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**Hello! English for Secondary Schools, Year 1** is the first in a three-stage standard-based communicative English course for students in the Secondary stage.

**Hello! English for Secondary Schools, Year 1** reviews and builds on the language and skills which students have learnt in the Primary and Preparatory stages. It also introduces students to important new areas of vocabulary and continues to develop their language skills. They also gain further practice in the functional use of the English language, thereby preparing themselves for further academic studies.

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ARAB REPUBLIC OF EGYPT  
Ministry of Education  
Book Sector

HELLO! ENGLISH FOR SECONDARY SCHOOLS - Year one

# HELLO!

# ENGLISH



## FOR SECONDARY SCHOOLS Year One

Revised Edition



2013-2014

غير مصرح بتداول الكتاب خارج  
وزارة التربية والتعليم

## Student's Book

**HELLO!**

**ENGLISH**  
FOR SECONDARY SCHOOLS  
**Year One**



**Student's Book**

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Unit	Title	Grammar/Functions	Listening	Reading
Unit 1	Famous Egyptians	Present and past simple	A conversation about Nabawiya Musa and Dr Zahi Hawass	A newspaper article about Dr Farouk El-Baz
Unit 2	Charles Dickens	Past tenses: simple, continuous and perfect	A talk about Charles Dickens	A summary of Dickens's novel <i>Oliver Twist</i>
Unit 3	The power of the mind	Zero, first and second conditionals	A conversation about memory	A magazine article about the human brain
Review A	Revision	Revision	An interview with a man with an incredible memory	A letter about a best friend
Unit 4	People and their lives	Present perfect simple	Four people talking about their lives	A magazine article about Abu-Heif, world champion swimmer
Unit 5	Ernest Hemingway	Adverbs of degree, the comparative and superlative	A radio programme about Ernest Hemingway	A summary of Hemingway's novel, <i>The Old Man and the Sea</i>
Unit 6	Tomorrow's world	Future verb forms	Five people talking about an aspect of the future	A magazine article about cars of the future
Review B	Revision	Revision	A conversation between two friends about a new house	A summary of Hemingway's novel, <i>A Farewell to Arms</i>
Unit 7	Health and safety	Obligation ( <i>shouldn't/must/mustn't</i> )	A radio programme about bird flu	A magazine article about hygiene and cleanliness
Unit 8	William Shakespeare	Third conditional	A Shakespeare quiz A talk about Shakespeare's life	A summary of Shakespeare's <i>King Lear</i>
Unit 9	It's a small world!	Verbs + <i>-ing</i> form or <i>to</i> + infinitive	A conversation about London	A magazine article about three large cities
Review C	Revision	Revision	Four conversations about different aspects of health	An article about cars and pollution
Unit 10	Animals in the wild	Questions and short answers	An animal quiz	An article about animals in extreme climates
Unit 11	Daniel Defoe	Obligation and necessity/lack of necessity ( <i>must/musn't, don't have to, will/won't have to</i> )	A conversation about items needed by people shipwrecked on a desert island	A summary of Defoe's <i>Adventures of Robinson Crusoe</i>
Unit 12	People at work	Reported speech (1): statements	Five people talking about their jobs	An interview with someone who works for a travel company
Review D	Revision	Revision	Four conversations about zoos	An article about kangaroos
Unit 13	Modern wonders	Articles and expressions for agreeing/disagreeing	People expressing opinions about modern inventions	An article about wonders of the modern world
Unit 14	Jules Verne	Relative clauses	A talk about Jules Verne's life	A summary of Verne's <i>Around the World in Eighty Days</i>
Unit 15	Phobias	Modals of possibility: <i>must/can't/might</i>	Four people talking about their phobias	An article about the treatment for phobias
Review E	Revision	Revision	A conversation in which two people compare radio and television	An article about Hong Kong
Unit 16	The global village	Question tags	Two conversations related to inventions	An article about the uses of satellites
Unit 17	Sherlock Holmes	Passive verbs	A talk about the Sherlock Holmes Museum in London	A summary of Conan Doyle's <i>The Hound of the Baskervilles</i>
Unit 18	Holidays with a difference	Reported speech (2): questions	A conversation about holiday plans	Descriptions of <i>Global Challenge</i> holidays
Review F	Revision	Revision	Five conversations on various subjects	An article about one person's <i>Global Challenge</i> holiday to Peru

Critical thinking	Speaking	Writing
Qualities that make people successful What successful people can give back to society	Discussing famous people Talking about someone who has influenced you	A short biography
Unpaid work Rewarding good deeds	Discussing the beginning of a story	The first paragraph of a story
The importance of the senses How we can help people with disabilities and how they can help us	Discussing ways of learning vocabulary	A letter giving advice
Friendship and respecting differences of opinion	Talking about a friend	A paragraph about a friend
Rewarding heroes and generosity	Talking about an important news or sporting event	A news story about an important event
Man and nature Qualities needed for dangerous or difficult jobs	Telling a story about someone's fight against nature	A five-sentence news story about someone's fight against nature
The implications and consequences of pollution	Expressing opinions about the environment	Two paragraphs of a composition for and against an idea
Qualities people can bring to specialist jobs	Telling a story about someone with special qualities	A description of an old man or woman
The importance of cleanliness and hygiene	Giving advice on how to stay healthy	Advice in the form of instructions and guidelines
How people can learn from their mistakes	Talking about people who have learnt from a mistake	A story about a person who has learnt from a mistake
City tourism The benefits of overseas visitors	Talking about a tourist destination in Egypt	Information for a poster about a tourist destination
The importance of and problems with transport	Expressing opinions about public transport	What people can do to help the environment
The importance of being adaptable	Discussing favourite animals	A two-paragraph article about a favourite animal
The possible consequences of people's actions	Telling a well-known Egyptian story	A well-known story
The importance of knowing a foreign language and being able to use the internet	Practising a job interview Discussing working abroad	A job description
Which animals are useful to humans	Telling a story with a moral	A description of a job you would like to do
What people can learn from past and modern inventions	Expressing opinions Discussing the advantages and disadvantages of modern inventions	Two paragraphs of a composition expressing opinions
Opportunities for world travel today	Describing an interesting journey	A description of a journey to remember
Understanding people's fears and possible treatments for fears	Talking about fears and phobias	A report about someone's phobias
Appreciating different cultures	Giving a talk about a place	A description of a fear you had as a child
Analysing the benefits of satellite technology	Discussing the advantages and disadvantages of satellite TV	An e-mail on the subject of satellite TV
What people can do to help poor countries	Solving and telling mystery stories	A mystery story
Showing respect for other cultures and ways of life	Choosing and analysing a holiday experience	An application to join an expedition
How people can help and learn from older people	Comparing holiday experiences	A description of a TV programme



# UNIT 1 Famous Egyptians

## Listening

### Objectives

**Grammar** Use the present and past simple with frequency adverbs: *always, sometimes, never*, etc.

**Listening** Listen for gist and detailed information

**Reading** Read for detail

**Critical thinking** Discuss what talented people can give back to society

**Writing** A short biography

### 1 Ask and answer

What do you know about these people?  
Discuss in pairs.

- a What are their names?
- b Why are they famous?
- c What other things do you know about them?



### 2 Listen and choose the answer

You are going to hear about two of these people.

- a Which two people do the speakers talk about, a, b, c or d?
- b Were any of the ideas you talked about in Exercise 1 mentioned?

### 3 Listen and complete

Listen again and complete these sentences.

- a Nabawiya Musa was the first *Egyptian woman to go to high school.*
- b In 1920, she wrote .....
- c Later she became the headmistress of .....
- d Dr Zahi Hawass is .....
- e Leila has seen him in a television programme about .....
- f The magazine he writes for is called .....
- g Dr Hawass would like the Rosetta Stone to be .....



