

Flying High

for Saudi Arabia

Level 3

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Unit 1 Life stories

1 A tale of two lives

1 Speaking and reading

- In small groups, look at the photo. Do you know who this is and any other information about him?
- Work in pairs. Student A, read *Early life* about Mark Hanson. Student B, read *Later life* about Hamza Yusuf.
- Student A, ask questions about Hamza Yusuf and complete his profile. Student B, ask questions about Mark Hanson and complete his profile.

Early life

Mark Hanson was born in Walla Walla, Washington, in the U.S.A. but when he was young his family moved and he grew up in Northern California. His father worked as an academic and the house was full of books. As a young boy Mark liked the same things that many children do. He played sports, rode around the neighborhood on his bike and wanted to go to university. But, when he was 17 years old he was involved in a car accident. This event was to change his life forever.



a profile

Mark Hanson

- Where was he born?
- Where did he grow up?
- What did his father do?
- What did Mark like?
- What happened when he was 17?

LATER LIFE


After the accident, in 1977, he converted to the Islamic faith and changed his name to Hamza Yusuf. Then he decided he would study Islam and he spent four years in the United Arab Emirates and Saudi Arabia. He also lived and studied in West Africa. In 1996 he started the Zaytuna Institute in California where they teach Islamic studies using traditional teaching methods. He is married and has five children – all boys.

a profile

Hamza Yusuf

- 1 What did he do in 1977?
- 2 What did he decide to do?
- 3 Where did he study?
- 4 What did he do in 1996?
- 5 How many children does he have?

2 Pronunciation: past tense endings

-  a Listen to the pronunciation of these past tense verbs and write them in the appropriate column.

~~changed~~ ~~converted~~ decided involved
~~liked~~ lived moved played started
 studied wanted worked

/d/	/t/	/ɪd/
changed	liked	converted

-  b Listen and check, then practice saying the verbs.

3 Speaking, writing, and reading

- a In pairs, talk about your personal history or the history of a member of your family.

I was born in ... I grew up in ...

I went to ... school. I graduated in ... and ...

My grandfather was born in ... He grew up in ...

When he was ... , his family moved to ...

He got married when he was ...

While your partner is talking, take notes. Ask questions for clarification or more information.

When were you born? Did he ... ?

- b Use your notes to write a short biography of your partner or your partner's relative.
- c Exchange papers. Read your partner's biography of you or your relative and correct any incorrect information.

2 Unforgettable memories

1 Listening and speaking

a You are going to hear a true story about a boy named Peter. In pairs, look at the photograph. What do you think his story is about?



b Now listen and answer the questions.

- 1 What was Peter doing when he saw the animal?
- 2 What was it?
- 3 What was his first reaction?
- 4 What did he do next?
- 5 What was the animal doing when the police arrived?

c In pairs, discuss what happened.



2 Grammar builder: review of past progressive vs. past simple

a Match sentences 1 and 2 with the correct time sequence, a or b. Then answer the question.

- | | |
|--|---|
| 1 Sam called his father when he saw the robber. | a) Sam called his father. Then he saw a robber. |
| 2 Sam was calling his father when he saw the robber. | b) Sam saw a robber. Then he called his father. |

In which sentence was Sam on the telephone to his father when he saw the robber?

b Complete the article with correct forms of the verbs in parentheses.

Peter and the Big Cat

Twelve-year-old Peter Sutton had the experience of his life yesterday. He was alone in the house, and he

(1) _____ (*wash*) the dishes in the kitchen when he

(2) _____ (*see*) a large animal in the yard.

At first, he (3) _____ (*think*) it was a big dog. When he

(4) _____ (*realize*) the animal was a tiger, he

(5) _____ (*feel*) very frightened. He (6) _____

(*shake*) all over, he said, but he (7) _____ (*go*) to the

kitchen door and (8) _____ (*shut*) it. He then

(9) _____ (*call*) the police. When the police and a tiger

trainer (10) _____ (*arrive*), the tired young Bengal

tiger (11) _____ (*sleep*) peacefully in the sun outside

the kitchen door. Peter (12) _____ (*look*) down at it

from the window of his bedroom upstairs, with the door locked. What a story to tell at school!

3 Writing, reading, and speaking

a Write about an interesting experience in your life. Write the story in three short paragraphs, one for each of these topics:

- the context – anything relevant such as how old you were, whether you were alone or with someone, what you were doing, etc.
- the event – what happened, how you reacted, what you did, etc.
- the outcome – how it ended, whether it affected you afterwards, etc.

b In pairs, exchange and read your stories. Don't comment except to ask for clarification of the stories if necessary.

c Read your own story again, and improve it if you can, e.g. expressing something more clearly, correcting any language mistakes.

d Put your stories on the wall or the board. Read them all, and discuss them. Which is the most memorable story?

4 Word builder: so / too / either / neither

a Look at the examples.

Affirmative

A: I have a new car.

B: I do, too! / So do I!

A: I liked the meal.

B: I did, too. / So did I.

Negative

A: Joe doesn't work full time.

B: Carl doesn't either. / Neither does Carl.

A: Mark didn't go to the mall.

B: I didn't either. / Neither did I.

- What are *so*, *too*, *either*, and *neither* used to express?
a) similarity b) difference c) surprise
- What is the word order with *too* / *either* and with *so* / *neither*?
- Which of these four words are used in the affirmative and which in the negative?

b Mary and Sue are meeting for the first time. Complete their conversation using *so*, *too*, *either*, or *neither*.

Mary: Hello. My name's Mary. I'm from Ireland.

Sue: Ah, (1) _____ am I! I'm Sue. Where are you from in Ireland?

Mary: Well, I was born in Cork.

Sue: Really! I was, (2) _____. Did you go to UCC?

Mary: No, I didn't go to university.

Sue: (3) _____ did I. I went to Cork Technical College.

Mary: Ah! So did I. But I didn't graduate from there, I'm afraid.

Sue: Really? I didn't (4) _____.

Mary: I didn't graduate because my mother was ill and I had to look after her. Maybe I'll go back one day. What about you?

Sue: Well ... er ... I failed the exams at the end of my first year.

Language assistant

I	do / did / am / would / can / etc.	too.
He	doesn't / didn't / isn't / wouldn't / can't / etc.	either.
Neither	does / did / is / would / can / etc.	she.
So	do / did / am / would / can / etc.	I.

5 Speaking

a Check (✓) the things in the table that are true for you.

	You	Friend		You	Friend
I was born in a small town.			I wasn't born in a small town.		
I'm an only child.			I'm not an only child.		
I liked sports at school.			I didn't like sports at school.		
I use the Internet a lot.			I don't use the Internet at all.		

b Now find someone with three or more things the same as you. Write the other student's name next to each item under "Friend."

A: I was born in a small town.

B: So was I. I'm not an only child.

A: Neither am I. I ...

3 Now and then

1 Speaking and listening

- a Look at the photo of the two men. What do you think they do?
- b Read the article and match topics A–D with the paragraphs.
- | | |
|----------------------------------|-------|
| A Preparing to start a business | _____ |
| B The business today | _____ |
| C The early days of the business | _____ |
| D Jim and Johnny's school days | _____ |

c In pairs, discuss these questions.

- 1 What were Jim and Johnny like at school?
- 2 Why did they choose to open restaurants as their business?
- 3 Why was the café a success?
- 4 How is their business different today?
- 5 How is their business the same?

Cookery Millionaire\$



1 Brother Jim and Johnny weren't good at school. They weren't interested in math, science, or English, and they didn't use to study enough. They used to play around, and preferred going shopping, eating good food and cooking.

2 When Jim and Johnny finished high school, they didn't want to go to college. They wanted to work, but most of all they wanted to make money and have fun. Because they both loved cookery, they both got jobs working in restaurants – Jim as a waiter and Johnny in the kitchens. But, after a few months they realized they weren't earning very much money. They decided to set up their own business.

3 To start with they opened a small café selling cheap food. They did so well that, in 1978, they opened their own restaurant, and two years later they had enough money to open a second restaurant in Chicago. After a couple more years they had a chain of restaurants across the country and their own TV cookery show.

4 Now, apart from their restaurants, they have a range of cookery products, cookery books and a successful TV show. The guys who used to be unsuccessful at school are now millionaires. But some things don't change. The brothers still remember how they got started and they still own the small café where they started their business.

- d Do you know anyone who has started their own business? Are they successful? Why/Why not? What business would you like to start?

2 Grammar builder: used to

a Look at the examples and answer the question.

- 1 What **did** Jim and Johnny **use to** do in high school?
- 2 They **used to** be good-for-nothings. They **used to** play around a lot.

What does *used to* express?

- 1 a) Something in progress at a specific time in the past.
b) A habitual action or continual state in the past.
- 2 a) Something that has now stopped.
b) Something that continues in the present.

b Look at the examples again. What are the affirmative, negative, and interrogative structures?

1 Affirmative:

subject + _____ + _____ .

Example: They used to work hard.

2 Negative:

subject + didn't + _____ + _____ .

Example: _____ .

3 Interrogative:

_____ + subject + _____ +
_____ ?

Example: _____ ?

c Find two more examples of *used to* in the article about Jim and Johnny. How do you express *used to* in your language?

d Complete the sentences with *used to* / *didn't use to* when possible, and when not possible with the past simple.

Jim and Johnny (1) _____ (be) short of money. Then they (2) _____ (start) their own business in Columbus, Ohio, and now they have millions. They (3) _____ (become) an extraordinary success. They (4) _____ (not worry) much about money. They still don't.



b Now listen to the conversation and check your answer.



c Listen again and check (✓) the things Andy used to do.

- 1 have long hair ☐
- 2 work in an office ☐
- 3 ride a motorcycle to work ☐
- 4 work six to seven hours ☐
- 5 not like working ☐
- 6 have short hair ☐
- 7 repair motorcycles ☐
- 8 drive a car to work ☐
- 9 work ten hours ☐
- 10 love working ☐

d In pairs, check your answers.

A: Did Andy use to have long hair?

B: No, he didn't. He used to have short hair.

4 Writing and speaking

a Write three or four sentences about differences in your life today and in the past. Don't write your name.

I used to live in an apartment, but now I live in a house. I didn't use to like working, but now I love my job!

b In groups, mix up the papers. Take a paper and read the sentences. The group tries to guess who wrote them.

3 Listening and speaking

a Look at the photographs. Which do you think is now and which is in the past?



4 Lifeline to scholarships and jobs

1 Reading, writing, and speaking

a Complete this questionnaire.

Use of English

Check (✓) as appropriate.

Do you use English in your study / work at present?

☐ Yes, a lot

☐ Yes, a little

☐ No

If yes, what do you use it for?

☐ Reading

☐ Correspondence

☐ Telephoning

Other: _____

Are you going to use English in your future study / work?

☐ Yes, definitely

☐ Yes, probably

☐ Yes, possibly

☐ No

Is an application / interview in English a possibility in your future?

☐ Yes

☐ No

If yes, will it probably be for:

☐ study or training

☐ a scholarship

☐ a job

☐ a promotion

b In groups, discuss your answers to the questionnaire. Then report to the class and answer these questions.

- 1 Who in your group uses English most right now? What for?
- 2 Who in your group will probably use English most in the future? What for?
- 3 How important will English be for you in the future?

2 Reading

a Look at the title of the advertisement below. In the box, circle the words you expect to see.

football	expenses	photograph	hobby
résumé	interview	food	fee
college	experience	degree	career
			house

b Read the advertisement and check your answers.

Scholarships for solar energy course

Three scholarships available for one-month advanced course in solar energy systems on the following:

- latest available technology
- maintenance and improvement
- research and developments in progress

SCHOLARSHIPS INCLUDE THE FOLLOWING:

- economy air fare
 - course fee
 - accommodation in a student residence
 - three basic meals per day
- No other expenses included.*

REQUIREMENTS:

- relevant college degree
- at least two years' experience in the area of solar energy
- age 25 to 45
- non-U.S. citizenship
- good level of English

If you are interested, send a brief, relevant résumé, a brief letter explaining why you are an appropriate candidate for a scholarship, and a recent photograph to Jack Leng at the address below. U.S. Consular staff will interview selected candidates in their countries.

c Read the statements about the advertisement. Check (✓) them T (true) or F (false).

- 1 This is a very basic course in solar energy. T ☐ F ☐
- 2 Students have to find a place to live. T ☐ F ☐
- 3 The scholarships are not for U.S. citizens. T ☐ F ☐
- 4 The scholarships cover all the candidates' expenses. T ☐ F ☐
- 5 Résumés should be short. T ☐ F ☐
- 6 The selection process includes an interview. T ☐ F ☐

3 Reading and speaking

a Read the résumé for the scholarship.

Résumé

Name:

Waheed Al-Mansoori

Date of birth:

October 21, 1975

Nationality:

Bahraini

Place of residence:

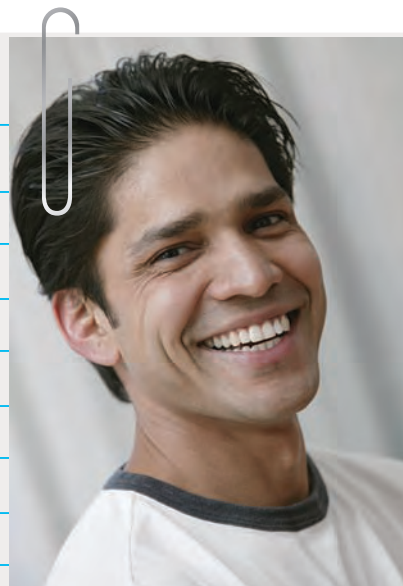
Bahrain

Qualifications:

- High School Diploma (1990)
- Degree in Mechanical Engineering,
University of Bahrain (1997)
- Certificate, two-month course in
solar heating (2005)
- English level: intermediate

Work experience:

- Research and Development Assistant, Bahrain Telecommunications
(2000–2005)
- Research Officer, Heliopower S.A. Solar Energy Systems (2006)



b In groups, discuss the candidate's weak points and strong points. Use the ideas in the box to help you.

professional training and qualifications
work experience command of English
presentation of the résumé

c Would you accept the candidate? Why? / Why not? Take a class vote.

Unit 2 Work and play

1 Modern careers

1 Speaking and reading

a Look at the photographs. What do you think the article is going to be about?

Keeping in touch ...



Jake Wilkins was born in 1915 and his wife Rachel in 1920, both in Wisconsin. Like his father and grandfather, Jake worked all his life on the family farm. Rachel helped on the farm, but mostly took care of the house and the children. In those days, most boys went into the same kind of work as their fathers, and few went to college. Most poorer families needed their sons to start work as soon as possible.

One of Jake's and Rachel's five children, Bobby, was the first in the Wilkins family to attend college. He graduated in 1963, when he was 22, not in agriculture but in chemistry. Like many boys of his generation, he broke with tradition and chose his own career. He married Cindy, daughter of the local storekeeper,

six years later, and they settled in Racine, Wisconsin, not far from their parents. He worked in a pharmaceutical company. Bobby was still working for the same pharmaceutical company when he retired at the age of 60. Of course, he was not as old

as his father when he retired, and his grandfather never really retired at all.

In their late thirties, Cindy and Bobby had a son, Andrew. After majoring in communication technology, he worked in Chicago for a few years,



moved to New York to get a master's degree, then to California, where he has worked since 2003. He's now studying for a doctorate part-time and spends a lot of time at conventions and seminars, keeping up with developments.



b Read the article and complete the timeline.

1915	1920	1941	1963	1969	1978	2001	2003	present
Jake was born	_____	_____	Bobby graduated	_____	_____	Bobby retired	_____	_____

c In groups, discuss these questions.

- Andrew is the youngest member of the Wilkins family. How do you think he will continue the family history?
- What do you think he will probably do?
I think he'll probably
On the other hand, he might

2 Listening



a Listen to the conversation.

- Who is Andrew talking to?
- What are they talking about?



b Listen again. Complete the notes about Andrew's plans. Did you guess the family's future more or less correctly?

- In April, _____
- In June, _____
- In July, _____
- On Friday, _____



3 Speaking and writing

a Think about these questions. Then discuss them in groups.

- How much do you know about your grandparents and parents? What kind of education did they have? What kind of work did the men of their generation do? Did they live and work where they were born or nearby, or move to another town or city? How many children did they have?
- What about your study, work, and family situation or plans?

b Write about your family, from your grandparents to yourself. Write one short paragraph about each generation.

c In groups, pass your essays around and read them all. Then get your own essay back, read it again, and see if you can improve it, e.g. expressing something more clearly, correcting any language mistakes.

2 Do you study enough?

1 Reading and speaking

a In groups, discuss these questions.

- 1 How much time do you spend studying?
- 2 Do you think you study too much or too little?

c In groups, discuss who you think spends too much time studying. Then compare your survey results and see if you are right.

b Read and answer these survey questions.

Do **YOU** study enough?

Check (✓) the answers Y (yes) or N (no) to find out!

Answer each question truthfully.

- 1 Do you find your school work more exciting than activities with your family or anything else?
- 2 Do you study at home everyday?
- 3 Do you usually talk about school with your friends?
- 4 Do you get impatient with friends who don't want to talk about school?
- 5 Do you look forward to getting homework?
- 6 Does it annoy you if people interrupt you when you are studying?
- 7 Do you think about school when you are falling asleep or when people are talking to you?
- 8 Do you study during meals?

Y	N
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



Number of "yes" answers

- | | |
|-----|---|
| 1-2 | You study, but not enough. |
| 3-5 | You study a certain amount, but could do better. |
| 6-8 | You have a good balance between studying and other obligations. |

2 Word builder: participial adjectives

a Look at these examples. Then complete the rules below with phrases from the box.

I have some exciting news.

I'm really excited.

The seminar was very interesting.

They were all interested in the topic.

Use the present participle (verb + -ing) to

Use the past participle (verb + -ed) to

indicate how people feel about something
describe something and the effect it has on people

b Now complete these sentences with *interested* or *interesting*.

1 We offered him the job, but he wasn't _____.

2 I think that's a very _____ idea.

3 He's a very _____ teacher.

I'm always _____ in his lessons.

4 A: Good morning. Can I help you?

B: Yes, I'm _____ in a jacket.

c Use the appropriate form of the verbs in the box to write your opinions of these topics.

football talking English in class dark nights
having a vacation clothes shopping
people who interrupt you

interest excite frighten irritate bore

I'm not interested in football. I think it's a very boring game.

3 Grammar builder: talking about the future

a You know several ways of talking about the future. Look at the sentences 1–5. In pairs, match them with the uses A–E.

- | | |
|---|--|
| 1 You'll be so happy. | A This is the <i>will / won't</i> future used for a spontaneous decision. |
| 2 We're getting married next April. | B This is the <i>will / won't</i> future used for a firm prediction. |
| 3 He's going to write a book. | C This is the <i>going to</i> future used for an intention or plan. |
| 4 He might try and find a part-time job in a few weeks. | D This is the present progressive used for a firm plan or arrangement. |
| 5 I'll get your dad so you can tell him the news, too. | E This is a form used to indicate a possibility, something not completely certain. |

b Now look at these sentences. In pairs, decide on the correct use (A–D).

- | | |
|---------------------------------|------------------------------|
| 1 We finish our Ph.D.s in June. | A A plan or intention |
| 2 The plane arrives at 3 p.m. | B A firm prediction |
| | C A definite schedule |
| | D A firm plan or arrangement |

c Complete these sentences with an appropriate form of the verb in parentheses, but not *going to* (because it is almost always possible). In pairs, compare your answers.

