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جميع الحقوق محفوظة للقائمين على العمل

KSA Edition Traveller 2

English Language

Secondary Stage

Credits System

Compulsory Program

Level Two

نظام المقررات

البرنامج المشترك

المستوى الثاني

Semester System

Preparation Course

English Language 2

اللغة الإنجليزية

المرحلة الثانوية

النظام الفصلي

الإعداد العام

اللغة الإنجليزية ٢

كتاب الطالب

Student's Book

H. Q. Mitchell - Marileni Malkogianni

Published by


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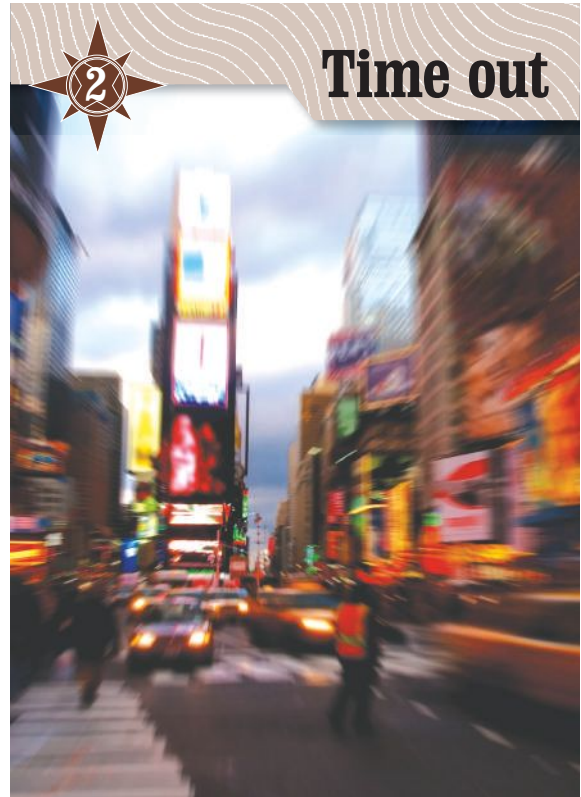
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Listening	Speaking	Writing	Functions
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<ul style="list-style-type: none"> • People giving their opinion about places of entertainment • A radio programme with a book critic • People talking in different situations 	<ul style="list-style-type: none"> • Comparing • Discussing two flyers • Discussing places of entertainment • Organising an advertisement and presenting it • Discussing books • Discussing advantages and disadvantages of an issue (debate) 	<ul style="list-style-type: none"> • A paragraph expressing preference • A book review 	<ul style="list-style-type: none"> • Describing actions and situations and their consequences • Referring to conditions and their results • Expressing possibility • Agreeing and disagreeing • Expressing preference and opinion
<ul style="list-style-type: none"> • People talking in different situations • A recorded message and a dialogue with a call centre agent 	<ul style="list-style-type: none"> • Simulating conversations at the bank, at a cash machine and at a bureau de change • Discussing ideal working conditions • Simulating a job interview • Asking for and giving information • Discussing past events • Comparing jobs 	<ul style="list-style-type: none"> • A curriculum vitae (CV) • An email giving information 	<ul style="list-style-type: none"> • Sequencing past actions and events • Expressing interest and surprise • Making exclamations • Expressing result • Asking for confirmation • Talking about work and qualifications • Carrying out money transactions • Understanding and using advertisement language
<ul style="list-style-type: none"> • A conversation about a recipe • A conversation between two friends about a festival • People talking in different situations 	<ul style="list-style-type: none"> • Interviewing and reporting answers • Giving instructions • Speculating about unreal situations • Inviting, accepting and refusing an invitation 	<ul style="list-style-type: none"> • A recipe • An email based on prompts 	<ul style="list-style-type: none"> • Reporting • Giving and following instructions • Talking about food and quantity • Discussing customs • Talking about imaginary situations • Making wishes • Inviting, accepting and refusing an invitation





1

Help

Discuss:

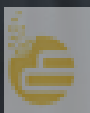
- ▶ Who do you usually turn to when you need help?
- ▶ How important is it to help people in need?

Flick through the module and find...

- ▶ a sinking ship
- ▶ an annoyed man at a museum
- ▶ a patient talking to a doctor
- ▶ a newspaper article about an accident
- ▶ a man giving advice on a forum

In this module you will...

- ▶ learn to make a doctor's appointment
- ▶ talk about medical/emotional problems
- ▶ ask for and give advice
- ▶ learn to write posts/letters asking for and giving advice
- ▶ learn to use the passive voice
- ▶ learn to give an account of a true event
- ▶ learn idioms describing feelings



1a How are you feeling?

Lesson Link



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1. LISTENING & READING



A. Discuss.

- When did you last go to the doctor's? What for?
- What do you usually do when you have a cold?

B. Read the three dialogues quickly and put them in the correct order. Write 1-3. Then listen and check your answers.

a

Doctor Let me take your temperature. You seem a bit warm... Yes, you have a bit of a temperature. Well, Mr Ammar, you seem to have a cold.

Patient Really? It's not my allergy then. I hope I won't be too ill to go to my grandson's wedding on the 13th.

Doctor Don't worry. You'll **get over** it in about a week. Just get some rest and drink lots of fluids.

Patient I will. What about my head and bones? Can you give me something to **take away** the pain?

Doctor I'll prescribe some painkillers.

Patient Thank you. I'll go to the pharmacy straight after.

b

Doctor So, Mr Ammar what seems to be the problem?

Patient I think my allergy's back and I've **run out of** pills. Can you give me another prescription?

Doctor I need to examine you first. What exactly are your symptoms?

Patient Well, I have a terrible headache, a runny nose and I keep sneezing.

Doctor Do you have a sore throat or a cough?

Patient No, but my bones hurt.

Doctor I see. Come and lie down here.

c

Receptionist Good afternoon, Dr Saad's surgery. How may I help you?

Patient Hello. My name is Ibrahim Ammar. I would like to make an appointment with the doctor for today.

Receptionist Today? I'm afraid he's **booked up** for the day.

Patient What about tomorrow morning?

Receptionist **Hang on** a minute, please. Let me check his schedule... Tomorrow the doctor is available at 10:30 and then again at 11:30. Which do you prefer?

Patient Half past ten is more convenient for me.

C. Read again and complete the missing information.

The screenshot shows a medical appointment form with the following fields:

- File | Edit | View** (Menu bar)
- Tuesday 4th March** (Date)
- Appointments** (Section header)
- Time:** [Input field]
- Name:** [Input field]
- Symptoms:** [Large text area]
- Treatment:** [Large text area]

2. VOCABULARY

PHRASAL VERBS

NOTE

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 it includes.

Look at the highlighted phrasal verbs in the dialogues and match them with their meanings a-e.

- | | |
|-----------------|---|
| 1. get over | a. not have any left |
| 2. take away | b. become better, e.g. after an illness |
| 3. run out of | c. wait |
| 4. be booked up | d. make something disappear |
| 5. hang on | e. have no time available |

3. GRAMMAR

INFINITIVES

Read the examples and complete the rules.

- A: I would like **to make** an appointment with the doctor for today.
B: Let me **check** his schedule.
- A: What seems **to be** the problem?
B: My bones hurt. Could you **tell** me what **to do**?
Can you **give** me something **to take away** the pain?
- A: I hope I won't be too ill **to go** to my grandson's wedding on the 13th.
B: Don't worry. You'll be well enough **to go**.

Use the full infinitive (e.g. **to do**):

- to express purpose.
- after certain verbs (e.g. _____, _____, *want*, *decide*, *need*, *offer*).
- after _____ and *enough*.
- after question words (e.g. *who*, _____, *how*) in indirect questions.

Use the bare infinitive (e.g. **do**):

- _____ modal verbs (e.g. *can*, *could*, *must*)
- after the verbs *make* and _____.

Grammar Reference p. 72

4. PRACTICE

Complete with the full or the bare infinitive of the verbs in brackets.

- A: Could you _____ (call) a doctor? I feel ill.
B: Do you want me _____ (take) you to hospital?
A: No, just call a doctor.

2.

- A: Can you _____ (show) me how _____ (use) this printer?
B: Sure. Just let me _____ (finish) what I'm doing first.
- 3.
- A: We're going to Bristol for the weekend _____ (visit) my brother. Would you like _____ (come)?
B: No, I'm too busy _____ (go) away.
- 4.
- A: Oh, no! I failed the Maths test. Now, my parents will make me _____ (study) all week.
B: Jack has offered _____ (help) me with Maths. Why don't you ask him for help, too? You need _____ (do) something about it.

5. INTONATION



A. Listen and repeat. Notice the stressed words and how the stress affects the meaning.

John is allergic to bananas. (John, not his brother or anybody else.)
John is allergic to **bananas**. (He isn't allergic to apples.)

B. Listen and repeat. Underline the stressed word in the questions 1-3 and choose the correct answer.

- Does Salman have toothache?
a. No, Mohammad has toothache.
b. No, he has a sore throat.
- Did Andy go to the bank?
a. No, Sam went to the bank.
b. No, he went to the pharmacy.
- Are you seeing the dentist on Monday?
a. No, my mum is seeing the dentist on Monday.
b. No, I'm seeing the dentist on Tuesday.

6. SPEAKING

ROLE PLAY

Talk in groups of three. Act out the conversations.

1.

Student A: Imagine that you are not feeling well and that you want to see your doctor. Call the doctor's surgery and make an appointment.
Student B: Imagine that you are the doctor's receptionist. Answer Student A's phone call and help him/her make an appointment with the doctor.

2.

Student A: Imagine that you are at the doctor's surgery. Student C is the doctor. Describe and discuss your problem with him/her and ask for advice.
Student C: Imagine that you are a doctor. Listen to Student A's problem, ask him/her anything you want to know and tell him/her what to do.

1b When in danger...

Lesson Link



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1. READING



A. Discuss.

- If you were on a desert island, or on a sinking ship, how would you call for help?
- How well do you think you would react in an emergency situation?

B. What do you think SOS stands for? Read and check your answers.

Sending out an SOS

Before the development of radio communication, when a ship was in danger there were a number of ways to **signal** for help. Lighting signal flares to show the **location** of the ship or flying a signal flag were very common. Using bells and foghorns or perhaps firing a gun repeatedly were also ways of making other ships hear you. These are still used today in many cases.

However, with the development of wireless telegraphy, sailors started using Morse code to send messages. Morse code is a type of code with long and short sounds or flashes of light that **stand for** letters of the alphabet. The most well-known Morse code message asking for help is SOS. The letters SOS in international Morse code are:

... — — — ...



► The German **government** was the first to use the SOS signal at the beginning of the 20th century (in 1905). It became an international distress signal in 1908.

Did you know?

► Some people believe that SOS stands for 'Save Our Ship' or 'Save Our Souls', but that's not true. In fact, the letters don't stand for anything; they were just the simplest letters in international Morse code. However, people probably used these phrases to help them remember the letters.

► People have used SOS as a visual distress signal by signalling with three short, three long and three short light flashes or by writing it in the sand or snow. The fact that you can read SOS right side up and **upside down** is very useful and has made SOS more popular than the word HELP.

► When the *Titanic* hit an iceberg in 1912 and started sinking, two of the **crew** members used radio communication to ask for help. They also tried sending an SOS message to a nearby ship, the *Californian*, by using a Morse lamp. Unfortunately, the crew of the *Californian* didn't realise what was happening until it was too late.

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

1. What is Morse code?
 - a. a code which uses sound or light
 - b. a useful distress signal
 - c. a code which sends signals with flares
2. Why did SOS become an international distress signal?
 - a. Because it stands for 'Save Our Souls'.
 - b. Because the letters in SOS are simple.
 - c. Because SOS means HELP.
3. What is true about SOS?
 - a. You can send an SOS with flashes of light.
 - b. You can read it upside down.
 - c. Both of the above.
4. Why didn't the *Californian* help the *Titanic* on time?
 - a. The *Titanic* didn't send an SOS.
 - b. The *Californian* didn't understand the SOS.
 - c. The crew of the *Californian* didn't know what to do.



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

- | | | |
|----------------|--------------------------|---------------------------------|
| 1. signal | <input type="checkbox"/> | a. the people who work on a |
| 2. location | <input type="checkbox"/> | ship or plane |
| 3. stand for | <input type="checkbox"/> | b. mean |
| 4. government | <input type="checkbox"/> | c. with the bottom on the top |
| 5. upside down | <input type="checkbox"/> | and the top on the bottom |
| 6. crew | <input type="checkbox"/> | d. the place where something is |
| | | e. make a movement or sound |
| | | to give information |
| | | f. the group of people who run |
| | | a country |

E. Discuss.

- Have you ever been in an emergency situation and needed help?
- What did you do?
- How long did it take for help to arrive?

2. VOCABULARY

PREPOSITIONAL PHRASES WITH 'IN'

Complete the sentences with the phrases in the box.

in the beginning	in my opinion
in danger	in fact
in a hurry	in common
in addition	in the end

- _____, we should buy a house in the country. What do you think?
- I used to work in the city centre. _____, I used to work in the building opposite the town hall.
- I fell asleep during the lecture. What did the professor say _____?
- You can find lots of information about animals in this book. _____, you can find different organisations that help save animals in danger.
- Tony left the house _____. He didn't want to miss his flight.
- My sister and I have nothing _____, but amazingly we get along well.
- Umar didn't want to go camping _____, but now he's quite excited.
- Light a flare only when you are _____.

NOTE

at the beginning of the century
at the end of the road

3. GRAMMAR

-ing FORM

Read the examples and match them with the uses of the -ing form.

- Sailors started **using** Morse code to send messages. ☐
- They also sent an SOS message to a nearby ship by **using** a Morse lamp. ☐
- **Panicking** doesn't help when you're in danger. ☐

Use the -ing form (e.g. doing)

- as a subject
- after certain verbs (e.g. like, love, enjoy, hate, finish, start) and expressions (how about, it's worth)
- after prepositions

Grammar Reference p. 72

4. PRACTICE

Complete the dialogues with the -ing form or the bare or full infinitive of the verbs in brackets.

1.

A: We're lost! What should we _____ (do)?

B: Don't panic.

A: But it's getting dark. How about _____ (light) a fire? Someone will see it.

B: _____ (make) a fire near a forest is a crazy thing to do.

A: Wait! I can _____ (hear) something!

B: It's a car! Quick, start _____ (run) this way.

2.

A: Hey Saud, would you like _____ (come) to the art festival today?

B: No, thanks.

A: Why not? I thought you liked art.

B: I do, but _____ (go) to festivals isn't really something I enjoy _____ (do).

A: OK.

B: You could _____ (ask) Saed to go with you.

A: That's a good idea.

1c A word of advice

Lesson Link



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1. VOCABULARY

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

1. Nowadays, lots of people **suffer from** stress, and when it's bad, it can **control** their lives. Some find that talking to a friend helps them to **reduce** stress.
2. My younger daughter has a **fear of** the dark and can't sleep at night. How should I **deal with** this problem? What do you **advise** me to do?



2. GRAMMAR

should / had better

Read the dialogues. Then read the sentences and write T for True or F for False.

Martin I have a stomach ache again.

Keith Maybe you **should** visit a doctor.

Martin I did last week and he told me it's stress.

Keith Well, then you **had better** find ways to reduce your stress.

Tom Sorry I'm late.

Mr Green You'd **better not** be late again. This is the fifth time this month.

Tom I know, but I couldn't find a parking space.

Mr Green Well, then maybe you **shouldn't** take your car to work.

1. *Should* and *had better* are followed by *to* + base form. ☐
2. We use *should* and *had better* to give advice. ☐
3. *Should* and *had better* refer to the past. ☐
4. The negative form of *should* and *had better* is formed by adding *not*. ☐
5. We use *should* and *had better* to give our opinion. ☐
6. *Had better* can sometimes imply a warning. ☐

Grammar Reference p. 72

3. PRACTICE

Rewrite the sentences using the words given.

1. You must go now because you're going to be late. (**had better**)
You _____
2. It's not a good idea to leave your mobile in the car. (**should**)
You _____
3. Never borrow my car without asking! (**had better**)
You _____
4. Don't be late because Abdulrahman will leave without you. (**had better**)
You _____
5. It's a good idea to talk to your parents. (**should**)
You _____

4. LISTENING



A. Discuss.

- What would you do if you didn't get along with your colleagues/friends?

B. Listen to Brad talking to a colleague about a problem he has at work and decide if the statements below are True or False.

1. Brad is not enjoying his new job. ☐
2. Brad's office is next to Andy's. ☐
3. Brad and Andy have had a discussion about this problem. ☐

C. Listen to Andy talking about the same problem and write T for True or F for False.

1. Someone in Andy's family had an accident. ☐
2. Andy goes to the hospital to talk to the doctor every day. ☐
3. Andy wants to explain the situation to Brad. ☐

5. SPEAKING

Talk in pairs.

Student A: Imagine that you have a problem. Tell Student B how you feel and ask him/her for advice. Use some of the ideas in the box.

- can't sleep at night
- suffer from stress
- feel tired all the time

Student B: Listen to Student A's problem and give him/her advice. Use *should(n't)* and *had better (not)* and some of the ideas in the box.

- do physical activity
- drink warm milk
- take deep breaths
- work less
- see a doctor
- go on holiday
- take vitamins/medication

I feel terrible.

Why? What's wrong?

...

Well, I think you should/shouldn't...

6. WRITING POST ON A FORUM



A. Discuss.

- Do you read or participate in forums?
- Have you ever posted on a forum to ask for advice? Would you like to?
- Do you think you can get good advice through a forum?

B. The post on the right was posted on a forum by someone who wanted advice. Read the post and the reply to it. Then answer the questions below.

1. What is Ali's problem?
2. What does Dr Salman advise Ali to do?

C. Read the sentences below. What is the writer doing? Write A for asking for advice or G for giving advice in the boxes.

1. Everything will be just fine. ☐
2. I think you'd better talk to your parents. ☐
3. What do you suggest? ☐
4. Let me know what you think. ☐
5. Another thing you can do is talk to your friend. ☐
6. I hope you can help me out. ☐

Sign inCreate Account

Dr Salman's corner

ForumsMembers

→ Medical Questions → Ask The Doctor

Page 1 of 212NEXT

20 replies to this topic

Ali

NewbiePosted 15 May - 12:55 PM

Members1 post

Dr Salman,

I need your advice because I feel helpless and don't know what to do. Last week I had to give a presentation at university with a fellow student. As we walked to the front of the lecture theatre, I could feel my heart beating fast and I was sweating. When it was time for me to talk, I just stood there looking at everyone. I couldn't remember what to say! Fortunately, my fellow student gave the presentation for me. But who will save me next time? What should I do? Anxiously waiting for your reply.

Dr Salman

Advanced MemberPosted 16 May - 06:45 AM

Ask the Doctor6205 posts

Dear Ali,

Many people are afraid of public speaking. You're not the only one so don't worry. Here are some tips to help you deal with your problem. First of all, you should practise giving your presentation in front of a mirror until you feel confident. This way you'll have less stress. There are also certain things you can do right before and during your presentation. Before starting, you should do some kind of physical activity to help reduce your anxiety. Taking a walk is a good idea. Also, while you're giving your presentation, choose a few friendly faces from the audience and focus on them. And don't forget to take deep breaths to feel calm. If all this doesn't work, I advise you to take a training course in public speaking. It will help you get over your fear.

WRITING TASK

D. Write a short post of 80-100 words describing a problem you have and ask for advice. Then swap posts with another student, read his/her problem and write a post to him/her giving advice.

When writing a post/letter asking for advice:

- explain the problem and say how you feel.
- use set phrases.

When writing a post/letter giving advice:

- be friendly and show that you understand the problem.
- make various suggestions to help solve the problem.
- use set phrases.

For set phrases see page 70.



1d In the news

Lesson Link



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1. READING



A. Discuss.

- Do you know of any serious transport accidents?
- How do you usually learn about serious accidents?

B. Read the headline of the newspaper article below. What do you think it is about? Read the article and check your answers.

THE DAILY NEWS / Monday 1 November

Train Derailed by Sheep!

An InterCity train was derailed in South Wales yesterday. The train was travelling through a tunnel at 160 kilometres per hour when it hit a flock of sheep that was going in the opposite direction. The train came off the tracks, fell onto its side and skidded for another 200 metres before coming to a stop. Fortunately, nobody was killed, but 28 people were injured, 5 of them seriously.

The police, fire crews and the ambulance service were all called immediately and they arrived within minutes to rescue the people. The injured passengers were taken to local hospitals. 'It's a miracle that it was not a greater tragedy,' said Steven Jones, one of the firefighters. 'When we arrived, smoke was coming out of the tunnel and we thought that the train was on fire. A fire in a tunnel is of course a very serious matter, but luckily it was only the engine and we put it out very quickly.'

Amazingly, the train driver was not hurt in the accident. He said later: 'As soon as I noticed the animals, I pulled the emergency brake, but it was too late.' The tunnel was damaged and the train was almost completely destroyed. Overall, 2 million pounds of damage was caused.



All the sheep except one died in the crash. The lucky survivor was rescued by a police officer and is now called Lucky Lucy. The local farmer who owned the sheep has no idea how the accident happened. 'I have lots of sheep and they are kept in a nearby field which is surrounded by a fence. I don't know how these sheep got out.' How this accident happened is a mystery.

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

1. The train crashed in the tunnel because it was travelling too fast. ☐
2. There were 28 passengers on the train altogether. ☐
3. The firefighters took a long time to arrive. ☐
4. Not all of the train was on fire. ☐
5. The train driver did nothing to stop the accident. ☐
6. Trains will be able to use the tunnel within a few days. ☐
7. The damage to the train is about 2 million pounds. ☐
8. Only sheep were killed in the accident. ☐
9. Lucky Lucy was returned to the local farmer. ☐



D. Find words in the text that have the same meaning as the ones below.

1. came off the tracks (para. 1): _____
2. a group of (para. 1): _____
3. hurt (para. 1): _____
4. save (para. 2): _____
5. a very sad event (para. 2): _____
6. stop from burning (para. 2): _____
7. somebody who survives (para. 4): _____
8. an area of land in the countryside (para. 4): _____

2. VOCABULARY

WORDS EASILY CONFUSED

Complete with the words in the boxes.

damaged injured

1. One of the players was _____ in the match and was taken to hospital.
2. The school was _____ by the fire.

survived rescued

3. Only two people _____ the plane crash.
4. Luckily, the boy who fell in the river was _____ by his brother.

look watch notice

5. Thousands of people around the country _____ this football match.
6. I always take a window seat on the train. I _____ outside and think while travelling.
7. Did you _____ the size of their house?