The Rosetta Stone

### 4 Work in pairs

Discuss these questions.

- a Who are the most important Egyptians in history? Why?
- b Who are the most important Egyptians today? Why?

# 1 Read and answer

**G** Grammar rev p 121

Study these sentences from the listening text, then answer the questions.

- 1 What did she do when she was older?
- 2 She helped other women to succeed in education.
- 3 Did she write books?
- 4 She wrote a famous book.
- 5 He often speaks on radio and television.
- 6 He sometimes writes in the magazine *Egypt Today*.
- 7 Egyptian people don't see them if they are in other countries.

- a Which sentences have present simple verbs? 5, 6, 7
- b Which have past simple verbs?  
.....
- c Which sentences have irregular verbs?  
.....
- d Which sentence has a negative verb?  
.....
- e Which sentences are questions?  
.....
- f Which two words tell you how often something happens? .....

# 2 Complete the dialogue

Use the present or past simple of the verbs in brackets.

- A What **a** do you know (you/know) about Neil Armstrong?
- B He **b** ..... (walk) on the moon.
- A What date **c** ..... (be) that?
- d** ..... (you/have) any idea?
- B 1968, I **e** ..... (think).
- A No, it **f** ..... (be/not) 1968. It was 1969.  
And who **g** ..... (go) with Armstrong?
- B Buzz somebody, but I **h** ..... (not remember) his name.
- A Buzz Aldrin.
- B That's right! I always **i** ..... (forget) people's names.



# 3 Guess the famous Egyptian

Think of a famous Egyptian. Your partner has to ask you questions until he/she guesses who you are. Ask some of these questions.

Is this person a man or a woman?      How old is he/she?      What is his/her job?

Where does he/she come from?      What did he/she do?      When did he/she do that?





## 1 Check your vocabulary

Check the meanings of these words in your *Active Study Dictionary*.

astronaut geologist soil  
space underground

## 2 Read and complete

Use the correct words from Exercise 1.

- Plants grow better in soil than in sand.
- The ..... Neil Armstrong went into ..... and walked on the moon.
- .....s study rocks and their history.
- Many large, modern cities have ..... railways.

## 3 Read about Dr Farouk El-Baz, then ask and answer

Use the present or past simple to complete the questions and answers. Answer in pairs.

- How often/rain/Western Desert?  
How often does it rain in the Western Desert?
- When/heavy rain/fall there? .....
- Who/find/underground water? .....
- What/use/to find/water? .....
- Where/Dr El-Baz work? .....
- What/his job? .....
- When/Dr El-Baz work/Apollo space project? .....
- Which university/Dr El-Baz study at? .....

## 4 Match the verbs and nouns

What nouns can follow these five verbs?

### Verbs

give play  
score take  
win

### Nouns

advice chess medicine  
the piano points a prize  
a race a goal

## Thank you, Dr Farouk El-Baz



It only rains every 20–50 years in the Western Desert. However, two million years ago, very heavy rain fell there and a huge quantity of water collected under the desert sand. Today, we need this water and the person we have to thank for finding it is one of Egypt's most famous men, Dr Farouk El-Baz.

### Remote sensing

Dr El-Baz, who is a **space** scientist and a **geologist**, is the Director of Remote Sensing at Boston University in the USA. He is the world's greatest expert in remote sensing: the use of satellites to find water under deserts.

**Underground** water was found in the Western Desert and in Sinai thanks to photographs which he took from satellites.

### Space projects

From 1967 to 1973, Dr El-Baz worked on the American Apollo space project, which landed men on the moon. He gave advice on where the **astronauts** should land, and told them how to collect rocks and **soil** on the moon.

Dr El-Baz was born in Zagazig in 1938 and was educated at Ain Shams University.



# Critical thinking

## 1 Read and answer

Read this quotation from the article about Dr El-Baz and answer the questions.

He is the world's greatest expert in remote sensing.

- a What is remote sensing?

*It is the use of satellites to find water under deserts.*

- b Why is remote sensing so important in Egypt and other countries today?
- c Can scientists like Dr El-Baz change our lives now and in the future? How?



### Ramy Ashour wins in Canada

In January 2007, Egypt's internationally famous squash player, Ramy Ashour, won an important championship in Canada. But what do we know about this young man?



Ramy was born in Cairo in September 1987. At the age of 16, he became the youngest player to win the **Men's World Junior Squash Championship**. In 2006, he won the championship again. In the **Hong Kong 2006 Championship**, he was second. He lost to another Egyptian player, **Amr Shabana**. Ramy's older brother, **Hisham Ashour**, is also an expert squash player.

## 2 Predict, read and check

Think about the following.

- a What do you know about Ramy Ashour? Look at the photograph and note down one fact about Ramy and one question you would like to know the answer to.

Example:

*Ramy plays squash. What did he win?*

- b Now read the article. Does it include your fact? Does it answer your question?

## 3 Read and answer

Answer four of the following questions.

- a Where did Ramy Ashour win an important championship in 2007?  
*In Canada.*
- b How old was he when he became the Men's World Junior Squash Champion?  
.....
- c Who is older, Ramy Ashour or Hisham Ashour?  
.....
- d Do you think Ramy felt surprised when he won the Junior Squash Championship? Why?/Why not?  
.....
- e What do you think he did to become such a good squash player?  
.....
- f Why do you think Egypt has so many good squash players?  
.....

## 4 Discuss

Discuss in pairs

If you were successful and famous, what would you hope to give back to your country?

## 1 Prepare to speak

You are going to speak about a person you like.

Aung San Suu Kyi

Albert Einstein

Umm Kulthum

Marie Curie

Martin Luther King

Nelson Mandela

Mahatma Gandhi

- a Choose a person who is famous or who you know well. He/She can be alive or from history.

- b Make notes to answer these questions, like the sample 1-4 below. You can use some of these adjectives.

beautiful brave calm careful cheerful  
clever different enjoyable exciting  
fit friendly funny great hard-working  
helpful important interesting ordinary  
polite popular strong

- 1 Who have you chosen to write about?

My grandfather

- 2 When was he/she born? What is/was he/she like?

1940. Kind, intelligent, funny

- 3 Where does/did he/she live? What does/did he/she do?

With my family. A doctor

- 4 Why do you like him/her? How has he/she influenced you?

showed me how to do a lot of things, like first aid, told me about my family in the past, a very good man

## 2 Give a talk

Tell other students about the person you have chosen.

- a Talk for about a minute. Use your notes to help you.
- b Answer any questions other students ask about the person.





**Listening****Objectives**

**Grammar** Use the past simple, continuous and perfect tenses

**Listening** Listen for detail

**Reading** Sequence a series of events

**Critical thinking** Reflect on paid and unpaid work

**Writing** The first paragraph of a story

**1 Check your vocabulary**

Guess the meaning of the words in bold.  
Check in your *Active Study Dictionary*.

- a *Oliver Twist* is a **novel** by Charles Dickens.  
.....
- b Thieves should go to **prison**.  
.....
- c I don't want to be in **debt**, so I'll have to earn some money.  
.....
- d A **journalist** writes stories in a newspaper.  
.....
- e Fagin is a **character** in one of Dickens's stories.  
.....

**2 Listen and choose the answer**

Listen to a talk about Charles Dickens and choose the correct answer.

- a What nationality was Dickens?  
A Russian **B British** C French
- b As a writer, what is he most famous for?  
A stories B plays C reports
- c In which century did he live?  
A 18th B 19th C 20th

**DON'T FORGET**  
Read the questions before you listen.  
This will help you find the information you need.

Compare answers with another student.

