



State of Palestine
Ministry of Education

NEW
EDITION

English for Palestine

PUPIL'S BOOK **11**

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Learning styles

1 Discuss these questions in pairs or small groups.

- Which of these ways of studying do you prefer?
 - ▶ making your own written notes
 - ▶ watching a video recording
 - ▶ reading textbooks
 - ▶ discussing subjects with other students
 - ▶ listening to the teacher
 - ▶ practising by yourself
- Do the other members of the group have similar preferences?

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

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

VISUAL

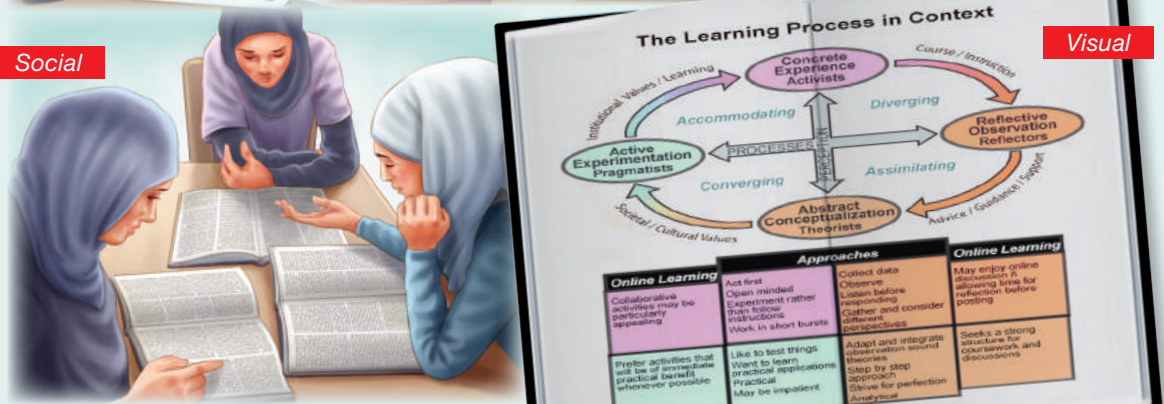
AURAL

PHYSICAL



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

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



1 What is most helpful for aural learners?
 A pictures B written texts **C** music and sounds

2 What is most helpful for visual learners?
 A loud reading **B** charts C lecture
 الرسم البياني

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

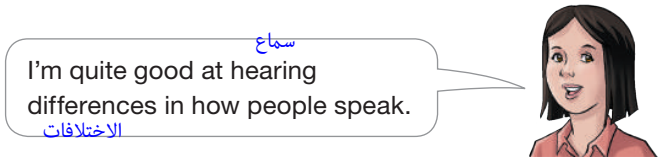
- 1 Learners may be either social or **solitary**, but not both.
- 2 Physical learners **tend** to learn by doing something practical. عملي
- 3 Some people vary their ways of studying **according** to the subject they are learning. مادة

4 Which learning styles are most suitable for these students? مناسب



I'd rather show you how to do it than explain it. يطلع

1 Learning style: **physical**



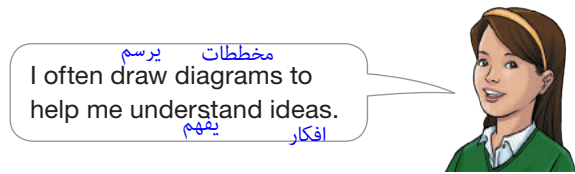
I'm quite good at hearing differences in how people speak. سماع الاختلافات

2 Learning style: **aural**



I find it hard to focus on my own. Can I study with you, please? لوحدي يركز صعب

3 Learning style: **social**



I often draw diagrams to help me understand ideas. يرسم مخططات يفهم افكار

4 Learning style: **visual**

3 Discuss this question in pairs or small groups.

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

1 Read the text below. Then complete the tasks.

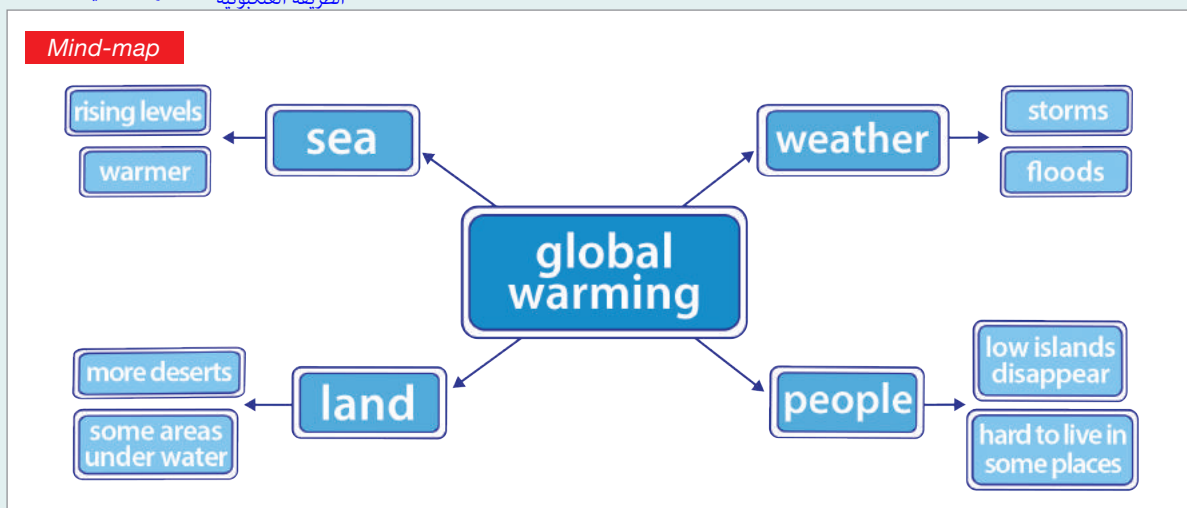
Tips for smarter learning

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

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

Visual learners

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



Aural learners

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

Physical learners

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

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

- 1 Do something with your hands while studying. physical learners
- 2 Use coloured pens to highlight important ideas. visual learners
- 3 Repeat material aloud in your own words. aural learners
- 4 Use flash cards when studying vocabulary. visual learners



- 2 Replace the underlined words in these sentences with words from the text. (The sentences are in the same order as the words in the text.)
- 1 There are several different ways of solving this problem. methods
 - 2 If you are called a clever child, people expect you to do well. labelled
 - 3 She asked me for some pieces of advice about the best way to solve the problem. tips
 - 4 Teachers sometimes change material to suit the needs of their students. adapt
 - 5 Shall we look at the general idea first and leave the small points till later? details

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

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

2 This is very important, so please pay attention.

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

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

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



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

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



- 1 People remember most about a subject when they teach other people.
- 2 We only retain a tenth of what we read.
- 3 Discussing ideas with fellow students is a good way to remember them.
- 4 Listening to lectures seems to be the worst way to learn something.

3 Discuss these questions in pairs or small groups.

- 1 Is there anything in the diagram that surprises you? What?
- 2 Does your experience of learning and remembering things support what the diagram suggests?

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

- 1 Which picture shows a literal meaning (the phrase *fall into* سقط في means exactly what it says)? A
- 2 Which one shows a non-literal meaning (the phrase *fall into* has a different meaning from normal)? B يقع ضمن

A



I fell into the river

B



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

come into break into go in turn into take in

- | | | | | |
|---|---|--------|-----------|-------------------|
| 1 | change direction and enter (<i>literal</i>) | يلف | يتحول الى | <u>turn into</u> |
| | change something into a different form (<i>non-literal</i>) | | | |
| 2 | enter a building by force (<i>literal</i>) | يقطع | | <u>break into</u> |
| | interrupt (<i>non-literal</i>) | يقاطع | | |
| 3 | enter (a room) (<i>literal</i>) | يدخل | | <u>come in</u> |
| | receive when someone dies (<i>non-literal</i>) | | يرث | |
| 4 | give someone a place to live (<i>literal</i>) | يستقبل | | <u>take in</u> |
| | hear and understand (<i>non-literal</i>) | يستوعب | | |
| 5 | enter (<i>literal</i>) | يدخل | | <u>go in</u> |
| | enter the brain (<i>non-literal</i>) | يفهم | | |

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

- 1 a I turned into a side street. L
- b Turning written notes into diagrams helps some learners. NLL
- 2 a Just knock on the door and go in. L
- b When I just read written notes, the information won't go in. NL
- 3 a He broke into the conversation to offer a suggestion. NL
- b Thieves sometimes break into houses. L
- 4 a While my parents were away, my grandparents took me in. L
- b I wasn't listening properly so I didn't take in what she said. NL
- 5 a My father was quite rich and I came into a lot of money when he died. NL
- b He came into my office and sat down facing me. L

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

Examples

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

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

Expressions with **make** and **do**

make	an effort يبذل جهد	do	someone a favour يعمل معروف
	a mistake يرتكب خطأ		your duty يؤدي واجب
	friends يعمل صداقات		(physical) exercise يقوم بالتمارين
	a decision يتخذ قرار		the housework يقوم بالأعمال المنزلية
	a profit (money) يحقق أرباح		
	a change يحدث تغيير		

- The company needs to sell more products to **make a profit** and compete in the market.
- He joined the army because he wanted to **do** his **duty** to the country.
- It's been hot for so long that this cooler weather will **make** a nice **change**.
- If you want to be healthy you need to **do** more **(physical) exercise**.
- We've discussed this for long enough. Now we need to **make decision**.
- It's not fair that I have to **do the housework** while my brother watches TV.
- He's quite shy and finds it difficult to **make friends**.
- I needed help so I asked him to **do** me **a favour**.

Period 4 / Language and vocabulary study

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

Examples

It is impossible to be a social learner and a solitary learner at the same time.

➔ It's impossible to be **both** a social learner **and** a solitary learner.

You may work best on your own. Or you may work best with others.

➔ You may work best **either** on your own **or** with others.

Individual learning styles are not simple. Also, they are not fixed.

➔ Individual learning styles are **neither** simple **nor** fixed.

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

Complete the grammar rules

كلا، مع بعض، على حد سواء

1 We use *both ... and* to talk about **c**.

a two possible ideas or choices.

2 We use *either ... or* to talk about **a**.

b two negative or impossible ideas or choices.

3 We use *neither ... nor* to talk about **b**.

c two true facts or ideas.

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

- In this country, 16-year-olds can ^{دولة} either stay at school ^{يظل} or leave and get a job. ^{يتك}
- The plan has both ^{ايجابيات} advantages and ^{سلبيات} disadvantages.
- Either ^{يؤيد} you support me or you're against me. There's no middle way. ^{حل وسط}
- I neither ^{يوافق} agree nor ^{يعترض} disagree with what she says. I don't know enough about the subject.
- Neither A nor C is correct, so the right answer is B.
- Labelling a student as 'a slow learner' is both ^{وصف} unhelpful and unfair.

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

- You need to focus on the general idea. You need to focus on details too. (both ... and)
You need to focus on both the general idea and the details.
- We can stop and have a break. Or we can keep working. (either ... or)
We can either stop and have a break, or we can keep on working.
- This way of learning is useful. It's also fun. (both ... and)
This way of learning is both fun and useful.
- His suggestion wasn't helpful. Also, it wasn't practical. (neither ... nor)
His suggestion was neither helpful nor practical.
- Students don't like the new system. Their parents agree with them. (neither ... nor)
Neither the students nor their parents like the new system
- All learners belong to one of two groups. Some are solitary, others are social. (either ... or)
All learners are either solitary or social.

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

1 Telephone number and email address required.

We need both telephone number and email address.

2 Choose payment method: by cheque ^{الدفع} or by card. ^{طريقة}

You can pay either by cheque or by card. ^{يدفع}

3 Driver and passengers escape accident without injury ^{ركاب} ^{حادث} ^{اصابات}

Neither the driver nor the passengers ^{اصيب} were injured in the accident.

4 New law 'necessary and fair', says Minister ^{ضروري} ^{عادل} ^{الوزير}

The Minister thinks the new law is both necessary and fair

5 Phone / email for more information.

To get more information either phone or email for information ^{لمزيد من} ^{معلومات}

Spelling reminder

sit – sitting, begin – beginning,
prefer – preferred

inhabit – inhabited

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

1 Look at the advert. Then answer the questions.

Looking for a national or international qualification?

Want to find a better job or improve your chances of promotion?

Or just interested in learning a new skill?

Whatever your reasons, there's a distance learning course with International Education College for you.

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



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

- 1 What do you think *distance learning* is? It's learning when you aren't in the place where the class is
- 2 What are its advantages? What do you think its disadvantages are? convenient, no travel, cheap, any time
disadvantages: you don't have direct contact with the teacher and there aren't classmates to help you.

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

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

3 Listen to a man talking. Fill in his details on the form below. Track 1

Name*

العمر Age

Occupation* محاسب في بنك

Higher Education Qualification شهادة في علم الاقتصاد

السبب الرئيسي Main reason for doing the course* مساق

مجال الاهتمام Area(s) of interest* محاسبة / ادارة اعمال

مفضل Preferred hours (delete as appropriate)

Postal address* العنوان البريدي

Email*

Phone (home/work):

(mobile):

* = required field

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

Name*

Age

Occupation*

Higher Education Qualification

Main reason for doing the course*

Area(s) of interest*

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

Postal address*

Email*

Phone (home/work):

(mobile):

* = required field

Period 6 / Writing

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

في الواقع

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

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

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

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

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

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

- 1 He wrote a letter in response to the advert. as an answer
- 2 In general, students respond well to this teaching method. overall
- 3 In my opinion, this is the wrong way to solve the problem. I think في رأبي
- 4 It is interesting, well-written and clever: in short, a great book. summarising this point باختصار
- 5 I don't think that idea is very practical. In other words, I don't think it will work. expressing the idea differently وبعبارة أخرى
- 6 People think he's unfriendly but in fact he's just shy. really, actually في الواقع
- 7 I like reading all kinds of books but in particular short stories. especially خاصة

3 Circle the correct options to complete the letter.

Dear Sir/Madam,

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

Yours

In this Unit you have learnt about:

- ▶ different ways of learning
- ▶ literal and non-literal uses of phrasal verbs with *in* or *into*
- ▶ fixed expressions with *make* and *do*
- ▶ how to use *both ... and*, *either ... or* and *neither ... nor*
- ▶ linking phrases with *in*
- ▶ filling in enquiry forms

Education for success

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



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

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

قصتين من قصص النجاح

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

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

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

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

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

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

- 1 The writer suggests that the economic success of Finland and Taiwan is rather surprising.
TRUE FALSE DOESN'T SAY
- 2 The writer believes there is a connection between education and economic success.
TRUE FALSE DOESN'T SAY
- 3 Tuula Haatainen thinks clever students should have special lessons.
TRUE FALSE DOESN'T SAY
- 4 The education systems in Finland and Taiwan have more differences than similarities.
TRUE FALSE DOESN'T SAY
- 5 The writer says that other countries should copy the education systems of Finland and Taiwan.
TRUE FALSE DOESN'T SAY

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

- 1 something that joins two things together connection
- 2 studies surveys
- 3 spend money with the hope of future benefits invest in
- 4 ways of organising something systems
- 5 an answer solution
- 6 making something fit a different situation applying ... to
- 7 put in different groups divide

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

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

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

In my country, children usually go to pre-school/nursery / kindergarten when they're 4 or 5. They then start their primary education at 6. Both this and secondary education are compulsory for everyone. Most, but not all, students then move on to some kind of further or higher education.

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

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

THE DAILY NEWS

Wednesday 27 Feb 20...

TEXT A

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



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

TEXT B

Is Education Important? The Facts about Education and Economic Growth

by Andrea Wells

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

Essential reading! by Peter Garton



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

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

This is false logic, and is one of several assumptions that Prof. Wells questions.

To be fair, she is obviously not against education in general. Her main conclusion is that getting more and more students onto university courses (any course, at any university) produces not growth but unemployed graduates. She argues that we should move money away from universities and put it into early-years education

instead, to make sure children all know the basic skills needed for life.



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

Text A

- 1 emphasised stressed
- 2 to accept and manage face
- 3 problems challenges
- 4 money earned from working wage
- 5 makes people want to do something encourages

Text B

- 6 information that proves something is true evidence
- 7 ideas that many people believe without checking assumptions
- 8 idea that you arrive at after looking at the facts conclusion

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

- 1 I know there are difficulties but we can't avoid ^{متجنب} them. We have to face them.
- 2 I can't buy this jacket until I get my wage at the end of the month. ^{نهاية الشهر}
- 3 A good teacher ^{معلم} encourages ^{الطلاب} students to express their ideas.
- 4 It's not enough just to give your opinion. You need evidence ^{دلي} to support it. ^{يثبت}
- 5 This is an important point. That's why the lecturer stressed it. ^{هامية نقطة}
- 6 Without knowing the facts, we can only make assumptions. ^{حقائق}
- 7 After a long discussion, we finally ^{توصل الى} reached a conclusion.
- 8 It's quite a difficult job but I enjoy the challenges it presents. ^{صعبة وظيفة تنطوي عليها}

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

TEXT A

According to the Secretary of State, the challenges of the technological age, competition from low-wage economies what economic problems does the country have?
 What does he say are the three ways in which education helps a country's economy?

it increases what people can earn, lifts people out of poverty, encourages opportunity

TEXT B

Why might Andrea Wells's opinion surprise some readers? Because most people think education leads to economic growth, she disagrees
 What example does the writer give of false logic? economic success and education go up and down together, but that doesn't mean one causes the other

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

- 1 In Text A, what is the Secretary of State's ^{دلي} view of his country's future?
 - A He believes that more money will be invested in education.
 - B He thinks the country's economy will probably improve.
 - C He is afraid of economic competition from other countries. ^{منافسة}
- 2 In Text B, what does Andrea Wells believe should receive more government ^{استثمار حكومي} investment?
 - A Higher education
 - B Pre-school and primary education
 - C Employment opportunities

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

Examples

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

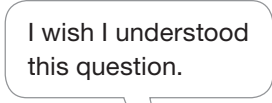
I hope it **won't happen**.

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

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

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

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



Complete the grammar rules

- 1 We use *hope* + the infinitive with to form of the verb to talk about aims or ambitions.
- 2 We use *hope* + subject + verb to say what we want to happen (or not happen) in the future.
- 3 The verb after *hope* can be in a future form (*will*, *won't*, *going to*) or the present tense.
- 4 We use *wish* + the past tense to say what we want to change about a present situation.
- 5 The past form of *can* is could.
- 6 After *wish*, the verb *to be* can be either *was* or were.

hope

تأتي بعد الفاعل ويكون الفعل بعدها اما مستقبل او مضارع بسيط يأتي بعدها ثم فعل مجرد

wish

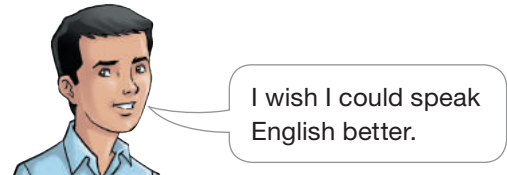
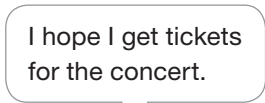
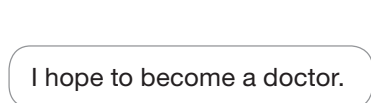
تأتي بعد الفاعل ويكون الفعل بعدها ماضي بسيط منفي او إثبات

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

- 1 I hope I get good marks in the test tomorrow. (get)
- 2 She wishes she didn't have so much homework to do. (not/have)
- 3 We don't invest enough in primary education. I hope we will spend / spend more in future. (spend)
- 4 After leaving university, I hope to become a teacher. (become)
- 5 I don't know what he's saying. I wish I could understand French. (can)
- 6 Most parents of young children hope they will do / do well at school. (do)

3 Discuss these questions in pairs or small groups.

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



4 Look at the examples. Then complete the table.

Examples

ما قبل المدرسة **Pre-school** education is free in Finland.

When he finished his university degree, he did a

دراسات عليا **postgraduate** course.

صاحب العمل السابق Her **ex-employer** recommended her for the new job.

PREFIX	MEANING
pre	before مسبق
ex	used to be السابق
post	after ما بعد

5 Use words from the box to complete the sentences.

مسبوق الدفع بعد الحرب معلم سابق جندي سابق
 prepaid post-war ex-teacher ex-soldiers
 prearranged postscript
 مرتب مسبقا ملاحظة

- Life in the country was difficult in the post-war period.
- After leaving school I kept in touch with my ex-teacher.
- He didn't need to pay for the hotel room because it was prepaid by his company.
- If you have signed a letter but then remember something you didn't include, you can add a postscript (PS).
- We met at a prearranged time and place.
- Ex-soldiers sometimes find it difficult to manage in civilian life.

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

Examples

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

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

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

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

تعمل هذه الادوات مثل الجمل الشرطية

Complete the grammar rules

- as long as, provided (that) and unless are all conjunctions: they join two sentences into one longer sentence.
- as long as طالما and provided (that) have similar meanings (but only if ...).
- unless means *if ... not*.
- In one of the conjunctions, we can leave out the word that.
- When the part of the sentence with the conjunction comes first, the two parts are separated with a comma.

شريطة أن

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

- As long as / Provided (that) we are careful, there should be no danger. حذر خطر
- They won't be able to reply unless you tell them your contact details. يرد تفاصيل الاتصال
- Unless he works harder, he won't succeed. يجد
- The company's future looks good as long as / provided (that) we continue investing. مستقبل يستثمر
- As long as / Provided (that) you do your best, no-one will criticise you for failing. افضل ينتقد فشل

3 Match the beginnings of the sentences with their endings.

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

4 Rewrite the sentences using the words in brackets.

- You can borrow يستعير the book but you have to promise يعد to return it next week. (as long as)
[qw'ecp'dqttqy 'j g'dqqm'cu'np'i 'cu' { qw'r tqo kug'v' t'gwtp'k'pgz v'y ggn0
- He has a good future, but not if he fails his exams. (unless)
J g'j cu'c'i qqf 'hwwtg'vprgu'j g'hcku'j ku exams
- The college will offer me a place on one condition: I have to pass the interview. (provided that) مقابلة
The college will offer me a place مقعد provided that I pass the interview. شروط
- Pre-school classes are free for all children who are old enough. (as long as) صفوف
Pre-school classes are free for all children as long as they are old enough.
- If we don't invest in education, we'll never solve our economic problems. (unless) يحل
Unless we invest in education, we'll never solve our economic problems.

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

- I intend to study _____ unless _____.
- I hope to work as _____ that _____.
- I'd like to learn how to _____ as long as _____.

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

Writing a good CV (curriculum vitae) takes time, but it's very important.

Here are our top 5 tips for a good CV.

- > Keep it short (2 pages maximum):
they don't want your life story
- > Don't send the same CV every time:
every job or course has different needs
- > Put things in the most positive way
(but don't lie!),
- > Include a personal statement
to make yourself stand out
- > Make sure there are no spelling or grammar mistakes:
it looks very bad

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



SHARE THIS!



READ MORE TIPS

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

Part 1
(1) Basic information (e.g. name, date of birth)
(2) contact details

Part 2
(3) Personal statement (sometimes appears at the end)

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

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

Part 5
Other skills (show your (7) personal qualities, e.g. leadership, teamwork)

Part 6
Contact details of (8) two referees

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

1 Circle the correct time words to complete the text.

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

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

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

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

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

Education

2005: One year Master's degree in modern Arabic poetry, Bristol University; 2004: A in Comparative Literature, University College, London; 1993–2004: al Hashimi School, Jordan, good grades, especially in Arabic, English and literature

Employment

Currently: consultant at Palestine Ministry of Culture, Ramallah; 2005: tutor for UNRWA, teaching English to Palestinian refugees; 2004: assistant in a bookshop, Amman

Other Skills and Qualifications

He has always loved reading, he is good at learning languages; he writes short stories and has translated English poetry into Arabic.

Remember to write this in reverse order

Remember to write this in reverse order

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

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

Personal statement

Education

Employment

Other Skills and Qualifications

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

Remember to write this in reverse order

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

Take care!

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

- 1 Which text is from a price comparison ^{سعر مقارنة موقع} website? A B
- 2 Which text gives advice ^{نصيحة حالات مختلفة} for different situations? A B
- 3 Which text has information ^{معلومات موظفين} for employees? A B
- 4 Which text offers a way to avoid worrying ^{يقدم طريقة يتجنب يقلق يحدث} about what might happen? A B



TEXT A

Accident prevention in the Home ^{الوقاية من الحوادث}

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

Fire safety ^{الأمان من الحريق} Fires may start suddenly and spread quickly. Here are a few tips ^{نصائح} to prevent them from starting.