3. GRAMMAR

PASSIVE VOICE (PRESENT SIMPLE - PAST SIMPLE)

A. Read the examples below. Do the sentences in the active voice have the same meaning as the ones in the passive voice? Which ones focus on the person doing the action? Which ones focus on the action?

ACTIVE VOICE

The train driver **drives** the train.
We **took** the passengers to hospital.

PASSIVE VOICE

The train **is driven** by the train driver.
The passengers **were taken** to hospital.

B. Read the examples again and complete the rules.

ACTIVE VOICE

Subject + Main Verb + Object

PASSIVE VOICE

Subject + Verb _____ + Past Participle of _____ Verb (+by...)

Grammar Reference pp. 72-73

4. PRACTICE

Complete with the present simple passive or the past simple passive of the verbs in brackets.

1. Every year an end-of-year dinner _____ (organise) by the students.
2. The furniture _____ (deliver) to our house last Saturday.
3. My friend Salim _____ (hit) by a car, but luckily, he _____ (not injure).
4. Nowadays, mobiles _____ (use) by almost everyone.
5. Mandarin _____ (speak) in China.
6. All the people _____ (rescue) from the burning building, but the building _____ completely _____ (destroy).
7. The cough medicine _____ (keep) in a cupboard in the kitchen.

5. SPEAKING

Talk in pairs or small groups. Read the newspaper headlines below and use your imagination to describe what happened in each of the situations.

LOST CLIMBERS FOUND BY RESCUE TEAM

MANY INJURED IN BUS ACCIDENT

10 PAINTINGS DESTROYED IN FIRE

MISSING CHILD FOUND AT ZOO

STUDENTS SAVED BY TEACHER

STORM DESTROYS 20 HOUSES

A group of climbers were hiking in the Alps when there was a terrible storm and they got lost. Luckily, three days later they were found by a rescue team.

1e That's not funny!

Lesson Link



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1. VOCABULARY

IDIOMS

Read the sentences below and decide what the expressions in bold express. How do the people feel? Use the words in the box.

surprised embarrassed annoyed

- When I realised that everyone was laughing at me, **I wanted the ground to swallow me up.**
- Jack **couldn't believe his eyes** when he saw his brother's new car.
- Fay **went red as a beetroot** when she fell down and started crying in front of her classmates.
- My sister always borrows my clothes without asking me and she never apologises. She's **getting on my nerves!**
- I don't want to enter the school competition because I'll only **make a fool of myself.**
- That noise is **driving me up the wall.** I can't stand it!
- I was lying on the sofa half asleep when the phone rang. **I nearly jumped out of my skin!**

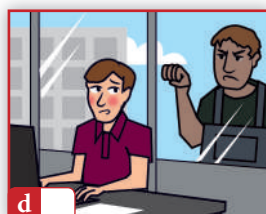
2. LISTENING



A. Discuss.

- Have you ever forgotten to do something important?
- What were the consequences?

B. Look at the pictures a-d and try to guess what happened to Len yesterday. Then listen to Len telling a friend about his experience and put the pictures in order. Is Len's story similar to what you expected?



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

- Len did something stupid at the meeting. ☐
- John dislikes the window cleaner. ☐
- It was the first time the window cleaner used Len's office window to go outside. ☐
- Len was at the dentist's at eight o'clock. ☐
- The cleaners don't clean the office on Tuesdays. ☐
- The window cleaner was locked in Len's office all night. ☐

3. SPEAKING

Choose one of the pictures below and imagine that you are the person in it. Describe what happened to you and how you felt.



noise

whisper

turn off



wave

bump into

lamp post

4. WRITING AN ACCOUNT OF A TRUE EVENT



A. Discuss.

- Have you ever done anything very embarrassing? • What was it?

B. Read the account and answer the questions.

1. When and where did the event take place?
2. How did the writer feel during and at the end of his experience?
3. What is the purpose of each paragraph?
4. Why does the writer use direct speech?
5. Which tenses does the writer use?
6. Which linking words does the writer use and why?

My blog

Home Articles About Contacts

A DAY I'LL NEVER FORGET

Probably the most embarrassing thing I've ever done was two years ago. I was travelling by train, going from Paris to London with some friends from university.

There were many people on the train, so I had to wait for almost half an hour to get some coffee. As soon as I sat down with my coffee, I realised I needed to get something from my luggage. So, I said to my friends 'Nobody touch my coffee' and left. However, on my way back to my seat, I saw one of my friends sipping my coffee. I was furious! 'Hey, that's mine!' I shouted and grabbed the cup, which wasn't a good idea because I spilt the coffee all over him and even on a few other passengers. But the worst thing was that the person with the coffee wasn't my friend. It just looked like him from behind.

My friends, who were further up the train, were laughing their heads off. I immediately apologised to the people, but they were still pretty angry with me. I wanted the ground to swallow me up. I'll never forget that day.

< 1 2 3 4 5 >

C. Join the pairs of sentences using the linking words/phrases in the box. More than one answer may be correct.

as soon as when before as
because while but so

1. I realised that Nasir was angry. I stopped laughing.

2. Abdullah was running up the stairs. He fell and broke his leg.

3. Bob took a taxi to work. He was late.

4. They left the room. The baby started crying.

5. I start work at 9:00. I always get up at 8:00.

6. We had dinner. Then we went out.

WRITING TASK

D. Think about a funny, embarrassing or annoying experience that you have had and write about it. Your account should be between 100-120 words.

Go to the Workbook, p. 12.

TIP

When writing an account of a true event:

- use the first person (*I, We*).
- divide your account into paragraphs.
- try to make your writing flow by:
 - writing the events in chronological order. Use past tenses (*past simple and past progressive*).
 - using linking words/phrases expressing time (*when, while, as, as soon as, before, after, during, until, in the end, etc.*), contrast (*but, however*), cause (*because*) or result (*so, as a result*).
- try to make it interesting to the reader by using:
 - a variety of adjectives (*surprised, furious, etc.*).
 - adverbs/adverbial phrases (*suddenly, fortunately, to my surprise, etc.*).
 - idioms (*I nearly jumped out of my skin! etc.*).
 - direct speech, questions and exclamations.
 - a variety of structures (*comparisons, relative clauses, passive voice, etc.*).



1 Round-up

Lesson Link



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GRAMMAR

VOCABULARY

A. Match.

- | | |
|-------------|-------------|
| 1. fellow | a. sheep |
| 2. public | b. speaking |
| 3. runny | c. students |
| 4. flock of | d. nose |
| 5. lamp | e. throat |
| 6. sore | f. post |

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

crew suggest make skin examine
audience nerves get

- The _____ loved the lecture.
- Andy really gets on my _____.
- We need to _____ an appointment with Dr Ibrahim.
- The doctor will _____ the child first before giving medication.
- When the strange man walked towards me, I nearly jumped out of my _____.
- Salman wants to stay home and _____ some rest tonight.
- I _____ you tell Sameer the truth.
- The _____ on the plane were very polite.

C. Complete the sentences with prepositions.

- We've run _____ of sugar. How am I going to make the cake?
- Tony suffers _____ severe headaches, but he doesn't know how to deal _____ them.
- Sorry, I can't talk to you right now. I'm _____ a hurry! I'm _____ my way to the bank.
- UAE stands _____ United Arab Emirates.
- My brother is disappointed because his team lost, but he'll get _____ it.
- Can I lie _____ on your sofa for a bit? I feel dizzy.

D. Complete the dialogue with the -ing form or the bare or full infinitive of the verbs in brackets.

- Alan** I'm going to the shopping centre (1) _____ (buy) a new jacket. Would you like (2) _____ (come) with me?
- James** Sorry, but I'm too tired (3) _____ (go) anywhere right now. How about (4) _____ (go) tomorrow afternoon?
- Alan** No, I want (5) _____ (get) it today.
- James** I see. Well, then enjoy (6) _____ (shop).
- Alan** Thanks. Can you (7) _____ (lend) me your car?
- James** No. Not today.
- Alan** But you never let me (8) _____ (borrow) it!
- James** Yes, I do. Don't start (9) _____ (complain) now.

E. Circle the correct words.

- Tony **gave** / **was given** a presentation yesterday. He did great.
- The prescription **was writing** / **was written** by Dr Thomson.
- Rida **pulled** / **was pulled** out of the fire by a firefighter.
- The fence **is painted** / **was painted** every year.
- Both English and German **are teaching** / **are taught** at my school.
- Mansour **called** / **was called** the ambulance last night.

F. Rewrite the sentences using the words given.

- You mustn't lie to the police. (**had better**)
You _____
- It's a good idea to work out three times a week. (**should**)
You _____
- Don't be so rude to your family and friends. (**should**)
You _____
- Visit a doctor before you get worse. (**had better**)
You _____

COMMUNICATION

G. Complete the dialogue with the sentences a-f.

- a. Maybe you should just tell him how you feel.
- b. He's driving me up the wall!
- c. We have nothing in common.
- d. I wanted the ground to swallow me up.
- e. What seems to be the problem, John?
- f. What happened anyway?

Dad (1) _____
Son Sam! (2) _____ I can't stand him.
Dad Calm down. He's your younger brother.
 (3) _____
Son We were on our way home from school when he started making fun of me. Some kids from school saw him and laughed their heads off. (4) _____
Dad (5) _____
Son He won't understand. We're so different.
 (6) _____
Dad Don't worry. I will talk to him.

LISTENING



Listen and answer the questions. Choose a, b or c.

- What's true about the sick man?
 - He only has a headache.
 - He has a temperature.
 - He's suffering from a cold.
- What is the man's problem?
 - He has a cold.
 - He has an allergy.
 - He doesn't like someone.
- Where is the man?
 - at a hospital
 - at a doctor's surgery
 - at the pharmacy
- How many people were killed in the accident?
 - None.
 - About a hundred people.
 - 15 crew members.

SPEAKING

ROLE PLAY

Talk in pairs. Look at the pictures below.

Student A: Imagine that you are a reporter. Interview Student B about a fire that broke out at a restaurant while he/she was there. Use the prompts below.



What / happen?	Anybody / injure?
When / happen?	Who / put out / fire?
Where / be / you?	What / you / do?
What / you / doing?	How / you / feel?

Student B: Imagine that you were in a restaurant when the kitchen caught fire. Student A is a reporter. Tell him/her what happened. Use the words in the box.

fire smoke chef injured damage burn
 scared annoyed in danger helpless
 be on fire ambulance firefighter put out

SELF-ASSESSMENT

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

Now I can...

- › make a doctor's appointment ☐
- › talk about medical and other problems ☐
- › ask for and give advice ☐
- › write a post/letter asking for / giving advice ☐
- › talk and write about a true event ☐
- › use the passive voice ☐
- › use idioms describing feelings ☐

Task 1 p. 61

Culture page

Lesson Link



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A. Discuss.

- Do you know the emergency telephone numbers in your country?
- Have you ever had to call the emergency services?

B. Look at the numbers below. Do they mean anything to you? Read the text to find out what they mean.

911

999

311

112

998

997



Call for help!

Emergency telephone numbers

In an emergency, the first thing to remember is to STAY CALM.

Also, everybody should know the emergency telephone numbers in their country.

In Saudi Arabia

There is not just one emergency number. 999 is the number people dial for the police. In the case of fire, they dial 998 and for an ambulance the number is 997. These numbers are the most important ones, although there are many more for other services.

Also, people who visit Saudi Arabia should keep in mind that they need to carry the emergency number of their country's embassy in case a problem regarding their visa or passport arises.

In the USA

When there is an emergency, people call 911. It's the emergency telephone number for the USA and the rest of North America. The call is free from any phone and you can even call this number from a

locked mobile phone. The people who answer the calls are called 'dispatchers' and they are trained to control the situation and help the callers stay calm.

To make sure there aren't too many calls to 911, in North America people can also call 311.

In the UK

For emergency calls, people dial 999. In fact, it was the first emergency number system ever used and it started in London on 30th June 1937. A 999 call is free, too. The telephone operator answers your call and connects you to the correct emergency service: fire, police or ambulance.

You can also call 112, a free emergency telephone number for all phones including mobiles. This number is used in all European Union countries and not only in the UK.

A three-digit number is not hard to remember. What is really important, though, is to remember that these numbers are for emergency calls ONLY. Any other call wastes the dispatchers' or telephone operators' time and this can easily put people's lives in danger.



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

1. In case of an accident, people in Saudi Arabia call 998 for the injured people. ☐
2. You can't call 911 from a mobile phone in the USA. ☐
3. People don't need to pay for an emergency phone call in the USA. ☐
4. In Saudi Arabia you can dial 999 for any incident. ☐
5. For non-emergency situations people in the USA should call 112. ☐
6. Telephone operators in the UK connect people to the emergency service according to the incident. ☐
7. 911 was the first emergency telephone number people used. ☐

Time out

Discuss:

- ▶ What do you usually do in your free time?
- ▶ Do you prefer staying at home or going out? Why?

Flick through the module and find...

- ▶ a postcard about an extreme sports holiday
- ▶ a man playing golf in his living room
- ▶ a theme park
- ▶ a book review
- ▶ ads for two famous shows

In this module you will...

- ▶ learn to express possibility in the present and future
- ▶ talk about sports
- ▶ talk about different places of entertainment
- ▶ learn to talk about conditions and their results
- ▶ learn to express agreement/disagreement
- ▶ learn to write a paragraph expressing preference
- ▶ talk about books
- ▶ learn to write a book review



2a Feeling sporty?

Lesson Link



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1. LISTENING & READING



A. Discuss.

- Do you like playing video games? Why / Why not?

B. What do you think the pictures are trying to show? Listen and find out.



Tony There you go.

Alex What's this?

Tony A present. Go on, open it. You may need scissors.

Alex You really didn't need to buy me anything.

Tony So, what do you think?

Alex Ermm... It's a game console. But I already have one.

Tony Not like this one. Come on, open it. It's brilliant. My cousin Frank has one and he plays all day.

Alex Is it the one with the wireless controller?

Tony That's right, here it is. Let me show you. Let's say you're playing a tennis game. You have to swing the controller to hit the ball, like this. Or for bowling, you have to move your arm like this to throw the ball, just like in real bowling.

Alex But you don't throw the controller, do you?

Tony No, it might break. Anyway, it has a wrist strap to stop you from dropping it.

Alex What about football? How do you pass the ball or shoot?

Tony I'm not sure, but I know you can use the controller like a normal game controller.

Alex Sounds like fun. What games do I have?

Tony Well, it comes with lots of sports games. Tennis, baseball, boxing, golf... What shall we start with?

Alex Do you need to ask?

Tony Of course, golf, your favourite.

Alex So, you swing the controller like this to hit the ball.

Tony You're a fast learner.

Alex I'm going to thrash you!

Tony I'm quite good at this golf game actually. So, I could beat you.

Alex Let's see!

C. Read the dialogue and answer the questions.

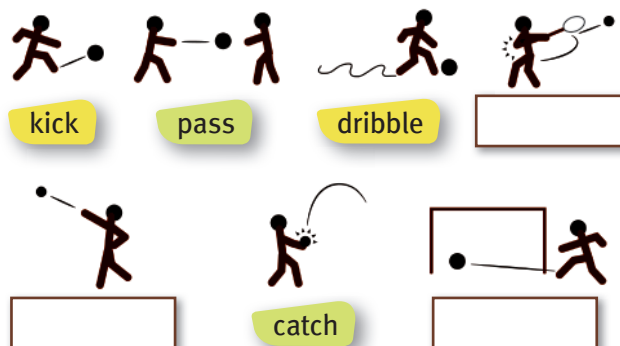
1. Why is Alex not very happy with his present in the beginning?
2. Who is Frank?
3. How do you 'throw' a bowling ball with the game console?
4. What stops a player from dropping the controller?
5. Why do they choose to play golf?
6. Who feels confident about winning the game?

2. VOCABULARY

WORDS/COLLOCATIONS RELATED TO SPORTS

A. Label the pictures with the words in the box.

hit score throw



B. Complete the table by ticking the correct boxes.

play	go	do	
			volleyball
			skiing
			karate
			on/for a team
			a game
			windsurfing
			in the final
			swimming
			water sports
			athletics
			team sports

3. GRAMMAR

may, might, could

Read the examples below. Which one of the functions a-c below do the words in bold express?

- You **may** need scissors.
- No, it **might** break.
- So, I **could** beat you.

- Something that can possibly happen.
- Something that can't possibly happen.
- Something that will certainly happen.

NOTE

We use **may not** / **might not** to express lack of possibility in the present or future.

Grammar Reference p. 73

4. PRACTICE

Look at the pictures and say what will possibly happen. Use **may (not)**, **might (not)** or **could**.



5. SPEAKING

Talk in pairs. Do you prefer playing sports on a game console or playing real sports? Use the vocabulary given and think about:

- how much it helps you keep fit
- the cost
- the place
- how popular it is
- the weather conditions
- when you can do it

exciting monotonous stay fit
tiring active expensive convenient
fresh air facilities socialise

I prefer real sports because they're more exciting and they...

I agree/disagree. I believe playing sports on a game console is...

2b Thrills and spills

Lesson Link



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1. READING



A. Discuss.

- Have you ever been to Mexico on holiday? If not, would you like to go?
- Does the idea of an extreme sports holiday appeal to you, or would you rather spend your holiday relaxing on the beach?

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

a. Relaxing holiday in Mexico

b. Adventure! Mexican Style

c. Sightseeing in Mexico

DAY 1

You will arrive in Ensenada and from there you'll travel by boat to Guadalupe Island, one of the best places in the world to see great white sharks. You'll spend the first two nights of your trip on the boat and you will have the opportunity to eat some traditional Mexican food. In the afternoon, you'll watch a diving safety video. If there's time, your guides might take you to see the famous Guadalupe fur seals.

DAY 2

There are five shark cages on the boat and they will be open for diving at 6 a.m., so if you wake up early, you'll be able to swim with the sharks before breakfast! You will spend most of the day diving with sharks. But if you change your mind, you can sit and watch all the action on a 42" TV in the main salon through a special underwater 'shark cam'.

DAY 3

You will arrive in Cancun early in the morning. After checking into the hotel, you will spend the rest of the day taking part in some exciting extreme sports. Activities on offer include bungee jumping and windsurfing. You'll also be able to go parasailing if it's not too windy.

DAY 4

During your second day in Cancun, you'll get the chance to go sightseeing. You can see fascinating Mayan ruins at the El Rey archaeological site. Also, if you visit the Interactive Aquarium, you'll have the opportunity to swim with dolphins and touch sea urchins and stingrays. If you want to see more sights, ask your hotel to recommend a tour guide.

DAY 5

You will arrive in Acapulco. When you check into the hotel, a coach will take you to the Papagayo River. There are a number of sports activities on offer there, including kayaking and rock climbing. Alternatively, you can ride down the river in a speedboat.

DAY 6

This is the last day of your trip, so you'll have to get up early for the goodbye gathering. It will take place in the breakfast area. All participants will receive photos of the trip. You must check out of the hotel by midday. If you book your taxi to the airport in advance, you'll get a 10% discount.

→ For more information call 0789 456 2239 and speak to your travel agent.

C. Read again and complete the postcard.

Hi all,

I'm having a great time in Mexico.

Right now I'm in (1) _____

and I'm going to visit the Interactive Aquarium

and swim with (2) _____. I also want to visit the (3) _____ ruins later. They should be interesting.

Yesterday, I went bungee jumping. Can you believe it? I wanted to go parasailing too, but it was too (4) _____ so I couldn't. I didn't manage to swim with (5) _____, either.

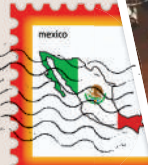
Unfortunately, I got scared and didn't go.

Tomorrow, I'm going to (6) _____. They will take us to the Papagayo River and I might do some water sports like

(7) _____.

See you in a few days,

Mike





D. Find words/phrases in the text that mean the following:

- available
(Day 3): _____
- a building where people can go and see water creatures
(Day 4): _____
- say that someone or something is good or suitable
(Day 4): _____
- arrive and go through the necessary procedure before staying at a hotel
(Day 5): _____
- a comfortable bus used for long journeys
(Day 5): _____
- people taking part in an activity
(Day 6): _____

E. Discuss.

- Which of the activities in the text would you like to try? Why?

2.VOCABULARY

COMPOUND NOUNS

NOTE

A compound noun is a combination of two nouns which function as one word. The first noun defines the second one (e.g. bus stop = a stop for buses).

A. Look at the text on page 22 and find compound nouns.

B. Match the nouns on the left with the nouns on the right to form compound nouns.

- | | |
|--------------|---------------|
| 1. tourist | a. agency |
| 2. adventure | b. station |
| 3. taxi | c. shopping |
| 4. railway | d. holiday |
| 5. travel | e. rank |
| 6. souvenir | f. attraction |

3.GRAMMAR

CONDITIONAL SENTENCES TYPE 1

Read the examples and complete the rule.

- If you **wake up** early, you'll **be able to** swim with the sharks before breakfast!
- If there's time, your guides **might take** you to see the famous Guadalupe fur seals.
- If you **want** to see more sights, **ask** your hotel to recommend a tour guide.

If + _____, can, must, may, _____, etc. + base form
imperative

if vs when

Read the examples and answer the questions.

- Ken:** I'll go skiing **if** it snows.
- Ryan:** I'll go skiing **when** it snows.

- Do the sentences refer to the present/future or past?
- Is Ken sure that it will snow?
- Who will definitely go skiing?
- Which sentence expresses a condition?