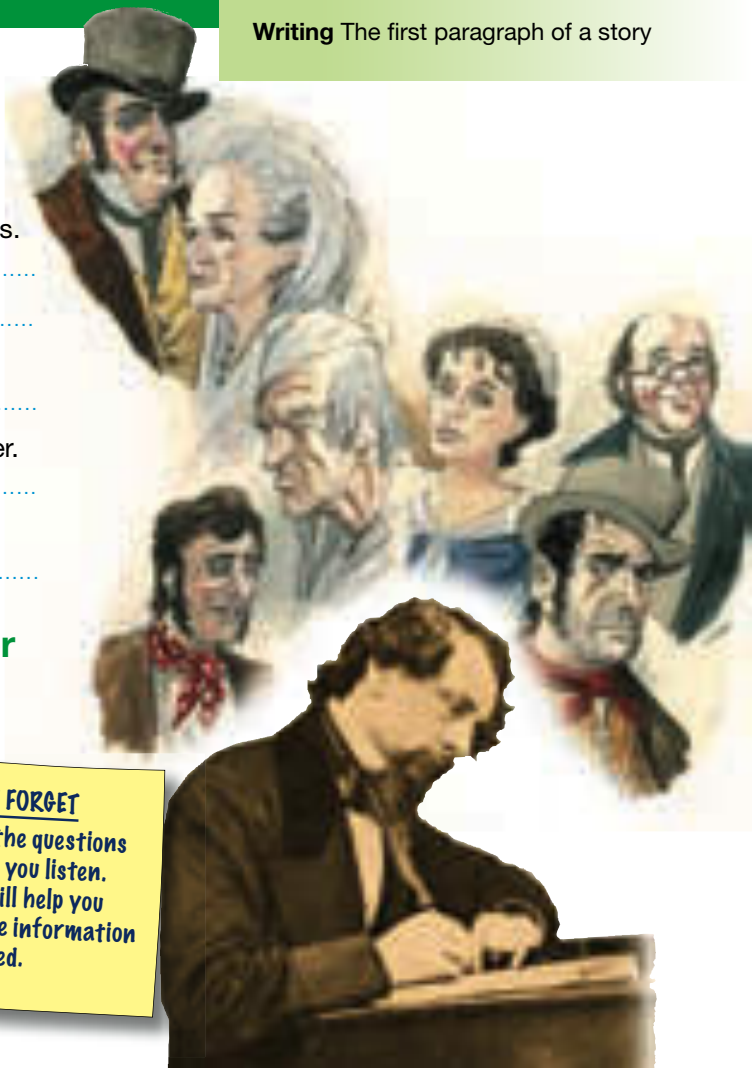
**3 Listen again and choose**

Listen again and choose the correct words to complete these sentences.

- a Charles Dickens was born in 1912 **1812**.
- b He was born in the **south/north** of England.
- c Charles went to work in a London factory when he was **ten/twelve** years old.
- d In the factory he worked for **ten/twelve** hours a day.
- e He used the name **Boz/Oliver** when he wrote magazine stories.
- f Dickens wrote *A Tale of Two Cities* in **1859/1869**.

**4 Discuss in pairs**

What kind of novels do you enjoy reading? Why?



### 1 Underline the past tenses

**G** Grammar rev p 122

Underline the past tenses from the listening text, then answer questions a–c.

- 1 Charles's father went to prison because he had got into debt.
- 2 After he left the factory, Dickens went to work as an office clerk.
- 3 While he was working as a journalist, Dickens was writing magazine stories about life in London.

- a ☒ 1 Which sentence describes a past action that took place because of another, earlier past action?
- b ☐ Which sentence describes two past actions happening at the same time?
- c ☐ Which sentence describes two completed past actions?



### 2 Read and choose

Choose the correct form of the verb to complete the sentences.

In the nineteenth century when Dickens **a** was writing / had written, England **b** was / had been a rich country, but there **c** being / were many poor people. At this time, cities like London and Manchester **d** had grown / were growing very quickly. Large numbers of people were coming to the cities to look for work because they **e** lost / had lost their jobs in the country. Men, women and children **f** worked / had worked very long hours in factories to earn enough money to live. There were not enough houses or flats for everybody, so many families **g** shared / had shared rooms in crowded buildings. Thousands of children, whose parents **h** were dying / had died, lived in the streets of big cities. In those days, many people **i** died / had died when they were young because they were ill or **j** did not have / were not having enough food.



### 3 Discuss in pairs

What was life like in Egypt in the nineteenth century?



## 1 Check your vocabulary

Before you read, check the meanings of these words in your *Active Study Dictionary*.

adopt   gang   arrest  
kidnap   niece   pocket   punish

## 2 Read and complete

Read about Charles Dickens's life and complete the sentences.

- a Charles Dickens's wife was called *Catherine*  
.....  
b Dickens went to America to .....  
c When he died, Dickens was .....

- 1812** Dickens was born in Portsmouth, England  
**1824** Dickens's father went to prison  
**1836** Dickens married Catherine Hogarth  
**1858** Dickens went to America to read his novels to people  
**1870** Dickens died

## 3 Read and order

This is from Dickens's novel *Oliver Twist*. As you read, order sentences a–h.

- a ☐ The gang took Oliver to rob Mrs Maylie's house.  
b ☐ The gang was arrested by the police.  
c ☐ Fagin's boys tried to rob Mr Brownlow.  
d ☐ Mr Brownlow made Oliver part of his family.  
e ☒ 1 Oliver left the workhouse and went to London.  
f ☐ Oliver was kidnapped by Bill Sikes.  
g ☐ Oliver went to live in Fagin's house.  
h ☐ Someone shot Oliver.

# Oliver Twist

## The boy who asked for more

Oliver Twist grew up in a workhouse because his mother had died when he was born. Life for the young boy was hard. When he asked for more food because he was hungry, he was **punished**. So Oliver ran away to London. There he met a boy called Jack Dawkins who was in a gang of thieves. An old man, Fagin, had taught the **gang** how to be thieves, and Oliver went to live with them.

One day, Oliver was with the gang when they tried to take something from a man's **pocket**. The man, Mr Brownlow, caught them but was kind and stopped the police from **arresting** Oliver. Instead, he took him back to his house and looked after him. Oliver lived happily with Mr Brownlow until one of the gang, Bill Sikes, **kidnapped** him and took him back to Fagin.

Oliver had to go with the gang when they broke into a country house which belonged to Mrs Maylie and her **niece** Rose. The thieves were discovered and Oliver was shot. When Oliver told



## 1 Read and discuss

Read this quotation from *Oliver Twist* and answer the questions.

Mr Brownlow caught them, but was kind and stopped the police from arresting Oliver. Instead, he took him back to his house and looked after him.

- a Did Oliver do the right thing when he became a thief? Did he have a choice?
- b Why do you think Mr Brownlow stopped the police from arresting Oliver?
- c What can we say about the character of Mr Brownlow?
- d In what way do you think Mr Brownlow was rewarded for helping Oliver?

Mrs Maylie and Rose that he did not want to be a thief, they believed him and invited him to live with them. One day, at their house, Oliver saw Fagin and another man called Mr Monks looking at him through a window.

Finally the police arrested all of the gang. Oliver discovered that Monks was his half brother. He wanted Oliver to be in trouble so that he (Monks) would get all their father's money. In the end, Mr Brownlow **adopted** Oliver and they went to live with Mrs Maylie and Rose. Oliver found out that Rose was his mother's sister.



## 2 Read and answer

Answer four of the following questions.

- a Where did Oliver Twist grow up?  
*In a workhouse.*
- b What did Oliver learn from Fagin?  
.....
- c What relation was Monks to Oliver?  
.....
- d How do you think Oliver felt when he found that Rose was his mother's sister?  
.....
- e How do you think Oliver felt about life in the workhouse?  
.....
- f Do you think children have an easier life today?  
.....