- After class today, Sam and I _____ (have) coffee together.
- I'm not sure, but I _____ (take) a short vacation next month.
- We need another chair – I _____ (get) one.
- The next course _____ (start) on Monday the 20th.
- And now tomorrow's weather. It _____ (rain) most of the morning, but ...

d Write three or four sentences related to yourself, using a different future form in each one. In groups, read your sentences aloud and talk about them.

- A: *My computer course finishes next week.*
 B: *Are you going to take another one?*

Language assistant

Most ways of talking about the future have restricted uses as indicated in exercises 3a and b, but *going to* is very flexible. In fact, all the examples in exercises 3a and b could use *going to*, though another form may be better in some cases. The example with *might* would require *maybe* or *possibly*.

Maybe he's going to try and find a part-time job in a few weeks.

So learn and use all the forms, but when in doubt, use *going to*.

4 Pronunciation: contractions



a We normally use contractions (e.g. *I'm*) when we speak. Listen to the sentences. Check (✓) the sentences you hear.

- We're going to study tomorrow night.
 - We are going to study tomorrow night.
- I'll call you tomorrow.
 - I will call you tomorrow.
- He's leaving for New York tomorrow.
 - He is leaving for New York tomorrow.

b In pairs, practice saying the sentences.

5 Speaking

In groups, talk about ways to improve the quality of your life.

A: *I'm sort of a workaholic. I'm going to take more vacations and spend more time with my friends and family.*

B: *I don't like my job very much, and I'm interested in photography. I'll probably take some classes because I'd like to work as a photographer some day.*

3 Leisure and relaxation

1 Speaking

- a Look at the photographs. Decide which three activities are the best for relaxing.

cooking running gardening
doing yoga skydiving
playing computer games



- b In groups, discuss your opinions. Use the expressions in the box to help you.

A: I think running is relaxing because when you exercise, you have less stress.

B: But running can be dangerous!

I think ... I agree. And I think ...
I don't agree. In my opinion, ...
is more relaxing than ...
boring interesting exciting
dangerous stressful

2 Grammar builder: comparatives and superlatives

- a Check how well you remember the basic comparative and superlative forms. Complete the sentences using the adjectives in parentheses.

- 1 Mark is _____ than Joe, but Sam is the _____ of the three. (*young*)
2 Boston is _____ than New Orleans, but San Francisco is the _____ city in the U.S. (*beautiful*)

- b Complete the table with correct forms of the adjectives in the box.

stressful big pretty nice dirty
interesting hot cheap funny relaxing

-er than	the -est	more ... than	the most ...

Language assistant

When you use a pronoun, not a noun, at the end of a comparison, there are three possible forms.

- 1 John's younger than me. Mary's not as old as him.
2 John's younger than I am. Mary's not as old as he is.

The first and second examples are both common and natural, but some people prefer the second.

- c In pairs, compare your answers to exercise 2b. Check the spelling of the comparative and superlative of *big, pretty, nice, dirty, hot, and funny*. What are the comparative and superlative forms of *good* and *bad*?

- d Now look at these examples and match sentences 1 and 2 with explanations A and B.

Andrea's father was as excited as her mother.

My work is not as interesting as my family and personal life.

- 1 X is as old as Y. A X is younger than Y.
2 X is not as old as Y. B X is the same age as Y.

- e Complete the conversation with the correct forms of the adjectives in parentheses.

Carl: I need a break. I want to do something fun!

Dennis: OK. What's (1) _____ (*exciting*) thing to do in the world? Skydiving, of course!

Carl: Are you serious? That's dangerous – it's even (2) _____ (*dangerous*) than hang gliding!

Dennis: No, it's (3) _____ (*safe*) than hang gliding. But neither is really dangerous.

Carl: Well, it's not exactly (4) _____ (*cheap*) sport in the world, Dennis.

Dennis: Oh, come on. A whole afternoon of skydiving is (5) _____ (*cheap*) as going out of town for the weekend.

Carl: Well, there's the difference between you and me, Dennis. I'm not (6) _____ (*crazy*) as you. I'd rather go out of town than jump out of an airplane!

3 Listening



Carl is making plans for the weekend. Listen and check (✓) the sentences T (true) or F (false).

- 1 Carl likes antique cars. T ☐ F ☐
2 Dennis doesn't want to go to the beach. T ☐ F ☐
3 Dennis likes lying on the beach. T ☐ F ☐
4 The baseball game on Sunday is an important game. T ☐ F ☐
5 Tom and Dennis think that going out to dinner is a good idea. T ☐ F ☐
6 Dennis has been to the Lebanese restaurant before. T ☐ F ☐
7 They're going to the park after dinner. T ☐ F ☐

4 Speaking

- a In pairs, discuss and agree on these things.

- 1 the most important thing in life
2 the most enjoyable way to spend your free time
3 an activity almost as relaxing as sleeping
4 the best way to learn English

- b Work with another pair. Try to guess their opinions. You get three points for a correct first guess, two points for a correct second guess, and one point for a correct third guess.

A: *The most important thing in life is your health.*

B: *Wrong!*

A: *Is it your family?*

B: *That's right. Two points.*

4 Lifeline *to psychology*

1 Reading and speaking

Read the dictionary definitions of stress. Then, in pairs, discuss which definition is related to each of the following.

- a) linguistics ☐
- b) physics / engineering ☐
- c) psychology ☐
- d) general usage ☐

How do you express each of these ideas of stress in your language?

2 Word builder

Match the words which have similar meanings

- | | |
|-------------|----------------|
| 1 urgent | → a important |
| 2 survive | b problem |
| 3 crucial | c nervous |
| 4 challenge | d immediate |
| 5 tense | e get better |
| 6 recover | f get bigger |
| 7 dilate | g remain alive |

stress /stres/ n.

- 1 effect of a force or weight upon a body or structure
- 2 tension or anxiety caused by problems in life
- 3 emphasis or importance given to something
- 4 emphasis or accentuation of syllables in speech



3 Reading and speaking

- a In pairs, discuss these statements. In your opinion, are they true? Check (✓) T (true) or F (false) under "Your opinion."

	Your opinion		The article	
	T	F	T	F
1 Stress is normal in animals.				
2 Stress can improve physical abilities and strength.				
3 Stress immediately interferes with thinking and memory.				
4 Stress speeds up the digestive process.				
5 Stress can cause other health problems.				

- b Now read the article. Check (✓) T (true) or F (false) under "The article" in the table on page 20. Compare your opinion and the article.
- c In groups, discuss these questions about stress in animals and human beings.
- 1 Why don't wild animals normally suffer from stress-related health problems?
 - 2 Why do human beings often suffer from these problems?
 - 3 What ways can you think of to reduce stress?

4 Writing, reading, and speaking

- a Write a short paragraph about the presence of stress in your life. Use the questions in the box to help you.

Do you suffer from stress? If not, why not?
If so, what are some causes of stress in your life?

- b Exchange paragraphs with a partner. Read your partner's paragraph and write recommendations for lowering his/her stress.
- c Exchange papers again. In pairs, read and discuss the recommendations.

The purpose and effects of stress

Stress occurs frequently in animals. It is a response to urgent needs or danger. It often allows animals to survive by obtaining food, defending themselves, or escaping. In the African savannah, the tense lions and the nervous gazelles are both feeling stress prior to crucial action. Humans once lived in the same world of basic needs and dangers as animals. Today, we do not usually have to hunt for food, physically defend ourselves, or escape, but we still face constant stressful challenges. We create many of them in our minds: the worry of failing an exam, the challenge of getting good grades.



In tense situations – in the wilds of Africa or in a Manhattan office – stress causes the release of adrenaline into the blood. The pupils of the eyes dilate for better vision. Breathing is deeper, and the heart beats faster to send more oxygen and glucose to the muscles and brain. Digestion stops, memory and thinking become sharper, and the body becomes stronger, ready to respond.

When the body has time to recover from stress there is no problem. But long periods of stress can cause other health problems. Stressed people are more likely to become ill and have stomach problems.

Unit 3 Toward the future

1 Energy sources

1 Reading and speaking

a Read and match the types of energy in the box with the descriptions.

geo-thermal solar nuclear
fossil fuels hydro-electric wind

b In groups, discuss these questions.

- 1 Which of the energy sources mentioned in the descriptions are most common in the world?
- 2 Which of the energy sources are most common in Saudi Arabia?
- 3 Which of the energy sources cause environmental problems?
- 4 Which are the most environmentally "friendly"?

1 In this process, giant windmills are installed, usually on hills or mountains. When the wind blows, the blades of the windmills turn. This operates generators that make electricity.

2 Large panels, called photo-voltaic cells (PV cells), are installed on walls or roofs of buildings. When the sun shines on the cells, they convert sunlight into electricity.

3 Where there are reserves of hot water below the surface of the earth, the water can be pumped to the surface to heat buildings. These reserves sometimes have large amounts of steam, which is used to turn turbines to create electricity.

4 This energy source comes from decayed plant and animal matter below the surface of the earth. Millions of years ago, the heat and pressure of the earth changed the organic matter into oil, natural gas, and coal.

5 Where there are fast-flowing rivers, the water is used to turn giant turbines. The turbines are attached to generators that produce electricity. This type of energy can also come from ocean waves and tides.

6 Great heat is produced when atoms are split in a process called fission. The heat is used to boil water to operate steam turbines and produce electricity. In the future, we will probably be able to produce heat from the opposite process, the fusion of atoms, without dangerous radioactivity.

2 Word builder: energy and the environment

a In pairs, decide where the words in the box go in the table. Use a dictionary when necessary.

geo-thermal nuclear coal ~~pollution~~
environmental waste solar generator
hydro-electric turbine ~~wind~~ ~~natural gas~~ oil

Primary sources of energy	fossil fuels, moving water (rivers, waves, tides), wind, sunlight, geo-thermal heat, atoms		
Types of renewable energy:	wind		
Fossil fuel (non-renewable):	natural gas		
Electricity-producing machinery:			
Problems:	pollution		

b Complete these paragraphs with words from the table. Then check them in pairs.

Wind is one of the cleanest and best (1) _____ of energy. It is (2) _____, and it does not produce (3) _____ or pollution. Electricity is still produced principally with (4) _____ – coal, oil, and natural gas. But they are (5) _____ and cannot last much longer. They also create enormous (6) _____ problems.

3 Listening



a Listen to the first part of the interview. Which energy sources does the expert prefer? Why?



b Listen to the second part of the interview. Why doesn't Dr. Allen like the other two energy sources? Complete these sentences.

1 _____ energy is _____, and it isn't _____.

2 _____ energy is _____, and it can be _____.

4 Reading and speaking

a In pairs, complete the energy sources survey with information about your country.

ENERGY SOURCES SURVEY

Climate (if it varies from region to region, check (✓) more than one option)

- | | | | | | |
|-------------------|--------------------------|---|--------------------------|-----------------------|--------------------------|
| a) rainy all year | <input type="checkbox"/> | b) alternates between rainy and dry seasons | <input type="checkbox"/> | c) dry all year | <input type="checkbox"/> |
| a) usually windy | <input type="checkbox"/> | b) windy certain times of the year | <input type="checkbox"/> | c) almost never windy | <input type="checkbox"/> |
| a) usually sunny | <input type="checkbox"/> | b) alternates between sunny and cloudy | <input type="checkbox"/> | c) usually cloudy | <input type="checkbox"/> |

Geography and geology

- | | | | | | |
|---------------------------------------|--------------------------|----------------------|--------------------------|------------------------------------|--------------------------|
| a) coasts | <input type="checkbox"/> | b) geo-thermal areas | <input type="checkbox"/> | c) mountains and hills with rivers | <input type="checkbox"/> |
| d) limestone layers with fossil fuels | <input type="checkbox"/> | | | | |

Energy sources currently in use in Saudi Arabia

- | | | | | | | | |
|-----------------|--------------------------|-------------------|--------------------------|------------|--------------------------|----------|--------------------------|
| a) fossil fuels | <input type="checkbox"/> | b) hydro-electric | <input type="checkbox"/> | c) nuclear | <input type="checkbox"/> | d) solar | <input type="checkbox"/> |
| e) geo-thermal | <input type="checkbox"/> | f) wind | <input type="checkbox"/> | | | | |

Is Saudi Arabia an oil-producing country?

- | | | | |
|--------|--------------------------|-------|--------------------------|
| a) yes | <input type="checkbox"/> | b) no | <input type="checkbox"/> |
|--------|--------------------------|-------|--------------------------|

b In groups, compare your answers to the survey. Discuss these questions.

- What are the most common energy sources in your region?
- In your opinion, are alternative energy sources an option for your region? If so, which ones?
- If there are already alternative sources in use, are they used on a large scale? If not, why not?

5 Writing, reading, and speaking

a In pairs, copy and complete this short essay on the energy situation in your country.

Our country, _____, *has / does not have* many sources of energy. This is because of its climate, geography, and geology. At present, most of the energy comes from _____.

The climate is _____. In terms of geography, our country _____. This combination of climate and geography means that _____ *has / does not have* _____.

Because of the geology of _____, there *are / are not* _____. For example, there *is / is not* _____. We *export / have to import* _____.

b Exchange your essay with another pair. Correct any mistakes in English that you find (consult with your teacher if necessary). Then discuss the two essays together.

2 Predicting the future

1 Speaking

In groups, look at the photographs and discuss the objects.

- 1 Which ones exist now? Have you ever seen or used any of them?
- 2 Which ones do you think might exist in the future?
- 3 Which ones would you like to have? Why?

2 Reading and speaking

- a Read these predictions made in the 20th century. Were they correct? Why or why not?

The radio craze will die out in time.
Thomas Edison, 1922

While theoretically and technically television may be feasible, commercially and financially I consider it an impossibility.
Lee DeForest, inventor of the Audion tube (used in early televisions), 1926

I think there is a world market for about five computers.
Thomas Watson, chairman of IBM, 1943

640K (of memory) should be enough for anybody.
Bill Gates, 1981

All the computers in the world will crash at 00:00 hours on January 1, 2000.
The media, 1999



FUEL CELL CAR



ROBOT FLOOR CLEANER



VIDEOPHONE



E-BOOK

- b Now read some predictions about the 21st century. Talk about them in groups. Do you think any of them will be true before the end of the century?

We all like to make predictions about the future, but how often are our predictions correct?

Energy	There won't be any more fossil fuels. We will have to get all of our energy from the sun.
Transportation	People won't drive cars. Everyone will have a hovercraft.
Travel	The main tourist destinations will be recreation centers in space and on other planets.
Communications	People will be able to send visual e-mail with video links. Computers won't be necessary for sending e-mail.
Shopping	There won't be any stores. People will do their shopping on the Internet, and goods will be delivered to their houses.

I don't think people will have hovercrafts. I think everyone will have to use public transportation – possibly big hovercrafts.

- c Make other predictions for the future.

I think Europe will become one big country.

3 Grammar builder: *will* and *going to* for predictions

a Look at these predictions and answer the questions.

People will have robot floor cleaners.

Look at that car – it's going to hit that post! Oh, bang!

- 1 Which verb form is used in the more immediate prediction, based on clear evidence?
- 2 Which verb form is used in the more speculative prediction, further in the future?

Language assistant

Instead of *will* / *won't* for predictions, you can sometimes use *going to* for immediate predictions based on visible evidence.

Good – the clouds are clearing. The sun is going to come out again.

You can also use *might* for uncertain predictions.

They might ban private cars.

Language assistant

The future of *can* is *will be able to*, and the future of *have to* is *will have to*.

We won't be able to use fossil fuels much longer.

(Compare: *For the moment, we can still use fossil fuels.*)

Everyone will have to use public transportation.

(Compare: *At present, most people have to use public transportation.*)

These future forms can be used for other purposes as well as predictions.

b Complete the conversation with the appropriate auxiliary verbs or verb phrases. Use *going to* only when necessary.

Doug: What do you think of the situation, Jim? In my opinion, it (1) _____ get worse and worse.

Jim: What are you talking about, Doug?

Doug: Well, our dependence on non-renewable resources, pollution of the environment, over-population. Very soon we (2) _____ (not) live this way – it will be impossible.

Jim: Don't be silly. We (3) _____ modify the way we live a bit, of course – that's inevitable – but nothing drastic. New technology (4) _____ solve most problems. The future (5) _____ (not) be like the present, Doug, but much better!

Doug: I don't think so, and neither do the experts. Oh, look at those black clouds. It (6) _____ rain really hard.

Jim: Cheer up, Doug. The rain will fill the rivers and make the grass grow!

4 Writing and speaking

a Write answers to these questions about your life in five years.

- 1 Where will you be – in your hometown, in another city, or in another country?
- 2 Will you be single or married? If you are married, will you have children?
- 3 Will you be able to travel and have fun, or will you have to study or work hard most of the time?

I think I will be in another country, probably Australia. I might be a student because I want to get my Master's degree. I won't be married – I won't be able to afford it. I will probably have to study hard, but I'd like to find time to see the country.

b In pairs, compare and discuss your answers.

A: *Why Australia?*

B: *I think there are a lot of opportunities there. What about you?*

A: *I'll be here. I don't want to leave my family and friends.*



3 What if...?


1 Listening

- a Look at this list of activities and decide which use the most and the least energy.

digesting food
physical activity
body functions



Energy hot spots in the body

-  **b** Now listen to a nutritionist talking about the energy your body uses and check your answers.

-  **c** Listen again and answer these questions.

- 1 What percentage of energy is used for
 - a) body functions
 - b) physical activity
 - c) eating and digestion?
- 2 Where does our energy come from?

2 Speaking and reading

- a In pairs, number these activities in order from those requiring the most energy (1) to those using the least energy (8).

doing housework ☐ swimming ☐ playing football ☐
 playing basketball ☐ watching TV ☐ playing computer games ☐
 running ☐ doing aerobics ☐

- b Read the article and check your answers.

Calories and exercise

We all know that if you exercise, you will burn calories, but the number of calories burned will vary slightly based on your weight, body composition, and the intensity of the exercise.

Men and women need different amounts of calories: the average per day for men is 2,500 and for women 2,000.

Your body burns calories all day, even when you aren't exercising. Team sports often use a lot of energy: in a basketball game, you burn approximately 576 calories an hour, but in football, it's only 504. Swimming for leisure burns about 460. High-impact aerobics uses a

lot of calories per hour: 720. Housework burns around 190 calories an hour. Playing computer games can burn 150 calories an hour.

Watching TV burns only 81 calories an hour; sleeping burns 45. What are the best activities for burning calories? Running and cycling very fast (1,188 calories burned per hour)!



Calculate your own calorie needs

If you want to calculate how many calories you need a day, you can use this formula:

Your weight in kilograms x 38 = estimated calories per day
 for example: 79 kilograms x 38 = 3,002 calories.

3 Grammar builder: the first conditional

- a Look at the examples below. Underline the clauses beginning with *if*. Then answer the questions.

There will be an environmental disaster if we don't replace fossil fuels.

If you don't burn more calories than you eat, you won't lose weight.

- 1 Does the *if* clause refer to a cause or an effect?
- 2 Does the other clause refer to a cause or an effect?
- 3 What verb form does the *if* clause have?
- 4 What verb form does the other clause have?
- 5 Do we use a comma when the *if* clause is first or second?

Language assistant

You can use *will / won't have to, will / won't be able to* and *might* in first conditional sentences.

If my salary goes up, I'll be able to buy a new car.