Grammar Reference p. 73

4.PRACTICE

Circle the correct words and complete the boxes with **if** or **when**.

1.

Ian So, what are you doing next weekend?

Mark I'm going to the beach with my brother. _____ the weather **is / will be** good, we **go / may go** swimming. Why don't you come with us?

Ian Sure! _____ you **decide / will decide** what time you are leaving, **give / will give** me a call, OK?

2.

John Is Ted going to swim with the sharks tomorrow?

Carl I don't know. He **does /'ll do** it _____ he **doesn't get / won't get** too scared. We **know /'ll know** tomorrow morning _____ he **sees / will see** the sharks.

John _____ it's not too much trouble, please **take / can take** a picture of him.

5.INTONATION



Listen and repeat. Notice the intonation and rhythm.

- If you wake up early, you'll be able to swim with the sharks.
- If we bring a map, we won't get lost.
- If you get home early, we can go shopping tonight.
- If they don't have tickets, they won't be able to get in the museum.
- If you want to buy souvenirs, go to the town centre.

6.SPEAKING

Go to page 71.



2c Hot spots

Lesson Link



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1. VOCABULARY

WORDS RELATED TO PLACES OF ENTERTAINMENT

Which words are related to each place of entertainment?
Complete the table by ticking the correct boxes.

	theme park	museum	bowling alley
exhibits			
queue			
artefacts			
games			
indoor			
outdoor			
rides			



2. LISTENING



A. Discuss.

- Are there many places of entertainment in your town/city?
- What's the most popular with people your age?

B. Listen to three people talking about places of entertainment. Which place is each of them talking about? Match the names with the places.

Danny

theme park

Roger

bowling alley

Mike

museum

When listening for gist, try to understand the general idea, not every single word.

TIP

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

- Danny usually goes to this place alone. ☐
- Danny enjoys the variety of activities on offer. ☐
- Roger doesn't like queues. ☐
- Roger has to go there because of his family. ☐
- Mike hates preparing before going to this place. ☐
- Mike thinks that it isn't always entertaining there. ☐

3. GRAMMAR

So, Neither, Too, Either

Read the following dialogues and match the phrases in bold with their uses.

A: *I like going to the city centre.*

B: ***So do I.** / I do too.*

C: ***I don't.** It's very crowded.*

A: *I can't ski.*

B: ***Neither can I.** / I can't either.*

C: ***Well, I can.***

- It is used to agree with an affirmative sentence.
- It is used to agree with a negative sentence.
- It is used to disagree.

Grammar Reference p. 73

4. SPEAKING

Talk in groups of three. Look at the places below and discuss what you like or don't like about them. Agree or disagree using **so** or **neither**.

museum theme park bowling alley
café restaurant

I love going to cafés because...

So do I. / I do too.

I don't because...

5. WRITING A PARAGRAPH EXPRESSING PREFERENCE

A. Discuss.

- What is your favourite place of entertainment?
- Why do you like going there?

B. Read the paragraph below and answer the questions.

1. Which words/phrases show that the writer likes this place?
2. What do the highlighted words refer to?

- a. we: _____
- b. there: _____
- c. it: _____
- d. them: _____
- e. us: _____

My favourite place of entertainment

I enjoy going out, but there's one place I prefer going to more often and that's the bowling alley. I find that it's an interesting place as it gives me the chance to spend more time with my friends, have fun and also exercise a bit. **We** all meet up **there** to go bowling three times a week and we all have great fun. The bowling alley offers a nice, relaxing atmosphere. Every year there is a tournament and everyone gets excited about **it**. My friends and I practise together all year round to be the best team at the competition. Last year we won first prize and that was a big success. All the other teams admitted we were the best! Some of **them** even came to ask **us** for a few tips. It's great fun being part of a team and especially there, at the bowling alley. I wouldn't give it up for anything in the world!

C. Rewrite the sentences below without repeating the same words, whenever you can.

1. My sister and I love going to the shopping centre. My sister and I go to the shopping centre every weekend. The shopping centre is usually crowded, but my sister and I always have a good time when we go to the shopping centre.

2. Brian is really interested in reading. Reading relaxes Brian. There are lots of libraries in Brian's neighbourhood and Brian goes to one of the libraries once a week.

WRITING TASK

- D. Write a paragraph about your favourite place of entertainment. Your paragraph should be between 80-100 words.

TIP

When writing a paragraph expressing preference:

- explain your ideas by giving examples.
- use phrases like: *I think...*, *I prefer...*, *I like/love...*, *I really enjoy...*, *I'm fond of...*, *I'm a big fan of...*, *I'm interested in...*, *I find ... fantastic, etc.*
- use a variety of adjectives (*interesting, exciting, etc.*) to describe how you feel.
- try not to repeat the same words all the time. Instead, use subject personal pronouns (*he, she, it...*), object personal pronouns (*him, her, it...*), possessive adjectives (*his, her, its...*) and adverbs (*here, there*).



2d It's showtime!

Lesson Link



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1. READING



A. Look at the pictures and the titles of the texts and guess whether the statements below are True or False.

- The Harlem Globetrotters feature a sporting event. ☐
- The Dubai Airshow takes place every year. ☐
- Only people from the Middle East attend the Dubai Airshow. ☐
- The Harlem Globetrotters only play in the USA. ☐

B. Read the texts and check your answers in activity A.

DUBAI AIRSHOW

A show with a difference!

13th-17th November

Since it started in Dubai, UAE, in 1989, the Dubai Airshow has grown from 200 exhibits and 25 aircraft to over 800 exhibits and more than 80 aircraft in the next years. It is held every two years and it is an **extraordinary** event in the Middle East and the fastest growing airshow in the world.

Through the years, the top aviation companies have been offering a **memorable** show to all visitors. Two **must-see** attractions were the Airbus A380, **featuring** the colours of Emirates Airlines in 2005 and the Airbus A350 XWB in 2009.

This amazing show attracts thousands of visitors from over 100 countries and over 50,000 industry professionals from all over the world.

The airshow will run for five days this winter at Airport Expo, Dubai.

Opening times: 10:00 – 17:30
(displays start at about 14:00)
Prices: \$50 for all five days
(visitors over 16 years old)



Let the Harlem Globetrotters work their magic on you!

The Harlem Globetrotters show is great entertainment for both young and old. The world famous basketball team from the USA amaze their audiences with their sporting skills and entertain with their amusing antics on **court**.

The Harlem Globetrotters have been touring the world since 1972 and over 110 million people in 114 countries have been applauding and cheering them on ever since. They have been responsible for making basketball popular in many countries.

The Harlem Globetrotters have been touring Australia for the last 5 months and have played over 100 games around the country. This is your last chance to see them LIVE! The Globetrotters are playing their last game at the ANZ Stadium in the Sydney Olympic Park on Saturday 3rd December and tickets are selling fast. So, check them out! They won't let you down.

Tickets are on sale online.

Ticket hotline on 0061 110 210 778 944.

Adults \$ 90-150

Children &

Senior Citizens \$ 60-110

(Prices depend on seating area)

Special offers for families and groups!
Please ask for details.

C. Read again and write DA for the Dubai Airshow or HG for the Harlem Globetrotters.

- Which show is great family entertainment? ☐
- Which show is not for young children? ☐
- Which show has been running the longest? ☐
- Which show has a discount for families? ☐
- Which advertisement is for an event on a specific day? ☐
- Which show takes place in one city only? ☐
- Which show has expanded really fast since it started? ☐

D. Look at the highlighted words in the texts and match them with their meanings a-g. There are two extra meanings which you do not need to use.

- | | |
|------------------|---|
| 1. extraordinary | a. performance |
| 2. memorable | b. to present, to show |
| 3. must-see | c. successful |
| 4. feature | d. the place where tennis and basketball are played |
| 5. court | e. something that must be experienced |
| | f. unusual, amazing |
| | g. unforgettable |

E. Discuss.

- Which of the shows would you like to see? Why?
- Have you been to any other kind of show? What was it like?
- Is there any show that you would like to go and see?

2. VOCABULARY

PHRASAL VERBS

Match the phrasal verbs 1-6 with their meanings a-f. Some of them are in the texts on page 26.

- | | |
|----------------|---|
| 1. come across | a. disappoint |
| 2. bring back | b. return from somewhere with something |
| 3. cheer on | c. shout to someone in a race or competition to encourage him/her |
| 4. sell out | d. have no tickets left |
| 5. check out | e. find by chance |
| 6. let down | f. look at something that seems interesting |

3. GRAMMAR

PRESENT PERFECT PROGRESSIVE

Read the example and answer the questions. Then complete the rules about the formation and use of the present perfect progressive.

*The Harlem Globetrotters **have been touring** the world since 1972.*

- When did the Harlem Globetrotters start touring?
- Do they still tour?

Present Perfect Progressive

_____ or has + _____ + verb + _____

Use:

the present perfect progressive for actions or situations that started in the _____ and continue up to the _____.

PRESENT PERFECT PROGRESSIVE vs PRESENT PERFECT SIMPLE

Read the sentences below. Which tenses are used? Which sentence emphasises the result and which the duration of the action?

- *The Dubai Airshow **has offered** visitors a memorable show.*
- *The Dubai Airshow **has been offering** visitors memorable shows for more than 20 years.*

Grammar Reference pp. 73-74

4. PRACTICE

Complete with the present perfect simple or the present perfect progressive of the verbs in brackets.

A: Can I take your order?

B: Hello Steve! I didn't know you were a waiter here.

A: Well, I am.

B: I come here all the time and I

(1) _____ (never / see) you here before.

A: I'm new here. I (2) _____ (work) here for a week now.

B: So, (3) _____ you _____ (give up) trying to be an artist?

A: No, but I need the extra money. So, I

(4) _____ (try) different part-time jobs since last year.

B: Sounds interesting. My boss

(5) _____ (look for) someone to work as a part-time secretary for quite some time now, so if this place doesn't work out for you, let me know.

A: Thanks. So, what would you like?

(6) _____ you _____ (try) the vegetable soup?

B: Of course, I (7) _____ (come) here for years. I know the menu very well.

A: Great.

5. SPEAKING

Work in small groups. Think of a show or make one up. Think of things to say about it and advertise it to your classmates. Use the questions below:

- How long has it been running?
- How long has it been touring?
- Which places has it toured so far?
- What age group is the show for?
- What is it about?
- How have audiences responded?
- Where can you get tickets?
- How much are they?

2e Food for thought

Lesson Link



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1. VOCABULARY

WORDS RELATED TO BOOKS

Complete the table below by writing the words in the box under the correct heading.

poetry
setting
chapter
author
heroine
novel
disappointing
character

blurb
science fiction
(un)realistic
review
adventure
descriptive
critic
best-selling

book genres	people	adjectives	nouns
<i>biography</i>	<i>hero</i>	<i>action-packed</i>	<i>plot</i>

2. SPEAKING

Choose a book you have read and tick the appropriate boxes in the table below. Then discuss your answers in small groups.

	excellent	OK	terrible
plot			
illustrations			
writing style			
ending			

I think the plot of the book was amazing.

I disagree. I think it was unrealistic, but I really liked the ending.

3. LISTENING

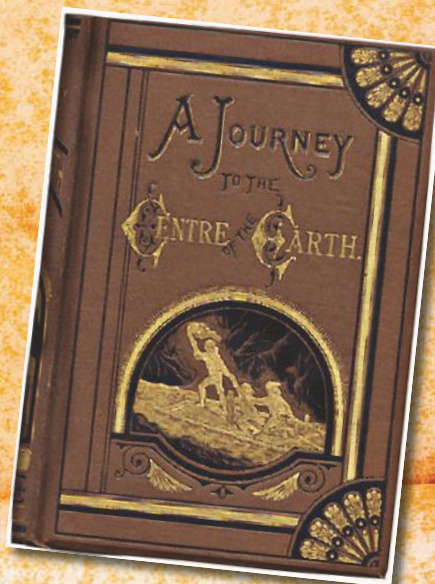


A. Discuss.

- Who is your favourite author?
- Can you name three of his/her best books?

B. Look at the books below and guess the answer to the questions. Then listen to a book critic talking and check your answers.

1. Who is the author of the books?
2. What do you think they are about?
3. What genre do the books belong to?



C. Listen again and choose the correct answer a or b.

- Niles thinks *A Journey to the Centre of the Earth*
 - is disappointing.
 - is an exciting adventure.
- The members of the expedition in *A Journey to the Centre of the Earth* were
 - three men and the Professor.
 - three men including the Professor.
- Captain Nemo appears
 - in more than one book by Jules Verne.
 - in *A Journey to the Centre of the Earth*.
- The men in *The Mysterious Island*
 - are helped by a stranger.
 - are in danger because of a stranger.

When listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

TIP

4. WRITING A BOOK REVIEW

A. Discuss.

- In your opinion, what makes a book successful?
- Do you read book reviews? Are you influenced by them?

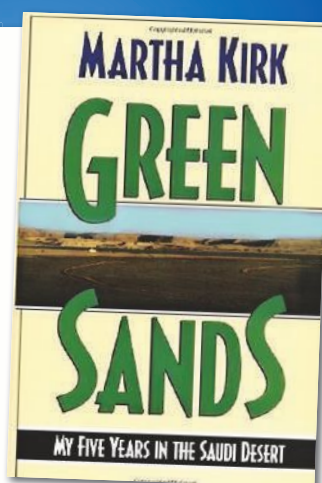
B. Below is a book review which appeared in a college magazine. Read the review and answer the questions.

- Did the book critic like the book?
- What tense does the book critic use to describe the plot?

Book Review

by Bill Chesterton

Although it was published in 1994, *Green Sands: My Five Years in the Saudi Desert* is still a popular book. In this novel, the writer, Martha Kirk, gives a descriptive account of her experience in Saudi Arabia that will definitely amaze the reader.



The book is set in the 1980s, on a farm somewhere in the desert, some 90 kilometres from Riyadh. The heroine, Martha Kirk herself, talks about the five years she spent in Saudi Arabia, after moving there with her husband. The two Americans are given the amazing opportunity to meet not just new people, but also a different culture and lifestyle.

Green Sands: My Five Years in the Saudi Desert is a well-written book. The plot is exciting and the characters are very realistic. It is a fascinating book that won't let you down! I definitely recommend it!

C. What is the topic of each paragraph? Read the review again and match.

- | | |
|-------------------------------------|------------------------------------|
| 1 st para. Introduction: | book critic's opinion |
| 2 nd para. Main Part: | general information about the book |
| 3 rd para. Conclusion: | setting and plot |

D. Read the sentences and decide which paragraph you would find them in. Write I for Introduction, M for Main Part and C for Conclusion.

- The book was written by Mark Twain. ☐
- The hero tries to save the world. ☐
- This book is a science-fiction novel. ☐
- It's suitable for both children and adults. ☐
- I was very disappointed by the book. ☐
- Ned is an important character in the book. ☐

WRITING TASK

- E. Write a review of a book you've recently read. Your review should be between 100-120 words. Go to the Workbook, p. 24.

TIP

When writing a book review:

- choose a book you know well and make a plan of what you are going to write.
- give some general information about the book (e.g. title, author, genre).
- only mention a general outline of the plot. Don't include too many details and don't reveal the ending. Remember to use the present simple when describing the plot.
- express your opinion of the book and say whether you recommend it or not.

For expressions/phrases, see page 70.

2 Round-up

VOCABULARY

A. Circle the correct words.

1. Thomas **passed** / **shot** the ball to Paul.
2. We **featured** / **booked** a room in a very nice hotel.
3. The **plot** / **chapter** of the book is very interesting. I certainly recommend it.
4. There was a very long **queue** / **artefact** outside the post office.
5. The children saw sharks and dolphins at the **ruins** / **aquarium**.
6. There is a taxi **station** / **rank** opposite the park.
7. That book is **disappointing** / **memorable**. None of my friends liked it.
8. Golf is an exciting **indoor** / **outdoor** sport.
9. This **author** / **hero** has written twelve books.
10. The tickets were **sold** / **checked** out in three days!

B. Complete with the words in the box.

prize blurb parks attracts
attractions let alley opportunity

1. We love going to theme _____ . They're lots of fun.
2. There are many tourist _____ in Spain.
3. Ask Hasan to help you. He won't _____ you down.
4. Let's go to the new bowling _____ on Airport Street.
5. They won first _____ at the bowling tournament.
6. The _____ at the back of the book really makes you want to read it.
7. Luckily, I had the _____ to travel for a year when I finished school.
8. The museum _____ visitors from all over the world.

GRAMMAR

C. Circle the correct words.

1. Our team **lose** / **will lose** if we don't play well tomorrow.
2. If we hurry, we **don't miss** / **won't miss** the museum opening.
3. My brother Abdulaziz and I **may travel** / **will travel** to Egypt, but we haven't decided for sure yet.
4. **If** / **When** you check into the hotel, give me a call, so I can come and pick you up.
5. If you're hungry, **have** / **will have** some of my sandwich.
6. Ibrahim **couldn't** / **might not** come with us this evening if he feels ill.
7. If we **wait** / **will wait** a little longer, the bus might come.
8. We won't go rock climbing **if** / **when** it rains. We'll stay at home.

D. Complete with the present perfect simple or the present perfect progressive of the words in brackets.

1.
A: _____ (you / ever / be) parasailing, Tom?
B: Of course. It's my hobby. I _____ (do) it for the past ten years, actually. It's great fun.
A: I _____ (never / try) parasailing.
2.
My brother Naif _____ (always / want) to be a writer. Two years ago he joined a local book club and since then he _____ (read) hundreds of books. He _____ (write) a novel for months now. Naif _____ (also / work) on some book reviews. Anyway, he _____ (not tell) me the name of the novel yet. He wants it to be a surprise. But he says the plot is one of the most interesting he _____ (ever / write).

COMMUNICATION

E. Complete the dialogues.

1.
A: I can't go bungee jumping. I'm afraid of heights.
B: _____ I.
C: Well, I _____ . I love a little adventure in my life.
2.
A: I find going to a café every day boring.
B: I _____ too.
C: I _____ ! I can spend hours there.
3.
A: Omer didn't like the second chapter.
B: I didn't _____ .
C: I _____ . I thought it was amazing!

Lesson Link



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4.

A: I've never been kayaking.

B: _____ I. Do you want to go?

A: I don't know. I'm a bit scared.

B: Well, I _____, but I think we'll enjoy it.

F. Complete the dialogue with the sentences a-g. There are two extra sentences which you do not need to use.

- a. Anyway, if you see me having fun, you'll change your mind and will want to join me.
- b. I got a very good discount.
- c. Neither have I.
- d. I do too.
- e. You can't stop me from trying it now.
- f. So am I.
- g. Check it out!

Stan I'm very excited about our holiday.

Mike (1) _____ Have you packed your bags yet?

Stan No, I haven't.

Mike (2) _____ By the way, I've arranged for us to go rock climbing while we're there.

Stan No way! I'm not trying that.

Mike Well, I am. (3) _____

Stan I won't. I don't think you should try it either.

Mike (4) _____ I've already paid for it.

Stan Why did you pay in advance?

Mike (5) _____

LISTENING



Listen to four short dialogues and answer the questions. Choose a, b or c.

1. What sport are the people talking about?
 - a. volleyball
 - b. golf
 - c. basketball
2. What do the people definitely want to do during their holiday?
 - a. do water sports
 - b. go on a cruise
 - c. go souvenir shopping
3. How did the men feel about the zoo?
 - a. It wasn't for adults.
 - b. It was boring.
 - c. It was great.
4. Where do the people decide to go?
 - a. To a restaurant.
 - b. To the bowling alley.
 - c. To a museum.

SPEAKING

CLASS DEBATE

Choose one of the statements below and then work in two groups. Group A should argue against the statement. Group B should argue for it. Think about the ideas given.

Studying in the library is better than studying at home.

- quiet environment
- variety of books
- access to the Internet
- concentrate more easily



It's better to watch sports on TV than live

- cost
- how comfortable you are
- queue
- the excitement
- the noise
- the atmosphere and the people
- travelling to venue



SELF-ASSESSMENT

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

Now I can...

- talk about things that can possibly happen ☐
- talk about conditions and their results ☐
- talk about sports ☐
- talk about different places of entertainment ☐
- express agreement/disagreement ☐
- write a paragraph expressing preference ☐
- talk about books ☐
- write a book review ☐

Task 2 p. 63

A. Discuss.

- What are some of the most popular events in your country?
- Which is your favourite? / Why?

B. Read the title of the text and look at the pictures. What do you know about the event? Listen, read and check your answers.



Lesson Link



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MANGO FESTIVAL IN JAZAN

Every year in May, the people of the province of Jazan organise a mango festival. It's the annual Mango Festival held in the city of Abu Arish and it lasts for five days.

Jazan province is situated in the south-west of Saudi Arabia and it is very famous for its high-quality production of tropical fruits such as mangoes. In fact, the agricultural tests on mango fruit started in 1972. Today, there are about 450,000 mango trees in Jazan between 1-18 years old and about 2000 farms, which produce mangoes in different tastes and types.

The festival has improved tourism in the region. The main aim of the festival, though, is to promote the agricultural products of the province. However, people have great fun at the same time. During the festival the growers display all the different types of mangoes they cultivate. For the farmers there are various competitions they can take part in and for the rest of the visitors there are activities through which they can learn a lot about mangoes. They even learn how to grow a healthy mango tree. Children's shows and other competitions or quizzes for visitors just add to the entertainment offered at the festival.

The mango festival is ideal for people who love mangoes, since they have the opportunity to taste various types of mangoes and learn different mango recipes. That's why every year the festival is a great success!



POEM

"Let's get active!"

Go to page 69.

C. Read again and complete the sentences.

1. The Mango Festival is held _____ in Jazan.
2. The region of Jazan produces a lot of _____.
3. The growers _____ their products during the festival.
4. There are also _____ for children.
5. The festival is ideal for _____.

Discuss:

- ▶ What's your ideal job?
- ▶ What qualifications would you need for it?

Flick through the module and find...