## 3 Answer the questions

Think about the following.

- a Make a list of the jobs that you do in your home.
- b Do you do think you should be paid for this work?
- c If you answered Yes, how much should you be paid?
- d If you answered No, should you be rewarded in another way?

## 4 Discuss in pairs

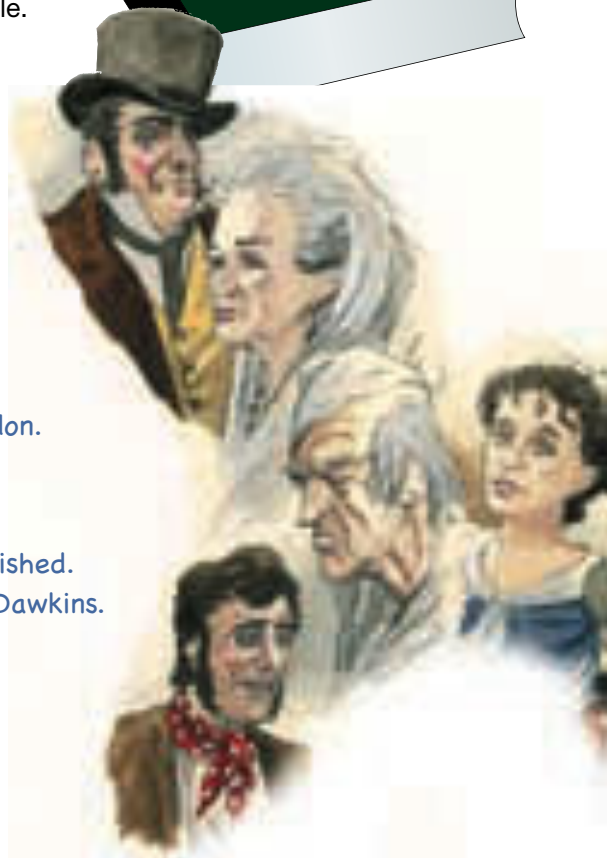
Discuss the following in pairs.

- a Now make a list of the jobs your parents do in your home.
- b Are they paid or rewarded for this work?
- c Answer the questions in Exercise 3 again. Do you think the same?

## 1 Prepare to speak

You are going to talk about the beginning of a story.

- a First, choose a story. It can be a story for children or for adults.
- b Make notes to answer these questions, like the sample.
  - 1 Which story have you chosen?  
*Oliver Twist*
  - 2 Who is the main character? What is he/she like?  
*Oliver. Poor*
  - 3 Where does he/she live? What is his/her life like?  
*Young boy in the village workhouse. Hard*
  - 4 Who are the other characters?  
How did they know the main character?  
*Jack Dawkins, Fagin. Oliver met them in London.*
  - 5 How does the story start? What happened first?  
What happened next? And then?  
*Oliver's birth/Mother's death. Oliver was punished.  
Oliver ran away to London. Oliver met Jack Dawkins.*
  - 6 What is the moral of the story?  
*The bad people are punished.  
The good people live a happy life.*



## 2 Tell your story

Talk about the story in pairs.

- a Take turns to tell each other the beginning of your stories. Use your notes to help you.
- b Discuss the stories. If you do not understand what your partner tells you, ask him/her questions.

- I don't understand. Can you say that again, please?
- Then what happened?
- Who is ...? What did he/she do?
- Where did he/she go/live?
- What is the moral of the story?





# UNIT 3 The power of the mind

## Listening



### Objectives

**Grammar** Use the zero, first and second conditionals

**Listening** Listen for specific information

**Reading** Match headings with paragraphs

**Critical thinking** Imagine life without one of the senses

**Writing** Reply to a letter

### 1 Ask and answer

Discuss these questions in pairs.

- Which of the following do you find easy to remember?
  - names
  - telephone numbers
  - computer passwords
- If you had to learn ten new English words for a test, how would you do it?
- How do you make sure you don't forget an important date?

### 2 Listen and choose

You are going to hear a conversation between Ibrahim and Ali. Choose the correct word or phrase to complete the sentences.

- Ibrahim is a **student** teacher.
- Ali is very good at remembering people's **phone numbers**/faces.
- Ibrahim thinks the human brain is **slow**/incredible.

### 3 Listen again

Choose the correct answer.

- How long does it usually take Ibrahim to learn the names of a new class?
  - one lesson
  - two lessons
  - a few seconds
- What does Ibrahim do while students say their names?
  - He writes their names.
  - He listens very carefully.
  - He looks at the students.
- What does Ibrahim do to test Ali's photographic memory?
  - He reads a list of names and numbers.
  - He shows Ali a list of names and numbers.
  - He writes a list of names and numbers.



**DON'T FORGET**  
To sound modest,  
say I'm quite good  
at... or I'm not bad  
at... (Don't say I'm  
very good at... or  
I'm fantastic at...).

### 4 Ask and answer

Talk about the following.

#### Questions

- What's your memory/eyesight like?
- What are you good at?
- Are you (any) good at English/singing? etc.

#### Answers

- It's quite good/not bad/terrible.
- I'm (quite) good/OK/terrible at maths/cooking, etc.
- Yes, I'm quite good/OK.
- No, I'm not. I'm terrible (at singing).

**1 Read and answer**

Study these sentences from the listening text, then answer the questions.

**G** Grammar rev p123

- 1 If I had 40 students in a new class tomorrow, I'd know all their names by the end of my second lesson.
- 2 The students are very surprised if I get all their names right.
- 3 If you show me a list of ten names and phone numbers, I'll look at them once and say them back to you.



a Which sentence is about...

- ☒ 2 ...something that sometimes happens?  
☐ ...something that is possible in the future?  
☐ ...something which will probably not happen in the future?

b Which verb tenses are used in each sentence? .....

c What are *I'd* and *I'll* short for in sentences 1 and 3? .....

d How is sentence 2 different from sentences 1 and 3? .....

**2 Choose the answer**

Choose the correct verbs in these sentences.

- a If I had to add two long numbers together in my head, it **takes/will take/would take** me two or three minutes.
- b If I **see/will see/would see** the numbers on paper, it is easier to add them.
- c If I remember Ali's address, I **phone/will phone/would phone** and tell you.
- d I'll help you with your maths homework if you **find/will find/found** it difficult.
- e I wouldn't be able to read if I **lose/will lose/lost** my glasses.

**3 Ask and answer**

Discuss these questions in pairs.

- a What do you do if you can't sleep at night?
- b What will you do if you have some free time this evening?
- c What would you do if you lost the key to your flat or house?



## 1 Check your vocabulary

Check the meanings of these words in your *Active Study Dictionary*.

analyse    breathe    cells  
pain    powerful    temperature

## 2 Read and complete

Use the correct words from Exercise 1.

- a Cells are the smallest parts of animals and plants.
- b Doctors need to ..... the results of tests on their patients.
- c After I had fallen over, I had a terrible ..... in my right leg.
- d Normal human body ..... is usually 37°C.
- e If you want to relax, it helps if you ..... slowly.

## 3 Read and match

Read about the human brain and match the headings with the correct paragraphs. You do not need to use one.

- a ☐ The importance of all the senses
- b ☒ Brains compared with computers
- c ☐ Examples of what the brain can do
- d ☐ The problem of brain damage
- e ☐ How the brain controls what we do

## 4 Match the verbs and nouns

Which nouns can follow these four verbs?