If I get the scholarship, I'll have to get my passport renewed quickly.

If it's sunny on the weekend, we might go for a picnic.

- b Use the words below to write conditional sentences with *if*. Be careful – some are cause-effect and others are effect-cause.

Sally / be late – not / hurry Sally will be late if she doesn't hurry.

- 1 We / not / buy tickets – miss the concert

- 2 You / eat that cake – not / eat lunch

- 3 James / be unhappy – he / not / pass his exam

- 4 We / not / go to the game – it / rain

- c Complete these sentences. Compare your completed sentences in pairs.

- 1 If I earn a lot of money, _____.
- 2 I'll be sad if _____.
- 3 The world will become a better place if _____.
- 4 If the price of air travel goes down, _____.

4 Pronunciation: sentence stress – first conditional



- a Listen and underline the stressed words. Note that important words are stressed. Negatives are also stressed.

- 1 If you don't get up early, you'll be late for work.
- 2 You'll be fit if you exercise.
- 3 I'll call you if I can go to the football game.
- 4 We won't arrive on time if we don't leave now.



- b Listen again and practice the sentences.

5 Writing and speaking

- a In pairs, prepare four questions like this.

What will you do on the weekend if it rains?

You can use these ideas or your own.

- a distant relative leaves you US\$10 million
- the traffic in your city becomes impossible
- the Internet crashes
- they cut the cost of air travel in half
- you become a perfect speaker of English
- a friend offers to cook your favorite meal

- b Work in groups. Student A, ask Student B a question. When Student B has answered, other students ask as many questions as they can.



4 Lifeline to health sciences

1 Speaking

- a Are you in good shape for the future? How much do you know about health, diet, and fitness? In pairs, check (✓) the sentences T (true) or F (false).

Health, diet, and fitness quiz

- 1 You should eat at least six servings of carbohydrates per day (rice, cereals, beans, etc.).
- 2 You should drink six to eight glasses of water every day.
- 3 If you want to lose weight, you shouldn't eat any fat.
- 4 If you want to lose weight, never eat snacks between meals.
- 5 You won't lose weight if you eat too little.
- 6 For fitness, you need to exercise for at least an hour, four times a week.
- 7 Being underweight is bad for your heart and brain.
- 8 Bone fractures are most common in overweight people.

T <input type="checkbox"/>	F <input type="checkbox"/>
T <input type="checkbox"/>	F <input type="checkbox"/>
T <input type="checkbox"/>	F <input type="checkbox"/>
T <input type="checkbox"/>	F <input type="checkbox"/>
T <input type="checkbox"/>	F <input type="checkbox"/>
T <input type="checkbox"/>	F <input type="checkbox"/>
T <input type="checkbox"/>	F <input type="checkbox"/>
T <input type="checkbox"/>	F <input type="checkbox"/>

- b Discuss the answers with another pair. If possible, give reasons for your answers.

2 Reading

Read the article and check your answers to the quiz. Underline the sentences where you find the answers.

ANSWERS AND EXPLANATIONS ABOUT HEALTH AND FITNESS

- 1 Carbohydrates are the body's main source of energy, and they should account for at least half of your daily calories. Try to eat six servings of foods like potatoes, bread, cereals, pasta, rice, and beans every day.
- 2 Water is essential for life. It lubricates and hydrates the body's organs and transports wastes. Drink at least six glasses of water per day, and more if you do hard physical exercise.
- 3 If you want to lose weight, you should eat a low-fat diet, but some fat is necessary. Fat provides energy, helps in the growth and repair of tissues, and transports vitamins and minerals through the body.
- 4 If you're trying to lose weight and you get very hungry before mealtimes, eat a low-calorie, healthy snack like an apple or a low-fat yogurt. If you're too hungry at mealtimes, you'll probably eat too much!
- 5 Eat as little as possible to lose weight, right? Wrong! You shouldn't feel hungry all the time. If you eat too little, your body thinks you're going to starve to death and it conserves fat. You have to eat to lose weight!
- 6 For the average person to stay in good shape, he probably needs to exercise for at least half an hour, three times a week. Of course, this is the minimum, and your exercise program depends on your fitness goals, but it isn't necessary to over-exercise to keep fit. Most people worry about being overweight. But being underweight can cause severe health problems, too.
- 7-8 Very underweight people have a higher risk of death from heart disease than average or overweight people. Brain functions can also be affected by being underweight. Finally, underweight people suffer from more bone fractures than average or overweight people.

3 Writing and listening

a Read the questions below on Dr. Reed's Web site. Write answers.



b Listen to Dr. Reed and compare his answers with yours.

Ask Dr. Reed

Frequently asked questions (FAQs) about health, diet, and exercise

Q Some people say I should eat a lot of foods like potatoes, bread, and rice. Other people say not to eat very much of these foods. Which is correct?

A _____

Q I want to lose weight. Should I eliminate all fat from my diet?

A _____

Q I'm 30 years old, and I'm about 15 kilograms underweight. Should I try to gain weight? If so, what's the best way to do it?

A _____

Q I'm a runner and I want to run in a marathon next year. I want to increase my muscle tissue and my energy. What should I do?

A _____



4 Speaking

a Write one or two questions about health, diet, and fitness.

I want to start running. How often and how far should I run?

b In groups, ask your questions. Listen to your group's answers.

Unit 4 A place to live

1 Immigrants

1 Speaking

Look at the photograph.

- 1 Why do you think people emigrate from one country to another?
- 2 What are the effects of immigration on a country like the U.K.?



2 Reading

a Read the article and check your answers to exercise 1.

b Now read the article again and answer these questions.

- 1 Is immigration to the U.K. a modern thing?
- 2 Why did the U.K. need immigrants after 1945?
- 3 Where did many of the immigrants come from in the 1950s and 1960s?
- 4 What were the main reasons for immigration to the U.K.?
- 5 What are the main influences of immigration in the U.K.?
- 6 Are people interested in immigration? How do you know?

c In groups, discuss in what ways the U.K. today benefits from immigration and in what ways it is a problem.

The U.K. is a country with many immigrants. In fact, immigration is not a new thing and there have been a number of waves of immigrants over the years coming from particular countries or regions of the world. After 1945, the U.K. was short of men to work and started looking at attracting immigrants. The first wave was from Europe, with a large number of Polish and Italian workers. This was followed in the 1950s and 1960s by many immigrants arriving from the Caribbean, India and Pakistan. In the 1970s and 1980s a lot of Greek and Turkish immigrants arrived looking for job opportunities as well as people from East Africa escaping from war and famine. In the 1990s, with the fall of communism, immigrants from Eastern Europe arrived in the U.K., again looking for opportunities to work. All these different nationalities settled in the U.K. and made it the cosmopolitan country it is today.

In 2007, the United Kingdom received a total of 237,000 immigrants. Many of these came from Eastern Europe with the largest number (96,000) coming from Poland.

3 Word builder: cities

- a In pairs, classify these words as positive (+), neutral (=), or negative (–) in your opinion. Use a dictionary if necessary. Add three or four more words.

1 noise	<input type="checkbox"/>	11 library	<input type="checkbox"/>
2 entertainment	<input type="checkbox"/>	12 bargain	<input type="checkbox"/>
3 crowd	<input type="checkbox"/>	13 smog	<input type="checkbox"/>
4 café	<input type="checkbox"/>	14 bus stop	<input type="checkbox"/>
5 job	<input type="checkbox"/>	15 building	<input type="checkbox"/>
6 traffic jam	<input type="checkbox"/>	16 restaurant	<input type="checkbox"/>
7 garbage	<input type="checkbox"/>	17 _____	<input type="checkbox"/>
8 skyscraper	<input type="checkbox"/>	18 _____	<input type="checkbox"/>
9 people	<input type="checkbox"/>	19 _____	<input type="checkbox"/>
10 store	<input type="checkbox"/>	20 _____	<input type="checkbox"/>

- b In groups, compare your classifications and additional words. Then talk about your city – the noise, entertainment, traffic, etc.

4 Listening



- a Listen and match the people with their country of origin.

1 Bassam _____ 3 David _____ 5 Laura _____
2 Li _____ 4 Rita _____

a) India c) China e) Kuwait
b) Cuba d) Colombia



- b Now listen again and write down the reasons why each person came to the U.S.

1 Bassam won a scholarship to study
information technology.

2 Li _____

3 David _____

4 Rita _____

5 Laura _____

5 Speaking

In groups, discuss these questions.

- Has there been any large-scale immigration to your country? Where have the immigrants come from?
- Why did these groups come to your country and what effects have they had?
- Do you know any immigrants or children of immigrants? If so, where are they from originally?

The results of immigration can be seen in the number of foreign words in English and in the food in the U.K., with many restaurants serving Chinese, Indian, Lebanese, Turkish and Italian food, as well as food from other countries. Famous people, such as the chef Ainsley Harriott and sportsman



Colin Jackson, are now appearing on a popular TV program called *Who do you think you are?* which takes a look at their family history and the countries their parents or grandparents originally came from.



2 Cultural differences

1 Reading and speaking

- a In groups, read the dictionary definition on the right and discuss what kinds of things could cause culture shock. Has anyone in the group ever felt culture shock?

The different customs in another country could cause culture shock.

- b In these cartoons, the people don't understand some of the customs in English-speaking countries! Match the cartoons with the customs.

culture shock /'kʌltʃər ʃək/:
a feeling of anxiety, loneliness, and confusion that people sometimes experience when they first arrive in another country or live with people from another culture.

- 1 People generally respect lines and will form lines when waiting for something. To push into a line will probably generate both anger and verbal complaints.
- 2 Direct eye contact in both social and business situations is important. No eye contact implies boredom or lack of interest.
- 3 Many people become uncomfortable with periods of silence and will try to fill them with conversation.

- 4 You don't sit or stand very close to another person when having a conversation.
- 5 You must arrive on time for social and business appointments. Arriving late is normally unacceptable.
- 6 It is normal to bring a *small* gift (usually for your host) when you are invited to dinner.



- c In groups, discuss the cartoons. Which of the customs would be different or similar in your country?

2 Listening and speaking



- a Listen to these people talking and match them with the cities they live in.

- 1 Claudia López ____
 - 2 Sammi Haddad ____
 - 3 Boris Tereschenko ____
- a) New York
b) Vancouver
c) San Francisco

Name	Country of origin	Present activity	Time doing this activity	Biggest cultural difference
Claudia López	Venezuela			
Sammi Haddad		pharmacist		
Boris Tereschenko				People give lots of personal information



- b Listen again and complete the information in the table.

- c In groups, compare your answers.

The biggest cultural difference for Boris is that ...

3 Grammar builder: present perfect vs. past simple; time expressions

- a Check your ability to use the present perfect and past simple.
Complete the paragraph and answer the questions below.

We're from Venezuela. My wife and I (1) _____ (move) to Vancouver last January, so we (2) _____ (live) in Canada for six months now. I (3) _____ (apply) for a job with a publicity company a month ago, and I (4) _____ (work) there since last week. My wife (5) _____ (not learn) much English at school, so she (6) _____ (take) English classes since we arrived in Canada. The people are nice here and we (7) _____ (make) some new friends.

- 1 Which tense do we use to refer to a completed activity at a definite time in the past?
 - 2 Which tense do we use to refer to an activity at an indefinite time in the past, or continuing up to the present?
 - 3 Which tense do we use the following expressions with?
a month / ten years / etc. ago
since last week / we arrived / May / etc.
last January / year / etc.
for six months / an hour / etc.
- b Look at these examples of *yet* and *already* with the present perfect, and answer the questions.
- Have you become an American citizen yet?*
Have you finished your thesis already?
I haven't become an American citizen yet.
I've already finished my thesis.
- 1 Which word is used to indicate that something happened before we expected?
 - 2 Which word is used to state that something has not happened or ask if something has happened up to this moment?
 - 3 Which word is not used in affirmative sentences, and which word is not used in negative sentences?
 - 4 Where do we put *yet* in the sentence, and where do we put *already*?
 - 5 How do you express the ideas of *already* and *yet* in your language?
- c Complete these sentences with the appropriate verb phrases and *ago*, *for*, *since*, *yet*, or *already*.
- 1 A: How long (1) _____ (live) in this house?
 B: (2) _____ ten months.
 We (3) _____ (move) here last May.
 - 2 A: Oh, no! I (4) _____ (pay) the telephone bill (5) _____ !
 B: Don't worry. I (6) _____ (pay) it a week (7) _____.
 - 3 A: OK. I (8) _____ (paint) the chairs. Now I'll do the table.
 B: It's OK. I (9) _____ (paint) it.
 - 4 A: (10) _____ Mrs. Brown _____ (arrive) (11) _____ ?
 B: Yes. She (12) _____ (be) here (13) _____ 4 o'clock.

4 Speaking

In groups, talk about your studies, work, and hobbies.

A: I study French as well as English.

B: Really? How long have you studied French?

A: For about three years.

B: Have you ever been to France?

A: No, but I've been to Quebec.

B: Really? When did you go there?

A: Last summer.

3 City versus country

1 Listening and reading



- a Listen to Mike and Chris talking to a newspaper reporter about life in the city compared to life in a small town in the country.

- 1 Which does Mike prefer?
- 2 Which does Chris prefer?

Write their preferences under their names in the table.



- b Listen again. Mark the categories P if the speaker's opinion is positive or N if it is negative.

- c Read the article and check your answers.

	Mike:	Chris:
Preference		
Environment		
Pollution		
Cost		
Transportation		
Culture		
Shopping		
Facilities		

Lifestyle ... lifestyle ... lifestyle ...



This week in "Lifestyle" we have two very different views – on city life compared to life in a small town. Mike Larson lives in a small town, and he thinks the quality of life there is much better than in a big city. In Mike's opinion, a small town is peaceful, and it's a clean, safe environment, especially for children. People are very friendly, and there aren't too many problems with pollution. And of course, a small town is less expensive than a big city.

But Mike says there are some disadvantages to living in a small town. There aren't enough activities for young people, and there aren't many stores and shops. Public facilities aren't very good either. The school in his town isn't big enough to provide

everything the children need, and there's no hospital. But Mike says, "I like living in a small town – and I'm too old to move anyway!"

Chris Ramos, on the other hand, says the city is the place for him. The city has the best facilities: schools and colleges, hospitals, etc. It also has excellent shopping malls and department stores. Culturally, the city is wonderful because there are many good museums, art galleries and restaurants. There's also plenty of transportation: buses, subways, and taxis, and the airport is near the city.

Chris says that, of course, there are problems in a big city. There's too much traffic, and it's definitely more expensive than a small town. There's more pollution, and it isn't as clean as the country. But he says he's a city guy and big cities are wonderful!

2 Pronunciation: word stress



- a Listen to these words from exercise 1. Then write the words in the correct column of the table according to their stress pattern.

expensive	children	restaurant	department
problem	wonderful	gallery	museum
hospital	peaceful	airport	cultural

oOo	Oo	Ooo
expensive	problem	hospital



- b Listen and check, then practice saying the words.

3 Grammar builder: too and enough; too much / too many

- a Look at the examples and answer the questions below.

The school isn't big **enough**.

There aren't **enough** activities for young people.

Is there **enough** work for everyone?

I'm **too** old to move.

There are **too many** cars.

There's **too much** traffic.

- What does *enough* indicate? Something is a) excessive b) excellent c) sufficient.
- What do *too* / *too many* / *too much* indicate? Something is a) excessive b) excellent c) sufficient.
- We use *enough* _____ an adjective and _____ a noun. a) before b) after
- When do we use *too*, when do we use *too many*, and when do we use *too much*?
- How would you express the idea of each example in your language?

- b Complete the paragraph using *too*, *too much*, *too many* or *enough*.

The new shopping mall is really great. There are a lot of different stores, and the main department store has three floors. But there are always (1) _____ people, and the parking lot isn't big (2) _____. On the weekend, it's (3) _____ crowded to move. You have to line up for everything. Also, this mall isn't cheap, and most people don't have (4) _____ money to buy much there. There's a food court, but there's usually (5) _____ noise to have a decent conversation. Perhaps it isn't such a great place after all!

- c In pairs, complete the second sentence so that it means the same as the first.

- We can't pay for this house. This house is too expensive for us.
- He's too young to drive. He isn't _____ to drive.
- Our car won't fit in this garage. Our car is _____ for this garage.
- I'm really short of money. I don't _____ money.
- I can't eat all this cake. This cake is _____ for me to eat.

4 Speaking, writing, and reading

- a In groups, discuss the advantages and disadvantages of the place where you live.

A: I live near Franklin Park. It's nice because there are a lot of trees and space.

B: What about the traffic?

A: Oh, yes! I don't like that. There's too much traffic on Franklin Avenue.

- b Now write about the area where you live. Write the first paragraph about where you live and what you like, and the second paragraph about what you don't like, and your conclusion.

I live _____.

I like _____.

I don't like _____.

On the whole, I _____.

- c In pairs or groups, read and discuss your essays.

4 Lifeline to urban planning

1 Reading and speaking

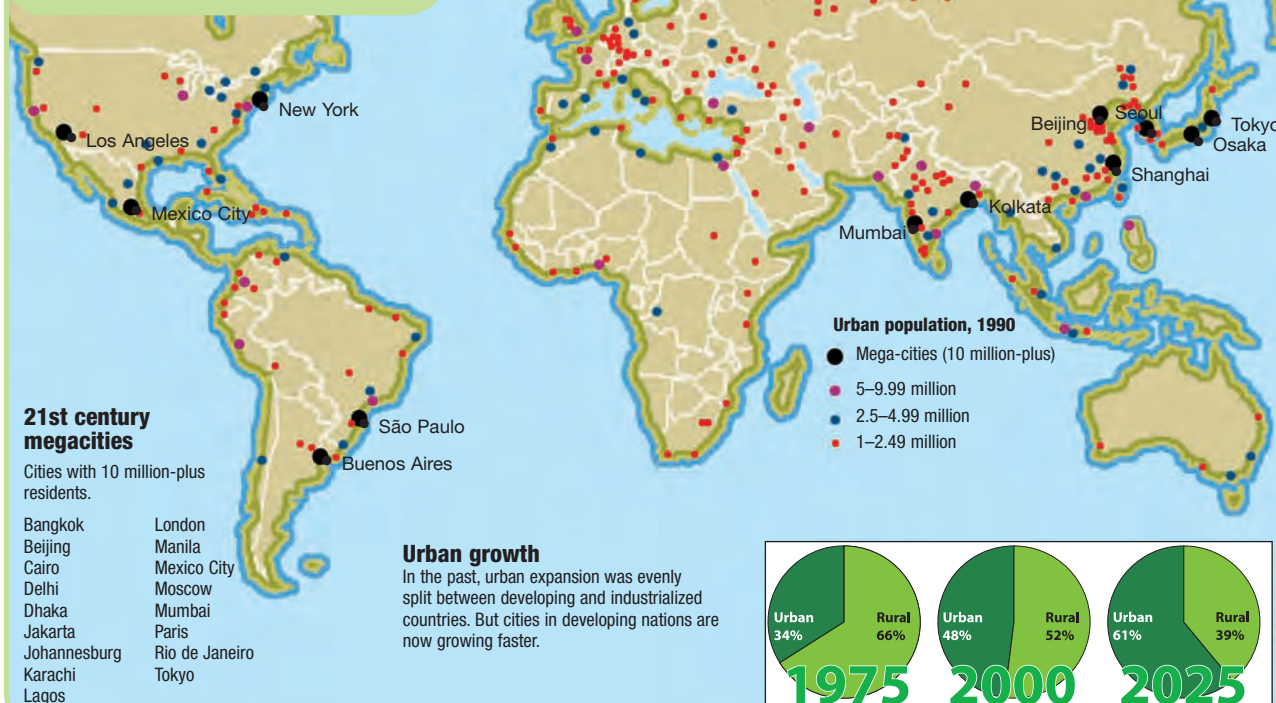
a In groups, look at the visual information in the article and discuss these questions.

