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المملكة العربية السعودية
Kingdom of Saudi Arabia

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2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA



وزارة التعليم
Ministry of Education

Student's Book
كتاب الطالب



Flying High

REVISED
EDITION

for Saudi Arabia

David Spencer

5

Secondary Stage
Credits System
Specialized Program
Level Five

المرحلة الثانوية
نظام المقررات
البرنامج التخصصي
المستوى الخامس

The Semester System
Specialized Pathways
English Language 5

النظام الفصلي
المسارات التخصصية
اللغة الإنجليزية ٥

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The mystery of Victor Emmanuel II
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Shop until you drop

Scent marketing
Formal letter of complaint

Indeterminate pronouns: *some-, any-, no-, every-*
So and *such*
Pronunciation: *So* and *such*
I wish and *If only*

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Listening	Writing	Speaking	IELTS Exam success/Study skills
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Shopping conversations Customer complaints	Linkers – formal A formal letter of complaint	Shopping habits Wishes and regrets At a clothes shop: buying, problems and solutions	Exams: Doing well Study: Reflection and forward planning Writing: Improving your writing Speaking: Oral exams

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1 Learning for life

- Grammar** ▶ Modal verbs of obligation, prohibition, advice and permission
▶ First and second conditional
- Vocabulary** ▶ School and university subjects ▶ Words connected with school and university
▶ Noun suffixes *-ist, -er, -or, -ian, -ee*
- Speaking** ▶ Describing photos 1
- Writing** ▶ A formal letter applying for a scholarship

Lesson Link



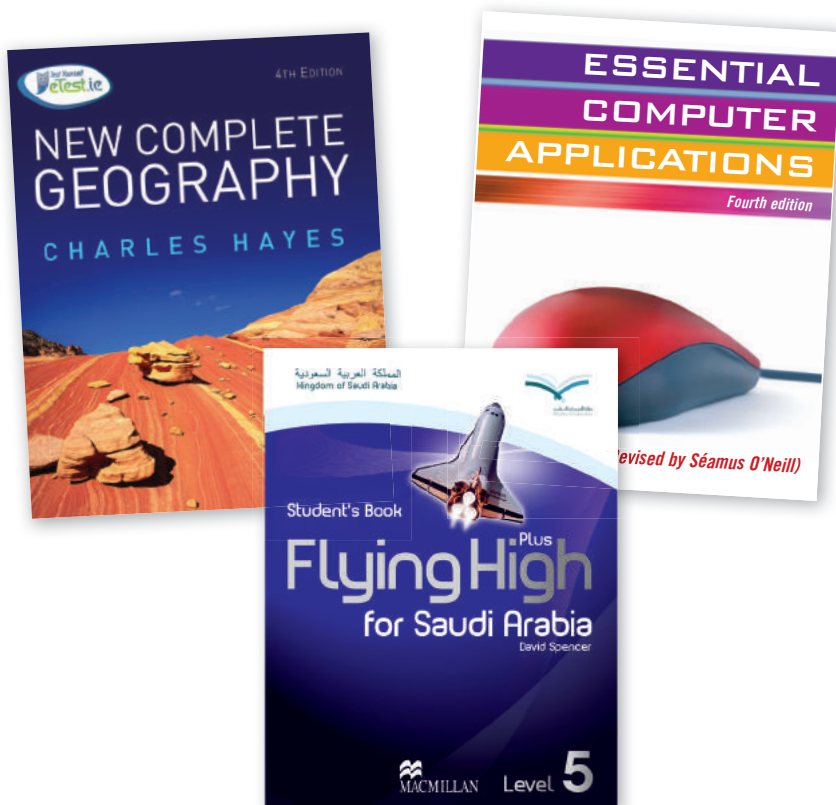
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▶ Vocabulary

School and university subjects

1 Work with a partner. How many of these subjects do you know? Match the subjects with the book covers.

biology business studies chemistry engineering English
geography history information and communication technology (ICT)
law literature maths media studies medicine
physical education (PE) physics psychology Arabic



2 When do you usually study these subjects for the first time – at nursery school (3–4 years old), primary school (5–10), secondary school (11–18) or at university (18+)? Complete the table.

Nursery	Primary	Secondary	University
<i>Arabic</i>	<i>English</i>	<i>biology</i>	<i>business studies</i>

3 **LISTENING** ▶ **2** Listen to four teachers giving instructions and asking questions. What subject is each one teaching?

- 1 3
- 2 4

4 **SPEAKING** Find out your partner's opinion of the different subjects. Do they like studying the subjects? Would they like to study them one day?

Do you like studying physics?

No, I don't like physics much. I prefer biology.

Words connected with school and university

mark/grade essay about the establishment of Saudi Arabia in 1932 fail pass certificate coursework cheat terms timetable resit it

5 Complete the sentences with these words.

- Last week in history I wrote an
- 9 out of 10 is a really good
- I didn't do the exam very well so next week I'm going to
- I don't know what lesson we have now because I didn't bring my
- Usually you need to get more than 50% in an exam to
- When you don't get more than 50% in an exam you usually
- Usually the school year is divided into three
- When I finished my language course, they gave me a
- The teachers watch us during our exams so that we can't
- The teachers evaluate us by looking at our exams and the work we do all year, our

6a **SPEAKING** Work with a partner. Ask and answer the questions. Make a note of your partner's answers.

- What is your school timetable for Wednesday? Do you like it?
- Which is your favourite term and why?
- What's your best mark in an exam this year?
- Did you have to resit any exams last year? Which one(s)?
- Have you got any certificates? What are they for?
- What was the last essay that you wrote?

6b Report back to the class with information about your partner.

What is Fouad's timetable for Wednesday?

His first lesson is maths, then he has ...

1 You have two minutes to write down any words you associate with university. Compare your words with the rest of the class. Explain your choices if necessary.

2 Work with a partner. Discuss these questions.

- 1 Do you want to go to university when you finish school? Why/Why not?
- 2 What do you think are the biggest differences between studying at school and university?

Carol writes: I've heard that studying at uni is very different from studying at school? Is that true? And if so in what way or ways?

Answered by Mandy 7 hours ago: Hi Carol. For a start, it maybe depends a little bit on what subject you're studying. But basically I'd agree that it is quite different. At school, your teachers are usually guiding you and checking what you're doing all the time. At university, you have to organize yourself much more. Of course, you'll have lectures and tutorials, but you don't have to attend as many classes as at school. That means you have more freedom, but you had better plan ahead and organize your time well for reading and assignments or you can suddenly find yourself in real trouble. Don't panic though. Apart from your professors, tutors and lecturers, most universities have specialists (in our uni, librarians) who can help and offer advice about making the best use of your time.

Mark writes: How difficult is it to cope with all the day to day things like shopping, cooking or washing your clothes when you have to study hard too?

Answered by Jim 2 days ago: Good point, Mark! One of the biggest differences about life at university and being at school is that when you live away from home you suddenly have to do all those everyday jobs that many of us don't have to do when we live at home with our parents. My advice is simple. First you should check your teaching timetable to find out the times of your lectures, tutorials, etc. Then you ought to choose the best day and time to do chores and try to keep to that schedule. When you plan ahead, you can always find time for everything, even your dirty socks!

3 You have three minutes to read the text and answer these questions.

- 1 What type of people do you think are asking the questions?
- 2 What type of people do you think are answering the questions?
- 3 Where do you think this text is from, and what do you think the purpose is?

Robert writes: Is it difficult to make friends in the first few weeks of university?

Answered by Richard 12 hours ago: Although you're going to be busy in the first few weeks, you must find time to get out and meet people. The good news is that everyone is in the same position as you. In the first week, you can see all the different clubs and societies that your university has to offer, and when you join one you're bound to meet other people with similar interests. In general, in my opinion, extra-curricular activities are a really important part of life at university. You can't study 24 hours a day. Anyway, I reckon most employers will want their employees to have interests outside their studies too, and that they're sociable.

Francine writes: Are there lots of exams like at school, or is assessment different at university?

Answered by Penny one day ago: Hi Francine. I suppose it depends what subject you're studying, but I'd say that in general at university you don't have to do as many exams as at school. Personally, I only have to do exams at the end of the year. On the other hand, I do have to hand in lots of coursework throughout the year - projects, essays, assignments and practical tasks. You mustn't underestimate the importance of this coursework as it will all contribute to your final mark or grade.

Lesson Link



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▶ **STUDY SKILLS**

Read the next task. What is the biggest difference between this task and the one before? **STUDY SKILLS ▶ page 72**

4 Read the text again and answer the questions.

- 1 According to Mandy, what is the main difference between studying at school and at university?
- 2 According to Mandy, which different people can help you to adjust to this different style of studying?
- 3 According to Jim, how is life at university different from studying at home?
- 4 According to Jim, how can you find time to do everything at university?
- 5 According to Richard, what is a good way to make new friends at university?
- 6 According to Richard, why is it important to make friends and do other things apart from studying at university?
- 7 According to Penny, how is evaluation at university different from evaluation at school?

5 Match the underlined words in the text with the explanations.

- 1 teaching staff at a university
- 2 people who work in a library
- 3 to deal successfully with
- 4 sure or certain to
- 5 an informal way of saying university
- 6 things that you do at school or university that are not part of your course
- 7 small classes at university
- 8 talks given at university to large groups of students

6 SPEAKING What about you?

- 1 Do you think the information in the text is useful? Why/Why not?
- 2 What do you imagine are the best and worst things about studying at university?



GRAMMAR GUIDE

Modal verbs of obligation, prohibition, advice and permission

1a Read the sentences and complete the rules with the words in bold.

- 1 You **should** find time to meet other students in your classes.
 - 2 You **must** be able to stand on your own two feet.
 - 3 You **have to** hand in essays on time.
 - 4 You **mustn't** hand in your work late.
 - 5 You **can't** copy other people's work.
 - 6 You **ought to** think of university as an adventure.
 - 7 You **had better** plan your own life, not worry about others.
 - 8 You **can** decide how you want to study.
 - 9 You **don't have to** do what other people tell you.
- a We use and for obligation.
- b We use when there is no obligation.

- c We use and for prohibitions or when there is no permission to do something.
- d We use and for advice and recommendations.
- e We use to give permission.

1b Are these sentences true (T) or false (F)?

- 1 The contraction for *had better* is *'d better*. T/F
- 2 We use *to* with *ought*, but not with *should* or *'d better*. T/F
- 3 We usually use *must* in questions. T/F
- 4 The correct question is *Do you have to (go)?*, not *Have you to go?* T/F

GRAMMAR REFERENCE ► page 14

2 Look at these school rules and choose the correct alternative.

1 You must/mustn't/don't have to smoke.



2 You have to/don't have to/mustn't wear a school uniform if you're 15.



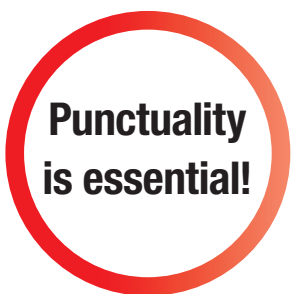
3 You have to/don't have to/mustn't wear a school uniform if you're 17.



4 You can/can't/don't have to wear trainers in class.



5 You must/mustn't/can't arrive on time.



6 Students must/mustn't/don't have to use mobile phones in class.



3 Write rules for your school using *must, mustn't, can, can't, have to, don't have to* and these verbs.

arrive early carry ID cheat in tests eat or drink in class
participate in class wear special shoes and clothes for PE

4a Look at the information about legal ages in Britain. Complete the second sentence using the correct form of the modal verbs and any other words.

- 1 It is obligatory to go to school until you are at least 16.
You to school until you are at least 16. (have to)
- 2 Owning your own home is prohibited until you are 21.
You your own home until you are 21. (can)
- 3 It is obligatory to be at least 17 to drive a car.
You at least 17 to drive a car. (have to)
- 4 It is possible to ride a moped when you're 16.
You 18 to ride a moped. (have to)
- 5 It is obligatory to be 18 before you can get married without your parents' permission.
You 18 before you can get married without your parents' permission. (must)
- 6 It is impossible to change your name until you are 16.
You your name until you're 16. (can)

4b What are the legal ages for these things in your country? Do you know?



5 Complete the text by filling in each gap with one word.



You (a) better be careful if you drive (b) fast near a school in a town in Bahah Province. Everybody knows you (c) pay attention to speed limits (in Saudi Arabia the legal speed limit in towns is 70–80 km/h). But it's even more important to respect speed limits where (d) are many

children crossing the road. So, the police have decided to punish drivers (e) a very original way. The police think that drivers ought (f) realise what they are doing when they are driving fast in areas near schools. They have decided that the best punishment is to make the bad drivers sit at school and answer (g) from school children. The students ask (h) ... drivers to think about what they (i) done. The result is that the drivers quickly change the way they think about driving. (j) it isn't only the drivers who think about the consequences of dangerous driving. One of the 15-year-old students at the school said that it would help him to be a good driver when he was (k) enough to drive. So you (l) have to be a driver already to learn about the rules of the road!

6a SPEAKING Work with a partner. You have a friend who wants to become a maths teacher one day. Think of advice to give them. Use *must, mustn't, have to, should, shouldn't, had better, ought to*. Make a list of your ideas.

6b Compare your list with another pair. Are your ideas similar?



You have to get very good marks in maths. You should be patient with people when they don't understand.

► Developing vocabulary

Noun suffixes *-er, -or, -ist, -ian, -ee*

1 Look at these words. They all have suffixes which make nouns. Are they nouns for people or things?

historian	lecturer	physicist
professor	trainee	

2 Match these words and the words from 1 with the definitions. One of the definitions goes with two words.

director	electrician	employee
employer	instructor	journalist
photographer	scientist	technician

- somebody who teaches at a university
- somebody who teaches you to do a particular skill, e.g. ski or play a sport
- somebody who is paid to work for another person or company
- somebody who pays someone to work for them
- somebody with technical training who works with special equipment or machines
- somebody whose job is to report the news
- somebody who is training for a job
- somebody whose job is to repair electrical systems or equipment

3a PRONUNCIATION **3** Listen to the words in 1. Which is the only noun suffix which we stress?

3b **4** Listen to the words in 2. Underline the stress.
journalist

3c Practise saying the words with the correct stress.

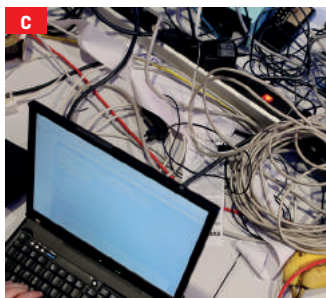
4 Complete the sentences with words from 1 and 2.

- I don't want to be a professional but I enjoy taking pictures.
- I'd like to be a swimming because I love swimming and I'd like to teach other people how to do it.
- I'd like to be a or a because I'm good at science, especially physics.
- I'd prefer to have my own company and be an not an working for somebody else.
- I wouldn't like to be the of a company because you're responsible for everything.

5 SPEAKING Work with a partner. Ask and answer questions about the sentences in 4. You can ask other questions to find out more details.

Do you want to be a professional ... ?

1a Work with a partner. Look at these photos. They show different extra-curricular activities that you can do at school or university. Name the activities.



Lesson Link



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1b Make a list of any other extra-curricular activities that are typical in schools or universities in your country.

2 LISTENING Listen to four people talking about extra-curricular activities. What clubs or societies do you think they are talking about?

- 1
- 2
- 3 and
- 4

3 Listen again and complete the sentences.

- 1 This society is organising a next week.
- 2 Miriam doesn't want to join this club because and
- 3 The boy's mother likes the first club because
The boy's mother thinks the second club isn't a good idea because
- 4 The boy doesn't have time to join this club because he Ahmed thinks that the boy should

4 What about you?

- 1 What extra-curricular activities do you do, or would you like to do?
- 2 Do you think extra-curricular activities are good or bad for your studies?

5 ADDITIONAL ACTIVITY ▶ page 83

▶ **IELTS EXAM SUCCESS**

In a sentence completion type of listening activity, you have to fill in each gap using information from the recording. What other tips do you remember?

IELTS EXAM SUCCESS ▶ page 74

GRAMMAR GUIDE

First and second conditionals

1a Look at the sentences. Which are first conditionals and which are second conditionals?

- 1 If I had time, I'd join the team, but I just don't have the time.
- 2 If you join now, you'll be able to take part in next week's trip.
- 3 If I were you, I'd do one course and play tennis.
- 4 You won't have time to study if you go climbing every weekend.
- 5 If I could swim, maybe I would join.

1b After each rule, write: first conditional, second conditional or both.

- 1 It describes an improbable or imaginary situation in the present or future, and its consequence.
- 2 It describes a possible situation in the present or future and its consequence.
- 3 We use the present simple in the half of the sentence with *if*, and *will/won't* + infinitive in the other half.
- 4 We use the past simple in the half of the sentence with *if*, and *would/wouldn't* + infinitive in the other half.
- 5 The half of the sentence with *if* can come after the other half, but we don't use a comma.
- 6 We can use it to give advice when we have *If I were/was you* in one half of the sentence.

GRAMMAR REFERENCE ▶ page 14

2 Put the verbs in the correct form to make first conditional sentences.

- 1 My friend Omar wasn't at school yesterday. If he (not come) today, I (ring) him to find out how he is.
- 2 Don't worry. If the exam (be) tomorrow, I (lend) you my notes.
- 3 If they (have) a meeting for new students tonight, I (go).
- 4 You (not like) the Literature Club if you (not enjoy) reading.
- 5 She (learn) Italian if there (be) free Italian classes.
- 6 If you (not know) some of the answers, the teacher (help) you.
- 7 If we (arrive) late today, the teacher (get) angry.

3 Complete the dialogues with these verbs in the second conditional.

be do get have not work spend study

- 1 **ASMA:** What **(a)** you to improve the world if you **(b)** a world leader?
AMANI: I **(c)** more money on schools and universities.
- 2 **OMAR:** You never do any schoolwork at the weekend. If you **(d)** more, you **(e)** higher marks in your exams.
TARIQ: I know, but I have to work at my dad's shop. If I **(f)** there, I **(g)** time to study.

4 Complete the text with the verbs in the correct form of the first or second conditional.

My name's Munir. I'm 18 and I've just started university. There are hundreds of extra-curricular activities at my university but right now I can't decide which ones I want to do. The problem is that I'm not very good at sport. If I **(a)** (be) good at sport, I **(b)** (play) tennis or basketball or something like that. I love poetry but I haven't found the poetry society yet. It can't be difficult to find one. If I **(c)** (find) the poetry society, I **(d)** (join). I imagine it's free. I haven't got much money. If I **(e)** (have) more money, I **(f)** (think) about joining the Snow Club. They organise lots of trips to the mountains. The thing is, if we **(g)** (be) closer to the mountains, it **(h)** (not be) so expensive but we're about 200 kilometres away! Anyway, I'm going to make my final decisions in the next three or four days. If I **(i)** (have) problems deciding, I **(j)** (talk) to my older sister, but I don't think that'll be necessary in the end.



5 Complete the sentences with true information about you.

- | | |
|--|---|
| 1 If I lost my homework on the way to school ... | 5 If I had enough money ... |
| 2 If I pass all my exams ... | 6 If I met my favourite writer ... |
| 3 If I haven't got any homework this weekend ... | 7 If I was a world leader ... |
| 4 If I have time this weekend ... | 8 If I go out with my family this weekend ... |

6 Work with a partner. Compare your sentences from 5 and choose the three best ones.

7a SPEAKING Write six questions. You must have three questions beginning 'What will you do if ...?' and three beginning with 'What would you do if ...?' Look at these photos for ideas.

What will you do if you don't have any homework this weekend?
What would you do if you met your favourite sports star or author at a café?

7b Interview different people with your questions. Choose the best answers and report them to the class.



1 SPEAKING Look at this photo. Work with a partner and write six words which you could use to describe it.



2 LISTENING **6** Listen to somebody talking about the photo in 1. Tick any of the words in your list that you hear.

3 Are the statements true (T) or false (F)?

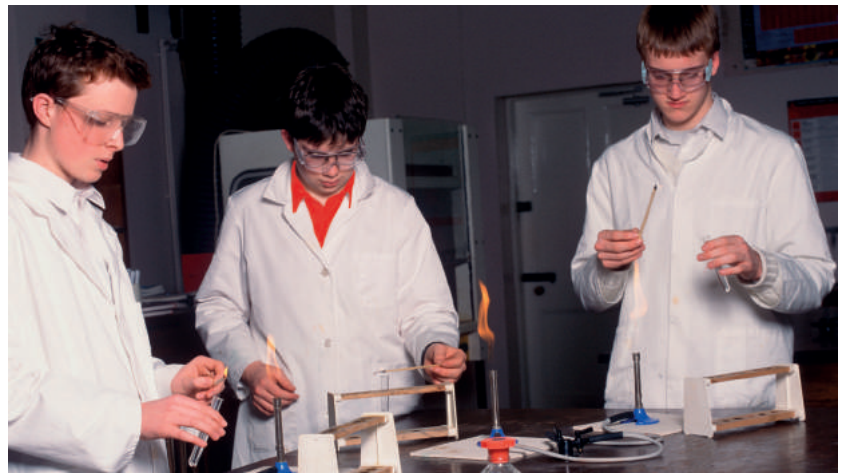
- 1 The speaker thinks the man is the director of the university. T/F
- 2 He thinks the photo shows the students' final graduation. T/F
- 3 He thinks the students have just received books. T/F
- 4 He has been in a similar situation in his life. T/F
- 5 He thinks it's strange that all the people look serious. T/F

4 Listen to the speaker again. Tick the expressions he uses in the Speaking Bank.

▶ **Speaking Bank**

- In the photo I can see ...
- The photo shows ...
- In the foreground ...
- In the background ...
- At the top of the photo ...
- At the bottom of the photo ...
- In the middle of the photo ...
- On the right ...
- On the left ...
- In the top/bottom right/left corner ...
- It looks/doesn't look like ...

5 Look at this photo and complete the sentences with words from the Speaking Bank.



- 1 three students in a lab.
- 2 a science lesson.
- 3 In the there's a student wearing a red shirt.
- 4 On the there's a boy with short brown hair.
- 5 On the there's a boy wearing blue goggles.
- 6 there's a door.
- 7 It they are doing an experiment.

Practice makes perfect

6a Look at the photo and prepare the task.



Describe the photo. Then talk about:

- what it makes you think of
- if you have had a personal experience of something similar.



6b Work with a partner. Each person should choose one of the photos on this page. Take it in turns to describe your photo. Remember to use expressions from the Speaking Bank.

▶ **STUDY SKILLS**

Spoken language is not exactly the same as written language. In what ways is it different? Do we generally have more time to think when we write or when we speak?

STUDY SKILLS ▶ page 72

- 1 Read this information about a scholarship at a university. Underline the qualities that an ideal candidate should have. Do you think you would be a good candidate for the scholarship? Why/Why not?**

Central College

STUDENTS & APPLICANTS

Society Scholarship

A number of annual scholarships are given to students of English who have a special interest in British history and/or who would like to study in Britain in the future. Applicants must have good grades and should be active in extra-curricular activities such as sports (emphasis on swimming, tennis, football and hockey) and social activities. Please send a letter of application to [this address](#).

- 2 Read the letter of application for this scholarship. Do you think this person is a good candidate or not? Why? Make a list of reasons for your answer.**

Dear Sir,

I am writing to apply for the Central College Society Scholarship which I saw advertised on the university website.

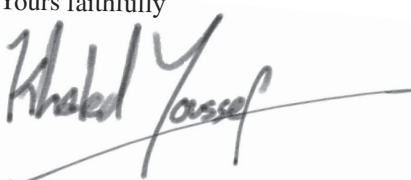
I believe I would be perfect for this scholarship for the following reasons. Firstly, my best subjects at school are English and History and my ambition is to study one day in the United Kingdom, to discover more about the people, places and traditions. My grades this year have been very good, with an average mark of 80% in my exams.

I also love sports, particularly football. I am the captain of my school football team. As captain of the team, I am responsible for organising social activities and events to raise money for the team.


I would be very grateful to receive the chance to study at your university with a Central College Scholarship and I am sure that I could make a valuable contribution to the English department.

I look forward to receiving your reply.

Yours faithfully



Lesson Link



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Khaled Youssef

- 3 Look again at the letter in 2 and complete the information in the Writing Bank.**

▶ **Writing Bank**

Useful expressions and conventions in formal letters

- If we know the name of the person we are writing to, we begin *Dear Mr/Mrs/Ms* and their surname. We finish *Yours sincerely*.
- If we don't know the name of the person we are writing to, we begin *Dear* or *.....*. We finish *Yours*
- In formal letters we do not use *.....*, e.g. we write *I would*, not *I'd*.
- We often use more formal words and expressions, e.g. *.....* instead of *I'd be really happy to get the chance*.
- We often start formal letters with *I am writing to ...* and then explain why we are writing.
- We often end formal letters with expressions like *I* to receiving your reply.

Practice makes perfect

- 4a Look at the task and write the letter. Use the expressions and conventions in the Writing Bank to help you.**

Read the information below about a scholarship. Write a letter of application. Include information to make yourself the ideal candidate. Write between 150 and 200 words.

STUDENTS & APPLICANTS

Combined English Scholarship

We have two scholarships for students who are interested in combining their chosen subject (any subjects are possible) with an English Studies programme. Applicants need to have good academic marks and should have an interest in extra-curricular activities such as literature or debating, etc. Active participation in a sport is also an advantage. Send your letter of application to this address.

▶ **IELTS EXAM SUCCESS**

How many words should you write in your text? Who are you writing to? Why is it important to know this in an exam?

IELTS EXAM SUCCESS ▶ page 74

- 4b When you finish your letter, exchange it with a partner. Prepare seven questions to ask them in an interview to get the scholarship.**

In your letter you say that your marks are usually high. Which are your best and worst subjects?

- 4c Role-play your interviews. Would you give your partner the scholarship?**



Language reference and revision

▶ Grammar reference

Have to, don't have to

Form

Affirmative	<i>You have to go to school until you are 16.</i>
Negative	<i>You don't have to wait until you're 20 to drive.</i>
Question	<i>Do you have to be 18 to drive?</i>
Short answers	<i>Yes, you do./No, you don't.</i>

Use

We use **have to** to talk about things which are obligatory or necessary. It often describes obligations imposed on us by other people and authorities. *You have to have a passport to check in.*

We use **don't have to** to talk about things which are not obligatory or necessary. *Students don't have to pay full price at this shop.*

Must, mustn't

Affirmative	<i>You must listen to what the teacher says.</i>
Negative	<i>You mustn't copy in exams.</i>

Must is not very common in questions. We usually use **have to**.

We use **must** to talk about rules, regulations and obligations. It often describes obligations that come internally, from ourselves.

I must remember to get my passport.

We use **mustn't** to talk about prohibitions. *You mustn't smoke here.*

Can, can't

We use **can** to give permission and **can't** to refuse permission. We also use **can** and **can't** to express ability and lack of ability.

*You can use the computers but you can't eat in the classroom.
I can swim but I can't ski.*

Should, shouldn't, ought to, had ('d) better

Affirmative	<i>You should/ought to/had better respect others.</i>
Negative	<i>You shouldn't study too late at night.</i>
Question	<i>Should I stop now?</i>
Short answers	<i>Yes, you should./No, you shouldn't.</i>

We use **should, shouldn't, ought to, had ('d) better** to give and ask for advice and recommendations.

You should read this book.

Ought to and **had ('d) better** are slightly less common in the negative and question forms.

First conditional

If + present simple, ... **will/won't** + infinitive

If you study more, you will get better marks.

If we don't do the exam, we won't get a certificate.

The present simple comes in the part of the sentence with **if**.

We use the first conditional to talk about possible and probable situations in the future, and their consequences.

If you aren't careful (possible future situation), you will have an accident (the consequence of this situation).

Second conditional

If + past simple, ... **would/wouldn't** + infinitive

If I had a million pounds, I'd travel around the world.

If we didn't revise, we wouldn't remember much.

If can go at the start or the end of the sentence. If the part with **if** goes at the start of the sentence, we must use a comma before the second half of the sentence.

If we had more free time, we'd do more sport.

We can use **were** instead of **was** with **if**.

If I were/was a teacher, I would make my students work hard.

We use the second conditional to talk about imaginary or improbable situations and their consequences. The situations and consequences are in the present or future, not in the past.

If I became famous, I would try to be a good example to young people.

We use **If I were you, I'd ...** to give advice.

▶ Vocabulary

1 School and university subjects

biology business studies chemistry
engineering English geography history
information and communication technology (ICT)
law literature maths media studies medicine
physical education (PE) physics psychology
religious instruction

2 Words connected with school and university

certificate cheat
coursework essay fail
grade mark pass resit
term timetable

3 Noun suffixes -er, -or, -ist, -ian, -ee

director electrician employee
employer historian instructor journalist
lecturer photographer physicist professor
scientist technician trainee

▶ Grammar revision

Must, mustn't, have to, don't have to, can, can't

1 Rewrite the sentences with *must, mustn't, have to, don't have to, can and can't*.

- I haven't got permission to go to the café.
I
- It isn't necessary for students to wear a uniform here.
Students
- Making a loud noise is prohibited here.
You
- It is obligatory to wear a seat belt.
You
- Copying is not allowed in exams.
You
- It's essential for me to get a new passport.
I
- My little brother has permission to ride his bike alone.
My little brother

WORKBOOK ▶ page 4

/ 7 points

Should, shouldn't, ought to, 'd better

2 Are the sentences correct? If not, correct them.

- My friends and I shouldn't to go out at the weekend.
- You would better walk to school.
- I think you ought go to the dentist.
- What should I say when I see the headmaster?
- We'd better leave now if we want to arrive on time.

WORKBOOK ▶ page 4

/ 5 points

First and second conditional

3 Complete the sentences with the verbs in the correct tense.

- If I were you, I (tell) Fawzi the truth.
- Karim (buy) me a souvenir if he goes to New York.
- What you (say) if I lost your keys?
- My mum will be angry if she (find) my dirty trainers.
- Faisal wouldn't be angry if you (ask) him a favour.
- If I (be) rich, I wouldn't have more than one car.
- Where will your parents go on holiday if you (not go) with them?
- If I (have) the time, I'd learn to speak another language.