### Verbs

close  
guess  
receive  
send

### Nouns

a door    an e-mail    your eyes  
a letter    a message  
a phone call    someone's age  
the answer to a question  
a visit    a window

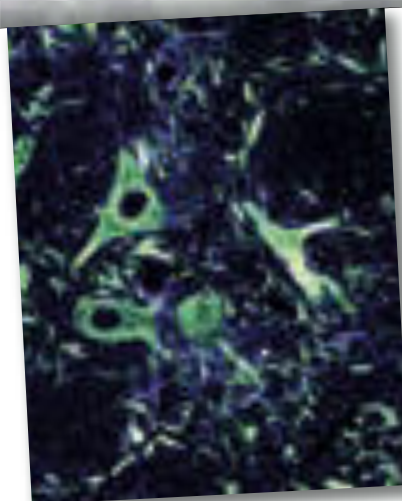
# You have 100,000,000,000 of these!

**1** You have something that is more complex than the most **powerful** computer. With it you can see and smell flowers, remember holidays, feel **pain**, hear your favourite singer's voice and think. This thing, which is in your head and weighs a kilo, is your brain.

**2** Your brain has about a hundred billion (100,000,000,000) **cells**, and controls everything you do. It receives information from your senses, **analyses** it, then sends messages. For example, when you put your hand in hot water, you think, "That hurts!" and you take your hand

out of the water. Your brain receives the message "very hot" from your hand, then immediately sends a message back to your hand, "Take your hand out of the water."

**3** Our senses often work together. For example, try this experiment. Cut a piece of apple, banana and orange. Close your eyes, hold your nose, then taste the fruit. Can you taste the difference between the fruits? Probably not. This is because when you eat something, your brain



receives messages from your mouth, eyes and nose.

**4** Your brain also stores past memories and this makes learning and remembering possible. At the same time, your brain controls your **breathing**, your heart, your body **temperature** and your digestion.

## 1 Answer the following

Answer these questions about the article on the human brain.

- What five senses does the brain receive messages from? taste, smell, sight, hearing, touch
- What happens when you put your hand in hot water? .....
- Why is it difficult to taste different fruits if you hold your nose and close your eyes? .....
- How does the brain also help us to learn and remember? .....

## 2 Look and predict

Look at the pictures. What do you think texts 1 and 2 are about? Put a number by two of the five senses.

- |                                  |                                |                                |
|----------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> hearing | <input type="checkbox"/> smell | <input type="checkbox"/> touch |
| <input type="checkbox"/> sight   | <input type="checkbox"/> taste |                                |

## 3 Read, check and discuss

Now read the texts, check your answers to Exercise 2 and discuss the following with a partner.

- Why do our brains first think the telephone is ringing?
- Why do our brains think that light comes downwards?

## 4 Discuss in pairs

Discuss these questions in pairs.

- Do we all like the same things that we see, hear and taste?
- Is this a good thing or a bad thing? Why?
- Which of the five senses is the most important? Why?
- How would your life be different without this sense?
- How can we help people who have lost one of their senses?
- Can people who cannot see or hear help us in any way?

1

### It's important to guess

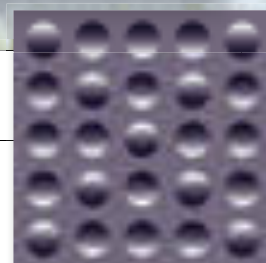
When you hear a sound, your brain tries to guess where it is coming from. So, if you hear a ringing sound and see a telephone, your brain may guess that the telephone is ringing. But if someone picks up the phone and the ringing sound continues, your brain will guess again. Maybe it's a mobile phone or a film on TV.



2

### Holes and balls

If you look at the picture, you will see an X made of balls. Around the X are holes. If you turn the picture the other way, you will see that the X is made of holes and around it there are balls. Why is this? Scientists say that our brains always think that light comes downwards, perhaps because sunlight comes down. Now look at the picture again. Where is the lightest part of each ball or hole?



## 1 Prepare to speak

You are going to discuss a reply to a friend's letter using some helpful ideas and suggestions.

- a Read the letter you received from your friend.
- b Make a note of any suggestions that might help your friend.

## 2 Ask and answer

In pairs, discuss these questions about ways of learning vocabulary. Make a note of any ideas you and your partner agree about.

- a How many words or phrases should you learn at the same time?
- b Does it help to learn words in phrases or sentences? How?
- c Can pictures help you to remember words? How?
- d How can you remember how to spell difficult words?
- e What is the best way to learn how to pronounce words correctly?
- f Does it help to write lists of words you want to learn? How?
- g Do you use a vocabulary book? How?
- h Can a dictionary help? How?
- i Can friends help you? How?

## 3 Express opinions

Tell the rest of the class the best ways of learning vocabulary.

111 Hussein Wassef Street  
Messaha Square  
Cairo

14 October

Dear .....

How are you? I hope you are well. I'm writing to ask you for some advice. I did very badly in my last English test because I didn't know enough words and phrases. My parents were very disappointed.

The problem is that I'm terrible at learning and remembering vocabulary. What would you suggest?

I hope you can help me.

Best wishes,

.....



They recently travelled to Cairo.  
The journey took about four hours.

### recent

ship, control of it is taken by an official receiver because it has too many debts

**re-cent** /riˈsɪnt/ adj having happened or begun to exist only a short time ago. Please attach a recent photo to the form. A recent survey showed that one in five teenagers had tried drugs.

**re-cent-ly** /riˈsɪntli/ adv 1 not long ago. They recently moved from South Africa. 2 in the period of time just before now. I haven't seen him recently.

**re-cep-ta-cle** /riˈseptəkl/ n [C] formed a container

**re-cep-tion** /riˈsepʃən/ n 1 [U] the place in a hotel, company building etc



# Review A

## Listening

### 1 Predict and listen

Look at memory man Mike Champion and discuss these questions.

- a What do you think he is doing?
- b Why does the man at the front look surprised?

Listen and check your ideas.

### 2 Listen and complete

Listen again and complete the sentences.

- a Mike Champion is from Texas.
- b He makes money from .....
- c ..... people usually come to see Mike.
- d Mike promises people that .....
- e Mike has had to pay .....

### 3 Complete the sentences

Complete these sentences with the correct prepositions.