- 1 How has world population distribution changed in recent history?
- 2 What is expected to happen by 2025?
- 3 In your opinion, why have the world's mega-cities grown so fast?
- 4 What kinds of problems will these cities have to deal with?

b Now read the rest of the article and check your ideas.

The World's Biggest Cities

By the turn of the 20th century, there were 25 mega-cities. For the first time in history, more people live in cities than in rural areas.



In the past, the vast majority of the world's population lived in rural areas or small communities. Most people worked in agriculture or in areas related to agriculture. But in the 19th century, this began to change in areas like Europe and the United States, where the Industrial Revolution brought more and more people to the cities to work in industry and services. As the Industrial Revolution spread to other countries, the move from country to city became a worldwide tendency. People

believed, and still believe, that there are more opportunities in big cities than in rural areas. By 2025, 61% of the world's population will live in urban areas. There are, of course, problems associated with rapid urbanization. Many countries don't have enough money to provide the infrastructure necessary to support an enormous population in their cities. There are not enough public facilities like hospitals, schools, and roads. Traffic is a huge problem, and vehicles cause pollution. Sometimes

there isn't enough water for the needs of the population. Often the police are not prepared to combat the large amount of crime in a big city. If urbanization continues as predicted, there will be more and more problems in the world's megacities.

United Nations Global Report on Human Settlements, 1996; United Nations, World Urbanization Project, the 1994 revision.

2 Reading and speaking

a Read the facts on the right quickly and match them with the topics below.

- | | | | |
|----------------------|-------|----------------------------|-------|
| 1 Housing | _____ | 4 Trash dumping | _____ |
| 2 Traffic congestion | _____ | 5 Water pollution | _____ |
| 3 Air pollution | _____ | 6 Insufficient electricity | _____ |



b Read the facts again. Check (✓) the statements T (true) or F (false).

- | | | |
|---|----------------------------|----------------------------|
| 1 In New Delhi they sometimes have power cuts. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 Air quality in Shanghai is very poor. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Every Thai driver spends more than a month each year in traffic jams. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 A quarter of the world's population cannot get clean water. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 Access to decent housing is a major problem in Dhaka. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 Tokyo has plenty of space for garbage. | T <input type="checkbox"/> | F <input type="checkbox"/> |

3 Writing and speaking

a In groups, imagine that you are city planners. First, decide what the main problems of your city or town are and write them down.

There isn't enough water for the population.

Then write suggestions for solving the problems.

We should have rainwater collection systems for companies and public buildings. These could provide more water for the city.

b Compare your suggestions with those of other groups.

A

India's capital, New Delhi, suffers frequent power cuts, especially in the summer months.

B

Air pollution in Shanghai, China, is so heavy that it is comparable to smoking over 20 cigarettes a day.

C

In 2004, more than 1,000 new vehicles were added to the streets of Bangkok every day. The average Thai driver spends more than 44 full days a year sitting in traffic jams.

D

In 2002, 17% of the planet's people did not have access to clean drinking water.

E

At least half the population in the city of Dhaka, Bangladesh, lives in slums.

F

Tokyo buries its garbage in artificial islands in Tokyo Bay and surrounding areas. But it will soon run out of room for the 5.5 million tons of household garbage it generates every year.

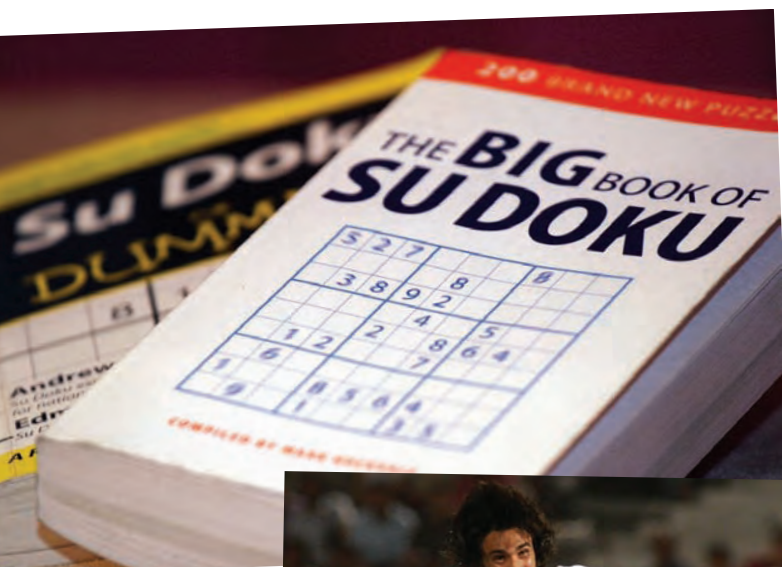
Unit 5 The world of money

1 I'm a winner!

1 Speaking

In groups, discuss these questions.

- 1 What competitions are popular in your country?
- 2 Do you enter competitions? Have you ever won a prize? If 'yes', what have you won?
- 3 Have you ever won money in a competition? Do you know anyone who has?



2 Reading, writing, and speaking

- a Read the article about popular competitions in the U.K.

A Competitive Life

Competitions are big news in the U.K. Open any newspaper or magazine and you'll see what I mean. There are even magazines which only contain competitions. Word puzzles, crosswords, number puzzles, quizzes, you can't escape them. Some of them are just for fun, others offer prizes – sometimes quite big prizes.

One of the longest-running and most popular competitions is 'Spot the ball'. Try it yourself. Look at the photograph of a football match. The ball has been rubbed out. Where do you think it is? Mark the ball with a circle. Then look at the answer on page 43. Which student in your class chooses the correct position (or comes nearest to it)?

Then, of course, there are more serious competitions – who can write the best poem or short story, take the best photograph, come up with the best business idea

Yes, there's surely a competition to suit everyone. Maybe even you!

- b Imagine that you have won a lot of money in a competition. Write a list of gifts you're going to give.

I'm going to buy my mother some flowers.
She deserves them!

I'm going to give my parents a vacation in Europe, and I want to buy them...

- c In pairs, compare and discuss your lists.

3 Word builder: words with similar meanings

- a Match the following verbs with their definitions.

- | | |
|------------|---|
| 1 earn___ | a) be unable to find, or no longer have something; fail in a competition |
| 2 gain___ | b) obtain or deserve something through work or effort |
| 3 win___ | c) obtain something in a competition |
| 4 lose___ | d) use something inefficiently, or fail to take advantage of something |
| 5 miss___ | e) increase in something; get more of something, particularly experience or weight |
| 6 waste___ | f) fail to catch transportation, hit a target, or take an opportunity; feel sorry about the absence of someone or something |



Mohammad Ahmad – Young Business Person of the Year

- b Write the correct forms of the verbs from exercise 3a in these sentences.

- We caught the bus to the station, but it arrived there late, and we almost _____ the train.
- While I was working, I lost three kilograms. Now that I'm on vacation, I'm beginning to _____ weight.
- He practiced hard every day, but he didn't _____ the competition. He came in third.
- Don't _____ your money on things you'll never use.
- Many people work hard, but _____ only enough money for their basic needs.
- We often don't appreciate health, love, or money, but we always _____ them when we don't have them.
- I _____ my wallet, so I couldn't pay for my dinner.

4 Writing and speaking

- a Imagine that you have just won \$25,000 as young business person of the year. Complete your e-mail to a close friend. In pairs, talk about what you will do with the money.

Dear _____,

You'll never believe my news! I've just been voted Young Business person of the year. And the prize... \$25,000! It's not millions, but all the same it's very, very nice. I'm so excited. What am I going to do with it? Well...

- b Complete the e-mail with your plans. Write about your immediate plans (a trip, new clothes, a computer...) in the first paragraph. Then write a second paragraph about your longer-term plans (savings, buying a house, putting the money towards a post-graduate degree ...). Finally, write a concluding paragraph with a proposal to get together with the friend you are writing to.
- c Exchange your completed e-mails in pairs and read each other's. Talk about them. Then read your own e-mail again and see if you can improve it.

2 Born to shop?

1 Speaking and reading

a The article below is about compulsive shoppers, or *shopaholics*. In your opinion, what is a shopaholic?

b Read the article and match the topics with the paragraphs.

- | | |
|--|-------|
| 1 A historical reference to compulsive buying | _____ |
| 2 Recommendations for treatment of compulsive shopping | _____ |
| 3 An example of a compulsive shopper | _____ |
| 4 A definition of compulsive shopping | _____ |

Shopping – necessity, hobby, ... or illness?

A For most people, the name Imelda Marcos probably brings one image to mind – shoes. The wife of Philippine ex-president Ferdinand Marcos was famous for her shoe collection. She owned 3,000 pairs of shoes. An advertisement in the window of a New York shoe store said, “There is a little Imelda in all of us.”

B But is there? Does anyone need 3,000 pairs of shoes? Of course not, but many people do not buy things because they need them, but impulsively, so that they can feel good for a moment. For these people, shopping can become an addiction, and compulsive shoppers can’t stop themselves from buying things. It isn’t just silly



behavior; it is a psychological illness.

C Compulsive shopping isn’t a new phenomenon. A German psychiatrist identified it nearly 100 years ago, and called it *oniomania* (buying mania). Today, we often refer to people who keep shopping as “shopaholics.” Estimates indicate that 2–8% of Americans are compulsive shoppers.

D Many psychiatrists are now working to help compulsive

shoppers recognize their problem and understand what makes them spend money. Some psychiatrists recommend anti-depressant drugs like Prozac, but most prefer non-drug therapies. They first tell people to analyze why they shop – a feeling of power, low self-esteem, etc. Then they advise them to keep a daily record of all the money they spend. Finally, they encourage people to look for alternate forms of entertainment: reading, exercising, etc.

2 Grammar builder: verb complementation

- a Look at the verbs underlined in the article in exercise 1, and at what follows them. Then write the verbs in the appropriate column in the table.

Verb + object + infinitive	Verb + object + to infinitive	Verb + object + gerund
<i>They let their son drive.</i>	<i>They allow him to use the car.</i>	<i>The cost prevents them (from) buying another car.</i>
let, _____, _____	allow, _____, _____, _____	prevent, _____

- b What do *advise*, *encourage*, *let*, *allow*, and *prevent* mean? Look them up in a dictionary if necessary.
- c Complete the sentences using verbs from the table.
- Advertising sometimes _____ us buy things we don't need.
 - Parents shouldn't _____ their children shop without supervision.
 - If you know someone who spends too much money, _____ him / her to save.
 - My teacher won't _____ me to use my dictionary in the exam.
 - We should _____ our children wasting their money on candy.
- d In groups, discuss what you think parents should stop their children from doing, let them do, encourage them to do, and make them do.

3 Pronunciation: word stress



- a Listen to these sentences. Underline the stressed syllable in the words in *italics*.

- My parents *advised* me to go to college.
- We should *prevent* children from running across the street.
- Our boss doesn't *allow* us to leave early.
- Parents should *encourage* children to read.



- b Listen again and practice the sentences.



4 Reading and speaking

- a Complete the survey to find out how careful you are with money. Check (✓) the most appropriate options for yourself.

- When I have extra money, I spend it.
 - almost always ☐
 - rarely ☐
- I spend my free time in stores and malls.
 - usually ☐
 - rarely ☐
- I check the price of things I buy.
 - always ☐
 - never ☐
- I buy things I don't need.
 - rarely ☐
 - often ☐
- I am conscious of the cost of services like water.
 - always ☐
 - never ☐
- I eat in restaurants.
 - rarely ☐
 - often ☐

- b Look at your answers to the survey. In pairs, discuss these questions.

- Do you think you are careful with money and manage it well?
- Why? / Why not?

3 Money, money, money

1 Word builder: money

Match the words with their definitions.

- | | |
|--------------------|---|
| 1 money ____ | a) round, flat pieces of metal used to buy things |
| 2 salary ____ | b) a place that makes coins and / or bills |
| 3 coins ____ | c) to give money in exchange for work or products |
| 4 bills ____ | d) money that a person receives for work |
| 5 mint ____ | e) coins or bills that have value for buying things |
| 6 to be worth ____ | f) paper money |
| 7 to pay ____ | g) to have value |



Royal Mint, London

3 Reading

a In pairs, put these sentences in the correct historical order. Then read the article below and check your answers.

- 1 ____ Asians started using coins.
- 2 ____ The Romans built a mint for making coins.
- 3 a The Chinese used knives and rice as money.
- 4 ____ Native Americans used beads and furs as money.
- 5 ____ The Chinese invented paper money.
- 6 ____ Europeans started using paper money.

2 Speaking and listening

a Read these statements. Do you think they are correct? Guess if necessary and check (✓) the statements T (true) or F (false).

- 1 The word *salary* comes from the verb *sell*. T ☐ F ☐
- 2 The expression *He isn't worth his salt* means *He works very well*. T ☐ F ☐



20

b Listen and check your ideas.

c Listen again and check (✓) the sentences T (true) or F (false).

- 1 The Roman mint made coins and bills. T ☐ F ☐
- 2 The Romans used to pay people with salt. T ☐ F ☐
- 3 One student in the class says he would like to be paid in salt. T ☐ F ☐
- 4 The students are going to read an article about money. T ☐ F ☐

THE HISTORY OF MONEY

There haven't always been coins and bills – money as we know it. In ancient times, people used objects to trade for things they needed. For example, 5,000 years ago, the Chinese were using knives and rice as money because these things were very valuable.

Then, about nearly 3,000 years ago, people started making coins out of gold, silver, and other metals. That was in the area of Asia we now call Turkey and also in China. About 2,500 years ago, the Romans built a mint for making coins.

For hundreds of years, people only used coins, but coins were heavy, and it was dangerous to travel with a lot of gold and silver, so finally paper money was invented. The first paper money was used in China, around the year 810. Europeans started using it in about 1000. Of course, not everyone had paper money or coins at that time.

In 1600, Native Americans were still using beads and furs as money. In 1624, they traded the island of Manhattan to the Dutch for goods worth \$24 at today's value!

b Answer these questions.

- 1 In ancient times, how did people pay for things?
- 2 Where did people begin to make and use coins?
- 3 Why did people begin to use paper money?
- 4 Who bought Manhattan Island from the Native Americans?

4 Grammar builder: reasons and purposes with connectors *because / so / to / so that*

a Look at these sentences (possible answers to the questions *Why did the Romans build a mint?* and *Why did the Chinese invent paper money?*). In pairs, answer the questions below.

- 1 a) The Romans built a mint so that they could make coins.
b) The Romans built a mint to make coins.
- 2 a) The Chinese invented paper money because they didn't want to carry gold and silver.
b) The Chinese didn't want to carry gold and silver, so they invented paper money.

Language assistant

We often reduce *so that* to *so*.

They built a mint so they could make coins.

- 1 Which pair of sentences gives a reason for doing something and which pair gives a purpose?
 - 2 In three of the sentences, the sequence is statement + connector + reason / purpose, and in one sentence it is reason + connector + statement. Which sentence is the different one?
 - 3 In three of the sentences, subject + verb follow the connector, and in one sentence the verb only (infinitive) follows the connector. Which sentence is the different one?
- b Look again at the sentences in exercise 4a which express the same idea in two ways. Then complete each second sentence in these pairs so that it means the same as the first sentence.

- 1 There is high inflation, so stores raise prices constantly.
Stores raise prices constantly because _____.
- 2 I couldn't buy a car because I didn't have enough money.
I didn't have enough money _____.
- 3 I'm getting a Master's degree so that I will get a good job.
I'll get a good job _____.
- 4 We opened a savings account to save money for an apartment.
We are saving money for an apartment _____.
- 5 I want to leave early to avoid the rush hour traffic.
I want to avoid the rush hour traffic _____.
- 6 Sam needed more money, so he got a new job.
Sam got a new job _____.

5 Writing and speaking

a Write sentences about yourself or your family using *so (that) / to / because / so*. If you wish, use ideas from the box.

We're going to move to a new house so that we'll have more room.

OR:

We're going to move to a new house to have more room.

I'm taking this course because I need English in my work.

OR:

I need English in my work, so I'm taking this course.

car job computer
cell phone vacation
health club driving lessons
Master's computer course

b In groups, talk about your sentences.

A: *I'm really tired, so I'm going to take a short vacation.*

B: *Where will you go?*



Spot the Ball p. 38 answer.

4 Lifeline to economics

1 Speaking and listening

a In pairs, agree on a definition of ***inflation***. Compare your definition with that of another pair.



b Listen to part of a college economics class, and check your definition.



c Listen again and complete this student's notes.

Inflation	= general rate of
	(1) _____
1-5%	= typical inflation now in
	(2) _____
1,300 billion%	= highest rate of inflation
	last century, in
	(3) _____ in
	(4) 19____



2 Speaking

In groups, discuss the annual variation in the cost of products and services in your country. Use the questions in the box to help you.

Consider the items in the photographs. How much do they cost now, and how much did they cost this time last year? Do you think inflation is high, moderate, or low? Do you know the official rate of inflation in your country?



3 Speaking and reading

a In groups, discuss these questions.

- How much would you pay for these products? Write a price for each one and compare your answers with those of a partner.
 - a beef-burger _____
 - a watch _____
 - sneakers _____
 - jeans _____
 - a soft drink _____
- How important is a brand name to you? Are certain brands better than others, or just more expensive?
- Can companies help give their products prestige by selling them at high prices? What kinds of products might this strategy work for?

b Check (✓) the statements T (true) or F (false). Read the article below to check your answers.

- Prices can vary almost 75% for the same product. T ☐ F ☐
- People usually buy things like detergent on the basis of brand name. T ☐ F ☐
- Price can be influenced by consumer perception of a brand. T ☐ F ☐
- Companies like Rolex and Gucci market their products primarily on the basis of price. T ☐ F ☐
- Some people buy certain products because they're very expensive and exclusive. T ☐ F ☐

c In pairs, answer these questions.

- Why do prices for the same product vary?
- Do people usually buy all products on the basis of price? What is one reason why exclusive brands cost more money?
- What are two reasons why people buy very exclusive brands of products?



Prices can vary a lot, even for the same product. For example, you pay 60 cents for a cola in the supermarket, \$1.00 for the same cola from a soda machine, and as much as \$2.00 for a cola in a restaurant. Why are the prices so different? In the case of the cola, prices are affected by volume. Supermarkets, for example, buy large amounts of a product, so they can sell it more cheaply than small stores.

But pricing is also affected by what we're prepared to pay. Consumers won't pay a lot for certain things, like detergent or paper towels. They often choose these products only on the basis of price. Would you pay \$25.00 for a beef-burger?

Probably not. But would you pay \$175.00 for a pair of sneakers? It depends. If the shoes are a well-known brand, you would probably pay that much. If they were sneakers in the discount store, you probably wouldn't. In this case, price is influenced by the consumer's perception of the brand. People pay more for certain expensive brands like Rolex watches, Gucci bags, and Calvin Klein jeans, because they perceive more value in them.