WORKBOOK ▶ page 6

/ 8 points

▶ Vocabulary revision

School and university subjects

1 In which school or university subject do you learn about ...

- the theories of Isaac Newton and Albert Einstein?
.....
- computers and the Internet?
- TV, newspapers, magazines and radio?
.....
- different sports and games?
- a country's legal system?
- designing and building structures and machines?
.....
- stories, poems and plays?

WORKBOOK ▶ page 2

/ 7 points

Words connected with school and university

2 Complete the sentences with words connected with school or university.

- It's not right to in an exam.
- After the course finished they sent me a through the post.
- She didn't the exam – she got 80%.
- Next week in history, I have to write an about the history of our city.
- He only got 25% in the exam so he has to it.
- Have you got your? Can you tell me what we have after maths on Wednesday morning?
- I prefer It's not as stressful as doing an exam.

WORKBOOK ▶ page 2

/ 7 points

Noun suffixes -er, -or, -ist, -ian, -ee

3 Make nouns for people by adding the suffixes *-er, -or, -ist, -ian, -ee* to these words.

- | | | |
|-----------------|----------------|-----------------|
| 1 scient..... | 3 technic..... | 5 employ..... |
| 2 instruct..... | 4 employ..... | 6 electric..... |

WORKBOOK ▶ page 5

/ 6 points

Total

/ 40 points

2 Appliance of science

- Grammar** ▶ The passive ▶ *Have something done*
Vocabulary ▶ Everyday inventions ▶ Operating technology
 ▶ Prepositional phrases with adjectives
Speaking ▶ A debate
Writing ▶ A *for and against* essay

Lesson Link



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▶ Vocabulary

Everyday inventions

1 Work with a partner. Match the photos with some of these words. Check that you understand the meaning of the other words.

camcorder digital camera dishwasher
 DVD player laptop microwave oven
 mobile phone MP3 player remote control
 satnav vacuum cleaner washing machine



2 What is the invention you use to ...

- wash clothes?
- clean the carpet?
- turn on the TV?
- find the best way to get from one place to another?

- send emails?
 and

3 **SPEAKING** Work with a partner. Write definitions for the other words from 1. Can your partner identify the words?

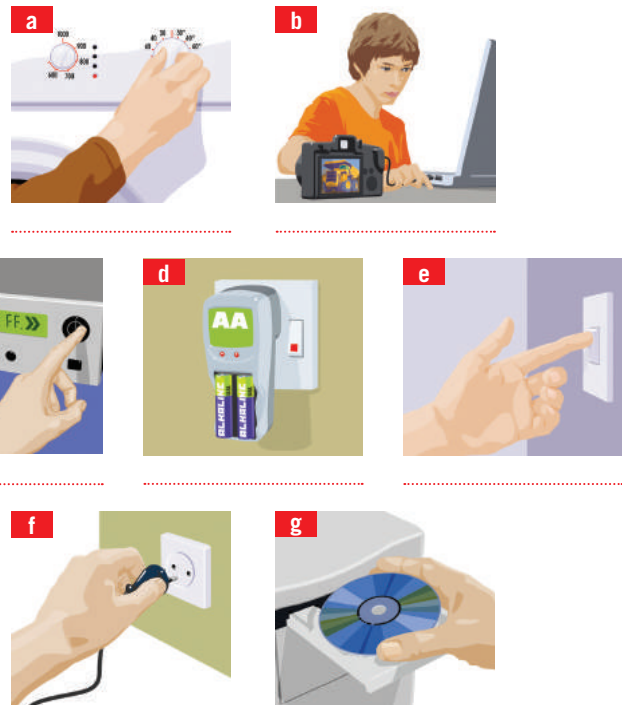
You use it to send text messages.

A mobile phone.

Operating technology

4 Match the pictures with these words.

charge/recharge (a battery) connect X to Y insert plug in
 select (a programme/a track/a function) switch/turn on/off
 press a button (Power/Play/Stop/Fast Forward/Rewind)



5 **7** Listen and check your answers.

6 **LISTENING** **8** Listen. Which everyday invention are the family talking about?

-
-
-

7 Work with a partner. Write basic instructions for how to operate this equipment. Use as many words from 4 as possible.

- a DVD player
- a microwave oven
- a mobile phone

8 **SPEAKING** Work with a partner. Look at these questions and discuss your answers.

- Which of the inventions in 1 do you use the most? Why?
- Which of the inventions do you never use? Why not?
- If you were living alone and only had money for five of the inventions in 1, which would you buy and why?

Which of the inventions do you use the most?

Probably my microwave oven because I'm always busy and I haven't got time to cook. In my free time I'd rather go out with my friends than spend hours cooking, so I usually buy ready meals from the supermarket and heat them up.

1 Work with a partner. Predict the answers to the questions.

- 1 What happens if you eat soup from a bowl that never gets empty? 2 Can rats understand languages when they are spoken backwards?

2 Read the text and check your answers.

The Ig[®] Nobel Prizes

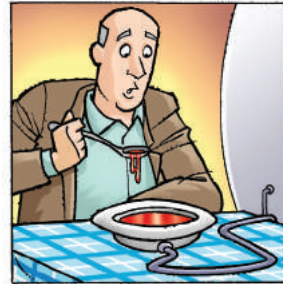
A Everybody knows about Nobel prizes. They are given every year to the best scientists and writers in the world. Not so many people are aware of Ig[®] Nobel prizes though. These are also given annually to scientists. But they are organised by a group called Improbable Research. Their aim is to inform people of scientific investigation which 'makes people laugh, but then makes them think'.

B When we think of scientific research we usually think of practical projects which make a big difference to our everyday lives, like inventing smaller and better laptops, satnavs, and digital cameras. But not all scientific projects are like this. The Ig[®] Nobel prizes go to scientists whose work is funny, unusual, and different. Here are some examples of projects which have won the prize.

C A Japanese scientist called Mayu Yamamoto won a prize a few years ago. She discovered a new way of extracting vanillin from cow excrement. Vanillin is the basis of vanilla flavouring and fragrance. It is used in the food industry and in cosmetics. A famous ice cream shop created a new ice cream in honour of Yamamoto's discovery and presented it at her prize ceremony. The ice cream contained no cow excrement. The Japanese scientist doesn't think that her discovery will ever be used in food. She reckons that if people know where the vanilla flavour comes from, they won't want to eat it!

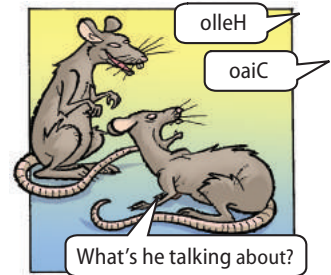
D Talking about food, a food psychologist from New York called Dr Brian Wansink won his Ig[®] Nobel prize for an interesting experiment with soup. He invented a never-ending bowl. When people ate tomato soup from the bowl, the bowl was automatically filled again from a tube connected to the bottom of the bowl. He

discovered that people ate 73% more than usual when they used this bowl. But they didn't feel full.



The conclusion was that we decide how much to eat with our eyes, not with the way our stomach feels.

E Another Ig Nobel Prize was won by neuroscientists at Barcelona University. They were interested in exploring the way in which languages are acquired by the brain. They discovered that rats cannot tell the difference between somebody speaking Dutch backwards and somebody speaking Japanese backwards. 64 rats were taught to press a button when they heard normal Dutch or Japanese. They could learn to do this.



But when they heard the languages backwards they had no idea what was happening.

F Other scientists have won prizes for thinking about questions like 'Why is the sound of fingernails on blackboards so awful?', 'Why does dry spaghetti usually break into three pieces, not two?', or 'How many photos do you need to take to be fairly sure that nobody in a group has their eyes closed?'. Maybe these questions are different from the typical questions that scientists ask themselves, and maybe questions like this won't change the world. But they will make you laugh ... and then think.

▶ IELTS EXAM SUCCESS

You are going to do a matching activity for this reading text. In this type of activity, you say which text or part of a text contains a specific piece of information. After reading the text once quickly to get a general idea, what should you do next?

IELTS EXAM SUCCESS ▶ page 74

3 Which paragraph (A–G) tells us about ...

- 1 the philosophy behind the Ig[®] Nobel prizes?
- 2 a scientist who is not sure they will use her work?
- 3 a discovery about human mental processes?
- 4 turning something bad into something good?
- 5 an invention that tricks people?
- 6 how to win an Ig[®] Nobel prize?

4 Look at these words in the text and guess their meaning. Then use a dictionary to check your ideas.

- | | |
|---------------|----------------|
| 1 aware of | 4 research |
| 2 acquired | 5 never-ending |
| 3 fingernails | |

5 SPEAKING What about you?

- 1 What do you think of the Ig[®] Nobel prizes?
- 2 Which scientific research in the text did you like the most? Why?

I think they're all a bit silly! They're funny but I don't think they are useful.

I don't agree. I think some of the projects could be really useful.



GRAMMAR GUIDE

The passive

1a Look at the sentences. Which sentence is *not* in the passive?

- 1 The prizes are given to scientists.
- 2 The work has been published in a journal.
- 3 The prize was won by chemists at King Saud University.
- 4 A Saudi scientist won the prize.
- 5 Perhaps his discovery will be used.
- 6 Lots of interesting research is being done at the moment.

1b Choose the correct alternative.

- 1 We use the passive when we are interested mainly in the action/person who does the action.
- 2 We use the passive when we know/don't know the person who does the action.
- 3 We use the passive when it is/isn't obvious who does or did the action.

1c Look at the sentences in 1a and answer the questions.

- 1 Which tense is each sentence written in?
- 2 What changes in different tenses of the passive – the verb *to be* or the past participle?
- 3 What preposition do we use to introduce the agent (the person or thing which does the action)?

GRAMMAR REFERENCE ▶ page 24

2a PRONUNCIATION Look at the sentences. Which words do you think are stressed in each sentence? Why?

- 1 The gadget was invented last year.
- 2 The new phones are sold here.
- 3 Ten prizes were given.
- 4 The disc was inserted.
- 5 Emails are sent every day.

2b Listen and check your answers. What happens to the pronunciation of the verb *to be*?

2c Listen again and repeat the sentences. Pay special attention to the stress in each sentence.

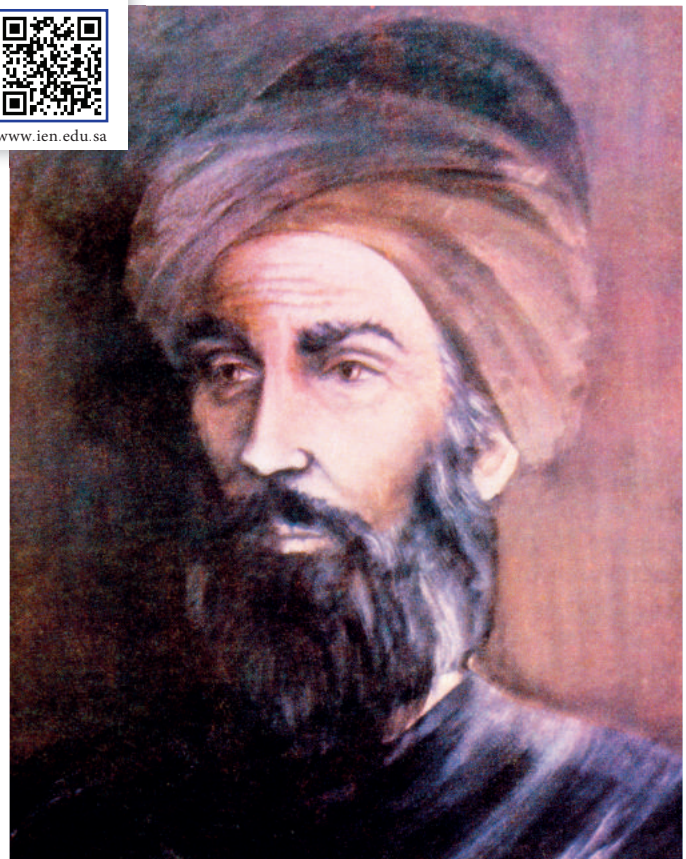
3 Choose the correct alternative.

- 1 The work is/are done by robots.
- 2 The president of the society gave/was given the prize to the scientist.
- 3 The prize has/has been won by a student.
- 4 The project has been/was finished last year.
- 5 An experienced scientist discovered/was discovered the solution.
- 6 The ceremony is filming/being filmed for television.
- 7 All of the money has spent/been spent on future investigation.
- 8 The results are deciding/being decided right now.

Lesson Link



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4 Add one word in each sentence to make a correct passive sentence. Then write which tense each sentence is in.

- 1 Modern surgery was first developed ^{by} al-Zahrawi. *past simple*
- 2 Many inventions been created by Islamic scientists.
.....
- 3 A lot of people think most jobs be done by robots in a few years.
- 4 Velcro, penicillin and the microwave oven invented by accident.
- 5 Millions of dollars spent on CDs and DVDs every year.
.....
- 6 Football is by thousands of professionals and amateurs each weekend.
- 7 The first Arabic dictionary written by Khalil ibn Ahmad.
.....
- 8 Walt Disney's creations have seen by millions of children around the world.

5 Change these sentences from active to passive.

- 1 Alfred Nobel invented dynamite in 1867.
- 2 They gave the first Nobel prizes in 1901.
- 3 Al-Battani invented a way of finding the direction of Makkah from anywhere in the world.
- 4 People have used this invention since 1908.
- 5 People are using this invention right now.
- 6 Perhaps people won't use electricity in the future.
- 7 Over 50,000 people visited the 1001 Inventions exhibition in Dhahran.
- 8 People take lots of photos on holidays.



6 Complete the text with the passive or active form of the verbs.

Correction fluid is the name for a white fluid. The fluid

(a) (use) to cover mistakes when they (b) (make) on paper. Now people also (c) (use) correction tape. Correction fluid (d) (invent) by a secretary called Bette Nesmith Graham in 1951. She (e) (invent) it when she was working in a bank. Before the invention of correction fluid, when a mistake (f) (make), usually the complete document (g) (throw) in the bin. Since its invention, millions of bottles of correction

fluid (h) (sell). Students often (i) (buy) correction fluid.

Maybe it (j) (use) at this very moment by somebody in your class! After use, don't forget to put the top back on. If the top (k) (not put) back on, the fluid goes dry. And don't get it on your fingers – it's very messy. I think something better than correction fluid (l) (invent) one day. But for me it's not important. I (m) (not make) mistakes.



7a SPEAKING Work with a partner and discuss the questions.

- Who was penicillin invented by?
- Who was the 2010 football World Cup won by?
- Who was the busiest airport in Saudi Arabia named after?

7b Now prepare a quiz with this table.

Who	was were	X X and Y	invented discovered written designed built named after defeated created won	by?
-----	-------------	--------------	---	-----

7c Ask another pair of students your questions.

Prepositional phrases with adjectives

1a What preposition do we usually use after these adjectives?

aware different interested

1b Find the adjectives and prepositions in the text on page 17 and check your answers.

2 Match the adjectives with the prepositions and check that you understand the meaning.

Adjective	Preposition
1 good	a of
2 bored	b of
3 worried	c for
4 tired	d with
5 afraid	e for
6 responsible	f at
7 similar	g with
8 ready	h about
9 pleased	i to

3 Complete the sentences with the correct prepositions.

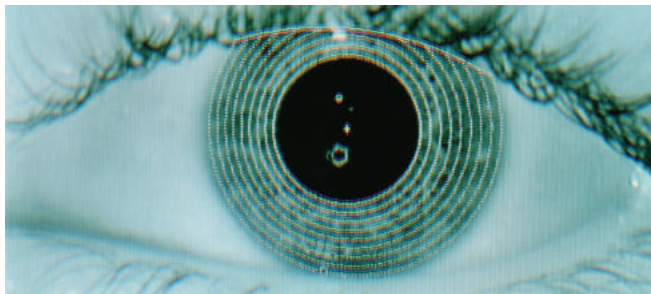
- Are you good science?
- Are you interested technology?
- Are you aware the latest stories in the news?
- Are you tired hearing about the shrinking economy?
- Are you pleased your school marks this year?
- Are you ready your next exam?
- Are you afraid flying?
- Are you similar anyone in your family or are you very different them all?
- Are you worried global warming?
- Are you ever responsible looking after anybody?
- Are you bored today's TV?

4 SPEAKING Ask your partner the complete questions in 3. How many of your answers are the same?

Are you good at science?

Not too bad. And you?

I'm quite good at biology, but I'm not very good at physics. I think it's really difficult.



1 LISTENING **10** You are going to listen to an expert talking about 'iris recognition'. Listen and answer the questions.

- 1 What is iris recognition?
- 2 What objects will iris recognition make unnecessary?
- 3 Does the expert think it's a good thing? Why/Why not?

2 **Listen again and choose the best answers.**

- 1 People with blue eyes
 - a have a lot of pigment in their iris.
 - b don't have a lot of pigment in their iris.
 - c have more pigment than people with brown eyes.
- 2 Your two irises are always
 - a the same.
 - b different.
 - c coloured differently.
- 3 Iris recognition works with
 - a just a photo of your iris.
 - b your photo in a database.
 - c a digital code made from a photo of your eye.
- 4 For it to work, the maximum distance your eye can be from the machine is
 - a ten centimetres.
 - b just less than a metre.
 - c two metres.
- 5 The system
 - a doesn't work with people who wear glasses or contact lenses.
 - b works with people who wear contact lenses but not glasses.
 - c works with people who wear contact lenses or glasses.
- 6 The system could be used at school
 - a to operate computers.
 - b to check who has come to school that day.
 - c to check your identity.

3 What about you?

Do you think iris recognition is a good idea? Why/Why not?

Do you think iris recognition is a good idea?

I think it's a better idea than carrying an ID card.



GRAMMAR GUIDE

Have something done

1a Look at the sentences. Who does the action – the subject at the start of the sentence or somebody else?

- 1 You have your passport checked at the airport.
- 2 We had our photos taken by a journalist at school.
- 3 He got his glasses fixed at the optician's.

1b Look at the sentences again and answer the questions.

- 1 What comes after the verbs *have* or *get* – the subject or the object of the sentence?
- 2 What type of words are *checked*, *taken*, *fixed* in these sentences – verbs, nouns or adjectives?
- 3 Can we use *have* or *get* in different tenses in this type of sentence?
- 4 What does *by* introduce in these sentences?

GRAMMAR REFERENCE ▶ page 24

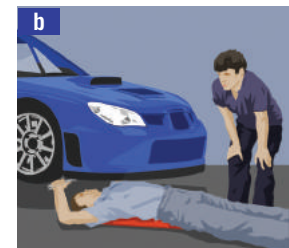
2 What did these people have done last week? Write sentences using these verbs.

cut make paint repair take out test



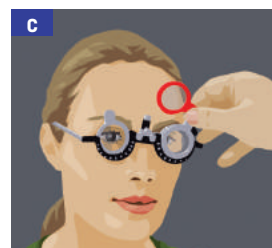
.....

.....



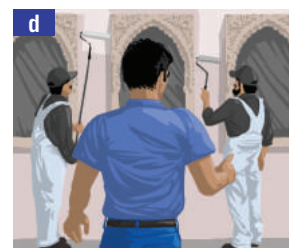
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.....

.....



3 Complete the text by writing one word in each space.

Computers are (a) essential part of most of our lives nowadays. But computers are similar (b) cars. Many people can drive, but not many people know exactly (c) a car works. And that is why people usually (d) their cars serviced by a professional mechanic instead of (e) it themselves. Computers are the same for many people. They know how to (f) the 'start' button. But once something goes wrong, they have no idea how to fix it. Sometimes computers do strange things. They have a bug or crash and then they lose data because of the malfunction. But many problems are caused (g) human error. One type of problem is becoming more and more common. It's called 'computer rage'. People get so angry and stressed because of their computers, they're so tired (h) working with them all day, that they (i) something violent to them. One man was so angry with his laptop that he threw it at the wall. And then he had to take the computer to a special company to get (j) fixed! Another laptop (k) destroyed by a man who put it on top of his car when he was looking for his car keys. He got (l) the car but forgot that the laptop had (m) left on top of the car. He drove away and the computer fell onto the road. He then drove right over it! He tried to get the laptop examined (n) a specialist. But unfortunately computer specialists can't fix everything.

4 Rewrite these sentences using the construction *have something done* in the correct tense. If we know who exactly did the action, introduce them with *by*.

- 1 They fixed our computer last week.
We
- 2 They've reinstalled the operating system on his computer.
He
- 3 A computer specialist rescued my files.
I
- 4 They're going to service my car next week.
I
- 5 Armani® make all his suits.
He
- 6 They're knocking down our kitchen wall on Saturday.
We
- 7 Last summer they built a swimming pool in my friend's garden.
My friend
- 8 Her parents pay her telephone bills.
She

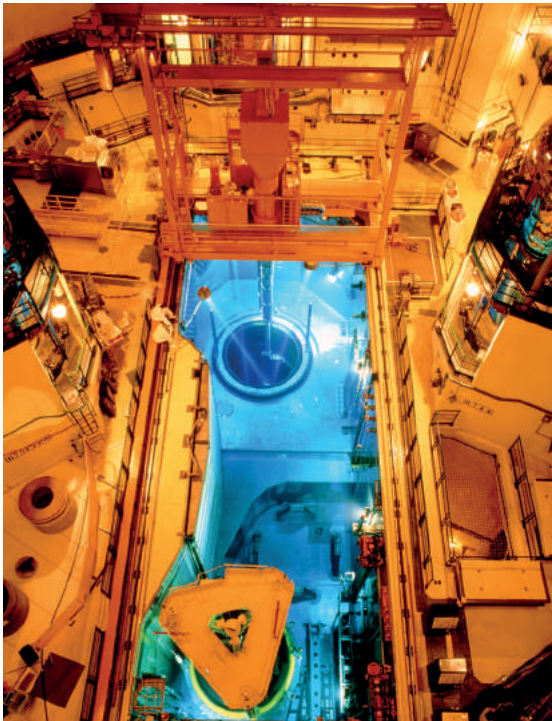
5 Put the words in the correct order to write questions.

- 1 cut often you do get How hair your?
.....
- 2 yourself fix you Can computer your?
.....
- 3 ever Have taken out tooth had you a?
.....
- 4 When your you eyes time was last the had tested?
.....
- 5 for Have ever had made clothes you you?
.....
- 6 Do your hair you cut like having?
.....

6a SPEAKING Ask your partner the questions in 5. Then ask more questions to find out extra information. Use these question words and your own ideas.

How often? What? When? Where? Who? Why?

6b Tell the class three interesting things you found out about your partner.



- 1** Work in pairs. Look at these scientific inventions and discoveries.
 Student A: write down reasons why each one is good.
 Student B: write down reasons why each one is bad.

antibiotics cars computers mobile phones
 nuclear reactors oil tankers spaceships X-ray machines

- 2** **SPEAKING** Tell your partner your ideas in 1.
- 3** **SPEAKING** Look at this statement. Do you agree or disagree with it? Think of reasons why.
New technology doesn't make life better. It makes life worse.
- 4** **LISTENING** **11** Listen to a brother and sister discussing the statement in 3. Whose opinion is closer to yours – the brother's or the sister's? Why?
- 5** Listen again. Complete the expressions in the second part of the Speaking Bank (Useful expressions for disagreeing or partially disagreeing).

- 6** Individually, write down six statements. They can be about anything. You don't have to agree with the statements.

Football is the best sport in the world.
Motorbikes are more dangerous than cars.

- 7** **SPEAKING** Work in small groups. Listen to each other's statements. React to each statement with expressions from the Speaking Bank. You must say what you really think.

Football is the best sport in the world.

I totally agree with you.

I agree to an extent, but basketball is really good too.

Practice makes perfect

- 8a** Look at the task. Half of the class must agree with the statement. The other half must disagree. Prepare a list of points to support your opinion.

Today we have all the technology we need. We don't want any more.

- Say if you agree or not.

- 8b** Have a class debate with the expressions from the Speaking Bank.

- 8c** When you finish, tell the class what you really think about the statement.

▶ **Speaking Bank**

Useful expressions for agreeing or partially agreeing

- I (totally) agree (with you) (that ...)
- I agree to an extent (that ...)
- That's true.
- You're right.
- You've got a point.
- I take your point.
- I see what you mean.

Useful expressions for disagreeing or partially disagreeing

- I (totally) disagree (with you) (that ...)
- I agree to an extent,
- That's true,
- You've got a point,
- I take your point,
- I see what you mean,
- I'm not sure that's true.

▶ **STUDY SKILLS**

What do the terms *accuracy* and *fluency* mean when we talk about speaking English? Which do you think is more important?

STUDY SKILLS ▶ page 72



- 1 Work with a partner. Look at the statement and make a list of arguments for and against.**

Life would be better without mobile phones.

- 2 Read this essay. Does it contain any of your ideas from 1?**

Thirty years ago almost nobody had a mobile phone. Nowadays it seems everybody has one, from the youngest to the oldest. Is this a good thing or a bad thing?

Mobile phones can be useful for a number of reasons. Firstly, they allow us to communicate quickly in almost any situation. This can be really useful in emergencies, for example. Furthermore, they make it easy for people who are alone to be in contact with others. In this way, they do not feel so lonely. Finally, they are useful for other things, not just for making calls. For instance, we can use them to play games and take photos.

However, mobile phones have disadvantages too. People depend on them too much and make calls which are not really necessary. What's more, their use can be dangerous, for example when they are used by people when they are driving. In addition, people often use them in public places and this can be very annoying, for example in restaurants or on public transport.

To sum up, mobile phones have advantages but, on the other hand, they can also create problems. In my opinion, life would be worse without them because they often make our lives easier. However, we should limit their use because people often become addicted to them and use them for no real reason.

- 3 Read the essay again. Write a title or short description of each paragraph.**

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

▶ IELTS EXAM SUCCESS

What topics of a discursive essay may be given in the IELTS exam?

IELTS EXAM SUCCESS ▶ page 74

- 4 Complete the Writing Bank with these linkers.**

As far as I'm concerned, However, In addition,
Secondly, To sum up,

▶ Writing Bank

Useful linkers in 'for and against' essays

Sequencing arguments

- Firstly,
-
- Finally,

Expressing opinions

- In my opinion,
- Personally I think ...
-

Adding arguments

- Furthermore,
- What's more,
-

Concluding

- In conclusion,
-

Making contrasts

- On the one hand ...
On the other hand ...
- In contrast,
-

Practice makes perfect

- 5a Look at the task and plan this essay with a partner. Remember to organise your ideas into paragraphs.**

'The computer is the most important invention ever.'
Write an essay giving arguments for and against this statement and give your own opinion.

- 5b Write your essay individually. Use expressions from the Writing Bank.**



Language reference and revision

► Grammar reference

The passive

Form

Subject + **be** + **past participle** (+ **by** + agent)

The prizes are given at a ceremony. (present simple)

This invention is being used by millions of people.
(present continuous)

These computers have been used by NASA. (present perfect)

The car wasn't invented in 1930. (past simple)

This type of energy will be used in the future. (will)

We make the passive with the correct tense and form of the verb to be and the past participle of the verb.

To make questions in the passive, we put the first auxiliary verb before the subject.

Is the ceremony being shown on TV?

Has the ceremony been filmed?

We use the preposition **by** to introduce the agent – the person or thing which does the action.

Use

We use the passive when:

- 1 we are more interested in the action than the people who do the action.

The bridge was built in 1866.

English is spoken here.

- 2 we do not know who exactly does the action.

My things have been moved.

His bag has been stolen.

- 3 it is obvious or understood who did the action.

The phone was disconnected at 5:30pm.

Smoking is not permitted.

In some languages, reflexive or impersonal forms are used instead of the passive.

Have something done

Form

Subject + **have** or **get** + object + **past participle** (**by** + agent)

I get my eyes tested once a year. (present simple)

He is having lunch prepared by the chef. (present continuous)

We have had the house decorated. (present perfect)

He had his hair cut. (past simple)

They were getting the car serviced. (past continuous)

We'll get our passports renewed. (will)

With this structure we make different tenses by changing the tense of **have** or **get**.

Use

- 1 We use **have something done** to talk about actions which we don't do ourselves; somebody or something does them for us. We often pay them to do this action. **Get** is slightly more informal.

I don't know anything about computers so when I have a problem I have my computer fixed by a friend who studied computers at university.

Son, you need to get your hair cut!

In this shop you can have shirts made specially for you.

- 2 We can use the preposition **by** to introduce the agent – the person or thing which does the action. We don't use **by** if it is not important who does the action.

► Vocabulary

1 Everyday inventions

camcorder digital camera
dishwasher DVD player laptop
microwave oven mobile phone
MP3 player remote control
satnav vacuum cleaner
washing machine

2 Operating technology

charge/recharge (a battery)
connect X to Y insert plug in
press a button (Power/Play/Stop/
Fast Forward/Rewind)
select (a programme/a track/a
function) switch/turn on
switch/turn off

3 Prepositional phrases with adjectives

afraid of aware of bored with
different from good at interested in
pleased with ready for responsible for
similar to tired of worried about

▶ Grammar revision

The passive – present simple

1 Change the sentences from active to passive or from passive to active.

- Robots make cars in this factory.
- This programme is watched by millions of people.
- They make SEAT cars in Spain.
- They teach German in our school.
- The birds are looked after by my neighbour.
- This book is read by people of all ages.

WORKBOOK ▶ page 11

/ 6 points

The passive – other tenses

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

- His mobile phone (steal) last week.
- A thousand copies of the DVD (sell) since it came out last week.
- This museum (visit) by thousands of people each week.
- Three new hospitals (build) next year.
- The first portable stereo (invent) by Andreas Pavel more than thirty years ago.
- Perhaps the final of next year's Champions League (play) in Poland.
- Since its publication this book (translate) into over thirty languages..

WORKBOOK ▶ page 11

/ 7 points

Have something done

3 Complete the second sentences with the correct form of the expression *have something done*.

- He didn't decorate the house himself. He by professionals.
- He won't fix the car himself. He at a garage.
- She doesn't do her own hair. She at the hairdresser's.
- We didn't paint the room ourselves. We
- They didn't build the garage themselves. They by a special company.
- He didn't install the programme himself. He by a friend.
- They haven't tested their son's eyesight themselves. They by an optician.