- 5 Don't place ^{المحمول متنقل} portable heaters and candles near furniture or curtains. ^{اثاث}
- Don't dry clothes near a fire or cooker. ^{يجفف فرن}
- Keep matches and lighters out of reach of children. ^{ولاعات}
- ^{يركب} Fit smoke alarms on each floor. ^{أجهزة إنذار الدخان} ^{طابق}

(a) _____

- 10 **Cooking** ^{الطبخ} The kitchen is where some of the most serious ^{خطر} home accidents happen. ^{يشحن} Sharpen knives regularly. ^{انتظام} Blunt knives are more dangerous.

(b) _____

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

- 15 (c) _____

When cooking on the oven top, keep handles of pans turned inward. ^{الغاز} ^{داخل} ^{يد} ^{كلايات}

DIY* and garden safety ^{اعمال اليدويه} One of the biggest causes of DIY accidents is being too ^{طموح} ambitious.

Don't do a job yourself unless you know what you're doing, especially gas and electrical work. Ask a ^{مهني} professional. ^{مختص}

- 20 Never use a tool that has an electrical fault. ^{اداة} ^{خلل}

Pre-planning is important. You're more likely to have an accident if you are ^{غير مستعد} unprepared or in a hurry.

(d) Keep tools, paint and chemicals out of reach of children.

(e) _____

Keep all products in their original ^{اوعية} containers.

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



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

- Keep tools, paint and chemicals out of reach of children.
- Never leave a pan unwatched when deep fat frying. ^{القلي في كمية كبيرة من الزيت}
- Plan your escape route so that you can get out quickly if necessary. ^{خروج طريق}
- Unplug electrical tools before cleaning or working on them. ^{افصل التيار}
- Make sure electric things like kettles and food mixers don't get wet. ^{ابرئق خلاط}

TEXT B

Insurance made clear

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

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

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



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

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

- 1 fixed (Text A) portable
- 2 sharp (Text A) blunt
- 3 outward (Text A) inward
- 4 limited (in what you try to do) (Text A) ambitious
- 5 someone doing something that isn't their job (Text A) professional
- 6 outgoings / spending (Text B) income

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

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

3 Answer the questions.

- 1 How can people stop accidents from happening? **Being aware of dangers**
- 2 Why are fires especially dangerous? **They start suddenly and spread quickly**
- 3 Why is preparation important when doing jobs in the house? **You're more likely to have an accident if you're unprepared.**
- 4 What could happen if you don't keep products in their original containers? **Children could eat / drink them.**
- 5 Why is it a good idea to insure computers, etc against accidental damage?

Because the cost of repairing or replacing them can be surprising.

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

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



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

السلامة اولا

Safety first?

- 1 In 19th-century Europe, life was full of danger for both agricultural workers and those who worked in the industrial factories with new machinery. ^{صناعي} ^{مصانع} ^{الآلات} ^{تدريجي} ^{ضغط} ^{منظمات} ^{مورد} **Gradually**, under pressure from workers' organisations, governments began to **pass** laws to improve conditions, and employers now have to ^{مسؤولية} ^{تتحمل} **take responsibility** for the safety of their employees.
- 2 In poorer countries, though, safety ^{قوانين} ^{الامان} **regulations** are weak and the dangers remain. There is a feeling, usually unspoken, among governments and employers in these countries that safety in the workplace is a ^{توفير رفاهية} **luxury** that they can't afford, and that safety regulations make businesses less ^{تنافسي} competitive and brings less money.
- 3 Meanwhile, in richer countries, health and safety regulations have been ^{توسعت انتشرت} **extended** into other areas of life, like transport, schools, hospitals and other public services. In most countries, for example, it is against the law to drive a car without wearing a seat belt. When this law was first suggested, some people believed it should be a matter of personal choice, but it is now ^{مقبول} accepted that wearing seat belts has saved many lives.
- 4 Over the last 20 years or so, there has been a gradual change in ^{موقف} **attitude**, partly because of regular stories in the popular ^{صحافة} **press** about schoolchildren not being allowed to go on school trips or play traditional games in the playground. Some of these stories were not actually true, but still the feeling has grown that government regulation has gone too far, taking away people's responsibility for their own safety. This may be one reason why there are still only two countries in the world where all cyclists, by law, have to wear helmets. In other countries, governments don't want to ^{يقيد} **restrict** people's ^{حرية} personal freedom.

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

- 1 make new laws (paragraph 1) pass laws
- 2 accept that you should do something (paragraph 1) take responsibility
- 3 rules and laws (paragraph 2) regulations
- 4 something that is nice but not necessary (paragraph 2) luxury
- 5 spread (paragraph 3) extended
- 6 slow, not sudden (paragraph 4) gradual
- 7 opinion or way of thinking (paragraph 4) attitude
- 8 newspapers read by many people (paragraph 4) the popular press
- 9 put limits on (paragraph 4) restrict

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

- 1 There are lots of stories about famous people in the popular press.
- 2 My parents' attitude to computer games is different from mine.
- 3 The government should pass laws to protect the environment.
- 4 Last year he extended his studies into other areas.
- 5 We should teach children to take responsibility for what they do.
- 6 Owning a car may be necessary, but owning two is a luxury.
- 7 New regulations made it compulsory to wear seat belts.
- 8 The new law will restrict what companies are allowed to do.
- 9 She didn't get better suddenly. It was a gradual change.

3 Answer the questions with sentences.

- 1 Why did governments in 19th-century Europe start to improve safety for their workers?
Because they were under pressure from workers organisations.
- 2 Why are workplaces in poorer countries still dangerous?
Because safety regulations are weak.
- 3 What did some people think about car seat belts at first?
Some people believed it should be a matter of personal choice.
- 4 What has recently made some people change their minds about safety regulations?
Because it is now accepted that wearing seat belts has saved many lives.
- 5 Why have most governments not made it compulsory to wear cycle helmets?
Because they don't want to restrict people's personal freedom.
- 4 Can you guess which two countries have made cycle helmets compulsory for all?
(You can find the answer on the next page.)

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

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

- 1 He looked on the internet to find a cheap insurance policy.
- 2 It's a good idea to insure your computer against accidental damage.
- 3 An expert came to our office to give advice about accident prevention.
- 4 Since losing his job, he hasn't had a regular income.
- 5 Hospitals, street lighting and rubbish collection are all public services.
- 6 Some companies say they are losing money because of safety regulations.
- 7 Don't use that machine! It has an electrical fault and it's dangerous.

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

Examples

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

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

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

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

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

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



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



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

- When do we **have to/need to** finish this homework?
- We arrived late and we **weren't allowed to** go into the theatre after the performance started, so we **had to** wait till the break.
- My old school had few restrictions on clothes, so pupils **didn't have to/need to** wear a uniform.
- I think you **don't have to/need to** arrange for a meeting tomorrow because the boss has already done it.
- Are** we **allowed to** use dictionaries during the test?

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

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



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

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

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

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

PREPOSITION	NOUN
1 by	a theory
2 in (x3)	b offer
3 out of (x2)	c the law
4 on	d practice (x2)
5 against	e reach
6 under	f pressure
	g law
	h a hurry

by law بموجب القانون
 in theory نظريا
 in a hurry على عجل
 in practice عمليا
 out of practice خارج الممارسة
 out of reach بعيد عن المتناول
 on offer متاح بالعرض
 against the law ضد القانون
 under pressure تحت الضغط

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

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

Examples

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

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

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

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

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

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



Complete the grammar rules

- 1 We use **mustn't** to say that there is an obligation not to do something.
- 2 We use **don't have to** to say that there is no obligation to do something.
- 3 When expressing obligation, the past form of both *must* and *have to* is **had to**.

3 Circle the correct option to complete the sentences.

- 1 You **mustn't** / **don't have to** buy bread. We've already got some.
- 2 She **has to** / **mustn't** wear her glasses when she's reading.
- 3 Before they changed the law, nobody **must** / **had to** wear a seat belt when driving.
- 4 I'd already read the book, so I **had to** / **didn't have to** read it again.

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

- 1 'You **mustn't** ride your bike without a helmet,' his father told him.
- 2 In the UK people **don't have to** carry an identification card, so many people don't carry one with them. هوية بطاقة
- 3 She missed the last bus and **had to** walk home.
- 4 He got home on time yesterday because he **didn't have to** work late.
- 5 I **mustn't** eat all of that cake or I'll feel ill.

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



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


Pronunciation reminder

Mustn't sounds like mussnt.

1  **Listen to an interview with someone from the Accident Prevention Society. Then complete the tasks below. CD 1 Track 3**

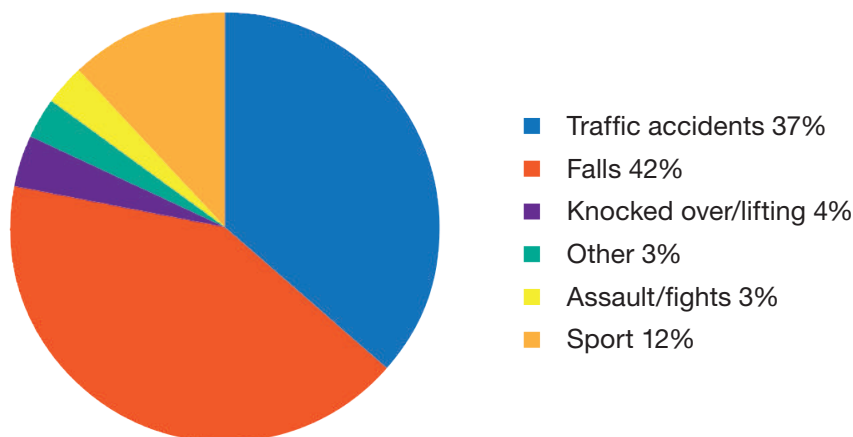
- 1 Complete the sentences.
 - 1 Mary Williams blames the popular press for printing false stories.
 - 2 She feels proud of what the APS has achieved.
- 2 Match each number or date to the correct fact.

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

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

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

Causes of back injuries in Australia



- 1 The main cause of back injuries in Australia is falls.
- 2 12% of back injuries in Australia happened while people were doing sports.
- 3 The second most common cause of back injuries in Australia is traffic accidents.
- 4 Only 3% of back injuries happened during fights or assaults.

4 **Discuss this question in pairs or small groups.**

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

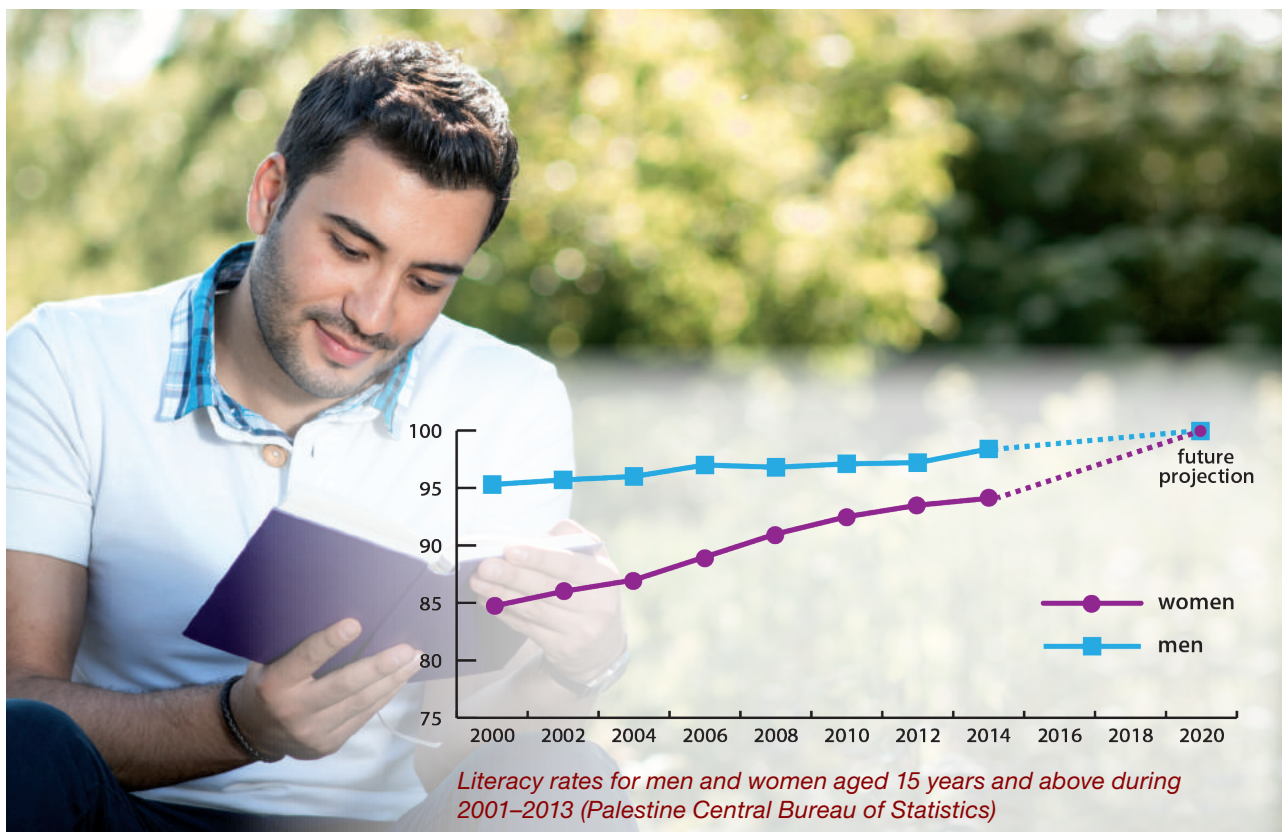
1 Study the tables below. Then use the information to write five sentences.

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

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

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

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



Summary of literacy rates in Palestine (2001–2013)

In 2001, the gap between literacy rates for men and women was large. Men's literacy was was 95%, while women's was 85%.

After that, the literacy rate for men grew slowly every year. Over the same period, the literacy rate for women grew more quickly. By 2013, the rate for men was about 97%, compared with about 93% for women. This means that, despite the progress in women's literacy rates, there is still a difference of just over 4% in favour of men. However, if literacy continues to rise, it is expected that all men and women will be literate before 2020.

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

- ▶ Is the paragraph clear and correct?

- ▶ Is there any information not included?

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

In this Unit you have learnt about:

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

Reading

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

A good night's sleep

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

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

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

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

- | | |
|---|---|
| <p>1 The research suggests that one advantage of sleeping enough is that it
 A improves exam results.
 B prevents diseases.
 C helps men live as long as women.</p> <p>2 The writer thinks that advice to people about their sleeping habits is
 A a waste of time.
 B too general.
 C not possible.</p> <p>3 The writer uses examples of famous people to show that
 A famous people need less sleep than others.
 B sleeping less is actually better for us.
 C not everyone needs the same sleeping time.</p> | <p>4 According to the writer, most parents
 A wake their children up too early.
 B know what is good for their children.
 C try to control their children's sleep times.</p> <p>5 Researchers were surprised about
 A the things many parents don't know.
 B older children needing so much sleep.
 C children having TVs in their bedrooms.</p> <p>6 The writer suggests that the researchers
 A didn't ask enough parents.
 B don't understand modern life.
 C should have asked more people.</p> <p>7 The school in Manchester
 A now has shorter hours than it used to.
 B has made its pupils work harder.
 C is more successful in exams than it was.</p> |
|---|---|

- 8 In general, the writer's opinion is that
- A** sleeping needs change from person to person.
 - B** children should sleep when they want to.
 - C** most people get as much sleep as they need.
- 9 The word *this* (line 8) means
- A** waking up early in the morning.
 - B** trying to change when children sleep.
 - C** sleeping at particular times.
- 10 The word *They* (line 10) means
- A** the researchers.
 - B** many parents.
 - C** six- to 12-year-olds.

20/15 marks

Vocabulary/Language study

Progress test 1 Period 2

1 Match words from the box with their meanings below.

method blunt evidence solution tip luxury challenge

- 1 piece of advice tip
- 2 answer to a problem solution
- 3 problem or difficulty challenge
- 4 information that proves something is true evidence
- 5 way of doing something method
- 6 something nice but not necessary luxury
- 7 not sharp blunt

2 Complete the sentences with words from the box.

distract professional stress ambitious physical attention

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

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

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

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

4 Complete the sentences with prepositions from the box.

for	to (x2)
against	into
on	in

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

5 Circle the correct options to complete the sentences.

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

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

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

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

- Everyone was worried. **Neither** his friends **nor** his family knew where he was.
- You can **either** phone **or** send an email. Which way is easier for you?
- Both** Ahmad **and** his brother are studying at university.
- The book is **neither** funny **nor** exciting. I didn't enjoy it at all.
- The person in the photo is **either** a singer **or** an artist. I can't remember which.

8 Correct the mistakes in the sentences below.

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

1 Discuss these questions in pairs or small groups.

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

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

The step-on tour guides

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

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

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

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



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

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

- 1 As well as the hotel bill, there were a few other extra things to pay for.
expenses
- 2 My job is dealing with the public. There are a lot of things that people want from you.
demands
- 3 His success as a tour guide is because of his local knowledge.
due to
- 4 This city has a lot of statues and buildings that celebrate famous people or events.
monuments
- 5 I'm only doing this job for a short time until I find something better.
temporarily
- 6 Nobody taught me how to play the piano. I just learnt it without having lessons.
picked (it) up
- 7 She hates it if any of her friends talk to her like a teacher.
lecture
- 8 What I like about my teacher is his ability to have a two-way relationship with his students.
interact

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

VERB	NOUN	ADJECTIVE
1 demand	demand	demanding
2 challenge	<u>challenge</u>	challenging
3 surprise	<u>surprise</u>	<u>surprising</u>
4 conclude	conclusion	concluding
5 decide	<u>decision</u>	deciding
6 provide	<u>provision</u>	

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

- 1 This situation is very challenging. There are a lot of problems we need to solve.
- 2 I don't want to argue about it. This is my final decision.
- 3 I find it surprising that he doesn't enjoy working as a guide.
- 4 The concluding part of the essay summarised the main points.
- 5 Young children can be very demanding. They always seem to want something.
- 6 This organisation has responsibility for the provision of basic food to those who need it.
- 7 Each team has won twice, so this is the last and deciding match.
- 8 In this period of hot dry weather, the demand for bottled water has increased.

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

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

Which is the best definition of eco-tourism?

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

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

Where you go: <u>north-west coast of Italy</u>	<u>the desert in Tunisia</u>
What you can do there: <u>watching whales and keeping records</u>	<u>travelling by horse and camel ...</u>
Where you stay: <u>on the boat</u>	<u>traditional village houses</u>
How long you are there: <u>ten days</u>	<u>week</u>
How much it costs: <u>£1,100 to £1,800</u>	<u>from £900</u>

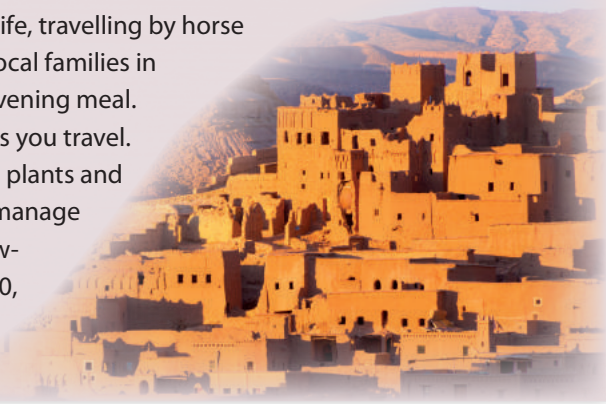
B Whale-watching in the Mediterranean

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



C Desert adventure in Tunisia

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



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

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

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

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

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

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

Examples

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

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

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

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

Complete the grammar rules

- 1 When talking about preferences (liking one thing better than another), we can use **prefer** + a noun or the *-ing* form of a verb, or *would rather* + the **infinitive** form of the verb (without *to*).
- 2 After *prefer*, we put the word **to** between the two choices.
- 3 After *would rather*, we put the word **than** between the two choices.



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

- 1 I **would rather** go on a history tour **than** visit an art gallery. (*would rather*)
- 2 She **prefers** healthy food **to** fast food. (*prefer*)
- 3 They **would rather play** football **than** basketball. (*would rather*)
- 4 I **would rather** **do/start/finish** my homework now **than** later. (*would rather*)
- 5 Their son **prefers playing** computer games **to** football outside. (*prefer*)

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

I'd rather go on **would rather go whale watching** **than** **than travel in Tunisia** because I prefer **prefer the sea** to **the desert**.

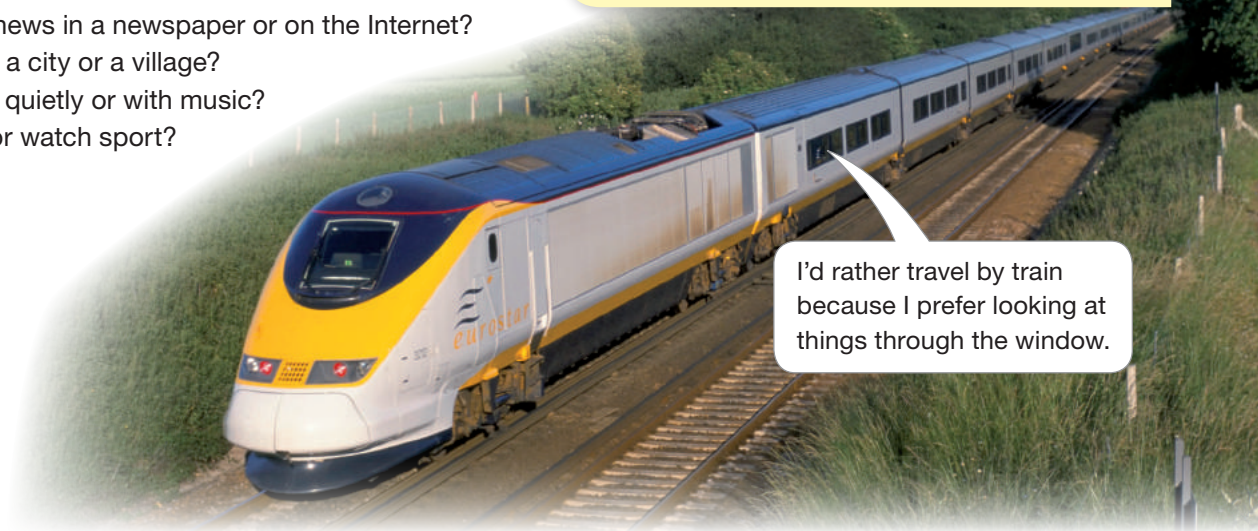
4 In pairs or small groups, discuss the choices below. Say what you prefer doing and/or what you would rather do, and give reasons.

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

Pronunciation reminder

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

My friends would rather stay at home than go out.



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

Examples

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

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

Complete the grammar rules

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

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

inform behave educate make dress know pay write

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

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

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

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

Examples

She ***picked her bag up***.

I ***picked up the pen he dropped***.

Please don't leave waste paper on the floor.

Pick it up.

Ahmad has ***picked this up*** from experience.

Complete the grammar rule

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

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

VERB

take (x2) throw (x2)
 fill pay try put

PARTICLE

on (x2) off in
 back (x3) away

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

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

- 1 a university lecturer attending a conference **VAF1E**
- 2 a company manager meeting customers **VAF1C**
- 3 a graduate starting a higher education course **VAF1D**
- 4 a woman going to see her grandson **VAF1B**
- 5 someone passing through on the way to another country **VAF1H**
- 6 a musician playing a concert **VAF1K**

GENERAL VISITOR (VAF1A OCTOBER 2013)

This form is for use outside the UK only.

This form is provided free of charge.

READ THIS FIRST


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

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

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

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

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

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

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



GENERAL VISITOR (VAF1A OCTOBER 2013)

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

Tourist Visit friend(s) Other (please specify)

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

6 months 1 year 2 years 5 years 10 years

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

How long do you intend to stay in the UK?

Travel Dates

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

D	8	M	2	2	0	1	6
---	---	---	---	---	---	---	---

On which date will you leave the UK?

D	2	M	2	2	0	1	6
---	---	---	---	---	---	---	---

Part 1 About You

1.1 Given name(s) (as shown in your passport)

1.2 Family name (as shown in your passport)

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

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

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

Single Married Divorced Separated Widowed

1.6 Date of Birth

D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

1.7 Place of Birth

1.8 Country of birth

1.9 Nationality

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

Yes No If 'Yes' please provide details

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

Are you a friendly person who enjoys meeting new people?