Finally, people buy certain brands, even if (or because) they are much more expensive because they give a feeling of prestige and of being different. For example, buying a Rolls Royce makes people feel special and part of an elite group.

4 Writing and speaking

a Write sentences like these with your own ideas.

I go shopping for various reasons. Sometimes I go shopping to ...
 At other times, I go shopping because ...
 When I want to buy ordinary things, the most important factor is ...
 But when I want to buy something special, ...
 I usually shop at ... because ... Some places are very ...
 so I ... For me, shopping is ...

b Exchange what you have written with a partner. Talk about your ideas.

A: You said you usually buy CDs or DVDs. Do you often buy clothes?

B: No, almost never. I hate trying on clothes.

Unit 6 Entertainment

1 Entertainment at home

1 Speaking and listening

a In groups, think of as many types of home entertainment as you can (e.g. watching TV). What's the group's favorite type of home entertainment?

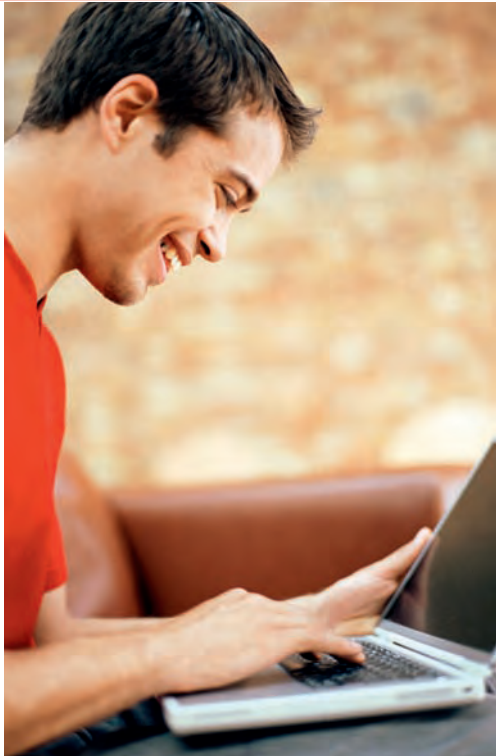


b Listen to three people talking about how they relax at home. Which three types of home entertainment are they talking about?



c Listen again and answer these questions.

- 1 Who does Pete like to "talk to" on his computer?
- 2 Where does Joe have his stereo system?
- 3 What is Sam's favorite type of program.



2 Speaking and writing

a Talk to your classmates to find out what they do for entertainment. Write names next to the activities in the table.

A: Do you play a sport?
B: Yes, I do.
A: What do you play?
B: Football.
A: Oh, that's interesting. I know ...

Find someone who ...	Name
plays sport	
tells a lot of jokes	
watches cable or satellite TV a lot	
uses the computer for entertainment	
has been to a restaurant recently	
has read a good book recently	

b Choose one of the people you spoke to and write a short paragraph about his/her entertainment preferences.
I talked to Yassir. He doesn't play a sport, but he likes watching football ...



3 Speaking and reading

- a In pairs, discuss these questions.
- 1 Do you use a computer?
 - 2 Do many people you know use computers?
 - 3 What do you / your friends usually use computers for?
- b With your partner, read the frequently asked questions (FAQs) and guess the answers.
- c Now read the answers and match them with the FAQs. Check your ideas with those of another pair.

4 Speaking

- a In groups, find answers to these questions and record the answers in the table below.
- 1 Who in your group uses a computer?
 - 2 What do they use it for?
 - 3 What would the people who don't have a computer use it for if they had it?

INTERNET FAQs

- 1 Q: How many people in the world now have a computer? _____
- 2 Q: What age group use computers the most? _____
- 3 Q: When did personal computers become popular? _____
- 4 Q: How are computers used the most? _____
- 5 Q: What is the future of computers? _____

ANSWERS

- a Some people had computers in the 1980s, but they became really popular in the 1990s.
- b Computers will become smaller and smaller making it easier for people to carry them wherever they go.
- c This is difficult to answer as some people have more than one computer, but it's more than 1 billion.
- d People of all ages use computers, but probably the largest group are people aged 18–25.
- e Computers are used for many things but the most frequent uses are e-mail, internet, research and for writing documents using programs such as Word.

Uses a computer for	Name ✓ / X	Name ✓ / X	Name ✓ / X	Name ✓ / X
school work				
keeping photos				
games				
e-mail				
other				

- b Compare your group's results with those of other groups.

2 Going out

1 Listening and speaking

a Can you name some famous places in New York?



b Listen to the conversation and answer these questions.

- 1 Where does the conversation take place?
- 2 What is the visitor asking about?



c Listen again and match the names with the types of place.

- | | |
|---------------------------|---------------------|
| 1 Hyatt <u>c</u> | a) museum |
| 2 Metropolitan _____ | b) restaurant |
| 3 Guggenheim _____ | c) hotel |
| 4 Rockefeller Plaza _____ | d) ice-skating rink |
| 5 Applause _____ | |
| 6 O'Looney's _____ | |



2 Grammar builder: indefinite pronouns

a In pairs, look at these sentences. Underline all the words with **...body**, **...thing**, or **...where**. Then complete the table below.

- 1 I know somebody in television, but I don't know anybody in sport.
Do you know anybody?
- 2 Somebody in my group plays basketball, but nobody plays tennis.
- 3 There's somewhere good to eat near here, but there isn't anywhere to have good coffee. Nowhere near here has good coffee.
Do you know anywhere?
- 4 I have something for a headache, but I don't have anything for a stomachache. Do you have anything?
- 5 Nothing is better for a headache than a simple aspirin. Well, something even better than that is a good night's sleep.

	Affirmative	Negative	Interrogative, or negative (after <i>not</i>)
People:	somebody		
Things:		nothing	
Places:			anywhere

b Complete the second sentence so that it means the same as the first.

- | | |
|------------------------------------|-----------------|
| 1 I know nothing about this city. | I don't _____. |
| 2 There isn't anybody in the room. | There's _____. |
| 3 We have nowhere to go. | We don't _____. |

c Complete this conversation from a TV comedy show.

John: Ah, there's (1) _____ on my desk. I wonder what it is.
Hmm, it's a box. But there's (2) _____ in it. It's
completely empty. There should be a label on it
(3) _____.

Sam: What's in that box, John? (4) _____ interesting?

John: No, it's empty. (5) _____ left it here on my desk. Who
could it be? Did you see (6) _____ come into my
office while I was out, Sam?

Sam: Of course I didn't see (7) _____, John.
(8) _____ ever goes into your office when you're out.
Hey, that's a nice tie you're wearing.

John: What? Oh, yes, I bought it this morning. It was ...

Sam: ... in that box?

John: Yes.

d Now listen and check your answers.

Language assistant

Someone / no one / anyone are often used instead of somebody / nobody / anybody.

Like some, somebody / something are used in questions when you expect the answer to be Yes. For example, these words are often used in offers of help.

Would you like some coffee?

Do you want somebody to help you?

Do you need something to write with?

3 Pronunciation: sounds –

“o” as /ʌ/ or /oʊ/

a Listen to the sounds.

- 1 /ʌ/ son, mother
2 /oʊ/ home, hotel

b Listen and number these words 1 or 2 according to the sound.

- | | | | |
|-----------|-------|---------|-------|
| somebody | _____ | nobody | _____ |
| someone | _____ | nothing | _____ |
| somewhere | _____ | nowhere | _____ |
| brother | _____ | cousin | _____ |
| go | _____ | don't | _____ |
| does | _____ | no | _____ |
| money | _____ | know | _____ |

c Listen and repeat these sentences. Then practice them in pairs.

- 1 My brother knows someone in London.
- 2 Nobody goes home alone.
- 3 My mother knows most of her cousins.
- 4 Joan goes nowhere and does nothing.

4 Speaking, writing, and reading

a In groups, discuss places to go and things to do where you live, or in another city you know.

A: Do you know somewhere good to eat out?

B: Well, Matrix has good food.

WHERE TO GO and WHAT TO DO in BENI

Where to stay
There are many good hotels in Beni. Some are very economical. The Ste... also an excellent option. It has a really recommend that you make reservations because it find somewhere to stay whatever your budget.

Where to eat
Many of the hotels above have good rest you like Italian food, you have to go to Giova than most. For something really differe enjoy a wonderful evening out. Of cours little noisy, but the food is great. Don't

Where to have fun
If you like sport is a complet stadium a aren' bo

b Read what you can of this visitors' guide to a city. Then, in pairs, write a brief guide to your city or one you know and like.

c Put your guides up on the board or the wall. Read them all, and then vote for the best one.

3 Sporting history

1 Reading and speaking

- a Look at the photograph. In pairs, try to guess the answers to these questions.
- Who is this man?
 - Who did he play for?
 - Do you know anything else about him?
- b Now read about him and check your answers.



Majed Abdullah was born in Jeddah on 1st November 1959. His full name was Majed Ahmed Abdullah al-Mohammad. In the mid-1960s his family moved to Riyadh where his father got a job as the manager of the al-Nasr youth team. The young Majed was surrounded by football and it was no surprise that he wanted to be a football player.

In elementary school Majed played as a goalkeeper. But, one day, the team's striker was missing and so Majed played up front instead and scored two goals in his team's 3-1 victory. At high school Majed and his friends formed a team they called 'al-Ittifaq' and they won many matches.

In 1975 Majed was signed by al-Nasr, but he had to wait two years before making his senior team debut in a match against the Moroccan team al-Fath. He scored his first goal the same season and went on to play for almost twenty years for the club.

In 1978 he made his international debut playing a friendly match against the Portuguese team Benfica and he played his last international game against Belgium during the 1994 World Cup – a game in which team-mate Saeed al-Owairam scored his 'wondergoal'.

During his career he scored more than 500 goals for his club and country and was nicknamed the Arabian Pele. In 2008 he was voted the best football player in the history of Saudi Arabia.

- d In groups, discuss these questions.

- c Read the article again and complete the timeline.

- Who is your favorite football player? Why?
- What do you know about him?

1959	mid-1960s	1) _____	2) _____	1977	1978	5) _____	2008
born	moved to Riyadh	signed by al-Nasr	made debut	3) _____	4) _____	last international	6) _____

2 Speaking

In groups, think of an answer for each question. The first group to finish wins!

QUIZ

Name ...

- 1 a football player who comes from your country
- 2 a country which produces tea
- 3 a writer who was born in Egypt
- 4 a city which is famous for its ancient ruins
- 5 a person who won the Nobel Prize
- 6 a place in Saudi Arabia which produces dates
- 7 a famous Arab businessman who owns race horses
- 8 a country which has a border with Saudi Arabia

3 Grammar builder: relative clauses

- a Look at these sentences and answer the questions below.

*There are two people in my class **that always arrive late**.*

*Majed Abdullah was the footballer **who was voted the best ever Saudi player**.*

*Egypt is the country **which is famous for the Pyramids**.*

*Coffee is the drink **that is very popular across the Middle East**.*

- 1 Which relative clauses (**in bold**) refer to people and which refer to things?
- 2 Which word (*who, that, which*) refers only to people?
- 3 Which word (*who, that, which*) refers only to things?
- 4 Which word (*who, that, which*) can refer to both people and things?
- 5 Are *who, that, which* followed by a verb or a noun?

- b Complete the sentences with *who* or *which*.

- 1 I like football players _____ are skillful.
- 2 A football team _____ is very popular in Saudi Arabia is al-Nasr.
- 3 A good goal is something _____ most people enjoy.
- 4 Saeed al-Owairam is the footballer _____ scored one of the best World Cup goals ever.
- 5 Managers _____ pick the right team can be as important as the players.
- 6 Football matches _____ end 0-0 are not always boring.

4 Writing and speaking

- a Work in groups, think of four questions like those in the Quiz. Write down the questions. Make sure you know the answers to your questions.
- b Now ask another group your questions. See if they know the answers.

4 Lifeline to News and TV shows

1 Speaking and writing

a In pairs, do a class survey.

- 1 How many people listen to or watch the news every day on radio or television?
- 2 Do your friends listen to/watch the news on domestic channels?
- 3 How many tune in to foreign-based channels (Al Jazeera, CNN, the BBC)? And which channels do they tune into?

b Write the results of your survey.

60% of the class listen to or watch the news every day. Only a quarter...

2 Reading

a Read the article below.

b Check (✓) the statements that refer to newspapers, radio or both.

	Newspapers	Radio
1 Early examples started over 2,000 years ago		
2 It took place first in the USA		
3 You can get information on current affairs		
4 You can listen to information		
5 You can access them on the internet		
6 People could not have them in their homes, at first		

Newspapers

Modern newspapers are publications containing news, information, and advertising, printed daily and circulated to many people. They often feature articles on political events, crime, business and sports, and are a way for people to learn about things that are happening in their country, or area. However, newspapers have not always been like this.

The first known publications of news were government announcements, made public by Julius Caesar. They were carved on stone or metal, and were posted in public places. In China, handwritten news sheets were circulated among court officials, as early as the second century.

In 1556, paper was used for the monthly newspaper in Venice, informing readers of current affairs and events.

The first newspaper in Saudi Arabia started in 1908, and was called al-Hijaz. Now, there are 13 daily newspapers, with both Arabic and English editions.

Today, since the widespread availability of news through the internet and television, the circulation of printed newspapers has declined. However, many newspapers around the world have launched online editions, and the readership continues to grow.

Radio

Radio is the transmission of electromagnetic waves that are transformed into sound. The first time audio was broadcast on a radio was 24th December 1906 when Reginald Fessenden played sounds in Massachusetts in the USA, that were heard on a ship at sea. However, this wasn't repeated on a large scale until 1909.

The first radio news program was broadcast in Detroit in the USA on August 31st 1920 by a radio station that still exists today as an all-news broadcaster. However, most people didn't have a radio at home until the 1930s. The first radio station in Saudi Arabia was opened in 1932.

Nowadays, you can listen to Qur'an, news and interesting programs on the radio at home, in the car, and even on the internet.

3 Word builder: television

a Write the words from the box in the appropriate column in the table.

actor	cable	cameraman	talk show	comedy	director
drama	lighting	microphone	news	producer	scriptwriter
set	documentary	transmitter	screen		

People / jobs	Types of program	Equipment, etc.

b Match the beginnings with the ends of the definitions.

- | | |
|--|---|
| 1 A talk show is a program in which ____ | a) is about real events. |
| 2 The director is the person who ____ | b) the action in a TV show happens. |
| 3 The set is the place where ____ | c) sends the signals that reach your TV. |
| 4 A documentary is a program that ____ | d) somebody interviews a famous person. |
| 5 A producer is the person who ____ | e) tells actors how to play their parts. |
| 6 A transmitter is an object that ____ | f) organizes everything related to a TV show. |

4 Speaking

a In pairs, consider the following types of TV program in your country: children's, comedy, and drama. Check (✓) each aspect listed as (G) good, (A) average, or (B) bad.

	Children's			Comedy			Drama		
	G	A	B	G	A	B	G	A	B
Ideas and scripts									
Direction and acting									
Locations, sets, costumes, etc.									
Camera work, lighting, effects, etc.									
Other: _____									

b Compare your evaluation with another pair's. In general, do you think TV shows in your country are good, average, or bad?

The scripts for comedies are usually very good, but sometimes the acting is only average.

c How many foreign TV programs do you have? On average, are they better or worse than your home-grown programs?

Unit 7 Living culture

1 Celebrations and festivals

1 Speaking

In pairs look at the photographs and answer these questions.

- What do the photographs show? What festival are the people celebrating?
- Imagine you had to take two photographs of this festival. What would you have in the photographs? How would they be different from the photographs on this page?



2 Listening

- Listen to Abdullah talking about Eid Ul-Fitr with his friend Dave. Check (✓) the topics they mention.



- | | | | |
|----------|--------------------------|---------|--------------------------|
| presents | <input type="checkbox"/> | games | <input type="checkbox"/> |
| clothes | <input type="checkbox"/> | food | <input type="checkbox"/> |
| praying | <input type="checkbox"/> | charity | <input type="checkbox"/> |

- Now listen again and complete the sentences.



- At Eid Ul-Fitr, children are given (1) _____.
- People wear their finest (2) _____.
- They give (3) _____ to poor people.
- In Saudi Arabia there is a (4) _____.
- After (5) _____ they go and have a special (6) _____.

3 Reading and speaking

- Read the articles.
- In pairs, check (✓) the boxes that are true about one or both of the two festivals.

	Al	
	Eisteddfod	Jinadriyah
1 It takes place once a year	<input type="checkbox"/>	<input type="checkbox"/>
2 It is smaller but older	<input type="checkbox"/>	<input type="checkbox"/>
3 It includes poetry	<input type="checkbox"/>	<input type="checkbox"/>
4 It includes cooking	<input type="checkbox"/>	<input type="checkbox"/>
5 It takes place in one language only	<input type="checkbox"/>	<input type="checkbox"/>
6 It takes place in one country only	<input type="checkbox"/>	<input type="checkbox"/>
7 It lasts for a longer time	<input type="checkbox"/>	<input type="checkbox"/>

- c In pairs, talk about which of these two festivals you would like to go to and why.

Festivals

In Wales...

Eisteddfod (pronunciation: /ai'steðvəd/, plural: Eisteddfodau), in the Welsh language, means 'a sitting of learned men'. At an Eisteddfod people compete for prizes in Welsh literature and poetry.

The first Eisteddfod took place in Wales in 1176.

Nowadays, The National Eisteddfod of Wales is the largest festival of competitive poetry in Europe. It is held once a year, it is a week long and is conducted entirely in the Welsh language, with many of the performers and officials in traditional Welsh clothes. In 2006, 150,000 people attended the festival and there were 6,000 competitors.



There are several Eisteddfodau, and not only in Wales. You will find them all over the world, wherever there is a reasonably-sized community of Welsh immigrants, particularly in Australia and Argentina.

And in Saudi Arabia...

The National Festival for Heritage and Culture was first held in Al Jinadriyah in 1985, and has since become one of the most important cultural festivals in the Arab world. It takes place every year, and lasts for two weeks. The opening event is a famous camel race over a 19 km track in which hundreds of camels and their riders compete for prizes.



The festival itself is a celebration of Saudi traditions and culture. It features traditional songs, poetry and dance (including the famous Ardha sword dance) as well as exhibitions of local arts, architecture, crafts and cooking. The entertainers and exhibitors come from all over the Kingdom, and more than one million Saudi people attend the festival.

4 Word builder: building words

- a Choose suitable endings for these words. Use a dictionary if necessary.

-or	-er	-ive	-tion
-ance	-ment	-ry	

compete competition competitor competitive

- 1 poet _____
- 2 perform _____
- 3 celebrate _____
- 4 decorate _____
- 5 entertain _____

- b Underline the stressed syllables in the words.

- c Complete these sentences with one of the words from this exercise.

- 1 Traditional singers and poets provide _____ at the Jinadriyah festival.
- 2 The sword dancers gave a very good _____.
- 3 I won \$1,000 in a poetry _____.
- 4 Houses are covered with _____ during Eid Ul-Fitr.
- 5 Eisteddfodau are important _____ of Welsh culture.

5 Speaking, writing, and reading

- a In pairs, select and discuss one of your city's or country's festivals.

- b Together, write a short description of the festival. Consider these questions.

When is the festival?
 What does it celebrate?
 Where is it held?
 Who participates?
 What do participants wear and do?
 Is there any special food?
 Is there anything else typical or special?
 Do people come to the festival from outside the city or country?

- c Put all the descriptions up on the board or the wall. Read them all and vote for the best one.