WORKBOOK ▶ page 13

/ 7 points

▶ Vocabulary revision

Everyday inventions

1 Complete the names of these everyday inventions. Is each one usually used for pleasure (P) or for housework (H)?

- dish
- cam
- vacuum
- washing
- MP3
- microwave
- remote

WORKBOOK ▶ page 9

/ 7 points

Prepositional phrases with adjectives

3 Choose the correct alternative.

- I'm really pleased *of/with* your work.
- She isn't worried *about/of* her marks at school.
- People say I look similar *at/to* my father.
- Are you aware *of/with* the situation?
- Some people are afraid *of/with* spiders.
- Who is responsible *for/of* keeping this room tidy?
- I'm bored *at/with* this programme.

WORKBOOK ▶ page 12

/ 7 points

Operating technology

2 Complete the text with these words.

insert	press	plug ... in
select	switch ... off	turn ... on

To play your favourite track from a CD

Your CD player doesn't have batteries so first you must

(a) it Then you (b) the CD player You (c) the disc in the machine. You (d) the track you want to hear. You (e) 'play'. When you finish listening, you (f) the CD player

WORKBOOK ▶ page 9

/ 6 points

Total

/ 40 points

Unit 2 25

▶ Progress test Units 1–2

▶ Reading

- 1 Work with a partner. Write a list of ways in which inventions have helped, or could help, people with different physical problems or disabilities.
- 2 Read the text. What things do the three people in the text have in common?

▶ Tip for Reading Exams

In matching activities, remember ...

Read the text quickly to get a general understanding. Then read the piece(s) of information that you need to find. Are there any special words that help you to find the text or part of the text which contains the information? Remember that the same information in the text could be expressed with different words.

IELTS EXAM SUCCESS ▶ page 74

The basic principle behind many of the most famous inventions in history is: identify a need, then work out how to meet that need. As a general rule, this is not very far from something you might read in one of those 'How to Succeed in Business' books. But financial gain doesn't have to be the motivation, as these Saudi inventors clearly show.

A Mohanad Gabriel Abo Dayah

By the age of 23, Mohanad Gabriel Abo Dayah, an industrial engineering student at King Fahd University for Petroleum and Minerals, had already registered 22 inventions. One of his early projects was a submarine called 'Arabian Falcon' that could descend to depths of 5,625 metres. Later, though, he began to concentrate on helping others more directly. At the *Ibtikar* exhibition in 2010, he presented two new inventions: a box-like electronic circuit called Sensor x, designed to help young students with their own inventions, and a one-year school curriculum in Arabic that focuses on training young inventors. One of the most remarkable things about him is his determination to succeed despite disabilities: a traffic accident left him blind and with only one leg. However, as he says, 'I am not disabled or blind, I am an inventor.'

B Nuha Talal al-Zailai

Nuha Talal al-Zailai, a lecturer at Jeddah's King Abdulaziz University, believes that the business world is letting Saudi inventors down. Even though inventions can generate large profits, she says, business people are often reluctant to provide investment and support for research. Her own work shows her belief in products that will serve humanity. She first developed a device to test for malaria and other blood diseases, then a natural remedy to treat a disease caused by eating under-cooked meat, raw eggs or unpasteurized milk. She finally gained recognition for her third invention, a stationery kit to help blind or partially-sighted people write letters in any language. The kit took her three years to develop and won her a gold medal in Taiwan.

C Meshal Harasani

From an early age, Meshal Harasani realised that he wanted to help children who were disabled to play an active part in society, and this has been his motivation as an inventor. For example, when he was only 16, he developed a mobile phone that could be used by blind people (it is estimated there are 350 thousand visually impaired people in Saudi Arabia). It wasn't the first such device, but he wanted his version to be freely available, so the software can be obtained free from Magrabi Centers. Meshal has also invented a way of making Saudi riyal currency 'readable' by the blind, as well as a special aircraft seat for the disabled that can be easily lifted onto a plane without disturbing other passengers or touching the disabled person. Meshal hasn't applied for a patent on this invention to give him exclusive rights to it, arguing that he doesn't intend to gain financially, so it would be a waste of time. He says, 'My method now is to invent something and give it away to whoever is in need of it.'

3 Which inventor (A–C) ...

- | | |
|---|--|
| 1 has been given an award? | 5 overcame personal difficulties? |
| 2 makes inventions available without charge? | 6 has helped the field of medicine? |
| 3 is trying to help other inventors? | 7 invented a kind of ship? |
| 4 criticises the lack of support for inventors? | 8 developed something especially for Saudi people? |

▶ Writing

▶ Tip for Writing Exams

In writing exams, remember ...

Before you start writing you should know who you are writing to, how many words you need to write, and what information you need to include.

IELTS EXAM SUCCESS ▶ page 74

- 4 Work with a partner. What do you think about school uniform? Do you think it's a good idea or not? Give reasons.

- 5 Do this task individually. Remember to use linkers and your ideas in 4.

Your school magazine wants to know what students think about school uniform. Write an article for the magazine.

Give reasons for and against school uniform.

Finish the article with a conclusion giving your opinion. (Write 120–150 words.)

▶ Listening

▶ Tip for Listening Exams

In multiple-choice activities, remember ...
Read the questions before you listen. The questions are usually in the order that you hear them in the recording. **IELTS EXAM SUCCESS ▶ page 74**

- 6** **12** Listen to a programme about teenage students and choose the best answers.
- Professor Foster discovered that teenage students
 - prefer studying in the afternoon.
 - remember more in the afternoon.
 - have more lessons in the afternoon.
 - Professor Foster thinks that teenagers
 - need more rest than young children and adults.
 - need alarm clocks more than younger and older people.
 - should sleep longer at least two days a week.
 - At his school, Dr Kelley wants to
 - change the school timetable.
 - have classes only in the afternoon.
 - have easy lessons between 9 and 11 am.
 - Most students
 - like Dr Kelley's idea.
 - don't like Dr Kelley's idea.
 - don't mind getting up early.
- 7** What about you?
- What do you think about Dr Kelley's idea?
 - When do you study better – in the morning, afternoon or evening?

▶ Use of English

▶ Tip for Use of English Exams

In cloze activities, remember ...
The gaps in cloze activities will often be for prepositions, articles, pronouns, auxiliary verbs, modal verbs and conjunctions (*and, but, although, etc.*). **IELTS EXAM SUCCESS ▶ page 74**

- 8** Work with a partner. What do you know about Oxford University? Make notes and then exchange ideas.
- 9** Read the text. Do any of your ideas appear? Ignore the gaps in the text.

Oxford is the oldest university (a) the English-speaking world. It is difficult to give an exact date for when it began but teaching existed at Oxford in some form in 1096. Many people who are responsible (b) global affairs have studied at Oxford. Twenty-five British Prime Ministers have (c) educated at Oxford, but there have also been at least 30 international leaders, 47 Nobel Prize winners, 6 kings and 50 Olympic medal winners. Of course, there have been other famous people studying and teaching at Oxford. The poets TS Eliot, WH Auden and John Betjeman (d) all students at the university.

To get a degree at Oxford, students usually only do two sets of examinations – the first at the end of the first year and the second at the end of the course. Students need to be good (e) organising their work themselves so they are ready (f) their exams when they finally come. Oxford is a modern and vibrant university, but it is also a place of old traditions and rules. To do exams, male students (g) wear a dark suit, black socks and shoes, a white shirt and a white bow tie. (h) they don't wear these clothes, they won't be allowed to take the exam.

Women (i) wear special clothes – just something smart and not too colourful. But all students have to wear a gown and a hat called a mortarboard. The good news is that they can take (j) their hats while they are actually doing their exams!

- 10** Complete each gap in the text with one word.

▶ 'Can Do' Progress Check

- 1** How well can you do these things in English now? Give yourself a mark from 1 to 4.

1 = I can do it very well. 2 = I can do it quite well. 3 = I have some problems. 4 = I can't do it.

- | | | | |
|--|--------------------------|---|--------------------------|
| a I can talk about obligation, prohibition and advice using modal verbs. | <input type="checkbox"/> | f I can talk about processes using different forms of the passive and <i>have something done</i> . | <input type="checkbox"/> |
| b I can talk about possible and imaginary situations and their consequences using the first and second conditional. | <input type="checkbox"/> | g I know which prepositions to use with certain adjectives. | <input type="checkbox"/> |
| c I can talk about different aspects of life at school and university. | <input type="checkbox"/> | h I can understand written and spoken texts about inventions and technology. | <input type="checkbox"/> |
| d I can describe photos and pictures using expressions to talk about different parts. | <input type="checkbox"/> | i I can take part in a debate expressing agreement and disagreement. | <input type="checkbox"/> |
| e I can write a formal letter applying for a scholarship. | <input type="checkbox"/> | j I can write <i>for</i> and <i>against</i> essays. | <input type="checkbox"/> |

- 2** Now decide what you need to do to improve.

- Look again at my book/notes.
- Do more practice exercises. → **WORKBOOK** pages 2–17
- Other:

3 Game on!

Lesson Link



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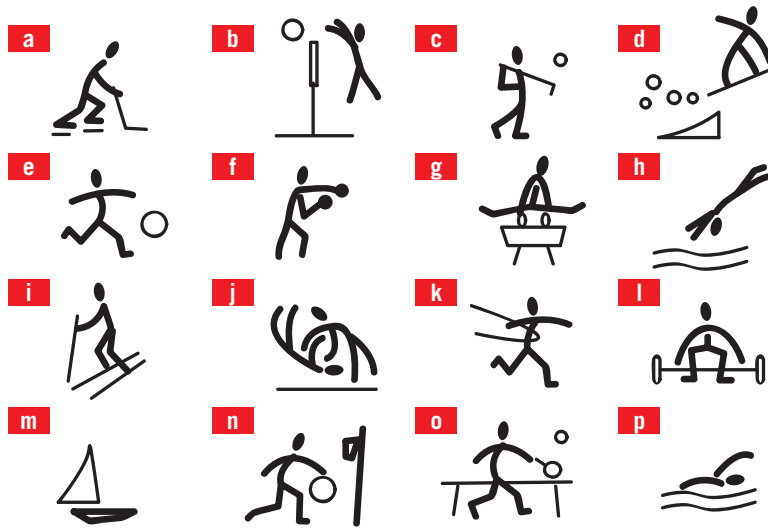
- Grammar** ▶ Defining relative clauses ▶ Non-defining relative clauses
Vocabulary ▶ Sports ▶ Sports venues and equipment
 ▶ Phrasal verbs connected with sport
Speaking ▶ Giving a presentation
Writing ▶ A film review

▶ Vocabulary

Sports

1 Work with a partner. Match the pictures with these words.

athletics basketball boxing diving football golf gymnastics ice hockey
 judo sailing skiing snowboarding swimming table tennis volleyball
 weightlifting



2a **PRONUNCIATION** In the box in 1, there are seven sports with three syllables. Which are they?

2b Put the words in the correct column, according to the stress.

●	● ● ●	● ● ● ●	● ● ● ● ●	● ● ● ● ● ●
<i>golf</i>				

2c **13** Listen and check your answers. Then practise saying the words with the correct stress.

▶ STUDY SKILLS

How important is correct word stress for good pronunciation?

STUDY SKILLS ▶ page 72

3 Work with a partner. Match one sport in 1 to each of these categories. Then add another example of your own.

- team sports
- individual sports
- ball sports
- water sports
- winter sports
- martial arts

Sports venues and equipment

4 Complete the sentences with these words.

course court gym pitch
 poolrink slope track

- We go swimming and diving in a
- We do gymnastics in a
- You ski down a
- You play tennis or basketball on a
- You play football on a
- You play ice hockey on a
- You do athletics on a
- You play golf on a

5 Look at the photo and find two of these pieces of equipment.

boots club goal goggles net
 racket skates skis trainers



6 Work with a partner. How many sports can you think of that use each piece of equipment in 5?

You need a net to play tennis, table tennis, volleyball ...

7 **LISTENING** **14** Which sport in 1 is the subject of each conversation?

- 3
- 4

8 **SPEAKING** Work in groups. Think of a sport. The others must find out what it is by asking questions. You can only answer **yes** or **no**. You can ask a maximum of twenty questions.

Is it a team sport?

No, it isn't.

Do you do it in a gym?

No, you don't.

1 Work with a partner. Discuss these questions.

- 1 What qualities are needed to be a top sports person? Make a list.
- 2 Compare your list with another pair. Have you chosen the same qualities?

▶ IELTS EXAM SUCCESS

In this type of reading exam task, you may need to complete a summary text, a short note, a table or a flow chart. What more tips do you remember?

IELTS EXAM SUCCESS ▶ page 75

Football star of the future?

Vision 2030: Ambition

1 **Getting to the top in your chosen sport takes skill, determination and lots of practice. Here we introduce a young footballer who we think is a name to watch.**

2 **NABIL SUWAIDI**

Although he is still only 14, **Nabil Suwaidi** is well on his way to being a sporting superstar. He plays a lot of different sports,



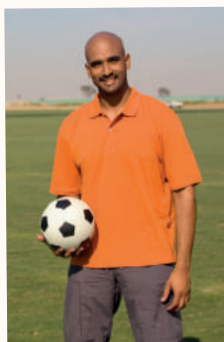
but football is the sport which he loves the most. As a child in Jeddah, he always went with his father to watch al-Ittihad, whose stadium is very close to where they lived. When they became

champions in 2008, he says it was the happiest day of his life. Of course he used to dream of playing for them, but at the time he was still only playing for fun. It wasn't until he started secondary school that he began to take it more seriously, and he was made captain of the school team a year later. 'All the other players were at least two years older than me,' he says, 'but it didn't cause any difficulties. They could see I only wanted the best for the whole team.' What is his ultimate ambition? 'Of

course it would be great to play for the Saudi national team. But at the moment I'm happy with what I'm doing.'

3 **YOUSSEF AL-FAKEEH**

Nabil's sports teacher at school, Youssef al-Fakeeh, quickly realised that he was



something special. 'In the first lesson I ever had with him,' he remembers, 'it was obvious that he was much better than everyone else in the class. I decided straight away that it was important to encourage him and do everything

possible to help him achieve his ambitions, to become as good as he could possibly be.' In fact, Youssef believes this is the most important purpose of being a teacher. 'Of course not everyone is good at sport,' he says, 'but every young person has something that they're good at. As the Saudi Vision 2030 says, 'our real wealth lies in the ambition of our people and the potential of our younger generation'. So, the first thing we need to do is to identify what each student's talent is. Then we need to do everything we can to develop it. If a student says they want to be a

famous scientist or run their own company, teachers mustn't tell them that they're only dreaming. Instead, we need to get them to think about how they can achieve that goal. It's important to break down your ambition into smaller aims, which you can achieve one by one.'

4 **NABIL'S FATHER**



Naturally, Nabil's father is delighted with his son's success, but he also thinks it's important not to get too excited about what might happen

in the future. 'It would be wonderful to see him playing for al-Ittihad, or even for the Saudi national team,' he admits, 'but it isn't easy to reach that level. I don't want him to be disappointed if it doesn't happen the way that he wants. Also I think it's important for him to continue with his studies in other subjects, so I've told him not to put all his energy into football. Luckily, Nabil is a sensible boy who knows what's important in life and he doesn't forget about the real world because of his dreams. In the end, like any parent, I just want my children to do as well as they can and be happy.'

2 Read the text and decide which person would agree with these opinions.

- a Nabil
 - b Nabil's teacher
 - c Nabil's father
- 1 'You have to follow your dreams.'
 - 2 'You need to keep your feet on the ground.'
 - 3 'We're all special in our own way.'
 - 4 'Teamwork is better than being selfish.'

3 Read the text again and decide which paragraph the following phrases refer to.

- 1 Age difference not a problem
- 2 The qualities you need
- 3 Keeping your options open
- 4 Satisfied with the present situation
- 5 Step by step
- 6 The main part of the job

4 Find words in the text with similar meanings to these words and expressions

- 1 requires (paragraph 1)
- 2 making good progress (towards an aim) (paragraph 2)
- 3 future desire (paragraph 2)
- 4 immediately (paragraph 3)
- 5 skill, ability (paragraph 3)
- 6 of course (paragraph 4)

5 **SPEAKING** What about you?

- 1 Would you like to be a top sports star? Why/Why not?
- 2 Look again at the lists you made in Exercise 1. Do you think you have the right qualities?
- 3 Nabil's teacher says 'every young person has something that they're good at'. What are you good at? How might you use this in your future life?
- 4 Look at the first two opinions in Exercise 2. Are they the opposite of each other, or is it possible to find a balance between them?

Lesson Link

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GRAMMAR GUIDE

Defining relative clauses

1a Look at these sentences. The words in bold are relative pronouns. Use them to complete the rules a–e.

- 1 He is the player **who** was world champion six times in a row.
- 2 Football is the sport **which** he loves the most.
- 3 Al-Ittihad are the team **whose** stadium is very close to where they lived.
- 4 That was the year **when** my team won the championship.
- 5 Jahangir Khan is the player (**that**) I have always liked best.
- 6 It was the first lesson (**that**) I ever had with him.
- 7 I live in a city **where** there are two top football teams.

- a We use and with people.
- b We use and with things.
- c We use to talk about possessions.
- d We use with places.
- e We use with times.

1b Why do you think we call these words ‘defining’ relative clauses? What do they define?

Why can we omit **that** in sentence 5 but not in 6?

GRAMMAR REFERENCE ▶ page 36

2 Choose the correct alternative. If you think both are correct, choose both.

- 1 Football is a game *which/-* many people play.
- 2 A stadium is a place *that/where* you can watch football matches.
- 3 The people *who/-* watch sports events are called spectators.
- 4 The leader of the Tour de France is the person *who/whose* shirt is yellow.
- 5 June is the month *when/which* Wimbledon starts.
- 6 A jockey is a person *who/that* rides a horse in a race.
- 7 Brazil is the country *where/which* has won the FIFA World Cup™ most times.
- 8 Ice hockey is a sport *-/that* is very popular in Canada.

3 Complete the text with relative pronouns.



One of the most tiring sports in the world must be water polo. Water polo is sport (a) is similar to handball, except that it’s played in water. The rules were first developed by a man (b) name was William Wilson. He was a keen swimmer (c) ran a swimming club in Glasgow, Scotland. Originally, it was a sport (d) allowed a lot of rough physical contact and the first match similar to water polo took place in the sea, (e) twelve members of a rowing club competed for 15 minutes before the ball burst. Nowadays, the sport is more organised, but still physically very demanding: you have to swim continuously as well as passing and catching the ball, so it can only be played by people (f) are very fit. Matches take place in a pool, (g) seven players on each team throw the ball to each other and try to put the ball into the opposing team’s net. One player on each team is the goalkeeper, (h) tries to stop the other team from scoring. An interesting variation of the sport is played in the Pacific island of Hawaii, (i) surf polo was invented in the 1940s. As you might guess, this version is played in the sea, and the players are on surfboards.



4 Join the sentence halves with a relative pronoun. Look up the words in *italics* in your dictionary if necessary.

- 1 The winner in a gymnastics competition is the person
 - 2 A *referee* is the person
 - 3 2020 is a year
 - 4 A room with *tatami* mats is the place
 - 5 *Time out* is a moment in a basketball match
 - 6 A *black belt* is a thing you get
 - 7 In football, *goalkeepers* are often the players
 - 8 The *puck* is the thing
- a you get when you are really good at judo or karate.
 - b shirt has a number 1 on the back.
 - c you hit in an ice hockey match.
 - d mark is the highest.
 - e there will be the Olympic Games®.
 - f the players stop playing.
 - g job is to control football matches.
 - h you do judo

▶ **STUDY SKILLS**

What action can you take to improve your results in grammar exercises? **STUDY SKILLS ▶ page 72**



5 Write complete sentences with relative pronouns. You can give information or a personal opinion.

1 Hussein Sulaimani is a football player
Hussein Sulaimani is a football player who comes from Saudi Arabia.

2 Basketball is a game
.....

3 A racket is an object
.....

4 The goal is the place
.....

5 Camel racing is a sport
.....

6 Winter is the season
.....

7 Physical Education is a subject
.....

8 The beach is a place
.....

9 Ice hockey is a sport
.....

10 A gym is a place
.....

6a SPEAKING Work with a partner. Look at the definitions. What are the words?

- It's the name for a person who is walking, not driving a car or riding a bike.
- It's a type of meat which comes from a cow.
- It's a place where they make or produce things to sell.
- It's usually the first thing that you do when you arrive at the airport to catch a plane.

6b Now prepare definitions for at least six words that you have learnt so far this year. Read out your definitions to other students. Can they identify your words?

It's an adjective which means the same as 'clever'.

It's a type of accommodation where you pay to stay in a room.

Phrasal verbs connected with sport

1 Look at the sentences and match the phrasal verbs in bold with their definitions a–g.

- He **took up** diving when he was eight because he saw a competition and wanted to try it.
- He was **warming up** before the race so that his legs were ready.
- Italy have **knocked out** England in the World Cup so England will be on the plane home tomorrow.
- Hey, you! Don't just sit there watching. Come and **join in**.
- It's impossible to beat you. I **give in**!
- He's really fit because he **works out** at the gym five times a week.
- It's a difficult match but they're going to **go for** it.

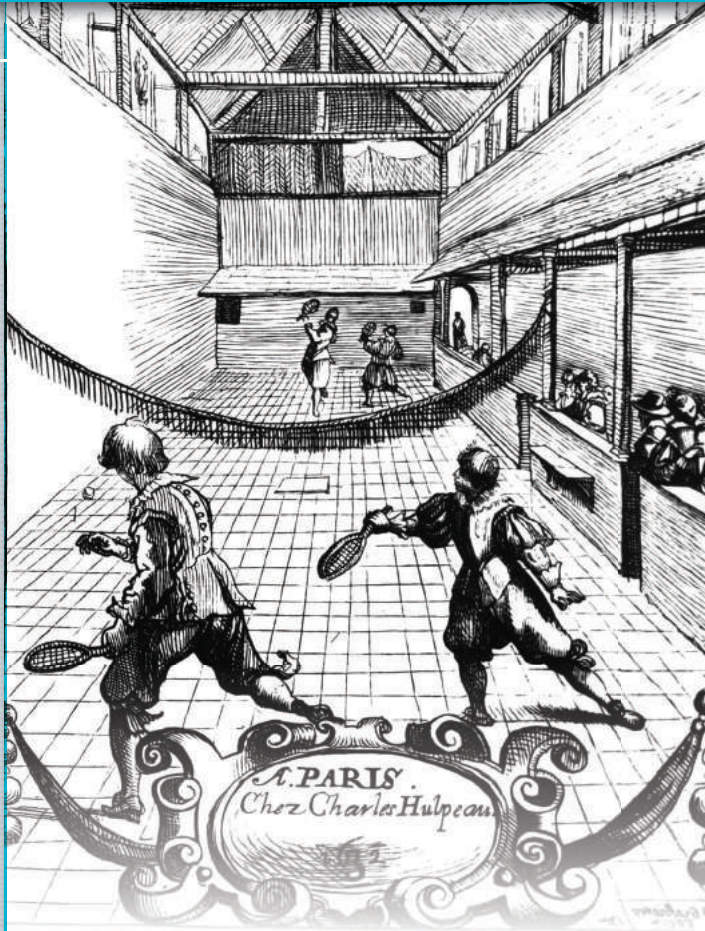
Phrasal verbs	Definitions
1 take up	a prepare for a sport or another activity by doing gentle exercises
2 warm up	b stop competing and accept that you cannot win
3 knock out	c try very hard to win or get something
4 join in	d start doing an activity with other people who are already doing it
5 give in	e start a sport or hobby
6 go for	f do physical exercise
7 work out	g eliminate somebody from a competition by beating them/make somebody unconscious

2 Complete the sentences with the correct form of the phrasal verbs from 1.

- I'm going to tennis. Tomorrow I'm going to buy a racket.
- Yesterday we played in the semifinal. We aren't in the final because the other team us
- A: Why don't you? B: Because I don't like team sports, I prefer individual ones.
- He's got the right attitude to be a champion. When he's losing he never
- It'll be a hard race but he's going to the gold medal.
- He's hurt his leg because he didn't before running.
- They're really strong. They in the gym, doing weightlifting.

3 SPEAKING Complete the sentences with the correct form of the phrasal verbs from 1. Then ask your partner the questions.

- Do you ever out to keep fit? How often?
- If there is a match or competition at school, do you in or do you just watch?
- If something is difficult, do you usually for it and try hard to win, or do you in easily?
- Have you ever been out of a competition?
- When you do sport, do you usually up first or do you begin straight away?
- What new sport or hobby would you like to up?



1 Look at these statements about the origin of tennis. Work with a partner. Do you think they are true (T) or false (F)? Guess.

- Tennis began in at least the 11th century. T/F
- The first sport similar to modern tennis came from Germany. T/F
- King Charles VIII of England played tennis. T/F
- In 1858 an English man and a Scottish man helped to invent the modern sport of tennis. T/F
- The first ever tennis championship was at Wimbledon. T/F

2 **LISTENING** 15 Listen and check your guesses in 1.

3 Listen again and answer the questions.

- What are the two possible origins of the name 'tennis'?
- In tennis, each point begins when the player 'serves' the ball. What is the possible origin of the word 'serve' in tennis?
- In English we say 'love' instead of zero. What is the possible origin of the word 'love' in tennis?

4 **SPEAKING** What about you?

- Do you like playing or watching tennis? Why/Why not?
- Have you got a favourite tennis player? Who?

I don't like playing tennis but I like watching it.

Why?

It's really exciting seeing the best players, especially when it's a final.

GRAMMAR GUIDE

Non-defining relative clauses

1 Look at sentences 1–7 and answer the questions a–d.

- The king, who was very big, loved playing tennis.
 - The rules, which were invented in 1858, are still quite similar today.
 - The first game that was similar to modern tennis came from Europe.
 - The servant, whose job was not very interesting, had to throw the ball up in the air.
 - The first English king who played tennis was Henry VII.
 - In the fifteenth century, when tennis was already popular, they only played indoors.
 - In 1877 there was a tennis championship at Wimbledon, where they still play today.
- Which sentences do you think are non-defining relative clauses – giving extra, non-essential information?
 - Which clauses have commas; defining or non-defining relative clauses?
 - Can we omit the relative pronouns in sentences with non-defining clauses?
 - In sentence 2, we cannot use *that* because of what comes just before the relative pronoun. What comes just before it?

GRAMMAR REFERENCE ▶ page 36

2 Write sentences with non-defining relative clauses and the information given.

- Tennis balls, *which are usually yellow for high visibility*, used to be white.
(They are usually yellow for high visibility.)
- Adi Dassler,
....., began Adidas in the early 1920s.
(His younger brother was the owner of Puma.)
- Formula 1,
....., has seen great technological progress.
(It is probably the world's most expensive sport.)
- Scotland,
....., has lots of great golf courses.
(Golf began there.)
- Paul Tergat,
....., was a great marathon runner.
(He held the world record from 2003 to 2007.)
- In 1966,
....., the final was in London.
(England won the World Cup.)
- Roger Federer,
....., has been called the greatest ever tennis player.
(He is from Switzerland.)

3 Read the text and decide which answer (A, B, C or D) best fits each space.

Mohamed (Mo) Farah, (1) was born in Somalia, is now recognised wherever he goes. (2) he arrived in London from Mogadishu with his family at the age of eight, speaking hardly any English, his current fame was something he could hardly have imagined.

He took (3) running when he was a schoolboy in London. His talent was spotted by a PE teacher, (4) encouraged him to train and compete. His first major success came in 2001 when he became the European Junior Champion at 5,000 metres. Five years later, he won a silver medal at the European Championships, (5) was at the time the high point of his adult career. 2011 was a great year for Mo: at the World Championships he won silver in the 10,000 metres, then a few days later added gold in the 5,000. He was the first British athlete ever to do this.

(6) his success didn't end there. Mo, (7) personal motto is 'Go hard or go home', is not the kind of person to give (8) At the 2012 London Olympics™, he became the first ever British gold medallist in the 10,000 metres, then a week later won a second gold in the 5,000. Suddenly he was a star, and photos of him were everywhere.

Mo now lives in Oregon (USA), (9) he trains with coach Alberto Salazar. He and his wife also run the Mo Farah Foundation, a charity that raises money (10) the millions of people facing starvation and disease in East Africa.

- | | | | | |
|----|---------|-------------|---------|---------|
| 1 | A when | B that | C whose | D who |
| 2 | A When | B And | C But | D For |
| 3 | A in | B up | C after | D out |
| 4 | A that | B which | C when | D who |
| 5 | A that | B which | C – | D how |
| 6 | A And | B But | C When | D So |
| 7 | A which | B whose | C who | D that |
| 8 | A him | B surrender | C in | D on |
| 9 | A that | B – | C which | D where |
| 10 | A to | B for | C from | D in |

4 Join the sentences with a relative clause.

- The city is beautiful. I was born there. (Defining)
The city where I was born is beautiful.
- The shirt is really smart. I bought it last Saturday. (Non-defining)
- Last year was great. I passed all my exams. (Non-defining)
- The man is angry. He rang yesterday. (Defining)
- This drink is my favourite drink. It's really healthy. (Non-defining)
- My neighbours aren't very nice. Their son makes a lot of noise. (Non-defining)
- The hotel was beautiful. We stayed there in the summer. (Defining)
- This writer is very good. His last book sold over a million copies. (Non-defining)



5a SPEAKING Write short, simple sentences with information about people, places, things, activities and events in this book.

*King Abdulaziz Airport is the busiest airport in Saudi Arabia.
Mohamad Gebriel Abo Dayah is a successful inventor.
Weymouth is in the south of England.*

5b Read your sentences to your partner. He or she must add extra information to the sentences using non-defining relative clauses.

King Abdulaziz Airport, which is in Jeddah, is the busiest airport in Saudi Arabia.

Mohamad Gebriel Abo Dayah, who is blind, is a successful inventor.

Weymouth, where Ben Ainslie won his fourth Olympic gold medal, is in the south of England.



1 SPEAKING Work with a partner. Look at this question:

Are top football players paid too much?

Make notes of arguments to justify your opinion.

- 2** Organise your notes in 1 in a logical order. Add a short introduction and a conclusion.
- 3 LISTENING** Listen to a student giving a presentation on this subject. Does he generally agree or disagree that top football players are paid too much? Does he use any of the arguments in your notes?
- 4** Listen again and tick the expressions in the Speaking Bank which you hear.