Would you like to tell people about your area?

Can you speak any other languages?

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

Dear Sir/Madam

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

I look forward to hearing from you.

Yours faithfully,

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

APPLICATION FOR THE POSITION OF TOUR GUIDE

Name: _____ Age: _____

Address and contact details: _____

Education: _____

Languages: _____

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

I believe that I would be suitable for this job because I have lived in this area all my life. I am very interested in local history so I know a lot of background information about places that tourists would like to see. At school, I am studying history, geography and English. I have visited the USA twice and my level of spoken English is good. In addition, I am a friendly person who enjoys talking to other people.

In this Unit you have learnt about:

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

Let's go for a walk

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

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

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

DISAPPEARING BEAUTY

How the nature of Palestine is being changed



NABIL HAMED

DISAPPEARING BEAUTY

NABIL HAMED

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

Joe Harman, Daily Record

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

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

*It includes what other books forget to mention: the small details that really **touch** people and events that don't usually appear in news reports.* ^{يلمس}

Sunday Journal

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

Daily **Review** ^{مراجعة}

We felt it was a perfect combination of the personal and the political.

Derek Bateman, chair of the Marshall Prize committee, 2008

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

1 Say which person or newspaper:

- 1 gives a reason why this book won a competition. Derek Bateman
- 2 advises people to read the book. Joe Harman Daily Record
- 3 mentions the way the book is written. Daily Review
- 4 talks about what happens in the book. Sunday Journal

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

- 1 After many years under occupation, the country has finally become independent.
- 2 They pulled down the wall in the park to make a bigger play area.
- 3 We don't have any plans, so we have time just to wander around the city on foot.
- 4 Some people don't even think about basic freedoms. They just take them for granted.
- 5 His decision is irreversible. There's no going back to how things were before.
- 6 The plant was getting too big for the garden so we pulled it up.
- 7 This event takes place every year on the same date.
- 8 I sometimes preserve fruit in sugar to stop it from going bad.
- 9 Music and poetry really touch me. They can make me laugh or cry.
- 10 The film was highly praised. Everyone said how good it was.

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

مقاطع امامية تضاف للصفات لتعطي معنى عكسي

Examples

'*Disappearing Beauty*'

'... he began to notice irreversible changes ...'

'... many Palestinian natural treasures have become impossible to visit.'

The book looks at things from an unusual point of view.

regular	necessary	dis-	ir-	im-	in-	un-
probable	agree	يعترض <u>disagree</u>	غير منتظم <u>irregular</u>	غير محتمل <u>improbable</u>	مستقل <u>independent</u>	غير ضروري <u>unnecessary</u>
dependent	hurt			غير مؤدب <u>impolite</u>	غير دقيق <u>inaccurate</u>	غير مصاب <u>unhurt</u>
polite	accurate					

4 Complete these sentences with negative adjectives from the table.

- 1 Most ^{جبال} mountains have an irregular ^{شكل} shape but this one looks like a triangle. ^{مثلث}
- 2 I can't say it will ^{اندا} never happen but I think it's very improbable ^{تحدث}.
- 3 He's a very independent ^{دول} person. He never asks other people for help.
- 4 In some countries, people don't like you eating in the street. They think it's impolite ^{بهدر}.
- 5 Many people waste money buying luxuries and other unnecessary ^{كماليات} things. ^{ركاب}
- 6 Amazingly, the driver and passengers were unhurt ^{حادث} after the accident. ^{نقاط}
- 7 In general, I think he's right, but I disagree ^{مهم} with him on a few points. ^{اخطاء}
- 8 It's important that your CV isn't inaccurate ^{مهم} and full of mistakes.

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



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

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

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

جمعية المشي في الارياف

The Rambling Society

Our history

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

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

Aims and achievements

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

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

Why not try walking?

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

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

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

2 Decide whether the statements are TRUE or FALSE.

- The air in nineteenth-century British cities was not healthy.
TRUE FALSE
- During the nineteenth century it became more difficult to walk in the country.
TRUE FALSE
- There were no organisations for protecting walkers' rights before 1935.
TRUE FALSE
- The work of the Rambling Society helped to change the law to help walkers.
TRUE FALSE
- Walking on a public footpath is against the law if it crosses somebody's land.
TRUE FALSE
- The aims of the Ramblers Society are the same now as they used to be.
TRUE FALSE

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

Example

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

friend	partner	member
relation	citizen	scholar
علاقة	مواطن	علم

- One of the best things anyone can have is **friendship** صداقة.
- Membership** عضوية of the club costs £10 per year.
- She doesn't have a very good **relationship** علاقة with her sister.
- The university gave him a **scholarship** منحة so he didn't have to pay for his course.
- He doesn't own the whole company himself. It's a **partnership** شراكة with another person.
- She has Australian **citizenship** جنسية because she is married to an Australian.

3 Discuss these questions in pairs or small groups.

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

الطرق الرسمية وغير الرسمية في عمل الاقتراحات

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

Box 1 طرق غير رسمية

A: Let's **go** for a walk. تشمل المتكلم

B: OK, good idea. يتبعها فعل مجرد

A: Shall we **have** a rest?

B: Why, are you tired already?

A: Why don't you **join** a walking club?

B: I prefer walking alone.

A: Why not **try** walking to stay healthy?

B: Yes, I might do that.



Box 2 طرق رسمية للاخرين

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

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

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



- Which box contains more informal or conversational suggestions? Box 1
- Which box contains more formal suggestions? Box 2
- Which suggestions are for another person? Box 2
- Which suggestions include the speaker? Box 1
- Two suggestions do not use the infinitive form of the verb without to.
What forms of the verb do they use instead? advise:infinitive with to
suggest, recommend with -ing form of the verb

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

- A: Well, we've finished the painting at last. Do you like it?
B: Yes, I do. But shall we ask my mother what she thinks?
I suggest we ask / asking my mother what she thinks.
- A: I really enjoy mountain climbing but I think I might be getting too old for it.
B: Yes, it's a bit dangerous. I recommend taking up hill walking.
Why don't we take up hill walking.?
- A: Moving all this furniture is going to take a really long time.
B: Oh, there's not so much. Come on, let's do it together.
Shall we do it together??
- A: I'm so busy this afternoon. I don't think I'll have time to go shopping.
B: There's nothing we need today. Why not leave it until tomorrow?
I suggest leaving it till tomorrow.
- A: It takes about half an hour to walk to the office from the station.
B: Well, we don't want to be late. I recommend going by taxi instead of walking.
Let's go by taxi.

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

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

B Shall we stop and have a rest? **noun**

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

ينظر look	يخمن guess	يمزح joke
break/rest استراحة	يشرب drink	يحاول try

- Let me have a look ^{يلقي نظرة}. Maybe I can see what the problem is.
- I wasn't sure what the answer was but I had a guess ^{يخمن}.
- I'm getting tired. Shall we stop and have a break /rest? ^{يستريح}
- It doesn't matter if you do it wrong. Just have a try ^{يحاول}.
- Let's stop and have a drink ^{يحتسي شراب} at that café.
- I wasn't being serious. I was just having a joke ^{يمزح} with you.

Spelling reminder

You won't get better if you don't practise. (verb)

I think I need more practise. (noun)

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

This book is an important **record** of what is happening.

You can **record** your answers on the CD.

Complete the pronunciation rule

- When the word *record* is a noun, the stress is on the first syllable.
- When it is a verb, the stress is on the second syllable.

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

ينقص نقص increase/decrease يزيد زيادة	يستورد import/export استيراد	يصدر export تصدير	يقدم present هدية	يزعل upset زل	يبحث survey بحث
---	------------------------------------	-------------------------	-------------------------	---------------------	-----------------------

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

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

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

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



CHOOSE YOUR TRIP

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

Name of tour company: Date of stay: July 2015

Number in group:

WRITE YOUR REVIEW HERE:

I went on a walking tour of _____ with _____ and _____, organised by _____.

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

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

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

3 Write an online review of a holiday/tour you went on, or a place you stayed.

Write three short paragraphs and include these points:

- Paragraph 1:** Say where you went, where it was and who you went with.
- Paragraph 2:** Say what you thought about the holiday/tour/place (write about anything you enjoyed or didn't enjoy).
- Paragraph 3:** Make a suggestion or give advice to people who might be thinking about going on a similar holiday/tour or visiting the same place.

1 Look at the examples. Then complete the rule.

Examples

It's the small details that really ^{يؤثر} **touch** people.

The details are really **touching**. ^{مؤثر}

Reading the news always **depresses** me. ^{يحبط}

I always find the news **depressing**. ^{محبط}

His stories usually **amuse** me. ^{يسلي}

I think his stories are **amusing**. (= quite funny)
^{مسل}

Complete the rule

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

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

^{يدهش} amaze	^{يفاجئ} surprise	^{يؤثر} touch	^{يزعج} annoy
^{يمتع} excite	^{يحبط} depress	^{يسلي} amuse	

- This is a **touching** story of the relationship between two sisters.
- The last chapter was really **exciting**. I couldn't stop reading it.
- I thought the way he kept changing from one story to another was quite **annoying**.
- But his book is really **amazing**. You won't believe it.
- You might not laugh aloud but I think you'll find it **amusing**.
- I don't think you'll guess what happens at the end. It's very **surprising**.
- It's a very sad book. In fact you might think it's rather **depressing**.

✿ Spelling reminder

surprise — **surprising**
amuse — **amusing**
amaze — **amazing**



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

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

★ ★ ★ ★ ☆ 4 stars!

SHARE THIS!



READ MORE REVIEWS

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

(1) This is not surprising.

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

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

(2) but they don't meet each other again until near the end.

When they do, it's rather surprising, for them and for the reader. It's difficult to say what kind of book this is because it keeps changing. (3) Sometimes it's amusing, sometimes touching and at other times sad, almost depressing.

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

(4) I sometimes found this quite annoying.

Still, I would recommend the book to anyone who enjoys getting lost in a story.

(5) It's very long, though. You'd better not start reading it when you're busy!

4 Write an online review of a book you have read or a film you have seen.

Write three short paragraphs and include these points:

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

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

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

Missing Person by Ken Forbes is one of the most exciting books I've ever read. It's a mystery/detective story but the writing style is much better than a lot of books of this type. Often, you get near the end of a book and you can't stop reading it till you know what happens, but with this one you get that same feeling after the first chapter.

The story is about an ordinary man whose brother disappears without any explanation. He decides that the police aren't taking the matter seriously enough so he sets out to look for his brother by himself. I won't spoil it by telling you what happens but he learns a lot of things he didn't know before about himself as well as his brother.

If you like reading mystery stories, you're sure to enjoy this one. In fact, even if you don't normally read this kind of thing, I still recommend buying it. I'm sure you won't regret it.

Revision (Units 1–5)

Reading and vocabulary

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

granted challenges unique compulsory evidence interact

A

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

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

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

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

harm adapt wages attitudes invest

B

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

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

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

2 Decide which letter writer would probably agree with the opinions below.

Write A, B or BOTH.

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

3 Find words or phrases in the texts that have these meanings.

(The words are in the same order as in the texts.)

TEXT A

- 1 make someone want to do something encourage
- 2 idea that people think is correct assumption
- 3 called labelled
- 4 studies surveys

TEXT B

- 5 result or effect impact
- 6 learn without studying pick these things up

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

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

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

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

Reading and vocabulary

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

The Playing Place

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

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

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

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



- 1 Replace the underlined parts of the sentences below with words from the text. (The words are in the same order as in the text.)
- 1 We need rules to stop people doing dangerous things. in practise
 - 2 His parents decided to put limits on the time he spent watching TV. restrict
 - 3 It's been a cold winter but slowly, day by day it's getting warmer. gradually
 - 4 You shouldn't believe everything you read in the newspapers. press
 - 5 If the number of students keeps growing, we'll have to make the classroom bigger.
extend

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

- 1 The field is a place where people leave their rubbish.
TRUE **FALSE**
- 2 The writer is surprised to see children doing things that look dangerous.
TRUE FALSE
- 3 Derek Burns got the idea from another country.
TRUE FALSE
- 4 Burns thinks children's lives today are more dangerous than they used to be.
TRUE **FALSE**
- 5 According to Burns, it's natural for children to take a lot of risks.
TRUE **FALSE**
- 6 *The Playing Place* is becoming more and more popular.
TRUE FALSE

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

attention behaved responsibility the law an effort
policy pressure services

- 1 She's a well-behaved student but she needs to make an effort to work a bit harder and pay more more attention in class.
- 2 It isn't against the law if you don't have a home insurance policy, but owners need to take more responsibility for keeping their homes safe.
- 3 The growing population of older people has put public services like health care under pressure.

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

Example

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

- 1 You should remember that these changes are reversible. irreversible
- 2 As soon as I entered the room I felt comfortable. uncomfortable
- 3 This exercise contains only regular verbs. irregular
- 4 When you click here, the picture on the screen appears. disappears
- 5 The way the letter is written is very formal. informal
- 6 What she said seemed very polite but it wasn't really. impolite

Language

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

eat leave take start put try be do lose walk

- 1 A I've lost my phone. What shall I do _____?
 B I suggest putting _____ a notice up in the school.
- 2 A Shall we walk _____ to the station?
 B No, it's too far to walk. Let's take _____ a taxi.
- 3 A Where shall we eat _____ tonight?
 B Why don't we try _____ that new restaurant in town?
- 4 A The doctor has advised me to lose _____ some weight.
 B Well, you'd better start _____ eating a bit less.
- 5 A We'd better not be _____ late for the meeting.
 B No. I suggest that we leave _____ now.

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

- 1 The weather at this time of the year isn't too hot and it isn't too cold.
The weather at this time of the year is neither hot nor cold
- 2 The end of the film was surprising, and also funny.
The end of the film was both surprising and funny.
- 3 I don't like playing sport and my friends also don't like it.
Neither I nor my friends like playing sport.
- 4 You can eat your sandwich here but if you prefer you can take it away.
You can either eat your sandwich here or take it away.
- 5 I had a lot of help from my family and also from my friends.
had a lot of help from both my family and my friends.
- 6 There are no grades in this test. You pass or you fail.
There are no grades in this test. You either pass or you fail.

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

know dress pay write inform

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

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

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

I wish I wish I had enough money to buy that coat.

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

I hope I hope the weather is dry for our walk tomorrow

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

I hope to I hope to study science so that I can make a

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

I I really like this job but I wish my English was better.

5 Now compare your sentences with a partner.

Language

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

Examples

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

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

away	back	in	back
put	try	pick	take

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

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

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

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

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

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

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

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

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

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

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

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

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

make	do
have (x2)	

come go turn break

- 5 I'm trying to read this maths book but the information won't go in.
- 6 Do you mind if I break in and ask a question?
- 7 He's going to come into a lot of money next year.
- 8 Maths exercises are more fun if you turn them into games.

3 Correct the mistakes in these sentences.

- 1 I had rather travel by train than by bus.
I would rather travel by train than by bus.
- 2 I prefer watching TV to read books.
I prefer watching TV to reading books.
- 3 You won't be allowed to enter unless you don't have the right documents.
You won't be allowed to enter unless you have the right documents.
- 4 I hope they wouldn't arrive early because I'm not ready yet.
I hope they won't arrive early because I'm not ready yet.
- 5 It's not really dangerous as far as you're careful.
It's not really dangerous as long as you're careful.
- 6 The story of an old man and his daughter is really touched.
The story of the old man and his daughter is really touching.
- 7 You would better do the work now because there won't be time later.
You had better do the work now because there won't be time later.
- 8 I'm too tired to work now, so I'll prefer to stop and finish this tomorrow.
I'm too tired to work now so I'd prefer to stop and finish this tomorrow.

4 Circle the correct options to complete the sentences.

- 1 In 1954, this country passed a new law saying that you **had to** / **don't have to** / **mustn't** pass a test before you could drive a car.
- 2 This is very important: you **don't have to** / **must** / **mustn't** check your CV for mistakes before you send it.
- 3 It's a holiday tomorrow, so we **mustn't** / **aren't allowed to** / **don't have to** go to school.
- 4 At my last school, we **had to** / **didn't have to** / **were allowed to** wear what we wanted but at this one we **had to** / **are allowed to** / **have to** wear a school uniform.
- 5 It's not fair. My brother **is allowed to** / **doesn't need to** / **must** stay out late but I **have to** / **am allowed to** / **mustn't** be home before eight o'clock.

Writing

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

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

**Do you have experience in the hotel sector?
Can you speak any other languages?**

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

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

APPLICATION FOR THE POSITION OF: Hotel Manager

Name: _____ Age: _____

Address and contact details: _____

Education: _____

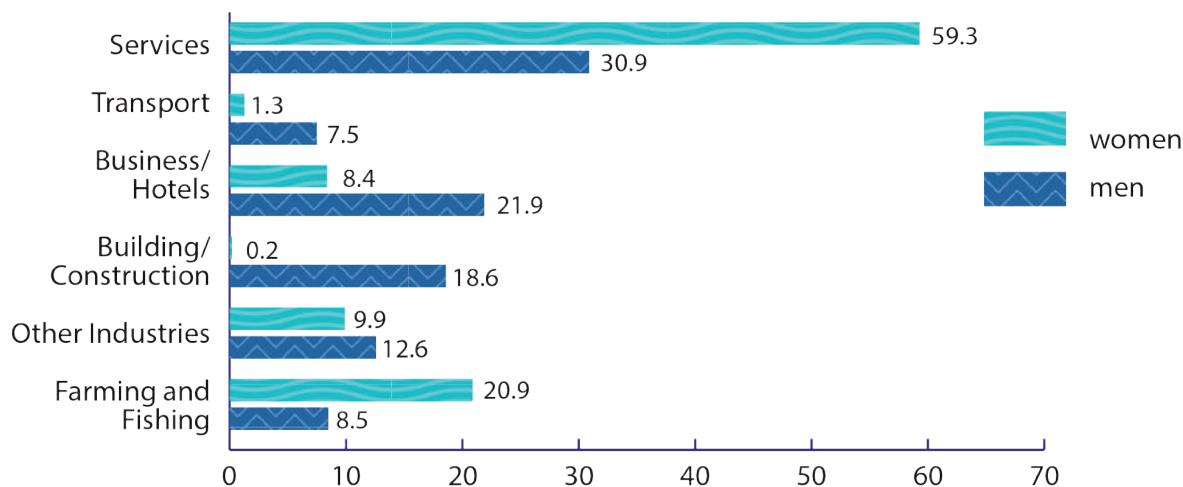
Languages: _____

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

I believe I would be a good person to be a hotel manager because I know quite a lot about how hotels operate. Every summer for the last three years I have worked at hotels in the city. I did various different jobs, including answering phone calls and emails, preparing rooms and speaking to guests. In addition to this background knowledge, I speak good English and a little French and Spanish. I am also a very organised person who enjoys working with others.

Writing

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



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

2 Write a paragraph explaining the information in the chart.

The chart shows the percentage of men, and the percentage of women, who are employed in different areas of the Palestinian economy.

The most important area of the economy, for both men and women, is Services, men work in this area. Over half (59.3%) of men work in this area. There were more women than men employed in both Services and Farming and Fishing while men were the majority in all other areas. No women worked in Building / Construction, and very few worked in Transport.

3 Discuss the questions below in pairs or small groups.

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

My favourite TV programme at the moment is the series Chef of the Year. The idea of the programme is quite simple: every week, six ordinary people who are good at cooking have to cook various meals for the presenters and judges, who are all professional chefs or food critics. The best two go through to the next round, and in the end one is chosen as Chef of the Year.

One reason why I like it is that I enjoy cooking myself and I like seeing what dishes the people choose to cook. Some of them are amazing but others are complete disasters. But even if you don't like cooking, it's still interesting to see the different people's characters and how they manage under the pressure

The food on your table

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

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



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

- Which text is from a magazine article? B
- Which text is from a health information sheet? C
- Which text is from a notice in a restaurant? D
- Which text is from a food label? A
- Which two texts explain what something means? B and C
- Which two texts give reasons why you want to eat particular food? A and D

TEXT A

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

TEXT B

Slow food

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

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

TEXT C

Understanding the 'traffic light' system of food labelling



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



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



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

TEXT D

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

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

- | | |
|--|------------|
| | Text |
| 1 Good things take time | <u>B</u> |
| 2 This food is safe | <u>A</u> |
| 3 The dos and don'ts of healthy eating | <u>C C</u> |
| 4 Why you will enjoy eating here | <u>D D</u> |

4 Match the words from the texts with their meanings.

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

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

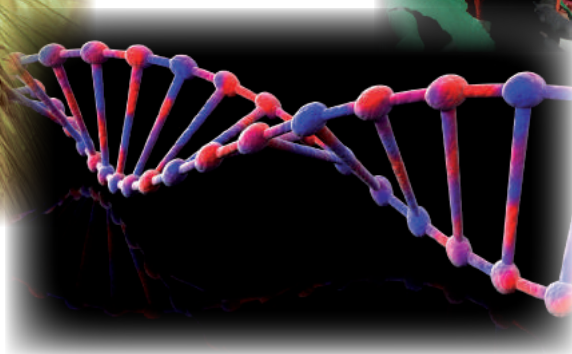
ADJECTIVE	VERB	NOUN
1 standard عادي	<i>standardise</i> يوحد	<i>standardisation</i> توحيد
2 global عالمي	<i>globalise</i> يضيف طابع عالمي modernise يحدث	<i>globalisation</i> العولمة modernisation تحديث
3 modern حديث	generalise يعمم	generalisation تعميم
4 general عام	industrialise يصنع	industrialisation تصنيع
5 industrial صناعي	socialise يخالط الاخرين	socialisation الاختلاط الاجتماعي
6 social* اجتماعي		

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

- As a company, we can't live in the past. We have to modernise.
- Having lunch together after the meeting will help people to meet each other and socialise.
- What he said about women was a generalisation. Of course there are some women who aren't like that.
- Many new factories were built during this period of industrialisation.
- This is just one example and we can't generalise from it to describe the whole population.
- The modernisation of the old house made it look like a new one.
- One result of globalisation is that many companies now operate all over the world.
- Why can't companies standardise computers so that you can use the same programmes on all of them?

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

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



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

وراثيا المعدل العالم

Genetically modified world

Genes are like a set of instructions for making a living thing. Flower or elephant, fish or human: they are all what they are because of their genes. When scientists found that they could change (or modify)

- 5 things by taking out or adding genes, many new things became possible, including genetically-modified (GM) foods and other crops.

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

However, not everybody is so sure that this is a good thing. There are **concerns** that GM crops could have a **disastrous** effect on agriculture and the environment in general. They might, for example, kill

- 20 natural plants and take over from them. Also, people say that we do not know enough about the effects of GM food on the human body.

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

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

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

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

resist يقاوم

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

pests حشرات

3 In some countries, there is a problem of people not having enough food. starvation مجاعة

4 One of our main worries is that we don't know what the effects will be. concerns مخاوف

5 The country had no rain for two months, which was very bad for farmers. disastrous كارثي

6 I bought a packet of small things from the fruit of a plant to see if I could grow vegetables in my garden. seeds بذور

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

Are genetically-modified crops good or bad?

For

Can protect attacks by pests.

Plants work like medicines.

Can create rice that can grow salt water.

Could solve world starvation.

Against

Could be a disaster for agriculture and the environment.

Could destroy and replace natural plants.

Don't know how it affects the human body.

Gives more power large companies.

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



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

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



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

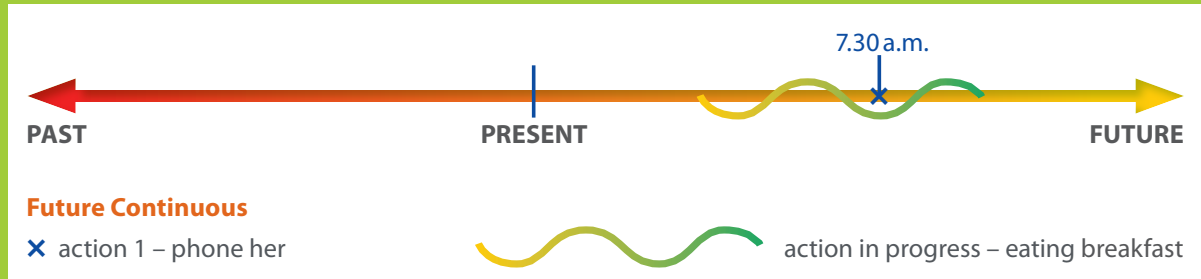
Future continuous tense

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

Examples

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

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



Complete the grammar rules

- We use *will be* + the **ing** form to make the **future continuous tense**. We use this tense to talk about actions that will be in progress at a certain time in the future.
- In phrases like *in two minutes'/days'/years' time*, we put an **apostrophe** after the time words.

indicators: time or time

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

- We **hope** the company will be making a profit before the end of the year. (make)
- Don't **call** at 8.00. I will be having dinner. (have)
- If he doesn't answer the door, he will be working outside in the garden. (work)
- She **hopes** that next year she will be studying at university. (study)
- I **hope** your interview goes well tomorrow.
I will be thinking of you. (think)

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

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



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

Examples

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

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

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

طبخ طازج

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

- Match each adverb to the past participle of a verb to make adjective phrases.
- Use the adjective phrases to complete these sentences.