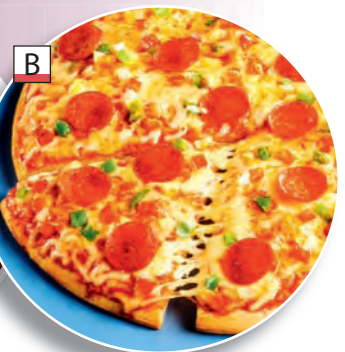
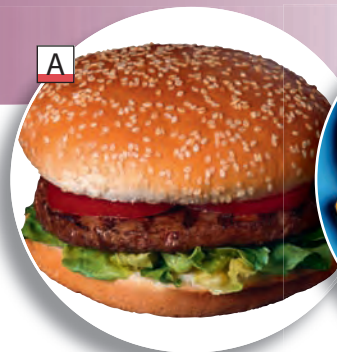
2 Culture on the table

1 Speaking

- a In pairs, look at the different types of food and discuss these questions.

- 1 Which country do you think the food comes from?
- 2 What kind of fast food do you like?
- 3 Why do you think this type of food is popular?

- b Make a list of reasons why fast food is so popular and compare your list with another pair's list.



2 Reading

- a Read the article and complete the fact file.

Which quick-service restaurant chain has more than 26,000 restaurants in 119 countries, has a clown as its symbol, and virtually invented the idea of fast food? You probably guessed it: McDonald's. The classic McDonald's meal is a burger with French fries and a drink. McDonald's burgers are made from 100% pure beef, which is cooked on a grill and served in a bun with onion, ketchup, mustard, and dill pickles. Millions of burgers are sold by the company every month. Mac and Dick McDonald created the concept of quick service at their restaurant in San Bernardino, California. They also invented the idea of specialization—one person cooked the burgers, another made milkshakes, and another put mayonnaise on the buns. But the biggest innovation was to have the food prepared and waiting so

fast food pioneer

customers could place an order and immediately collect it. The food was good and cheap, and business exploded. Parents felt confident in taking their families because they could expect cleanliness and food of a certain quality, and their children enjoyed going because of the clowns and toys.

The business grew, and by the mid-1950s, the original restaurant was making \$350,000 a year. Then, in 1954, Ray Kroc, an electric-mixer salesman, visited the restaurant. In 1955, he opened a second McDonald's restaurant in Des Plaines, Illinois.

He persuaded the brothers to open several other restaurants in other cities. Four years later, he opened the 100th restaurant in Chicago. In 1961, Kroc bought all rights to the McDonald's concept from the McDonald brothers for \$2.7 million. He was looking forward to facing the challenge of his life.

McDonald's fact file

- 1 Number of restaurants:

- 2 Inventors of McDonald's quick-service system:

- 3 Where they opened their first restaurant:

- 4 Classic McDonald's meal:

- 5 Ingredients of McDonald's burger:

- 6 Ray Kroc's original job:

- 7 Amount paid by Ray Kroc for the business:

- b Check your answers with a partner.

3 Grammar builder: present passive

a Look at the sentences in the table and answer the questions below.

Active	Passive
They <i>make</i> McDonald's burgers from 100% pure beef.	McDonald's burgers <i>are made</i> from 100% pure beef.
They <i>cook</i> the beef on a grill.	The beef <i>is cooked</i> on a grill.
The company <i>sells</i> millions of burgers every month.	Millions of burgers <i>are sold</i> by the company every month.

- How is the passive formed?
Subject + + (+ by)
- How is the passive voice different from the active voice?
- Is there an equivalent to this structure in your language?

Language assistant

There are two main reasons for using the passive.

- We often don't know the agent of a passive sentence, or it is not important.

Thousands of credit cards are stolen every year, and a lot of money is lost as a result.

- If we know the agent and it is important, we can specify the agent by using *by*. However, the receiver of the action (the subject of the passive sentence) is more important.

*Millions of burgers are sold by fast-food restaurants every year, and a lot of money is made **by** the companies.*

b Complete the sentences using the appropriate forms of the verbs in parentheses.

- Pizzas and burgers _____ (*eat*) by young people more than by old people.
- Old people usually _____ (*eat*) food with less cholesterol in it.
- Some very traditional food _____ (*make*) quickly, too—tacos and kebabs, for example.
- English _____ (*speak*) all around the world today.
- More people _____ (*speak*) English as a second language than as a native language.

c Rewrite these sentences using the present passive. Look at the example to help you.

*Americans eat thousands of pizzas every day.
Thousands of pizzas are eaten by Americans every day.*

- You make pizza from tomato sauce, mozzarella cheese, and dough.
- The biggest companies spend millions of dollars on TV advertising.
- Many people eat sushi because it's tasty and healthy.
- Americans drink millions of liters of milk every year.
- People grow rice all over the world.



4 Speaking and writing

a In groups, talk about your favorite national or traditional dishes. Why do you like them? How are they made?

b Write your own description of a traditional dish from your country, without mentioning its name. Here are some ideas to help you.

This dish comes from ... (region). It is made with It is usually served with It is eaten in ... (season) / at (festival).

c Read your description to the rest of your group; the others guess the dish.

3 Culture at home

1 Listening, writing, and speaking

-  **a** Listen to Richard talking to his friend, James. Answer these questions.

- 1 What is the topic of conversation?
- 2 Why are they talking about this?

-  **b** Now listen again and check (✓) the table comparing the two countries.

	Same	Different
Language		
Driving		
Food		
Weather		
People		

- c** In groups, compare your country with another country, using the categories in exercise 1b. Write sentences comparing the two countries. Tell your class about your comparisons.

The language is different. We speak Arabic here. In the U.S., they speak English.



Haggis – a Scottish dish made from sheep.

2 Grammar builder: expressions followed by verb + -ing or to + verb

- a** Match the first and second part of the sentences.

- | | |
|--------------------------------------|---|
| 1 I'm looking forward to ... ____ | a) ... driving on the "wrong" side after a little practice. |
| 2 I'd like ... ____ | b) ... to take an umbrella—it rains a lot. |
| 3 I have trouble ... ____ | c) ... visiting you next month. |
| 4 I'm used to ... ____ | d) ... understanding some people from Scotland and England. |
| 5 I'll probably get used to ... ____ | e) ... to know more about different countries. |
| 6 I mustn't forget ... ____ | f) ... driving on the right. |

- b** Classify the expressions in the box as 1 or 2.

- 1 normally followed by verb + -ing
- 2 normally followed by to + verb

be used to ____	forget ____	stop ____
decide ____	get used to ____	enjoy ____
have trouble ____	want ____	finish ____
look forward to ____	would like ____	

Language assistant

Compare the past *used to* with the verb phrases *get / be used to*.

*He used to **eat** a lot of meat. Then he got used to **eating** more fish. Now he is used to **eating** only fish.*

- c** Complete the paragraphs with verb + -ing, to + verb, or just a verb. Then compare your paragraphs with those of a partner.

- 1 In Miami, I used to (1) _____ the same type of clothes all year. Then I moved to Boston and got used to (2) _____ different clothes in the spring, summer, fall, and winter. I really enjoy (3) _____ special clothes for each season.
- 2 I've lived in Japan for a year, but I'm not used to (4) _____ on the left yet (it's the same here as in Britain). I have trouble (5) _____ in city traffic. When I turn right, I want (6) _____ on the wrong side of the road. And I have to stop (7) _____ to the wrong side of the car to get in!

3 Pronunciation: weak forms—verb + to



- a Listen and repeat the sentences. How does *to* sound in them?**
- I'm looking forward to the trip.
 - What would you like to know?
 - Don't forget to take your umbrella.
- b Complete these sentences with details about yourself. In pairs, practice saying your sentences.**
- I'm looking forward to ...
 - I'd like to know ...

4 Reading and speaking

- a Peter is visiting Kuala Lumpur. Read his e-mail to a friend and check (✓) the sentences T (true) or F (false).**

- | | | |
|---|----------------------------|----------------------------|
| 1 This is Peter's first visit to Kuala Lumpur. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 He recognizes all the street names. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Peter has learned his address so that he can tell taxi drivers. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 He always eats in his hotel. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 Peter always knows what he is eating. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 He could use chopsticks before he went to Kuala Lumpur. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 7 This evening he's going to look round the city. | T <input type="checkbox"/> | F <input type="checkbox"/> |

- b Has anyone in your class ever been to a country where things were very unfamiliar? Ask him/her to tell you about some of the problems.**

- c Imagine that a British tourist is visiting your country. What would he or she find different about customs in your country? In groups, discuss advice to give the tourist.**

Remember to drive on the right in our country. In Britain you drive on the left!

Hi Harry

Well, here I am in Kuala Lumpur. It's quite an experience, I can tell you. Yesterday I got completely lost. I didn't know where I was, and of course all the street names are really strange and completely new to me! It was quite scary. But I'm OK now – the receptionist at the hotel has given me a card and, if I get lost again, I only have to show it to a taxi driver.

I've tried a few local restaurants – I don't want to eat in the hotel all the time. The food is great – but I'm not always sure what I'm eating! It's so different from anything I've eaten before. The waiters are really friendly and, if they don't speak much English, they try to help any way they can. One waiter even showed me how to use chopsticks.

I must go now and get ready. I'm going to go on a guided city tour this evening.

See you in a couple of weeks.

Peter



4 Lifeline to intercultural communication



1 Speaking and listening

a In pairs, look at the photographs. Answer these questions with your opinions.

- 1 Are the people family, friends, or business colleagues?
- 2 Are the places in the photographs formal or informal?
- 3 Are the people acting in a formal or informal manner?



b Listen to the conversation. Then answer the questions in the table.



c Listen again and check your answers.

	Photograph A	Photograph B
1 Are the people family, friends, or colleagues?		
2 Are the occasions formal or informal?		
3 What meals are the people eating?		
4 In what month was each event?		
5 What were the reasons for the two meals?		

2 Speaking

In groups, consider these descriptions of the photographs in exercise 1. Would these situations be similar in your country, or do you have very different customs?

Photograph A

- 1 The company president is eating with some of his younger employees.
- 2 The president is allowing his employees time off work to have lunch with him.

Photograph B




- 1 The sons are taking their father out to celebrate his retirement.
- 2 Father and son are talking and laughing. They look very relaxed.

3 Speaking and reading

- a How much do you know about customs in English-speaking countries? In pairs, complete this quiz.
- b In the same pairs, complete the quiz again in relation to your culture. How many answers are the same as for English-speaking cultures? How many are different?

Cultural competence quiz

Imagine that you are studying in an English-speaking country. For each of the following situations, what would be the most culturally appropriate thing to do?

- 1 You are invited to dinner at 8:00 p.m. You should arrive ...
 - a) at about 7:30 p.m.
 - b) at about 8:00 p.m.
 - c) at about 8:30 p.m.
- 2 You have a meeting with your teacher at 2:00 p.m. You should arrive ...
 - a) at about 1:30 p.m.
 - b) at about 1:45 p.m.
 - c) at 2:00–2:10 p.m.
- 3 You want to introduce a person to some friends. Suddenly, you can't remember the person's last name. What do you do?
 - a) Say to your friends simply, "This is John."
 - b) Say to John, "I'm sorry, but I've forgotten your last name."
 - c) Say, "These are my friends."
- 4 You are eating dinner at someone's house. The host offers you more of a chicken dish you didn't like very much. What's the best thing to say?
 - a) "No, thank you, but I'd love some more salad."
 - b) "No, thank you. I'm allergic to chicken."
 - c) "Yes, please." (and eat it anyway)
- 5 When you have finished a plate of food, how should you leave your knife and fork?
 - a) 
 - b) 
 - c) 



- 6 You are having a conversation. You do not understand what the other person has just said. What should you do?
 - a) Pretend that you have understood.
 - b) Say, "I don't understand you."
 - c) Apologise and ask the person politely to repeat what he said.
- 7 You have met someone for the first time. When you leave, what should you say?
 - a) "It's nice to have met you."
 - b) "Thanks for your company."
 - c) "It's great to see you."
- 8 You have been introduced to someone for the first time. You didn't hear his/her name. What should you do?
 - a) Say, "I'm so sorry, but I didn't catch your name."
 - b) Say, "What's your name?"
 - c) Say nothing.

Check your cultural competence. One point for every correct answer. 1 b 2 b 3 b 4 a 5 c 6 c 7 a 8 a
1–2: You need a cultural competence class! 5–6: You've got a good idea about English-speaking cultures.
3–4: You're not very culturally competent. 7–8: You're ready to travel!

Unit 8 Good health

1 You and your body

1 Reading and speaking

a How well do you think you know your body? Choose one of these statements. Take a class survey. How many people chose each statement?

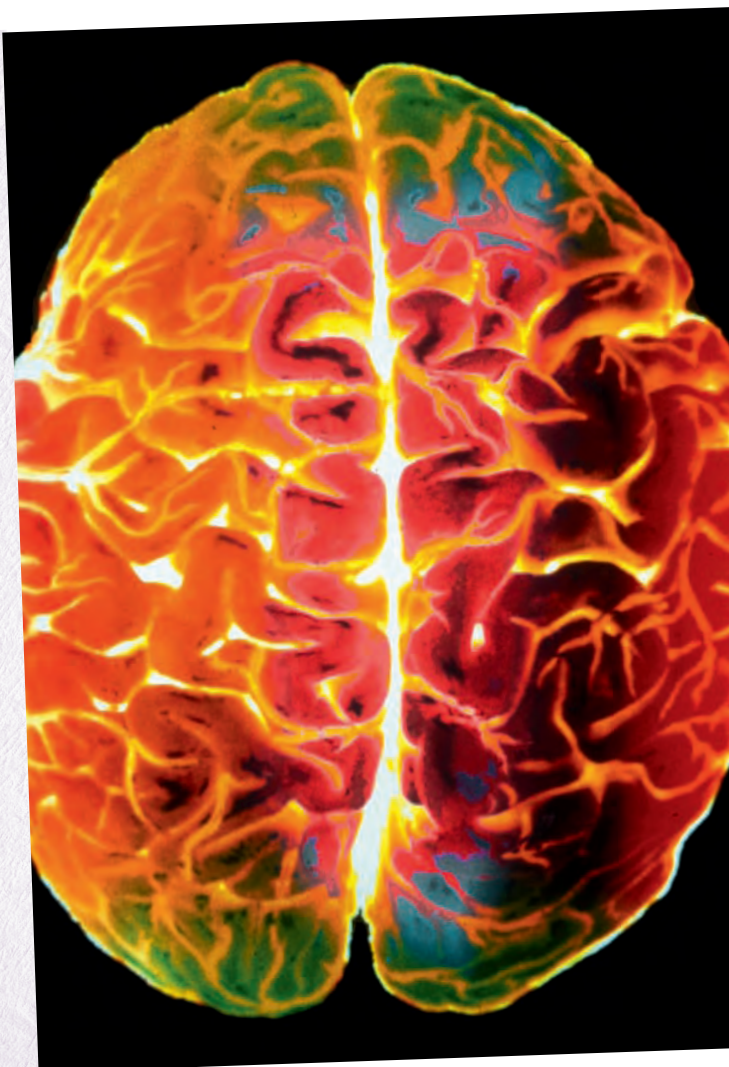
- 1 I'm not a doctor, but I think I know a lot about how my body works.
- 2 I know a little about my body, but there's a lot I don't know.
- 3 I don't think I know very much at all about how my body works.

b Now take this quiz about the human body. Check (✓) each statement T (true) or F (false).

c In groups, compare your answers. Try to give reasons for your answers.

d Now check the answers to the quiz (see page 13). Look at the statements in exercise 1a again. Would you choose a different statement now?

- | | | |
|--|----------------------------|----------------------------|
| 1 The left side of your brain controls the left side of your body. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 You have approximately 96,558 kilometers of blood vessels in your body. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 It takes eight minutes for your blood to flow from your heart to your big toe and back. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 When you rest, your heart beats from 60 to 80 times per minute. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 Your body replaces the top layer of skin every 15–20 days. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 About one-quarter of your bones are in your feet. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 7 When you have a bad cold, food doesn't taste good because your sense of taste is affected. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 8 When you move, your body uses units of energy called calories. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 9 To keep healthy, you need to eat about the same number of calories as you burn. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 10 To burn the calories taken in when you eat a chocolate bar, you have to walk fast for about 20 minutes. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 11 You don't burn any calories when you sit and read. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 12 About two-thirds of your body consists of water. | T <input type="checkbox"/> | F <input type="checkbox"/> |



2 Word builder: the body

- a In two minutes, write as many parts of the human body as you can.

head, face, eyes,

foot, toes

- b Then take turns going to the board to write a body word. When a classmate can't add a new word, he / she is out. The last person to add a word is the winner.

3 Speaking, listening, and writing

- a In pairs, discuss these questions.

- 1 What are the benefits of regular exercise?
- 2 Does age limit a person's ability to exercise?
- 3 What kind of exercise do you usually do?



32

- b Listen to the interview and see how many benefits you thought of. How many of these facts didn't you know before?



32

- c Listen again. Then complete these sentences in a logical way, using information from the interview. Complete sentences 5 and 6 with your own ideas.

- 1 It isn't necessary to ...
- 2 If you exercise three times a week, ...
- 3 You should always ...
- 4 It isn't a good idea to ...
- 5 I think ...
- 6 In my opinion, ...

4 Speaking

In groups, discuss your ideas about exercise.

- 1 How many of the things mentioned in the interview in exercise 3 do you do?
- 2 What don't you do?
- 3 Is there anything you will change or might change in your lifestyle now?



Answers to quiz
1 F: the left side of the brain controls the right side of the body, and vice versa. 2 T 3 F: it takes less than one minute. 4 T 5 T
6 T 7 F: your sense of smell is affected, and you have to be able to smell to taste things. 8 T 9 T: too many calories and you get fat; too few,
and you won't have enough energy. 10 F: you have to walk fast for more than two hours to burn those 400 calories!
11 F: you burn 60–80 calories per hour. 12 T
Score 10–12 You know a lot about how your body works! 6–9 You know a little about your body.
1–5 You don't know very much about your body!

2 Dangerous practices

1 Speaking and reading

- a In groups, discuss these questions.
- 1 Why do people smoke?
 - 2 What are the problems associated with smoking?
 - 3 In your country, which age group smokes the most—teenagers, young adults, or older adults?
 - 4 Is smoking increasing or decreasing in your country?
 - 5 How are cigarettes usually advertised in your country?
- b Read the text on the right and compare the ideas with your answers in exercise 1a.
- c Read the text again and complete the fact sheet.

Smoking—face the facts!

Number of deaths every year as a result of smoking:

Estimated deaths caused by smoking in 2030:

Annual cost of treatment in U.S. for smoking-related illnesses:

Main reasons people start to smoke: _____

Effects of smoking:

First anti-smoking campaign:

Smoking

a dangerous practice

Some illnesses are self-inflicted. Smoking, for instance, has been directly linked to 24 diseases, including lung cancer and cardiovascular problems. Every year, 4 million people in the world die of smoking-related illnesses. That figure is expected to rise to about 10 million by 2030.

In the U.S., \$60 billion is spent every year on treatment of people with conditions directly caused by smoking cigarettes.



Why smoke?

Why do people smoke?

Partly because of the effects of advertising that promotes smoking as something sophisticated and fashionable.

Young people smoke mainly because their friends smoke, and they don't want to be different. Children of smokers tend to smoke as well.