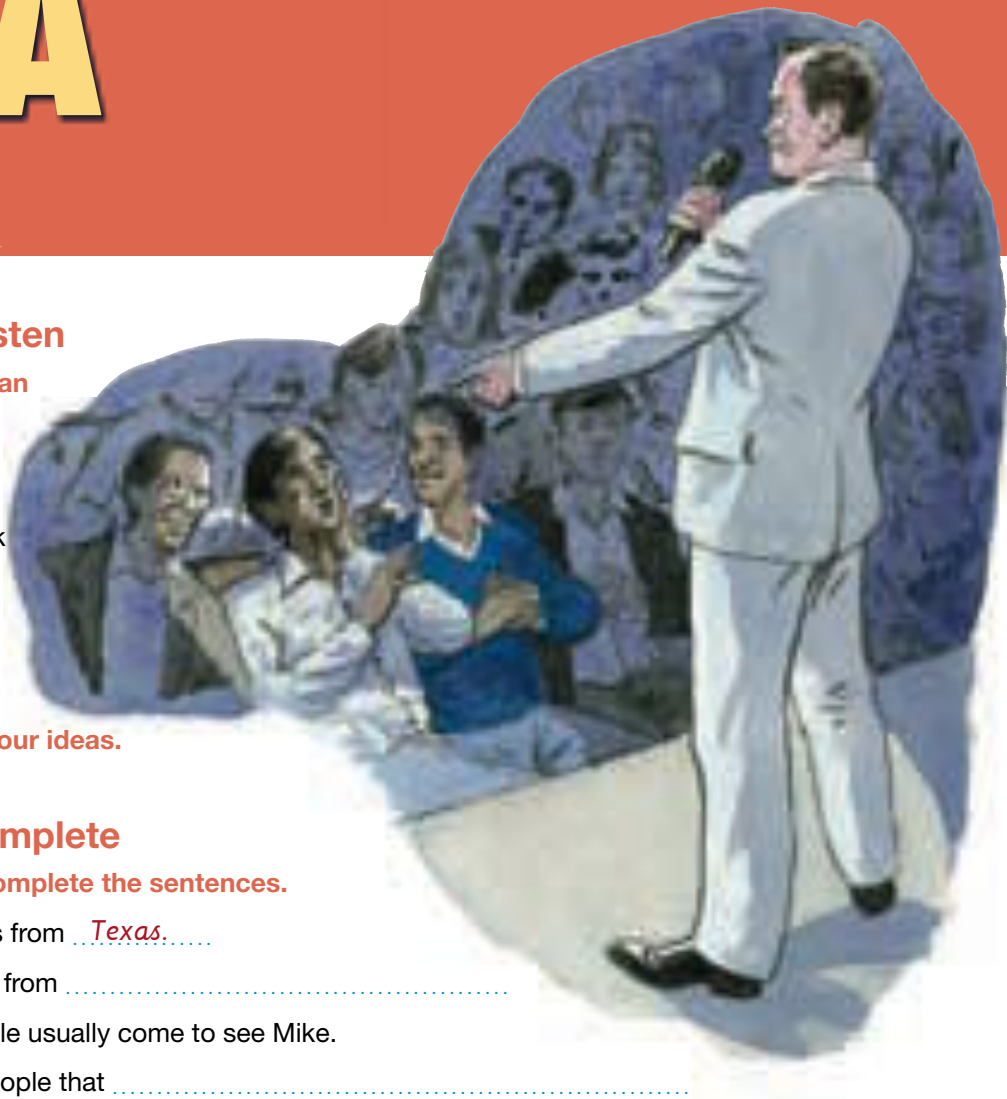
- a I'm from Texas, but I live ..... New York.
- b Is it true that you earn all your money ..... your memory?
- c I introduce myself ..... everyone who comes ..... the show.
- d How much do you have to pay ..... the end of a show?
- e Thank you very much ..... talking ..... me.

Now listen and check your answers.

### 4 Discuss

Discuss this question in pairs.

How do you think Mike Champion can remember so many names?



## 1 Revise verb tenses

Use the correct forms of the verbs in brackets to complete the sentences.

- a I was born in Texas, and lived (live) there until I was 17.
- b At a show two weeks ago, I ..... (forget) someone's name for a few seconds, but then I ..... (remember) it.
- c While Dickens ..... (work) as a journalist, he ..... (write) stories for a magazine.
- d In 19th century England, many children, whose parents ..... (die), lived on the streets of big cities.
- e Most children in the world ..... (help) their parents at home.

## 2 Revise conditionals

Match to make conditional sentences.

- |  |   |
|--|---|
| 1 If I feel tired,                         | a <input type="checkbox"/> I wouldn't go to bed late.           |
| 2 If I have some free time at the weekend, | b <input type="checkbox"/> I'd have something to eat.           |
| 3 If I felt tired,                         | c <input type="checkbox"/> I'll give it back to you.            |
| 4 If I have a headache,                    | d <input checked="" type="checkbox"/> I try to go to bed early. |
| 5 If I find your book,                     | e <input type="checkbox"/> I usually take medicine.             |
| 6 If I were hungry,                        | f <input type="checkbox"/> I'll go to the cinema.               |



## 3 Read and complete

Complete these sentences using the zero, first or second conditional.

- a If I lost my homework, .....
- b ..... I'll buy you a new one.
- c If I can't sleep at night, I .....

## 4 Revise joining sentences

Join to make one sentence. Decide which thing happened first.

after as soon as when

- a Mike Champion looked at the man. He remembered his name.  
As soon as Mike Champion looked at the man, he remembered his name.
- b Zeinab felt ill. Zeinab ate ten bananas.  
.....
- c Magdi watched television. Magdi finished his homework.  
.....
- d Samira cleaned the kitchen. Samira's mother thanked her.  
.....





## 1 Discuss in pairs

Talk about these questions with a partner.

- a What is your idea of a friend?
- b Do you have a best friend?  
How is he/she special?

## 2 Read and choose

Read the letter and choose the correct words to complete the sentences.

- a Abdullah and Ibrahim have been friends for a **long/short** time.
- b They have very **similar/different** characters.

## 3 Read and answer

Read the letter again. Are these statements **True or False**?

- a ☒ Ibrahim has always known Abdullah.
- b ☐ Abdullah is older than Ibrahim.
- c ☐ They went to the same university.
- d ☐ They both want to be doctors.
- e ☐ Abdullah is better at languages.
- f ☐ Ibrahim helps Abdullah with his English.
- g ☐ The two boys never disagree with each other.
- h ☐ Abdullah is sure that Ibrahim will always be his best friend.

354 26th July Street  
Agouza

3 April

Dear Pat,

I'd like to tell you about my best friend Ibrahim. We're the same age and I've known Ibrahim all my life. Our families are good friends and Ibrahim and I used to play together when we were children. We go to the same school and we both want to go to university and become teachers. As you can see, we are like brothers.

Ibrahim and I like doing the same things. For example, we both enjoy athletics and swimming. But we're not good at the same things at school. Ibrahim is good at science and maths and I am better at English. This is useful because I can help Ibrahim with English and he can help me with maths.

Our families sometimes go on holiday together, so Ibrahim and I spend a lot of our free time together. Last year we went on a fantastic sailing holiday.

Our characters are not the same. Ibrahim is a calm, relaxed person. I'm the opposite. I get excited very easily and worry about everything. Ibrahim and I don't always agree with each other. Maybe this is why we are best friends.

I hope Ibrahim and I will always be best friends. Maybe we will become parents and grandparents one day, and our children and grandchildren will play together and be best friends, too.

Best wishes,

Abdullah

## 1 Read and complete

Complete the sentences. You do not need one word.

athletics ~~brothers~~ friends  
 maths parents teachers

- a Ibrahim and his friend are like brothers.
- b When they finish university, both want to become .....
- c Ibrahim and his friend both enjoy swimming and .....
- d Ibrahim is better at ..... than his friend.
- e The writer hopes Ibrahim and he will become ..... at the same time.

## 2 Read and choose

Choose the correct verbs to complete the sentences.

- a Ibrahim and his friend enjoy **doing/playing** tennis.
- b Ibrahim **played/won** the school prize for science.
- c Ibrahim and his friend often **do/make** their homework together.
- d He **received/sent** his father an e-mail to tell him the good news.
- e I **received/took** a letter from my uncle this morning. He's in Spain.
- f Don't look! **Close/Open** your eyes! I've got a present for you.
- g At the weekend, our team **scored/won** an important match.

## Critical thinking

### 1 Read and answer

Read this quotation from the letter about friends and answer the questions.

*Our characters are not the same. Ibrahim is a calm, relaxed person. I'm the opposite. I get excited very easily and worry about everything. Ibrahim and I don't always agree with each other. Maybe this is why we are best friends.*

- a How do you explain the fact that Abdullah and Ibrahim are such good friends?
- b Do you agree that we are often best friends with people who are very different from ourselves?
- c Do you think it is good to sometimes disagree with your friends? Why?/Why not?

### 2 Discuss in pairs

Discuss these questions with a partner.