- ▶ a CV
- ▶ an advertisement for an English language course
- ▶ a dialogue at the bank
- ▶ people doing different jobs
- ▶ three happy colleagues

In this module you will...

- ▶ learn to carry out transactions
- ▶ talk about work and workplaces
- ▶ learn to describe your qualifications
- ▶ learn to ask for confirmation
- ▶ learn to express interest, surprise and make exclamations
- ▶ learn to express result
- ▶ learn to use the past perfect simple
- ▶ learn to write a CV
- ▶ learn to write an email giving information



3a Need some cash?

Lesson Link



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1. LISTENING & READING



A. Discuss.

- Do you have a bank account?
- If yes, how often do you put money in it?
- How do you feel about using cash machines?

B. Listen to three dialogues and decide where each of them is taking place. Write 1, 2 or 3 next to the names of the places.

- ☐ at the bank
☐ at a cash machine
☐ at a bureau de change

1.

Clerk Good morning, how can I help you?

Man I'd like to exchange some euros into Japanese yen.
What's the exchange rate?

Clerk One euro is 113 yen.

Man OK, let me see. How much will I need to spend? Erm...
here's €200. You charge commission, don't you?

Clerk Yes, we charge 1% commission. Is that OK?

Man That's fine.

Clerk So, here's your money.

Man Thank you.

2.

Saad What's taking you so long?

Nasir I'm trying to withdraw some money.

Saad Didn't you want to make a deposit?

Nasir I've already done that. Then I took my card and got the receipt, but I realised we need money for the supermarket, so I tried to withdraw some.

Saad And?

Nasir It won't accept my PIN number.

Saad Maybe you entered it incorrectly.

Nasir But it worked before, didn't it? Let me try once more.

Saad How many times have you entered it?

Nasir This is the third time.

Saad I hope it doesn't swallow your card.

Nasir It's OK, it's working now.

3.

Bank clerk Good afternoon.

Customer Hello, I'd like to open a new account.

Bank clerk OK. Let me tell you about our latest account. It's called Silversaver and it has an interest rate of 5%.

Customer Sounds good.

Bank clerk And we will also give you a debit card free of charge.

Customer Isn't that the same as a cash card?

Bank clerk No, with a debit card you can pay for things and the amount is directly taken from your account.

Customer I can't use Internet banking with that account, can I?

Bank clerk Of course, you can. You can also get up to £50 cashback at various shops and supermarkets.

Customer That's useful.

Bank clerk Here's a brochure. If you have any questions, don't hesitate to ask.



C. Read the dialogues and match the two halves of the sentences.

1. When you exchange money,
2. When you enter your PIN three times incorrectly,
3. When you put your card in a cash machine,
4. When you use a debit card,
5. When you use cashback,

- a. the cash machine may 'swallow' your card.
- b. it asks for your PIN number.
- c. you get money back from shops.
- d. you usually have to pay commission.
- e. money is directly taken from your account.

2. VOCABULARY

OPPOSITES

Look at the words/phrases in bold. Find their opposites in the dialogues on page 34 and complete the sentences with their correct form.

1. You should start **saving** money. Don't _____ it on things you don't actually need.
2. The good thing about cash machines is that you can **deposit** or _____ money without having to wait in a queue to see a bank clerk.
3. Charlie **refused** to go on a business trip to London, but I _____.
4. I spelt the name on the envelope **correctly**, but I spelt the address _____.
5. We **had to pay** €1000 for the furniture, but the delivery was _____.

3. GRAMMAR

NEGATIVE QUESTIONS

Read the examples and notice the words in bold. In which sentence does the speaker in the dialogue expect the listener to agree? In which sentence does the speaker express surprise?

- ***Didn't you want** to make a deposit?*
- ***Isn't that** the same as a cash card?*

QUESTION TAGS

Read the examples, notice the words in bold and then complete the rules by circling the correct words.

- *You charge commission, **don't you?***
- *But it worked before, **didn't it?***
- *I can't use Internet banking with that account, **can I?***

- Question tags are short questions which we put at the **beginning** / **end** of a sentence.
- They are formed with **an auxiliary** / **a main** verb (*am, is, are, was, were, have, has, do, does, did, can, could, will, etc.*) and a subject personal pronoun (*I, you, he, she, etc.*).
- We use a **positive** / **negative** question tag with a negative sentence and a **positive** / **negative** question tag with a positive sentence.

Grammar Reference p. 74

4. PRACTICE

A. Read the situations and make negative questions.

1. You're surprised that your brother doesn't know how to use a cash machine. What do you say?

2. You see a man who you think went to the same school as you. What do you say to him?

3. Your best friend buys a new book but you're quite sure he's read it before. What do you say?

B. Complete the dialogues with the correct question tags.

1.
A: Saud, you went to the bank today, _____?
B: No. You didn't tell me to go, _____?
A: Yes, I did.
B: Sorry.
A: You can go tomorrow, _____?
B: Of course.
2.
A: The banks are closed today, _____?
B: Yes, but there's a cash machine round the corner. You've seen it, _____?
A: You're right. I'll go there.
B: You won't be long, _____?
A: No, I just need to check something.
B: You don't have Internet banking, _____?
A: No, I don't.

5. INTONATION

A. Listen and repeat. In which sentence is the speaker not sure about something and wants to confirm it? In which sentence is the speaker sure and expects the listener to agree?

There's a new bank on Greenfield Street, isn't there? 

There's a new bank on Greenfield Street, isn't there? 

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

1. You'll lend me some money, won't you?
2. Faisal hasn't closed his bank account, has he?
3. Your cousin lives in Riyadh, doesn't he?
4. We aren't working this Saturday, are we?
5. You change your PIN number often, don't you?
6. Tom didn't spend all the money, did he?

6. SPEAKING

Go to page 71.



3b Job satisfaction

Lesson Link



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1. READING



A. Discuss.

- What do you think makes employees happy with their job?

B. Read the text quickly. What is the writer's main purpose? Choose a, b or c.

- To criticise employers of big companies.
- To inform people about the working conditions some companies offer.
- To advertise different businesses.



Let's get down to business

Because big salaries and large bonuses aren't always enough to keep employees happy, some companies are now offering their staff exciting and unusual **perks**. A software company in Los Angeles, USA, for example, has built a number of on-site facilities for its employees. Staff can visit the hair salon, leave their cars at the car wash and their clothes at the dry-cleaner's – for free! There's also an on-site restaurant that serves free **gourmet** meals 24 hours a day! What a treat!

When employees of a San Francisco-based software company need a break, they **head for** the games room. Here, they can play video games, pool or table tennis. Alternatively, staff members can take part in outdoor activities, like basketball or tennis. The employees of this company say that their work environment is so **pleasant** that they often don't want to go home!

Many companies also organise annual holidays and **outings** for their staff. Last year, a US supermarket chain took all its employees white-water rafting. And, in the UK, a mobile phone company organised a special end-of-year art festival for its 17,000 employees. Some of the most famous artists in the UK took part and staff members had the opportunity to meet them – how thrilling!

Some companies offer their staff members slightly more unusual perks. For example, a US insurance **firm** gives every month's best employee a day off, as well as a gift of \$100. The company also offers on-site golf lessons and tennis classes, and there is even a library for staff members who want to read a book and enjoy some quiet time. Many employees **consider** this company to be such a wonderful place to work that they wouldn't dream of looking for a job anywhere else!

C. Read again and complete the sentences.

1. A software company in Los Angeles doesn't charge its employees anything for _____ their clothes or when they want to wash _____. They can also _____ free of charge all day long.
2. Employees at a San Francisco company can go outside and play _____ or _____ during their break. Sometimes they have so much fun at work they don't want _____.
3. _____ were taken to an art festival by a UK mobile phone company.
4. Some employees of a US insurance company are offered a day off and _____ and all of them can spend a quiet moment in the _____.

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

- | | |
|-------------|--|
| 1. perks | a. trips or short journeys usually lasting for a day |
| 2. gourmet | b. go towards |
| 3. head for | c. think about something in a particular way |
| 4. pleasant | d. food of high quality and often expensive |
| 5. outings | e. nice, enjoyable |
| 6. firm | f. things you are offered as well as your salary |
| 7. consider | g. company |

E. Discuss.

- Which of the perks mentioned in the text do you think would create the happiest work environment?
- Imagine you're the manager of your own company. What kind of unusual perks would you offer your employees?

2. VOCABULARY

WORDS EASILY CONFUSED

Complete the sentences with the words in the boxes.

work job

1. Faisal has a new _____. He started _____ last Monday.

employer employee

2. Tim Barkley is an _____ of Fiji Bank. His _____ sent him to Suva last week.

office study desk

3. My brother is a graphic designer and has a(n) _____ on the third floor of that building with a large _____ in it. But he also works at home in his _____.

company organisation

4. Khalid is the manager of a software _____ and in his free time he does volunteer work for a(n) _____ which helps protect the environment.

3. GRAMMAR

EXCLAMATORY SENTENCES

Read the examples below. Which words does the speaker want to emphasise?

- **How** thrilling! • **What** a treat!
- It's **so** pleasant! • It's **such** a wonderful place!

To make exclamations use:

- *how* and *so* before adjectives/adverbs
- *what* and *such* before nouns or adjectives + nouns

CLAUSES OF RESULT

Read the examples, answer the questions 1-3 and complete the rules.

- The employees say that their work environment is **so** pleasant **that** they often don't want to go home!
- The employees say that their work environment is **such** a pleasant place **that** they often don't want to go home!

1. What don't the employees want to do?
2. Why don't they want to do it?
3. What does *so... that...* and *such... that...* express?

To express result use:

- **so** + _____ or adverb + (that)...
- **such** + (a/an) + (adjective) + _____ + (that)...

Grammar Reference p. 74

4. PRACTICE

Complete the dialogues with *how*, *what*, *so* or *such*.

1.
A: I had _____ a tiring day!
B: Why? What happened?
A: We had _____ a lot of work to do that we didn't have time for a break.
B: So, you haven't eaten?
A: No, I'm _____ hungry I could eat anything right now.
2.
A: Why are you late?
B: I woke up _____ late that I missed the bus, and the next one was half an hour later.
A: _____ a nightmare!
B: Did Mr Smith notice I wasn't here?
A: No, he's _____ busy these days he never comes out of his office.
B: _____ lucky I am!

5. SPEAKING

Talk in pairs.

Student A: Imagine that you work for the ideal company. Tell Student B about it. Think about the ideas given below and use *so/such... that*.

- your boss
- your colleagues
- the money you make
- the perks you receive
- the facilities
- the working hours / days
- the days off / holidays you get
- the breaks you can have

Student B: Respond to what Student A says using *How...!* or *What...!*

My boss is so friendly that he's like a best friend to me.

How lucky you are!

Listen carefully to the other person and show interest or surprise.

TIP

3C A successful CV

Lesson Link



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1. VOCABULARY

LEXICAL SET: QUALIFICATIONS

Read the table below and tick what is true about you.

	Yes	No
Do you have a university degree?		
Do you have previous work experience?		
Are you fluent in more than one language?		
Are you computer literate?		
Do you have good people skills?		
Can you work overtime?		
Do you want a full-time job?		

3. GRAMMAR

REFLEXIVE PRONOUNS

Read the examples and answer the questions.

• *Ted taught **himself** English.*

• *Mr Abdullah taught **him** English.*

In which sentence does the pronoun refer to the subject?

• *Do you ever stay at home **by yourself**?*

• *Children, be careful. You might hurt **yourselves**.*

What does the phrase *by yourself* mean?

What's the difference between *yourself* and *yourselves*?

2. SPEAKING

A. Discuss.

- Have you ever been to a job interview?
- What kind of questions are people asked?

B. ROLE PLAY

Talk in pairs.

Student A: Imagine that you're applying for a job and Student B is interviewing you. Tell him/her which job you're applying for and answer his/her questions.

Student B: Imagine that Student A has applied for a job in the company you work for. Interview him/her using ideas from activity 1 and your own.



Which job are you applying for?

I'm applying for the job of...

Do you have...?

ONE / ONES

Read the examples. What do the words **one** and **ones** refer to?

The black jacket is nice but I like the blue **one**.

I think these gloves are horrible. I prefer the red **ones**.

4. PRACTICE

A. Complete the sentences using the verbs in the box and reflexive pronouns.

enjoyed cut made look at

1. Ann felt ill, so she _____ some tea.
2. Be careful! You'll _____ with that knife.
3. Did you _____ in the mirror today?
4. We _____ at the restaurant yesterday.

B. Circle the correct words.

A: Look at those trousers.

B: Which (1) **one** / **ones**?

A: The brown (2) **one** / **ones** over there.

B: Oh, yes. They're lovely, and you can wear them with a nice shirt for your job interview.

A: Yeah, with my white (3) **one** / **ones**.

B: The new (4) **one** / **ones**, right?

A: Yes, how much are they?

B: SAR 300.

5. LISTENING



A. Discuss.

- What do you think might go wrong during a job interview?
- Can you think of any reasons for which a person might not get the job?

B. Listen to two conversations and answer the questions.

1. a. Where did Mark's interview take place?
b. Can Mark speak French?
2. a. What does Robert do?
b. Does he want a full-time or a part-time job?

6. WRITING A CURRICULUM VITAE (CV)



A. Discuss.

- Have you ever written a CV?
- What information do you believe should/shouldn't be included in someone's CV?

B. Read John Forrester's CV and match the headings a-f with the parts of the CV 1-6.

- | | |
|--------------------|-------------------------|
| a. Education | d. References |
| b. Personal Skills | e. Personal Information |
| c. Work Experience | f. Interests |

CURRICULUM VITAE

1.

Name: John Forrester
Address: 5 Shipston St, Epsom, Surrey KT18 2LR
Telephone: Home: 01372 639823
 Mobile: 07939 876982
Date of birth: 03.06.1980

2.

2008 – present Hotel manager at Park Hotel
 - in charge of 25 employees
 - interview, hire and train employees
2006 – 2008 Assistant manager at Hyde Hotel
 - in charge of ordering food and supplies
 - organised special events for guests

3.

2003 – 2004 University of Kent
 MBA in Hospitality Management
1999 – 2003 The Robert Gordon University
 BA in International Hospitality Management

4.

- Fluent in Spanish and German, good knowledge of Italian
- Advanced user of MS Excel, and an intermediate user of MS Word, Access, FrontPage and Outlook programs
- Good people and communication skills

5.

Travelling, learning about different cultures

6.

Available upon request

C. Read the advertisements. Which of the three jobs is most suitable for John Forrester? Why?

Red Sea Hotel

is looking for a Hotel Manager ✓

Applicants must:

- have a degree
- have at least 10 years' work experience
- speak French fluently
- be computer literate
- be available to work weekends

Yanbu Luxury Hotel

Position: Hotel Manager ✓

We offer:

- full-time work in an excellent working environment

We require:

- a Master's degree
- previous work experience (at least 4 years)
- knowledge of at least two foreign languages
- good knowledge of computers
- driving licence
- a pleasant personality
- two letters of reference

Hotel Manager needed for Palace Hotel ✓

Applicants must:

- have a Master's degree in Hospitality Management
- have a BA in Business and Management
- have previous work experience
- be fluent in at least two foreign languages (one must be Italian)
- be computer literate
- be able to work overtime and during holidays

WRITING TASK

D. Write your own CV.

When writing a CV:

- remember to be brief and to the point.
- don't write information that is unnecessary (e.g. appearance, irrelevant awards).
- group the information in separate sections (personal information, work experience, education, personal skills, interests, references).

- focus on your abilities and strong points which are relevant to the job you are applying for.
- don't write full sentences (e.g. write 'good knowledge of Italian' rather than 'I can speak Italian well').
- do not use informal language.
- highlight important information in bold.



3d I quit!

Lesson Link



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1. READING



A. Discuss.

- What do you think the worst job in the world is?
- Which of the following make people not like their job?

salary working hours employer
colleagues routine workplace

B. Read the text quickly and match the names of the people with the job they are describing. Two people are describing the same job.

Larry

zookeeper

Dan

factory worker

Faisal

call centre agent

Willy

C. Read again and write L for Larry, D for Dan, F for Faisal or W for Willy.

1. I worked there for a month. ☐
2. I soon got used to it. ☐
3. I was happy when I lost my job. ☐
4. I enjoyed part of my job. ☐
5. My job helped me improve my health. ☐
6. I still have the same job. ☐
7. I worked there for less than a month. ☐

D. Find words/phrases in the text that mean the following:

1. extremely unpleasant, horrible (Larry): _____
2. an area of land that is protected (Dan): _____
3. a thin piece of wood (Dan): _____
4. accept something that is annoying, without complaining (Faisal): _____
5. help somebody remember something (Willy): _____
6. really tiring (Willy): _____

E. Discuss.

- Which of the jobs in the text would you least like to do? Why?

JOB FORUM

REGISTER | FAQ | MEMBERS LIST

You are in: Discussion Point
Tuesday, 30th March, 11:33pm

Someone's got to do it...

Tell us your bad job experiences. It can't be that bad, can it?

I once worked at a sweet factory putting sugar on sweets and biscuits. I thought it would be nice because I was a big fan of sweets. Well, I used to go home with sugar in my hair, up my nose and in my ears! It was disgusting and the smell was so strong that I couldn't get used to it. I only lasted a week, but one good thing did come out of my experience. By the time I left, I had given up sweets altogether.

Larry Mitchell, Southampton

I worked for one summer at a safari park. I liked feeding the penguins and the other animals in general, but cleaning up after them wasn't much fun, as you can imagine. The worst job I had was in the monkey reserve. You see, as visitors drove through, monkeys usually climbed on their cars for a free ride. At the exit of the reserve, one of us had to stop the monkeys from getting into the next reserve. I can tell you, chasing monkeys around with a stick in the middle of the summer is not fun at all.

Dan Given, Hemsby

My job can be really hard sometimes as it involves taking customers' orders, answering calls and in general, dealing with people and their complaints. You see, I work at a call centre and the things I have to put up with are awful. Just because people can't see you face-to-face, they think it's OK to be rude. It was really difficult in the beginning, but by the end of the first month, I had learnt not to take it too personally. Once, I got so angry with a customer, I shouted back at him, and it almost cost me my job.

Faisal Ahmed, Jeddah

I often remind myself, no matter how bad things get, they could be worse. I could still be working there. I don't know how I lasted a month at the box factory. I'd had enough before the end of the first week. It was exhausting on the body, but what it did to your mind was most worrying. Boring, just isn't a strong enough word. I worked with a man who had been there for twenty years! He told me he dreamt of boxes, he saw boxes when he closed his eyes, and he even tasted boxes when he ate. I was so glad when I was fired!

Willy Hawkins, Bath

2. VOCABULARY

JOBS

Look at the groups of words below. Can you add any more to each group?

emergency services



paramedic

lifeguard

rescue squad

media



journalist

newsreader

cameraman

construction



builder

painter

plumber

3. GRAMMAR

PAST PERFECT SIMPLE

Read the examples. Which action happened first and which happened second? Then complete the rule.

- By the time I left, I **had given up** sweets altogether.
- Sam **had sent** a CV to the company before he **got** the job.
- Yesterday, we **took** the kids to the zoo. We **hadn't been** there before.

PAST PERFECT SIMPLE

+ past participle

We use the past perfect simple for an action which had happened another action in the past.

Grammar Reference p. 75

4. PRACTICE

Complete with the past simple or the past perfect simple of the verbs in brackets.

A: Hey, William. _____ you _____ (take) the car to the garage today?

B: Yeah, but listen to this. When I _____ (get) there, they _____ (close) for lunch. So

I _____ (park) outside and _____ (go) for a walk. Then I _____ (remember) something.

I _____ (leave) my wallet and my keys in the car! I _____ (run) back, but the car was gone.

A: What?

B: I was shocked! But then I realised what _____ (happen). The mechanic _____ (take) the car inside to fix it.

A: Without asking?

B: Well, he _____ (see) the keys in the car and thought it _____ (be) OK to take it.

5. SPEAKING

Make a timeline of events in your life, like the one below. Write the events on a piece of paper, in random order, and give them to your partner. Then talk in pairs. Ask each other questions as in the example.

Had you passed your driving test before you went to university?

Yes, I had.

get a bike

2003

finish school

2004

go to university

2005

get first job

2009



3e Sign up

Lesson Link



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1. VOCABULARY

WORDS RELATED TO TRAINING COURSES

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

1. Sam signed up for a Spanish class but he's broke, so I don't know how he's going to pay the **fees**.
2. If you want to get a **certificate** at the end of the course, you have to **attend** all the classes.
3. My friend is trying to manage having both a big family and a **career**.
4. You can't really learn gardening from a book. You need to get out there and do some **practical work**.
5. Jason has just **completed** his Master's degree and is now looking for a job.

2. LISTENING



A. Discuss.

- What sort of training courses do you know of?
- Would you like to sign up for one? Why / Why not?

B. Somebody is calling to ask about training courses and is listening to a recorded message. Listen to the message and complete the advertisement below.

C. Now you will hear the caller speaking with a call centre agent. Listen and complete the caller's notes.

Topclass Training Courses

FOR AGES: (1) _____

COURSES

AVAILABLE: - Building/construction
- (2) _____ training
- (3) _____
And many more!

WE OFFER: - Seminars
- (4) _____
- Distance learning

All students receive a certificate
at the end of the course

What are you waiting for?

Top Class training

- course: (1) _____
- qualifications needed? (2) _____
- course lasts (3) _____ weeks
- (4) _____ lessons per week
(Mondays and (5) _____)
- Mewbury College
- fees: (6) _____

3. SPEAKING

ROLE PLAY

Photography

Student A: Imagine that you want to attend one of the courses above. Student B is a receptionist at a college with training courses. Use the prompts to ask Student B questions about the course you are interested in.

Interior design

Basic Computing

How long / last?
How much / fees?
Where / take place?
When / lessons?
How many / students per class?
need / qualifications or equipment?
offer / practical work?
certificate / when finish?

Hair dressing

Student B: Imagine that you are a receptionist at a college which is offering the four training courses shown above. Answer Student A's questions about the courses with ideas of your own.