▶ **Speaking Bank**

Useful expressions in presentations

Beginning a presentation

- I'd like to begin by saying ...
- I'm going to talk about ...

Introducing arguments

- Firstly,
- Secondly,
- It's also true that ...
- What's more,
- First of all,
- Another thing is that ...
- Furthermore,

Giving examples

- For example,
- Look at the case of ...
- Finally,
- Last but not least
- The point I'm trying to make is...
- For instance,
- Concluding,
- To sum up,
- In short,



5 SPEAKING Work with a partner. Put these stages of giving a presentation in the correct order.

- 1 During your talk, use your notes to remember what comes next but don't just read things aloud.
- 2 Organise your notes in a logical way.
- 3 Finish your presentation at the right time.
- 4 Look at the question which you have to talk about.
- 5 Make notes with your ideas and arguments.
- 6 Begin your presentation and look up at the audience.
- 7 Think of a short introduction and a conclusion.

▶ **IELTS EXAM SUCCESS**

What other advice would you give to somebody who is about to take an IELTS speaking exam?

IELTS EXAM SUCCESS ▶ page 75

Practice makes perfect

6a You have 5 minutes. Look at the task and make notes.

Prepare a presentation on this topic:
How should sports players who are caught cheating be punished?

6b Give your presentation to the class. Use expressions from the Speaking Bank and the advice from the Study Skills box.

6c As you are listening to the presentations, make a note of any points that need clarification or elaboration (extra information), then hold a Question and Answer session after each presentation. Look at the Speaking Bank on page 79 under **Asking for clarification and elaboration** for useful language.



- 1 Work with a partner. Look at this book cover. What do you think the book is about? What do you think the title means?
- 2 Read the review of the book and answer the questions.
 - 1 Who is the main character in the book?
 - 2 What happens in the book? Do not write more than three sentences.
 - 3 What did the writer like most about the book?
 - 4 Who does the writer think will enjoy the book?

Book *Away from Home*

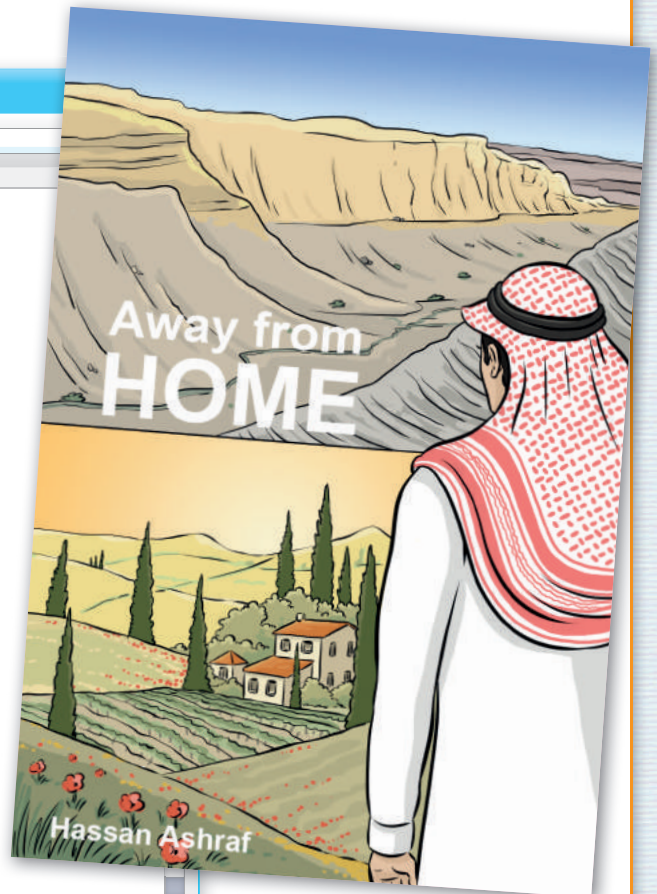


128 of 130 people found the following review helpful:

Away from Home

By [Hassan Ashraf \(UK\)](#) – [See all my reviews](#)

- 1 The clue is in the title: this is a novel about living away from your own country, but it's also about football (the phrase 'away from home' means a team is playing at another team's ground). The main character, Jamil, is a young footballer from Saudi Arabia who gets the chance to join a team in Italy.
- 2 The first chapter opens with Jamil arriving at the airport in Padania, a fictional city in southern Italy. Although there are flashbacks to his experiences at home in Saudi Arabia, the setting for the story is almost completely Italian. Jamil is a traditional person with strong family ties, and he has never been abroad before, so he is excited and worried about his new situation. The plot is basically about his experiences and the people he meets as he tries to fit in with his new situation but at the same time hold on to his own beliefs. These experiences are usually emotional but there are moments of comedy too, involving misunderstandings on both sides.
I don't want to spoil the ending for you, but I can say that Jamil returns home after two seasons. It isn't a normal happy ending, but it's not sad either.
- 3 I enjoyed reading this book. There is enough uncertainty and suspense about what will happen to keep you turning the pages, and the description of the football matches are really exciting and realistic. The author is a part-time player himself as well as a journalist, so his writing style is good and he knows what he's talking about. The main thing is that he really makes you care about Jamil and what happens to him, and the minor characters are described well too.



- 3 Match the paragraphs with the descriptions of their content.

Paragraph 1 the writer's opinion of the book

Paragraph 2 a summary of the plot or story

Paragraph 3 a basic description of the book

- 4 Look at the review again and answer the questions.
 - 1 What tense does the writer use to summarise the plot?
 - 2 Why do you think this tense is used for plot summaries?
 - 3 Does the writer mix tenses to write the summary of the plot?
 - 4 Is the text only a summary of the plot?
 - 5 Does the writer give reasons and examples for his/her opinions?

5a Read the review again and find the words in the Books section of the Writing Bank.

5b Use your dictionary to check the other useful words and expressions in the Writing Bank.

▶ Writing Bank

Useful words and expressions in book reviews

Books

happy ending, main character, minor characters, plot, author, fictional, writing style, realistic, description

Adjectives to describe books

Positive: brilliant, exciting, funny, hilarious, great, inspiring, interesting, moving

Negative: awful, boring, stupid, uninspiring

Types of book

suspense, comedy, historical novel, adventure, science fiction

6a **SPEAKING** Prepare notes about your favourite book or a book you have read recently. Use words from the Writing Bank.

6b Use your notes to tell your partner about your book.

Practice makes perfect

7 Look at the task. Write a review of the book you chose in 6. Use the words and expressions in the Writing Bank and the paragraph plan in 3 to organise your ideas.

Your school wants students to write book reviews for the school magazine. Write a review of your favourite book or a book you have read recently.



Language reference and revision

▶ Grammar reference

Defining relative clauses

Form

Major T H Gem and J B Perera were the people **who/that** helped to invent modern tennis.

That's the sport **which/that** I play.

That's the player **whose** team is top of the league.

Beijing is the place **where** they held the 2008 Olympics®.

Sunday is the day **when** I play tennis.

We use **who** and **that** for people, **which** and **that** for things, **whose** for possessions, **where** for places, and **when** for times.

In defining relative clauses we can omit **who**, **which**, or **that** when a noun or pronoun comes immediately after.

That's the sport that I play. = That's the sport I play.

He's the tennis player that my brother likes. = He's the tennis player my brother likes.

but

That's the sport that is popular. = ~~That's the sport is popular.~~

He's the tennis player that won the cup. = ~~He's the tennis player won the cup.~~

We do not use commas in defining relative clauses.

Use

We use defining relative clauses to give essential information about the person, thing, place or time in the first half of the sentence.

The sentence does not usually make sense without the relative clause.

Rafael Nadal is the tennis player who won Wimbledon in 2008.

~~*Rafael Nadal is the tennis player.*~~

Non-defining relative clauses

Form

Major T H Gem and J B Perera, **who** were English and Spanish, helped to invent modern tennis.

Tennis, **which** is my favourite sport, is a very old game.

Talal, **whose** team is top of the league, is a very good player.

Beijing, **where** they held the 2008 Olympics, is a fascinating place.

Yesterday, **when** I played tennis, was a really warm day.

We use **who** for people, **which** for things, **whose** for possessions, **where** for places, and **when** for times.

We do not use **that** in non-defining relative clauses.

In non-defining relative clauses we cannot omit the relative pronoun.

We always use commas in non-defining relative clauses.

Use

We use non-defining relative clauses to give extra, non-essential information about the person, thing, place or time in the first half of the sentence. The commas work in a similar way to parentheses, showing that the information is not vital to the sentence.

Non-defining clauses are not so common in conversation and can seem formal.

This city, where I was born, is famous for its football teams.

▶ Vocabulary

1 Sports

athletics basketball diving
football golf gymnastics
ice hockey judo sailing skiing
swimming snowboarding
table tennis volleyball
weightlifting

2 Sports venues and equipment

boots club course court goal
goggles gym net pitch pool
racket rink skates skis slope
track trainers

3 Phrasal verbs connected with sport

give in go for join in knock out
take up warm up work out

▶ Grammar revision

Defining relative clauses

- 1 Complete the sentences with a relative pronoun. If you don't need a pronoun, put –.
- The friends I made in primary school live near my house.
 - You're the teacher classes I like the most.
 - Leila is the person has helped me the most.
 - This is the town I lived in when I was eight.

- Autumn is the time of year the leaves fall off the trees.
- This is the country football began.

WORKBOOK ▶ page 20

/ 6 points

Non-defining relative clauses

- 2 Are the sentences correct or not? If not, correct them.
- The driver, which car wasn't very fast, never won a race.
 - This sport, that was invented only a few years ago, is becoming really important.
 - Rafael Nadal, whose uncle was a professional football player, won Wimbledon in 2008.
 - My neighbours, are really nice, have got two kids of my age.

- That house, that I lived in when I was small, now belongs to my uncle.
- Last summer, when we went to the beach, we had a brilliant holiday.

WORKBOOK ▶ page 22

/ 6 points

Defining and non-defining relative clauses

- 3 Write two sentences for each of these things, people, times or places. One must contain a defining relative clause and the other a non-defining relative clause.

Football

- Football is a game which is popular all over the world.*
- Football, which I always play on Sunday, is my favourite sport.*

Waleed Abdullah

-
-

King Fahd International Stadium

-
-

Last year

-
-

Chocolate

-
-





WORKBOOK ▶ pages 20 and 22

/ 8 points

▶ Vocabulary revision

Sports

- 1 What are these sports? Choose the correct alternative.

-  play/go/do
-  play/go/do
-  play/go/do
-  play/go/do

WORKBOOK ▶ page 18

/ 8 points

Sports venues and equipment

- 2 Write the words.

- The place where you play football: p
- The place where you skate or play ice hockey: r
- The thing you use to hit the ball in golf: c
- The thing you hit the ball over in tennis or volleyball: n
- The place where you ski, the thing you ski down: s
- The place where you play basketball or tennis: c

WORKBOOK ▶ page 18

/ 6 points

Phrasal verbs connected with sports

- 3 Match the columns.

Phrasal verb part 1	Phrasal verb part 2	Meaning
1 warm	out	a do an activity with other people who are already doing it
2 knock	in	b eliminate somebody from a competition
3 join	up	c do gentle exercises before doing sport
4 give	up	d stop competing and accept that you cannot win
5 go	for	e start a sport or hobby
6 take	in	f try very hard to win or get something

WORKBOOK ▶ page 21

/ 6 points

Total →

/ 40 points

4 Culture, old and new

- Grammar** ▶ Reported speech – statements
▶ Reported speech – questions and commands
- Vocabulary** ▶ Art and design, crafts, poetry
▶ Adjectives ending in *-ing* and *-ed*
- Speaking** ▶ Describing a past event
- Writing** ▶ An announcement

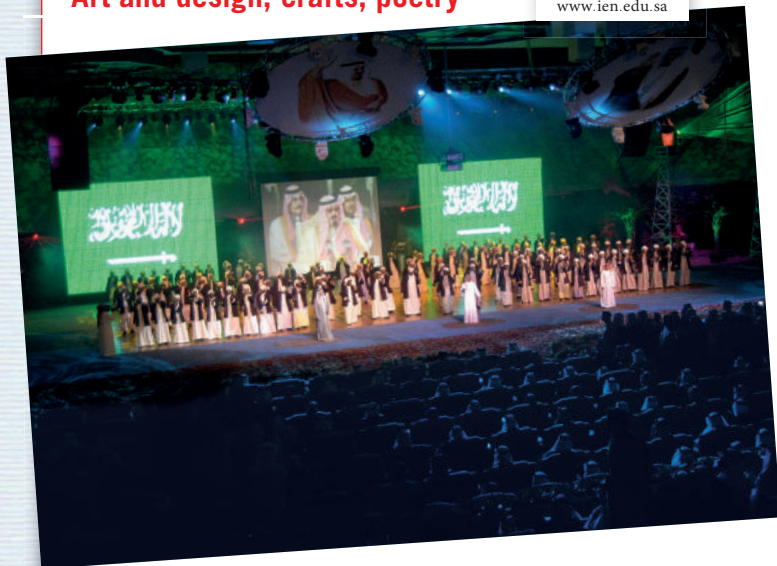
▶ Vocabulary

Art and design, crafts, poetry

Lesson Link



www.iem.edu.sa



1 Use these words to talk about the photo.

audience lighting performance scenery stage

2 Work with a partner. Look at the words in bold. Check that you understand them. Use your dictionary if necessary.

- This isn't the finished **drawing** – it's just a quick **sketch**.
- There is an interesting **exhibition** opening at the National Gallery next week.
- I like the **lyrics** – they make you feel sad.
- There's no point asking what it is – it's an **abstract painting**.
- It's divided into **verses** but the lines don't **rhyme**.
- She uses different **materials** but the most colourful pieces are her **textiles**.
- There is a long tradition of **calligraphy** all over the Islamic world.
- This area is famous for its beautiful wood **carving**.

3 Put the words Exercise 2 in the correct column. Some words can go in more than one column.

Art and design	Crafts	Poetry

4a Work with a partner. Complete the table.

Verb	Noun (Art Form)	Noun (Person)
<i>paint</i>		<i>painter</i>
	<i>art</i>	
	<i>craft(s)</i>	
		<i>calligrapher</i>
		<i>architect</i>
<i>tell (stories)</i>		<i>storyteller</i>
	<i>poetry</i>	

4b Use words from the table to complete these sentences. You may need to change the form of the word to fit the sentence.

- The American Adrian Smith designed the Burj Khalifa building.
- The school put on a performance at which students read their own
- My father makes wonderful wooden model boats – he's an amazing
- He produces abstract that use blocks of strong colour.
- The letters are so beautiful, he writes like a
- The lyrics to the national anthem were written by the Ibrahim al-Khafaji.

5a **SPEAKING** Work with a partner. Think of a person (present or past) who is known in the field of culture (art, design, craft or poetry). Write one or two pieces of information about this person.

5b Read out your information to the class. Can they guess who it is?

He is a Saudi poet. He was born in 1931. He introduces a poetry programme on TV.

Rashid al-Zlami.

6 **SPEAKING** Work with a partner. Ask and answer these questions. When your partner answers, ask a follow-up question to get more information.

- What traditional crafts do you like?
- Do you prefer traditional or modern architecture?
- Have you ever been to an exhibition?
- Do you enjoy poetry?
- Have you ever performed in public?
- Why is culture important for a country?

▶ Reading

- 1 **Work with a partner. Look at these photos. Take it in turns to describe what you can see.**
- 2 **Read the three newspaper articles and match them with the correct headlines and photos.**
 - 1 **Danger! Artist at work**
 - 2 **Recycling art can be good for you**
 - 3 **The Artist as time-traveller**
- 3 **Choose the best answers.**



a

B For a recent exhibition in Dubai called *Al Akhar* (The Other), the Saudi abstract artist Zaman Jassim had a futuristic theme. The exhibition website said he had presented pieces in the form of satellite dishes to represent other worlds, or even non-existent dimensions. The pieces use various materials like metal, wood, brass, fibreglass and even waste products from factories.

The works also contain Arabic lettering, which is a connection to the artist's early life, when he can remember being inspired by calligraphy. This connection between past, present and future has always been a feature of Zaman's work. While he often uses traditional materials like wood that refer to old traditions, he doesn't simply copy the traditions but brings them into the present, a present that for future generations will become the past.

Zaman was born in al-Khobar, Saudi Arabia, in 1971, and was awarded a B.A degree from the Art Foundation Institute of Riyadh only 18 years later. He has worked in art education for 23 years, at the same time as building an international reputation in the art world. He has won many national and international prizes and had exhibitions all over the Middle East and in Europe, including solo exhibitions in Paris, France. He still lives in Saudi Arabia, in the coastal oasis of al-Qatif.



b



Lesson Link
www.iien.edu.sa



c

C A painting which was found in the street has just been sold for over \$1 million. One morning in 2003 Elizabeth Gibson was taking her morning walk in Manhattan when she came across an abstract painting lying in a pile of rubbish. She said the painting had caught her attention so she decided to take it home. 'I know nothing about modern art but it didn't seem right for any piece of art to be thrown away like that,' she said. The painting turned out to be an interesting work by Mexican artist Rufino Tamayo, from 1970. It was on her wall for months when a friend told her that it might be valuable. Ms Gibson soon discovered that it was. It was worth over a million dollars! When Ms Gibson found out, she looked for the original owners and she gave the work back to them. The painting had been stolen from them in 1987 but it only reappeared when Ms Gibson found it in 2003. The owners were amazed to get their painting back and gave Ms Gibson a reward and a percentage of the sale of the painting.

A Three people had to be taken to hospital after falling into the latest 'artwork' at the Tate Modern gallery in London – a crack in the floor. The 152-metre crack runs along the floor in the Turbine Hall of the Tate Modern. Some people think the crack is painted and realise their mistake when they fall in! The work is by Colombian artist Doris Salcedo. It begins as a small crack but gets wider and wider. It's 152 metres long, but it's also nearly a metre deep in some places, although the artist said, 'It is bottomless. It is as deep as humanity.' A representative for the gallery said that three visitors had fallen in but that there hadn't been any serious injuries. 'Twelve thousand people visited the installation on the first day and there have been no other incidents,' said the representative. The installation cost £300,000 and took more than six months to complete. The artist told reporters that the installation had needed delicate work by artists on two continents. 'But what is important is the meaning of the piece. The making of it is not important.'

- 1 The crack in the floor of the Tate Modern gallery
 - a doesn't really exist.
 - b is so deep that there is no bottom.
 - c is deep enough to cause injuries.
- 2 Doris Salcedo
 - a doesn't know how the crack was made.
 - b is most interested in the symbolic aspect of the crack.
 - c has apologised to the three women.
- 3 The materials Zaman Jassim uses in his work are
 - a mostly natural.
 - b old and new.
 - c recycled.
- 4 During his career, Zaman Jassim has
 - a often visited European cities.
 - b always lived in Saudi Arabia.
 - c worked as a teacher for a long time.
- 5 For sixteen years the Rufino Tamayo painting was in
 - a the possession of criminals.
 - b Manhattan.
 - c the owner's house.

- | | | | |
|---|-----------|---|------|
| 1 | 1 million | 5 | 152 |
| 2 | two | 6 | 23 |
| 3 | 300,000 | 7 | 1970 |
| 4 | 18 | | |

- 5 Find these words in the texts. Guess their meaning from the context. Then check your answers in your dictionary.**

Text A	Text B	Text C
1 deep	1 represent	1 pile
2 bottomless	2 feature	2 thrown away
3 incidents		3 valuable
4 intricate		

▶ STUDY SKILLS

What strategies can help you to understand new words in a text?

STUDY SKILLS ▶ page 73

- 6 SPEAKING What about you?**

- 1 Which work of art in 2 do you like the most? Why?
- 2 Which work of art do you think is the most unusual? Why?

- 4 Why do these numbers appear in the texts?**



GRAMMAR GUIDE

Reported speech – Statements

1a Match the reported sentences 1–9 with the direct sentences a–i.

- | | |
|--|--|
| 1 He said that some of his works took him a year to complete. | a 'It may be valuable.' |
| 2 She told us that she knew nothing about modern art. | b 'Some of my works take me a year to complete.' |
| 3 The artist said the installation had needed delicate work. | c 'I can remember being inspired by calligraphy.' |
| 4 A friend told her that it might be valuable. | d 'I know nothing about modern art.' |
| 5 She said she was working on a new project. | e 'I will finish the work soon.' |
| 6 The exhibition website said he had presented pieces in the form of satellite dishes. | f 'The installation needed delicate work.' |
| 7 He told them he could remember being inspired by calligraphy. | g 'He has presented pieces in the form of satellite dishes.' |
| 8 The news story said the people had to be taken to hospital. | h 'I'm working on a new project.' |
| 9 He said he would finish the work soon. | i 'These people have to be taken to hospital.' |

1b Choose the correct alternative.

- | | |
|---|--|
| 1 <u>Nouns/Pronouns</u> usually change when they go from direct to reported speech. | 4 With tell we <u>need/don't need</u> to say the person we spoke to. |
| 2 The tenses of most verbs <u>change/don't change</u> in reported speech. | 5 With say and tell we <u>always need/don't always need</u> to use that . |
| 3 With say we <u>need/don't need</u> to say the person we spoke to. | |

GRAMMAR REFERENCE ▶ page 46

2 How do these tenses change in reported speech?

Look at the Grammar reference for help.

Direct speech	Reported speech
1 present simple →	<i>past simple</i>
2 present continuous →	
3 present perfect →	
4 past simple →	
5 will →	
6 can →	
7 may →	
8 must/have to →	



3 Complete the table with these words.

a (week/month/year) ago **here** **the day before** **the following (week/month/year)** **today**
the previous (week/month/year) **that** **that night**

Direct speech	Reported speech
this	(1)
(2)	there
(3)	that day
yesterday	(4)
(5)	the next/following day
tonight	(6)
next (week/month/year)	(7)
last (week/month/year)	(8)
(9)	a (week/month/year) before

4 Rewrite the sentences with *told* and the words in brackets.

- The student said he couldn't recite the poem because he had forgotten some of the words. (his teacher)
The student told his teacher he couldn't recite the poem because he had forgotten some of the words.
- You said you wanted to be an architect. (me)
- Karima said she would enjoy doing embroidery. (her mother)
- She said the performance had been fantastic. (us)
- The artists said the exhibition was going to be a great success. (the reporters)
- The artist said he was presenting five new paintings. (the exhibition organiser)
- The museum guard said he had to stop touching exhibits. (the boy)
- The editor said his poems weren't good enough to be included in the programme. (the poet)

5 Now put the reported speech in 4 into direct speech.

I can't recite the poem because I've forgotten some of the words.



6 Look at these statements by Abu Hassan, a traditional wooden boat builder. Write them in reported speech.

- 1 'The way of building ships is written in my soul.'
- 2 'I have constructed many ships and fishing boats since I was a boy.'
- 3 'I have tried to teach my children the secrets of my trade, but they are attracted to the modern way of life.'
- 4 'I learned woodwork from my father in Oman and came to Saudi Arabia when I was 18.'
- 5 'The demand for my boats and ships disappeared many years ago.'
- 6 'I earn a little from selling wooden models of boats, but it isn't enough for me to live on.'
- 7 'My friends help to pay the rent on my shop.'
- 8 'I hope one day people will buy my boats again so that I can repay everyone for their kindness.'

7a SPEAKING Write down things that your friends or family have said or told you recently.

7b Tell your partner the things that people have said. Can your partner guess who said these things?

Someone told me that I had to get my hair cut.

Was it your dad?

Yes!

▶ Developing vocabulary

Adjectives ending in *-ing* and *-ed*

1 Look at the two sentences.

- 1 The owners were **amazed** to get their painting back.
- 2 It was **amazing** that somebody had returned the painting to the owners.

The words in bold are adjectives. Which adjective describes how somebody feels? Which adjective explains why they feel this way?

2 Look at these adjectives. Which are positive (+) and which are negative (-)?

amazed bored confused disappointed
embarrassed excited frightened
inspired interested relaxed surprised
tired uninspired

3a PRONUNCIATION Look at the adjectives in 2 again. In which adjectives do we pronounce *-ed* as /ɪd/?

3b **17 Listen and check your answers. Which letter comes before *-ed* in all those adjectives?**

3c Practise saying the adjectives in 2.

4 Choose the correct alternative.

- 1 The artist's work was *inspiring/inspired* by his early experience of calligraphy.
- 2 The range and quality of crafts for sale in the market is *amazed/amazing*.
- 3 Working all day and studying at night is *tiring/tired*.
- 4 Many people are *confusing/confused* when they see modern art.
- 5 When artists explain their own work, it can be a bit *boring/bored*.
- 6 I would be *embarrassing/embarrassed* if I had to stand on a stage and read out my poetry.
- 7 In my opinion, his more recent work is *disappointing/disappointed*.
- 8 We're really *exciting/excited* about going to see that exhibition next week.

5a SPEAKING Prepare things to say about the topics below.

- 1 Two people you think are inspiring.
- 2 Two activities you think are boring.
- 3 A moment in your life when you were very surprised.
- 4 A time when something embarrassing happened to you.
- 5 The most exciting thing you have ever done.
- 6 A time when you were frightened.

5b Talk about the topics with a partner. Ask questions to keep the conversation going.

5c Tell the class what your partner told you about one of the topics.

Hala told me that she is inspired by her sister. Her sister works for a charity that helps children with family problems ...

- 1 Look at these photos. What do you think the connection between them is? Guess.



- 2 LISTENING Listen to two friends talking about a news story and check your ideas in 1.

▶ IELTS EXAM SUCCESS

What should you do when you are taking an IELTS listening exam and there is a section that you do not understand?

IELTS EXAM SUCCESS ▶ page 75

- 3 Listen again and choose the best answers.

- The man broke
 - one vase.
 - two vases.
 - three vases.
- The vases were
 - not worth any money.
 - too valuable to put a price on.
 - worth about a thousand pounds.
- People said
 - the vases couldn't be restored.
 - it would take three months to restore the vases.
 - special technology was needed to restore the vases.
- The man
 - had to pay for the damage.
 - was banned from the museum.
 - was arrested by the police.
- The two speakers
 - think that the accident was entirely the man's fault.
 - think that it was the museum's fault.
 - disagree about whose fault it was.

- 4 What about you?

What would you do if you were manager of the museum?

I would make sure that all valuable exhibits were kept in a glass case.

I would make the man pay for repairs.



GRAMMAR GUIDE

Reported speech – Questions

- 1 Look at the direct and reported questions. Then decide if rules a–e are true (T) or false (F).

- 'How did it happen?'
- The people from the museum asked him how it had happened.
- 'Do you realise the seriousness of this accident?'
- They asked him if he realised the seriousness of the accident.
 - Tenses and pronouns change in reported questions in the same way as in reported statements. T/F
 - We do not use the auxiliary verb *do* in reported questions. T/F
 - We put the subject before the verb in reported questions. T/F
 - We use question marks in reported questions. T/F
 - We use *if* or *whether* when there is no question word. T/F

GRAMMAR REFERENCE ▶ page 46

- 2 Choose the correct alternative.

- 'Where are you from?'
They asked the man where was he from/where he was from.
- 'Did you hurt yourself?'
They wanted to know whether he had hurt himself/had he hurt himself.
- 'Do you know how much damage you've caused?'
They asked him if he did know/he knew how much damage he'd caused.
- 'Have you been to the museum before?'
They asked him if he has been to the museum/had been to the museum before.
- 'Will you be more careful in future?'
They asked him if he would be more careful/would he be more careful in future.

- 3a SPEAKING Write five questions to ask a partner about art and design, crafts or poetry.

- 3b Work with a partner and ask your questions.

- 3c Change partners. Tell your new partner the five questions your first partner asked you, and your answers.

*She asked me if I liked going to exhibitions.
I told her that I didn't like it much.*



4 Complete the reported questions.

- 1 'Did you enjoy visiting the castle?'
He asked him
- 2 'Who are you here with?'
He wanted to know
- 3 'Do you often visit ancient buildings?'
He asked him
- 4 'Will you recommend the castle to other people?'
He asked him
- 5 'Why did you decide to visit the castle?'
He wanted to know
- 6 'Are you going to visit any other buildings in Riyadh?'
He wanted to know
- 7 'Have you ever been to Riyadh before?'
He asked

GRAMMAR GUIDE

Reported speech – Commands

5 Look at the direct and reported commands and answer the questions.

- 1 'Be good!'
 - 2 The teachers told the children to be good.
 - 3 'Please don't touch the paintings!'
 - 4 They asked the children not to touch the paintings.
- a Which verbs can we use to report commands?
 - b Do we change the tense of the verb from the direct command or use the infinitive in the reported command?
 - c Where does *not* come in reported commands that are negative?

GRAMMAR REFERENCE ▶ page 46

6 Report these commands.

- 1 'Pay attention!' the teacher told the class.
The teacher
- 2 'Give me your tickets, please,' the man at the entrance asked them.
The man at the entrance
- 3 'Don't shout!' his mum told him.
His mum
- 4 'Please don't take photos inside the museum,' the guide asked the visitors.
The guide
- 5 'Don't come home late!' Dad told me.
Dad
- 6 'Use a bigger brush,' the art teacher told Jake.
The art teacher
- 7 'Please write a description of the painting for homework,' the teacher asked the students.
The teacher

7 SPEAKING Play in two teams. Take it in turns to try and remember things that teachers asked or told you to do this week. You get one point for each correct sentence.

Our English teacher asked us to do this exercise.

He told us not to speak in Arabic.

▶ Developing speaking *Describing a past event*

1 **SPEAKING** Work with a partner. Discuss these questions.

- 1 Do you ever go on school trips? If so, what type of places do you usually go to?
- 2 Did you go on school trips when you were at primary school? Where did you go?

2 **SPEAKING** Work with a partner. Look at the pictures. Take it in turns to describe what you can see. Say what is happening and what the people are doing.



3 **LISTENING** Listen to a teenager talking about a school trip that was special for her. Which pictures are similar to her experience?