- The **book** was **highly** ^{نقاد} **praised** by all the reviewers.
- It may sound strange to you but it's a **widely** ^{اسم} **known** **name** ^{دولة} in my country.
- She always wears **brightly** ^{تلبس} **coloured** ^{ملايس} **clothes**, so you'll recognise her easily. ^{مؤهل تماما}
- He's studying to be a **doctor** but it will be another year before he's **fully** **qualified**.
- The **story** is **well** **written** but it isn't very exciting. ^{قصة}
- The **accident** ^{حدث} looked serious but no-one was **badly** **injured**. ^{اصابة خطيرة}

1 Look at the examples. Then complete the grammar rules. **Future perfect tense**

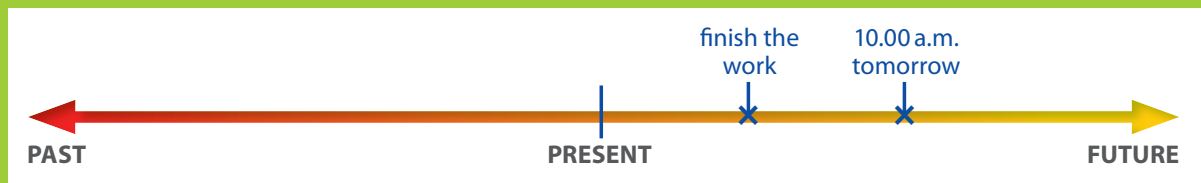
Example

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



Example

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



Complete the grammar rules

indicators: by, after, before, in

- We use **will have** + the past participle to make the **future perfect tense**. This tense is used to talk about actions that will be completed before a certain time in the future.
- The time phrase can come either **before** or **after** the main clause.
- We use the preposition **by** with definite times, meaning 'at or before this time'.

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

write finish repair save be

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

By next week, I'll have finished my exams.



3 Circle the correct options to complete the sentences.

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

4 Discuss the questions below in small groups.

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

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

By next week I'll have finished reading this book.



In five years' time I hope I'll be working as a doctor.



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

Basic controls on the TV remote

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



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



Press one of the buttons with numbers on.

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



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

Period 6 / Writing



1 Discuss these questions in small groups.

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

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

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

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

meanwhile finally when by while first then until
 في الوقت نفسه اخيرا عندما بحلول بينما اولاً بعدها حتى

PIES & TARTS

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

Ingredients

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



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

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

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

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

In this Unit you have learnt about:

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

الحيوانات المدهشة Amazing animals


1 Discuss these questions in pairs or small groups.

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

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

AMAZING PLANET
HOME
ANIMALS
HABITATS
مواطن
LOCAL
محلي
GLOBAL
عالمي
ABOUT US
CONTACT US


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



سمكة نطاط الطين

1 Mudskipper


Being fish, mudskippers use gills to breathe underwater, but their gills can hold water, which **enables** them to live on land too. They can even 'walk', using their front fins like legs. All this makes them especially interesting to **biologists**.



النمل قاطع الورق

2 Leaf-cutter Ant


All ants are very interesting, especially the ways they live and work together. But leaf-cutter ants are particularly clever. They build a **complex** network that allows cool air into their homes and takes warm air out, making an efficient air-conditioning system.



3 Opossum

الأبوسوم حيوان أمريكي

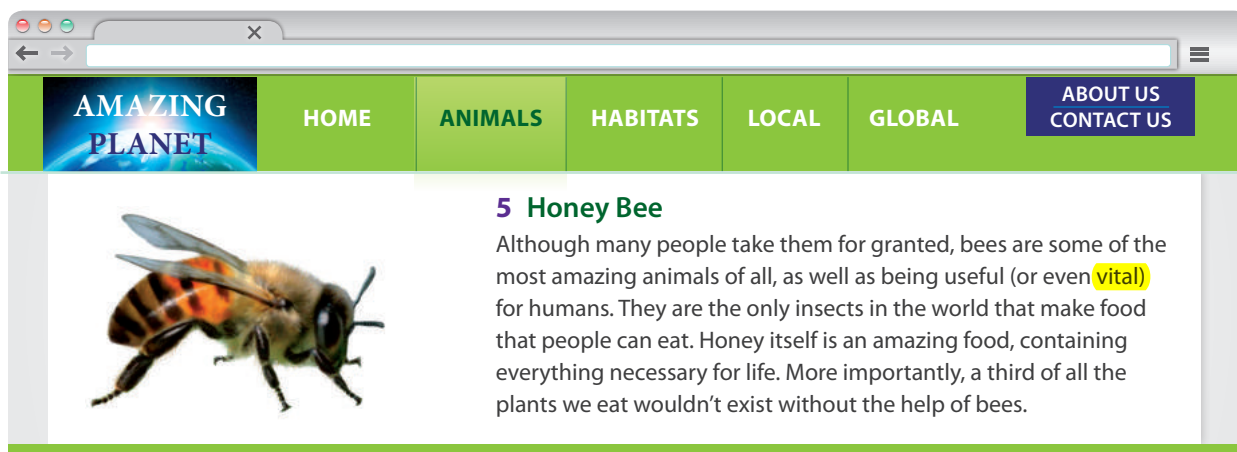
These North American animals are quite famous for **pretending** to be dead when they are attacked, but they have another defence too. Their bodies produce a protein that protects them from the **poison** of snakes and other animals. Surprisingly, this defence also works against snakes from other continents, which opossums have no contact with.



4 Mimic Octopus

الأخطبوط المقلد

All octopuses are intelligent, and can change their colour and shape. But the Mimic Octopus takes this further: it can actually pretend to be other animals, **according** to what is attacking it. It has been seen making itself look like various fish, sea snakes and jellyfish, as well as at least ten other species.



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

- 1 The choice of people to answer the survey was unplanned. random عشوائي
- 2 The animal's colour makes it possible for it to hide in the forest. enables يجعل ممكنا
- 3 Scientists who study living things are worried about the effects of climate change. biologists عالم احياء
- 4 This problem is not at all simple, so it will be hard to solve. complex معقد
- 5 The thief entered people's houses by seeming falsely to be from the electricity company. pretending يتظاهر
- 6 They took him to hospital after he accidentally drank some liquid that can kill people. poison سم
- 7 The students were put in different classes in connection with their abilities. according to حسب
- 8 If you are bitten by this snake, it's very important to get medical help quickly. vital هام حيوي

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

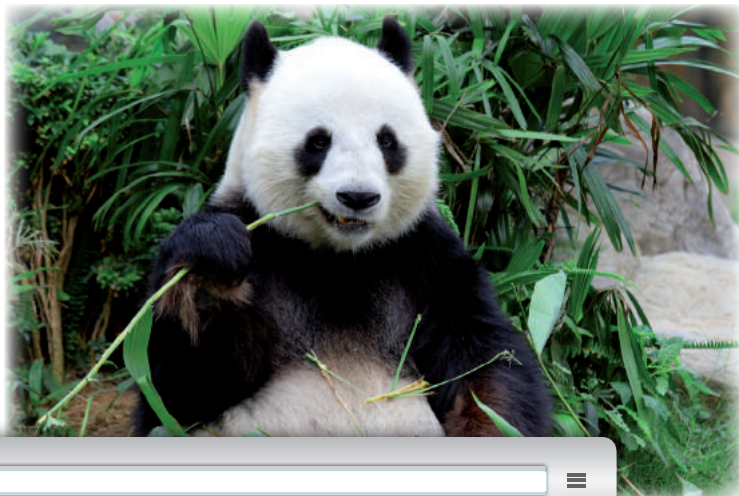
- 1 The website says these are the five most interesting animals in the world.
TRUE FALSE DOESN'T SAY
- 2 There are more insects in the world than other animals.
TRUE FALSE DOESN'T SAY
- 3 Leaf-cutter ants do something that other ants don't do.
TRUE FALSE DOESN'T SAY
- 4 Opossums have two different ways of defending themselves from attack.
 TRUE FALSE DOESN'T SAY
- 5 Sea snakes are the biggest danger to the mimic octopus.
TRUE FALSE DOESN'T SAY
- 6 Most people realise how important bees are for humans.
TRUE FALSE DOESN'T SAY

3 Complete this sentence with your own ideas. Then compare and discuss your sentence with a partner.

I think _____ are the most amazing animals because _____

1 Discuss the questions below in pairs.

- 1 Do you know what this animal is called?
- 2 What do you know about this animal (where it lives, problems it may have, etc)?



2 Read the blog* about pandas.

Then complete the tasks on page 81.

مِدونة

* a blog (short for *weblog*) is a page on a website which a person uses to record regular thoughts and ideas

Alan Finn

Home Wildlife Links Alan's Blog Contact Alan

Everyone likes pandas, don't they? And of course, that includes me. Recently, though, I've reached an **opinion** that might upset some people reading this blog.

We all know that **giant** pandas are an endangered species, facing many **threats**. They struggle to survive in areas of land that are getting smaller every year. But, quite honestly, they don't really help themselves, do they? They only eat one thing, a plant that doesn't have many nutrients, and they seem to find it very difficult to produce baby pandas.

Are they really worth it? Organisations like the World Wildlife Fund, which uses the panda on all its publicity, spend millions of pounds trying to preserve this one animal, while there are many other species (animals and plants) that are threatened with extinction. They aren't as pretty as pandas (in fact, some of them are definitely rather ugly), but they all play an important part in the complex network of life on earth.

Extinction is part of the Earth's history. **Obviously** we can't preserve every species, so we need to make some hard economic choices. Maybe it's time to stop wasting all this money on one animal. The biggest problem for all endangered species, including pandas, is loss of habitat. Instead of saying 'Save the Whale (or Tiger or Panda)', we should be saying 'Save the Rainforest (or Desert or Rivers)'.

Posted April 19th, 10.35 a.m.

14 comments

Maria Collins Are you really suggesting that we should just leave pandas to die out? I'm shocked to read this from someone who calls himself an animal lover.
April 21st, 6.33 p.m.

Alan Finn Of course I'm an animal lover, and of course I don't want pandas to disappear. But speaking as a professional biologist, I think that there are lots of things like insects and plants that are just as important, even if they're less lovable to us humans.
April 22nd, 9.45 a.m.

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

- | | | | |
|---|-----------------------------------|---|---|
| 1 opinion: Ⓐ what someone thinks
رائي | Ⓑ destination | 6 extinction: Ⓐ showing something to people
انقراض | Ⓑ death of a whole species |
| 2 giant: Ⓐ dangerous
عملاق | Ⓑ very large | 7 habitat: Ⓐ something you do very often
موطن بيئته | Ⓑ area where particular species live |
| 3 threats: Ⓐ dangers or risks
تهديد | Ⓑ special things | 8 publicity: Ⓐ way of making something known to people
دعاية واعلان | Ⓑ book and magazine production |
| 4 struggle: Ⓐ not succeed
يكافح | Ⓑ find something difficult | | |
| 5 obviously: Ⓐ sadly
بوضوح | Ⓑ clearly | | |

2 Now use words from Part 1 above to complete these sentences.

- These plants will only grow in one type of habitat.
- Numbers of tigers are so low that they are in danger of extinction.
- We need better publicity so that people know about the company and its products.
- People in low-paid jobs often struggle to feed their families.

3 Choose the best way to continue each sentence. Circle A, B or C.

- Alan Finn says his opinion is _____
Ⓐ rather an unusual one. **Ⓑ** likely to make some people angry. **Ⓒ** the only possible solution.
- He thinks that pandas _____
Ⓐ should not be treated differently from other species. **Ⓑ** should do more to help themselves. **Ⓒ** are in less danger than many other animals.
- In his opinion, the biggest problem for many species is _____
Ⓐ being killed by people. **Ⓑ** losing their living space. **Ⓒ** global climate changes.
- In her comment, Maria Collins says she is _____
Ⓐ sad. **Ⓑ** angry. **Ⓒ** surprised.

4 In pairs or small groups, discuss what comments you might leave on Alan Finn's blog.



I agree with what he says. We can't decide to save a species just because it looks nice.

It's obvious that people will want to give money to save an animal they like.



Phrases with -ing forms

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

Examples

- A** Many animals are threatened with extinction after they have lost their natural habitat.
 Many animals are threatened with extinction **after losing** their natural habitat.
- B** Opossums can protect themselves. They use a special protein to do this.
 Opossums can protect themselves **by using** a special protein.
- C** Sometimes we need to look at very small things. A microscope is used for this.
 A microscope is used **for looking** at very small things.



- 1 Which example uses a time word? A
- 2 Which examples use prepositions? A B C
- 3 What verb form do we use after these words? ing
- 4 Which preposition describes *how* something is done? by
- 5 Which preposition describes the *use or purpose* of something? for

2 Rewrite the sentences using the -ing form of the underlined verb.

- 1 The biologist studied these animals and discovered something amazing.
 The biologist discovered something amazing while studying these animals .
- 2 If you work with bees, you need to wear special clothes.
 When working with bees, you need
- 3 To protect themselves, octopuses change their body shape.
 Octopuses protect themselves by changing their body shape .
- 4 To help them walk, mudskippers use their fins.
 Mudskippers use their fins for walking .

3 Look at the examples of verb/adjective + preposition + -ing. Then match the verbs or adjectives in the table below with the correct prepositions. **Other uses of -ing forms**

Examples

- Opossums are **famous for** يشتهر بـ pretending to be dead
- Many biologists **dream of** يحلم بـ finding a completely new species.

VERB OR ADJECTIVE	PREPOSITION
1 sorry (adj) d ياسف على	a in
2 think (v) f يفكر بـ	b against
3 succeed (v) a ينجح بـ	c to
4 look forward (v) c يتطلع الى	d for
5 decide (v) b يقرر ضد	e at
6 good (adj) e يجيد	f of

4 Now complete these sentences using prepositions and the -ing form of the verbs in the box.

forget get solve do spend write

- 1 After years of trying, he's finally succeeded in solving the problem.
- 2 They have decided against spending so much money on saving one animal.
- 3 I'm sorry for forgetting to phone you yesterday.
- 4 This is a much better way. Why didn't I think of doing it like this before?
- 5 After such a long time away, they were looking forward to getting home.
- 6 At school, he was always good at writing essays.

5 Discuss the questions below in pairs or small groups.

- ▶ What do you use your mobile phone for?
- ▶ How do you try to stay healthy?
- ▶ What are you looking forward to doing?
- ▶ What subjects are you interested in reading about?
- ▶ What are you good at doing?
- ▶ What are you bad at doing?

I try to stay healthy by eating the right food.

I'm really bad at remembering people's names.

I'm hungry, so I'm looking forward to having my lunch.

1 Look at the examples of how -ing phrases are used. Then answer the question below.

Examples 1:

Mud skippers are fish, so they use gills to breath.

➔ *Being fish, mudskippers use gills to breath.*

I felt tired so I went to bed early.

➔ *Feeling tired, I went to bed early.*

Because pandas don't have good food, they find it difficult to produce babies.

➔ *Not having good food, pandas find it difficult to produce babies.*

Examples 2:

I speak as a professional biologist. I think we can't preserve every species.

➔ *Speaking as a professional biologist, I think we can't preserve every species.*

I am a teacher. I think school hours are long enough.

➔ *Speaking as a teacher, I think school hours are long enough.*

Which box gives examples of these meanings or uses?

- A This is my attitude, how I see the subject. 2
- B This is the reason why. 1

2 Join the pairs of sentences to make one longer sentence, using an -ing phrase.

- I know him well. That's why I can tell you what his answer will be.
Knowing him well, i can tell you what his answer will be.
- Some organisations try to preserve pandas. They spend millions of pounds protecting panda habitats.
Trying to preserve pandas, some organisations spend millions of pounds protecting panda habitats
- I am a student. I think exams cause a lot of stress.
Speaking as a student, i think exams cause a lot of stress.
- I saw that it was going to rain. I put my coat on.
Seeing that it was going to rain, i put my coat on.
- I don't see the problem. That's because I am someone who isn't an expert.
Not being an expert, i dont see the problem.
- We are parents. We think we should be told about changes to the education system.
Speaking as parents, I think we should be told about changes to the education system.
- I felt hungry. I decided to have a sandwich.
Feeling hungry, I decided to have a sandwich.
- The tourists realised they were lost. They asked someone for directions to the hotel.
Realising they were lost, the tourists asked someone for directions to the hotel.

3 Look at the examples of en used as a prefix and a suffix. Then complete the table by adding en prefixes or suffixes to the words in the box.

Examples

Pandas are an **endangered** species.

Many other species are **threatened** with extinction.

force close tight wide dark
length courage sure

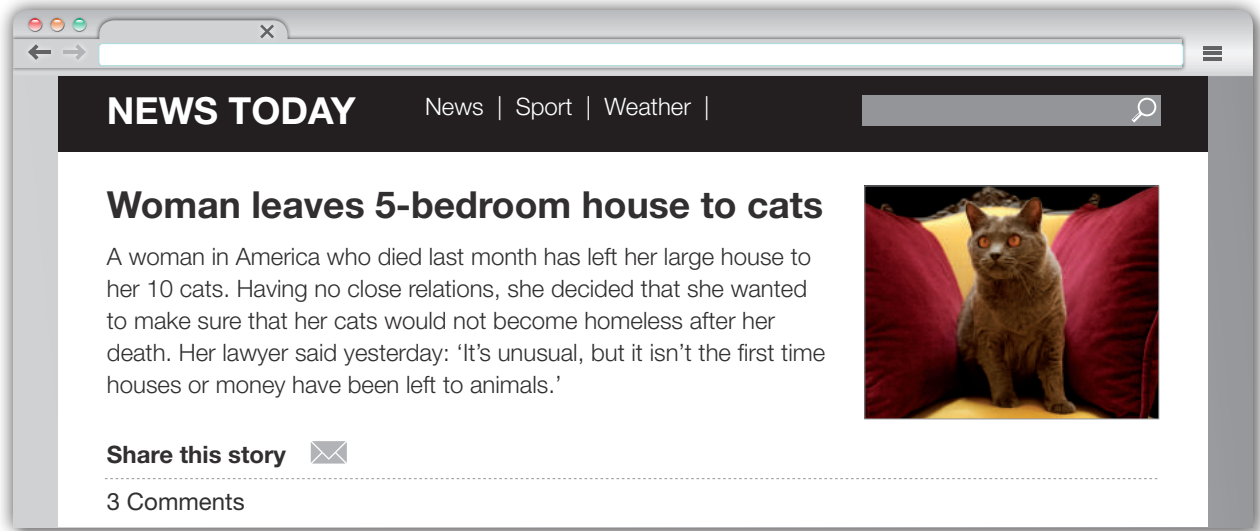
en prefix	en suffix
1 endanger يعرض للخطر	6 threaten يهدد
2 enforce يجبر	7 tighten يضيق
3 enclose يرفق	8 widen يوسع
4 encourage يشجع	9 darken يظلم
5 ensure يضمن	10 lengthen يطول



4 Complete the sentences with words from the table above.

- He's thinner than he was, so he's had to **tighten** his **trousers**.
- The **sky** began to **darken** and they knew it would **rain** soon.
- In reply to your request for payment, I **enclose** a cheque with this **letter**.
- He was **worried** about starting a new school but his parents **tried** to **encourage** him.
- We need to **lengthen** the **curtains**. They're too short.
- Please** **ensure** that you have completed all parts of the form.
- I agree with the idea of the new **law** but I think it will be difficult to **enforce**.
- They plan to **widen** the **road** because it's too narrow.


1  Read the web news story. Then listen to two people talking about the same story.




NEWS TODAY News | Sport | Weather |

Woman leaves 5-bedroom house to cats

A woman in America who died last month has left her large house to her 10 cats. Having no close relations, she decided that she wanted to make sure that her cats would not become homeless after her death. Her lawyer said yesterday: 'It's unusual, but it isn't the first time houses or money have been left to animals.'



Share this story 


3 Comments

2 Discuss the questions below in pairs or small groups.

- ▶ What does Debbie (the woman) think about the story? **She thinks it's crazy and wrong; He thinks she could do what she liked with her house**
- ▶ How does the man disagree?
- ▶ Which do you agree with? Why?


3 Look at the comments on the story. Complete Debbie's comments, then add a short comment of your own in the space at the bottom.

3 Comments




debbie@nfl.co.uk
In my opinion, it's wrong. In general, I think people _____

51 minutes ago



frank62@nettalk.com
As a cat lover myself, I can see why she did it. Why shouldn't she do what she likes with her own house?


51 minutes ago



debbie@nfl.co.uk
To be honest, I think this story is crazy because _____

11 minutes ago

Add a Comment



Hi student@palestine (Sign out)

Type your comment here

1 Look at the examples of words and phrases that show opinion or attitude. Then complete the table.

Examples

Obviously we can't preserve every species.

In my opinion, it's wrong.

To be honest, I think you're completely wrong.

Personally, I'm sure this is the best solution.

Of course not everyone is the same.

Generally speaking, most people like animals.

OPINION / ATTITUDE	WORD OR PHRASE
You may not like this but it's what I really think.	1 <u>To be honest</u>
I know this isn't always true but ...	2 <u>Generally speaking</u>
This is clear, everyone agrees.	3 <u>Obviously</u>
	4 <u>Of course</u>
This is just what I think.	5 <u>In my opinion</u>
	6 <u>Personally</u>

2 Circle the best attitude word or phrase to complete the comment below.

1 Comment



Hi student@palestine

(1) **Of course** / **To be honest**, I can't see why people are so upset about this story.
 (2) **In my opinion** / **Personally**, it's just the kind of thing that happens all the time.
 (3) **Obviously** / **To be honest**, nobody likes seeing students being badly-behaved, but (4) **in my opinion** / **generally speaking**, think people get too worried about things that aren't important.

17 minutes ago

3 Discuss the question in pairs or small groups.

What do you think the original story in Activity 2 was about?



Obviously someone saw some students doing something bad, so what could it have been?

The comment says it wasn't so important, so maybe they were just being noisy in public.



- 4 Read the two news story titles (headlines) and discuss them in pairs or small groups. Then, in the boxes below, write a reply giving your opinion and agreeing or disagreeing with the previous comment. Use one or more of the attitude words and phrases in Activity 1.

13-year-old gets into top university

'We hope he'll be a professor by the time he's 20,' say parents.

1 Comment



ahmad32@newstalk.com

Personally, I feel sad for him. He'll never have a normal life, especially with parents like that.

11 minutes ago

Add a Comment



Hi student@palestine (Sign out)

Type your comment here

Over 75% of young people find modern life 'too stressful', says new study

1 Comment



tom87@netchat.co.au

As someone who was alive during the Second World War, I can't see what their problem is. They don't know what stressful means!

11 minutes ago

Add a Comment



Hi student@palestine (Sign out)

Type your comment here

In this Unit you have learnt about:

- ▶ animal habits
- ▶ endangered species
- ▶ participle (-ing) phrases
- ▶ prefixes and suffixes with *en*
- ▶ attitude words and phrases
- ▶ writing opinions in online discussions

Once upon a time

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



- 1 Do you know any of the stories shown in the pictures? What can you say or guess about them?
- 2 Where do you think these stories came from? How old do you think they are?

2 Read the introduction to a collection of stories. Then complete the tasks below and on page 89.

Global tales

One **definition** of 'folk **tales**' is: stories that are traditional among a group of people. Like folk songs, **they** are passed down from generation to generation and it is impossible to say who first told or wrote them. 'Fairy stories' are similar, but **they** are mainly for children and often **feature** animals that talk, giants and other **imaginary** things.

- 5 We can learn a lot about different countries from **their** folk tales, but the **similarities** between **them** are interesting too. Take, for example, the 'trickster' stories **that** are told in many parts of the world, including Africa, the Caribbean and Scandinavia, where **they** are very popular. In **these**, the **hero** gets what **he** wants by being clever and telling lies. Many **societies** have 'heroic' stories, where the main **character** goes on a long and difficult journey to find something important. There are also
- 10 'romantic' tales, love stories in **which** a man and a woman have to solve many problems before **they** can be together.