4. WRITING AN EMAIL GIVING INFORMATION



A. Read the email below and answer the questions.

1. Why is Saleh writing to Jerry?
2. What sort of information did Jerry ask for?
3. What other information might be useful to Jerry?
4. What does Saleh think about the course?
5. What is the topic of each of the paragraphs in the email?

Hi Jerry,

It was great to hear from you. At the moment, I'm working as a photographer for a local newspaper, and I'm very busy. Anyway, I would be more than happy to give you some information about the photography training course I attended.

To begin with, I'll tell you about the course itself. It was a very well-organised four-week course. The lessons lasted till six in the evening and they were three times a week. They took place at Grand College and the facilities were great. As for the teachers, they were experienced and very helpful. I found it very easy to work with them and I've even kept in touch with some of them. However, the fees were quite expensive, but it was definitely worth it. When the course was completed, I received a certificate and, as you already know, I managed to find a job within weeks.

So, if you're thinking about signing up for the course, I recommend it. If there's anything else you'd like to know, don't hesitate to ask.

Best wishes,
Saleh

B. Read the information below taken from advertisements. Write full sentences as in the example.

1. *The course is for people between the ages of 18 and 24.*

AGE GROUP
18-24

3. _____

5 week course
fees: € 250

2. _____

COMPUTER
COURSE
MON, TUES, WED
10:30AM-3PM

4. _____

sign up now
20% discount

5. _____

contact: **Richard Robinson**
555-3246

WRITING TASK

- C. Imagine that you are working in an English-speaking country. A friend of yours is coming to live there because he/she has found a job, and he/she wants to know about the English course that you attended. Look at the advertisement below and write an email to your friend giving information. Your email should be between 80-100 words.
Go to the Workbook, p. 36.

LEARN ENGLISH

For beginners or for people who have some knowledge of English, but want to become more fluent

- 2-month intensive course (9-2 daily)
- friendly, experienced teachers
- small classes (max. 6 students)
- certificates for all students who complete the course

For more information contact Greyson College

**ONLY
£650**

TIP

When writing an email giving information:

- use appropriate expressions to begin and end your email.
- do not copy the wording in the advertisement. Try to rephrase it, add comments and relevant information.
- use linking words/phrases to connect your ideas (e.g. *To begin with, What's more, Finally, As for, However*).
- in the last paragraph, mention that you are willing to give any additional information.



3 Round-up

VOCABULARY

A. Circle the correct words.

1. I **accept** / **refuse** to leave until I speak to the manager.
2. My **employee** / **employer** fired me yesterday.
3. There are three **charge** / **cash** machines in my neighbourhood.
4. We can't hire this **applicant** / **customer** because he has no previous experience.
5. Why didn't anyone **inform** / **attend** me about the meeting?

B. Complete the sentences with prepositions.

1. Greg is fluent _____ Spanish, but he can't speak a word of French.
2. Children under five enter the museum free _____ charge.
3. Are you applying _____ the job of a journalist?
4. Can I take the day _____ tomorrow?
5. I don't think the teacher can put _____ with John any longer.
6. What's your date _____ birth?
7. Who's _____ charge of collecting fees?

GRAMMAR

C. Complete the dialogue with the past simple or the past perfect simple of the verbs in brackets.

- A: Do you know what Ken did last night? We (1) _____ (arrange) to meet outside the museum, but when I (2) _____ (get) there, he (3) _____ (already / go) inside.
- B: Really?
- A: Yes, but I (4) _____ (not know). So, I (5) _____ (wait) for fifteen minutes outside. By the time I (6) _____ (buy) a ticket and (7) _____ (get) in, he (8) _____ (already / see) the exhibition!

D. Circle the correct words.

1. My daughter can't eat **by herself** / **herself** yet.
2. Aren't you going to tell **them** / **themselves** what happened?
3. I hate it when you only think about **myself** / **yourself**.

Lesson Link



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4. I'm getting a club sandwich. Are you getting **one** / **ones**, too?
5. I burnt **myself** / **me** while I was cooking yesterday.
6. Look! Those are my daughters. The **one** / **ones** with the red T-shirts.

E. Rewrite the sentences using the words in bold.

1. Amanda is very rude. (**so**)

2. I couldn't work because the kids were making noise. (**so much**)

3. Salim enjoys working as a teacher, right? (**doesn't**)

4. The day had been very tiring so I didn't want to go out for dinner. (**such**)

5. It was such a crowded place that we couldn't sit anywhere. (**so**)

6. That is a great idea! (**what**)

COMMUNICATION

F. Complete the dialogue with question tags.

- A: Hey, you haven't seen my holiday photos, _____?
- B: No, you went to India, _____?
- A: Yeah, it was wonderful.
- B: You know something, these photos...
- A: They're not very good, I know. I need a new camera, _____?
- B: You don't have a digital camera, _____?
- A: No, I really need one. And they're really cheap these days, _____?
- B: Yeah, they are.
- A: Then you won't mind getting me one, _____?
- B: What?

G. Put the dialogues in order.

1.
 - ☐ Thank you, how much do you want to deposit?
 - ☐ Yes, it's 67899897.
 - ☐ OK. Do you have the account number?
 - ☐ £600. Can I also deposit money at the cash machine?
 - ☐ Good morning. What can I do for you?
 - ☐ Yes, you can.
 - ☐ I'd like to make a deposit.

2.

- ☐ We charge 1%.
- ☐ That's good. I'd like to exchange \$1000 into euros.
- ☐ I'd like to ask you something. How much commission do you charge?
- ☐ Good afternoon. How can I help?
- ☐ OK, I'll just check the exchange rate.
- ☐ Thank you.

LISTENING

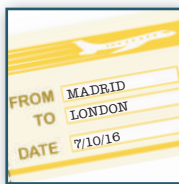


You will hear four conversations. For questions 1-4, choose the picture which answers the question correctly.

1. What perks does the man receive?



a.



b.



c.

2. What does the man do?



a.



b.



c.

3. What time is the job interview?



a.

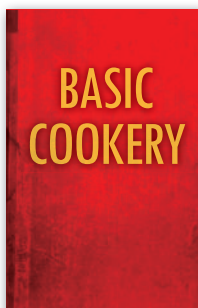


b.

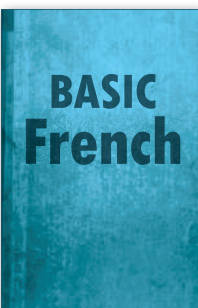


c.

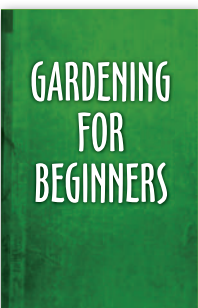
4. What kind of training course has the woman attended?



a.



b.



c.

SPEAKING

A. Talk in pairs. Use the prompts in the boxes to compare the two jobs.



Think about:

salary working hours employer
colleagues routine workplace

exhausting boring (un)pleasant
tiring overtime face-to-face

I think that ... is better because ...

I disagree. I believe that ...

B. Which job do you believe you are more suitable for? Why?

I think that I am more suitable for ... because ...

I am more suitable 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...

- › carry out transactions ☐
- › talk about work, workplaces and describe my qualifications ☐
- › ask for confirmation ☐
- › express interest, surprise and make exclamations ☐
- › express result ☐
- › use the past perfect simple ☐
- › write a CV ☐
- › write an email giving information ☐

Task 3 p. 65

Culture page

Lesson Link



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A. Look at the pictures and the title of the text. What do you know about the Saudi riyal and the dollar?
Listen, read and check your answers.



SAUDI RIYAL VS DOLLAR

The *dollar* is the name of the currency used in several countries in the world, such as the USA, Canada, Australia and New Zealand. Here are some interesting facts about the *dollar*...

The name *dollar* has its roots in a silver coin called a *thaler* which was used in Europe for almost 400 years.

The dollar sign '\$' first appeared in business documents between English-Americans and Spanish-Americans in the 1770s. There are many explanations for how the sign was formed.

ps β \$

One of the most popular is that it comes from a handwritten form of *ps*, the abbreviation for the plural of *peso*.

Later, the dollar sign was found with two vertical lines. The most popular theory for this sign is a combination of the letters *U* and *S*, from United States.

US \$ \$

The Canadian \$1 coin is usually called the *loonie*, after the Canadian bird on it and the \$2 coin is called a *toonie*. Also, the Canadian and the US dollar are usually called *bucks*.

The *Saudi riyal* (SAR) is the name of the currency used in Saudi Arabia. Here are some interesting facts about the *Saudi riyal*...

The name *riyal* can also be found in other countries, e.g. Oman (Omani rial).

The Saudi riyal is divided into 100 halala.

There are halala coins of 5, 10, 25, 50 and 100 and banknotes of 1, 5, 10, 50, 100 and 500 riyals.

According to many sources, modern riyals were made by King Abdul-Aziz ibn Saud and have the name of the new Kingdom of Saudi Arabia on them.

In 1961, 1, 5, 10, 50 and 100 riyal banknotes were issued. This was done in order to help pilgrims to Makkah, who would otherwise have to carry heavy loads of coins on their long journey.

Since 2003, the currency rate of the riyal is officially fixed at 1US dollar=3.75 Saudi riyals

B. Read the text and answer the questions.

1. In which other country can you find *riyals*?
2. How many halala are SAR12?
3. Which countries have the dollar as currency?
4. Where does the \$ sign come from?
5. What is the currency rate of the Saudi riyal?



Diversity

Discuss:

- ▶ Why do you think it's interesting to learn about other cultures?
- ▶ What are the most important celebrations in your country?

Flick through the module and find...

- ▶ an email of invitation
- ▶ a recipe for a Peruvian dish
- ▶ customs and gestures from different countries
- ▶ two friends talking about life on a farm
- ▶ a text about Alaska natives

In this module you will...

- ▶ learn how to report statements, questions, commands and requests
- ▶ talk about food and quantity
- ▶ learn to give and follow instructions
- ▶ learn about customs from different countries
- ▶ talk about a different lifestyle
- ▶ learn how to write a recipe
- ▶ talk about imaginary situations and learn to make wishes
- ▶ write an email accepting or refusing an invitation and making arrangements



4a Not my cup of tea

1. LISTENING & READING

A. Discuss.

- What types of holiday do you like?
- Describe your best/worst holiday experience.

B. Look at the picture below. Where do you think the man is? Listen and find out.



Uncle Bob Rise and shine, Victor! It's almost dawn. We should feed the cows and clean the barn.

Victor ... what? Uncle, it's still... five o'clock in the morning!

Uncle Bob Well, I let you oversleep a little! We have a lot of work to do today. But first we need to have a good breakfast.

Victor Oh, no, no. I usually skip breakfast.

Uncle Bob Not on the farm, mister. You should eat well because it's going to be a long day. Come on!

Victor Urghh!

Lesson Link



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A week later...

Jay Victor! Long time no see! So, how was your holiday?

Victor Hi Jay. Well, I wouldn't exactly call it a holiday. Life on the farm is more like a full-time job.

Jay Really? Why?

Victor Let me describe my first day there. To begin with, my uncle woke me up at five o'clock...

Jay In the morning? Why?

Victor He told me that we should feed the cows and clean the barn.

Jay Wow! And did you have to do that every morning?

Victor Of course! The animals need to eat every day, you know! But it wasn't just that! You see, I don't like having breakfast. I have a glass of milk, at best.

Jay Oh, oh! Did you have to drink goat milk or something?

Victor No, no! It wasn't that. My uncle said that we had a lot of work to do that day and we needed to have a good breakfast.

Jay Lucky you! Fresh bread, cheese, eggs, milk, cereal...

Victor Well, everything was delicious, but it took me a while to realise why my uncle insisted on a full breakfast. My tasks were to feed the cows and milk them, clean the barn and pick lots of fruit and vegetables. By noon and after all those chores, I was dead tired and I was starving!

Jay Ha, ha! So are you going back next year?

Victor Well, my uncle and I had good laughs together; but farm life is definitely not my cup of tea!

C. Read the dialogues and answer the questions.

1. Why did Uncle Bob wake Victor up at five in the morning?
2. Does Uncle Bob always have breakfast on the farm?
3. Who didn't know anything about life on a farm?
4. What did Victor have to do on his first day on the farm?
5. Did Victor like his holiday experience?

2. VOCABULARY

WORDS EASILY CONFUSED

Complete with the correct form of the words in the boxes.

chore job

1. Steve is trying to find a new _____ as a teacher.
2. I woke up early because I had a lot of _____ to do at home.

say tell

3. Did James _____ anything about the accident he had last night?
4. Ken didn't _____ me about his wedding. I think he forgot.

want need

5. Bill doesn't _____ to have lunch right now. Maybe he's not hungry.
6. I _____ to feed the baby. He woke up and he's crying.

ideal favourite

7. Chocolate ice cream is my _____ dessert.
8. The shopping centre is not a(n) _____ place to relax. It's always full of people.

3. GRAMMAR

REPORTED SPEECH (statements)

Read the examples, answer the questions and complete the rules on the right.

DIRECT SPEECH

- 'We should feed the cows and clean the barn,' Uncle Bob said to Victor.
- 'We have a lot of work to do today,' Uncle Bob said to Victor.
- 'We need to have a good breakfast,' Uncle Bob told Victor.

REPORTED SPEECH

- Uncle Bob told Victor that they should feed the cows and clean the barn.
- He told Victor that they had a lot of work to do that day.
- He also said that they needed to have a good breakfast.

When do we use reported speech?

In the examples above, which words have changed in reported speech and how?

- Say and tell are reporting verbs. Use _____ before an indirect object (person) and _____ when there is no indirect object.
- Pronouns and possessive adjectives change according to the meaning of the sentence.
- Tenses, modal verbs and time expressions usually change as follows:

DIRECT SPEECH	REPORTED SPEECH
Present	→ _____
Past	→ Past Perfect
Present Perfect	→ _____
will	→ would
can	→ could
should	→ _____
this	→ that
today	→ that day
yesterday	→ the previous day / the day before
last week	→ the previous week / the week before
tomorrow	→ the next day / the following day
next year	→ the following year

Grammar Reference pp. 75-76

4. PRACTICE

Imagine that you've shown pictures of your holiday to your friends. Read the comments they made and complete the sentences below using reported speech.

The hotel looks really amazing. I like it!

Brian

I want to visit this place, too. I'll go next year with my family.

Liam

My brother went there last year and he had a great time.

Ryan

I've never seen such a beautiful view before.

Fred

Brian said _____.

Liam said _____.

Ryan said _____.

Fred said _____.

5. INTONATION

Listen and repeat. What do you notice about the underlined words?

You said you would go to the festival with me.

Gary told me that he asked Peter to join him at Harry's wedding.

They said I wasn't a very good cook.

Ian told me that he didn't like Carl's project.

6. SPEAKING

Talk in pairs. Interview each other and then report your partner's answers to the class. Use the questions below.

- When did you go on holiday?
- Did you do anything special on your holiday?
- Which was your best holiday ever? / Why?
- Which place would you like to visit next?

Ian said that he had gone on holiday in July...

4b Cultural differences

1. READING



Lesson Link



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A. Discuss.

- Think of gestures or customs that exist in your country.
Do you think they are the same everywhere around the world?

B. Guess the answers to the questions below. Then read and check your answers.

- How do Saudis perfume their houses and clothes?
 - They burn something.
 - They light candles.
- What's a common way for people in Belgium to greet each other?
 - They kiss three times on the cheek.
 - They shake hands.
- What does pulling the skin down under your eye mean in Japan?
 - Something is boring.
 - Something is interesting.



They do it differently!

We know what feels normal and right to do in our culture. But other cultures have customs and gestures that are different and they may seem strange to us. So, it's easy to misunderstand someone from a culture that is different from our own. Here are a few examples:



While I was in Saudi Arabia on a business trip, I was invited to a Saudi friend's house for lunch. It was the first time I had been to a Saudi house and I was impressed by the spectacular decoration. At lunch time, my friend, Ibrahim, showed me into the dining room, where I met his four sons. The boys were talking cheerfully about their day when a man came in the room, **silently** carrying a beautiful cup with something burning in it. I was curious about it. I **was about to** ask Ibrahim to tell me more about it when a wonderful smell interrupted my thoughts. Ibrahim explained that it is a custom in Saudi Arabia to burn *bakhoor*, a kind of scented wood, to create a pleasant atmosphere. It is also polite to use *bakhoor* when you have guests.

John, Boston

I'm from Wisconsin, and when we meet someone for the first time, we usually shake hands. Well, I had a big surprise in Belgium. When I was introduced to my friend's brother, something **occurred**, which made me feel uncomfortable. I said 'hi' to him, extending my hand, and he came up to me and kissed me on the cheek, not once, but three times, going from one cheek to the other! Of course, I went red and they started laughing at me. In Belgium, it's common to greet someone by kissing three times.

Jack, Madison

Last year, I was invited to Japan by my friend Daiki. On the second day of my visit, Daiki asked me if I wanted to go to his house for dinner and of course I said 'yes'. It was really enjoyable, but halfway through the night, I got something in my eye. So, I tried to **remove** it with my finger. Daiki's brother saw me and he got really upset. I couldn't understand why though. I asked Daiki why his brother was angry with me and he told me that in Japan when you pull the skin down under your eye, it shows that you find something boring. Later in the evening, I apologised to Daiki's brother and tried to **clear up** the misunderstanding, but I'm not sure he believed me.

Peter, Miami

C. Read again and answer the questions.

- Why did they use *bakhoor* in Ibrahim's house?
- How did John first react when he saw *bakhoor* burning?
- Why did Jack extend his hand?
- How did Jack feel when the man kissed him?
- Why did Peter pull the skin down under his eye?
- What did Peter do after the misunderstanding?

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

- | | | | | |
|---------------------|------------------|-------------|-------------|-------------|
| 1. silently | 2. was about to | 3. occurred | 4. remove | 5. clear up |
| a. without moving | a. was ready to | a. was said | a. take out | a. explain |
| b. without speaking | b. was afraid to | b. happened | b. cover | b. find out |



E. Discuss.

- Have any misunderstandings like the ones in the texts ever happened to you?
- Have you heard of any happening to other people?

2. VOCABULARY

VERBS + PREPOSITIONS

Look at the verbs in the box and use some of them to complete the sentences.

- **apologise** to someone for doing something
- **smile** at someone
- **talk** to/with someone about something
- **laugh** at someone/something
- **forget** about someone/something
- **invite** someone to something
- **wait** for someone/something
- **introduce** someone to someone else
- **lie** to someone about something
- **argue** with someone about something

1. Let's _____ Ali to our house for dinner next Saturday.
2. You should _____ to Paul for being rude.
3. It's not polite to _____ at people when they fall down.
4. Don't _____ about the appointment. It's at 8:30.
5. You can _____ for Dr Saud in his surgery. He's on his way.
6. Sam didn't want to _____ to his family about where he was.
7. My sisters always _____ with each other about the housework.

3. GRAMMAR

REPORTED SPEECH (questions)

Read the examples and answer the questions.

DIRECT SPEECH

Sam: 'Why is Dave angry with me?
Have I done something wrong?'

REPORTED SPEECH

Sam asked why Dave was angry with him.
Sam asked if/whether he had done something wrong.

- Which word do we use after *asked* when the question begins with a question word?
- Which word do we use after *asked* when we report a Yes/No question?
- Are the verbs in reported questions in the affirmative or in the question form?

REPORTED SPEECH (commands-requests)

Read the examples and complete the rule.

DIRECT SPEECH

Steve: 'Please don't interrupt me. Be quiet!'

REPORTED SPEECH

Steve asked me not to interrupt him. He told me to be quiet.

Use the verb _____ to report commands
and the verb _____ to report requests.

NOTE

***Don't* changes to *not to*.**

Grammar Reference p. 76

4. PRACTICE

Complete the sentences using reported speech.

1. 'What are you eating?', Jeremy asked. Jeremy asked me
2. 'Please let me borrow your jacket', Fay said to her sister. Fay asked her sister
3. 'Stop right there!' the police officer said to the man. The police officer told the man
4. 'Do you need any help?' my father asked. My father asked me
5. 'Don't open that window!' Hussein said to the children. Hussein told the children
6. 'Why did you come back so soon?' Ted asked me. Ted asked



4c What's cooking?

1. VOCABULARY

A. Discuss.

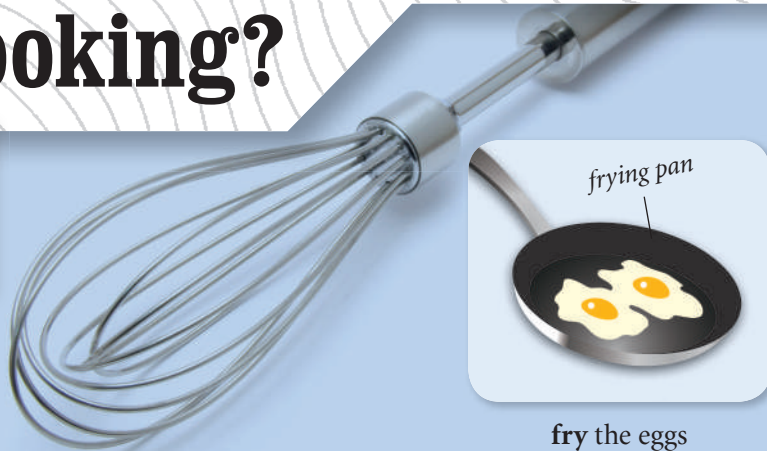
- Who cooks at your house?
- Do you cook? Why? / Why not?