4 **SPEAKING** Work with a partner. Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 The school trip happened quite recently. *T/F*
- 2 The girl enjoyed the TV programme at first. *T/F*
- 3 She wanted to go on stage because she was pleased with her poem. *T/F*
- 4 The girl was very embarrassed at first, but later she really enjoyed herself. *T/F*
- 5 She only read one poem. *T/F*

5 Listen again and tick the words and expressions that you hear in the Speaking Bank.

▶ Speaking Bank

Useful words and expressions for reporting past events

- At first
- Next
- Later
- First
- Then
- A few seconds/minutes/hours/days later
- After ten minutes/half an hour/a while
- After that
- Finally
- In the end

▶ IELTS EXAM SUCCESS

What can you do to prepare for a speaking exam where you have to talk about a past event?

IELTS EXAM SUCCESS ▶ page 75

6 Think about a memorable school trip or a trip to a famous place, exhibition or performance that you went on. Individually, make notes on these questions.

- 1 Where did you go?
- 2 When was it?
- 3 How old were you?
- 4 Who did you go with?
- 5 What happened first? And later?
- 6 How did you feel?
- 7 What happened in the end?

Lesson Link



www.iien.edu.sa

Practice makes perfect

7a Work with a partner. Take it in turns to do this task. When you are listening, ask your partner questions to find out details and to help him or her to continue talking. Use words and expressions from the Speaking Bank.

Tell an English-speaking friend about a memorable school trip, or a memorable trip to a famous place, exhibition or performance. Say:

- where and when you went, and who you went with.
- what happened first.

7b Change partners and talk about your trip again.

▶ Developing writing *An announcement*

1 Look at the school announcement and find this information.

- 1 What is the event?
- 2 What exactly do the organisers want?
- 3 When do they want it?
- 4 Can you win anything if you participate?
- 5 When is the event?
- 6 Who can be in the event?
- 7 What should you do if you want to know more?

Lesson Link



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Let the artist inside you come out!

We want *you* to participate in the school's *first ever* craft exhibition.

Everyone is welcome to join in!

We need textiles, baskets, carvings, jewellery – in fact, anything you've made yourself.

Surprise us!

We need to receive your work by the **20th October**. All work will be displayed in the hall for one week, starting **1st November**.

There will be prizes for students in each year for three different categories:

- 🏆 best textile work
- 🏆 best woodwork and useful objects
- 🏆 bead work and jewellery

So what are you waiting for? Get making things today!

For further information call 02 463 7979



2 Put the questions in 1 in the order that the answers appear in the announcement.

3 Look at the advice in the Writing Bank. Does the announcement in 1 follow the advice?

▶ Writing Bank

Useful advice for writing announcements

- Use short, clear sentences.
- Have a slogan or a title which attracts attention.
- Make the announcement easy to understand and interesting to read.
- Include all the practical information and details that a reader needs to know.

4 Work with a partner. Choose one of these events below.

- 1 A school poetry competition
- 2 A school magazine
- 3 A school craft exhibition

Complete a diagram with information that you would need to include in an announcement for the event.



Practice makes perfect

5 Look at the task and write an announcement following the advice in the Writing Bank.

Write an announcement to ask people to participate in a school poetry competition, a school magazine, or a school craft exhibition. Include information about:

- what the event is
- what you need

▶ IELTS EXAM SUCCESS

Who are you writing to in this task? Why is it important to know who you are writing to?

IELTS EXAM SUCCESS ▶ page 75

6 ADDITIONAL ACTIVITY ▶ page 83

Language reference and revision

Lesson Link



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► Grammar reference

Reported speech – Statements

In reported speech, when the reporting verb (**say, tell**) is in the past, the tense of the other verb usually changes going one tense 'back'.

Direct speech tenses	Reported speech tenses
'I work at home.' present simple	She said she worked at home. past simple
'I'm working.' present continuous	She said she was working. past continuous
'I have worked.' present perfect	She said she had worked. past perfect
'I worked.' past simple	She said she had worked. past perfect
'I had worked.' past perfect	She said she had worked. past perfect
'I will work.' will	She said she would work. would
'I can work.' can	She said she could work. could
'I may work.' may	She said she might work. might
'I must/have to work.' must/have to	She said she had to work. had to

Could, would, should and **might** do not change.

'You should see his new exhibition.' → *He said I should see his new exhibition.*

When the reporting verb is in the present simple, the tense of the verb in reported speech can stay the same.

'I enjoy woodwork.' → *He says he enjoys woodwork.*

When the reporting verb is in the past but the statement is something which is still true, or is and will always be true, the tense of the verb in reported speech usually stays the same.

'Museums are usually free.' → *The guide told us that museums are usually free.*

In reported speech, pronouns and possessive adjectives also change. *'I've got your pen.'* → *Mark said he had my pen.*

We use reported speech to report the words spoken by another person.

'I designed that building in 1990,' said the architect.
The architect said that he had designed that building in 1990.

Reported speech – say and tell

With **say** you do not need to use a personal object.

He said he needed help. He said the teacher he needed help.

With **tell** you must use a personal object.

He told the teacher he needed help. He told he needed help.

Reported speech – Questions

We do not use the auxiliary verb **do** in reported questions.

'Do you know my sister?' → *She asked me if I knew her sister.*

There is no inversion of subject and verb in reported questions.

'Who are you?' → *He asked me who I was.*

Reported questions are not real questions so they do not need question marks. *She asked me what I needed?*

When there is no question word (*who, what, how, why, etc*), we use *if* or *whether*. *'Can you do it?'* → *They asked me if I could do it.*

Reported speech – Commands

Direct Speech	Reported Speech
'Stand up!'	She told them to stand up .
'Don't write on the table!'	They told him not to write on the table.
'Please write your name here.'	He asked me to write my name there.

For reported commands we use **to + infinitive** or **not to + infinitive**.

If necessary we change pronouns and other words in the same way as in reported statements.

We use **told** to report stronger commands and **asked** for more polite requests.

► Vocabulary

1 Art and design, crafts, poetry

abstract painting audience
calligraphy carving drawing
exhibition gallery lighting
lyrics materials performance
rhyme sketch textiles verse

2 Artists

architect artist
calligrapher craftsman
painter performer
storyteller

3 Adjectives ending in -ing and -ed

amazed/amazing bored/boring confused/confusing
disappointed/disappointing embarrassed/embarrassing
excited/exciting frightened/frightening inspired/inspiring
interested/interesting relaxed/relaxing surprised/surprising
tired/tiring uninspired/uninspiring

▶ Grammar revision

Reported speech – Statements

1 Look at what this poet said to a reporter and rewrite the sentences in reported speech.

- I'm happy to be here today.
- I'm writing a lot of new poems.
- I'll read some of them at my next performance.
- I was very inspired after travelling to Morocco last week.
- I may go again next year.
- I've never appeared on TV outside the Middle East.
- I must go now because the producer is waiting for me.

- He said
- He told
- He said
- He said
- He told
- He said
- He said

WORKBOOK ▶ page 27

/ 7 points

Reported speech – Questions

2 Rewrite these reported questions in direct speech.

- She asked me what I was doing there.
'.....?'
- They asked me when I had arrived.
'.....?'
- The teacher asked him if he knew what the answer was.
'.....?'
- The interviewer wanted to know if she had ever written a poem.
'.....?'

- I asked him what he would do with the money.
'.....?'
- I asked him how many pages the book had.
'.....?'
- I asked her if that bag was hers.
'.....?'

WORKBOOK ▶ page 29

/ 7 points

Reported speech – Commands

3 Write the direct commands.

- The police officer told him to get out of the car.
.....
- They told me not to panic.
.....
- She told the student to do the exercise carefully.
.....

- I asked her not to read that poem.
.....
- They told me to handle the fabric carefully.
.....
- He asked the interviewer not to interrupt him.
.....

WORKBOOK ▶ page 29

/ 6 points

▶ Vocabulary revision

Art and design, crafts, poetry

1 Complete the definitions.

- An *abstract painting* is a painting that
- Verses* are
- Calligraphy* is
- The *audience* are the people who
- The *lighting* is important because without it
- A *sketch* is a picture which
- An *artist's materials* might include
- Textiles* are materials such as

WORKBOOK ▶ page 25

/ 8 points

Artists

2 Complete the names of these people.

- A c..... n makes wooden, metal or fabric items.

- A p..... r f..... r reads poetry on stage.
- A c..... g..... h..... writes beautifully.
- An a..... t designs buildings.
- A w..... c..... cuts decorative patterns into a natural material.

WORKBOOK ▶ page 25

/ 5 points

Adjectives ending in -ing and -ed

3 Complete the sentences with the -ing or -ed form of the words given.

- Aren't you? You've been studying all day. **TIRE**
- It can be if you have to read your poetry aloud in public. **EMBARRASS**
- I'm I just don't know what to think. **CONFUSE**
- The result of the match was for us because we lost 6-0. **DISAPPOINT**
- We were because we thought we were going to win. **SURPRISE**
- I was afraid at first but later I felt more **RELAX**
- She's a very teacher because she makes you feel like you can do anything well. **INSPIRE**

WORKBOOK ▶ page 28

/ 7 points

Total

/ 40 points

► Progress test Units 3–4

► Speaking

► Tip for Speaking Exams

In activities where you have to report a past event, remember ...

Before the exam, make sure you know as many regular and irregular past forms and tenses as possible. Revise words and expressions to explain the order of events – *First; Then; Next; In the end.*

IELTS EXAM SUCCESS ► page 75

1 Look at the three sentences. Which tense is used in each one and why?

- 1 We were all waiting for the start of the match.
- 2 They had already won the match.
- 3 We put our trainers on and went outside.

2 Write down a list of short sentences saying what you did this morning. Write them in the order you did them.

I woke up.

I got out of bed.

I went to the bathroom.

3 Work with a partner. Tell your partner what you did this morning. Introduce each sentence with a different word or expression to explain the sequence.

First I woke up. Then I got out of bed.

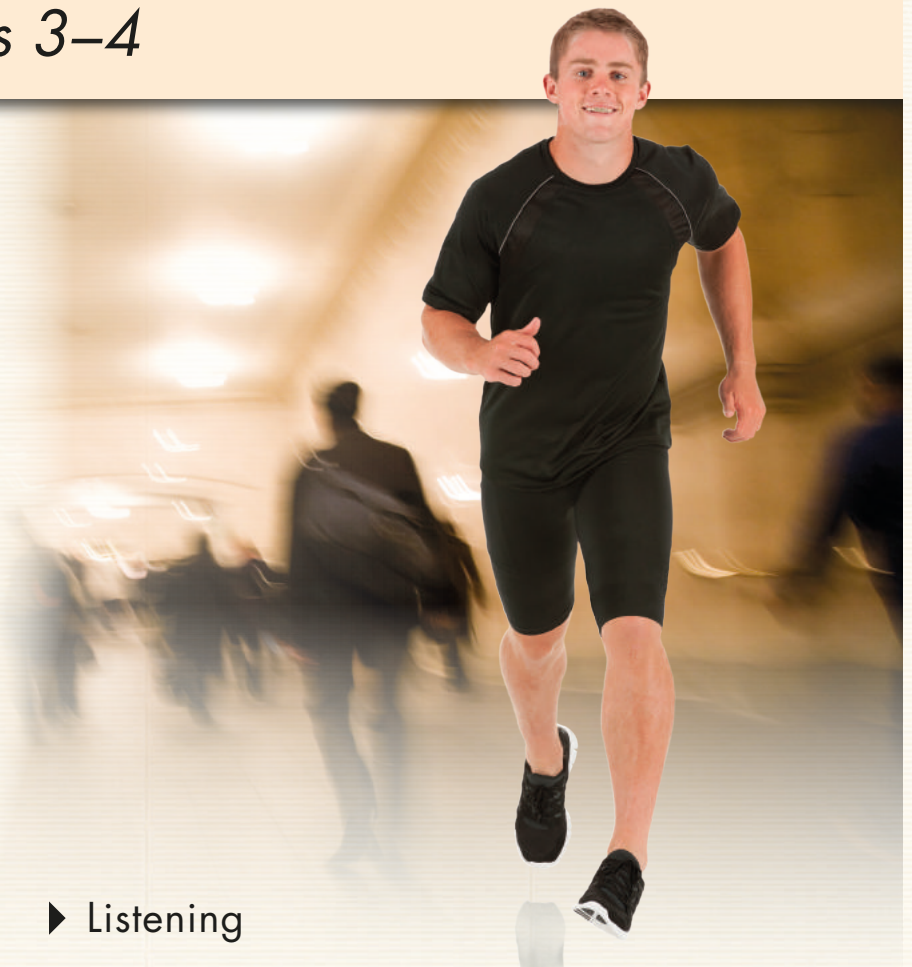
A few seconds later I went to the bathroom.

4 Look at the task and, individually, prepare what you are going to say.

Tell an English-speaking friend about a sports event that you took part in or watched and that was special to you. Say:

- what the event was
- where and when the event took place
- what happened first
- what happened in the end
- why it was special.

5 Work with a partner. Take it in turns to do the task.



► Listening

► Tip for Listening Exams

In true/false activities, remember ...

Do not panic if you do not understand information the first time. If you don't hear the answer to one question, start listening immediately for the answer to the next question. Use the second listening to find the answers you didn't hear the first time.

IELTS EXAM SUCCESS ► page 75

6 Work with a partner. Take it in turns to describe the photo. What do you think it shows?

7 Listen to two people who are at the scene of the photograph. Find out what is happening in the scene.

8 Listen again. Are these statements true (T) or false (F)?

- 1 The title of the work is a number. *T/F*
- 2 The runners participate in the work of art for money. *T/F*
- 3 The runners bring their own sports equipment. *T/F*
- 4 The work of art has a message. *T/F*
- 5 The athletes can choose which speed they run at. *T/F*
- 6 The inspiration for the work came from an experience which the artist had in Italy. *T/F*
- 7 Visitors can participate in the work of art. *T/F*
- 8 The artist designed the work but he doesn't run in it. *T/F*

9 Work with a partner. Say why the sentences are true or false.

Sentence 1 is true because the title is Number ...

10 What about you? What do you think of this work of art?

▶ Speaking

▶ Tip for Speaking Exams

In presentations, remember ...

Make notes with your ideas and arguments before your presentation. During the presentation, use your notes to remember what comes next but don't just read your notes aloud.

IELTS EXAM SUCCESS ▶ page 75

11 Complete the expressions 1-8 with these words.

instance what's sum of by least in case

Beginning a presentation

I'd like to begin (1) saying ...

I'm going to talk about ...

Introducing ideas and arguments

Firstly,

First (2) all,

Secondly,

Another thing is that ...

It's also true that ...

Furthermore,

(3) more,

Giving examples

For example,

For (4)

Look at the (5) of ...

Concluding

Finally,

To (6) up,

Last but not (7)

The point I'm trying to make is ...

(8) short ...

12 Look at the task. You have five minutes to prepare. Then give your presentation to the class.

Prepare a presentation on this topic:

Modern art is rubbish.

▶ Writing

▶ Tip for Writing Exams

In writing exams, remember ...

Always read the instructions carefully and check that you know exactly who you are writing to. Write in the correct style for that reader. You will usually get more marks if you write in an appropriate way for the task.

IELTS EXAM SUCCESS ▶ page 75

13 Look at this advice for writing an announcement. Decide which are DOs (you should do them) and which are DON'Ts (you shouldn't do them).

- 1 Write long sentences.
- 2 Be clear.
- 3 Think of a slogan or title.
- 4 Give lots of detailed description.
- 5 Include all the necessary practical information.
- 6 Write long paragraphs.
- 7 Make the reader interested.

14 Look at the task and write the announcement.

Write an announcement to ask students at your school to participate in a race which will raise money for a charity. Include information about:

- the date, time and place
- the distance
- the prizes (everybody who participates gets something!)
- the charity you are collecting money for
- what you can do if you don't want to/can't run, e.g. help with the organisation, etc.

▶ 'Can Do' Progress Check

1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

1 = I can do it very well.

2 = I can do it quite well.

3 = I have some problems.

4 = I can't do it.

- a** I can describe or give extra information about people, things or places using defining or non-defining relative clauses.
- b** I can talk about sports and use phrasal verbs connected with sport.
- c** I can understand written and spoken texts about sports.
- d** I can give simple oral presentations.
- e** I can write a simple book review.

- f** I can report what other people have said, asked or ordered using reported speech.
- g** I can discuss art, crafts and poetry.
- h** I can describe people and things using adjectives ending in *-ing* and *-ed*.
- i** I can describe past events and explain what order they happened in.
- j** I can write an announcement.

2 Now decide what you need to do to improve.

1 Look again at my book/notes.

2 Do more practice exercises. → WORKBOOK pages 18–33

3 Other:

5 History's mysteries

- Grammar** ▶ Modal verbs of speculation and deduction – Present and Past
▶ Third conditional
- Vocabulary** ▶ Nations ▶ State and politics ▶ Adjective suffixes
- Speaking** ▶ Describing photos 2
- Writing** ▶ A story

▶ Vocabulary

Lesson Link



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Nations

- 1** Work with a partner. Match these words with the photos of Saudi Arabia. Which word or set of words has no photo? Why not?

capital city currency flag king/queen/prince
national anthem prime minister/president



- 2** Work with a partner. Talk about the United Kingdom using the words from 1.

I know that the capital city is London.

I'm not sure who the prime minister is.

State and politics

- 3** Match these types of government with the explanations below.

constitutional monarchy democracy monarchy republic

- 1 A country that is ruled by a president or other leader, not by a king or queen.
- 2 A system of government where people vote in elections to choose the people who will govern them.
- 3 A type of government where a country is ruled by a king or queen.
- 4 A country ruled by a king or queen whose powers are limited by a set of basic laws.

- 4** Work with a partner. Can you think of a country, in the past or present, for each type of government?
- 5** Read the text about the United Kingdom. Match the underlined words with the definitions 1–9.



The United Kingdom is a constitutional monarchy. The head of state is the King or Queen but power is in the hands of the Prime Minister. The Prime Minister is the leader of the political party which wins the general election. They have general elections at least every five years. You have to be 18 to vote in a general election.

The three biggest political parties are the Labour Party (traditionally left-wing), the Conservative Party (traditionally right-wing), and the Liberal Democrat Party (traditionally more or less in the centre). In fact, nowadays the distinction between the three parties is not always so clear. The Prime Minister has approximately 22 senior ministers who help him or her to run the country. For example, there are ministers for Health, Justice and Foreign Affairs. The United Kingdom is a member of the European Union and the United Nations.

- 1 Occasion when you can vote for the next government:

.....

- 2 With socialist ideas and objectives:

- 3 A part of an organisation or group:

- 4 A group of people with similar ideas about politics:

.....

- 5 With conservative ideas or objectives:

- 6 Not socialist or conservative:

- 7 Control, organise:

- 8 Things which happen in other countries:

- 9 People in control of government departments:

.....

▶ STUDY SKILLS

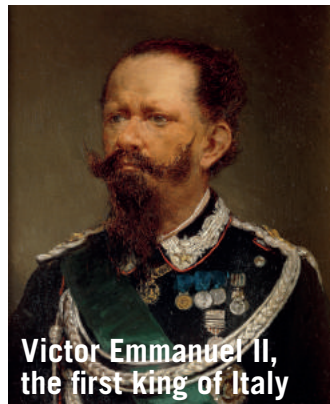
Close your book and write down as many new words as possible from this page. Why do you think we remember some words and not others? How can you remember more words?

STUDY SKILLS ▶ page 73

- 1 Work with a partner. Look at the pictures. Do the two men look similar? What do you think is the relationship between them? You probably don't know, so just guess. Look at the title and description of the second man. Is there anything strange about them? What do you think is the explanation?



Charles Albert of Savoy



Victor Emmanuel II, the first king of Italy

- 2 Read the first paragraph of the text and answer these questions.

- 1 Who was Victor Emmanuel?
- 2 What are the two mysteries about him?

Now read the rest of the text.

- 3 **SPEAKING** Work in groups and discuss the questions.

- 1 What is the answer to the 'mystery' of Victor Emmanuel's title? Was your guess right?
- 2 Why do you think people might have started the stories about his origins?
- 3 Do you think there is enough evidence for the stories to be true?

- 4 Read the last part of the text below. Does the writer believe that Victor Emmanuel was really a butcher's son?

So, what is the truth of the story? Certainly, no one has explained the differences in time during the month after the fire, but the death of the nurse just after she was supposed to be getting better is surely not so strange or difficult to explain. It's also not unusual for two brothers to be quite different from each other. In political life, most people have enemies, and it isn't hard to imagine people having reasons to spread stories like this. Above all, people seem to enjoy hearing stories that suggest that accepted facts and official explanations are not true. Perhaps US President John Kennedy was not killed by one man acting alone. Maybe astronauts didn't really land on the moon in the 1960s. There are hundreds of stories like this, known as 'conspiracy theories', and many people believe in them.

First king or butcher's son?

Victor Emmanuel II, who lived from 1820 to 1878, was the first king of Italy and is still referred to by some Italians as 'the father of the fatherland'. You may immediately think there is something a little mysterious in his title: why would he be called Victor Emmanuel the *second* if he was the first king? Yet that is not the greatest mystery about him, according to some people. Even when he was only a baby, rumours began to circulate about him, suggesting that he was not really the son of Charles Albert, prince of the House of Savoy (an old aristocratic family), but that his true father was a butcher.

In September 1822, while Prince Charles Albert and his family were staying at a villa near the city of Florence, a fire started in the bedroom of the Prince's two-year-old son. The accident was caused by the boy's nurse, Teresa, whose dress touched a candle and caught fire. In her efforts to save the boy, she suffered serious burns. Official documents recorded the incident on 16th September, and said that four days later the family returned to Florence, but there are no reports of Charles Albert appearing in public until 10th October. On 3rd October, however, a family servant wrote in a letter that the nurse was expected to recover from her injuries and would be returning to Florence with the royal family *the day after*. Two days after that, Teresa died. This, together with the unexplained difference in the date of the family's

return, was enough for some people to start thinking something mysterious had happened.

The stories soon began. Charles Albert's real son, they said, had died in the fire, and another boy, the son of a butcher called Gaetano Tiburzi, had been substituted for him. Tiburzi had a large three-storey house, and soon after the incident had a new house built for him. By the time he died, he was the owner of 43 houses which he rented to others, and was far richer than any ordinary butcher could expect to be. Had he 'sold' his son to Charles Albert, and was he being paid for his silence?

As Victor Emmanuel grew up, there were other reasons for suspicion. His younger brother Ferdinand, who was born after the fire, was quiet, sensitive and obedient – very similar, in fact, to his father. He was also not a very healthy child. Young Victor Emmanuel, though, was the complete opposite: strong, lively and not interested in studying. People sometimes remarked that he did not look or act like someone of royal blood.

Whatever his origins were, though, there is no doubt that he was a successful military leader and politician. Allying himself with the nationalist leader Garibaldi, and with the help of his advisor Cavour, he established the first Italian state, with himself as king. Some of his supporters were disappointed that he chose to be called Victor Emmanuel II (of Savoy) instead of taking the title Victor Emmanuel I (of Italy).

- 5 Read the text again and answer these questions.

- 1 What caused the fire at the villa?
- 2 What happened to the nurse?
- 3 How were the servant's letter and official documents different?
- 4 How was Gaetano Tiburzi different from most butchers?
- 5 What was Victor Emmanuel's character like?
- 6 Which achievement of Victor Emmanuel is mentioned?

- 6 Match the underlined words in the text with the definitions.

- 1 something that happened
- 2 belief that something is wrong
- 3 stories that may or may not be true
- 4 pass from person to person
- 5 put in place of
- 6 started or brought into existence

Lesson Link



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GRAMMAR GUIDE

Modal verbs of speculation and deduction – Present

1 Look at the sentences and answer the questions.

- 1 The story **may** be just a conspiracy theory.
- 2 He **can't** be the first and the second king.
- 3 That's unbelievable – there **must** be a simple explanation.
- 4 If there were more proof, I **might** believe it.
- 5 There **could** be some truth in the rumour.
- 6 There **might not** be any mystery at all.

- a Which verb do we use when we are 90% certain that something is true?
- b Which verb do we use when we are 90% certain that something is *not* true?
- c Which verbs do we use when there is a 50% possibility that something is true (or not)?
- d What form of the verb comes after the verbs in bold?

GRAMMAR REFERENCE ▶ page 58

2 Choose the correct alternative.

Country 1

- 1 **It's a constitutional monarchy.**
It must/can't be the USA because they don't have kings or queens.
- 2 **The national anthem doesn't have words.**
It must/might be Spain because Spain is one country whose national anthem doesn't have words.
- 3 **The capital city is Madrid.**
It must/may be Spain.

Country 2

- 1 **The currency is the Euro.**
It could/can't be lots of countries because 14 countries or more use Euros.
- 2 **It's a republic which has a president and a prime minister.**
It may/can't be France or Ireland because they both have a president and a prime minister.
- 3 **Their national anthem is La Marseillaise.**
It could/must be France.

3 Make deductions about these flags using *may, might, must,* and *can't*.

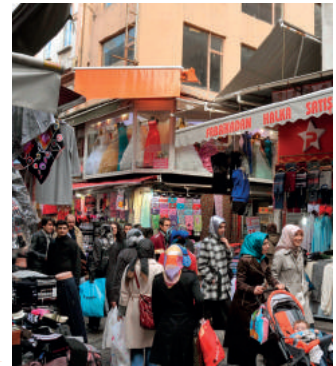
Flag 1

- 1 **This flag has stars on it.**
It be the US flag because that has stars.
- 2 **It has six stars on it.**
It be the US flag because that has 50 stars.
- 3 **Five of the stars show the Southern Cross, the brightest constellation from Australia, and the top corner of the flag contains the British flag.**
It be the Australian flag.

Flag 2

- 1 **This flag has a green background.**
It be the Chinese flag because that has a red background.
- 2 **There is writing and a picture on the flag.**
It be the Brazilian flag, or it the Saudi flag because they both have writing and pictures.
- 3 **The writing is Arabic, and the picture is a sword.**
It be the Saudi flag because the writing on the Brazilian flag is Portuguese.

4 SPEAKING Work with a partner. Look at the picture and talk about where you think this place is. Use *can't, may, might, could* and *must* to make speculations and deductions.



It must be a Muslim country because the women have their heads covered.

It can't be Saudi Arabia because the writing isn't Arabic.

GRAMMAR GUIDE

Modal verbs of speculation and deduction – past

5 Look at the sentences and answer the questions.

- 1 The real prince **may** have died in the fire.
 - 2 The butcher **might** have been paid to keep quiet.
 - 3 His money **must** have come from somewhere.
 - 4 Victor Emmanuel **may not** have had royal blood.
 - 5 The official documents **could** have been wrong.
 - 6 The butcher **can't** have earned that much money.
 - 7 Kennedy **couldn't** have been killed by just one man.
- a Which verb do we use when we are 90% certain that something was true?
 - b Which verbs do we use when we are 90% certain that something was not true?
 - c Which verbs do we use when there is a 50% possibility that something was true (or not)?
 - d What comes after the modal verbs – *have* +

GRAMMAR REFERENCE ▶ page 58

6a PRONUNCIATION 21 Listen to the two sentences. Do we pronounce *have* in the same way in both sentences?

You have to go now. You must have known.

6b 22 Listen to the sentences. Do you hear /hæv/ or /əv/?

- | | |
|-----------------------------|----------------------------|
| 1 She might have gone. | 3 They can't have done it. |
| 2 It couldn't have been me. | 4 You must have heard it. |

6c Listen again and repeat the sentences.

7 Complete the sentences with past modals of speculation and deduction and the verbs given.

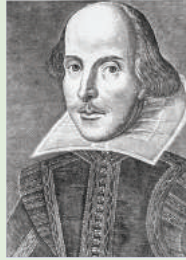
Lesson Link



www.i.e.n.

Did Shakespeare really write all of his plays?

- Some people say Shakespeare (write) the plays because, from what we know, he never travelled or studied at university.
- They say that the real author (be) another writer called Francis Bacon, or perhaps somebody called Christopher Marlowe, or possibly even an Arab writer called 'Sheikh Zubeir'!
- They think a very educated person (create) the works because they are so clever and contain so much historical information.
- They say Shakespeare (have) much skill as a writer because his handwriting was bad and he spelt his name differently every time he wrote it!
- If Shakespeare wrote all his plays, he (work) quickly and hard, because he wrote approximately 38 plays in 26 years.
- Some people think that Shakespeare (be) only an actor, but nobody really knows. All we know is that the works are great, whoever wrote them!



8 Choose the best answers.

Who shot JFK?

Dallas. November 22, 1963. The US president John F Kennedy was shot as his car was
1 through the city. Lee Harvey Oswald was arrested. The police said he must
2 been the assassin because the bullet came from his gun. They said there was only one bullet, so he **3** have had any help with the assassination. But many people **4** were there say that they saw bullets coming from at least two different directions. If that was true, Oswald can't have **5** it alone. It must have been a conspiracy. Oswald **6** killed two days after the assassination by a man called Jack Ruby, while Oswald was in police custody. This convinced **7** people that there was something suspicious about the assassination – something which powerful and influential people wanted to keep quiet. So who killed Kennedy? Some people say it **8** have been the Mafia, others say it might have been the CIA! The truth is ... we'll probably never know!