1 Find words in the text that have these meanings. (The words are in the same order as in the text.)

- | | | | |
|---|--|--------|-------------------|
| 1 | meaning of a word | تعريف | <u>definition</u> |
| 2 | stories | حكايات | <u>tales</u> |
| 3 | contain (as an important part) | يحتوي | <u>feature</u> |
| 4 | main (male) person in a story | بطل | <u>hero</u> |
| 5 | groups of people | مجتمع | <u>society</u> |
| 6 | any person in a story (or film, play, etc) | شخصية | <u>character</u> |

2 Complete the table with other words from the text.

ADJECTIVE	NOUN
1 imaginary	imagination
similar	2 similarity
3 popular	popularity
heroic	4 hero

3 Use words from the text on page 88 and from the table above to fill the gaps in these stories.

The Palestinian tale of *Ataba and Zariief e-Ttool* is mainly a (1) **r romantic** story of how love finally wins. Zariief and the beautiful Ataba fall in love, but Ataba's father **refuses** to accept Zariief because he is poor. He sends Zariief all over the country to bring back different things, thinking he will fail. This is also a (2) **h heroic** story, because Zariief succeeds every time. However, the father always asks for something else. Finally, Zariief gets help from an Egyptian Mukhtar, a friend of Ataba's father. He **persuades** the father that Zariief will be a good husband for Ataba, and the **couple** can at last get married.

The (3) **p popular** Anansi stories from West Africa (4) **f feature** a spider called Anansi. In one tale, Anansi takes over from Lion as the 'owner of all stories'. Lion says he first has to bring him Giant Blacksnake, **tied** to a piece of wood. Anansi uses his cleverness to catch the huge snake and take him to Lion. Lion doesn't want to give Anansi ownership of all the stories, but he has no choice. These Anansi folk tales about the (5) **i imaginary** spider are probably the most famous examples of (6) **t trickster** stories.

The (7) **h hero** of *Jack the Giant Killer* is a young boy who lives with his mother. They are very poor, so when Jack sells their cow for a few 'special' beans, his mother is angry and throws them out of the window. The bean plant grows very high and very fast, and Jack climbs up it. At the top, he meets a giant who owns a lot of gold and a chicken that **lays** gold eggs. Jack steals the chicken but it makes a noise and the giant wakes up. He follows Jack but when Jack gets to the bottom he cuts the plant down, killing the giant. This old English (8) **f folk** story combines two **types** of tale: heroic and trickster.

4 Complete the sentences with words from the three story descriptions. (The words are in the same order as in the text.)

- 1 It's no use asking to borrow money from him. He always **refuses**.
- 2 He's such a good speaker that he always **persuades** people that his opinion is right.
- 3 The story is about a married **couple** and their three children.
- 4 They **tied** the thief to a chair so that he couldn't escape.
- 5 They have a duck in their garden that **lays** large eggs.
- 6 I like lots of different **types** of music, from folk music to classical.

1 Look at the picture and the quotation.
Then discuss the questions below.

- 1 What do you know about dragons?
- 2 How can a fairy story be 'more than true'?
- 3 What do you think children can learn from hearing and reading stories?

'Fairy tales are more than true: not because they tell us that dragons exist, but because they tell us that dragons can be beaten.'

G. K. Chesterton

2 Read the text quickly. Then answer the question below.

Is this text

- A a news story?
- B an interview?
- C an academic essay?

Highly intelligent stories

Some people worry that folk tales and fairy stories encourage children to believe things that can't happen in the real world. The highly praised children's writer Gillian Poulson couldn't disagree more. Stories, she says, help to develop a child's imagination. 'One of the main points of these stories,' she explains, 'is that **they** don't happen in the real world. Once children have visited the

5 other worlds stories describe, they are never quite the same. They learn to question the world they see around them, and perhaps to change **it**.'

She's not alone in this opinion. The great scientist Albert Einstein once said: 'If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.' Research has shown that children who grow up hearing, and later reading, stories

10 are much more likely to get good exam results, not just in language but also in maths and science.

Gillian Poulson thinks the reason why children love fairy tales is quite simple. **They** just want to know what happens next. Folk tales or fairy stories are especially good for this because they don't normally have anything extra to get in the way. You don't need to know what the character is feeling or thinking, just what they do next. So you can start your story with something like "Once

15 upon a time there was a poor old woman who lived in a forest with her son", and that's it. You don't need to say where the forest was or why they were poor. They don't even need to have names. What did they do? That's the only important part.'

Stories, then, are good for children. First by hearing **them**, and later by reading them independently, we learn that language is for sharing ideas and having fun. But Gillian has a warning for parents and

20 teachers. 'Don't tell them that it's good for them, and certainly don't encourage them to read books that you think they should. There's no quicker way to make them not want to read.'

3 Read the text again. Then decide if the statements below are TRUE or FALSE. Write the sentence (or part of a sentence) from the text that helped you decide.

1 Gillian Poulson shares people's concerns that folk tales are not realistic.

TRUE FALSE

Gillian Poulson couldn't disagree more

2 She thinks stories only have a small effect on children.

TRUE FALSE

Once children have visited the other worlds stories describe, they are never quite the same

3 Stories teach children to enjoy language.

TRUE FALSE

we learn that language is for sharing ideas and having fun

4 In these stories, actions and events are more important than ideas and events.

TRUE FALSE

5 Children learn correct grammar from reading stories.

TRUE FALSE

You don't need to know what the character is feeling or thinking, just what they do next

6 Parents should recommend good books for their children to read.

TRUE FALSE

and certainly don't encourage them to read books that you think they should

4 What do these words, highlighted in the text, refer to?

1 they (line 4) stories

2 it (line 6) the world around them

3 They (line 11) children

4 them (line 18) stories

5 Discuss the statement below in pairs or small groups.

'Folk tales and fairy stories are just for old people and children.'



I couldn't agree more. There are much more important things to read.

You can't expect adults to believe in things like talking animals.



I think fairy stories can be enjoyed by people of all ages.



It's important to have a good imagination and not take things just as they are.

1 Look at the examples. Then complete the grammar rules by adding a tick to each row.

Examples

Defining relative clauses	Non-defining relative clauses
Fairy stories often feature <u>animals which/that talk</u> .	Jack has a bean plant, <u>which grows very fast and very high</u> .
Jack is <u>a young boy who/that lives with his mother</u> .	He has two strong sons, <u>who live with him</u> .
The woman <u>who/that phoned me</u> was very polite.	<u>Anansi, who is a clever spider</u> , is the hero of the tale.

Complete the grammar rules

Rule	Defining	Non-defining	Both
1 The relative clause is used to make it clear which one(s) we mean.	X		
2 The relative clause is used to add extra information.		X	
3 We use commas to separate the information in the relative clauses.		X	
4 The relative clause should follow the noun it describes.			X
5 We often use <i>that</i> instead of <i>which</i> or <i>who</i> .	X		
6 We can't use <i>that</i> instead of <i>which</i> or <i>who</i> .		X	

2 Join the two short sentences to make one longer sentence, replacing the underlined parts with relative pronouns. Use *that* where possible.

Some children grow up reading stories. They have better exam results.

Children who grow up reading stories have better exam results.

1 The story happens in Jaffa. Jaffa is a city in Palestine.

The story happens in Jaffa, which is a city in Palestine

2 Have you seen the letter? It came yesterday.

Have you seen the letter that came yesterday ?

3 The main character is very poor. He has three sons.

The main character, who has three sons, is very poor

3 Look at the examples of defining relative clauses. Then circle the correct words to complete the grammar rules.

Examples

Children visit the other worlds (that) stories describe.

They learn to question the world (that) they see around them.

That's the woman (that) I phoned.

Complete the grammar rules

1 In the examples, *other worlds*, *the world* and *the woman* are the **subjects** / **objects** of the verbs *describe*, *see* and *phone*.

2 When the pronoun *that* refers to the **subject** / **object**, we can leave it out.

4 Join the two short sentences together to make one longer sentence. Use *that* where it is needed, but leave it out if it isn't needed.

That's the car I want to buy when I'm rich.



- 1 This is the book. I was reading **it** yesterday.
This is the book I was reading yesterday

- 2 That's the same film. I saw **it** at the cinema last week.
That's the same film I saw at the cinema last week

- 3 This is a folk tale. I remember **it** from my childhood.
This is a folk tale I remember from my childhood

- 4 She's the new student. **She** arrived last week.
She's the new student that arrived last week

- 5 Zariief brings back gifts. **They** are from different parts of the country.
Zariief brings back gifts which are from different parts of the country

Period 4 / Language and vocabulary study

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

Examples

This is the house. I grew up **here**.

➔ This is the house **where** I grew up.

He returned to his home. He lived happily **there** for the rest of his life.

➔ He returned to his home, **where** he lived happily for the rest of his life.

The hero goes on a journey. **The hero's** son lives in another country.

➔ The hero, **whose** son lives in another country, goes on a journey.

I apologised to the man. I'd stepped on **his** foot.

➔ I apologised to the man **whose** foot I'd stepped on.

We use *whose* before nouns instead of a possessive expression (*my, your, his, her, its, our, their,*) in defining and non-defining clauses

Complete the grammar rules

- 1 where and whose are both relative pronouns.
- 2 We use them in both defining and nondefining relative clauses.

2 Add the correct relative pronoun, *which*, *who*, *where* or *whose*, to complete the sentences.

- 1 Thank you for the **book**, which I enjoyed reading.
- 2 The **hero**, whose name is Jack, lives with his mother.
- 3 He lived in **Cairo**, which is the capital city of Egypt.
- 4 They went to the next **town**, where they met an old man.
- 5 The old **man**, whose clothes looked old and dirty, was really the king.
- 6 Her **father**, who had traditional opinions, refused to let her marry.

3 Correct the sentences. (There is one mistake in each sentence.)

- 1 That isn't the woman, who gave me the money.
That isn't the woman who gave me the money.

- 2 She lives with her parents who are quite old.
She lives with her parents, who are quite old.

- 3 Once there was a dragon, which tail was very long.
Once there was a dragon whose tail was very long.

- 4 He now lives in Jenin, where is a town in the north.
He now lives in Jenin, which is a town in the north.

- 5 Is that the place which you found the letter?
Is that the place where you found the letter?

- 6 I like to meet people whose their interests are similar to mine.
I like to meet people whose interests are similar to mine.

4 Join the two short sentences to make one longer sentence, replacing the underlined parts with relative pronouns. Remember to use the correct punctuation.

- 1 That's the house. I was born there.
That's the house where I was born.

- 2 She's the woman. I borrowed her books.
She's the woman whose books I borrowed.

- 3 I'm going to Ramallah. It isn't very far from here.
I'm going to Ramallah, which isn't very far from here.

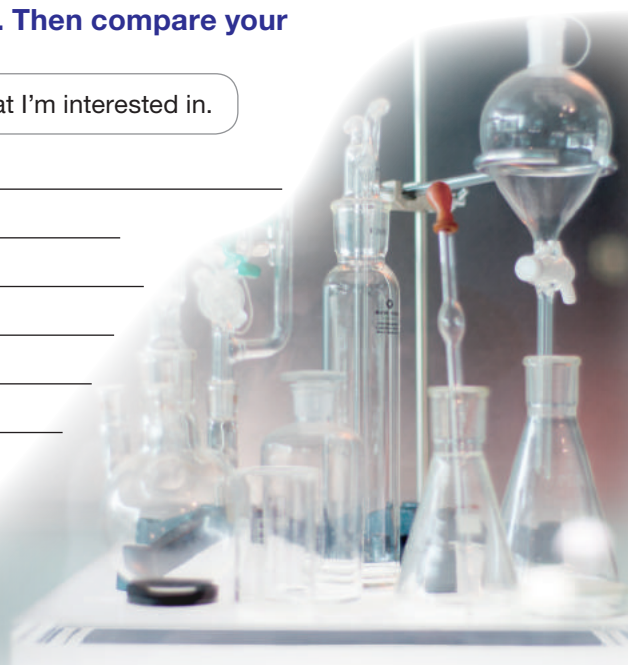
- 4 The main character is a young man. The man's wife is always angry with him.
The main character is a young man whose wife is always angry with him.

- 5 My brother is good at basketball. He is very tall for his age.
My brother, who is very tall for his age, is good at basketball.

5 Complete the sentences in a way that is true for you. Then compare your sentences with a partner.

I want to study a subject that I'm interested in.

- I sometimes go out with my friends, who _____
- I prefer reading stories that _____
- I want to study a subject that _____
- I live with my parents, who _____
- I live in _____, which _____
- My best friend, whose _____
- The place where _____



1 Look at the examples. Then complete the table below.

Examples

At last, the couple could get married.


He tried again and again, and **finally** the door opened.

At the beginning of the tale, a poor man was living in a small house.

At first he was afraid but then he saw that the spider wasn't dangerous.

At the end of the fairy story, the hero returns home.

WORD OR PHRASE	MEANING / USE
1 <u>At the end</u>	the conclusion of a story (or film)
2 <u>Finally,</u>	after a long time of waiting or trying
3 <u>Finally, At last</u>	
4 <u>At the beginning</u>	the start of a story (or film)
5 <u>At first</u>	the situation will change later

2  Listen to the story of King Midas. Then fill in the line blanks in the summary* below. Do not complete the boxes for now. *a summary is a shorter description of what a text is about

Midas is the king of Phrygia. (1) At the beginning of this story, he is rich and happy, living with his daughter in a big palace.

(2) A traveller, a man with special powers comes to visit, and Midas treats him well. In

(3) return, the stranger gives him one wish, and Midas wishes that everything he touches turns to gold. The (4) next morning, his wish comes true.

(5) At first, Midas is excited, but he realises his mistake when his breakfast turns to gold before he can eat it. Even worse, when he touches his daughter, she turns to gold too.

Midas asks the stranger again and again to reverse the wish, and (6) finally/at last the stranger tells him how to do it. Everything returns to normal, and (7) at the end of the story, Midas becomes a more (8) generous king.

3 Now complete the story summary in Activity 2 by putting words or phrases from the table in Activity 1 into the boxes.

4 Discuss this question in pairs.

Some stories teach us a lesson about what is right and what is wrong (a moral). What do you think is the moral of the story of King Midas? Write it in one sentence and show your sentence to another pair.

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

Examples

A long time ago, a king called Midas **lived** in a palace with his daughter.

In the story, Midas **wishes** that everything he **touches turns** to gold.

Complete the rules

- 1 We use the past tense to tell a story.
- 2 We use the present tense to describe or give a summary of a story.

2 Read the famous folk tale. Then complete the summary on page 97.

Ali Baba and the 40 Thieves*

* thieves = people who steal from others

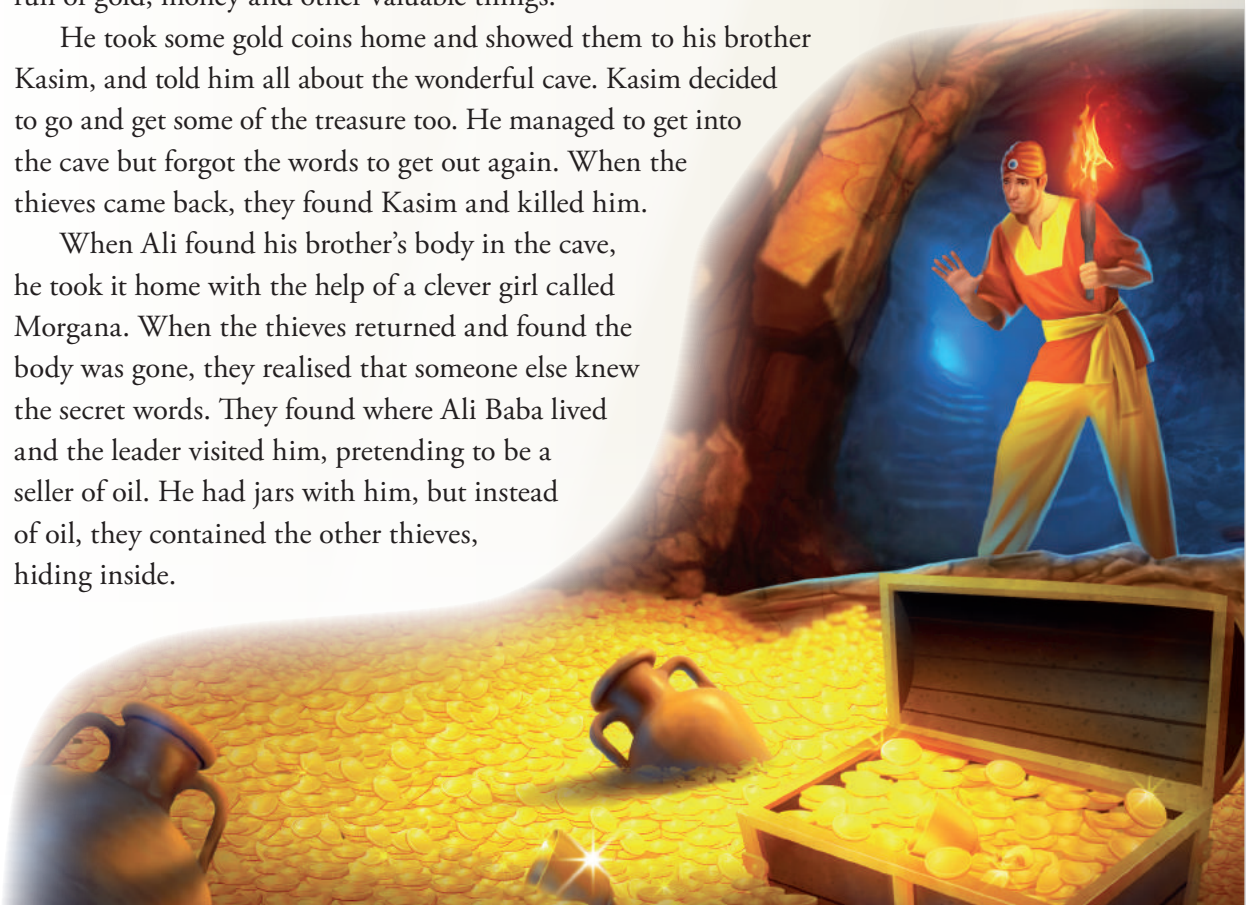
Ali Baba was a poor woodcutter. One day, while he was working in the forest, he saw 40 thieves arrive in front of a cave. He hid behind a tree and watched what they were doing.

He heard the leader of the thieves shout ‘Open Sesame!’ and was amazed to see the door of the cave open. The men went inside, and then some time later came out again. The leader
5 said ‘Close Sesame,’ and the cave entrance closed.

Ali Baba realised that this was where the thieves kept their stolen treasure. After the thieves had left, he used the same words to open the cave and was excited to find that it was full of gold, money and other valuable things.

He took some gold coins home and showed them to his brother
10 Kasim, and told him all about the wonderful cave. Kasim decided to go and get some of the treasure too. He managed to get into the cave but forgot the words to get out again. When the thieves came back, they found Kasim and killed him.

When Ali found his brother’s body in the cave,
15 he took it home with the help of a clever girl called Morgana. When the thieves returned and found the body was gone, they realised that someone else knew the secret words. They found where Ali Baba lived and the leader visited him, pretending to be a
20 seller of oil. He had jars with him, but instead of oil, they contained the other thieves, hiding inside.



Luckily, Morgana knew who the oil seller really was. She poured boiling oil into the jars, killing the thieves, then later killed the leader too while she was dancing
 25 for him. In return for her help, Ali Baba said she could marry his son. He told his son the secret words, and later the son passed the secret to his children. So Ali Baba, his children and his grandchildren were rich for the rest of their lives.

 Spelling reminder

thief – thieves life – lives

leaf – leaves loaf – loaves

At the beginning of this story, Ali Baba sees thieves arrive in front of a cave in the forest. The leader opens the door of the cave by saying Open Sesame. After they leave, Ali uses the same words to open the cave, where he finds gold, money and other valuable things.

He tells his brother Kasim about the cave. But when Kasim wants to leave the cave he forgets the words to get out again. The thieves come back find Kasim and kill him. Ali Baba takes Kasim's body home, but the thieves notice the body has gone and realise their cave has been found.

They find Ali Baba's house, but a girl called Morgana helps him by killing the thieves and their leader. In return, Ali Baba says she can marry his son, and he and all his family were rich for the rest of their lives.

3 Work in pairs. Tell your partner a story you know, either telling the story in the past tense or giving a summary in the present tense.

Once, a long time ago, there was a ...

This is a story about a man who lives ...

In this Unit you have learnt about:

- ▶ folk tales and fairy stories
- ▶ using defining and non-defining relative pronouns
- ▶ using relative pronouns to add extra information to sentences
- ▶ time phrases for telling stories
- ▶ telling and giving summaries of stories

Reading

- 1 Read the text about cooking lessons. Then decide if the sentences below are TRUE or FALSE.

Cookery school

I read this week that there are plans to make all 11- to 14-year-olds study cooking at school. The story I read said that children below that age already get cooking lessons, which was news to me. The aim is to make sure that all young people know how to make meals that are healthy and inexpensive, and so help to solve the problem of children growing up with weight problems.

- 5 Of course, there are always some who disagree. Schools have complained that they already have too many subjects, and there aren't enough teachers. Others say that cooking classes will put pressure on parents to buy the things their children need for the lessons.

All this may be true, but generally, I must say I think it's a good idea. When I was at school, we were never taught how to cook. My school was boys only, and in those days it was thought that cooking
10 was women's work. Instead, we made things with wood and metal, as men were supposed to do. Strangely perhaps, at the same time most people agreed that being a professional cook in a top restaurant was only for men, because only men had the right qualities. It's different now, but there are those who still think that a restaurant kitchen, with its pressure, heat, shouting and bad language, is no place for a lady.

- 15 By the time I left school, though, I'd learnt a lot about basic cooking methods, not from classes or even from my mother, but by watching my father, who learnt to cook when he was living in France. He gave me a love of food, which I have passed on to my own son.

- 1 The writer was surprised to learn that younger children already learn cooking at school.
 TRUE FALSE
- 2 Schools are happy about teaching the additional subject of cookery in their schools.
TRUE FALSE
- 3 Attitudes to female professional cooks have changed.
 TRUE FALSE
- 4 The writer left school quite recently.
TRUE FALSE

2 Complete the sentences below with words or phrases from the text (3 words maximum).

- 1 Cooking lessons are being introduced for young people aged from 11 to 14.
- 2 Students will be taught how to prepare healthy and inexpensive food.
- 3 More and more young people nowadays have weight problems.
- 4 Some people think that the new idea will put parents under pressure.
- 5 People used to think women didn't have the right qualities to be professional cooks.
- 6 People working in restaurant kitchens often use bad language.

20/15 marks

Vocabulary / Language study

1 Match words in the box with their meanings below.

lay seeds character habitat extinction

- 1 you put them in the ground and they grow into plants seeds
- 2 when a species disappears completely extinction
- 3 what chickens do lay eggs
- 4 the natural area where a particular animal or plant lives habitat
- 5 person in a book, film or play character

2 Complete the sentences below with words from the box.

struggles imaginary genes similarities refuses
enables standard definition resist vital

- 1 A giraffe has a long neck, which enables it to reach leaves on tall trees.
- 2 Scientists can now produce new plants by changing the genes of old ones.
- 3 I didn't know what the word meant, so I looked up the definition in a dictionary.
- 4 Finding new ways to make electricity is not just important, it's vital.
- 5 There are now crops that don't die because they can resist attacks by pests.
- 6 The characters in the book aren't real people, they're completely imaginary.
- 7 There are some similarities between the two brothers, but they're quite different.
- 8 There was nothing special about the meal, it was just standard restaurant food.
- 9 Her income is so low that she struggles to feed her family.
- 10 I try to tell him eating too much is bad for him but he just refuses to stop.

3 Complete the sentences with verbs or nouns made from the words in brackets.

- 1 One result of globalisation is that companies operate all over the world. (global)
- 2 I don't watch much TV. In my free time I prefer to socialise with my friends. (social)
- 3 The system was old and didn't work well, so we decided to modernise it. (modern)
- 4 Industrialisation brought many economic advantages but also caused a lot of pollution. (industrial)
- 5 Since the standardisation of the education system, all schools teach the same subjects. (standard)

4 Add correct prepositions from the box to the sentences below. (There is one preposition that you don't need.)

in by to on at to

- The library books are arranged according to their subjects.
- In my opinion, he was right not to accept the job.
- What is your reaction to the news that she is getting married?
- You may find it hard at first but it gets easier when you practise.
- I hope I will have finished reading this book by next week.