B. Look at the pictures and the words and try to guess the meaning of the verbs in bold.

Lesson Link



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frying pan

fry the eggs



wooden spoon

saucepan

boil the rice and **stir**



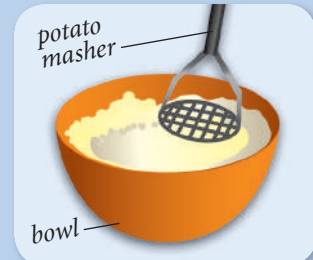
knife

chopping board

peel the onions and **chop** them



mix milk with cocoa powder



potato masher

bowl

mash the potatoes



melt the butter



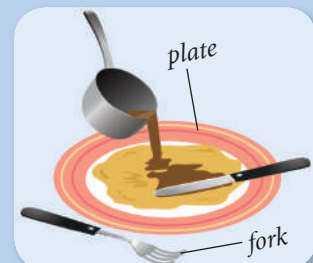
whisk

whisk the butter



oven dish

add a layer of cream on top



plate

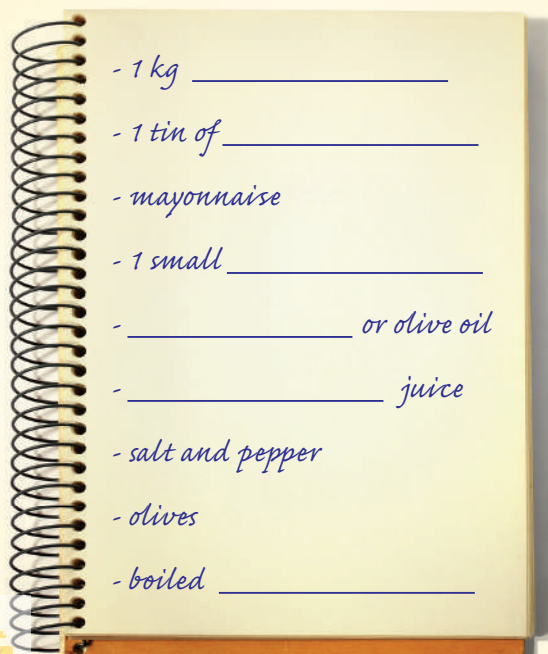
fork

pour some melted chocolate and **spread**

2. LISTENING



A. Listen to June telling her friend Donna the recipe for a Peruvian dish called *causa* and complete Donna's notes below.



B. Listen again, read the instructions below and write T for True or F for False.

1. Boil the potatoes with the onions. ☐
2. Mash the potatoes with some oil. ☐
3. Mix the tuna with the mayonnaise and the eggs. ☐
4. Make layers of mashed potato and tuna-mayonnaise mix. ☐
5. Decorate with slices of lemon. ☐

3. SPEAKING

Think of a dish that you know how to prepare. Which of the actions mentioned in activity 1 do you do? In which order?



First, I boil the water.
Then, I.....

4. WRITING



A. Discuss.

- Do you think cookbooks are useful? Why? / Why not?
- Do you exchange recipes with friends?

B. Read the recipe below and put the pictures in the correct order. Write 1-8.

Biscuit Chocolate Roll

(serves 8)

INGREDIENTS

300g biscuits
150g butter
6 tbsp sugar
6 tbsp unsweetened cocoa powder
2 fresh eggs



INSTRUCTIONS

1. Melt the butter, but be careful not to cook it.
2. Put the butter in a bowl, add the sugar and the eggs and whisk.
3. Slowly add the cocoa powder and whisk some more.
4. Put the biscuits in a large bowl and break them with the back of a spoon.
5. Pour the mixture into the bowl with the biscuit crumbs and stir until it is mixed well.
6. Place this mixture on a piece of aluminium foil and shape it into a roll.
7. Wrap it up in the aluminium foil and put it in the fridge for a couple of hours.
8. Slice your biscuit chocolate roll and serve it with coffee or tea.

WRITING TASK

C. Write a recipe for one of your favourite dishes.

TIP

When writing a recipe:

- don't forget to write the name of the recipe.
- mention how many people it is for (e.g. serves 2).
- write the ingredients.
- give clear instructions using the imperative.

4d Way of life

Lesson Link



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1. READING



A. Discuss.

- What do you know about Alaska?

B. Read the text about the Inupiat in Alaska and answer the questions that follow.

Alaska natives

Alaska, the largest state of the USA, will definitely impress the traveller with spectacular **landscapes** and a unique climate. But if you met the **inhabitants**, you would realise that Alaska offers more than just pretty views. It also gives visitors a fascinating opportunity to meet wonderful people and a culture very different from their own.

One of the many peoples of Alaska are the Inupiat, who live in the north and north-western areas of the state. Most Inupiat people live in small villages that have been around for hundreds of years. Others live in larger towns, like Barrow, which is the most northern city in Alaska and the United States. In Barrow, temperatures can drop to -49°C in winter! Also, because North Alaska is very close to the North Pole, it is completely dark for more than two months in winter, and between May and August, there is constant daylight.

The Inupiat are peaceful people with a lot of respect for the environment and their traditions. Inupiat villagers **rely** on hunting and salmon fishing for their survival. Their **prey** is normally caribou*, fish, especially salmon*, and whales.* While the men go hunting or fishing, the women either work or stay at home and make warm clothes for their family. Sharing is very important for the Inupiat and when the men catch a whale, each member of the **community** will be given some.

Alaska is a special place, and it makes visitors wish they could go back. Some say it's the land of diversity. One thing is for sure: you've never seen anything like it.



*caribou



*whale



*salmon

When you read a text, try to understand which of the unknown words are really important for understanding the text. Try to guess the meaning of as many of these words as possible from the context.

TIP

1. What does Alaska offer visitors?
2. Where do Inupiat people live?
3. Why is the weather in Alaska unusual?
4. What do Inupiat people eat?
5. What happens when Inupiat people catch a whale?

C. Look at the highlighted words in the text and try to guess what they mean. Then match them with their meanings a-e. Then complete the sentences below with the correct form of the words.

- | | |
|---------------|--------------------------------------|
| 1. landscape | a. a person who lives in an area |
| 2. inhabitant | b. depend |
| 3. rely | c. a group of people living together |
| 4. prey | d. an animal that is hunted |
| 5. community | e. the nature, countryside |

1. All the members of our _____ like the idea of a new park in the area.
2. I don't think you can _____ on George to get a job done. He is not very responsible.
3. Road trips are nice because they give you the chance to admire the beautiful _____.
4. The injured animal couldn't run fast so it was easy _____ for the hungry lion.
5. There are more than 2,000 _____ in this village.

D. Discuss.

- Would you like to visit Alaska? Why/Why not?



2. GRAMMAR

CONDITIONAL SENTENCES TYPE 2

Read the example, answer the questions and complete the rule.

But *if you met the inhabitants, you would realise...*

- Does the sentence refer to the present/future or past?
- Have the readers met the inhabitants?

CONDITIONAL SENTENCES TYPE 2

They express imaginary situations or things that are unlikely to happen in the present or future.

If + Past Simple → _____ / could + base form

WISHES

Read the example, answer the questions and complete the rule.

It makes visitors wish they could go back.

- Does the sentence refer to the present/future or past?
- Is it easy for visitors to go back to Alaska?
- How do they feel about it?

WISHES

We use **wish** + _____ **Simple** to make a wish about a present situation which we would like to be different.

NOTE

In conditional sentences type 2 and after *wish* we usually use **were** for all persons.

Grammar Reference p. 76

3. PRACTICE

Complete the dialogue with the correct form of the verbs in brackets.

Debbie I have a History project. What should I do?

Alison If I _____ (be) you, I _____ (go) down to the library.

Debbie I did that, but I want some more information.

I wish I _____ (have) an Internet connection. Then I'd be able to find lots of things to write about.

Alison Doesn't Jane have an Internet connection?

Debbie No, unfortunately, she doesn't. If she _____ (have) one, I _____ (be) at her place.

Alison I wish I _____ (can) help you.

4e Let's celebrate!

Lesson Link



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1. LISTENING



A. Discuss.

- Do any popular festivals/celebrations take place in your town/city?
- What do people do during these festivals/celebrations?

B. You will hear Danny and Ray talking about a festival. Listen and answer the following question.

Which festival is Ray interested in, the Glasgow International Festival or the Subway Festival?

Pay attention to how people speak. Their tone of voice can often help you understand how they feel.

TIP

C. Listen to the continuation of the conversation and choose *a*, *b* or *c*.

1. What day does the festival finish?
 - a. Thursday
 - b. Friday
 - c. Sunday
2. Where are the activities taking place?
 - a. inside the station
 - b. outside the station
 - c. both inside and outside the station
3. What can people win at the festival?
 - a. free tickets to next year's festival
 - b. a free trip abroad
 - c. free meals in all Glasgow restaurants

2. SPEAKING

Talk in pairs.

Student A: Think of an interesting event (e.g. festival, celebration, etc.) and invite Student B to come along. Also, tell him/her some of the interesting things you could do there.

Student B: Ask Student A questions about the event and decide whether you are going to go. If you are, arrange the time and meeting place. If you aren't, make an excuse.

3. WRITING AN EMAIL BASED ON PROMPTS



A. Jake has received an email from his friend, Ibrahim. Read Ibrahim's email with the notes Jake has made and answer the questions.

1. Why is Ibrahim writing to Jake?
2. What does Jake have to do?



Hi Jake,

Guess what? I am finally getting married! I am going to send you a formal invitation soon, but I wanted to let you know early so that you can arrange flights and everything. I really want you to come, so start making plans.

In Saudi Arabia, it's a tradition for the families and friends of the couple to celebrate separately. The groom (that would be me!) and some close relatives are gathering in a house before going to the celebration hall. How about joining us?

I am afraid I can't put you up because there will be so much going on. But I can arrange for accommodation if you like.

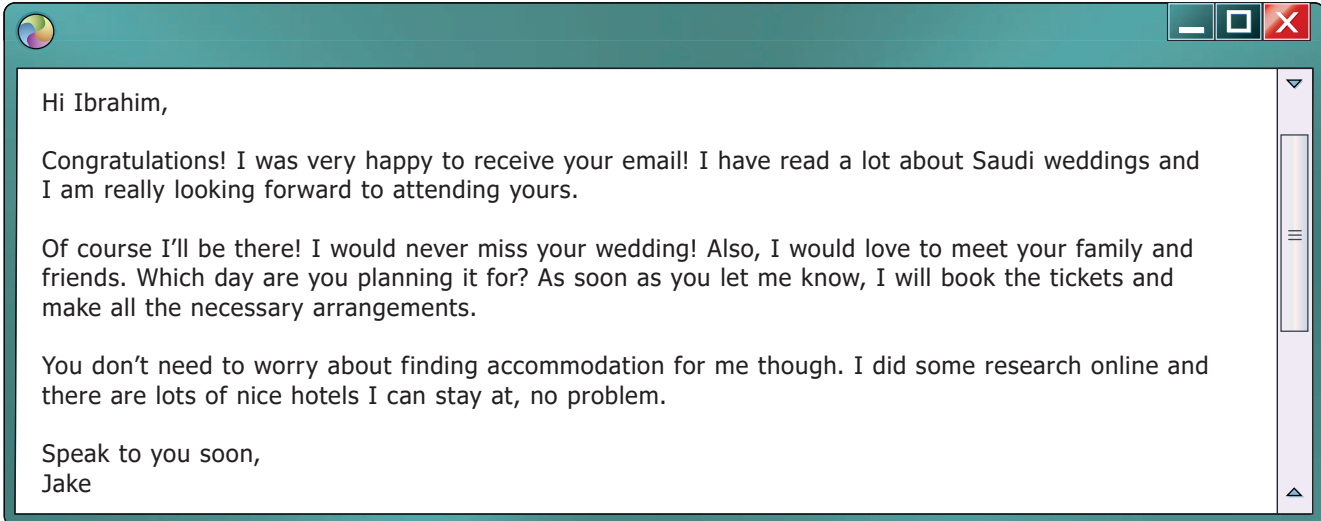
Email me when you can,
Ibrahim

Definitely!

No need, can stay at a hotel.

When?

B. Now read Jake's reply and underline the sentences which correspond to his notes. Is the wording in Jake's email exactly the same as in his notes?



Hi Ibrahim,

Congratulations! I was very happy to receive your email! I have read a lot about Saudi weddings and I am really looking forward to attending yours.

Of course I'll be there! I would never miss your wedding! Also, I would love to meet your family and friends. Which day are you planning it for? As soon as you let me know, I will book the tickets and make all the necessary arrangements.

You don't need to worry about finding accommodation for me though. I did some research online and there are lots of nice hotels I can stay at, no problem.

Speak to you soon,
Jake

C. Read the situations 1-5 and the notes made. How would you reply?

great idea / tickets?

1. I'm thinking of going to the football match on Saturday. Do you want to come along?

sure / but not at 5:00

2. How about going shopping around 5:00 today?

it's OK / take taxi

3. I'm afraid I can't give you a lift to the airport tomorrow.

can't / work all summer

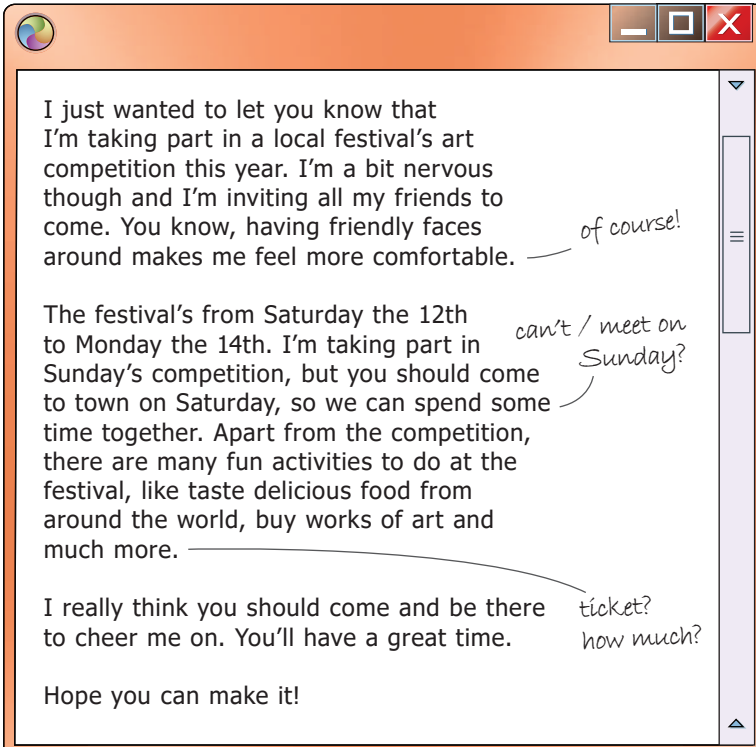
4. Will you come to Rome with us next summer?

love to / time?

5. Would you like to join us for dinner at Mario's?

WRITING TASK

D. Imagine that you have received an email from a friend. Read your friend's email and the notes you have made and write a reply using all your notes. Your email should be between 100-120 words. Go to the Workbook, p. 48.



I just wanted to let you know that I'm taking part in a local festival's art competition this year. I'm a bit nervous though and I'm inviting all my friends to come. You know, having friendly faces around makes me feel more comfortable. *of course!*

The festival's from Saturday the 12th to Monday the 14th. I'm taking part in Sunday's competition, but you should come to town on Saturday, so we can spend some time together. Apart from the competition, there are many fun activities to do at the festival, like taste delicious food from around the world, buy works of art and much more. *can't / meet on Sunday?*

I really think you should come and be there to cheer me on. You'll have a great time. *ticket? how much?*

Hope you can make it!



When writing an email based on prompts:

- use appropriate expressions to begin and end your email.
- read the prompts carefully and make sure you include all the points in the notes in your reply.
- do not copy the notes given. Try to rephrase them, add comments and information, and use expressions to show how you feel.
- group related ideas together and divide your email into paragraphs.
- use appropriate phrases/expressions to invite, accept an invitation, refuse an invitation and give an excuse, make arrangements.

For phrases/expressions, see page 70.



4 Round-up

VOCABULARY

A. Circle the correct words.

- My sister likes doing the **chores** / **rolls** around the house.
- Let me **interrupt** / **introduce** you to my cousin, Justin.
- At **best** / **dawn** a stranger approached the house.
- Leave the butter in the frying pan until it **melts** / **pours**.
- Sally wanted to make lasagne, but she didn't have any of the **ingredients** / **instructions**.
- Sean took pictures of the beautiful **landscape** / **climate** while Dad was driving.
- The wolf carried its **state** / **prey** to the other side of the forest before eating it.
- The students made their own **invitations** / **traditions** to their graduation.

B. Choose a, b or c.

- Long time no _____ ! Where have you been all this time?
a. hear b. see c. speak
- Put water in a(n) _____ and let it boil.
a. oven dish b. whisk c. saucepan
- When the cake is ready, _____ it in some aluminium foil.
a. wrap b. mix c. shape
- Can you open a _____ of beans for me?
a. slice b. plate c. tin
- He learnt from a young age to _____ his elders.
a. respect b. rely c. impress
- Can you put me _____ for the night? I have nowhere to stay.
a. up b. in c. down

GRAMMAR

C. Rewrite the sentences using reported speech.

- Mansour said, 'I went to my best friend's wedding last weekend.'

- 'Where is the aluminium foil?' Julia asked.

- Dad said, 'Don't touch the knife, Mark.'

- My brother said, 'I'm going to send the letter tomorrow.'

- 'When should I call Mr Stevens?' George asked me.

- Mum said to Anna, 'Add some salt and stir the mixture.'

- 'Do you know how to make a chocolate cake?' my sister asked me.

D. Complete the dialogue with the correct form of the verbs in brackets.

- A: It was Mark's graduation yesterday and I forgot about it. Now he won't speak to me.
(1) _____ (you / be) angry if I
(2) _____ (forget) your graduation?
- B: Yeah. I would.
- A: What should I do?
- B: Well, if I (3) _____ (be) you,
I (4) _____ (buy) him a nice present to apologise.
- A: If I (5) _____ (have) time,
I (6) _____ (do) it. But I have to work overtime today. Could you go to the shopping centre and get him something?
- B: I'm afraid I can't. My car's at the garage.
I (7) _____ (go) if
I (8) _____ (not have) a problem with my car.
- A: That's OK. I'll see what I can do.

E. Read the situations below and make sentences using *wish*.

- I want to be able to travel around the world.

- My friend's presentation is next week. I have a lot of work to do and I can't go.

- I want to make a mango dessert but I don't have the recipe.

- I'm in Hong Kong, but I don't know how they greet people here.

Lesson Link



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COMMUNICATION

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

- a. If I had the money, I would.
- b. Rise and shine!
- c. I'm dead tired.
- d. A short while.
- e. I'm about halfway through.

1. **Jack** Have you finished playing that game?

Tom (1) _____

Jack How long is it going to take you?

Tom (2) _____ I just want to finish this level.

Jack It's going to take you ages.

Tom What can I say? Buy your own game console.

Jack (3) _____

2. **Mum** Good morning, Billy! (4) _____ It's time to go to school!

Billy Do I have to? (5) _____ I slept very late last night.

Mum Well, that's because you stayed up playing computer games. Now get ready.

Billy OK, OK.

LISTENING

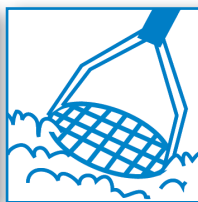


Listen and answer the questions. Choose *a*, *b* or *c*.

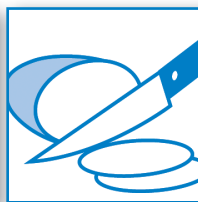
1. What has the woman done to the potatoes?



a.



b.



c.

2. What does the man do first thing in the morning?



a.



b.



c.

3. What did the girl give her friend for her graduation?



a.



b.



c.

SPEAKING

Talk in pairs. Imagine that you are in a foreign country. What would you do if the following things happened to you?

- They offer you something and you can't eat it.
- You don't know the language, but you have to communicate.
- You make a gesture and everyone laughs.
- You go to a restaurant and you don't understand the menu/waiter.

What would you do if they offered you something and you couldn't eat it?

I would say that I wasn't hungry.

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...

- › report statements, questions, commands and requests ☐
- › give and follow instructions (recipes) ☐
- › talk about food and quantity ☐
- › write a recipe ☐
- › talk about imaginary situations and make wishes ☐
- › write an email accepting or refusing an invitation and making arrangements ☐

Task 4 p. 67



A. Discuss.

- Do you like art?
- What do you think of modern art?
- Do you think that some modern art is not art at all?

B. Look at the pictures. What is installation art? Read and check your answers.

Lesson Link



www.ien.edu.sa

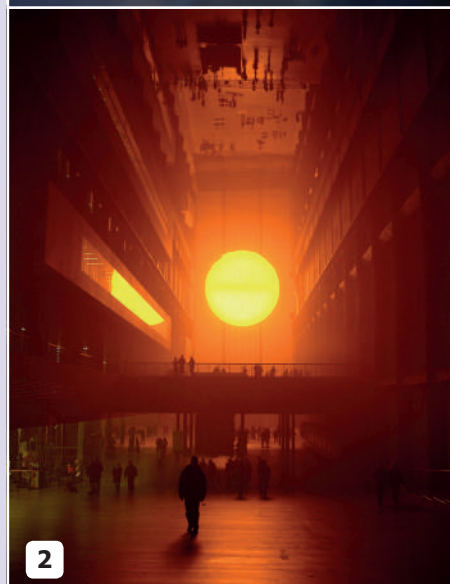


INSTALLATION ART

Installation art is a kind of art that uses the area it's in to help people enjoy it. It isn't just about making paintings or sculpture; installation art includes exhibits with sound, performances, video and even the Internet. The people who experience the art often have to use different senses at once, not only sight, but also hearing, smell and touch. You can find installation art in museums and in public places, like parks and shopping centres where many people will see it. Most art installations are temporary and stay at the site only for a few weeks or months. The main point of installation art is not just for people to look at it, but also to experience it and feel like they are a part of the art, too.

