaging
key
keyboard
press
scroll
select
shut down
tap (v.)
touchscreen
virus

Phrases

Anyway, as I was saying...
Can I add something?
Could I say something before you continue?
Hold on. Are you saying that...?
May I interrupt you for a second?
Now, what was I saying?
Now, where was I?
Sorry to interrupt, but...

5b (pp. 56-57)

against the law
at all times
be located
be supposed to
behave
beware of
carriage
caution
circle (n.)
evacuate
evacuation

fire extinguisher

handle (n.)
hazard (n.)
in case of
in progress
keep off
keep out
legal
manner
notify
obtain
permission
permit (v.)
protection
protective
qualified
required
strictly forbidden
suspicious
track
unaffected
warn
warning
wave (n.)

5b (pp. 58-59)

amusing
at times
body language
brief
descriptive
detailed
efficient
entertaining
eye contact
facial expression
importance
in use
informed
involved
limited
lively
maintain
means of communication
method
monthly
over-the-phone
to the point
topic
workplace

Phrases

As for...
I am convinced that...

Portal to English 10A

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