5 Complete the sentences below using the correct tense or form of the verbs in the box, plus a correct preposition.

look forward decide succeed use be good

- We discussed it and finally decided against accepting the offer.
- He is good at remembering words, so learning languages is easy for him.
- This animal's long tongue is used for catching insects.
- We tried and tried but didn't succeed in opening the old door.
- I look forward to seeing you at the meeting next week.

6 Join the adverbs with past participles to make fixed adjective phrases.

ADVERB	PAST PARTICIPLE
1 well	a injured
2 genetically	b coloured
3 badly	c modified
4 highly	d praised
5 brightly	e dressed

- well dressed
- genetically modified
- badly injured
- highly praised
- brightly coloured

7 Correct the mistakes in these sentences.

- I hope I will finished my homework by the time the TV programme starts.
I hope I will have finished my homework by the time the TV programme starts.
- Realised that he was late for the bus, he started to run faster.
Realising that he was
- Everyone knows that pandas are an indanger species.
Everyone knows that pandas are an endangered species.
- This is the woman who she teaches me English.
This is the woman who teaches me English.
- This time next week I will be start my new course.
This time next week I will be starting my new course.

6 Most fish use their fins for swim.

Most fish use their fins for swimming. / to swim

7 In the summer, I'm going to visit the USA where my elder brother lives there.

In the summer, I'm going to visit the USA where my elder brother lives

8 We need to longen the lesson times. They're too short at the moment.

We need to lengthen the lesson times. They're too short at the moment.

9 The old man, who his family lived far away, sometimes felt lonely.

The old man, whose family lived far away, sometimes felt lonely.

10 He is famous for be one of the country's greatest poets.

He is famous for being one of the country's greatest poets.

25 marks

Writing

1 Write a summary (80–120 words) of a story you remember hearing or reading, or the story of a film you have seen. You may find the phrases in the box useful.

The story is about ... The story happens in ... The main character(s) is/are ...
 At the beginning ... At the end ...

This story happens in the east of England about 2,000 years ago. The main character is a woman called Boudicca. At the beginning, she becomes the leader of the Eцени people. She was actually a real person who led the people of Britain in their fight against the Roman occupation.

A lot of what happens in the story is historical fact, but some of the details are imaginary.

These imaginary details are what makes the story so interesting.

The other clever thing about the story is that, although the reader already knows what is going to happen at the end, you still have to keep turning the pages to find out what happens next.

5 marks

1 Work through the quiz about the UK.

QUIZ

How much do you know about the UK?
Do our quick quiz to find out.

1 How many different parts make up the United Kingdom?

- A three
- B four**
- C five

2 Which is the largest?

- A the British Isles
- B the UK
- C Great Britain**

3 What is the area of the UK?

- A less than 140,000 sq. km
- B 140,000–240,000 sq. km
- C over 240,000 sq. km**

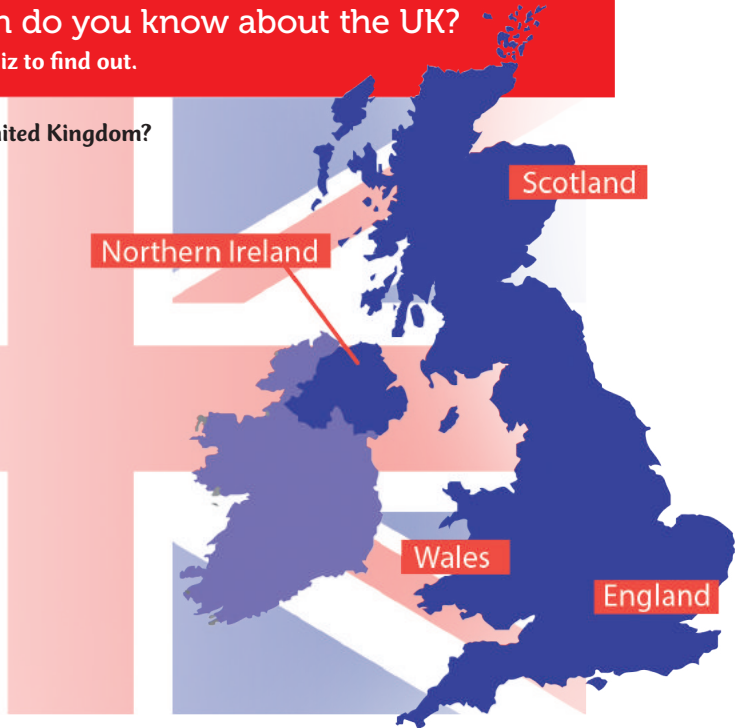
4 What is the population of the UK?

- A about 30,900,000
- B about 64,100,000**
- C over 70,000,000

5 How old do you have to be to vote*?

- A 16
- B 18**
- C 21

* **vote** = make a choice to decide who is in the government



2 Read the text to check your answers.

Name: United Kingdom (UK)

The full name is 'the United Kingdom of Great Britain and Northern Ireland' (Southern Ireland is an independent country called the **Republic** of Ireland). Great Britain is the geographical name for the island that contains England, Scotland and Wales. The UK has been described as 'four countries within a country'.

Capital city: London

London is the largest city, and one of the world's most important **financial** centres.

Population: **approximately** 64,100,000

Area: 243,610 sq. km (94,060 square miles)

Official language: English

System of government: **parliamentary** democracy, **monarchy**

The UK has a parliament, where laws are made. **Elections** to choose Members of Parliament (MPs) take place every five years, and anyone of 18 or over can **vote**. The head of government is the Prime Minister but the head of state is the king or queen, because the UK is also a monarchy. The **monarch**, however, has little real power. A small number of people think the UK should become a republic. Scotland, Wales and Northern Ireland all have their own parliaments, with limited powers.

3 Find words in the United Kingdom text that have these meanings.

- 1 connected with money and business financial
- 2 more or less, not exactly approximately
- 3 country that has a king or queen monarchy
- 4 used by governments and in formal situations official
- 5 place of government parliament
- 6 times when people can vote elections
- 7 political system without a king or queen republic

4 Now use the words in Activity 3 to complete the sentences below.

- 1 There is a part of the parliament building where people can go and watch the discussions.
- 2 The country was a republic from 1923 to 1946, when the king returned and it became a monarchy again.
- 3 I think there were approximately 50 people at the meeting, but I didn't count them.
- 4 This isn't an official rule. It's just something that nearly everyone does.
- 5 People under 18 can't vote in elections.
- 6 I often lose money by making the wrong financial choices.

5 Read the information about another country, and then try to fill in the blanks with correct information. Finally, compare your answers with a partner.

Name: Algeria

The full name is the People's Democratic Republic of Algeria

Capital city: Algiers

Algiers is the largest city, four times larger than the second city, Oran.

Population: approximately 37.9 million

Area: 2,381,741 sq. km (919,595 square miles) 90% of the land is desert

Official language: Arabic

French is also widely used, especially in government, media and education.

System of government: democracy

The head of state is the President, who is elected for a five-year term. The position used to be limited to two five-year terms, but this limitation was removed in 2008. Anyone over the age of 18 can vote. The President is the head of the army and also chooses the Prime Minister, who is the head of government.



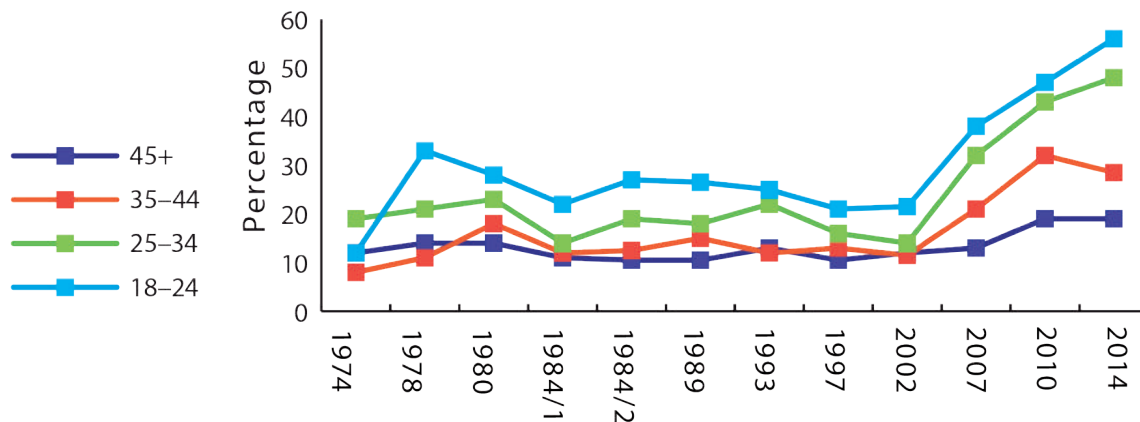
6 Discuss the question below in pairs or small groups.

The voting age in both countries is 18. Do you think this is the right age, or should it be higher or lower? Why?

I think 18 is about right because that's when people become adults.

Young people understand more than adults think, so they should be able to vote at 16.

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



Non-voters in elections by age group, 1974–2014

- In 1984, there were two elections.
- Since 1978, the 18–24 age group has been the least likely to vote.
- People who are most likely to vote are in the 45+ age group

2 Read the article. Then complete the tasks on page 105.

The democracy report

Many experts believe we are facing a 'crisis of democracy'. For many years now, not just in the UK but in all the world's more established democracies, the number of people who vote in elections has been falling. This is especially true among young people. The message from opinion polls is clear: there is a common feeling that young people find traditional politics boring, and that, whatever party they are from, politicians have nothing to offer them.

Now a new report has recommended that voting should be made compulsory, and that the voting age should be lowered to 16. 'It's a problem that so many young people don't vote,' says Professor Paul Meadows, one of the report's authors, 'because politicians can then afford to ignore them. This increases their feeling of not being listened to, and so it goes on. But if young people want their voices to be heard, they have to vote. One important thing that we say in the report, though, is that there should be a "none of the above" option for those who don't support any of the available candidates. That way, politicians will at least be made aware of how many people aren't satisfied with what they're offered.'

Compulsory voting already exists in over 30 countries. In Belgium, for example, people who don't vote have to pay a small fine, and if they go for four elections without voting, they lose the right to vote. As a result, 90% of Belgians voted in the last European election.

Prof. Meadows points out that there are already a lot of things young people have to do by law, like going to school or wearing seat belts in cars. Just one more, he believes, wouldn't make much difference, especially if technology can be used to make voting easier. 'Some steps towards this are already being taken,' he says, 'but why not go further and create a voting app that can be downloaded onto a phone or tablet?' The report's authors believe that, taken together, its recommendations offer a solution to the crisis of democracy, and would completely change the way democracy operates.

1 Complete the sentences with words from the text. The underlined part will help you to find the meaning.

- 1 We're in the middle of a crisis. Everything is going wrong and we don't know what to do.
- 2 After a long time without big changes, I think the system is well established and likely to stay more or less the same.
- 3 The opinion polls asking people for their opinions on this question all suggest the same result.
- 4 There are several different ways to pay. It's your choice, so which option do you prefer?
- 5 All of the candidates in the election are promising different things to make people want to choose them for the position.
- 6 People don't realise how hard most politicians in the government work.
- 7 As a punishment for driving too fast, he had to pay a fine.



2 Write the sentences or parts of sentences from the text that answer these points.

- 1 'It doesn't matter that young people don't vote.'
politicians can then afford to ignore them

- 2 'If voting is compulsory, people who don't like any of the options won't like it.'
there should be a 'none of the above' option

- 3 'Compulsory voting seems rather a strange new idea.'
compulsory voting already exists

- 4 'Young people won't like being told that they have to do things.'
there are already a lot of things that young people have to do by law,

- 5 'Some people say they're too busy to vote and it's too much effort.'
technology can be used to make voting easier

3 What do the highlighted pronouns in the text refer to? Choose the correct answer.

- 1 *This* (line 2) A the fall in the number of people who vote
 B the crisis of democracy
- 2 *they* (line 4) A young people
 B politicians
- 3 *them* (line 5) A young people
 B politicians
- 4 *It* (line 7) A young people not voting
 B lowering the voting age
- 5 *its* (line 20) A a voting app
 B the report

4 Discuss the question below in pairs or small groups.

How does the situation described in the text, especially the attitude of young people, compare with the situation in Palestine?

1 Look at the examples of sentences in the passive. Then answer the questions below.

Examples

The UK has a parliament, where laws **are made**.

Some steps **are being taken**.

The UK **has been described** as 'four countries within a country'.

This limitation **was removed** in 2008.

Politicians **will be made** aware of people's feelings.

- 1 What is important in these sentences: the actions themselves or the people who did them?
the actions themselves
- 2 Are the subjects (laws, steps, UK, limitation, politicians) the ones who do the actions?
no
- 3 Which verb changes its tense in these examples? **the verb be changes its tense**
- 4 What is the tense in each sentence? **present simple, present continuous, present perfect, past simple, future**

2 Circle the correct verb form, active or passive, in these sentences.

- 1 In 1948, the country **became** / was become a republic.
- 2 A lot of money **has spent** / **has been spent** on improving this service.
- 3 Some new ideas **are discussing** / **are being discussed** at the moment.
- 4 Elections **take** / **are taken** place every five years.
- 5 Several changes **will need** / **will be needed** before the system works well.
- 6 In Algeria, the Prime Minister **chooses** / **is chosen** by the President.
- 7 The number of people who vote **has fallen** / **has been fallen** since the last election.
- 8 He **elected** / **was elected** by 78% of voters.

بعض الافعال لا تاخذ مفعول به (لازمة)
وتبقى في حالة المعلوم فقط مثل fall
take place become
بعض الافعال تاخذ مفعول به
(متعدية) وبالتالي تكون عادة
في حالة المبني لمجهول،
ويستدل عليها في هذا التمرين
من وجود حرف الجر بعد
الفعل

3 Complete the passive sentences by adding the past participle of a verb from the box.

destroy	make	choose	take
answer	speak	repair	send

- 1 I hope all your questions have now been **answered**.
- 2 In a democracy, leaders are **chosen** by the people.
- 3 French is widely **spoken** in Algeria.
- 4 The parliament building was partly **destroyed** by fire two years ago.
- 5 These photos were **taken** during my last holiday.
- 6 Thanks to technology, voting will be **taken** easier in future.
- 7 We couldn't get through because the road was being **taken**.
- 8 The letter will be **sent** early tomorrow morning.

4 Complete the sentences using the passive form of the verbs in brackets in the correct tense.

- 1 My car **is being repaired** **at the moment**, so I have to go to work by bus. (repair)
- 2 I **promise** the report **will be finished** before **tomorrow** afternoon. (finish)
- 3 Voting **was made** compulsory in Australia over 40 years **ago**. (make)
- 4 This book looks almost new. I don't think it **has been read** very often. (read)
- 5 The result of the election **will be announced** **next** Tuesday. (announce)
- 6 A lot of books **have been written** about this subject **recently**. (write)
- 7 The President's house **was built** **in 1905**. (build)
- 8 The rubbish **is collected** **every** Monday morning. (collect)

يجب التركيز على
المؤشرات الدالة
على صيغ الافعال

1 Look at the examples of further passive forms. Then complete the grammar rules.

Examples

The voting age **should be lowered**.

The app **can be downloaded** onto a phone.

If young people **want to be heard**, they have to vote.

He **hopes to be** chosen as the next MP for the town.

Complete the grammar rules

- 1 After modal verbs like **should** and **can**, we use the infinitive form of the verb *be* (without *to*) + the past participle.
- 2 After some verbs, like **want** and **hope**, we use the infinitive form of the verb *be* (with *to*) + the past participle.


2 Complete the sentences with (to) be plus the past participle of a verb from the box.

criticise make choose leave write repair interview accept

- 1 I **hope** **to be accepted** on the university course I applied for.
- 2 He didn't **expect** **to be criticised** so strongly for his opinion.
- 3 She **wants** **to be chosen** as the team captain.
- 4 We've done nearly everything but the report still **needs** **to be written**.
- 5 She doesn't want any help. She'd **prefer** **to be left** alone.
- 6 He's nervous because he's **going** **to be interviewed** on TV.
- 7 They told me that the car **would** **be repaired** before 3.00 in the afternoon.
- 8 The dress **could** **could be made** longer if you prefer.

هذا الموضوع هو جزء من
موضوع الافعال التي يتبعها
to الذي يرد في التوجيهي في
الوحدة الثانية

3 Complete the notices and labels using the verbs in brackets.



This great-looking portable speaker has long-life batteries, which means it **can be carried** (can / carry) anywhere you want to go.



Warning:
Dangerous Area

Safety helmets **must be worn**
(must / wear) at all times.

ADMITS 1

Please keep this ticket. You **may be asked** (may / ask) to show it at any time.

Answers: can be carried / may be asked / might be seen / must be worn / should not be washed


Email

Password

Sign In

Do not write down your password anywhere that it **might be seen** (might / see) by someone else.

This shirt **should not be washed**
(should not / wash) in very hot water.



4 Work in pairs. You are arranging a meeting. Look at the list on the right and take turns to say what needs to be done.

For example: ~~The room needs to be arranged. The emails need to be sent. The invitations need to be written. The advert needs to be designed. The furniture needs to be moved. Tea and coffee needs to be bought. Everything needs to be checked.~~

5 Look at the example. Then answer the questions using words from the box with the prefix *non-*.

- Meeting**
- Arrange room
 - Send emails
 - Write invitations
 - Design advert
 - Move furniture
 - Buy tea and coffee
 - Check everything!

Example

The number of **non-voters** has gone up.

- existent stick stop smoking **fiction***

*fiction = stories that are not true

- What kind of hotel room might people prefer if they have given up cigarettes? non-smoking
- What word can describe dragons and talking animals? non-existent
- Which section of a library has books about political systems of different countries? non-fiction
- What kind of cooking pan is easy to clean? non-stick
- What long journey might be especially tiring? non-stop

1 You are going to hear someone talking about the stages* in the **process*** of making new laws in the UK. Before you listen, discuss the questions below.

* process = a description of how something happens or is done
 * stages = the different parts of the process

- 1 How many stages do you think there are before a law is made?
- 2 What part do you think the king or queen has in the process?



2 Listen once. Then answer the questions below.

- 1 What tense is used most when describing a process?
- 2 What verb form is used most: active or passive?

3 Now listen again. Then complete the notes below.

Stage 1:	Suggestion for new law (usually from promises made during _____)
Stage 2:	With enough MPs' _____, it becomes a Bill
Stage 3:	Bill is _____ to House of Commons (First Reading)
Stage 4:	Second Reading (Bill is _____)
Stage 5:	Third Reading (MPs _____ on whether it should become law)
Stage 6:	Passed to upper house (House of Lords)
Stage 7:	Monarch gives his/her _____ and Bill is now an _____ of Parliament (a law)

4 Discuss the questions below in pairs or small groups.

- 1 How much do you know about the process of making laws in Palestine?
- 2 How is this similar or different from the process in the UK?

I think it's similar here, but not so complex.

Yes, and of course we don't have a king or queen.

1 Look back at the information about the UK and Algeria in Period 1. Add similar information about Palestine below.

Name: Palestine

The full name is The State of Palestine. It is recognised as an independent state by an increasing number of countries, as well as the United Nations.

Capital city: Jerusalem

Jerusalem is the official capital, but the administrative centre is Ramallah.

Population: approximately 4,550,000 This only includes those living in the Palestinian Territory, not those living in other countries as part of the 'Palestinian Diaspora' (over 12 million).

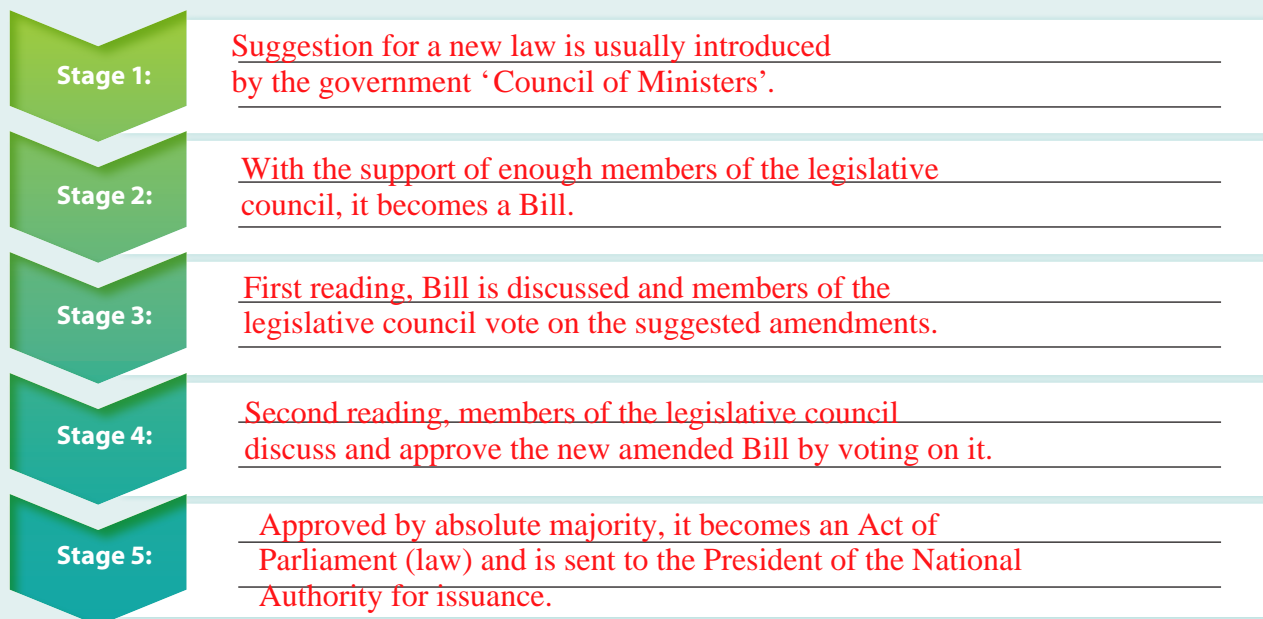
Area: 27,009 sq. km (historical Palestine)

Official language: Arabic

System of government: parliamentary republic

The Head of State is the President and there is also a Prime Minister.

2 Working in the same pairs or small groups as for the discussion in Period 5, write notes about the law-making process in Palestine.



It's in the news

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

- 1 Which part of the newspaper does each headline come from?
- A sports news 3
B world news 1
C business news 2

1 LARGEST EVER ANIMAL
FOUND IN ARGENTINA

2 Signs of recovery for insurance giant Sureco

3 City Team manager angry over negative comments in press

- 2 Compare the full sentences on the right with the headlines.
Which kinds of words are usually not included in headlines?

nouns
the verb *to be*
prepositions
articles (*a/an* and *the*)

- 3 What do you think the stories will be about?

There are signs of **a** recovery for **the** insurance company.

The City Team manager **is** angry about comments in **the** press.

The largest ever animal **has been** found.

2 Read the stories quickly. Then match them with the correct headlines.

TEXT A City Team manager angry

THE DAILY NEWS

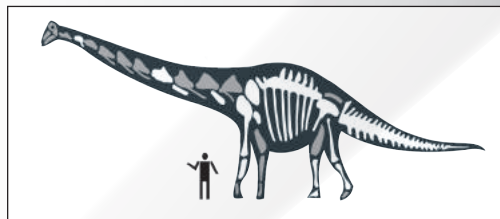
Wednesday 27 Feb 2016

There has been **a furious** reaction by Melchester City manager Tim Northwood to **criticism** of his team's recent results in some newspapers. His team haven't won a match since last May, and some have questioned whether he is the right man for the job. Northwood, though, **insists** that he has a long-term plan and that results will improve soon. 'Quite honestly,' he said, 'these people who **criticise** me don't know what they're talking about. We're building a team here with young players and you can't expect **instant** results. These things are known to take time.'

TEXT B Largest ever animal ..

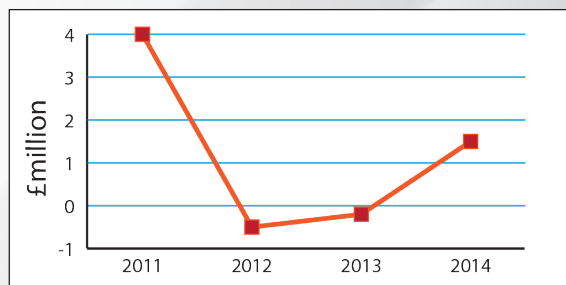
Scientists in South America have discovered bones from a huge animal that is said to be bigger than any ever found before. After five years of work, they now have 70% of the bones, all from the same giant dinosaur, enough to work out its size and weight. It is thought to be over 70 million years old, and the scientists **calculate** that it was over

26 metres long and weighed more than six adult elephants. And the most amazing thing is that this one wasn't an adult. A full-size one would be even bigger.