- 1 These days there are many artists who make installation art. Carsten Höller displayed his *Test Site* in the main hall of the Tate Modern in London from October 2006 to April 2007. *Test Site* was an installation of five large metal slides that people could slide down for free.
- 2 Also in 2003 at the Tate Modern, artist Olafur Eliasson installed a glowing sun in the room and a huge mirror on the ceiling. The room was also filled with a mist made of sugar and water. The installation was called *The Weather Project* and many visitors enjoyed lying on the floor and looking up at their shadows on the ceiling.
- 3 One of the most innovative artists in the field of light sculpture is Dante Leonelli. His first major exhibition of kinetic light art took place at the Hayward Gallery in 1970 and since then he and his group, the *Continuum*, have presented some famous works of installation art such as those at the Millenium Dome and at Notting Hill Gate in London. If you pass by these sites you will be able to see some huge rings of light, consisting mainly of LEDs, that are programmed to change colour and intensity according to the changes in ozone levels, air pollution or even in meteorological conditions. These solar-powered rings are supported by almost invisible stainless steel wires and their aim is to increase our ecological and environmental awareness.

1



2



3

POEM "Gestures"

Go to page 69.

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

1. You can see, hear and smell installation art.
2. Installation art only appears in public places.
3. Installation art usually doesn't last forever.
4. Carsten Höller installed slides outside the Tate Modern in 2006.
5. Visitors didn't have to pay to use the slides.
6. Natural sunlight was used for *The Weather Project*.
7. Leonelli's rings of light do not change their colour according to climate changes.

☐
☐
☐
☐
☐
☐
☐


Task 1

A. Read the two requests for help below and decide if the statements 1-5 are True or False.



Let's repair our library!

On 14 September, Crispen School library was seriously damaged by a fire that took firefighters four hours to put out. The fire was caused by some faulty wiring.

The school really needs help to repair the building. Anybody interested in helping as a volunteer, or by raising money, should contact Mark on 020 7946 0637.



Help the homeless

Greenfield's soup kitchen needs a helping hand to keep its services running over the winter holidays. During the cold months of the year, the kitchen provides hot meals to 200 people who do not have homes, or who do not have enough money to buy food each day. It is run by volunteers, and the food is provided by individuals and local businesses.

Why not come and help put a smile on people's faces?

Please contact Robert on 0191 498 0074

1. The fire at Crispen was started by someone.
2. The whole school building was destroyed by the fire.
3. Greenfield's soup kitchen gives free food only to homeless people.
4. Businesses in the local area of Greenfield help by giving food.
5. Both groups ask for help to raise money for their project.

☐
☐
☐
☐
☐


Task 1

B. Talk in pairs. Discuss the two requests for help on page 61, and decide how you could help. Also, think about and say how the community/individuals/families can help, and what they should do.

In my opinion, we could work as volunteers and help repair the building.

I agree. Another thing we could do is organise an event to raise some money. What do you think?

I believe the community should...

I'm not sure about that. I believe it's better...



C. In groups, discuss different people or organisations in your area that need help. Think about what kind of problems they might have and why they need help. Then discuss how you think you can help, and make a list of suggested actions. You can use some of the ideas in the boxes. Finally, present your request for help and your suggested action plan to the class.

How about helping... ?

Why don't we try to help... ?

They really need...

One/Another thing we should do is...

What else should we do?

health problems
emotional problems
problems relating to money
problems following an accident

raise money
build houses
collect clothing
volunteer

Task 2

A. Listen to a conversation between two friends and answer the questions below.



1. When does the Long Beach event take place?

2. What has Pete been learning recently?

3. Why doesn't Pete like Tom Windson documentaries?

4. What kind of activities does Pete prefer?

5. What does Pete suggest doing if the weather isn't good?



B. Imagine that you are going to organise activities for a group of exchange students who are coming to your town. Talk in groups of three and discuss different activities which the students can do on Saturday, and the locations where they will take place. Don't forget to consider options for different weather conditions (outdoor and indoor activities). Make notes below.

outdoor	
Morning	_____
Afternoon	_____
Evening	_____
indoor	
Morning	_____
Afternoon	_____
Evening	_____

I think that if it rains, visiting a museum is a good idea for Saturday morning.

So do I.

I don't. Maybe they should...

If it's sunny, they can/could...

I think they should...

I agree. I think going... is a better idea.

Task 2

C. Write a proposal to the student group leader with the suggested activities. Suggest a variety of activities that the students can take part in from morning to evening on Saturday. Remember to include options for different weather conditions (outdoor and indoor activities). Also include details about the locations.

I have been planning your day in my town/city and...

I have been thinking about activities for your group...

The students could...

If the weather is good, they can...

If there's time, they should...

If they like outdoor activities, they can...





Task 3

A. Read the text below and decide if the statements 1-5 are True or False.



Wildlife



HOME | ABOUT | **ADS** | CONTACT

My wife and I are looking for someone to work with us at the Nilgiri Tiger Reserve. We run a nature park that is home to fifty-six adult tigers, and an education centre which hundreds of schools visit each year. The job is a little unusual as it will involve living in the middle of nowhere and doing a variety of duties. We need someone who can help with the general management of the park, teach children at the education centre, and lend a hand at our home. We have three children; two boys and a girl, between the ages of eight and ten. We live twenty-five kilometres from the children's school, so I have to drive them each day. The main duties of the person we need include:

- booking school trips to the park and organising teaching material at the education centre
- managing accounts and organising any shopping that needs to be done
- managing staff at the education centre as well as the tiger experts that we hire
- teaching classes about the need to protect tigers and their environment
- driving our children to and from school when I am unable to
- occasional childcare

The ideal candidate should have experience working with children in an educational environment as well as a good knowledge of wildlife and nature. Knowledge of tigers would be an advantage, but it is not essential. As we have many tourists visiting each year, knowledge of at least one foreign language is necessary. Candidates should be computer literate, have experience managing accounts, and hold a driving licence. The most important requirement is that the person enjoys working with people, and is prepared for a unique experience! Here on the park we spend a lot of time away from shops and city life, so don't apply if you don't enjoy peace and quiet as well as a bit of adventure!

The successful candidate will not be working with tigers directly, so there is no danger involved. We are offering an excellent salary, free accommodation and 28 days paid holiday each year.

Please send your applications to jobs@nilgiri.in

1. Many schools visit the Nilgiri Tiger Reserve each year. ☐
2. It isn't important for the candidate to be able to speak a foreign language. ☐
3. Being able to drive is necessary for the job. ☐
4. The park is near lots of shops. ☐
5. The successful candidate will be working with tigers. ☐

Task 3

B. Look at the profiles of the three people below. Talk in pairs and decide which of the three people is most suitable for the job advertised in the text on the previous page. Discuss the pros and cons of the three candidates, keeping in mind the requirements of the job.



Rami Ahmed

- 4 years' experience teaching science at primary level
- driving licence
- loves outdoor activities such as hiking
- has worked as an accounting assistant at a hotel in Riyadh



Hazim Abdullah

- 1 year experience working at a safari park
- managed the marketing and financial department at the park as well as workshops for school student visitors
- speaks French and German fluently
- likes visiting museums



Ameen Attar

- 5 years' experience working as a coach for a teenage football team
- studies zoology at University
- excellent computer skills
- loves travelling and learning about different cultures

... has got lots of / good..., so...

A good thing about... is that he...

I think... is suitable because he has got...

I prefer... because...

In my opinion, ... is the best candidate because...

Task 4

A. Read the texts and answer the questions that follow.

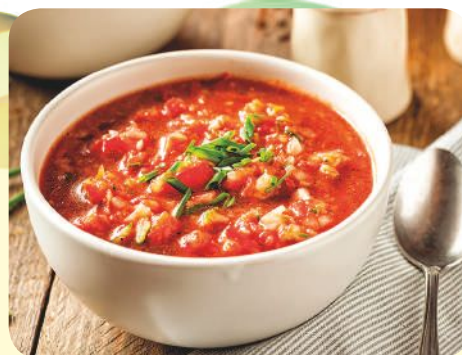


Have you tried it?



Rambutan

This tasty tropical fruit seems unusual to many Westerners. However, rambutans are a common snack throughout Southeast Asia. Its name comes from the word 'rambut' which is Malay for 'hairy', and this is because of the way it looks. Even though the spines outside look sharp, they are actually quite soft. Once you peel open a rambutan, you'll find a smooth white fruit. Most people say it tastes like a grape; sweet and sour. Rambutans are generally eaten raw, but some like to stew them with sugar and cloves and have them for dessert. Apart from tasting great, rambutans are healthy for many reasons. For example, they have lots of iron and vitamin C, they make our bones stronger and give us energy.



Gazpacho

When most people think of soup, they think of a hot dish that keeps them warm during the wintertime. However, in Spain and Portugal, a different soup called Gazpacho is enjoyed by many as a summertime dish. Gazpacho is a soup made with raw tomatoes, cucumbers, peppers, garlic and olive oil, and served cold. It originally comes from the very hot southern parts of Spain, where farmers working in the fields during the summer would cool down with the refreshing dish at lunchtime. However, it is now very popular throughout Spain and can be found on menus in restaurants all over the world. There are many different variations of the recipe, some adding olives or onions. The most important factor though is that it is served cold, some people even add ice just to make sure!

1. Where are rambutans usually eaten?

2. What do rambutans taste like?

3. Why are rambutans good for you?

4. Why did farmers eat Gazpacho in the summertime?

5. What can be added to Gazpacho?



Task 4

B. Think about your favourite food and the most unusual thing you have ever eaten. If you were asked to create an unusual and tasty dish, what would it be? What would you use to make it? Then ask three of your classmates about the most unusual food they've ever eaten, their favourite food and what unusual dish they would create.

	ME	Student 1	Student 2	Student 3
most unusual thing ever eaten				
favourite food				
unusual dish you/they would create				



C. Report to the class what your classmates said. Remember to use reported speech.

... said that the most unusual food he/she had ever eaten was... It had...

... said that his/her unusual dish would be called... He/She said that he/she would use...

MODULE 2

Circle the correct words. Then listen and check your answers.



poems

Let's get active!

I've been sitting in this **sofa / chair** all day
There's **nothing / something** to do today
Maybe I'll try out a **sport / game**
Dribble, kick, pass, shoot and score!

Let's get active, I wanna shout!
Come on, I think it's time to go out!

This is really not a day to be **down / lazy**
If I stay inside today, I'll **go / be** crazy
I know, I'll give **them / someone** a call!
Steve, Fred, Mark or Paul!

I'm bored out of my mind
You know what, **so / neither** am I
I don't wanna **stay / be** in tonight
I **suppose / agree**, neither do I



MODULE 4

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



angry nose going hips
tap matter talking

GESTURES

Avoid putting hands on _____ in Indonesia
Especially when you're out and about
Because if you're _____ and anyone sees you
They'll think you're getting _____ and shout.

If you want to ask someone 'What's _____ on?'
Over in Puerto Rico, as everyone knows
It doesn't _____ where you may be from
There's no need to say it, just wiggle your _____.

People sometimes _____ their heads in Argentina
It just means they're thinking, you will find
However, in other countries that I've been to
It often means 'Are you out of your mind?'



Writing section

1c A POST/LETTER ASKING FOR OR GIVING ADVICE

Set phrases commonly used in a post/letter asking for advice:	<ul style="list-style-type: none"> • I have a problem and I'd like your advice. • I hope you can help me with a problem. • I need your advice because I don't know what to do. • What should I do? 	<ul style="list-style-type: none"> • What do you think? • I feel helpless/terrible. • I'm anxiously waiting for your reply. • I look forward to hearing from you.
Set phrases commonly used in a post/letter giving advice:	<ul style="list-style-type: none"> • I hope my advice will help you. • In my opinion, you should(n't)/d better... • I advise you to... • Here are some tips to help you deal with your problem. • One thing you can do is... 	<ul style="list-style-type: none"> • How/What about...? • Why don't you...? • I hope everything goes well. • Good luck!

2e A BOOK REVIEW

Expressions/Phrases commonly used in a book review:

<ul style="list-style-type: none"> • It's a biography/novel, etc. • The hero/heroine is... • This best-selling book... • It was written by... • The story is set in... / is about... • The book was published in... • The book is action-packed/hilarious/interesting/boring/long/descriptive/disappointing, etc. • The plot is fantastic/awful, etc. 	<ul style="list-style-type: none"> • The illustrations are amazing/(un)realistic, etc. • The ending is surprising/exciting, etc. • The writing style is excellent/horrible, etc. • Overall, I found the book exciting/boring, etc. • I definitely recommend it. • It's a great book for action lovers/fans. • It's (only) suitable for children/adults. • It's (not) worth reading. • It's a classic.
---	--

4e AN EMAIL BASED ON PROMPTS

Use some of the phrases/expressions in your email to:

invite	<p>I just want to let you know that I...</p> <p>I'd like to invite you to...</p> <p>I'm writing to invite you to...</p> <p>How about coming to...?</p> <p>Would you like to come to...?</p> <p>I hope you can make it to...</p>	refuse an invitation	<p>It was nice of you to invite me but...</p> <p>I'd like to come but... Maybe some other time.</p> <p>I'm afraid I can't make it because...</p> <p>I'm sorry but I have to...</p> <p>Unfortunately, I won't be able to make it.</p>
accept an invitation	<p>I'm writing to thank you for the invitation.</p> <p>How could I say no?</p> <p>I'm really looking forward to it.</p> <p>I'd love to come.</p> <p>Thanks for inviting me.</p> <p>Sounds great/brilliant/perfect!</p> <p>That would be great.</p> <p>I just love the idea of...</p>	make arrangements	<p>How about...?</p> <p>Why don't we...?</p> <p>What do you think about...?</p> <p>What if we...?</p> <p>We can/could...</p> <p>Let's...</p> <p>I think it would be a good idea to...</p> <p>There is a nice... where we/you can go...</p>

speaking activities

2b

Talk in pairs. Look at the flyers below and discuss what you can do at each place. Then decide where you will go.

If we visit Blue World Aquarium, we will feed dolphins.

Yes, but if we visit MegaMall, we can shop in over 600 shops!



Come to
Blue World Aquarium
for an unforgettable experience...

- ≈ feed the dolphins
- ≈ swim with dolphins
- ≈ watch dolphin shows
- ≈ help name a baby dolphin
- ≈ watch a 4-D documentary about marine life

Ticket prices: Adults £14.50
Children (up to 14) £10.50
Students £12.50



MegaMall

You'll need more than a few hours to shop at this mall!

- over 600 shops
- 200 restaurants (cuisine from over 20 countries)
- bowling alley

This week 15% discount in all shops and 10% in restaurants

3a

ROLE PLAY

Talk in pairs. Act out the conversations.

Student A: Imagine that you are a bank clerk and Student B is a customer who wants to withdraw some money.

Student B: Imagine that you're at a bank and you want to withdraw some money, but the cash machine has broken down. Talk to Student A who is a bank clerk.

Student A: Imagine that you're in a bureau de change and you want to exchange some money. Talk to Student B who works there.

Student B: Imagine that you work in a bureau de change and Student A wants to exchange some money.

Student A: Imagine that you're passing by a cash machine. Student B is there and needs some help. Tell him/her how to use it.

Student B: Imagine that you're at a cash machine, but it's your first time using it. Ask Student A for help.



Grammar Reference

Module 1

★ Infinitives

We use the **full infinitive** (**to** + base form of the verb):

- to express purpose.
I'm going to the supermarket to get some fruit.
- after certain verbs: *want, would like, would love, hope, decide, manage, plan, arrange, advise, choose, learn, offer, promise, afford, agree, expect, seem, forget, teach, need, try, tell, etc.*
I haven't managed to find it yet.
- after *it + be + adjective* (it's nice, it was stupid, etc.)
It's difficult to explain.
- after certain adjectives: *afraid, surprised, free, happy, ready, sorry, pleased, etc.*
Are you afraid to ask him?
- after *too* and *enough*
You're too young to stay out late.
I'm strong enough to carry the box.
- after question words (*who, how, what, etc.*) in indirect questions
Do you know how to get there?

We use the **bare infinitive** (base form of verb **without to**):

- after modal verbs (*can, could, will, would, shall, should, may, might, must*).
Could you give me a glass of water?
You must visit the doctor today.
- after the verbs *let* and *make* (in the active voice).
She makes me study all the time.

NOTE

We can use the verb **help** with a bare or full infinitive.
*I always help my brother **do** his homework.*
*I always help my brother **to do** his homework.*

★ -ing form

We use the **-ing form**:

- after certain verbs: *like, love, hate, enjoy, prefer, suggest, start, finish, continue, keep, stop, begin, avoid, imagine, spend (time), etc.*
I like listening to the radio, but I hate watching TV.
- after certain expressions: *don't mind, can't stand, be interested in, it's worth, How/What about...?, I look forward to, etc.*
I look forward to seeing you.
- after prepositions.
I'm so excited about going on this trip.
- as a subject of a verb.
Smoking is a bad habit.

★ Should / Shouldn't

We use **should/shouldn't** + **bare infinitive to**:

- ask for and give advice.
Should I stay or should I go?
- express an opinion.
He should tell his father about it.
- make a suggestion.
Shouldn't we discuss it with the boss first?
- express mild obligation.
You should go to work on time.

NOTE

Should/shouldn't + bare infinitive refers to the present or future.

★ Had better

We use **had better** + **bare infinitive** to give strong advice. It often expresses **threat** or **warning** and it's stronger than *should*. 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.

★ 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 **be** in the appropriate form and the **past participle** of the main verb.

Present Simple

Affirmative

I	am	
He/She/It	is	called / given
We/You/They	are	

Negative

I	am	
He/She/It	is not	called / given
We/You/They	are	

Questions

Am	I	
Is	he/she/it	called / given?
Are	we/you/they	

Past Simple

Affirmative

I/He/She/It was called / given
We/You/They were

Negative

I/He/She/It wasn't called / given
We/You/They weren't

Questions

Was I/he/she/it called / given?
Were we/you/they

NOTE Irregular verbs on page 77.

Active Voice

Subject **Verb** **Object**
Mark wrote a letter.

Passive Voice

Subject **Verb** **Agent**
A letter was written by Mark.

NOTE

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 or 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)

Module 2

★ May / Might / Could

The verbs *may*, *might* and *could*

- are followed by the base form of the verb.
- are the same in all persons in the singular and plural.
- do not form the questions and negative forms with *do*.
- express possibility in the present/future.

We may / might / could go to the park next week.

NOTE

We use **may not/might not** to express lack of possibility in the present or future.
Henry may not/might not be able to join us.

★ Conditional Sentences Type 1

We use conditional sentences type 1 for something which is possible to happen in the present or future.

Conditional sentences consist of the **if-clause** and the **main clause**.

if-clause	main clause
if + Present Simple	• Future <i>will</i>
	• Modal Verbs (may, might, can, must, should)
	• Imperative

If I find the book, I'll buy it for you.

If you go to the gym early, you might see him there.

If you see him, ask him about the festival.

NOTE

When the **if-clause** comes before the **main clause**, the two clauses are separated by a **comma**.

★ If vs When

When is used to refer to the time something is going to happen, while *if* refers to the possibility of something happening.

I'll tell him when I see him. (= I will definitely see him.)

I'll tell him if I see him. (= I may not see him.)

★ So / Neither / Too / Either

To express agreement

- We use **so** + **affirmative auxiliary verb** + **subject** or **subject** + **affirmative auxiliary verb** + **too** when we agree with an affirmative statement, but we don't want to repeat it.

A: *I play football.*

A: *Rob has read this book.*

B: *So do I. / I do too.*

B: *So have I. / I have too.*

- We use **neither** + **affirmative auxiliary verb** + **subject** or **subject** + **negative auxiliary verb** + **either** when we agree with a negative statement, but we don't want to repeat it.

A: *Paul can't swim.*

A: *Ian won't go to school today.*

B: *Neither can I. /*

B: *Neither will I. / I won't either.*

I can't either.

To express disagreement

- We use **subject** + **affirmative auxiliary verb** when we disagree with a negative statement, but we don't want to repeat it.

A: *I can't play football.*

B: *I can.*

- We use **subject** + **negative auxiliary verb** when we disagree with an affirmative statement, but we don't want to repeat it.

A: *I've been to Madrid twice.*

B: *I haven't.*

★ Present Perfect Progressive

Affirmative

I have been working
He/She/It has been working
We/You/They have been working

Negative

I haven't been working
He/She/It hasn't been working
We/You/They haven't been working

Grammar Reference

Questions

Have	I	
Has	he/she/it	been working?
Have	we/you/they	

We use the **present perfect progressive** for:

- a repeated action or situation which started in the past and continues up to the present.
They have been using the Internet for more than two hours now.
- an action which was happening over a period of time in the past and may have finished, but its results are obvious in the present.
He's very tired. He's been studying all night.

TIME EXPRESSIONS

for, since, how long, all day/week, etc.

★ Present Perfect Progressive vs Present Perfect Simple

The **present perfect progressive** emphasises the duration of an action, while the **present perfect simple** emphasises the result of an action.

The secretary has been typing letters since 10:30.

The secretary has typed eight letters since 10:30.

Module 3

★ Negative Questions

Negative questions are formed with:

Auxiliary Verb + n't (= short form of *not*) + **Subject + Main Verb**.

We use negative questions:

- to express surprise.
Haven't you been to the city centre before?
- when we expect the listener to agree with us.
Don't you want to come to the museum with us?

★ Question Tags

Question tags are short questions at the end of statements.

We use them:

- when we are not sure about something.
- when we want the other person to agree with us.

We form question tags with the **auxiliary** or **modal verb** of the sentence and a **personal pronoun** in the same person as the subject.

You couldn't see him, could you?

Tom believed him, didn't he?

- When the statement is affirmative, we use a negative question tag.
The boys are at school, aren't they?
- When the statement is negative, we use a positive question tag.
She hasn't seen the doctor yet, has she?

NOTE

Be careful with the following question tags:

I am a very good teacher, aren't I?

Let's go to the lecture, shall we?

Open that door, will you?

★ Exclamatory Sentences

Formation

- how/so + adjective/adverb**
- what/such + (a/an) + (adjective) + noun**

We use exclamatory sentences to give emphasis to the meaning of the adjective/adverb or noun.

How wonderful!

What a beautiful day!

It was so funny!

He's such an unusual man!