Anti-smoking campaigns

Tobacco used to be very fashionable, but now many people realize that it really is bad for you—smoking can shorten your life by five to eight years. One of the first anti-smoking campaigners was Britain's King James I (1603–1625). He had leaflets printed to tell people that smoking was a dangerous habit. In many countries it is now illegal to smoke in any public building. There are now anti-smoking groups everywhere in the world. If you care about people's health, join one now!



2 Grammar builder:

causatives—have / get something done

a Look at these examples. Then answer the questions below.

*You should get your blood pressure checked regularly.
In the 17th century, King James had leaflets printed against smoking.
I had my hair cut by Pierre. It's the latest fashion.*

- 1 Do we use the causative when
 - a) we do something for ourselves, or
 - b) somebody does something for us?
- 2 If we want to, how do we indicate who did the thing?
- 3 What is the structure of the causative? Complete the following.

Subject + _____ + object + _____ (by _____)

She _____ her hair _____ by _____.

b Write these sentences using the sequences of words and phrases.

- 1 He / finally / get / telephone / install / last week.
- 2 I / have / my car / repair / at the moment.
- 3 They / want / have / new house / design / a good architect.
- 4 You / should get / eyes / test.
- 5 We / going to / have / the food / prepare / a catering company.

c Write sentences about things you had done last month and things you want to get done in the next month. Use ideas and verbs from the boxes or your own ideas.

Ideas

yourself, e.g. hair, eyes, clothes
your car, e.g. engine, tires, oil
your house, e.g. walls, roof, furniture

Verbs

cut test make repair
fix change paint
varnish re-cover plant

Last month, I had / got ...
Next month, I want to get / have ...

d In pairs, compare and talk about your sentences.

3 Writing, reading, and speaking

a Read this letter to an advice column in a newspaper, and then read the advice.

Dear Steve,
I just can't give up smoking. I've really tried. Do you have any advice?
Yours truly,
A smoker

Dear Smoker,
Have you been to your doctor? You really should. He can prescribe all kinds of things to help you. Some people find acupuncture helpful. Others find that gradually cutting down is easier than stopping completely ...
Best wishes
Steve



Get medical advice

See your doctor. Get your lungs x-rayed.
Have your blood pressure checked.

Evaluate your smoking habits

Why / When / Where do you smoke?

Choose a strategy

Tell people you're giving up smoking.
Get acupuncture.
Cut down on smoking gradually.
Cut out cigarettes completely.
Start a new hobby or activity.

- b** In pairs, discuss any other ideas for giving up smoking. Complete Steve's letter with your ideas.
- c** In pairs, write a letter from Steve to someone who can't stop eating chocolates and cakes. Read letters written by other pairs. Who has the best advice?

3 The best remedies

1 Word builder: health problems

- a In pairs, complete the second column of the table below with symptoms from these boxes.

I have ...

a headache
abdominal pain
a stomachache
aching muscles
a sore throat
nausea
a cough
a fever

I'm ...

tired
sneezing

Illness	Symptoms	Treatment
the flu (influenza)		
a cold		
food poisoning		
appendicitis		
a migraine		

- b Choose the appropriate treatment from the box below and write it in the third column of the table.

take antibiotics
eat fruit and vegetables
eat very little food
take a decongestant
drink fluids
take aspirin
drink herbal tea
rest in bed
have surgery

- c Have you ever had any of these illnesses? What did you do?

2 Reading and writing

Read this paragraph and write the illnesses from exercise 1 in the blanks.

If you have a stomachache and nausea you may have (1) _____. Rest in bed, drink herbal tea, and don't eat very much. If the symptoms continue, see your doctor. You may need some antibiotics.

The symptoms of (2) _____ are often nausea, fever, and abdominal pain, especially on the right side. See a doctor immediately, because you may need surgery!

(3) _____ is a virus, so antibiotics won't help. The symptoms are aching muscles, headache, fever, and sometimes sneezing. Rest in bed, drink fluids, and take aspirin.

(4) _____ is similar to influenza, but usually less severe. The symptoms are usually sneezing, coughing, headache, and sometimes fever. Take aspirin, and, if necessary, a decongestant.

(5) _____ is a type of headache, but there are usually other symptoms. You may have nausea and vision problems, and you may be extremely sensitive to light and noise. If the problem is very severe or frequent, you may need to see a doctor to get some medicine.

3 Listening



a Listen to the conversation and choose the correct answer.

- 1 Jim is ...
 - a) sick
 - b) tired
 - c) hungry.
- 2 The man is probably ...
 - a) Jim's father
 - b) Jim's doctor
 - c) Jim's friend.



b Listen again and answer these questions.

- 1 What does Jim think he has?
- 2 What are his symptoms?
- 3 What does his father think he might have?
- 4 What does he say he should do?

Language assistant

For deductions, *can't* and *must* are opposites.

It can't be appendicitis, so it must be food poisoning.

4 Grammar builder: *must, may / might, can't* for deductions

a Read this conversation. Answer the questions below.

- A: I have a stomachache. I *might* have appendicitis.
 B: You *can't* have appendicitis because you don't have a fever.
 It *may* be something you ate.
 A: If I'm not better tomorrow, then it *must* be appendicitis.
- 1 Which two words in italics have the same meaning, expressing a possibility?
 - 2 Which word in italics expresses a strong positive probability?
 - 3 Which word in italics expresses a strong negative probability?
 - 4 How do you express these ideas in your language?

b Complete these two conversations using *may / might, must, or can't*.

- A: I can't sleep at night. It (1) _____ be the coffee I'm drinking, or possibly I'm worrying about work.
 B: It (2) _____ be the worry, no question about it. How much coffee do you drink?
 A: Two or three cups a day.
 B: Exactly. That's nothing. It (3) _____ be that.
- A: Who is he? He talks like a doctor. But he (4) _____ be a doctor—he's too young.
 B: He (5) _____ be a medical student. Obviously.
 A: Not necessarily. He (6) _____ be a paramedic, or the son of a doctor.

5 Speaking

Work in pairs. Student A, imagine that you are a doctor; Student B, imagine that you are a patient. Have a conversation, using the ideas below. Then switch roles.

Patient

- Say how you feel (awful, terrible, etc.).
- Tell one of your symptoms.
- Describe other symptoms.
- Ask what's causing the problem.
- Ask what you should do.

Doctor

- Ask what's wrong.
- Ask about other symptoms.
- Say what you think is causing the problem.
- Give advice.



4 Lifeline to alternative medicine

1 Speaking, writing, and listening

- a What do you know about each of these treatments? Write a list of any details you know.

chiropractic acupuncture homeopathy



- b Now listen to an interview with a homeopathic practitioner and complete the information.
- c Find out if some members of your class have had homeopathic, chiropractic, or acupuncture treatment. Ask them to talk about their experience.

Developed by a (1) _____ in
(2) _____.

Introduced into the U.S. in (3) _____.

By the end of the 19th century, (4) _____% of American doctors were homeopathic practitioners.

Homeopathy: an alternative form of medical treatment based on two main principles:

(5) _____

(6) _____

Number of people using homeopathy in the U.S.: (7) _____.

Homeopathic remedies are useful for asthma, allergies, (8) _____, and
(9) _____.

2 Reading and writing

- a In pairs, write two questions you would like to ask about chiropractic and acupuncture.
- b Read the articles quickly to see if they answer your questions.



The field of chiropractic

was founded by David Daniel Palmer in the 1890s. He believed that partial dislocation of the vertebrae could cause illness. By adjusting the vertebrae, the patient's health could be restored. Chiropractic comes from the Greek words for "hand" (cheiros) and "done by" (praktos) meaning "done by hand."

The basic technique in chiropractic is manipulating and adjusting bone and tissue, particularly in the spinal column. Chiropractors use a variety of manual, mechanical, and electrical treatments. They provide drug-free, non-surgical management of back and neck pain as well as headaches. The prevention of illness and the promotion of good health through proper diet, exercise, and lifestyle are other important features of chiropractic medicine.

Acupuncture is a traditional Chinese medicine dating from over 2,000 years ago. It is based on the theory that the body has an energy force or “Qi” (chi) that influences your health. The Qi travels through 14 meridians (or channels) in the body. At the points where these meridians come near the surface of the skin, thin, sharp needles are used to puncture the skin and restore the balance of energy. Acupuncturists usually use needles, but may also use heat, pressure, friction, suction, or impulses of electromagnetic energy to stimulate the acupuncture points. People have acupuncture done for many things, including chronic pain, arthritis, chemotherapy-induced nausea, and mental illness.



- c In groups, underline all the medical words in the articles. Two examples have been done for you. Try to figure out the meanings of any new words.
- d Match the words with the correct definitions.
- | | |
|--------------------|------------------------------------|
| 1 needle ____ | a) beneficial |
| 2 therapeutic ____ | b) illness |
| 3 ailment ____ | c) medicine |
| 4 manual ____ | d) small, very thin piece of metal |
| 5 drug ____ | e) correct |
| 6 proper ____ | f) by hand |

3 Pronunciation: word stress



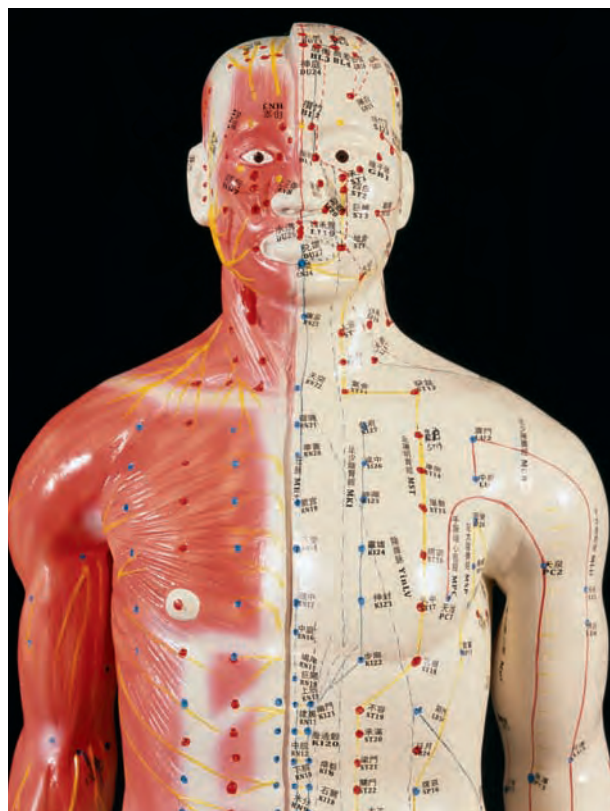
- a Listen to these words. Then write them in the correct column of the table below according to their stress.

acupuncture meridian stimulate adjust
energy addiction medicine technique

Stress on the first syllable	Stress on the second syllable
acupuncture	meridian



- b Listen and check your answers.
- c In pairs, look back at the articles. Find two more words for each column in the table.
- d Practice saying the words in each column.



4 Speaking

In groups, look at these sayings about health. Are they based on truth or myth? Do you know any sayings about health in your language?

An apple a day keeps the doctor away.

Starve a fever; feed a cold.

Early to bed and early to rise makes a man healthy, wealthy, and wise.

Unit 9 Imagination

1 Dreams

... we are the dreamers of dreams,
...

Yet we are the movers and shakers
Of the world for ever, it seems.

From Ode by Arthur O'Shaughnessy (1844–81)

1 Reading and speaking

- a In pairs, read the excerpt from the poem above, look at the photographs, and discuss this question.

What do you know and think about these people?

- b Match each of these statements with one of the people in the photographs.

- 1 "I wish we could eliminate all poverty in the world."
- 2 "I have a dream that one day this nation will rise up and live out the true meaning of its creed—that all men are created equal."
- 3 "I hope my songs will bring all people of the world together."
- 4 "That's one small step for man, one giant leap for mankind."

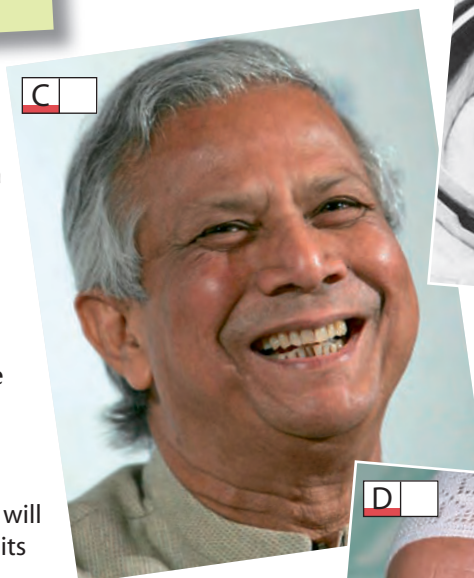
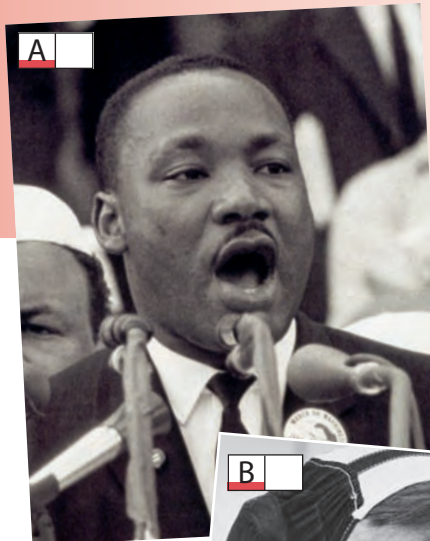
- c Who are the creative people who "move and shake" your country or the world today? Discuss in pairs or groups.

2 Word builder: words with similar meanings— *wish / hope / expect / wait*

- a Match the sentences with the ideas that follow logically.

- 1 I wish we could eliminate all poverty in the world. ____
- 2 I hope my songs will bring all people of the world together. ____
- 3 I'm waiting for the results of the examination. ____
- 4 I expect I'll pass the exam. ____

- a) They sometimes take weeks or months.
- b) I'm really confident about it.
- c) But that's not possible immediately. Maybe one day... .
- d) That's difficult, but perhaps music will do it.



b Now match these words with the correct definitions.

- | | |
|---------------|--|
| 1 wait ____ | a) to believe or feel confident that something will happen |
| 2 expect ____ | b) to desire something that is possible, but perhaps difficult |
| 3 wish ____ | c) to let time pass until something happens, or until you can do something |
| 4 hope ____ | d) to desire something that is contrary to reality, or improbable |

3 Speaking and reading

a In pairs, discuss these questions and decide on answers. Then read the article below and check your answers.

- 1 Was Martin Luther King, Jr., a medical doctor or a civil rights leader?
- 2 Was racial segregation in public transportation in the U.S. prohibited in 1929, 1956, or 1965?
- 3 When and how did King die?

4 Speaking

In groups, talk about your dreams.

A: I'd like to travel around France.

B: Why do you want to go there?

A: I want to eat real French food, and I want to see . . .

5 Reading, speaking, and writing

a In pairs, select a person with a vision or mission, like Mohammad Yunus, Salah al-Din or Nelson Mandela.

At home, research that person. Then when you return to class, write a brief biography. You could write three paragraphs on these topics.

- 1 Where and when the person was born, and anything significant about his / her childhood and youth.
- 2 The development of the person's vision or mission, and what the person did.
- 3 What the person finally achieved, and how his / her life ended.

Dr. Martin Luther King, Jr., 1929–68

Dr. Martin Luther King, Jr., was born in 1929, when racial discrimination was widespread in the U.S. He became a civil rights leader. On August 28, 1963, he declared in a speech, "I have a dream today!"



He believed it was possible for people of all races and religions in his country to live together in equality and harmony. He hoped to see that goal reached in his lifetime, but he did not expect it to happen by itself, so he organized peaceful marches and boycotts.

The Supreme Court had already prohibited racial segregation in public transportation in 1956. In 1964, the Civil Rights Act was passed, and, in 1965, the Voting Rights Act, which allowed all adult Americans to vote.

Sadly, King did not live to see the process of integration completed. He was assassinated in 1968, a victim of the racial violence he wished to eradicate. His dream lives on at the beginning of this new millennium, but it is still partly a dream, not totally a reality.


b In groups, read all the biographies and talk about them. Then, in your original pairs, read your biography again and improve it if you can, expressing something more clearly and correcting any mistakes.

b Read the article again and answer these questions.

- 1 What was still a big problem in the U.S. in 1929?
- 2 Why did Martin Luther King organize marches?
- 3 What did the Voting Rights Act achieve?
- 4 Is racial harmony a reality today?

2 Wishes and hopes

1 Listening and speaking

-  **a** Listen to two friends talking, and look at the list. Check (✓) the things which are F (facts) and the things which are W (wishes) about life.

Job:	interesting and well-paid	F <input type="checkbox"/>	W <input type="checkbox"/>
Courses of study:	interesting and challenging	F <input type="checkbox"/>	W <input type="checkbox"/>
Neighborhood:	clean and quiet	F <input type="checkbox"/>	W <input type="checkbox"/>
Family:	living very close to Luke	F <input type="checkbox"/>	W <input type="checkbox"/>

-  **b** Listen again and answer these questions.

- 1 Is Luke completely satisfied with his life?
- 2 Does Luke live in the country or in a city?
- 3 Does Luke live near the West Coast?



2 Grammar builder: expressing present wishes, future hopes

- a** Look at these sentences. In pairs, answer the questions below.

*They all wish the weather **were** warmer.*
*I wish those courses **were** as interesting and challenging as my job.*
*I wish I **lived** in a cleaner, quieter area.*
*I'm sure you wish you **could** visit them more often.*

- 1 In these sentences, what is the form of the verb after *wish*—past or present?
- 2 Do these sentences, with this form, refer to a past or a present situation?
- 3 Does *wish* in combination with that form indicate that something is real or not real?

- b** Look at these sentences and answer the questions below.

I hope I'll be able to finish my homework quickly. *I hope I see you tomorrow.*
I hope I can finish my homework quickly. *I hope I'll see you tomorrow.*

- 1 Do these sentences refer to the present or the future?
- 2 What two different verb forms can be used after *hope*?
- 3 Do the two forms have different meanings or the same meaning?

- c** Complete these sentences with the appropriate form of the verb in parentheses.

- 1 I wish I _____ (*speak*) better English.
- 2 I hope I _____ (*speak*) it more fluently in the near future.
- 3 My father, who speaks excellent English, wishes he _____ (*know*) more about computers.
- 4 He hopes he _____ (*learn*) much more about them now that he has one at home.
- 5 Most people wish they _____ (*can*) earn more money.
- 6 Some people wish they _____ (*not have to*) work at all, but many people like their work.

Language assistant

After *wish* or *if*, use *were* or *was* with *I / he / she / it*.

I wish I were richer. / I wish I was richer.

If I were richer... / If I was richer...

But use only *were* in the expression

If I were you, ...

3 Speaking

In groups, discuss things you wish were different. Use a topic from the box.

free time	the environment
my house	the city

A: *I wish there were less traffic in our city.*

B: *Yes, I agree. I hope they improve the public transportation soon.*

A: *I wish I had more opportunities to practice English.*

B: *So do I. I'd like to meet more people who speak English.*



4 Writing and reading

- a Write a list of wishes and hopes. Complete this poem with some of them.

Life is too good to complain,
But I wish ...
And I hope ...
I wish ...
And I hope ...
But let's thank Allah for the
sun and the rain,
For life is too good to complain.

- b Now read your poem to the class and choose the best one.