- | | | | |
|--------------------|-----------------|----------------|------------------|
| 1 A passing | B passed | C pass | D passes |
| 2 A was | B has | C have | D had |
| 3 A can | B might | C can't | D mustn't |
| 4 A which | B where | C when | D who |
| 5 A did | B done | C do | D been |
| 6 A was | B has | C did | D have |
| 7 A a | B any | C some | D much |
| 8 A may | B can | C can't | D not |

Adjective suffixes

1 Write these words in two columns: noun or adjective.

aristocracy aristocratic care careful
 comfort comfortable danger dangerous
 help helpless hunger hungry office
 official terrible terror uncomfortable

2 For each adjective in 1, underline the suffix which makes it an adjective.

aristocratic

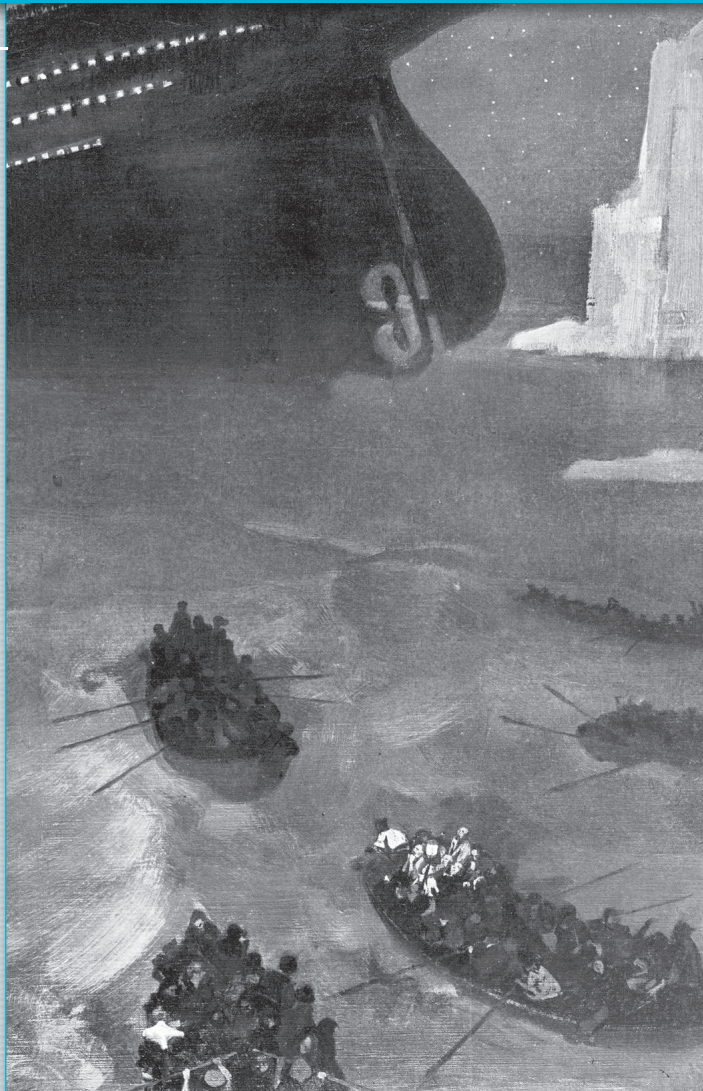
3 Turn these words into adjectives and write them in the correct column(s).

artist enjoy fame mystery nature
 sense thirst use

-y	-ous	-able	-ible
-ful	-less	-al	-ic
			<i>artistic</i>

4 Look at the text. Use the words in capitals to form a word that fits in the gap.

My parents love visiting stately homes, so last year we decided to go to an old mansion near our house. It used to belong to an (a) (ARISTOCRACY) family who left it during the war. The house was big and dark and very (b) (MYSTERY). My dad had already bought the (c) (OFFICE) guidebook but it was (d) (USE) because it didn't give any information. After looking at the rooms downstairs, we went to see the bedrooms. The stairs were in very bad condition so we had to be very (e) (CARE). We were surprised when we saw the main bedroom because it didn't look very (f) (COMFORT) for such a big and important house. Suddenly it got very cold and windy, even though the window was closed. We were already (g) (HUNGER) by now and so we left the mansion. We found we had been very (h) (SENSE) to leave at that moment. People told us later that some very strange things had happened in the house twenty years before.



1 This picture shows lifeboats from the Titanic. Work with a partner and guess the answers to these questions.

- 1 How many people were travelling on the Titanic when it sank?
- 2 How many lifeboats were there?
- 3 Who decided the number of lifeboats?
- 4 What was the most important factor for deciding the number of lifeboats?
- 5 Why was the Titanic travelling so fast when it hit the iceberg?

2 LISTENING **23 Listen to a brother and sister talking about the Titanic and find the answers to the questions in 1.**

3 **Listen again. Are these sentences true (T) or false (F)? Correct the false sentences.**

- 1 They needed at least thirty lifeboats on the Titanic. *T/F*
- 2 Ismay died when the Titanic sank. *T/F*
- 3 They say it was Ismay's decision to sail as fast as possible. *T/F*
- 4 They didn't know there were icebergs in the area where they were sailing. *T/F*
- 5 There was nothing nice to say about Ismay. *T/F*

4 SPEAKING What about you?

At the time, many people thought it was Ismay's duty to stay on the Titanic to the very end. What do you think? Give reasons.

GRAMMAR GUIDE

Third conditional

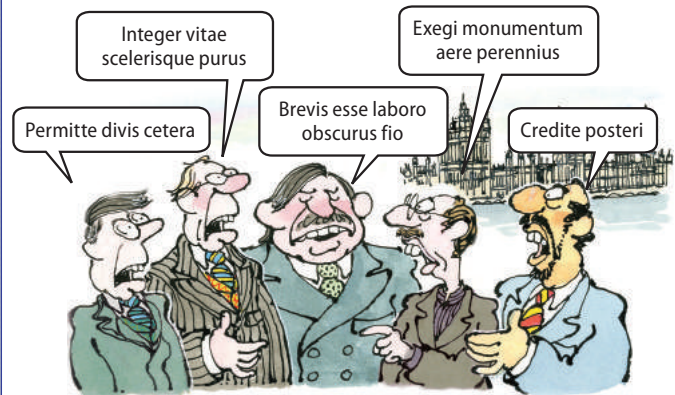
1 Look at these sentences in the third conditional and answer the questions.

- 1 If Ismay **had allowed** more lifeboats, a lot more people **would have survived**.
- 2 If the ship **hadn't travelled** so fast, the iceberg **wouldn't have caused** so much damage.
- 3 I **would have done** the same if I **'d been** in his place.

- 1 What tense do we use in the half of the sentence with *if*?
- 2 What form of the verb do we use in the other half of the sentence?
- 3 Does the half of the sentence with *if* always come first?
- 4 How do we know when *'d* is *had* or *would*?
- 5 Do we use the third conditional for imaginary situations in the present or the past?

GRAMMAR REFERENCE ▶ page 58

2 Complete the sentences with the correct forms of the verbs.



- 1 If the Roman Empire (continue), Latin would probably have remained the most universal language.
- 2 If the Titanic hadn't hit an iceberg, it (arrive) in New York safely.
- 3 Perhaps dinosaurs (survive) if an asteroid hadn't hit the Earth.
- 4 Perhaps Sir Isaac Newton wouldn't have thought about gravity if an apple (not fall) on his head.
- 5 If they (not find), oil in 1938, Saudi Arabia would never have become such a rich country.
- 6 If Christopher Columbus had sailed east, he (not find out) that America existed.
- 7 The world would have evolved in a totally different way if somebody (invent) the computer two hundred years ago.
- 8 If a plane really had crashed here, somebody (find) some physical evidence of it by now.

3 Read the text and choose the correct alternative.



In 1859, a British farmer called Thomas Austin wanted to organise a rabbit hunt on his land in Australia. Because rabbits didn't exist in Australia, he asked his nephew to send him 24 grey rabbits from England. But the rabbits quickly multiplied and by 1866 thousands of rabbits were living on Austin's land. By the 1940s, hundreds of millions of rabbits had spread across Australia. The environment in Australia was perfect for rabbits and they had no natural predators there. The rabbits destroyed over 1.5 million square miles of land and reduced the amount of food available to other animals. In the 1950s, they released myxomatosis to reduce the number of rabbits. It killed 99% of the rabbit population in Australia, but the other 1% have continued reproducing and are still a problem today.

- 1 If rabbits had existed/exist in Australia, Austin wouldn't has/have asked his nephew to send them.
- 2 If the environment in Australia hadn't be/been so good for the rabbits, the rabbit population wouldn't/hadn't have increased so quickly.
- 3 If there had/have been natural predators in Australia, they would/had have killed the rabbits.
- 4 If the rabbits haven't/hadn't destroyed so much land, they would/wouldn't have reduced the amount of food available to other animals.
- 5 If they hadn't release/released myxomatosis, the problem would have been/being much worse.
- 6 If they killed/had killed 100% of the rabbits in the 1950s, the problem would have/had stopped.

4 Read the situations and write sentences in the third conditional.

It was raining and we got wet because we didn't take an umbrella.

If we had taken an umbrella we wouldn't have got wet.

- 1 My friend was able to fix my computer because he did a course in computer science.
- 2 My brother had enough money to buy the tickets because they'd paid him his salary that morning.
- 3 I got 90% in the exam because I studied a lot.
- 4 The road was wet because it was raining.
- 5 I didn't buy you a present because I didn't have any money.
- 6 I only knew the answer because you told me.
- 7 We didn't know they were such horrible people when we became their friends.
- 8 He did really badly in the race because he hadn't trained.



5 Complete each sentence in the third conditional.

- 1 If it had snowed last summer,
.....
- 2 If I'd been born in the USA,
.....
- 3 If I'd been able to speak English when I was five,
.....
- 4 If my parents had bought me a car,
.....
- 5 If the sun hadn't come up this morning,
.....
- 6 If we hadn't been hungry yesterday,
.....

6a SPEAKING Work with a partner. Ask and answer these questions.

What would you have done if ...

- 1 you had found a bag in the street on your way to school?
- 2 you had lost your homework?
- 3 you had been born a millionaire?
- 4 the teacher had given you a surprise exam yesterday?
- 5 your parents hadn't come home at the usual time yesterday?

6b Individually, write five similar questions. Then ask your partner your questions.

What would you have done if you had lost your mobile phone and you found it in your friend's bag?

I would have asked my friend why it was there!

- 1 SPEAKING** Work with a partner. Look at this photo and think of questions to ask about it. Write them down.



Practice makes perfect

- 5a** Work with a partner and look at the task. Each choose a photo and, individually, spend three minutes preparing to talk about it.

Choose one of the photos and describe it.

- Say what you think is happening.
- Have you ever seen or been in a situation like the one in the picture? When? What happened?

*Who can you see in the picture?
Where do you think they are?*

- 2 LISTENING** **24** Listen to a student talking about the photo. Does she answer any of your questions? If so, make a note of her answers.
- 3 SPEAKING** Work with a partner. Do you agree with what the speaker says about the picture? Why/Why not?

The speaker says that the picture is of a city but I think it is a town because ...

- 4** Listen again. Tick any of the expressions in the Speaking Bank that you hear.



▶ **Speaking Bank**

Making speculations and deductions

- I think
- I imagine
- (It) must be
- (It) may/might/could be
- (It) can't be
- (He/She/It/They) is/are probably
- (It) is probably
- It seems that
- (It) looks as if/like
- I'm not sure but
- (It) must have been
- (It) may/might/could have been
- (It) can't/couldn't have been

- 5b** Take it in turns to do the task. Use the expressions in the Speaking Bank and the advice from Study Skills. If your partner stops, ask questions to help them.

▶ **STUDY SKILLS**

What should you do if it's your turn to speak and you can't think of anything to say?

STUDY SKILLS ▶ page 73



1 Read the story about a bad day and answer the questions.

- 1 When did the story happen?
- 2 Who are the characters in the story?
- 3 Why was the day so bad for the person telling the story?

My Bad Day

If I'd known it was going to be such a bad day, I probably would have stayed in bed. It was the last day of the summer holidays. My friends and I had decided to spend our last day of freedom at a new indoor ski slope before school started again.

My friends were both really good at skiing because they used to go to the mountains when they were small. I'd only been once or twice. I wasn't very good but I really enjoyed it.

When we arrived at the indoor ski slope, the sun was shining so it was strange to go inside with all the snow and ice. First, we went to hire boots and skis and then we got changed. When we were all ready, we went onto the snow.

After an hour, I was really enjoying myself. I hadn't fallen once and I was starting to ski quite well. That was when it all went wrong. I was skiing down the slope fast when suddenly a man came out of nowhere just in front of me. I couldn't change direction and I hit him and went flying through the air. When I came back down, my knee smacked into the ice. I knew straight away that I must have done something serious. They carried me down and told me to go to hospital.



Later, when we arrived at my local hospital, all the nurses were laughing at me. They couldn't understand how anybody could have had a skiing accident in the summer. I wasn't laughing when, finally, they told me that I needed an operation on my knee. I wish I'd just stayed in bed!

- 2 Read the story again and underline any words or expressions which help you to understand when or in what order the events in the story happened.**
- 3 In this story, what is the function of each paragraph?**
- 4 Look at the Writing Bank. Match the tenses and verbs (1–5) with their uses in a story (a–e).**

- 5 Look at the story. Find an example of each of the narrative tenses in the Writing Bank.**

Practice makes perfect

- 6a Look at the task, then write your story. Use narrative tenses carefully and include words and expressions that explain when or in what order events happened.**

Write a story which begins:

If I'd known it was going to be such a bad day, I probably would have stayed in bed.

▶ Writing Bank

Narrative tenses

- | | |
|------------------------------------|-------------------|
| 1 past simple | 2 past continuous |
| 3 past perfect | 4 used to |
| 5 <i>must/may/might/can't have</i> | |

- a We use it for the background of a story – to talk about actions that happened before other actions in the past.
- b We use it to talk about past habits.
- c We use these to make speculations or deductions about what happened.
- d We use it to tell the main events and actions in a story.
- e We use it to describe scenes; to say what activity was in progress when another interrupted it.

▶ IELTS EXAM SUCCESS

How should you organise your time in writing exams?

IELTS EXAM SUCCESS ▶ page 75

- 6b Read other students' stories. Who do you think had the worst day?**

Language reference and revision

Lesson Link



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▶ Grammar reference

Modal verbs of speculation and deduction – Present

Form

She **must** be good at maths because she always gets very good marks.
She **may** be good at maths but I don't really know.
She **might** do well in maths exams but I don't really know.
She **may not** be good at maths but I don't really know.
She **mightn't (might not)** know how to do maths exercises but I don't really know.
She **could** be good at maths but I don't really know.
She **can't** be good at maths because her marks are always bad.

After these modal verbs we use an infinitive without *to*.

Use

We use **must** when we are 90% certain that something is true.
We use **may, might, could, may not, mightn't** when there is a 50% possibility that something is true (or not).
We use **can't** when we are 90% certain that something is not true.
When we are 100% certain that something is or isn't true, we do not use modal verbs of speculation and deduction.
I know she's good at maths.

Modal verbs of speculation and deduction – Past

Form

She **must have done** well in her last exam because she was really happy afterwards.
She **may have passed** her exam but I don't really know.
She **might have failed** her exam but I don't really know.
She **may not have had** time to finish the exam but I don't really know.
She **mightn't (might not) have known** the answers but I don't really know.
She **could have copied** in the exam but I don't really know.
She **can't have passed** her exam because she was really sad afterwards.
She **couldn't have done** well in her exam because she was really sad afterwards.
To make sentences in the past using modal verbs we use this form:
must/may/might/could/can't/couldn't + have + past participle

Use

We use **must have** when we are 90% certain that something was true.
We use **may have, might have, could have, may not have, mightn't have** when there is a 50% possibility that something was true (or not).
We use **can't have, couldn't have** when we are 90% certain that something was not true.
When we are 100% certain that something was or wasn't true, we do not use modal verbs of speculation and deduction.
She didn't pass her exam.

Third conditional

Form

If + past perfect, ... would/wouldn't have + past participle

If I had seen him, I'd have spoken to him.
If we hadn't studied, we wouldn't have passed our exams.

The part of the sentence with **if** can go at the start of the sentence or at the end. There is no difference in meaning. However, if the part with **if** goes at the start of the sentence we must use a comma before the second half of the sentence.

If we had had more free time, we would have done more sport.
We'd have done more sport if we'd had more free time.

Use

We use the third conditional to talk about imaginary or impossible situations in the past and their consequences. The situations are impossible because we cannot change them now that they have happened.
If I had lost my wallet last night (imaginary past situation – it didn't happen), I would have been very unhappy. (the consequence of this situation)

▶ Vocabulary

1 Nations

capital city currency flag
king/queen/prince/princess
national anthem
population
prime minister/president

2 State and politics

affairs constitutional monarchy democracy
foreign general election in the centre
left-wing member minister
monarchy political party republic
right-wing run a country

3 Adjective suffixes

aristocratic artistic careful careless dangerous
enjoyable famous helpful helpless hungry
mysterious natural official sensible terrible
thirsty useful useless (un)comfortable

▶ Grammar revision

Modal verbs of speculation and deduction – Present and past

1 Complete the sentences with *must*, *may* or *can't*.

- Nadia be Nasser's sister because she looks totally different.
- She be German because she's got a German passport.
- That be my notebook because it's red and mine's yellow.
- He play tennis really well but I don't know. I've never seen him play.
- They like books because they've got hundreds in their house!
- Fatimah is very happy today. It be because she's had some good news, or perhaps she's just in a good mood.

WORKBOOK ▶ page 36

/ 6 points

2 Complete the sentences with the correct form of the verbs and *must*, *might* or *can't*.

- You (see) Walid yesterday because he wasn't here; he was away on a trip.
- Somebody called you this morning. It (be) Ashraf but I'm not sure. I didn't recognise the voice.
- The postman (come) early because there are letters in the box already.
- It (rain) last night because the roads are wet this morning.
- It (snow) in the night because it isn't cold enough for snow.
- Somebody in that class broke the window. Josh (do) it because he's in that class, but I don't know.
- That man (steal) the car because he was in a different city at the time of the theft.

WORKBOOK ▶ page 36

/ 7 points

Third conditional

3 Complete the third conditional sentences with the correct form of these verbs.

buy cook die pass play send shine

- If I my driving test, my parents would have bought me a car.
- They me a present if they had known I was getting married.

- If her bird, she would have been really sad.
- The meal would have been better if my mum it.
- If the sun yesterday, we would have gone out for the day.
- She her an email if she had known her address.
- They would have won if they a bit better.

WORKBOOK ▶ page 38

/ 7 points

▶ Vocabulary revision

Nations

1 Complete the sentences about Germany with the correct words.

- The is Berlin.
- The unofficial title of the is 'Deutschland, über Alles'.
- The has three colours: black, red and yellow.
- The in 2010 was Christian Wulff.
- The is over 82 million people.
- The is the Euro.

WORKBOOK ▶ page 34

/ 6 points

Adjective suffixes

2 Complete the sentences with the adjective form of these words.

artist care comfort enjoy mystery nature sense thirst

- I'm really I haven't drunk anything all day.
- He's very when he writes. He makes lots of mistakes.
- My sister's very She's good at textile design.
- It isn't very to go out in the rain without a coat.

- I love sitting on this sofa. It's so
- In this safari park, the animals live in a more environment than in a zoo.
- We spent a very day in the country. I loved it.
- He just disappeared. Nobody knows where he went. It was all very

WORKBOOK ▶ page 37

/ 8 points

State and politics

3 Match the words and the definitions.

- | | | | |
|---|----------------|----------|--|
| 1 | general | wing | a country ruled by a king or queen whose powers are limited by a set of basic laws |
| 2 | right | affairs | with conservative ideas or objectives |
| 3 | political | monarchy | things which happen in other countries |
| 4 | foreign | wing | occasion when you can vote for the next government |
| 5 | constitutional | election | with socialist ideas and objectives |
| 6 | left | party | a group of people with similar political ideas |

Total

/ 40 points

/ 6 points

6 Shop until you drop

- Grammar** ▶ Indeterminate pronouns: *some-, any-, no-, every-*
 ▶ *So and such* ▶ *I wish and If only*
- Vocabulary** ▶ Shops ▶ Shopping ▶ Collocations with *money*
- Speaking** ▶ At a clothes shop
- Writing** ▶ A formal letter of complaint

▶ Vocabulary



Shops

1 Work with a partner. Match some of these places to the photos. What can you buy or do in each of the places in the box?

bakery bank butcher's chemist's
 clothes shop department store
 electrical goods store greengrocer's
 jeweller's newsagent's post office
 shoe shop sports shop
 stationery shop supermarket



2 LISTENING **25** Listen to these short conversations. Where are the people? What do they want to buy or do?

- 1
- 2
- 3
- 4
- 5

Shopping

3 Match these words to the definitions 1–14. Use your dictionary if necessary.

afford bargain cash cashier changing room
 checkout debit card discount gift queue
 receipt refund shelves trolley

- 1 A small plastic card that you use to buy things.
- 2 The person who takes the money in a shop.
- 3 Money in the form of notes and coins.
- 4 The place where you pay in a supermarket or a big shop.
- 5 The place where they put the products in a shop, particularly in a supermarket.
- 6 A line of people waiting, for example to pay in a shop.
- 7 Have enough money to buy something.
- 8 A reduction in the price of something.
- 9 Something that you buy which is much cheaper than usual.
- 10 Piece of paper that they give you to show that you've paid for something.
- 11 Money that a shop gives you when you return a product that you don't want.
- 12 A large container with wheels that you use to put products in, in a supermarket for example.
- 13 A present.
- 14 A place where you can try clothes on before you buy them.

4 Complete the text with words from 3.

The other day I was in my local supermarket, pushing the (a) and filling it with food for the week. I was bored with looking at the food, so I went to the electrical goods section and looked at the digital cameras they had on the (b) I saw that there was a 50% (c) on quite a new model. It was a real (d) so I bought it. There was a really long (e) with people waiting to pay at the (f) That was because the (g) (a young man who was new, I think) was really slow. Anyway, I didn't have any money with me so when it was finally my turn, I paid for everything with my (h) When I got home, I tried taking a photo indoors but nothing happened. The flash wasn't working. I went straight back to the supermarket with the camera and asked for a (i) I wanted my money back, obviously. They asked if I'd paid by (j) and I told them I hadn't. I had to show them my card to get my money back. But then they asked me for the (k) too, to show them that I'd bought it at that shop. I didn't have it. I'd thrown it away.

5 SPEAKING Work with a partner. Discuss the questions.

- 1 Do you enjoy going shopping? How often do you go?
- 2 Who do you usually go shopping with?
- 3 Which type of shops do you like or hate? Why?
- 4 Which is your favourite shop and why?



1 Read the text and think of a good title. Be prepared to explain your title.

Title:

The next time you're in a shop or department store and you suddenly feel a strong need to get out your cash or debit card and buy something you can't really afford, stop and smell the air. It may be that you are under the influence of 'scent marketing'. Scent marketing is the use of fragrances, perfumes and smells to make you want to buy something.



1 For a long time, many estate agents in the USA have used a special trick when they show people around a house or flat that they want to sell or let. Before the customers arrive, they make or bring freshly made cookies or bread. Straight away this makes the house seem more like a real home. It makes no difference if the flat is empty and unfurnished. The smell immediately brings to mind memories of childhood, happiness, safety and comfort.

2 Of the five senses, smell is perhaps the most emotional and the one which can instantaneously bring back many memories. Supermarkets have also known about the power of scent for some time. Traditionally, they have used the smell of freshly baked bread to attract customers. Often the smell is sent through the air conditioning so that the whole supermarket smells like a good old traditional bakery. And anybody who walks past the entrance and smells warm bread will naturally want to go in. Once they're in, they find a trolley and fill it up.

3 Some clothes shops have discovered that they can double their sales with women shoppers when they spray soft, 'feminine' fragrances such as vanilla. The same thing happens with men when they use more 'masculine' scents.

4 They must design scents with the perfect balance. For example, experiments have shown that most men won't stay for long in a shop where the smell is too feminine. Meanwhile, some companies are taking these ideas further. Sony, for example, is experimenting with electrical goods. They are trying to add fragrances to the hard plastics that they use to make their gadgets.

5 The interesting thing here is that nobody wants to give details about what scents they are using in their shops or in their goods. The experts and professionals prefer the smells to remain mysterious and to influence us subconsciously.

6 In California, the Milk Processor Board started an advertising campaign in the streets using scent marketing. They had milk adverts at bus stops, and the adverts smelled, once again, of freshly made chocolate chip cookies.

7 However, after a short time, the local authorities made the Milk Board remove all the adverts. They didn't think it was fair to force everybody at a bus stop to smell cookies. And, meanwhile, some members of the public had protested because of the possibility of allergic reactions. On the evidence of the California milk advert, it's going to be a long time before scent adverts are everywhere. But try to remember – before you waste your money buying things you don't really want, be sure your nose knows what it's doing.



▶ IELTS EXAM SUCCESS

The next exercise is a typical task that can appear in English reading exams. Do you know what type of tasks will appear in your next exam? **IELTS EXAM SUCCESS ▶ page 76**

2 Read the article again and complete the text by putting sentences a–h into gaps 1–7 in the text. There is one sentence you do not need.

- a But not everybody is happy about scent marketing, as this American experiment shows us.
- b One reason why scent marketing is so powerful is precisely because of this.
- c The idea, of course, was to make the public think of buying milk to go with their cookies.
- d That's why many people think scent marketing can be dangerous in some circumstances.
- e In this way, the product itself will have such an attractive smell that shoppers will want to buy it.
- f Nowadays, however, scent marketing can happen anywhere, not just in a house or a supermarket.
- g Here it is important for professional scent companies to get it just right.
- h Scent marketing is not particularly new.

3 Complete the sentences in your own words but using information from the text.

- 1 Scent marketing is
- 2 Scent marketing is very effective because
- 3 Experts have to get the scents just right because
- 4 Experts don't want us to know the ingredients of their scents because
- 5 The milk advert in California wasn't a success because

4 Match the words in the text with these definitions.

- 1 rent a flat, house or room to somebody
- 2 take away
- 3 with no furniture
- 4 immediately
- 5 people who help you to buy and sell a house or flat
- 6 push liquid out of a container through a small hole into the air
- 7 without people realising or knowing

5 SPEAKING What about you?

- 1 What's your opinion of scent marketing?
- 2 What are your favourite fragrances or smells?

GRAMMAR GUIDE

Indeterminate pronouns: some-, any-, no-, every-

1a Look at the sentences.

- 1 You suddenly feel a strong need to buy **something**.
- 2 There isn't **anyone** in the shop.
- 3 Is there **anything** interesting in that shop?
- 4 **Anybody** who walks past the entrance smells warm bread.
- 5 **Nobody** wants to give details about what scents they are using.
- 6 **Everybody** likes cookies.
- 7 Scent marketing can happen **anywhere**.
- 8 These adverts aren't **everywhere** yet.

1b Now match the sentence halves to make rules.

- 1 We use pronouns with *some*
 - 2 We use pronouns with *any*
 - 3 We use pronouns with *no*
 - 4 We use pronouns with *every*
- a in negative sentences, questions, and in affirmative sentences when it means it doesn't matter who, what, where.
- b with affirmative verbs because the meaning of the pronouns is already negative.
- c in affirmative sentences and in offers and requests.
- d in all types of sentences and in questions.

1c Complete the table.

some-	any-	no-	every-
something			
	anybody/ anyone	nobody/ no-one	everybody/ everyone
	anywhere		everywhere

GRAMMAR REFERENCE ▶ page 68

2 Choose the correct alternative.

- 1 I've finished my homework. I've done anything/everything.
- 2 Who's upstairs? I can hear somebody/anybody.
- 3 Where are my keys? I can't find them somewhere/anywhere.
- 4 The teacher's really angry. No-one/Anyone knows the answer.
- 5 Why are you so serious? Is nothing/anything wrong?
- 6 The celebration is a real success. Everybody/Anybody is having a great time.
- 7 I don't really want to go to that restaurant tomorrow. I want to go somewhere/anywhere different.
- 8 That's strange. There isn't nobody/anybody here.
- 9 I think I know that man! There's something/anything about him that is really familiar.
- 10 Excuse me everyone/no-one! Does anyone/everybody know why all the computers have crashed?

Lesson Link



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3 Complete the dialogue with the indeterminate pronouns in 1c.

- COLIN:** Would you like to go out **(a)** this evening?
- HARRY:** OK, but where?
- COLIN:** **(b)** I don't mind. I just want to go out.
- HARRY:** Well, how about going to the shopping centre? I have to buy **(c)** for my brother as a present for his graduation.
- COLIN:** What are you going to buy him?
- HARRY:** Maybe clothes. He's going out with his school friends to celebrate next week and he says he hasn't got **(d)** to wear. Actually he's got lots of clothes but he says **(e)** is too old. It's annoying because he never has enough and it seems as if **(f)** ever satisfies him.
- COLIN:** Hmm. Perhaps **(g)** should tell him how lucky he is.
- HARRY:** The problem is that he never listens to **(h)**!

4a SPEAKING Complete the questions with anybody, anywhere or anything.

- 1 If you could go in the world for your holidays, where would you go?
- 2 If you could have you liked, what would you ask for?
- 3 If you could meet in the world, who would you meet?
- 4 If you could be in the world apart from yourself, who would you be?
- 5 If you could live in the world, where would you live?
- 6 If you could change in the world, what would you change?

4b Work with a partner. Ask and answer the questions. Are any of your answers similar?



GRAMMAR GUIDE

*Clauses of concession, result and purpose***5 Look at the sentences and answer the questions.**

- 1 He wanted to impress at the interview so he dressed very smartly.
- 2 Although her father had been to France many times, he couldn't speak a word of French.
- 3 She studied until late. Therefore she was very tired when she went to bed.
- 4 He went to the airport very earlier in order not to miss the flight.
- 5 The car was brand new. However, it needed a new engine after only two months.
- 6 I went to bed early to be rested for the big day.
- 7 Which connectives can we use to show a contrast?
Which connectives can we use to show our purpose in doing something?
Which connectives can we use to show the result of an action or state?

GRAMMAR REFERENCE ▶ page 68

6 Complete these sentences in a logical way. Use your imagination.

- 1 Faris met his friend in town in order to ...
- 2 He was saving his money so that ...
- 3 Although Maryam was a good student, ...
- 4 She didn't like the programme she was watching so ...
- 5 Hiba bought an English–Arabic dictionary to ...
- 6 They were going to go out for the day. However, ...
- 7 Moussa needed some new clothes. Therefore ...
- 8 Dunya stayed awake during the film even though ...

7 Work with a partner. Compare your sentences in 6.**8 Match the two halves of the sentences 1–8 with A–H so that they make sense.**

- 1 Even though I had never been there before,
- 2 It was raining quite heavily
- 3 He borrowed his friend's bicycle
- 4 It was a sunny day
- 5 He turned the radio up a bit
- 6 She had her eyes closed.
- 7 Moussa wasn't happy with the computer.
- 8 In order to see better

- A Tariq put his glasses on.
B to go into town.
C Therefore he took it back to the shop.
D so that he could hear it better.
E However, she wasn't asleep.
F although the weather forecast had predicted rain.
G so they cancelled the trip.
H the place seemed familiar.