- a Who was your first "best" friend? How different were you from each other?
- b Do you have the same best friend now?
- c What is your definition of "a good friend"? Finish this sentence:

**A good friend is someone who...**

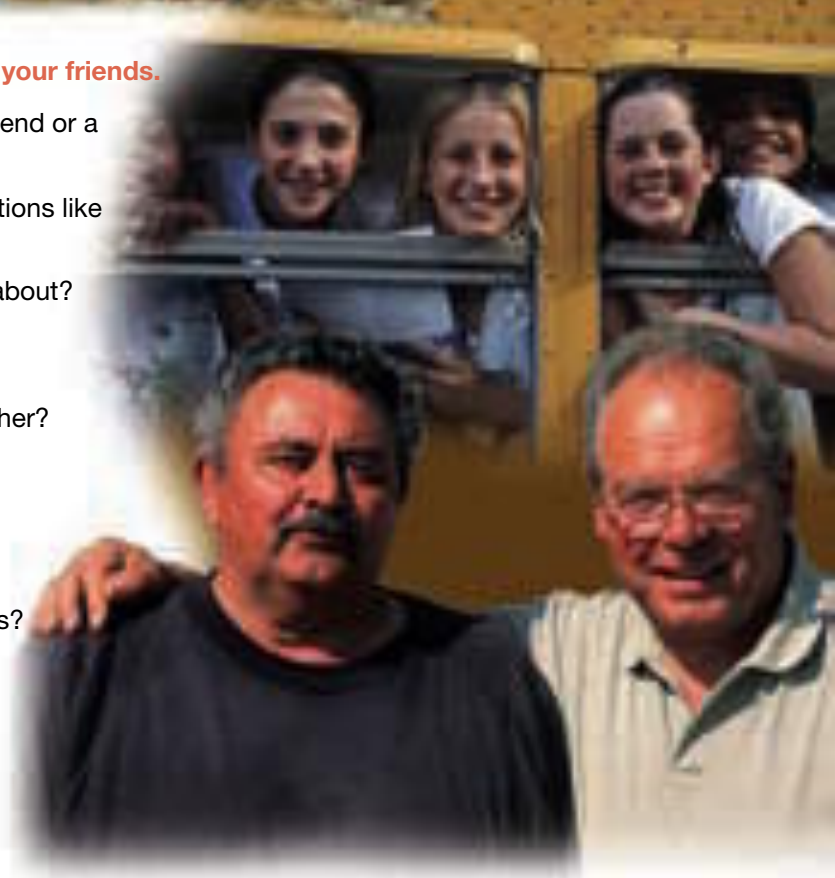




## 1 Prepare to speak

You are going to talk about one of your friends.

- a Choose a friend, e.g., your best friend or a school friend.
- b Make notes to answer these questions like the sample.
  - 1 Who have you chosen to write about?  
Who is this person?  
*Ibrahim, best friend*
  - 2 How long have you known him/her?  
What do you do together?  
*All my life*  
*Go swimming, do athletics*
  - 3 What is he/she good at?  
Are you good at the same things?  
*Science, maths*  
*No: I'm good at languages*
  - 4 What is/was he/she like?  
Is this the same as you?  
*Calm, relaxed*  
*No: I get excited, worry*
  - 5 What are your hopes for the future?  
Will you be friends in the future?  
*Go to university, be teachers*  
*Yes, children and grandchildren will be friends*



## 2 Give a talk

Tell other students about your friend.  
(Don't tell your friend about himself/herself).

- a Talk for about one minute. Use your notes so that you don't forget any important points.
- b Answer any questions other students want to ask about your friend.



# 4 People and their lives

## Listening

### Objectives

**Grammar** Use the present perfect simple

**Listening** Listen for detailed information

**Reading** Read for specific information

**Critical thinking** Analyse greatness

**Writing** A short news report

### 1 Discuss in pairs

Look at the photographs and discuss these questions.

- How many different types of people can you see?
- Where do you think they are from?

### 2 Listen and complete

Four people are talking about their lives.  
Complete the table for each person.

Speaker	a Where is he/she from?	b What does he/she do?
1 Pete	<i>Britain</i>	<i>teaches at university</i>
2 Rana		
3 Stefan		
4 Lili		

### 3 Listen and number

Listen to the recording again. Which speaker...

- ☒ ... speaks several languages?
- ☐ ... has a brother who is studying architecture?
- ☐ ... has seen a giant panda?
- ☐ ... helps children with disabilities?
- ☐ ... wants to be an interpreter after she graduates?



### 4 Listen again

Listen again and put the correct speakers.

- ☒ Which two speakers talk about Australia?
- ☐ Which two speakers say they like one or more sports?
- ☐ Which two speakers help other people in their free time?

### 5 Ask and answer

Discuss in pairs.

- What are your favourite sports? Is your family sporty?
- How do you spend your free time?
- Which languages do you speak? Which would you like to speak?

**1 Read and answer**

Study these sentences from the listening text and answer the questions.

**G** Grammar rev p124

- 1 I've lived in Australia since 1998.
- 2 She's been there for two years.
- 3 I'm studying Chinese at the university.
- 4 I've just finished my first year.
- 5 He's worked there for over twenty years.
- 6 I've never travelled outside China.

- a Which three sentences answer the question *How long...?* *1,.....*
- b Which sentence tells you about a recent event? Which word tells you this? *.....*
- c Which sentence tells you that someone has not done something? *.....*
- d Which sentence describes what somebody is doing now, but doesn't say for how long? *.....*
- e How are *for* and *since* different in meaning? *.....*  
What follows each word? *.....*

**2 Read and answer**

What is the difference in meaning between these sentences?

- a **He worked** there for ten years.  
**He's worked** there for ten years.  
*In the first sentence, he's not working there now.*
- b **I'm studying** Chinese.  
**I've studied** Chinese.  
*.....*
- c **I've visited** Russia.  
**I visited** Russia in 2001.  
*.....*

**3 Work in pairs**

Complete the questions and answers to make conversations.

- a **A** How long/you live here?  
**B** about five years
- b **A** How long/your father/work Cairo?  
**B** 2004
- c **A** your brother/still a student?  
**B** No/just leave/university
- d **A** you like basketball?  
**B** I/never/play basketball
- e **A** you go to Turkey?  
**B** Yes/go there in 2003
- f **A** you go to England?  
**B** No/never

**4 Discuss in pairs**

Talk about the following.

- a A film you have seen recently.
- b A sport you have played.
- c A historical place you have visited.



## 1 Check your vocabulary

Before you read, check the meanings of these words in your *Active Study Dictionary*.

**beat break a record exhausted generosity hero proud**

## 2 Read and complete

Say what Abu-Heif did in these years.

- |                        |                        |
|------------------------|------------------------|
| a In 1929, Abu-Heif... | c In 1963, he...       |
| b In 1951, he...       | d In 1975, Abu-Heif... |

## 3 Read and answer

Read the article again. Are these statements **True** or **False**?

- a ☒ **F** Abu-Heif had eleven older brothers.
- b ☐ As a boy, he went to the swimming pool every day.
- c ☐ He won the school championship after he moved to Cairo.
- d ☐ The swimmers in the Montreal race stopped because Abu-Heif was winning.
- e ☐ There is a beach in al-Anfoushi called Abu-Heif beach.
- f ☐ He was 46 when he retired.

## 4 Complete the sentences

Use the article to find a word in the same family as the word in brackets.

- The way Abu-Heif swam the race was heroic. (hero)
- A professional \_\_\_\_\_ helped Abu-Heif at al-Ahli Club. (train)
- Abu-Heif became \_\_\_\_\_ after he swam across the English Channel. (fame)
- For the people of Egypt, he was a \_\_\_\_\_ hero. (nation)
- The people were very \_\_\_\_\_ of Abu-Heif. (pride)
- People also liked Abu-Heif because of his \_\_\_\_\_. (generous)

# The world's best swimmer

Abu-Heif was one of the best Egyptian athletes ever. In 2001, he won a prize as the best swimmer of the 20th century.