3 Stories of the imagination

1 Reading and speaking

- a In groups, say what you know about Sinbad the Sailor.
b Read about Sinbad and check (✓) the correct answers below.

At the end of the 9th Century, it is believed that, a young man called Sinbad lived in Basra (modern Iraq). His father died and left him a lot of money, but Sinbad spent it all and soon found himself with nothing. So he decided to go to sea and try to make his fortune.

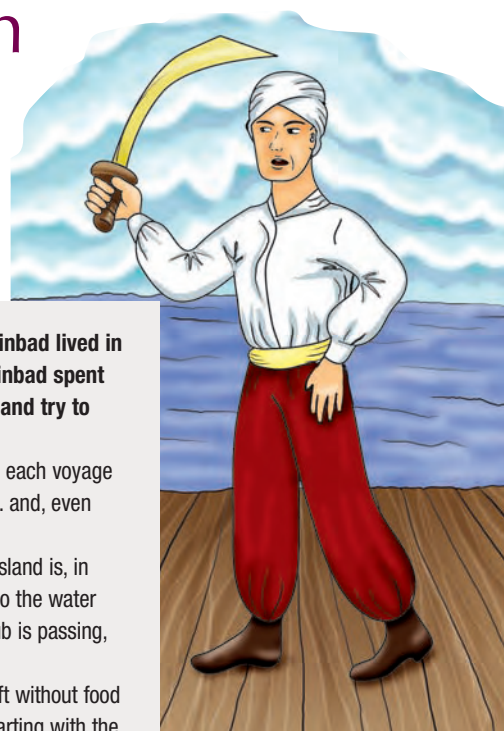
Sinbad made seven voyages in the oceans round Africa and Asia, and on each voyage more and more unbelievable and dangerous adventures happened to him.... and, even more unbelievably, he escaped every time!

On his first voyage, for instance, he lands on a tree-covered island. The island is, in fact, an enormous whale with trees growing on its back. The whale dives into the water taking Sinbad with him, and Sinbad only escapes because a wooden bath tub is passing, and Sinbad jumps into it.

On other voyages he meets gigantic snakes and other monsters, he is left without food in an underground cave and he is captured by a giant who eats his crew (starting with the fattest!). Perhaps his most famous adventure happens when he is attacked by a giant bird called a Roc. Sinbad's crew break a Roc's egg and eat the baby Roc inside. The Rocs are so angry that they wait until Sinbad has sailed away from their island, and then they fly over his ship and sink it by dropping great stones on it!

Finally, after his seventh voyage, Sinbad makes his fortune and goes back to Basra where he lives quietly, once again a rich man.

None of this, of course, is true. But the adventures of Sinbad are interesting because they are based on real sailor's exaggerated stories, ancient Greek and Arabic poems, and old folk tales.



- | | | |
|--------------------------------------|--------------------------|---|
| 1 Sinbad lived in about: | | |
| a) 890. | <input type="checkbox"/> | b) 990. <input type="checkbox"/> |
| 2 His father was: | | |
| a) very poor. | <input type="checkbox"/> | b) very rich. <input type="checkbox"/> |
| 3 Sinbad went to sea because: | | |
| a) he had no money. | <input type="checkbox"/> | b) he was bored. <input type="checkbox"/> |
| 4 On his first voyage, he landed on: | | |
| a) an island. | <input type="checkbox"/> | b) a whale. <input type="checkbox"/> |
| 5 The Rocs sank Sinbad's ship: | | |
| a) before it left the island. | <input type="checkbox"/> | b) after it left the island. <input type="checkbox"/> |
| 6 I eat in restaurants. | | |
| a) imaginary | <input type="checkbox"/> | b) true <input type="checkbox"/> |

2 Grammar builder: the second conditional

a Look at these sentences. Underline *if* and the verbs.

- 1 If Sinbad's monsters really existed, the world would be a scary place.
- 2 I would be very stupid if I believed the stories about Sinbad.
- 3 If Sinbad were alive today, he'd probably travel in a spaceship.
- 4 If I could write well, I'd write stories for children.

b In pairs, answer these questions.

- 1 Are the sentences in exercise 2a about real situations or imaginary ones?
- 2 Are the sentences about the past, the present, or the future?
- 3 Is *if* always at the beginning of the sentence?
- 4 What form of the verb is used after *if*?
- 5 What form of the verb is used in the other half of the sentence?
- 6 What two words are represented by the contraction *I'd*?

c Write second conditional sentences using these sequences of words and phrases.

- 1 If I / speak / perfect English / I / start / learn / French.
- 2 I / take / Chinese classes / if I / have / a perfect command of English and French.
- 3 If more people / help / their neighbors / the world / be / a better place.
- 4 If I / can / go / to the moon / I / do / it.

d Complete these sentences with your own ideas. In pairs, compare your sentences.

- 1 If I could go anywhere in the world, I ...
- 2 If I _____ have any job in the world, I ...
- 3 A: What _____ you do if you _____ a lot of money in a competition?
B: I ...
- 4 If I found \$100 under a restaurant table, I ...

3 Pronunciation: sentence stress—second conditional



a Look at these sentences. Listen and underline the words with strong stress or emphasis.

- 1 If I were you, I'd say no.
- 2 I'd ask my teacher if I didn't know the answer.
- 3 If I had time, I'd go on a long vacation.
- 4 Where would you live if you had a choice?



b Listen again, and repeat the sentences.

4 Writing and speaking

a In pairs, look back at exercise 2d. Write three or four questions on similar topics.

What would you do if you had a bad headache at school?
What new clothes would you buy if you had a lot of money?

b In groups, ask and answer your questions.

A: What would you do if ...?
B: I'd ...

4 Lifeline to physical sciences

1 Speaking and listening

- a In pairs or groups, say what you know about this famous person. If you don't know anything, what can you guess from the photograph?
- b Look at the biographical notes. Can you guess any of the missing information?



Stephen William Hawking

Born January 8, (1) _____—exactly (2) _____ years after the death of Galileo. Studied (3) _____ at the University of (4) _____.

Suffers from ALS, an incurable disease of the (5) _____ system.

Communicates through a (6) _____ and speech-synthesizer. Published many scientific (7) _____ and (8) _____.

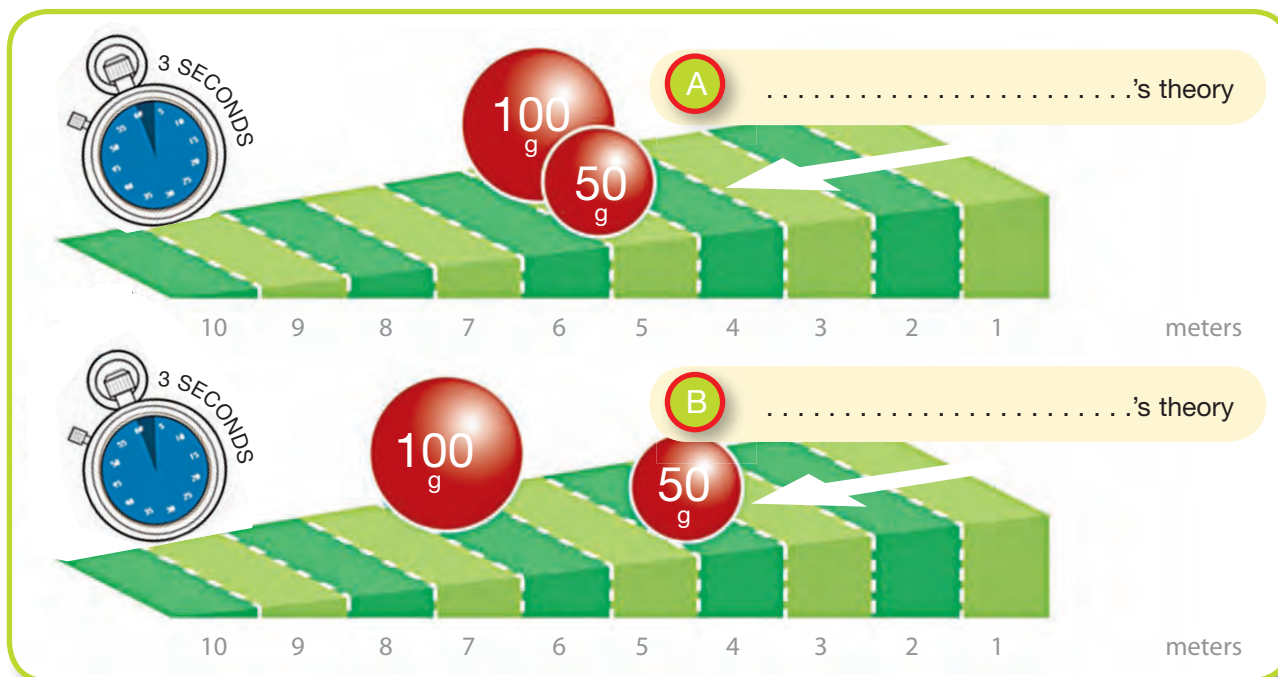
Also known for his influential work on (9) _____ holes, and on the (10) _____ and future of the universe.



- c Now listen to part of a radio talk about Stephen Hawking, and complete the notes in exercise 1b.

2 Reading and speaking

- a Look at the two diagrams below and decide which is correct.



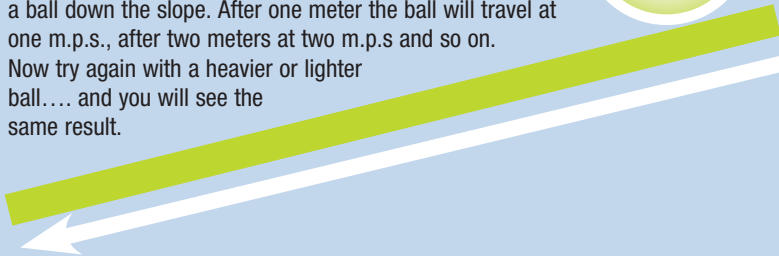
- b Read the text. Check your answer to exercise 2a, and write the names "Aristotle" and "Galileo" in the appropriate blanks on the diagrams on page 76.



For hundreds of years people believed the Ancient Greek scientist, Aristotle's, theory of movement. He said that an object would only move if a force made it move. He said that a heavy object falls more quickly than a light one because it would have a greater pull towards the earth. In those far off days scientists did not check their theories, so no-one tested whether this was true!

Then, in the 16th Century, the Italian Galileo changed our way of thinking. He was one of the first scientists to form his theories by observation. He demonstrated, by experiment, that Aristotle's theory was wrong. He rolled balls of different weights down a slope. The speed of the objects was easier to measure on a slope because they moved more slowly than when they fell vertically. Galileo proved that heavier and lighter objects moved at the same speed.

You can try it yourself (if you have space!). Arrange a slope that drops one meter for every ten meters of its length. Roll a ball down the slope. After one meter the ball will travel at one m.p.s., after two meters at two m.p.s and so on. Now try again with a heavier or lighter ball.... and you will see the same result.



- c Check (✓) these statements T (true) or F (false). Then discuss your answers in pairs or groups.

- 1 Aristotle believed that checking theories was essential.
T ☐ F ☐
- 2 Galileo pioneered scientific observation.
T ☐ F ☐
- 3 An object accelerates more quickly down a slope than when it falls vertically.
T ☐ F ☐
- 4 Galileo showed that the speed of falling objects constantly increases.
T ☐ F ☐
- 5 The weight of an object determines how fast it falls.
T ☐ F ☐

3 Speaking

What do you know about science? In teams, answer the questions in the quiz to find out.

SCIENCE TRIVIA QUIZ

- 1 What is the most common gas in the Earth's atmosphere?
a) oxygen b) carbon dioxide
c) hydrogen d) nitrogen
- 2 A kilobyte equals
a) 1,000 bytes. b) 1,024 bytes.
c) 100 bytes. d) a large mouthful.
- 3 The first man went into space in the year
a) 1959. b) 1961. c) 1983. d) 1986.
- 4 The smallest bones in the human body are in the
a) hand. b) spine. c) foot. d) ear.
- 5 Absolute zero is approximately
a) 32° Fahrenheit. b) -273° Celsius.
c) -1,000 Kelvin. d) cold enough to snow.
- 6 How many astronauts have walked on the moon?
a) 4 b) 8 c) 12 d) 18

Answers: 1 d 2 b 3 a (Yuri Gagarin) 4 d 5 b 6 c



Irregular verbs

Infinitive	Past simple	Participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone / been
grow	grew	grown
have	had	had
keep	kept	kept
know	knew	known
let	let	let
lie	lay	lain
lose	lost	lost

Infinitive	Past simple	Participle
make	made	made
meet	met	met
pay	paid	paid
put	put	put
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
set	set	set
shake	shook	shaken
shine	shone	shone
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
split	split	split
spread	spread	spread
stand	stood	stood
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
wear	wore	worn
win	won	won
write	wrote	written

Pronunciation

Vowels	
/i/	eat
/ɪ/	sit
/eɪ/	wait
/e/	get
/æ/	hat
/aɪ/	write
/ʌ/	but
/u/	food
/ʊ/	good
/oo/	go
/ɔ/	saw
/ɑ/	hot
/aʊ/	cow
/ɔɪ/	boy
/ɜr/	her
/ə/	sofa

Consonants	
/b/	bat
/k/	cat
/tʃ/	chair
/d/	dollar
/f/	fat
/g/	girl
/h/	hat
/dʒ/	July
/l/	like
/m/	man
/n/	new
/p/	pet
/kw/	queen
/r/	run
/s/	see
/ʃ/	shirt
/t/	talk
/ð/	the
/θ/	thin
/v/	voice
/w/	where
/j/	you
/ŋ/	king (as final sound)
/z/	zoo

The alphabet						
/eɪ/	/i/	/e/	/aɪ/	/oo/	/u/	/ɑr/
Aa	Bb	Ff	li	Oo	Qq	Rr
Hh	Cc	Ll	Yy		Uu	
Jj	Dd	Mm			Ww	
Kk	Ee	Nn				
	Gg	Ss				
	Pp	Xx				
	Tt					
	Vv					
	Zz					

A Learner training

1 Grammar terms

This book uses a number of essential grammar terms. It is important to understand these terms because you will need them in class and for self-study with a dictionary or grammar book. You may find it useful to translate these words into your own language.

Grammar word	Meaning	Example	Your example or translation
Noun	person or thing	<i>a book, food</i>	city, woman
Adjective	word to describe a person or thing	<i>a happy man</i>	
Adverb	word to describe an activity	<i>He swims well.</i>	
Auxiliary verb	verb that helps in making questions, negatives, etc.	<i>I don't like fish.</i>	
Pronoun	word used in place of a noun	<i>Jane likes her.</i>	
Past participle	form of the verb used in tenses or as an adjective	<i>I was given this scarf.</i>	
Present participle	<i>ing</i> form of the verb	<i>She was swimming.</i>	

Task 1

Look at the table and examples above. Write your own examples or translation in the final column.

Task 2

Write the words in the box by the appropriate grammar term.

good	her	excellent	talking	well	be	school	me	favorite	have	
sport	broken	nicely	sitting	usually	opened	work	do	he	forgotten	crying

- 1 noun _____
- 2 adjective _____
- 3 adverb _____
- 4 auxiliary verb _____
- 5 pronoun _____
- 6 past participle _____
- 7 present participle _____

2 Learning vocabulary

Here are some ideas to help you learn vocabulary.

- Keep separate notebooks for vocabulary and grammar.
- Write down words in groups – related by theme or topic.
- Make a distinction between active vocabulary (words that you will use) and passive vocabulary (words that you simply need to recognize).
- Make sure you record important information:
 - What type of word is it? e.g. holiday (n) to see (v)
 - Where is the stress? e.g. holiday, fantastic, advertise.
 - Is it one word, or more? e.g. shoes – a pair of shoes.

Task 1

Divide the words in the box into two thematic groups. Name the groups.

airport	aspirin	bus	doctor	trip	clinic	diet	blood	body
medicine	motor	plane	pilot	passenger				

_____	_____
_____	_____
_____	_____
_____	_____

Task 2

Add more words to each group.

Task 3

Read the text and circle any words that you think are for passive recognition only.

The mountaineers climbed up the mountain using klammers on their boots. When they were hungry they ate high protein damnak and drank hot waddadun. Nights were freezing cold and they slept in tents which stopped the bludgening winds. Finally, after four long days, they reached the top.

The views of the Chanundrahin mountains were breathtaking.

<p>Grammar terms</p> <p>noun: school, sport, work</p> <p>adverb: well, nicely, usually</p> <p>adjective: good, excellent, favorite</p> <p>auxiliary verb: have, do, be</p> <p>pronoun: he, her, me</p> <p>past participle: broken, opened, forgotten</p> <p>present participle: crying, talking, sitting</p>	<p>Task 1</p> <p>Learning vocabulary</p> <p>groups: medical / health, travel</p> <p>medical / health: aspirin, doctor, clinic, medicine, bludgening, Chanundrahin, breathtaking, klammers, damnak, waddadun, freezing, tents, suggested answers are:</p> <p>Many of these words you can guess from the context. For example, <i>breathtaking</i> is an adjective which probably means fantastic or something like that. The following are, in fact, nonsense words which do not exist in the English language: <i>klammers, damnak, waddadun, bludgening and Chanundrahin</i>.</p>	<p>Task 3</p> <p>Active vocabulary is vocabulary you can understand and use. Passive vocabulary is vocabulary that you can understand in context.</p>
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B Spelling rules

Rule 1: Adverbs of manner

Adverbs of manner tell us how a person or thing does something.

How does she sing? She sings beautifully.

How does the company work? It works efficiently.

This type of adverb is usually formed by adding the letters *ly* to the adjective form.

She is kind. She speaks kindly.

Some adverbs are irregular:

good – well fast – fast

Task 1

Correct the sentences. There is one error related to adjective / adverb use in each sentence.

- | | |
|---------------------------------------|------------------------------|
| He is very efficiently. | <u>He is very efficient.</u> |
| 1 She plays well tennis. | _____ |
| 2 She is a kindly girl. | _____ |
| 3 They run fastly, don't they? | _____ |
| 4 Michael sings beautiful. | _____ |
| 5 I enjoy very much studying English. | _____ |

Rule 2: Affixation

There are two types of affixes: prefixes and suffixes. Prefixes are added to the beginning of a word, suffixes to the end. Sometimes there is a change to the spelling of the original word.

beauty – beautiful

If you understand prefixes and suffixes, you can guess the meaning of words you don't know.

You can also create new words more easily.

Prefixes normally affect the meaning of a word:

*un = not, e.g. He's **un**friendly.*

*re = again, e.g. Please **re**write this essay.*

Suffixes normally affect the word class:

*ness changes an adjective into an abstract noun, e.g. Money can't buy **happiness**.*

*er / or changes a verb to a noun, e.g. The **workers** are on strike.*

Task 1

Complete the table.

Noun	Adjective	Negative adjective	Adverb
comfort			comfortably
generosity	generous		
	perfect		perfectly
possibility			possibly

Prefixes have certain meanings. These help you to guess meaning when you see new words.

Prefix	Meaning	Examples	Your examples
under-	not enough	undercooked	
over-	too much	overworked	
non-	not	non-smoking	
un-, in-	not	unhappy, inexact	
im-, il-		impossible, illegal	
ex-	before, not now	ex-employee	

Task 2

Look at the table above and add your own examples.

Task 3

Make these words negative.

- perfect imperfect
- 1 polite _____
- 2 literate _____
- 3 happiness _____
- 4 correct _____
- 5 patient _____