▶ Developing vocabulary

Collocations with money**1 Look at these verbs. They frequently go with the word money. Use the verbs to complete the definitions.**

borrow donate earn lend make
save spend waste win

When you:

- 1 money, you get it in a competition.
- 2 money, you use more than you should, or you use it in a silly way.
- 3 money, somebody gives it to you but you have to pay it back later.
- 4 money, you give it as a present to a charity, organisation or institution.
- 5 money, you get it for working.
- 6 money, you give it to somebody but they have to pay you back later.
- 7 money, you use it to buy something.
- 8 money, you don't spend it, you put it in a bank for example.
- 9 money, you get it for working or through a business plan.

2 Complete the sentences with the correct form of the verbs in 1.

- 1 How much money do shop assistants usually when they work full time?
- 2 I 150 SAR a month on books.
- 3 Can I some money? I forgot to bring any when I left home this morning.
- 4 My uncle £1,000 in a writing competition last week.
- 5 A lot of famous people money to charities and organisations that help the poor.
- 6 Hey, where's my money? I you ten pounds last week and you still haven't given it back.
- 7 Bill Gates a lot of money from Microsoft.
- 8 I'm £20 a week because next year I want to buy a new computer.
- 9 You your money when you bought that exercise bike. You never use it!

1 Work with a partner. Look at the photo. Describe what you can see. Do you think people spend too much money on mobile phones? Why/Why not?



2 LISTENING 26 Listen to four conversations. Which conversation is about somebody who:

- a doesn't like other people buying things for them? 1
- b wants to buy something they don't need? 2
- c bought something and regrets it? 3
- d doesn't like shopping? 4

3 Listen again. Who ...

	A speaker in			
	1	2	3	4
1 doesn't believe what magazines or TV say?				
2 hasn't got enough money to pay to use a phone?				
3 has been fibbing to their friend to avoid going shopping with them?				
4 needs something for school?				
5 doesn't need new things?				
6 needs to borrow money from a friend?				
7 likes playing football with their friend?				
8 wants to buy something that they don't use a lot?				

4 SPEAKING What about you?

Which speaker in the four conversations are you most similar to? Why?

I'm most similar to the boy in conversation 3 because I hate going shopping!



GRAMMAR GUIDE

I wish and If only

1 Look at the sentences and choose the correct alternative.

- 1 I wish I **had** enough money to buy it.
 - 2 If only I **knew** more people like you.
 - 3 I wish I **hadn't bought** those shoes.
 - 4 If only you'd **told** me it was a special day.
 - 5 I wish you **wouldn't** do that!
- a Sentences 1 and 2 use *I wish/If only* + the present simple/past simple to talk about present/past situations. They express imaginary wishes.
- b Sentences 3 and 4 use *I wish/If only* + the past simple/past perfect to talk about present/past situations that we would like to be different. They express regrets.
- c Sentence 5 uses *I wish/If only* with the past simple/would to talk about habitual behaviour that the speaker wants/doesn't want to criticise and change.

GRAMMAR REFERENCE ▶ page 68

2 Look at the situations. Use the word(s) to write what you think these people wish was different about their present situation.

- 1 Joe's office is 10 kilometres away and there is no public transport to get there. (car)
He wishes he had a car.
- 2 Rafi is short but he wants to be a basketball player. (taller)
- 3 Majda is really interested in computers but her parents won't let her have one. (laptop)
- 4 It's a cold winter's day but Lisa is thinking of the summer holidays. (on a beach)
- 5 Daniel is bald and he doesn't like it. (long hair)
- 6 Fahd wants to have the speed of Usain Bolt. (run)
- 7 This is Mike's first skiing lesson and he keeps falling over. (ski well)
- 8 Maher works in an office but his passion is football. (professional football player)

3 SPEAKING Work with a partner and look at these ideas. Tell your partner if you wish they were true for you, or not. Give reasons why.

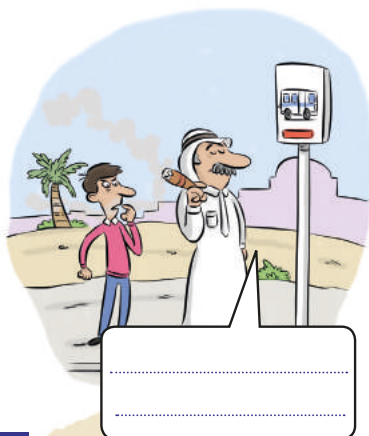
- be a millionaire
- be famous
- have a famous relative
- have a very high IQ
- know what people are thinking
- speak five languages

4 Complete the regrets with the verbs in the correct tense.

- 1 If only I (not tell) him my secrets yesterday.
- 2 I wish I (choose) to study something different last year.
- 3 I wish I (treat) my little sister better when we were younger.
- 4 If only I (study) more for our last exam.
- 5 I wish I (learn) to programme computers when I was younger.
- 6 If only I (not listen) to my friend yesterday.
- 7 I wish I (not say) that to my brother last night.
- 8 If only I (pay) more attention to my last maths teacher.

5 Look at the pictures. What do you think the people are saying? Use *I wish you would/wouldn't...*

a



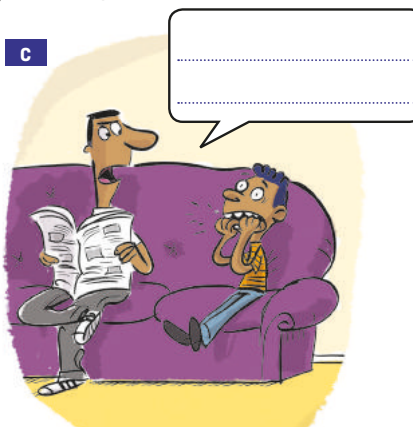
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.....

b



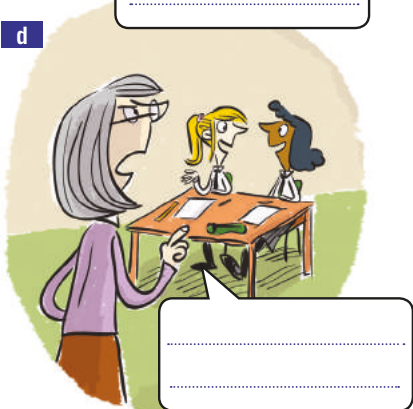
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c



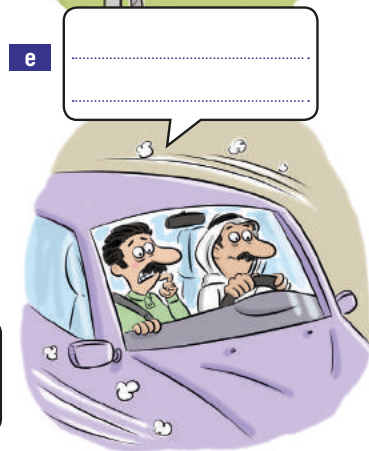
.....
.....

d



.....
.....

e



.....
.....

f



.....
.....

GRAMMAR GUIDE

Past and present participle clauses

1 Match the sentences to the rules below.

- 1 Doing her English homework, she became tired.
 - 2 Watched by millions of people around the world, football is a very popular sport.
 - 3 Having enjoyed the book immensely, he recommended it to his friend.
- a We use this when someone does something and then proceeds to do another thing.
b We use this when using a passive form.
c We use this when someone does something while doing something else.

GRAMMAR REFERENCE ▶ page 68

STUDY SKILLS

Now that you have almost finished the course, think back on what you have studied. In which areas of English do you think you have made the most progress? What do you think you need to work on most to improve?

STUDY SKILLS ▶ page 73

2 Make these pairs of sentences into one sentence using a participle clause.

- 1 Leila washed her hair. After that she watched television.
.....
- 2 The telephone was invented by Alexander Graham Bell. Telephones are very useful.
.....
- 3 He cycled into town. On the way he saw an accident.
.....
- 4 Tennis is played in many countries. It is a great sport.
.....
- 5 Moussa phoned his friend. Before that he did his homework.
.....
- 6 Jalal is an intelligent boy. He does well at school.
.....



1 SPEAKING Work with a partner. Look at the photo and describe it. What clothes can you see?



2 LISTENING Listen to a conversation in a shop. What does the man buy?

- 1 Type of clothing: 3 Colour:
2 Size: 4 For:

3 Put the lines in order to make a logical conversation.

- 1 *g* 2 3 4 5 6 7 8 9

- a Customer: It isn't for me. It's for **my brother**.
- b Customer: Yes, I'm looking for **a jumper**.
- c Shop assistant: No problem. Just remember to bring the receipt.
- d Shop assistant: What size are you?
- e Shop assistant: Oh, I see. What size is he?
- f Shop assistant: These are new. We've got them in **black or grey**.
- g Shop assistant: Can I help you?
- h Customer: I like the **black** one. I'll take it. Can I bring it back if it doesn't fit or if he doesn't like it?
- i Customer: **Medium**.

4 SPEAKING Work with a partner. Use the lines in 3 to make and practise a conversation in a shop. Change the words in bold to make your conversation different.

5 LISTENING Read and listen to a conversation with the same customer in the shop a week later. Answer the questions.

- 1 What is the customer's problem?
- 2 What does the shop assistant offer him?
- 3 What does he get in the end?

SHOP ASSISTANT: Good morning. Can I help you?
CUSTOMER: Yes, I'd like to make a complaint.
SHOP ASSISTANT: Oh dear. I'm sorry. What seems to be the problem?
CUSTOMER: Well, I bought this hoodie here last week as a present for a friend.
SHOP ASSISTANT: Oh, didn't he like it? He can choose another one if he wants.
CUSTOMER: No, that's not the problem. He liked it but it shrank the first time he washed it. It was a large but now it's more like a small.
SHOP ASSISTANT: Oh dear. I am sorry. We haven't had anybody else with that problem. Are you sure he followed the washing instructions?
CUSTOMER: Yes!
SHOP ASSISTANT: I see. Well, we can either replace it for you straight away or we could give you a refund. Which would you prefer?
CUSTOMER: I'll take the refund.
SHOP ASSISTANT: Fine. Have you got the receipt?
CUSTOMER: Yes, here it is.
SHOP ASSISTANT: Thank you. 200 SAR. There you are. Sorry about that.

6 Look at the expressions in the Speaking Bank. Use your dictionary to check any new words. Which expressions can be used for:

- 1 making a complaint?
- 2 apologising?
- 3 offering help?
- 4 accepting help?
- 5 asking for information or an opinion?
- 6 giving information or an opinion?

▶ **Speaking Bank**

Useful expressions in a shop

Shop assistant

- Can I help you?
- What size are you?
- How about this/these?
- What seems to be the problem?
- We can replace it.
- Sorry about that.

Customer

- Yes, I'm looking for ...
- No, thanks. I'm just looking.
- Have you got anything in blue/green/medium/large?
- I like it/them.
- I'll take this one/these ones.
- Can I bring it back?
- I'd like to make a complaint.
- It shrank the first time I washed it.
- It's the wrong size.
- It's faulty.
- It's got a hole.
- Can I have a refund?

Practice makes perfect

7 Look at the task. Work with a partner. **Student A:** Choose a type of clothing, a problem with it, and the solution you would like.

Student B: You are a shop assistant. Find out what the customer wants and try to keep them happy. Use the dialogue in 5 and the Speaking Bank to help you.

You are in a clothes shop. Last week you bought an item of clothing in the shop but there is a problem with it.

- Tell the shop assistant what the problem is.
- Say what solution you would like from the shop.

▶ **IELTS EXAM SUCCESS**

What do you need to do to get a good mark in a speaking exam? Think of good advice.

IELTS EXAM SUCCESS ▶ page 76



1 Have you ever bought anything that didn't work or had a defect? What happened?

2 Read the letter of complaint and answer the questions.

- 1 What did Sharif buy?
- 2 What was the problem with it?
- 3 What did he do?
- 4 What problems came next and what did he do about them?
- 5 What solution does he want?

Dear Sir or Madam,

I am writing to complain about the goods and service in your store.

On 16th March I bought an MP3 player at your store in City Mall. When I arrived home, I removed the MP3 player from its box and discovered that it did not work. As a result, I took it back to the store the following day. However, the shop assistant told me that I could only have a refund if I returned the MP3 player in its original box.

The next day I went back again with the MP3 player in its original packaging. This time a new shop assistant told me that I could not have a refund, only a replacement. When I told him what his colleague had said the day before, he accused me of lying.

In the end, I left the store with a replacement MP3 player but I once again discovered that it was faulty. I will not go back to the store since your shop assistants are so rude. I demand a full refund immediately. Furthermore, I would like an apology from the shop assistant who treated me so badly. If I do not hear from you in the next two weeks, I will take my complaint to a Consumer Advice Centre.

I look forward to hearing from you soon.

Yours faithfully,

Sharif Firas

3 Put the pieces of information in the order that they appear in Sharif's letter.

- a Details of the complaint.
- b Action to be taken if there is no solution.
- c An explanation of the reason for writing.
- d A demand for a solution.
- e Where and when the problem began.

1 2 3 4 5

4 Read the letter again and underline any expressions that you think are useful for a letter of complaint.

5 Look at these words from the letter and put them in the correct list in the Writing Bank.

As a result Furthermore However In the end since

Useful linkers

- Consequence: *Therefore... and so...*
- Time and sequence: *Next... Then...*
- Contrast: *but... although...*
- Reason: *because... as...*
- Addition: *In addition... What is more...*

6 Complete these sentences in a logical way.

1 I am very disappointed with your shop. As a result,

.....

2 The shop assistant was very unhelpful. Furthermore,

.....

3 I am usually very happy with the service in your store.

However,

4 I would like a refund since

.....

5 I went back to the shop three times. In the end

.....

Practice makes perfect

7a Look at the task, then write your letter of complaint. Use the letter in 2 and linkers from the Writing Bank to help you.



In March you ordered two tickets on the Internet for a book launch featuring your favourite author. The tickets were very expensive. The event was on 1st April, but the tickets didn't arrive until 3rd April. You rang the ticket company three times before 1st April and they promised the tickets would arrive on time. Write a letter of complaint to the manager of the ticket company.

- Explain what the problem is.
- Ask for a solution and explain what you will do if there is no solution.

7b Give your letter to another student. Now write a reply.

STUDY SKILLS

How can you improve your writing? Think of good advice.

STUDY SKILLS ▶ page 73

Language reference and revision

Lesson Link



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▶ Grammar reference

Indeterminate pronouns: some-, any-, no-, every-

Form

some-	any-	no-	every-
something	anything	nothing	everything
somebody/ someone	anybody/ anyone	nobody/ no-one	everybody/ everyone
somewhere	anywhere	nowhere	everywhere

Use

We use **-thing** for objects, **-body** and **-one** for people, and **-where** for places.

We use pronouns with **some-** in affirmative sentences and in offers and requests.

Somebody is in the living room.

Would you like something to eat?

We use pronouns with **any-** in negative sentences, questions, and in affirmative sentences when it means it doesn't matter who, what, where.

I haven't got anything to wear.

Is there anybody there?

This is easy. Anybody can do it.

We use pronouns with **no-** with affirmative verbs because the meaning of the pronoun is already negative.

There's nobody here.

Is there nothing I can do?

We use pronouns with **every-** in all types of sentences and in questions.

I like everything in this restaurant.

You can't be everywhere at the same time.

Has everybody understood?

Clauses of concession, result and purpose

Use

We use **However, even though** and **although** to show a contrast.

He's happy even though he's poor.

We use **so that**, to and **in order (not) to** to show our purpose in doing something.

She went to the post office to buy some stamps.

We use **so** and **Therefore** to show the result of an action or state.

He needed a drink so he made some tea.

I wish and If only

Use

We use **I wish/If only + the past** to talk about imaginary situations in the present. It expresses wishes for things to be different in the present.

I wish I was on a desert island right now.

If only I had a million dollars.

We use **I wish/If only + the past perfect** to talk about past situations that we regret or would like to be different.

I wish I had listened to the teacher last year.

If only I hadn't shouted at Laith.

We use **I wish/If only** with **would/wouldn't + infinitive** to talk about somebody's habitual behaviour that we want to criticise and change.

My friend lies a lot. I wish he wouldn't do it.

I wish you would listen to me.

Present and past participle clauses

Use

The words before the comma **must** apply to the first word after it.

We use the **present participle together with the past participle** when someone does something and then proceeds to do another thing.

Having witnessed the accident, he called the police.

We use the **past participle** when using a passive form.

Eaten all over the world, rice is an important food source.

We use the **present participle** when someone does something while doing something else or in a particular situation.

Being a generous man, he paid for everyone.

▶ Vocabulary

1 Shops

bakery bank butcher's chemist's
clothes shop department store
electrical goods store greengrocer's
jeweller's newsagent's post office
shoe shop sports shop stationery shop
supermarket

2 Shopping

afford bargain cash cashier
changing room checkout
debit card discount gift queue
receipt refund shelves trolley

3 Collocations with money

borrow donate earn lend make save
spend waste win

▶ Grammar revision

Indeterminate pronouns: some-, any-, no-, every-

1 Complete the sentences with the correct indeterminate pronoun.

- I haven't got in my bag.
- I didn't go yesterday.
- She's got important to tell you.

- Can you come to the phone, Sam? wants to talk to you.
- needs to drink water.
- I can hear people talking but I can't see

WORKBOOK ▶ page 43

/ 6 points

Clauses of concession, result and purpose

2 Complete these sentences using a different connective each time.

- He went to the supermarket buy food.
- They needed some petrol they went to a petrol station.
- He became very rich he grew up poor.
- She went to the bank she could withdraw some money.

- They didn't try very hard. they failed.
- they trained hard for the match, they lost.

WORKBOOK ▶ page 46

/ 6 points

I wish and If only

3 Choose the correct alternative.

- I wish I have/had a pen with me now.
- If only you had/would pay more attention in class.
- If only I understood/had understood what you're saying.

- I wish you would stop/had stopped interrupting me when I'm talking.
- If only I didn't fail/hadn't failed my driving test last week.

WORKBOOK ▶ page 46

/ 5 points

Present and past participle clauses

4 Complete these sentences using the correct participle of the verb given

- (walk) towards the station, Moussa met his friends.
- (finish) the washing up, I made some tea.
- (discover) by ancient people, gold has always been valuable.

- (pass) his driving test, Faris bought a car.
- (arrest) at the scene of the crime, the man was taken to the police station.

WORKBOOK ▶ page 45

/ 5 points

▶ Vocabulary revision

Shops

1 In which shops can you buy these things?

- meat: b
- fruit and vegetables: g
- MP3 players, vacuum cleaners, dishwashers:
e g s
- almost anything, not just food:
d s
- bread and cakes: b
- stamps for letters or packages: p o

WORKBOOK ▶ page 41

/ 6 points

Shopping

2 Write the words.

1



d c

3



t c

2



q

4



c

5



c

6



b

WORKBOOK ▶ page 42

/ 6 points

Collocations with money

3 Are the sentences correct or not? If not, change the word in **italics>.**

- When you *lend* money, you get money but then you have to give it back.
- You *win* money when you do professional work.
- When you *donate* money you give it to a charity or an organisation.
- When you *save* money, you use it to buy things you don't need.
- When you *make* money, you get money by working, selling things, or running a business.
- When you *spend* money, you give it to somebody for a time but then they have to give it back to you.

WORKBOOK ▶ page 44

/ 6 points

Total

/ 40 points

▶ Progress test Units 5–6

▶ Reading

- 1 Work with a partner. In March 2002, a 51-year-old British man went canoeing in the sea but didn't come back. What do you think might have happened to him?
- 2 Read the text. Were your ideas in 1 correct?

▶ Tip for Reading Exams

In general, remember...

Make sure you know what type of tasks and exercises will appear in your exams. If you are familiar with these types of exercises, they will become easier. If you have problems with a type of exercise, practise. **IELTS EXAM SUCCESS ▶ page 76**

The mystery of the 'dead' canoeist

22nd March 2002: Pieces of a canoe were found on a beach in Seaton Carew, near the city of Hartlepool in north-east England. The canoe belonged to 51-year-old John Darwin, who was married with two children. Somebody said they had seen Darwin enter the sea with his canoe at 8 or 9am the day before. It was only later in the evening, when he did not arrive for work, that a colleague reported his disappearance. An expensive rescue operation began. Five boats, two rescue teams and a plane were used to try and find Darwin's body, but without any success. Experts concluded that he must have died at sea. Six months after her husband's disappearance, Darwin's wife, Anne, told reporters how difficult it was to live in limbo, without finding her husband's dead body.

1st December 2007: Five years later, John Darwin walked into a police station in London and told the police 'I think I'm a missing person.' He gave the police officers his name, date of birth and details of his wife and two sons, but said that he was suffering from amnesia. Darwin was reunited with his two sons but his wife was not there because she had moved to Panama a year before. The police admitted that they had no idea what might have happened during those five years but said that they would interview him and make a full investigation.

5th December 2007: John Darwin was arrested by the police. In the following weeks, an incredible story came to

light. The police were helped by a member of the public who found an interesting photo on the Internet and sent it to a British newspaper. The photo was of John Darwin on holiday in Panama with his wife Anne. They were both happy and smiling, but the photo was taken four years after Darwin's 'death'. After a long investigation, the police said that Anne had known about her husband's plan right from the start. On the day of the disappearance, she had even driven him to the local train station so that he could disappear. Afterwards, John had lived in a secret room in the family's house for three years. He had grown a long beard and always entered the house through a secret door. But, during all this time, John and Anne's sons had no idea what was going on. The couple had planned the whole thing to get insurance money. John had had financial problems and pretended to die so that his wife got thousands of pounds from his insurance policy. With this money they were planning to buy land in Panama and set up a holiday resort. So why did John Darwin go to the police station in London when their plan was working so well? Some people thought he might have had an argument with Anne. Others say that he must have wanted to see his sons again after so many years. But the police think that it was because his false passport was about to expire. He needed to come back to the UK to get a new, real passport. Darwin thought that the police would believe his story about suffering amnesia. But they didn't, and now John and Anne have to spend more than six years in prison.

- 3 Read the text again and choose the best answers.

1 John Darwin's disappearance was reported when

- A they found some pieces of his canoe.
- B the people at his place of work hadn't seen him.
- C somebody saw him go into the water.

2 When Darwin reappeared, he

- A couldn't remember who he was.
- B met up with his wife and children.
- C said he didn't know where he'd been.

3 The police knew both John and Anne were lying because

- A their story wasn't convincing.
- B they had physical evidence.
- C newspaper reporters wrote an article about them.

4 John went to the police station in London because he

- A was confident everything would be OK.
- B had to get a visa to go back to Panama.
- C needed to see his kids again.

▶ Writing

▶ Tip for Writing Exams

In writing exams, remember ...

Make sure you know how many pieces of writing you have to do in the exam, and how much time you have to do them. Decide if you have time to write a rough version first.

IELTS EXAM SUCCESS ▶ page 76

- 4 Look at the task. Prepare your story and then write it. Remember to use narrative tenses carefully and include words and expressions to explain the sequence of events.

Write a story for your school magazine which begins:

I couldn't believe what I read in the newspaper that morning.

▶ Speaking



- 5 Work with a partner. Look at the task. Each choose a photo and then, individually, spend three minutes preparing to talk about it.

Choose one of the photos and describe it.

- Say what you can see. Make speculations about where it is, who the people are, etc.
- Say if you would like to be with the people in the photo and explain why/why not.

- 6 Take it in turns to do the task.

▶ Tip for Speaking Exams

In speaking exams, remember ...

Speak loudly and clearly and speak as much as possible. If you don't speak much the examiner won't be able to give you a good mark. Remember that the examiner is on your side.

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▶ Use of English

▶ Tip for Use of English Exams

In word formation cloze activities, remember ...

Look at the words just before and after the gap and make sure you understand the whole sentence. To change the **type** of word you will usually need a **suffix** (e.g. *-ion* to make a noun, *-ly* to make an adverb). To change the **meaning** of the word you will usually need a **prefix** (e.g. *im-*, *re-*).

IELTS EXAM SUCCESS ▶ page 76

- 7 Read the text below. Use the words in capitals to form a word that fits in the gap.

When he was young, my brother always wanted to have a (a) _____ (**DANGER**) job, like being an explorer. Then, when he was older he was (b) _____ (**INTEREST**) in becoming a professional (c) _____ (**HISTORY**) because he loved reading about the past. But now that he's started working, he doesn't think his job is very (d) _____ (**INSPIRE**). He's (e) _____ (**EMPLOY**) at a local department store where he has to work long hours. It's a (f) _____ (**TIRE**) job and he doesn't earn much. Sometimes he works in (g) _____ (**COMFORT**) conditions, for example, standing for hours and hours in the same position. But my brother is very (h) _____ (**HELP**) and kind to the customers. The store he works for is part of a big (i) _____ (**NATION**) group and so they might send him to work in a different country if he wants. My brother studies English in the evenings and he wants to get some type of certificate in English. So he's (j) _____ (**EXCITE**) about the idea of going to an English-speaking country. My brother is clever and ambitious. It wouldn't be so (k) _____ (**SURPRISE**) if one day he became the (l) _____ (**DIRECT**) of the company!

▶ 'Can Do' Progress Check

- 1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

1 = I can do it very well. 2 = I can do it quite well. 3 = I have some problems. 4 = I can't do it.

- | | |
|--|--|
| a I can make speculations and deductions in the present and past using modal verbs. <input type="checkbox"/> | f I can use indeterminate pronouns (<i>some-, any-, no-</i>) correctly. <input type="checkbox"/> |
| b I can talk about imaginary situations in the past and their consequences using the third conditional. <input type="checkbox"/> | g I can talk about imaginary wishes using I wish and If only. <input type="checkbox"/> |
| c I can make adjectives by adding suffixes. <input type="checkbox"/> | h I can understand written and spoken texts about shopping and money. <input type="checkbox"/> |
| d I can describe pictures and make speculations and deductions about them. <input type="checkbox"/> | i I can ask for things and explain problems in a clothes shop. <input type="checkbox"/> |
| e I can write a simple story using different narrative tenses. <input type="checkbox"/> | j I can write a formal letter of complaint. <input type="checkbox"/> |

- 2 Now decide what you need to do to improve.

1 Look again at my book/notes.

2 Do more practice exercises. → WORKBOOK pages 34–49

3 Other: _____

▶ Study skills

Unit 1

▶ READING: General and specific information

- The first time you read a text, read it quickly. Do not stop if there are words you do not understand. Just try to understand the general meaning. To help, give yourself a time limit the first time you read. It can help you to get a general understanding and not look at details. The first task will usually help you to do this.
- The next task usually checks that you understand specific information. When you read for specific information, read the question carefully and then find the exact place where you think the answer comes from. Read this section again in more detail.

▶ SPEAKING: Spoken and written language

- Spoken language is different from written language. With writing we have more time to plan and prepare what we want to say. We have to be more precise because we cannot see or speak to the person we are writing to. If they do not understand us, we cannot help them.
- When we speak we have less time to prepare and so we sometimes make mistakes. Sometimes we begin a sentence, stop and change or clarify what we are saying. We use expressions like *mmm, errr, erm, the thing is, what I mean is*. We use these expressions to give us time to think of what we want to say. Normally, we repeat ourselves more in speaking than in writing.
- When we speak in English we should not worry excessively about making mistakes. We can go back and correct ourselves or clarify what we mean. We should use fillers because they give us thinking-time. We should not worry about repeating ourselves occasionally. All these things are normal elements of speaking, if we are native or non-native speakers.

Unit 2

▶ SPEAKING: Accuracy and fluency

When we talk about speaking, we often use the terms *accuracy* and *fluency*.

- *Accuracy* is used to talk about how correct our use of grammar is when we speak. If we speak quickly in English but we make lots and lots of mistakes it will be difficult for people to understand us.
- *Fluency* is used to talk about how continuously we can speak without stopping to think about what we want to say next. If our use of grammar is perfect but we have to stop frequently to think of what we want to say, then people will get tired of listening to us.
- To speak English well we need to have a balance between accuracy and fluency. To do this we need to practise speaking as much as possible and try to correct any frequent mistakes.

▶ WRITING: Paragraphs

- A paragraph is made up of several sentences which are grouped together. They are grouped together because they talk about, and develop, one main topic.
- Paragraphs help to make your writing more organised and structured. This makes your writing easier to understand. When there are no paragraphs, writing can become confusing and repetitive.
- When you have brainstormed the content of what you are going to write, stop and organise the content into logical paragraphs. You should do this before you start to write, not while you are writing.

Unit 3

▶ PRONUNCIATION: The importance of word stress

- Our main objective when we work on pronunciation is that other people can understand us easily.
- Word stress is an important factor because people usually find it very difficult to understand the word when the stress is not in the correct place.
- Sometimes, word stress changes a word completely e.g. *desert* – *dessert*, *refuse* (= say no) – *refuse* (= rubbish).
- In English, we do not use accents to show the stress. However, in your vocabulary list/notebook, you can mark the stress to remember where it comes (e.g. *basketball*).
- In dictionaries word stress is usually marked like this:

basketball /'bɑːskɪt,bɔːl/ noun **1** [U] a game played by two teams of five players who get points by throwing a ball through a net **2** [C] the ball used in the game of basketball

▶ GRAMMAR: Learning from your mistakes

Mistakes are a natural part of learning but we must work constructively on the mistakes we make in order to improve. Here are some suggestions:

- When you make a lot of mistakes with a structure, check to see if the mistakes are generally with the form, spelling or meaning of the new structure. Find out exactly what the problem is.
- If you don't understand something, ask your teacher for help, use your notes or use the Grammar Reference section in this book.
- When you think you understand better, look for more exercises in your Workbook.

Unit 4

▶ READING: Deducing the meaning of new words

- In reading exams you cannot usually use dictionaries. When there are new words in a text, you can often find out something about the words by looking at the context.
- Look at the words that come just before or after. They will probably tell you if the word is a noun, verb, adjective, etc.
- By looking at the words and sentences around the new word, you can probably deduce something about the meaning (e.g. if it is a positive thing or a negative thing, if it is a word connected with a particular topic, etc.)
- Sometimes, you may not understand the exact meaning, but the context often gives you at least an approximate idea.
- Another strategy is to look for any prefixes or suffixes. Prefixes can help you guess the meaning of the word (e.g. *re* tells you it is doing an activity *again*). Suffixes can tell you the type of word (e.g. a word ending in *-ion* will be a noun).
- Is the word a compound (a word made up of two or more words)? If it is, do you know the meaning of one of the words?
- Look at the word and think if there is a similar word in your language.