TEXT C Signs of recovery ..

The Sureco insurance company, which has had a difficult time in the last two years, **announced** a profit of £1.5 million yesterday. Company Chairman Brian Halliday said that, although this wasn't a huge **amount**, it was a definite improvement and a good sign for the future. 'I **believe** it shows that our situation is getting better,' he said, 'and **demonstrates** that the changes we have made recently are working. I think we are now in a much stronger position than two years ago.'



3 Read the news stories and headlines more carefully. Then complete the tasks below.

1 Complete the table of pairs of words or phrases from the texts with similar meanings. Each pair of words and phrases is in the same news story and headline.

(very) angry	1 <u>furiously</u> <u>غاضب</u>
negative comments	2 <u>criticism</u> <u>نقد</u>
found	3 <u>discovered</u> <u>اكتشف</u>
work out	4 <u>calculate</u> <u>يحسب</u>
giant (adjective)	5 <u>huge</u> <u>ضخم</u>
getting better	6 <u>improvement</u> <u>تحسن</u>
think	7 <u>believe</u> <u>يعتقد</u>
position	8 <u>situation</u> <u>وضع</u>
shows	9 <u>demonstrates</u> <u>يشير الى</u>

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

- 1 He says strongly that the mistake wasn't his fault. insists
- 2 Why does everyone always say bad things about him? criticise
- 3 We didn't have to wait long. We got an immediate reply. instant
- 4 Computers can do mathematical sums much quicker than human brains. calculate
- 5 The manager said in public that he was going to leave the company. announced
- 6 I paid quite a large sum of money for this car. amount
- 7 I think his CV makes it clear that he is the right person for this job. demonstrates

3 Answer the questions.

- 1 Who is Tim Northwood? The Melchester City manager
- 2 When did Melchester City last win a match? last May
- 3 How much did the dinosaur weigh? more than six elephants
- 4 What is especially surprising about the dinosaur? it wasn't an adult
- 5 What kind of business is Sureco in? insurance
- 6 Who is Brian Halliday? insurance Company Chairman

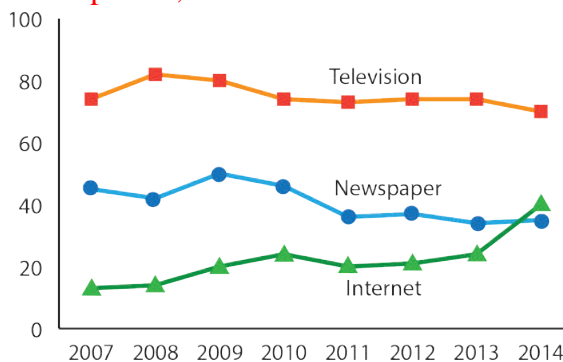
1 Look at the pictures. Say what is happening in each one and how they are different.

The Internet has possibly become as popular as television, or perhaps even more popular.



2 Look at the graph. Then discuss the questions below.

- 1 What period does the graph cover? **2007–2014**
- 2 If the three lines continue in a similar way, what do you think the situation is like now?
- 3 Why do you think the Internet has become more popular as a way of reading news?
more convenient, cheaper, more frequently updated,



Where do people get most of their national and international news?

3 Read the article. Then complete the tasks on page 115.

The death of the newspaper?

Any first-year **Media** Studies student will tell you that newspapers have no future in the 21st century. Research seems to **confirm** that the Internet has taken over from the paper as the main **source** of news, especially among the young.

The reasons are not hard to find. Like a lot of things on the Internet, the news is free, and there's a

5 lot more choice, with hundreds of sites providing the latest information on any **topic** you could wish for. It's also, obviously, more interactive: you can search for stories on whatever you're interested in and explore them as far as you want, often with the added extras of audio and video. Supporters of online news also say that they prefer the way stories get straight to the point. They find newspaper articles too long to fit in with their busy, high-speed lives.

10 Personally, though, I'm not so sure that newspapers are dead, or even dying. Two years ago, I stopped buying a newspaper every day and started getting all my news online, thinking that, **apart from** the cost **benefit**, it would save me time. After a few months, I found I was spending at least as much time clicking through various online sites as I used to spend reading my daily newspaper. I also gradually began to realise that the whole experience was less **satisfying**, and that I didn't retain
15 as much of what I read. There was simply too much choice on all the Internet news sources. I was reading more stories, but they were often not the most important ones.

Less than a year later, I came to the conclusion that what I needed was not the freedom to decide for myself what I *wanted* to read, but outside direction towards what I *should* read. In other words, I needed a good editor, and in the end I got one by going back to buying newspapers.

1 Match these words and phrases from the text with their meanings.

WORDS FROM THE TEXT	MEANINGS
1 media g اعلام	a show that something is true
2 confirm a يؤكد	b subject
3 source f مصدر	c not including
4 topic b موضوع	d providing what you want or need
5 apart from c باستثناء	e advantage
6 benefit e ميزة	f where something comes from
7 satisfying d مرضي	g ways of communicating, e.g. TV, magazines

2 Now use the words above to complete these sentences.

- Students usually use the Internet as a **source** of information when writing essays.
- I enjoy fast food, but I find a good meal of home-cooked food more **satisfying**.
- She has worked for magazines, radio stations and other **media**.
- Can you write me a letter to **confirm** what you said on the phone?
- Everything is ready **apart from** the food, which I haven't cooked yet.
- The books in the library are arranged according to **topic**.
- The main **benefit** of getting news online is that it's free.

3 Complete the notes with words from the text.

Advantages of online news

- cost (online news sites are **free**)
- more **choice** (information on many topics)
- **freedom** (you can explore the website)
- additional **audio** and **video** (newspapers can't provide this)
- stories not as **long** as in newspapers (less time to read)

Advantages of newspapers

- can waste less **time**
- you **retain** more of what you have read
- editor gives **direction** to more important news
- generally, a more **satisfying** experience

4 Discuss the questions below in pairs or small groups.

- ▶ Where do you get most of your news from? What are the advantages of this news source for you?
- ▶ Do you think it's important to know what's happening in the world? Why? / Why not?

1 Look at the examples of first and second sentences from news stories. Then complete the grammar rules.

Examples

(1) *Tim Northwood has reacted furiously to press comments about his team.* (2) *He said yesterday that his critics didn't know what they were talking about.*

(1) *A giant dinosaur has been found.* (2) *Scientists discovered the first bones five years ago in Argentina.*

Complete the grammar rules

- Sentence 1 from each article uses the **present perfect** tense to talk about the event, not when it happened.
- The **passive** form of the verb is used to talk about an action, not who did it.
- Sentence 2 from each article uses the **past** to give more exact information, like when or where something happened.

2 In these first sentences, put the verb in brackets in the present perfect tense (active or passive).

1 A man (discover) a box of gold coins in his back garden.

has discovered

فاعل فعل مفعول به

2 A woman in Japan (become) the country's oldest graduate.

has become

الفعل become لا يأخذ مفعول به (فعل لازم)

3 An unknown man (find) wandering in the street.

has been found

4 Frank Thompson (fail) to become world heavyweight boxing champion.

has failed

الفعل fail لا يأخذ مفعول به لانه فعل لازم

5 Three people (hurt) in a car crash.

have been hurt

يوجد حرف جر بعد الفعل اذن الاسم الاول مفعول به

6 A young girl (rescue) from a fast-running river.

has been rescued

يوجد حرف جر بعد الفعل اذن الاسم الاول مفعول به

3 Now add these second sentences to the correct sentence above, putting the verbs in the past simple tense.

Police (say) last night that he (not know) his name or where he (live).

She was walking home from school when she (fall) into the water.

He (lose) his match against Emilio Sanchez in Miami last night.

The accident (happen) on the M23 motorway in heavy rain.

92-year-old Mrs Naoko Fukushima (pass) her final exams yesterday.

He (make) the discovery last week while he was planting vegetables.

4 In pairs, ask and answer questions, following the example below.

- 1 A (You / hear) their latest CD? **Have you heard**
 B Yes (I / download) it from the website. **I downloaded**
- 2 A (You / watch) any matches this season? **Have you watched**
 B Not at the stadium, but (I / see) one on TV last week. **I saw**
- 3 A (You / see) that film that's on at the cinema this week? **Have you seen**
 B (I / want) ^{ed} to go last night but (I / ^{had} have to) work late.
- 4 A (You / visit) Cairo? **Have you visited**
 B Yes, (I / go) ^{went} there last year to stay with my cousin.
- 5 A (You / read) his latest book? **Have you read**
 B (I / start) ^{ed} it but (I / ^{did} not like) it, so (I / ^a give up).
- 6 A (You / try) learning a musical instrument? **Have you tried**
 B (I / ^{had} have) piano lessons when (I / ^{was} be) younger, but (it / ^{was} be) too hard.



Have you tried Mexican food?

Yes, I had it when I was in New York last year.



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

Examples

Everyone **knows** these things take time.

➔ These things **are known to take** time.

People **say** the dinosaur is bigger than any ever found before.

➔ The dinosaur **is said to be** bigger than any ever found before.

Scientists **think** it is over 70 million years old.

➔ It **is thought to be** over 70 million years old.

Complete the grammar rule

The reporting passive:

We use this special passive form when we don't know for sure that the information is correct. It is made by using the verb **to be** _____, the past **participle** of certain verbs (e.g. say, think) and the _____ (with to).
infinitive

2 Rewrite the sentences, using the underlined verb in the reporting passive form and the other verb in the infinitive form.

- 1 People say the new lecturer comes from China.
The new lecturer **is said to come from China.**
- 2 Biologists know that bears eat fruit when they are hungry.
Bears **are known to eat fruit when they are hungry**
- 3 Doctors consider that smoking is the main cause of early death.
Smoking **is considered to be the main cause of early death.**
- 4 People think large companies are responsible for most pollution.
Large companies **are thought to be responsible for most ...**
- 5 Those who have seen it report that the giant fish has large teeth.
The giant fish is reported to have large teeth.
- 6 Experts believe that human actions cause climate change.
Human actions are believed to cause climate change.

3 Discuss what would be the best subject for these sentences.

- 1 Climate change / Global warming is often said to be the most serious problem facing us today.
- 2 The Nile is known to be the longest river in Africa.
- 3 Bill Gates is reported to be the richest man in the world.
- 4 Human actions / People / Burning fossil fuels is/are believed to be the main cause of climate change.
- 5 _____ is thought to be the most popular TV programme in Palestine.

4 Look at the examples. Then complete the rule.

Examples

He insists that he has a **long-term** plan and results will improve soon.

They say a **full-size** dinosaur would be even bigger than this one.

Articles in newspapers are too long to fit in with their **high-speed** lives.

Complete the rule

Adjectives like this are made by joining an **adjective** (e.g. *long, full, high*) and a **noun** (e.g. *term, size, speed*) using a hyphen (-).

5 Make similar adjectives by joining a word from the left with one from the right. Then use these words to complete the sentences below.

- 1 We can't afford a new car so we'll have to get another second-hand one.
- 2 The increase in low-cost airlines has made flying a lot cheaper.
- 3 Being a doctor in a hospital emergency department is a stressful, high-pressure job.
- 4 You can save a lot of money by looking for half-price offers in shops.
- 5 It's very tiring having a full-time job as well as looking after your family.
- 6 The marathon, a 26-mile road run, is the most famous long-distance race.

1	high	a	time
2	low	b	hand
3	full	c	distance
4	half	d	cost
5	second	e	price
6	long	f	pressure



- 1 Describe the picture.**
Say what you think has happened.



- 2** **Listen to the news story. Then discuss how correct your guess was.**

- 3** **Now listen to the story again sentence by sentence and answer the pairs of questions below.**

- 1 How did the couple feel?

They felt shocked. Their home had disappeared.

What had happened?

They were on holiday. They discovered a large hole.

- 2 Where were they when this happened?

He spoke to reporters.

What did they discover?

He said he couldn't believe his eyes.

- 3 Who did Mr Jefferson speak to last night?

He spoke to reporters.

What did he say?

He said he couldn't believe his eyes.

- 4 What was the probable cause of the hole?

The probable cause was an old mine.

When did the mine close?

The mine closed in 1972

- 5 What do experts say about holes like this?

They say holes like this are not unusual

What have they never seen before?

They have never seen one as big as this.

- 6 Why did Mr Jefferson say they were lucky?

He said they were lucky because they weren't at home.

What have they lost?

hey have lost everything except their holiday clothes.

- 4 Discuss the questions below.**

- 1 Do you believe something like this can really happen?
 2 Have you heard of any similar stories?

I'm sure this story is just made up. It sounds unbelievable.

I think I read about something similar happening in America last year.

1 Look at three different ways of joining pieces of information together. Then complete the table to match each way with the correct example.

Examples

He went in through the back door.

He locked it behind him.

A *He went in through the back door **and** locked it behind him.*

B *He went in through the back door, **locking** it behind him.*

C *He went in through the back door, **which** he locked behind him.*

We can join information into one sentence by	Example:
... using an <i>-ing</i> phrase	B
... using a relative pronoun	C
... using a conjunction (<i>and, but, because, etc</i>)	A

2 Join these pieces of information into one sentence using the ways above.

- 1** The town's museum has been destroyed by a fire.
The fire started during the night.

[relative pronoun]

The town's museum has been destroyed by a fire which started during the night.

- 2** He said he was sorry to leave the company.
He added that he had made some good friends there.

[-ing phrase]

He said that he was very sorry to leave the company, adding that he had made some good friends there.

- 3** The Minister has announced that universities will receive less government money in future.
He promised that students will not be harmed.

[conjunction]

The Minister has announced that universities will receive less government money in future, but he promised that students will not be harmed.

- 4** The food company Eatwell has made a £2 million loss this year.
It is one of the biggest companies in the country.

[relative clause]

The food company Eatwell has made a £2 million loss this year, which is one of the biggest in the company's history.

- 5** People in the street were surprised by a loud noise.
They ran away.

They thought it was someone firing a gun.

[conjunction + -ing phrase]

People in the street were surprised by a loud noise and / so they ran away, thinking that it was someone firing a gun.

- 6** Temperatures were very high in August.
They reached 38°C.
This is the highest August temperature since 1958.

[-ing phrase + relative clause]

Temperatures were very high in August, reaching 38°C, which is the highest temperature since 1958

3 Choose one of these headlines. Then write a short news story to follow it.

Mouse found in packet of frozen peas

~~A dead mouse has been found in a packet of frozen peas by a woman in North Carolina. Mrs Nora Morales took the packet out of her freezer one evening, intending to serve the peas with a meal she had made for her two children. When she opened the packet and started pouring them into the saucepan, she noticed something much bigger than a pea falling into the boiling water. 'It really made me jump,' said Mrs Morales. The food company have apologised to her but say that they can't explain how the mouse got into the packet. 'Our safety standards are very high,' said a spokesman, 'so this is a complete mystery.'~~

Add details:

- ▶ When did this happen?
- ▶ Who found it?
- ▶ What did he/she do? / How did he/she feel?
- ▶ What did he/she say to reporters?
- ▶ What did the food company say?

World's oldest marathon runner finally gives up

~~102-year-old Mueen Khan has finally given up running. He ran his last race in London at the weekend, 40 years after his first marathon. Mr Khan, whose family moved to London from his native Pakistan when he was ten, says he started running marathons in his sixties as a way of staying fit. Since then, he has done nearly 60, including races in New York and Paris, as well as doing the London Marathon every year. 'It's been getting harder over the last few years,' he told reporters. 'I think it's time to stop and find an easier activity, like looking after the garden.'~~

Add details:

- ▶ Where did he run his last marathon?
- ▶ Where does he come from?
- ▶ How many marathons has he run in his life?
- ▶ What reason did he give to reporters?
- ▶ What did he say he is going to do now?

In this Unit you have learnt about:

- ▶ the language of news headlines
- ▶ using words with similar meanings (synonyms)
- ▶ using the present perfect to talk about events, not when they happened (revision)
- ▶ using the passive to talk about actions, not who did them (revision)
- ▶ using the past simple to give exact information like *who*, *when* and *where* (revision)
- ▶ reporting passives (... *is said to be* ..., etc)
- ▶ adjective–noun combinations
- ▶ joining information into longer sentences

Reading and vocabulary

Poll shows over 75% support for monarchy

**NEW GIANT INSECT
FOUND IN CHINA**

1 Look at the headlines.

Then answer the questions below.

- 1 How would the headlines look if they were written as complete sentences?
- 2 What do you think the stories will be about?

2 Read the stories below. Then complete the tasks on page 123.

Over three quarters (¾) of people believe that Britain will still be a monarchy in 50 years' time, and only 9% think that it will become a republic, a new opinion poll has shown. This compares with
 5 a similar poll in 2011, which found that a quarter (¼) of people expected a republic to be established within 50 years.

'Obviously this is not the same as *wanting* a monarchy,' said the MP George Parry, who is
 10 a strong supporter of the monarchy, 'but other studies have demonstrated clearly that most people don't see any benefit in having a president as head of state instead of a king or queen.'



Buckingham Palace

A giant insect, which is said to be the largest water-living insect ever found, has been discovered in China. It is 8.3 inches (21 cm) wide across its wings. It
 5 is not thought to be a new species, but a previously unknown member of the existing *Megaloptera* family. Staying underwater for most of their lives and only living for a few days as adults, these insects are not
 10 well known.

Biologists have named about 2 million species of plants and animals, but it is believed that there are millions of others that may be discovered in future, and new species are being found all the time. Most of these are insects, which can live in a large number
 15 of different habitats. Some animals are only found to be new species when their genes are studied. This is because they have similarities to other species but are actually not related to them.



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

- | | | |
|---|--|---------------------|
| 1 | Democracy has only been <u>in existence</u> in this country for five years. | <u>established</u> |
| 2 | <u>Clearly</u> some people disagree, but I actually like spiders. | <u>obviously</u> |
| 3 | Our experience has <u>shown</u> that we were right to choose this option. | <u>demonstrated</u> |
| 4 | Having enough sleep before a test is a great <u>advantage</u> for students. | <u>benefit</u> |
| 5 | It's a strange animal that looks rather like a <u>huge</u> mouse. | <u>giant</u> |
| 6 | This book will teach you a lot of things you didn't know <u>before</u> . | <u>previously</u> |
| 7 | The two stories have some <u>things that make them seem almost the same</u> but they're actually very different. | <u>similarities</u> |

2 Answer the questions below.

- 1 What has gone down from 25% to 9% since 2011?
The percentage of people who expect a republic will be established in the United Kingdom within 50 years
- 2 Who is George Parry?
He's an MP
- 3 What is the new insect's habitat most of the time?
It stays underwater.
- 4 Why is so little known about this insect family?
Because they stay underwater
 and they only live for a few days as adults.
- 5 Why is it more common to find new species of insect than other animals?
Because insects can live in a large number of different habitats

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

- 1 9% of British people would prefer the country to be a republic.
 TRUE FALSE DOESN'T SAY
- 2 George Parry is strongly against the UK becoming a republic.
 TRUE FALSE DOESN'T SAY
- 3 The giant insect can be dangerous to humans.
 TRUE FALSE DOESN'T SAY
- 4 There could be as many undiscovered species as known ones.
 TRUE FALSE DOESN'T SAY
- 5 People sometimes think species are related to each other when they are actually completely different.
 TRUE FALSE DOESN'T SAY

Reading and vocabulary

1 In pairs or small groups, discuss the question below.

Which of these sentences is closest to your own opinion?

- A I think about the food I eat, where it comes from and whether it's healthy.
- B I don't usually choose. I eat what I'm given.
- C There's nothing complex about food. I just eat what I like.

2 Read the text. Then fill in the spaces with words from the box.

modified	disastrous	additives	threat	tale	financial
	approximately	concerns	options		

Global food: doing what we can

In reaction to the increasing industrialisation of food production, many people are beginning to think more carefully about the food they eat. Their (1) concerns fall into two areas.

Firstly, a lot of the food we buy is known to contain ingredients like fat, sugar and chemical

(2) additives that aren't good for our health. Secondly, there is a more global concern that

- 5 the way food arrives on our table is having a (3) disastrous impact on the environment.

So, what changes can be made to enable us to feel better about eating? For some, the solution is to stop eating meat. Red meat, they say, is bad for you, and it's said that (4) approximately 70–80% of agricultural crops are grown to feed animals instead of humans. One problem, though, is that many of the things people eat instead of meat need air transport, which harms the environment.

- 10 Other people, therefore, recommend eating only food that has been produced in the local area, which is obviously fresher, as well as being better for the environment. But what about the (5) financial impact this has on the economies of poor countries that have to export food? In a world where so many people face the (6) threat of starvation, isn't it a luxury for people in richer countries to worry about, for example, genetically (7) modified food?

- 15 The whole situation is complex, and there don't seem to be any easy (8) options or instant solutions. And even if we make changes to how we eat, can large numbers of people be persuaded to do the same? But this doesn't mean that we should just give up. There is an American Indian folk (9) tale that tells the story of a huge forest fire. All the animals ran away except one bird, which went to the river and carried away a small amount of water. When the others
20 asked what he was doing, the bird replied: 'I'm doing what I can.'

3 Look through the text on page 124 again. Underline all the other new words you learnt in Units 7–11. Then match them with their meanings below.

- 1 effect impact
- 2 quick, immediate instant
- 3 extra things (e.g. added to food) additives
- 4 not having enough to eat starvation
- 5 make it possible for enable
- 6 made to agree persuaded

4 Choose the best answer to the questions below. Circle A, B or C.

- 1 What does the text say about health worries?
 - A It is a bigger concern than the environment to most people.
 - B It is connected with what food contains nowadays.
 - C Companies have made people’s concerns into an industry.
- 2 Why does the text say some people stop eating meat?
 - A They would like more land to be used for producing food crops.
 - B They don’t agree with keeping animals as food for humans.
 - C They see it as a solution to both health and environmental concerns.
- 3 What is the problem with buying and eating only local food?
 - A It may harm the economies of some poorer countries.
 - B Some types of food have to be imported from other countries.
 - C Most people don’t want to stop eating luxury foods.
- 4 What is the lesson of the folk tale?
 - A In a crisis, it’s better to look after yourself.
 - B Even small changes can make a difference.
 - C People should act together to make things better.

5 Look at the example. Then complete the table.

Example
 This is a reaction to the increasing **industrialisation** of food production.

	ADJECTIVE	VERB	NOUN
1	industrial	industrialise	industrialisation
2	<u>standard</u>	standardise	<u>standardisation</u>
3	<u>global</u>	<u>globalise</u>	globalisation
4	general	<u>generalise</u>	<u>generalisation</u>
5	modern	<u>modernise</u>	<u>modernisation</u>

6 Now use words from the table to complete the sentences below.

- 1 Climate change has an impact on every country. It is a global problem.
- 2 The house is quite old and needs some modernisation.
- 3 My car is just the modernisation model without any added extras.
- 4 To say that Americans are loud is a huge generalisation.

Language

1 Complete the sentences with the correct tense of the verbs in brackets: future continuous (will be doing) or future perfect (will have done).

- If medical science continues to develop the way it is now, most illnesses will have disappeared before 2030. (disappear)
- This time next year she will be studying in another country. (study)
- In 20 years' time there will be one world economic system, and computers will be managing it. (manage)
- Don't call before 8.30. He won't have finished his breakfast. (not finish)
- Some people think within the next 50 years we will have found life on other planets, or even that people will be living on other planets. (find / live)

2 Discuss the question below in pairs or small groups.

- Imagine the world 50 years from now: what do you think or hope will be happening and what will probably have happened?

Most of the world's people will probably be living in huge cities.

I hope scientists will have solved the problem of climate change.

3 Complete the sentences with a preposition from the first column and the -ing form of a verb from the second column.

PREPOSITION	VERB
in	refuse
for (x2)	read
to	send
by	forget
	meet

- I'm looking forward to meeting your brother. He sounds nice.
- Most young people communicate by sending messages on their phones.
- I'm really sorry for forgetting your birthday last week.
- I don't understand his reason for refusing to do what we are asking.
- I'm interested in reading about how people lived in the past.

4 Add the information in brackets to the sentences, using commas and the correct relative pronoun (*who, which, where* or *whose*).

- 1 I live in the capital city. (*it* is in the south of the country)
I live in the capital city, which is in the south of the

- 2 He is talking to the office manager. (we met *her* last week)
He is talking to the office manager, who we met last

- 3 At school, he was a friend of Hazem. (*Hazem* later became a politician)
At school, he was a friend of Hazem, who later became

- 4 The whole family moved to Jordan. (they lived *there* for 15 years)
The whole family moved to Jordan, where they lived for 15 years.