★ Clauses of Result

We use clauses of result to express the result of an action or a conclusion:

- so + adjective/adverb + (that)**

He was so bored (that) he left before the end of the lecture.

- such + (a/an) + (adjective) + noun + (that)**

It was such a hot day that we all went swimming.

NOTE

- We say **so + much/many**, but **such + a lot of**.
- That* can be omitted, especially in spoken English.

★ Reflexive Pronouns

PERSONAL PRONOUNS		REFLEXIVE PRONOUNS
SUBJECT	OBJECT	
I	me	myself
you	you	yourself
he	him	himself
she	her	herself
it	it	itself
we	us	ourselves
you	you	yourselves
they	them	themselves

We use reflexive pronouns:

- as objects of verbs when the subject and the object of the verb are the same.
I bought myself an expensive pair of shoes.
- as objects of prepositions when the object of the preposition is the same as the subject of the verb.
He never talks about himself.

NOTE

We use **by + reflexive pronoun** to show that someone does something alone, without any help from anyone else.

I always pack my suitcases by myself.

★ one / ones

- We use **one** when we don't want to repeat a singular countable noun.
Which coat is yours? The black one.
- We use **ones** when we don't want to repeat a plural countable noun.
Which shoes do you like? The brown ones.

★ Past Perfect Simple

Affirmative

I	had worked/written
He/She/It	
We/You/They	

Negative

I	hadn't worked/written
He/She/It	
We/You/They	

Questions

Had	I	worked/written?
	he/she/it	
	we/you/they	

NOTE Irregular verbs on page 77.

We use the past perfect simple for an action which took place before a specific point in time or another action in the past. The second action is in the past simple.

He had already called me before he left the house.
She had finished her homework by 8 o'clock.
The train had left by the time we arrived at the station.

TIME EXPRESSIONS

already, ever, never, just, by, before, after, when, by the time

Module 4

★ Reported Speech (Statements)

In **direct speech**, we repeat the exact words that someone said. We usually use the verb **say** and the words of the speaker are put in quotation marks.
Ian said, 'Tony is on the phone.'

In **reported speech**, we report the meaning of what someone said, without using their exact words. We use a reporting verb, usually **say** or **tell**, followed by **that** (which can be omitted) and the reported statement.
Ian said that Tony was on the phone.

NOTE

- We use **say** when there is no indirect object.
'I'll be there,' he said.
He said that he would be there.
- We use **tell** when there is an indirect object.
'I'll call you, Mark,' he said.
He told Mark he would call him.

- When we change a sentence from direct to reported speech, pronouns and possessive adjectives change according to the meaning of the sentence.

'You have to take your son to the doctor,' said David.
David said that I had to take my son to the doctor.

- When a sentence changes from direct to reported speech, tenses, modals and time expressions change as follows.

Present Simple → Past Simple

Tom said, 'I want to go to the festival.'
Tom said (that) he wanted to go to the festival.

Present Progressive → Past Progressive

Salah said, 'I'm reading a novel.'
Salah said he was reading a novel.

Past Simple → Past Perfect Simple

Pete said, 'Mum made some sandwiches.'
Pete said his mum had made some sandwiches.

Present Perfect Simple → Past Perfect Simple

Joe said, 'I've worked hard today.'
Joe said he had worked hard that day.

will → would

Sean said, 'I'll be there soon.'
Sean said he would be there soon.

can → could

Jack said, 'I can help you with your homework.'
Jack said he could help me with my homework.

may → might

Frank said, 'I may buy him a pair of shoes.'
Frank said he might buy him a pair of shoes.

must → had to

Dad said, 'You must be home early.'
Dad said I had to be home early.

now → then

Mike said, 'I'll call him now.'
Mike said he would call him then.

here → there

Eric said, 'I saw it here.'
Eric said he had seen it there.

ago → before

Bill said, 'I bought this house two years ago.'
Bill said he had bought that house two years before.

today, tonight → that day, that night

Don said, 'We're having pizza for lunch today.'
Don said they were having pizza for lunch that day.

yesterday → the previous day / the day before

Dad said, 'I visited the doctor yesterday.'
Dad said he had visited the doctor the previous day.

this morning/year, etc. → that morning/year, etc.

Beth said, 'I haven't bought anything this year.'
Beth said she hadn't bought anything that year.

tomorrow → the next day / the following day

Len said, 'I'm flying to London tomorrow.'
Len said he was flying to London the following day.



Grammar Reference

last week/month, etc. → the previous week/month etc.
/ the week/month, etc. before

Colin said, 'I met them last year.'

Colin said he had met them the previous year.

next week / month, etc. → the following week/month, etc.

Bob said, 'I'll finish the report next week.'

Bob said he would finish the report the following week.

NOTE

- The Past Perfect and the verbs *could*, *might*, *should*, *would* and *used to* do not change in Reported Speech.
- The Past Progressive usually doesn't change in Reported Speech.

★ Reported Speech (Questions)

- We usually introduce reported questions with the reporting verb **ask**.
- Reported questions follow the word order of affirmative sentences.
'Why did he come back?' he asked.
He asked me why he had come back.
- If the direct question begins with a question word, the reported question also begins with the same question word.
'What are you doing?' he asked.
He asked me what I was doing.
- If the direct question does not begin with a question word, the reported question begins with *if/whether*.
'Did you enjoy dinner?' he asked.
He asked me if/whether I had enjoyed dinner.
- When we change questions from direct to reported speech, pronouns, tenses, adverbs, etc. change in the same way as when we report statements.

★ Reported Speech (Commands and Requests)

- We commonly use **tell** when we report commands and **ask** when we report requests.
- The imperative changes to **full infinitive** or **not + full infinitive**.
'Stay there,' said the man.
The man told me to stay there.
'Don't take this away, please,' he said.
He asked me not to take that away.

★ Conditional Sentences Type 2

We use conditional sentences type 2 for unreal or imaginary situations which are unlikely to happen in the present or the future.

if-clause	main clause
if + Past Simple	would/could + base form

If I had enough money, I would buy a bigger flat.

You could get that job if you took my advice.

NOTE

- In conditional sentences type 2 **were** is often used instead of **was** in the if-clause.
If Andy were older, he could take driving lessons.
- We use **if I were you** to express an opinion or give advice.
If I were you, I'd take it easy.

★ Wishes

We use:

- **wish + Past Simple:**
to make a **wish** about a **present situation** which we would like to be different.
I wish I didn't have to take any more exams.
- **wish + could + base form:**
to express **regret** about something we cannot do at **present**.
I wish I could help you!

NOTE

We usually use **were** after all persons in wishes.
I wish this course were easier.

Irregular verbs

Base Form	Past Simple	Past Participle	Base Form	Past Simple	Past Participle
be	was/were	been	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	light	lit	lit
begin	began	begun	lose	lost	lost
bite	bit	bitten	make	made	made
blow	blew	blown	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burnt/burned	burnt/burned	read	read	read
buy	bought	bought	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
deal	dealt	dealt	send	sent	sent
do	did	done	set	set	set
draw	drew	drawn	shake	shook	shaken
dream	dreamt/dreamed	dreamt/dreamed	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	sting	stung	stung
grow	grew	grown	swim	swam	swum
hang	hung	hung	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hit	hit	hit	throw	threw	thrown
hold	held	held	understand	understood	understood
hurt	hurt	hurt	wake	woke	woken
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
learn	learnt/learned	learnt/learned	withdraw	withdrew	withdrawn
leave	left	left	write	wrote	written
lend	lent	lent			



Learning Tips

In class

How to learn better in class

- Look at the board and take notes.
- Listen carefully to your teacher and the CD.
- Ask your teacher when you don't understand.
- Speak in English as much as possible.
- Take part in pair work and group work activities.

Outside the class

How to learn better outside the class

- Read the dialogues and texts from your book and listen to your CD.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read selected texts from magazines and newspapers in English.
- Watch TV programmes in English.

Grammar

How to learn grammar better

- Refer to the Grammar Reference.
- Use grammar tables.
- Have a grammar notebook.
In it write: - tips and/or rules in your language,
- example sentences,
- important grammatical points
e.g. irregular verbs.
- Make a note of grammatical errors that you often make.

Vocabulary

How to learn vocabulary better

- Write down new words in a notebook.
Together with the English word:
 - write the translation in your language,
 - write an example sentence,
 - draw or stick a picture.
- Put words in groups or use diagrams.
- Learn whole phrases (eg. verb+noun) not just isolated words.
- Learn new words in context (in sentences describing situations). This way, it is easier to remember them.
- When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.
- When you learn new words, it's a good idea to learn any synonyms and/or opposites.
- Refer to the Word List.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary. There, you can find a lot of useful information about a word: pronunciation, word class (noun, verb, etc.), meaning and example sentence.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

Speak

How to do better when doing speaking tasks

- Before you speak, make sure you understand the task and how you should use the prompts.
- Look at the example and use the prompts given.
- Use the language you have learnt.
- When talking to another person, listen carefully to him/her and respond to what he/she is saying (e.g. *I agree, I don't know about that*). Also, show interest or surprise by using phrases like *Really?*, *Did you?*, etc.
- Don't be afraid to make mistakes when you speak.
- Speak only in English.

Read

How to do better when doing reading tasks

- Before you read, try to predict what the text is about with the help of the title and the pictures.
- Look for key words in the text to understand the main ideas.
- Try to understand which of the words in the text are really important. Try to guess the meaning of as many of these words as possible from the context. Use the following strategies:
 - Read the words before and after the unknown word and think of the situation.
 - Try to figure out what part of speech (verb, noun, etc.) the unknown word is.
 - See if the unknown word is similar to other words in English or in your own language.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Decide in which part of the text you can find the information you need.
- Make sure you understand who or what the pronouns (he, it, this, them, etc.) and the adverbs (here, there, etc.) refer to in the text.

Listen

How to do better when doing listening tasks

- Before you listen, read the rubric carefully and look at the pictures, maps, etc. Try to predict what the speakers are going to talk about.
- Before you listen, read the statements or questions carefully. This will give you an idea of what to listen for.
- While listening, try to understand the general idea, not every single word.
- Listen for key words to understand the main ideas.
- While listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.
- Pay attention to the speakers' tone of voice to understand how they feel.
- When completing sentences, make sure that your answers make sense.

Write

How to do better when doing writing tasks

- Make sure you understand what you are asked to write.
- Before you start writing, think about the topic carefully and try to come up with ideas which are relevant to it. Make notes of the information you want to include. You can also make a mind map to organise your ideas.
- Plan your paragraphs. Before you start, think of the ideas you are going to include in each paragraph.
- Group relevant information together and put it in the same paragraph.
- Do not write very short sentences. Use linking words (*and, but, or, so, because*) to join your ideas.
- Use linking words/phrases to add something (e.g. *in addition, what is more, also*), to express contrast (e.g. *but, however*), to express result (e.g. *as a result*) and to give reason (e.g. *that's why*). This will make your writing flow.
- Use time linkers (e.g. *first, firstly, then, next, after that, later, finally, when, before, while, as, as soon as*) to show the order in which events happen.
- Use a variety of adjectives (e.g. *spectacular, shocked*) and adverbs/adverbial phrases (e.g. *luckily, all of a sudden*) in your writing to make it more interesting.
- Use words like *he, she, it, them, there*, etc. to avoid repeating the same words.
- When you write to a friend, start and finish your letter/email in an appropriate way. Remember to use set phrases.
- Write your first draft and correct it. Then write your final draft.
- Write neatly.
- After you finish, check your writing. Check punctuation and capital letters, word order, spelling, linking words, grammar and vocabulary.



British and American English

spelling

British English	American English
apologise	apologize
cancelled	canceled
centre	center
chilli	chili
colour	color
cosy	cozy
doughnut	donut (also doughnut)
favour	favor
favourite	favorite
grey	gray
humour	humor
lasagne	lasagna
metre	meter
neighbour	neighbor
offence	offense
organise	organize
organisation	organization
practise	practice
programme	program
pyjamas	pajamas
realise	realize
recognise	recognize
socialise	socialize
tyre	tire
travelled	traveled
traveller	traveler
yoghurt, yogurt	yogurt

words and phrases

British English	American English
aluminium foil	aluminum foil
angry	mad
athletics	track and field
aubergine	eggplant
autumn	fall
banknote, note	bill
bathroom (in a public place)	restroom
bill (at a restaurant)	check
bin	garbage can
biscuit	cookie
block of flats	apartment building
boarding card	boarding pass
brackets	parentheses
café	coffee shop
car park	parking lot, parking garage
caving	spelunking
chips	french fries, fries
city centre	downtown, downtown area
clever	smart, intelligent
cooking course	cooking class
crisps	potato chips
CV	resumé
do the washing	do the laundry
do the washing-up	do the dishes
doctor's surgery	doctor's office
driving licence	driver's license
fair (hair)	blonde (hair)
flat	apartment
flatmate	roommate
football	soccer
fridge	refrigerator
full stop	period
garden	yard
ground floor	first floor
handbag	purse
holiday	vacation
hoover (verb)	vacuum
ill	sick
jumper	sweater
lift	elevator
luggage	baggage
mark	grade
match	game
Maths	Math
mobile phone	cell phone
motorbike	motorcycle
mum / mummy	mom / mommy
newsreader	news anchor
PE	Gym
petrol	gas
phone, ring, call	call
presenter	host
primary school	elementary school, grade school
queue	line
railway station	train station
rubbish	garbage, trash
secondary school	high school
shop	store
shop assistant	salesperson
surname	last name
sweets	candy
table tennis	Ping-Pong
taxi rank	taxi stand
telly	TV
tick (✓)	check (✓)
tin, can	can
torch	flashlight
trainers	sneakers
trousers	pants
TV/radio programme	TV/radio show
underground	subway

grammar and usage

British English	American English
I have backache	I have a backache
I have toothache	I have a toothache
in hospital	in the hospital
at the weekend	on the weekend
in the team	on the team
4(th) January	January 4(th)
quarter past two	a quarter after two
I'm studying History.	I'm majoring in History.
attend a course	take a class
hire a car	rent a car
have a shower	take a shower
have a temperature	have a fever
tidy my room	clean my room
learnt	learned
smelt	smelled
dreamt	dreamed
spelt	spelled
spilt	spilled

word list

1a

available
convenient
fluid
get rest
make an appointment
schedule

Phrasal verbs

booked up
get over
hang on
lie down
run out of
take away

Words/phrases: medical problems

allergy
bones
cough
examine
have a cold
hurt (v)
illness
pain
painkiller
patient (n)
pharmacy
pill
prescribe
prescription
runny nose
sneeze
sore throat
surgery
treatment
What exactly are your symptoms?
What seems to be the problem?

1b

a number of
bell
crew
development
flag
government
gun
light (v)
location
nearby
perhaps
sailor
ship
signal (n/v)
simple
sink (v)
sound (n)
stand for
upside down

Prepositional phrases with in

in a hurry
in common
in danger
in fact

1c

anxiously waiting
audience
beat (v) (for heart)
fellow student
focus on
on one's own
physical activity
presentation
public speaking
suggest
sweat (v)
tip
vitamin

Words/phrases: problems

a fear of
advice
advise
anxiety
colleague
control (v)
deal with
deep breath
medication
reduce stress
suffer from

1d

a flock of
brake (n)
completely
engine
except
fence
field
kph
metre
missing
notice
opposite direction
pull
sheep
surround
tracks
within minutes

Words/phrases: accidents/emergencies

ambulance
be on fire
burn
crash
die
injure
put out
smoke (n)
survivor
tragedy

1e

almost
annoyed
apologise
bump into
cry

embarrassed
embarrassing
furious
grab
lamp post
sip
spill
touch
turn off
wave (v)
whisper

Idioms

drive sb up the wall
get on sb's nerves
go red as a beetroot
laugh one's head off
make a fool of oneself
nearly jump out of one's skin
not believe your eyes
want the ground to swallow you up

2a

monotonous
normal
scissors
stop sb from doing sth
wrist

Words: sport

athletics
baseball
bowling
boxing
catch (v)
dribble (v)
drop (v)
final
golf
hit (v)
kick (v)
move (v)
pass (v)
score (v)
shoot (v)
swing (v)
throw (v)

Conversational English

I'm going to thrash you!
What shall we...?

2b

alternatively
aquarium
book (v)
chance
check into
check out of
coach
creature
discount
dolphin



word list

kayaking
main
opportunity
parasailing
participant
per cent
railway station
recommend
ruins
seal
shark
souvenir shopping
speedboat
taxi rank
tourist attraction
travel agency
travel agent

Phrases

change one's mind
in advance
on offer
the rest of

2c

admit
artefact
as (because)
atmosphere
bowling alley
entertainment
exhibit
give sth up
indoor
outdoor
prize
queue
ride (n)
success
theme park
tournament

2d

aircraft
amaze
amusing
attraction
audience
court (basketball)
depend on
details
difference
disappoint
display (v)
entertain
extraordinary
feature (v)
memorable
must-see
on sale
responsible
run
senior citizen

tour (v)

Phrasal verbs

bring back
check sb/sth out
cheer on
let down
sell out

2e

account
action-packed
adventure
author
best-selling
biography
blurb
book critic
book review
chapter
character
culture
descriptive
disappointing
ending
excellent
hero / heroine
illustration
lifestyle
member
novel
plot
poetry
publish
(un)realistic
review
set (v)
setting

3a

brochure
(in)correct
customer
delivery
envelope
hesitate
latest
swallow (v)
various
What's taking you so long?

Words: money transactions

bank account
bureau de change
cash card
cash machine
charge
commission
deposit (v)
exchange
free of charge
Internet banking
make a deposit
PIN
rate
refuse

withdraw

3b

advertise
annual
bonus
break (n)
company
condition
consider
criticise
day off
dream (v)
dry-cleaner's
employee
employer
firm (n)
inform
outing
pleasant
salary
serve
slightly
staff
study (n)
treat (n)
white-water rafting

3c

applicant
apply for
assistant
available upon request
curriculum vitae (CV)
date of birth
guest
in charge of
interest
manager
overtime
present (now)
reference

Words/phrases: qualifications

advanced
computer literate
degree
driving licence
education
fluent in
intermediate
knowledge of
people skills
personal skills
previous experience

3d

altogether
be fired
by the time
chase
complaint
construction
disgusting
exhausting

exit
face-to-face
factory
feed
get used to
glad
in general
in the middle of
involve
media
penguin
put up with
quit
remind
sweet (n)
unpleasant

Jobs

builder
call centre agent
cameraman
journalist
lifeguard
newsreader
painter
paramedic
plumber
rescue squad
zookeeper

3e

as for...
attend
career
certificate
complete (v)
course
fee
gardening
intensive
practical work
sign up
well-organised

4a

barn
cereal
chores
cow
dawn
describe
full-time
goat
insist
laugh (n)
milk (v)
oversleep
pick
starve
skip
task

Phrases

at best
dead tired
long time no see

lucky you!
not my cup of tea
rise and shine

4b

cheek
cheerfully
clear up
custom
enjoyable
finger
greet
halfway through
interrupt
introduce
kiss (v)
misunderstand
misunderstanding
occur
remove
scented
shake hands
silently
skin
uncomfortable

4c

a couple of
aluminium foil
cocoa powder
crumb
gram
ingredient
instructions
layer
mayonnaise
olive
olive oil
recipe
roll (n)
tin

Kitchen utensils

bowl
chopping board
fork
frying pan
oven dish
plate
potato masher
saucepan
tablespoon
wooden spoon

Cooking verbs

add
boil
chop
decorate
fry
mash
melt
mix
peel
place
pour

slice
spread
stir
whisk
wrap

4d

climate
community
hunting
impress
inhabitant
landscape
normally
pretty
prey
rely on
respect (n)
state
tradition
traveller
unique
village
villager

4e

arrangement
celebrate
celebration
congratulations
festival
formal
gather
hall
put sb up
relative
separately

Words: weddings

couple
get married
groom
invitation



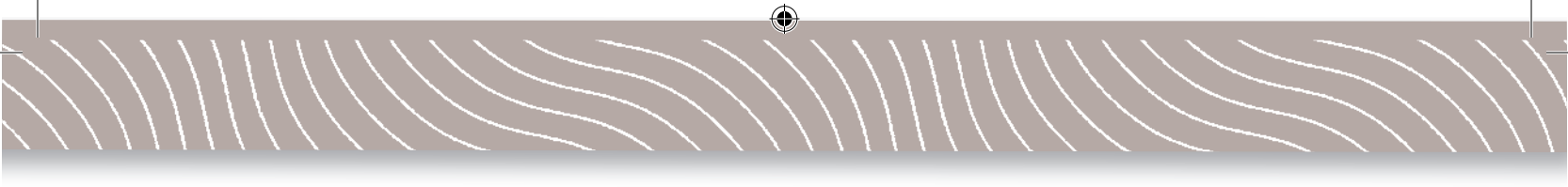
STUDENT'S AUDIO CD TRACK LIST

Track	Module/lesson	Exercise
1	Titles	
2	1a	1. Listening and reading / B
3	1b	1. Reading
4	1b	WB Listening
5	1c	6. Writing
6	1d	1. Reading
7	1e	4. Writing
8	Culture page	Call for help!
9	2a	1. Listening and reading / B
10	2b	1. Reading
11	2b	WB Listening
12	2c	5. Writing
13	2d	1. Reading
14	2e	4. Writing
15	Cross-curricular page	Mango Festival in Jazan
16	Poem	Let's get active!
17	3a	1. Listening and reading / B
18	3b	1. Reading
19	3c	6. Writing
20	3d	1. Reading
21	3d	WB Listening
22	3e	4. Writing
23	Culture page	Saudi riyal vs Dollar
24	4a	1. Listening and reading / B
25	4a	WB Listening
26	4b	1. Reading
27	4c	4. Writing
28	4d	1. Reading
29	4e	3. Writing
30	Cross-curricular page	Installation Art
31	Poem	Gestures



Notes

[illegible]



Handwriting practice lines consisting of 20 horizontal lines.



Traveller 2
Student's Book

H. Q. Mitchell - Marileni Malkogianni

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