▶ LISTENING: Staying calm and positive

- When you are listening to English and there is a section you do not understand, stay positive. If you stop listening or if you get nervous and panic, you won't understand anything more.
- Remember that, usually, it is not necessary to understand every word in order to do a task well. When you get lost, look at the next question or two and listen out for words or ideas associated with the question(s).
- Usually in exams you can listen to the text twice. If there are things you do not understand the first time, stay calm and listen for them in the second listening.

Unit 5

▶ VOCABULARY: Remembering words

Our memory usually works better if:

- we remember words in groups.
- we use or revise them frequently.
- we use them in a personal context – spoken or written.
- words look or sound similar to other words.
- the words are unusual for some reason.
- we are interested in the topic that the words are connected to.

Remember to:

- write down new words in groups.
- revise frequently.
- use the new words when you speak or write.

▶ SPEAKING: Thinking of what to say

If it's your turn to speak and you can't think of what to say, use this advice:

- Use fillers to give yourself time to think of what you are going to say next (e.g. *Err, The thing is, Well, You know...*).
- Use language of speculation (*It might be, I'm not sure, I think, etc.*)
- Use the questions *What? Who? Where? Why? When?* etc. to think of ideas for something to say.
- If you are worried because you don't know a word, think of similar words, more basic or general words, or explain the word.

Unit 6

▶ Reflection and forward-planning

At the end of the year, it is useful to reflect on what you have studied, learnt and practised during the year. Identify the things that you can now do very well, quite well, or not very well. Decide how you can work in the future on the things you don't know or can't do very well. Think of people or materials that can help. Make a plan of action for the holidays or next year.

▶ WRITING: Improving your writing

Here are some ways that you can improve your writing:

- Make a note of your mistakes when you get corrected essays or reports back from your teacher. Look at these notes just before you write your next essay or report.
- Always have a plan before you write. Know what you are going to write before you start.
- Remember to group ideas into paragraphs.
- If you aren't sure how to write something, simplify it. Clarity is one of the most important criteria when writing.
- Make sure you know what style (e.g. formal, informal) you should be using.
- Use appropriate tenses.
- Check your writing carefully when you finish. Have you answered the question? Are there any obvious mistakes? Have you made any basic spelling mistakes? Is it easy to understand the ideas and information in your text? Is your handwriting clear?
- Remember – practice makes perfect!

▶ IELTS Exam success

Unit 1

▶ LISTENING: Sentence completion

In this type of activity, you have sentences with gaps. They summarise important information from the whole or from one part of the recording. You have to read the sentences and fill in each gap using information from the recording.

- Step 1:** Carefully read the instructions. There is a limited number of words/numbers you may use. Read the sentences without thinking about the gaps. This is to get a general understanding.
- Step 2:** Look again at the gaps and especially the words which come just before and after the gap. Do those words need a special preposition? Is an article or auxiliary verb missing? Think about the type of word missing (noun, verb, pronoun, article, etc.) and the general meaning.
- Step 3:** Fill in the gap with the word that you think is best. Read the sentence again with your answer in the gap. Sometimes there is more than one possible answer but you only need to put one.
- Step 4:** When you finish, check that you have one answer for each question. Never leave answers blank in an exam.

▶ WRITING: Response in the form of a letter (personal, semi-formal or formal)

In Task 1 of the IELTS writing exam, you are given a situation to which you must respond in an appropriate style. The task might be asking for or giving information and/or explaining a situation. Before you start writing, remember the following rules:

- Who are you writing to or for? You need to choose an appropriate style, e.g. personal when writing to a friend or formal when writing to your boss.
- You need to write at least 150 words. If your answer is too short you will be penalised. Marks will not be taken off if you write too many words but remember that there is also Task 2 to complete in the IELTS writing section. You should spend approx 20 mins on Task 1.
- Do you know what information is relevant to include? If your answer is not related to the topic, you will be penalised – your text must be a connected piece of writing. Do not copy your writing from another source – you will be penalised.

Unit 2

▶ READING: Matching

In this type of activity, you have to say which paragraph contains a piece of information. Remember that not every paragraph may be used and some may be used more than once.

- Step 1:** Read all the paragraphs quickly to get a general understanding.
- Step 2:** Read the piece(s) of information that you need to find. Are there any special words that help you to find the paragraphs which contain the information? Remember that, in the text, the same information will probably be expressed in different words.
- Step 3:** Read the specific paragraphs where you think the information comes from again in more detail.
- Step 4:** If you are not sure that you have found the correct answer, read other sections again in more detail.
- Step 5:** When you finish, check that you have an answer for each question. Never leave answers blank in an exam.

▶ WRITING: A discursive essay (e.g. a 'for and against' essay)

In Task 2 of the IELTS writing exam, you are required to write a discursive essay of at least 250 words. Remember to use a semi-formal register.

- Read the instructions carefully – they will give you information about an opinion, argument or problem. Based on that, you will be able to decide on the appropriate style of your essay.
- The topic will be of general interest, e.g. whether school starting age should change or how global warming and other environmental problems can be solved.
- Make sure you organise your arguments in a clear way and that you support them with examples. You will have to show that you can use more complex grammatical structures and that you can discuss abstract ideas using a variety of vocabulary.
- You need to write at least 250 words. You will not lose points if you write more but remember that you will need time to check your writing. Also, as in Task 1 of the IELTS writing exam, you will be penalised if your answer is not related to the topic or if your writing contains plagiarism.

Unit 3

▶ READING: Summary/note/table/flow chart completion

In this type of activity, you need to complete a summary/note/table/flow chart with words taken from the text. In the Unit 3 reading activity, you have to complete a table, which is completely empty. Sometimes, pieces of information may already be given in the table.

- Step 1:** Read the instructions carefully before you start the task. There is usually a word limit given and if you write more than necessary, you will lose the mark.
- Step 2:** The answers usually come from one part of the given text, although they may not come in the same order.
- Step 3:** There are two variations of this activity: in the first one, you select words from the text to complete the table. In the second variation, a list of words is given from which you need to choose the right one to fill in the missing information.
- Step 4:** When you finish, check that you have an answer for each question. Never leave answers blank in an exam.

▶ SPEAKING: Part 2, i.e. long turn (e.g. giving presentations)

Part 2 of the IELTS speaking exam is the individual long turn. It means that the examiner will give you task instructions and will ask you to talk about a particular topic. Part 2 lasts 3-4 minutes.

- Read the instructions carefully as they list the points you should include in your talk. You have one minute to prepare.
- Make notes with the information you want to give in your talk and use them when you are giving it; but don't just read your notes aloud.
- Don't speak too fast. If you speak too quickly, people will not be able to follow you.
- Try to speak for exactly the right amount of time. The more you practise, the easier it will become.
- Use intonation to show that you are interested and to make others interested.
- Don't worry excessively about vocabulary. When you don't know a word, explain it or use a simpler word.
- Don't let mistakes stop you from speaking. Correct your own mistakes if possible, or start the sentence again, but don't stop completely.

Unit 4

▶ LISTENING: Multiple choice

In this type of activity, you choose the best answer from three options, A, B or C. You have to choose one correct answer but sometimes you may be given a longer list of options where you have to choose more than one answer. Remember to read the instructions carefully to check how many answers are needed.

- Step 1:** Read the different answers before you listen. They can give you ideas about the topic of the text and the vocabulary you are going to hear in it. Remember that, sometimes, the difference between two answers is just one word.
- Step 2:** When you listen, remember that you may hear the correct answer but expressed in different words. You may also hear a word or words that come in one of the possible answers, but this does not mean it is the correct answer. The word(s) may be there just to distract you.
- Step 3:** You usually hear the recording twice. Do not worry if you do not understand information the first time. If you don't hear the answer to one question, start listening immediately for the answer to the next question.
- Step 4:** Use the second listening to find the answers you didn't hear the first time and to check the answers you already have.
- Step 5:** When you finish, check that you have an answer for each question. Never leave answers blank in an exam.

▶ WRITING: Thinking about the reader

We write in different ways depending on who and how many people we are writing to. Usually in writing exams, you will get more marks if you write in an appropriate way for the task. Always read the instructions carefully and check that you know exactly who you are writing to. Write in the correct style for that reader. Ask yourself if the person reading will understand it easily. Will they find it interesting, informative, useful or exciting (depending on the task)?

Unit 5

▶ READING: Multiple choice

In this type of activity, you are required to choose one correct answer from four possible answers (A, B, C or D). You have to write the correct answer on the answer sheet.

- The questions in the task follow the order of the information given in the text.
- You may be given a longer list of possible answers and you will have to choose more than one correct answer. Always read the instructions carefully before starting the task.

▶ WRITING: Timing yourself

Some people have a problem finishing on time in writing exams. Follow this advice to stop this problem.

- Make sure you know how many pieces of writing you have to do, and how much time you have to do them.
- Keep looking at the time to check that you are following your schedule.
- Decide if you need, or have time, to write a rough version. Make sure you leave enough time to write up the final version. Don't write the final version so quickly that you make a lot of new mistakes.
- If you don't know how to write something, don't spend a long time thinking about it. Change or simplify what you were going to write.

Unit 6

▶ GENERAL: Doing well in the IELTS exam

To do well in the IELTS exam, think about these tips:

- Make sure you know what type of tasks and exercises will appear in the exam. If you are familiar with these types of exercises, they will become easier. If you have problems with a type of exercise, practise!
- In reading and listening exams, make sure you know what topics and grammar are tested so that you study the relevant structures and words.
- You should spend more time practising the things that you find difficult than the things you find easy.
- Revise frequently a long time before the exam. It is very difficult to revise English just before the exam.
- Read the instructions and questions carefully, and make sure you do what they say or ask.
- Write carefully and clearly.
- Don't leave answers blank. Always remember to write your answer on the answer sheet.
- Check your answer sheet carefully before giving it in.

▶ SPEAKING: Doing well in the oral IELTS exam

To get a good mark in the IELTS speaking exam, follow this advice:

- Make sure that what you say is relevant to the question(s) that the examiner asks you.
- If you don't understand the examiner's questions or instructions, ask them to repeat.
- Speak! If you are too nervous or shy, the examiner won't be able to give you a good mark. Relax and remember that the examiner is on your side.
- Speak loudly and clearly so that the examiner can hear you.
- Don't write complete answers before you speak. React to what the examiner is saying.
- Practise speaking as much as you can before the exam.

▶ Employability Skills

Unit 1

▶ DECISION-MAKING: Choosing the right course at university

Choosing the right course at university or college is an important decision. There is a lot of information available about which university courses are most likely to lead to employment and a good salary. However, the facts and figures don't always tell the whole story. For example, consider these two questions:

- Q: Society will always need technology experts, so isn't a technology subject always a good choice?
- A: There are an increasing number of technology jobs. However, just because we live in a technological world, that doesn't mean studying computer science will always make you more employable. In fact, some studies have even shown that computer science graduates can have a higher unemployment rate.
- Q: Is a degree in an Arts subject less useful in terms of future employment?
- A: Although there are technical jobs that Arts graduates can't apply for, there are also many areas where an Arts degree is welcomed. In these fields, employers are usually looking for high academic achievement. If you want to work in banking in the UK, for example, a good degree in an Arts subject can be more acceptable than an average degree in Economics.

The best advice is probably to choose a subject that you're good at. If the subject is something you are interested in and enjoy, you'll be more motivated and more likely to get a good degree.

Work with a partner. Discuss these questions.

- 1 What do you think about the questions and answers above?
- 2 What subject are you good at? What subject are you interested in?

Unit 2

▶ TEAMWORK SKILLS

Many people have the idea of a brilliant scientist working alone to make great discoveries, but this is not what usually happens. In the real world, scientists normally work together in teams. Being good at working in a team is the most important quality required in the workplace today. Job advertisements in most fields of work ask for team working skills. The top five skills needed for good teamwork are:

- 1 Listening: being open to other people's ideas and suggestions
- 2 Persuading: communicating your own ideas and supporting them with reasons
- 3 Respecting: realising that others have a right to their opinions, even if you don't agree with them
- 4 Cooperating: sharing information with other team members and helping them achieve their goals
- 5 Compromising: being willing to accept that someone else's idea or suggestion may be better than yours

If you can show that you have some of these team working skills when applying for a job or attending an interview, you will have a much better chance of success.

Work with a partner. Discuss these questions.

- 1 Can you think of a time when you worked in a team?
- 2 What team working skills did you need?

Unit 3

▶ LEADERSHIP SKILLS

Many of the skills that successful leaders and managers need are the same in sport and in the workplace. The top skills needed for good leadership are:

- 1 Communication skills: the ability to communicate your ideas to others is important for everyone, but especially for leaders
- 2 Motivating others: the best way to motivate others is not by giving orders but by setting an example for others to follow
- 3 Team-building: putting together a strong team means understanding other people's strengths and weaknesses
- 4 Risk-taking: the ability to understand situations and consider risks helps you to make the right decisions
- 5 Setting goals: teams work better when the leader tells them the direction they are going in, what they are trying to achieve, and what they need to do in order to achieve the goals
- 6 Delegating: you need to give some work to other team members instead of trying to do everything yourself

These are some of the skills you will need to show if you would like to be a manager in the future.

Discuss these questions with a partner.

- 1 Which of these leadership skills do you have?
- 2 Which of these skills do you need to work on?

Unit 4

▶ WORKING FREELANCE

Many artists, writers and other people working in the field of culture are self-employed. This means that instead of being employed by one company, they work for various clients or companies at different times. Often they work from their own homes. This is known as 'freelance' working, and is becoming more and more common in many sectors of the workplace. The main reason for this is that computers and the Internet have made it possible to work anywhere, without having to be in a particular place at a particular time. Even people who are employed by one company now often work from home for at least one day during the week.

Here are some of the main advantages and disadvantages of 'freelance' working.

For

- You can choose when to do your work – early in the morning or late at night.
- It is easier to balance work and other parts of your life, like family problems or doctor's appointments.
- You don't need to travel to work, which saves time and money.
- You can do lots of different types of work.

Against

- Many people enjoy working with others and exchanging ideas so they would miss the social part of working for one company.
- It can be harder to motivate yourself when working alone. It's always easy to find reasons for not working.
- You may feel lonely if you don't have contact with other people.
- Freelance workers are often paid less than normal employees, and may not receive the same benefits, like sick pay and pensions.
- You will need to make decisions about how much work to accept – it can be difficult to say no.

Work with a partner. Discuss these questions.

- 1 What do you think you would like about working freelance? What do you think you would dislike?
- 2 Would you like to work freelance?

Unit 5

▶ TRANSFERABLE SKILLS

People often ask whether studying a subject like history is useful for future employment if you're not going to be a historian.

However, when you study a subject like history, you learn many transferable skills (sometimes called 'soft skills'). These are general abilities rather than skills and knowledge related to one particular area, and they can be used in many different jobs. Here are some examples:

- problem-solving
- being organised
- meeting deadlines
- doing research
- being creative and using your imagination
- decision-making
- adapting to new situations (flexibility)
- planning ahead
- learning quickly
- recording information
- following instructions
- managing your time when working alone
- working under pressure

Employers often look for these transferable skills in job applicants.

Work with a partner. Discuss these questions.

- 1 Which of these transferable skills do you have? Give examples.
- 2 How can you show these skills in a CV or interview?

Unit 6

▶ BEING SELF-EMPLOYED

Many shop owners enjoy 'being their own boss'. In other fields too, starting and running your own company can seem like an attractive option. It's not easy though, because you can't 'switch off' and forget about work at the end of the day. It's also likely that you will work harder than if you were an employee. If you're thinking of setting up your own business, here are the six essential things you need to do.

- 1 Have the idea: can you think of a product or service people would find helpful and be willing to pay for?
- 2 Get some advice: there's a lot of help available, from friends and family or online.
- 3 Do some market research: is anyone else offering a similar product or service? If so, what makes your idea special?
- 4 Develop your idea: bring the product or service to life (if it's a product, you may need to actually make it).
- 5 Get financial support: you might need some money to get started, but be careful not to lose control of your company.
- 6 Do the marketing or advertising: what's the point of having a good product or a great service if nobody knows about it?

Work with a partner. Discuss these questions.

- 1 Would you like to 'be your own boss'?
- 2 Do you have an idea for a product or service that people would find helpful and be willing to pay for? What is special about your idea?

▶ Speaking bank

General

Showing you understand

*I see.
OK.
That's great.
Right.
Really?*

Checking understanding

*Pardon?
Could you repeat that, please?
Sorry, I didn't catch that.
Sorry, I missed that.
Sorry, can you say that again?
Sorry, could you speak more slowly?
Sorry, did you say...?
I'm not sure I understood.*

Question tags

*You're Australian, **aren't you?**
This is your book, **isn't it?**
You play tennis, **don't you?**
You don't agree, **do you?**
You can speak German, **can't you?***

Showing interest

*Really?
That's interesting.
That's incredible!
I see.
Do you?
Me too.*

Filling the conversation

*Errr...
Well...
The thing is...
I'm not (really/totally/completely) sure but...
Maybe...
You know...
I think...
I imagine...
It looks like...
I imagine that...
Let me think.
What do you think?*

When you don't know a word

*It's like/similar to...
It's the opposite of...
It's when you...*

Common situations

Giving opinions

*Personally, ...
I think (that)...
I don't think (that)...
I'm convinced that...
I don't really know if...
In my view...
In my opinion...
As I see it...*

Asking for opinions

*What do you think?
What's your opinion/view?
Do you agree?
What about you?*

Agreeing or partially agreeing

*I (totally) agree (with you) (that...)
I agree to an extent (that...)
That's true.
You're right.
You've got a point.
I take your point.
I see what you mean.*

Disagreeing or partially disagreeing

*I (totally) disagree (with you) (that...)
I agree to an extent, but...
That's true, but...
You've got a point, but...
I take your point, but...
I see what you mean, but...
I'm not sure that's true.
But what about...?*

Making suggestions

*Do you fancy (coming)?
Why don't we (have lunch together)?
How about (going tomorrow afternoon)?
Let's (do something).*

Accepting suggestions

*Yes, I'd love to.
Great!
OK.
Why not?
Fine.
Yes, let's.
Good idea.*

Rejecting suggestions

*Sorry, I can't.
I prefer to (stay in).*

Asking for help

*Would you mind (helping to prepare some food)?
Could you give me a hand (buying some food)?
Could you help me to (tidy up)?*

Offering to help

*Would you like any help?
How can I help?
Can I help you?
Do you want me to (do the shopping)?
Shall I (clean up) for you?
How about if I (do the invitations) for you?
I'll (do the...) because I can...*

*I can (do the...) because I'm good at...
I don't mind (doing the...) because...*

Persuading

*I think you should (do something).
It would be great/a good idea if you/we (did something).
I'm sure you'll (enjoy it/feel better, etc.).
It'll be (great/good for you/better, etc.).*

Accepting offers of help

*Thanks!
That would be great!*

In a shop: The shop assistant

*Can I help you?
What size are you?
How about this/these?
What seems to be the problem?
We can replace it.
Sorry about that.*

In a shop: The customer

*Yes, I'm looking for...
No, thanks. I'm just looking.
Have you got anything in blue/green/medium/large?
I like it/them.
I'll take this one/these.
Can I bring it back?
I'd like to make a complaint.
It's the wrong size.
It's faulty.
Can I have a refund?*

Describing a photo

Starting

In the picture I can see...
The picture shows...
This is a picture of...

Position

In the foreground
In the background
At the top of the picture
At the bottom of the picture
In the middle of the picture
On the right
On the left
In the top/bottom right/left corner

Speculation and deduction

I think
I imagine
(It) must be
(It) may/might/could be
(It) can't be
(He/She/It/They) is/are probably
(It) is probably
It seems that
(It) looks as if/like
I'm not sure but
(It) must have been
(It) may/might/could have been
(It) can't/couldn't have been

Giving a presentation + Q & A session

Beginning a presentation

I'd like to begin by saying...
I'm going to talk about...

Introducing arguments

Firstly,
First of all,
Secondly,
Another thing is that...
It's also true that...
Furthermore,
What's more,

Giving examples

For example,
For instance,
Look at the case of...
Concluding,
Finally,
To sum up,
Last but not least,
The point I'm trying to make is...
In short,

Talking about the past

Expressions of time and sequence

At first
First
First of all
Next
Then
Suddenly
Later
A few seconds/minutes/hours/days later
After ten minutes/half an hour/a while
After that
Finally
In the end

Asking for clarification and elaboration

When you said..., did you mean...?
Can I check what you meant when you said...?
Could you say a bit more about...?
Could you clarify your point about...?

▶ Writing bank

Formal letters

▶ page 13 (Unit 1) ▶ page 67 (Unit 6)

Start: Write your address and the date in the top right corner. Write the address of the person you are writing to a little lower, on the left. Then write *Dear Mr (Smith)* (for a man), *Dear Mrs (Smith)* (for a married woman), or *Dear Ms (Smith)* (when we make no distinction if a woman is married or not). When we do not know the name of the person we are writing to, we write *Dear Sir or Madam*.

Style: Do not use contractions.

Useful expressions in applications: Begin *I am writing to apply for...* or *I am writing in response to the advertisement in...* Use *I believe I would be perfect for this (scholarship/job) because...*, *I would be grateful to receive the chance to (study/work) in your (university/company)*. Use *I believe* (instead of *I think*), *I would be very grateful* (instead of *I'd like*). End *I look forward to receiving your reply*, or *I look forward to hearing from you*.

Useful expressions in letters of complaint: Begin *I am writing to complain about...* Use *I demand (a refund/replacement/apology)*, *If I do not hear from you (in the next two weeks), I will take my complaint to a Consumer Advice Centre*. Use *I believe* (instead of *I think*), *I would be very grateful* (instead of *I'd like*). End *I look forward to receiving your reply*, or *I look forward to hearing from you*.

Useful linkers: Consequence: *Therefore, and so, As a result*. Time and sequence: *Firstly, Next, Then, In the end*. Contrast: *but, although, However, Nevertheless*. Reason: *because, as, since*. Addition: *In addition, What is more, Furthermore*.

End: When we know the name of the person we are writing to, use *Yours sincerely*. When we don't know the name of the person we are writing to, use *Yours faithfully*.

Content in applications: Begin by saying what you are applying for. Explain why you would be good for this position. Mention any experience you have. Give details of some of your strengths that make you a good candidate.

Content in letters of complaint: Begin by explaining why you are writing. Say where and when the problem began. Give details of the complaint. Demand a solution. Say what action you will take if there is no solution.

A for and against essay

▶ page 23 (Unit 2)

Style: Formal. Do not use contractions.

Useful vocabulary: *advantage, disadvantage*

Useful linkers: Introducing and sequencing arguments: *Firstly, Secondly, Finally*. Adding arguments: *Furthermore, What's more, In addition*. Making contrasts: *On the one hand..., On the other hand..., In contrast, However, but, although, Nevertheless*. Consequence: *Therefore, and so, As a result*. Reason: *because, as, since*. Opinions: *In my opinion, Personally I think..., As far as I'm concerned*. Concluding: *In conclusion, To sum up*.

Content: Suggested paragraph plan

- Paragraph 1: State the topic of the essay using general statements
- Paragraph 2: Make points for (or against)
- Paragraph 3: Make points against (or for)
- Paragraph 4: Conclusion – restate the most important arguments and give your own opinion

A book review

▶ page 35 (Unit 3)

Useful vocabulary: Books: *happy ending, main character, minor characters, plot, author, fictional, writing style, realistic, description*. Positive adjectives to describe books: *brilliant, exciting, funny, hilarious, great, inspiring, interesting, moving*. Negative adjectives to describe books: *awful, boring, stupid, uninspiring*. Types of book: *suspense, comedy, historical novel, adventure, science fiction*.

Useful expressions: To give your opinions, use *Personally, I think, As far as I'm concerned, In my opinion, I agree/disagree with...* To explain and justify your opinions, use *This is because, For example*. To give recommendations: *I would/wouldn't recommend you to read this book because...* To give a conclusion, use *To sum up, In conclusion*.

Useful grammar:

- 1 We use modifying adverbs to make adjectives stronger or softer in order to give more accurate descriptions. For example, we use *very, extremely* and *really* to make 'normal' adjectives (e.g. *good, bad*) stronger. We use *totally, absolutely, really* and *completely* to make 'extreme' adjectives (e.g. *fantastic, awful*) stronger. We use *quite* and *rather* to make 'normal' adjectives a little softer.
- 2 To make descriptions more interesting, use *so + adjective* or *such + (adjective) + noun*, e.g. *It was so beautiful, He's such a great friend*.

Content: Suggested paragraph plan

- Paragraph 1: Basic information about the book
- Paragraph 2: A summary of the plot or story
- Paragraph 3: Your opinion of the book

An announcement

▶ page 45 (Unit 4)

Style: Use short, clear sentences. Make the announcement easy, fast and interesting to read. Begin each new idea on a new line, with a bullet (•) or dash (–). Use exclamation marks.

Start: Have a slogan or a title which attracts attention.

End: Use *For more information, call/contact...*

Content: Say what the event is that you are announcing. Include all the practical information that a reader needs to know, for example:

- What the event is.
- What you want from people.
- When you want it.
- If there are any prizes.
- When the event is.
- Who can be in the event.
- What people should do if they want more information.

Stories, narratives and anecdotes

▶ page 57 (Unit 5)

Useful expressions: To say when things happened use, for example: *Last weekend, Two weeks ago, On Friday, On Saturday night*.

Useful linkers: To explain the sequence of events use *At first, First of all, Next, Then, After that, Later, Suddenly, Finally, In the end*.

Useful grammar: Narrative tenses

- 1 Past simple. We use it to tell the main events and actions in the story.
- 2 Past continuous. We use it to describe scenes, to say what activity was in progress when another interrupted it.
- 3 Past perfect. We use it for the background of the story, to talk about actions that happened before other actions in the past.
- 4 *used to*. We use it to talk about past habits.
- 5 *must/may/might/can't have*. We use these to make speculations or deductions about what happened.

Content: Suggested paragraph plan:

- Paragraph 1: Explain where and when the story begins. Introduce the characters.
- Paragraphs 2 and 3: Explain the main events in the story.
- Paragraph 4: Explain how the story ended and what the consequences were.

Checking your writing

▶ All units

Check for mistakes with:

- punctuation
- capital letters
- word order
- spelling
- tenses
- vocabulary
- missing words
- agreement between the subject and verb (e.g. *He go*.)
- style
- content

▶ Additional activities

Unit 1, Making suggestions and persuading

Exercise 5, page 10

Work in pairs. Each choose an extra-curricular activity that you would like to do. Persuade your partner to join you by giving reasons. Look at the Speaking Bank on p79 under **Making suggestions** and **Persuading** for useful language.

Unit 4, Offering to help

Exercise 6, page 45

Work in small groups. Look at each other's announcements and act as an 'organising committee'. First, choose a 'chair' to take notes on who does what and to summarise roles at the end. Each student should offer to take responsibility for one aspect of the event. Look at the Speaking Bank on p79 under **Offering to help** for useful language.

▶ Pronunciation guide

Vowels

/ɑː/	arm, large	/ɪə/	ear, here
/æ/	cap, bad	/ɒ/	not, watch
/aɪ/	ride, fly	/əʊ/	cold, boat
/aɪə/	diary, science	/ɔː/	door, talk
/aʊ/	how, mouth	/ɔɪ/	point, boy
/aʊə/	our, shower	/ʊ/	foot, could
/e/	bed, head	/u/	annual
/eɪ/	day, grey	/uː/	two, food
/eə/	hair, there	/ʊə/	sure, tourist
/ɪ/	give, did	/ɜː/	bird, heard
/i/	happy, honeymoon	/ʌ/	fun, come
/iː/	we, heat	/ə/	mother, actor

Consonants

/b/	bag, rubbish	/s/	say, this
/d/	desk, cold	/t/	town, city
/f/	fill, laugh	/v/	very, live
/g/	girl, big	/w/	water, away
/h/	hand, home	/z/	zoo, his
/j/	yes, young	/ʃ/	shop, machine
/k/	cook, back	/ʒ/	usually, television
/l/	like, fill	/ŋ/	thank, doing
/m/	mean, climb	/tʃ/	cheese, picture
/n/	new, want	/θ/	thing, north
/p/	park, happy	/ð/	that, clothes
/r/	ring, borrow	/dʒ/	jeans, bridge

► Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was/were	been	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	pay	paid	paid
burn	burnt	burnt	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	set up	set up	set up
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown
feel	felt	felt	sing	sang	sung
find	found	found	sit	sat	sat
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	speed	sped	sped
get	got	got	spell	spelt	spelt
give	gave	given	spend	spent	spent
go	went	gone	split up	split up	split up
grow	grew	grown	stand up	stood up	stood up
hang out	hung out	hung out	steal	stole	stolen
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	understand	understood	understood
know	knew	known	wake up	woke up	woken up
lay	laid	laid	wear	wore	worn
leave	left	left	win	won	won
learn	learned/learnt	learned/learnt	write	wrote	written

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Flying High

5 Student's Book

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Analysis Learners are encouraged to notice the meanings, forms and use of language.

Activation Learners are continuously given opportunities to use language and skills through a wide variety of motivating task and text types.

Every lesson contains an effective balance of all three As, but with a focus on one of them in particular. Within a unit, Lesson 1 focuses on Access, Lessons 2 and 3 on Analysis, and Lesson 4 – 'Saudi Arabia and the World' – provides students with an opportunity to activate the new language in a natural and genuinely communicative everyday context. Each lesson is colour-coded to show its type.

Topics

The topics have been chosen to motivate and engage secondary school students. The content is up-to-date and every lesson contains rich information at the same time as a clear real-world focus. Topics relating to familiar subjects are integrated with culture, the changing modern world and many surprising facts.

Flying High for Saudi Arabia is aimed at preparing secondary students for their school-leaving or English language proficiency exams. Throughout the units there are plenty of exam-style activities and preparation tasks, as well as *Exam Success* tips and a detailed *Exam* and *IELTs exam success* section in the back of the Student's Book.

Student's name _____

School _____



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