- 5 The woman in the photo is Fatima. (*her* son went to school with me)
The woman in the photo is Fatima, whose son went to school with me

- 6 My friend recommended this restaurant. (*he* is a professional cook)
My friend, who is a professional cook, recommended this restaurant to me.

5 Complete the definitions below, using defining relative clauses. Leave out the relative pronoun where possible.

- 1 A pen is something we write with.
- 2 A biologist is someone who studies living things.
- 3 A bee is an insect which makes honey.
- 4 A folk tale is a story which is passed / which people pass from generation to generation.
- 5 Your homeland is the country where you were born.
- 6 A bed is something you sleep in.
- 7 A kitchen is the room you make meals in.
- 8 A dictionary is a book you look up words in.
- 9 A monarchy is a country which has a king or queen.

Language

1 Rewrite the sentences, using an *-ing* form to replace the underlined parts.

- 1 Because he is my friend, he always gives me good advice.
Being my friend, he always gives me good advice.

- 2 The detective picked up the knife and held it between two fingers.
The detective picked up the knife, holding it between two fingers.

- 3 While he was staying in Cairo, he met an old friend from his village.
While staying in Cairo, he met an old friend from his village.

- 4 I thought the email was for someone else, so I didn't open it.
Thinking the email was for someone else, I didn't open it.

- 5 I speak as a non-expert when I say I found the book hard to understand.
Speaking as a non-expert, I found the book hard to understand.

2 Put the verbs in brackets in the correct tense, active or passive.

- The country was a monarchy until 1972, when the king (send) was sent away and a republic (establish) was established.
- The man (find) was found wandering in the street last week. He still can't remember anything about himself because he (lose) has lost his memory.
- The building (repair) is being repaired at the moment and the owners don't think the work (finish) will be finished before next month.
- He (live) has lived most of his life in Paris, which he says is the most beautiful city he (ever see) has ever seen.
- Although it is not the official language, English (speak) is spoken by many Indians because it (enable) enables people from different areas to communicate.
- The journey to work (not take) does not take as long since the road (widen) has been widened.

3 Look at the example. Then complete the passive sentences below, using the verbs in brackets.

Example

Even if we make changes, **can** large numbers of people **be persuaded** to do the same?

- The good thing about this TV is that it can be watched anywhere in the house. (can / watch)
- I'm not sure there's enough time, so the work might not be finished before Monday. (might not / finish)
- The label says 'Cool Wash Only' so it shouldn't be washed in hot water. (shouldn't / wash)
- They've promised that the building work on my house will be finished next week. (will / finish)
- This medicine could be dangerous. It mustn't be taken more than twice a day. (mustn't / take)
- Also, it must be kept in a place where children can't reach it. (must / keep)

4 Look at the examples. Then rewrite the sentences below using the 'reporting passive' form of the verbs.

Examples

It is not thought to be a new species.

A lot of the food we buy is known to contain ingredients like fat and sugar.

- People say the football team's star player earns £25,000 per week.
The football star is said to earn £25,000 a week.
- Newspapers report that the manager is furious about the team's results.
The manager is reported to be furious about the team's results.
- Scientists believe the new species is the largest insect ever found.
The new species is believed to be the largest insect ever found.
- Everyone knows the planet's climate is changing.
The planet's climate is known to be changing

Writing

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

- ▶ Which countries produce tea as a crop?
- ▶ Which countries drink the most tea?
- ▶ How often do you, and other members of your family, drink tea?



2 Complete the description of the process by writing full sentences. You will need to add some words and change the verbs to the correct forms (e.g. active or passive, infinitive or *-ing* form).

Growing and producing tea

There are three main types of tea, all from the same plant: green, black and white. Different ways of (produce) tea give / leaves different flavours.

Different ways of producing tea give the leaves different flavours.

Black tea / (be) / most popular type / many countries.

Black tea is the most popular type in many

Tea / usually (grow) / warm wet places.

Tea is usually grown in warm wet places

Normally, leaves (harvest) twice / year.

Leaves are normally harvested twice a year

After leaves (pick), they (carry) to / factory near / field.

After picking, the leaves are carried to a factory near the field.

Here they (spread) out (dry).

Here they are spread out to dry.

This also (enable) air (change) colour and taste.

This also enables the air to change their colour and taste.

Workers (move) / leaves around until / colour (change) / brown / black.

Workers move the leaves around until the colour changes from brown to

Finally, / (dry) completely (use) hot air.

Finally, they are completely dried using hot air.

Leaves (divide) according / size, then (export) around / world.

Leaves are divided according to size, then exported around the world

Leaves (mix) / experts (produce) / tea / (prefer) / most people.

Leaves are mixed by experts to produce the tea that is preferred by most

3 Read the recipe for Arabic coffee. Then complete the letter below.

COFFEE & DRINKS

How to make Arabic coffee

- 1 Put 1½ small cups water per person in small pot. Boil.
- 2 Add 1 large spoon coffee per person. Stir.
- 3 Add sugar if wanted (many don't).
- 4 Take coffee off heat and leave (a few minutes).
- 5 While waiting, take seeds from cardamom.
- 6 Put pan back. Add cardamom seeds.
- 7 Boil again (about 5 minutes).
- 8 Pour into small cups. Serve. Enjoy!



Dear Chris

You wanted me to tell you how to make Arabic coffee. Well, this is how my mother makes it. First, you

~~put one and a half small cups of water for each person in a small pot and boil it. When it's boiling, add a large spoonful of coffee per person and stir it. You can add sugar if you like, but many people don't – it's up to you. Take it off the heat and leave it for a few minutes. While you're waiting, take the seeds out of a cardamom, then put the pot back on the heat and add the seeds. It will be ready after about five more minutes. Serve it in small cups. I hope you enjoy it!~~

Write back and tell me how you liked it.

Best wishes

Faisal

Writing

1 Rewrite the news story below. Join each grouping into a single sentence using [A] conjunctions (and, but, because, etc), [B] relative clauses or [C] -ing phrases. One has been done for you.

The Italian football manager spoke to the press yesterday. [C]
 He defended his star player, Marcelo Fontini.
 He said the player's actions were 'not too bad'. [A]
 Last Saturday night Fontini was picked up by police from a party.
 He was enjoying himself with friends at the party. [B]
 He was later allowed to go home. [A]
 Other people were at the same party. [B]
 These people said there was a fight between Fontini and another man.
 They insisted the other man started the fight. [A]
 The player has been in trouble before.
 He is one of the highest paid footballers in the world. [B]
 The Italian manager said the story wasn't important.
 He added that he intended to include Fontini in the team to play Argentina. [C]
 He is the best player in the country. [A]

Speaking to the press yesterday, the Italian football manager Marcelo Fontini defended his star player's actions and said they were 'not too bad'.

~~Last Saturday night Fontini was picked up by the police from a party where he was enjoying himself with friends, but he was later allowed to go home. 2 Other people who were at the same party said that there was a fight between Fontini and another man, who they insisted had started the fight. 3 The player, who is one of the highest paid footballers in the world, has been in trouble before. 4 The Italian manager said that the story wasn't important, adding that he intended to include Fontini in the team to play Argentina and that he is the best player in the country.~~

2 Discuss the questions below with a partner.

- ▶ Do you think the manager was right to keep Fontini in the team?
- ▶ What do you think about the way rich footballers sometimes behave?

3 With your partner, add two different comments to the news website below. Write a sentence giving your opinion and another giving a reason.

1 Comment

ahmad32@newstalk.com

I don't understand why everyone is so surprised by what people like Fontini do. What do we expect when young men are paid so much money?

Add a Comment

Hi student@palestine
(Sign out)

Type your comment here

Add a Comment

Hi student@palestine
(Sign out)

Type your comment here

Wordlist

Note: the words from each unit are in alphabetical order, not the order that they appear in the unit.

Unit 1

adapt (verb)
attention (noun)
aural (adjective)
detail(s) (noun)
label (verb)
method (noun)
physical (adjective)
retain (verb)
social (adjective)
solitary (adjective)
tend to (verb)
tip (noun = piece of advice)
visual (adjective)

Unit 2

apply (verb)
assumption (noun)
challenge (noun)
compulsory (adjective)
conclusion (noun)
connection (noun)
divide (verb)
encourage (verb)
evidence (noun)
face (verb)
invest in (verb)
solution (noun)
stress (verb = emphasise)
survey (noun)
system (noun)
wage (noun)

Unit 3

ambitious (adjective)
attitude (noun)
blunt (adjective)
extend (verb)
gradual (adjective)
income (noun, uncountable)
insurance / insurance policy (noun)
inward / outward (adverbs)
luxury (noun, countable)

pass (laws) (verb)
portable (adjective)
press (noun = newspapers)
professional (noun or adjective)
regulations (noun)
restrict (verb)
take responsibility (verb phrase)

Unit 4

crew (noun)
demand (countable noun)
demanding (adjective)
due to (= because of)
expenses (noun)
fare (noun)
harm (verb)
interact (verb)
impact (noun)
lecture (verb)
monument (noun)
pick up (= learn without studying) (verb)
previous (adjective)
records (noun)
sightseeing (noun)
temporarily (adverb)
unique (adjective)

Unit 5

access (noun)
achievement (noun)
amusing (adjective)
concrete (noun)
countryside (noun)
irreversible (adjective)
occupation (noun)
ownership (noun)
praise (verb)
pull up / pull down (verb)
preserve (verb)
review (noun)
state (verb)
take for granted (verb phrase)
take place (verb)
take up (verb)
touch (= affect your feelings) (verb)
wander (verb)

Unit 7

additives (noun)
 concerns (noun)
 disastrous (adjective)
 flavours (noun)
 fresh (adjective)
 genes (noun)
 global (adjective)
 homemade (adjective)
 ingredients (noun)
 pests (noun)
 reaction (noun)
 resist (verb)
 seeds (noun)
 standard (adjective)
 starvation (noun)

Unit 8

according to (preposition phrase)
 biologist (noun)
 complex (adjective)
 enable (verb)
 extinction (noun)
 giant (adjective)
 habitat (noun)
 headline (noun)
 obviously (adverb)
 opinion (noun)
 poison (noun)
 pretend (verb)
 publicity (noun)
 random (adjective)
 struggle (verb)
 threat (noun)
 vital (adjective)

Unit 9

character (noun)
 couple (noun)
 definition (noun)
 tale (fairy/folk tale) (noun)
 feature (verb)
 hero (noun)
 imaginary (adjective)
 lay (verb)
 persuade (verb)

refuse (verb)
 similarity (noun)
 society (noun)
 summary (noun)
 tie (verb)
 type (noun)

Unit 10

approximately (adverb)
 candidate (noun)
 crisis (noun)
 election (noun)
 established (adjective)
 fiction (noun)
 financial (adjective)
 fine (noun)
 monarchy / monarch (nouns)
 official (adjective)
 option (noun)
 parliament (noun) / parliamentary (adjective)
 politician (noun)
 poll (noun)
 process (noun)
 republic (noun)
 stage (noun)
 vote (verb)

Unit 11

amount (noun)
 announce (verb)
 apart from (preposition phrase)
 believe (verb)
 benefit (noun)
 calculate (verb)
 confirm (verb)
 criticise (verb)
 criticism (noun)
 demonstrate (verb)
 furious (adjective)
 insist (verb)
 instant (adjective)
 media (noun)
 satisfying (adjective)
 source (noun)
 topic (noun)

Grammar reference

Unit 1

both, either and neither

- 1 We use *both ... and ...* to talk about two true facts or ideas.
- 2 We use *either ... or ...* to talk about two possible ideas or choices.
- 3 We use *neither ... nor ...* to talk about two negative or impossible ideas or choices.
- 4 The word or phrase that follows *both / either / neither* must be similar to the word or phrase that follows *and* (noun phrase, adverb phrase, infinitive verb form, etc).
It's impossible to be both [a social learner] and [a solitary learner].
You may work best either [on your own] or [with others].
We can either [leave now] or [wait till later].
Individual learning styles are neither [simple] nor [fixed].

Unit 2

hope and wish

- 1 We use *hope* + the infinitive form of the verb to talk about aims or ambitions.
- 2 We use *hope* + subject + verb to say what we want to happen (or not happen) in the future.
- 3 The verb after *hope* can be in a future form (*will, won't, going to*) or the present simple tense.
Education Ministers are hoping to improve their school systems.
I hope it won't happen.
Let's hope he gets the grades he needs.
- 4 We use *wish* + the past simple tense to say what we want to change about a present situation.
- 5 The past form of *can* is *could*.
- 6 After *wish*, the verb *to be* can be either *was* or *were*.
I wish our school had better equipment.
The head teacher wishes the school could buy more computers.
I wish I wasn't/weren't so bad at maths.

Conditional sentences without if

- 1 *As long as, provided (that)* and *unless* are all conjunctions: they join two sentences into one longer sentence.
- 2 *As long as* and *provided (that)* have similar meanings ('but only if ...'), although *provided that* is slightly more formal than *as long as*.

- 3 *Unless* means 'if ... not'.
Some lessons can be learnt as long as we remember that it isn't a simple solution to all problems.
University courses are available for most students provided (that) they get the right exam results.
School is compulsory unless parents get permission to teach their child at home.
As long as / Provided you read the instructions, it's easy to do.

Unit 3

Expressing obligation

- 1 We use *have to* or *must* to say that there is an obligation to do something.
- 2 We use *don't/didn't have/need to* to say that there is no obligation to do something.
- 3 We use *not be allowed to* or *mustn't* to say that there is an obligation not to do something.
- 4 When expressing obligation, the past form of both *must* and *have to* is *had to*.
In my country, all drivers have to wear seat belts.
You must be here by 8.00 or we'll go without you.
After 1983, cyclists had to wear helmets.
The teacher said we had to be there at 8.00.
You don't have/need to do this if you don't want to.
When cars were first invented, you didn't have/need to get a licence to drive them.
Children are not allowed to play near the river.
When I was young, I wasn't allowed to play in the street.
You mustn't leave that where children can reach it.

Unit 4

prefer and would rather

- 1 When talking about preferences (liking one thing better than another), we can use *prefer* + a noun or the *-ing* form of a verb, or *would rather* + the infinitive form of the verb (without *to*).
- 2 We usually use *prefer* for more general statements about habits and *would rather* for more specific likes and dislikes.
- 3 After *prefer*, we put the word *to* between the two choices.
- 4 After *would rather*, we put the word *than* between the two choices.
Many tourists today prefer culture to beach holidays.
They prefer studying to sightseeing.

I'd rather travel by train than fly.
My friends would rather stay at home than go out.

Unit 5

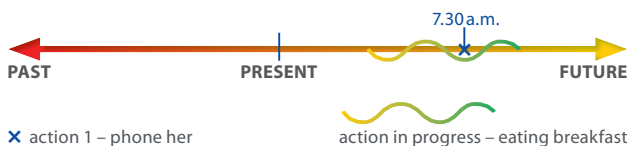
Making suggestions

- In more informal or conversational situations, we make suggestions using *Shall I/we ...?*, *Why don't you ...?* or *Why not ...?*
- All three of these structures are followed by the infinitive without *to*.
Shall we have a rest?
Why don't you join a walking club?
Why not try walking to stay healthy?
- In more formal situations we can use the verbs *suggest* or *recommend*.
- These verbs are followed by the *-ing* form of the verb when the suggestion includes the speaker, and an object + infinitive without *to* when the speaker is not included.
I suggest/recommend going for a walk.
I suggest/recommend you read this book.
- We can use *had better (not)* + the infinitive without *to* to express strong advice or warnings.
 - It is usual to use the contracted form (*'d better*) instead of the full form.
It's going to rain. You'd better take an umbrella.
It's getting late. We'd better hurry.
You'd better not forget to phone him or he'll be angry.

Unit 7

Future continuous tense

- We use *will be + the -ing* form to make the future continuous tense. We use this tense to talk about **actions that will be in progress at a certain point in the future.**
- The future point in time can be expressed using phrases like *in two minutes' / days' / years' time*.
- In these phrases, we put an apostrophe after the time words.
In twenty years' time, they say, we will all be eating GM food.
If you phone at 7.30 tomorrow, she'll be eating breakfast.



Future perfect tense

- We use *will have + the past participle* to make the future perfect tense. This tense is used to talk about **actions or periods that will be completed before a certain time in the future.**
- The time phrase can come either before or after the main clause.
- We use the preposition *by* with definite times, meaning 'at or before this time'.
By next year our restaurant will have been in business for twenty years.



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



Unit 8

Phrases with *-ing* forms

We use the *-ing* form of verbs after time words or after prepositions.

Many animals are threatened with extinction after losing their natural habitat.
I found her note while looking for something else.

Opossums can protect themselves by using a special protein.

A microscope is used for looking at very small things.

Other uses of *-ing* forms

We use the *-ing* form of verbs at the beginning of sentences to give the reason for something or to express meanings like 'this is my attitude', 'how I see the subject'.

Being fish, mudskippers use gills to breath. (= because they are fish)

Feeling tired, I went to bed early. (= because I was tired)

Speaking as a professional biologist, I think we can't preserve every species.

Unit 9

Relative clauses (general)

- We add relative clauses to sentences using the relative pronouns *who*, *which*, *that*, *whose* and *where*.

- The relative clause should follow the pronoun it describes.
- There are two types of relative clause, called defining and non-defining (see below).

Defining relative clauses

- We use defining relative clauses to make it clear which one(s) we mean.
- We do not use commas to separate the information in the relative clauses.
- When the pronouns *who*, *which* and *that* refer to the subject, we need to include them.
- When the pronouns *who*, *which* and *that* refer to the object, we don't need to include them.

Fairy stories often feature animals which/that talk.
Jack is a young boy who/that lives with his mother.
That's the woman who/that phoned me.
This is the book (which/that) I borrowed.
I apologised to the man whose foot I'd stepped on.
This is the house where I grew up.

Non-defining relative clauses

- We use non-defining relative clauses to add extra information to a sentence.
- We use commas to separate the information in the relative clauses.
- We can add the relative clause at the end of the sentence or inside the sentence.
Jack picks up the chicken, which makes a noise.
He has two strong sons, who live with him.
Anansi, who is a clever spider, is the hero of the tale.
He returned to his home, where he lived happily for the rest of his life.
The hero, whose son lives in another country, goes on a journey.

Unit 10

Passive sentences

- We use the passive form when the actions themselves are more important than the people who did them.
- The subjects of passive verbs are not the people who did the action.
- We make the passive form using the verb *be* (in any tense) + the past participle of the main verb.
The UK has a parliament, where laws are made.
Some steps are being taken.
The UK has been described as 'four countries within a country'.
This limitation was removed in 2008.

Passive forms without tenses

- We can use passive forms with modal verbs like *should*, *can*, *might*, etc.
The voting age should be lowered.
The app can be downloaded onto a phone.
- Passive forms without tenses can also be used after certain verbs like *want* or *hope*.**
 After these verbs, we use the infinitive form of *be* (with *to*).
If young people want to be heard, they have to vote.
He hopes to be chosen as the next M.P. for the town.

Unit 11

Past simple and present perfect tenses

- We often use the **present perfect tense in stories to introduce a topic** by talking about an event in general, not when it happened.
- After the first sentence, we use the past simple tense to give more exact information, like when or where the happened.**
Tim Northwood has reacted furiously to press comments about his team. He said yesterday that his critics didn't know what they were talking about. A giant dinosaur has been found. Scientists discovered the first bones five years ago in Argentina.

Special passive forms

- We use a **special 'reporting passive'** form when we don't know for sure that the information is correct or we want to make it clear that the information is not our own opinion.
- We make this form by using the verb *be*, the past participle of certain verbs like *say* or *think* and the infinitive form of the main verb (with *to*).**

Everyone knows these things take time.



These things are known to take time.

People say the dinosaur is bigger than any ever found before.



The dinosaur is said to be bigger than any ever found before.

Scientists think it is over 70 million years old.



It is thought to be over 70 million years old.

Writing samples

CVs

When applying for a job or course, you are often asked to send your CV (*curriculum vitae*), which should contain all the necessary information about yourself.

- There are different ways of arranging it, but the layout below is standard.
- Two pages is often recommended as the maximum length.
- Check carefully to make sure there are no mistakes.

Part 1

Basic information (e.g. name, date of birth, contact details)

Part 2

Personal statement (sometimes appears at the end, or is sent separately)

Part 3

Education and qualifications (in reverse order)

Part 4

Work experience, including part-time jobs (don't leave any gaps)

Part 5

Other skills (IT skills, personal qualities, e.g. leadership, teamwork)

Part 6

Contact details of two referees

Covering letters

We often include a short covering letter when we send something else, like a CV or an application form.

Dear Sir / Madam

I enclose my application form for the post of _____.

If there is any further information you need, please contact me.

I look forward to hearing from you.

Yours faithfully

Ahmad Baroud

Mr Ahmad Baroud

Summarizing information from graphs and charts

The tables below can be used to make sentences describing changes over a particular time period.

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

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

Below is a sample summary.

In 2001, the gap between literacy rates for men and women was quite wide. Men's literacy was 95.3%, while women's was 84.7%.

After that, the literacy rate for men increased steadily every year. However, over the same period, the rate for women rose more quickly. By 2013, the rate for men was 98.4%, compared with 94.1% for women.

This means that, despite the progress in women's literacy rates, there is still a difference of just over 4% in favour of men. However, if literacy continues to rise, it is expected that all men and women will be able to read and write before 2020.

Describing processes

- We often use passive verb forms when describing processes.
- We use marker words and phrases to make the stages of the process clear (see highlighted parts in the sample below).

First, the government suggests an idea for a new law. If the suggestion has enough support from MPs, it may become part of the government's programme. **At this stage**, it is called a Bill.

Next, the Bill is introduced to the House of Commons. **This is followed by** a Second Reading, when the Bill is discussed, **then** a Third Reading, **when** MPs can vote on whether it should be made into law.

The Bill is **then** passed to the upper house, called the House of Lords, for more discussion.

Finally, it is sent to the monarch, who gives it her or his agreement. When it has this agreement, it becomes a law.

Instructions

- We often write instructions in numbered stages, using simple imperative verb forms (similar to orders, e.g. *do this, then do this*).
- We use time words to make the order of the steps clear (see highlighted words in the sample below).

The recipe below is an example of written instructions.

First, make the pastry for the base. Mix the flour and salt together in a large bowl. **Then** add the butter and rub it between your fingers into very small pieces. **Finally**, add the egg yolk and stir quickly. Put it in the fridge for about half an hour. **Meanwhile**, heat the oven to 250°C.

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

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

Joining information in sentences

There are three basic ways of joining simple sentences into longer ones, as shown in the examples below.

He went in through the back door. He locked it behind him.

- A** Using a conjunction (*and, but, because, etc*), e.g. *He went in through the back door and locked it behind him.*
- B** Using an *-ing* phrase, e.g. *He went in through the back door, locking it behind him.*
- C** Using a relative pronoun, e.g. *He went in through the back door, which he locked behind him.*

Introductory words and phrases to show attitude

The table below shows some of the most common words and phrases for showing your attitude to the point that follows.

ATTITUDE	WORD OR PHRASE
You may not like this but it's what I really think.	<u>To be honest</u> , I think you're completely wrong.
I know this isn't always true but ...	<u>Generally speaking</u> , most people like animals.
This is clear, everyone agrees.	<u>Obviously</u> we can't preserve every species. <u>Of course</u> not everyone is the same.
This is just what I think.	<u>In my opinion</u> , it's wrong. <u>Personally</u> , I'm sure this is the best solution.

Unit 4, Period 5, Activity 4

GENERAL VISITOR (VAF1A OCTOBER 2013)

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

READ THIS FIRST

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

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

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

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

Tourist Visit friend(s) Other (please specify)

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

6 months 1 year 2 years 5 years 10 years

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

How long do you intend to stay in the UK?

Travel Dates

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

D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

On which date will you leave the UK?

D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

Part 1 About You

1.1 Given name(s) (as shown in your passport)

1.2 Family name (as shown in your passport)

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

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

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

Single Married Divorced Separated Widowed

1.6 Date of Birth

D	D	M	M	Y	Y	Y	Y
---	---	---	---	---	---	---	---

1.7 Place of Birth

1.8 Country of birth

1.9 Nationality

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

Yes No If 'Yes' please provide details

المكتبة الفلسطينية
الشاملة للمعلم والطالبة
تحضير دروس - اختبارات - أوراق عمل



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