Abdel-Latif Abu-Heif was born in 1929 in the Anfoushi area of Alexandria. His father

was a primary school teacher and Abu-Heif was the tenth of twelve sons in the family. As a boy, he spent a lot of his time swimming in the sea. At the age of ten, he won the Egyptian primary school swimming championship. After this, he moved to Cairo and worked with a professional trainer at al-Ahli Club.

In 1951, Abu-Heif became internationally famous when he swam across the English Channel. In 1953, he crossed the Channel again. This time he **broke the record** by crossing in 13 hours and 45 minutes. When he returned to Egypt, the people welcomed him as a national **hero**.

Abu-Heif continued to train for seven hours a day and to swim in long-distance races all over the world. In 1963, in Toronto, he **beat** Harry William, one of the greatest swimmers in the world. In the same year, he won the Montreal swimming race after he swam for 30 hours without a break. All the other swimmers had given up because they were **exhausted**. Egypt was so **proud** of its world-famous swimmer that they gave his name to a beach at al-Anfoushi.

In 1966, Abu-Heif decided to retire from swimming. However, President Nasser asked him to think again. So Abu-Heif continued to swim and win prizes until 1975, when he finally retired at the age of 46. Abu-Heif was also famous for his **generosity**. He gave his prize money for swimming the English Channel to the family of a British swimmer who had drowned while he was crossing the Channel. He also gave money to the family of a French swimmer who injured his back during a race in France. Abu-Heif died in April 2008.

**1 Read and discuss**

Read this information about Abu-Heif and discuss the questions in pairs.

Abu-Heif gave his prize money for swimming the English Channel to the family of a British swimmer who had drowned while he was crossing the Channel. He also gave money to the family of a French swimmer who injured his back during a race in France.

- a What does this information tell you about the character of Abu-Heif? *That he was generous.*
- b What other qualities did Abu-Heif have that made him a great man? .....
- c What do you think his greatest quality was? .....
- d How did Egypt show it was proud of what Abu-Heif had done? .....
- e What makes someone like Abu-Heif a national hero? .....

**2 Read and answer**

Answer four of the following questions.

As a world-famous swimmer and Egypt's greatest athlete of all time, Abu-Heif was visited by kings and other important people. His ability as a swimmer was so incredible that doctors and scientists came to Egypt to study him because they wanted to know what made him such a powerful swimmer.

For many years, Abu-Heif was not seen on television or read about in newspapers. In 2006, at the age of 79, he went into hospital because he had a weak heart. When he died in April 2008, it was not important news. For older people, Abu-Heif was Egypt's greatest sporting hero, but some younger people do not even know his name.

- a Why did Abu-Heif go into hospital? *Because he had a weak heart.*
- b Who came to Egypt to study Abu-Heif? .....
- c What did they want to know? .....
- d Why do you think important people wanted to meet Abu-Heif when he was famous? .....
- e Why do you think people forgot Abu-Heif? .....
- f Why do you think most young Egyptians had never heard of Abu-Heif? .....

**3 Discuss in pairs**

Discuss the following in pairs.

- a Who are today's heroes?  
How often do you see them on television?
- b Will they always be remembered?



## 1 Prepare to speak

Read this report, then discuss these questions.

- How is the language of the headline different from the report? Think about the tense of the verbs and the use of words like *a*, *the*, etc.
- What information do you find out from the first sentence of the story?
- "The Crocodile of the Nile" was the nickname of Abu-Heif. Do you know the nicknames of any modern sportsmen or sportswomen?



### "Crocodile of the Nile" breaks record for crossing Channel

Yesterday, Abdel-Latif Abu-Heif, 22, from Alexandria in Egypt, broke the world record for swimming across the English Channel. Abu-Heif swam the 32 kilometres between England and France in 13 hours and 45 minutes. This is the narrowest part of the English Channel.

The first person who swam across the English Channel was Matthew Webb in 1875. His crossing took 21 hours and 45 minutes.

## 2 Make notes

Choose a sports or news story you know about. Make notes to answer these questions, like the sample.

- When did the story happen?  
*in 1953*
- Who is it about?  
*Abdel-Latif Abu-Heif*
- How old was he/she?  
*22*
- Where is he/she from?  
*Alexandria*
- What did he/she do?  
*He broke the world record for swimming across the English Channel.*
- What other details are there?  
*He swam 32 kilometres in 13h 45m.*

## 3 Give a talk

Tell other students your news story.

- Talk for about two minutes.
- Answer any questions other students ask about the person.





# 5 Ernest Hemingway

## Listening

### 1 Check your vocabulary

Guess the meaning of the words in bold. Check in your *Active Study Dictionary*.

- a My teachers are all very **knowledgeable** about their subjects. ....
- b My brother enjoys reading, but I prefer the **outdoor** life. ....
- c When they are on holiday, they like **camping** outside. ....
- d My cat was **wounded** by a dog and cannot run very fast. ....
- e Novels and short stories are both kinds of **fiction**. ....

### 2 Discuss in pairs

Look at the pictures. What can you say about Ernest Hemingway's life?

### 3 Listen and check

Listen to a radio programme about Ernest Hemingway. Were your ideas mentioned?

### 4 Listen and correct

Listen again and correct the mistakes.

- a Ernest Hemingway was born in ~~New York~~ in 1899. *Chicago* .....
- b His father was a doctor and his mother was an English teacher. ....
- c During the First World War in Italy, Hemingway drove a bus. ....
- d In 1922, he went to Paris where he worked as a doctor. ....
- e His first poem was called *A Farewell to Arms*. ....
- f *The Old Man and the Sea* was longer than his other novels. ....
- g Hemingway won the Nobel Prize for Literature in 1943. ....
- h Hemingway died in 1960. ....

### 5 Discuss

What kind of novels do you enjoy reading?

- a If you were a writer, would you prefer to be a journalist or a novelist?
- b Would you have found Hemingway's life exciting? Why / Why not?

## Objectives

**Grammar** Use adverbs of degree, the comparative and superlative

**Listening** Listen for biographical facts

**Reading** Sequence events in a story

**Critical thinking** Discuss danger and man's relationship with nature

**Writing** A story summary





### 1 Read and answer

**G** Grammar rev p125 & p126

Read these sentences from the listening text, then answer the questions.

- 1 Ernest Hemingway was a very talented American writer.
- 2 Mary Drew is extremely knowledgeable about Hemingway.
- 3 Hemingway had quite an ordinary childhood.

- a Underline the adjectives in the three sentences.
- b In sentence 1 *very* is an adverb of degree which tells us how **talented** Hemingway is. What adverbs of degree are used in sentences 2 and 3?

### 2 Read and write

Complete these sentences with *an extremely*, *a very* or *quite a*.

- a Mustafa read *The Old Man and the Sea* in one hour. He's an extremely fast reader.
- b John read *The Old Man and the Sea* in two hours. He's ..... fast reader.
- c Ali read it in 90 minutes. He's ..... fast reader.



### 3 Read and answer

Read these sentences, then answer questions a and b.

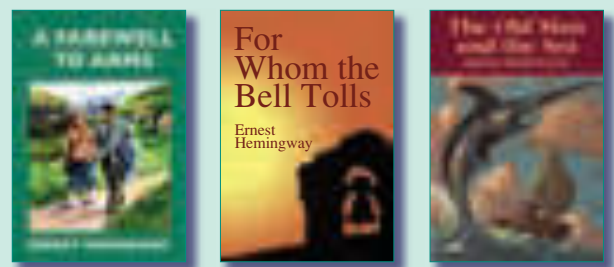
- 1 *The Old Man and the Sea* is shorter than *A Farewell to Arms*.
- 2 Many people think *The Old Man and the Sea* is Hemingway's most successful book.

- a How many books are compared in sentences 1 and 2? .....
- b Which words tell you this? How are these words different from each other? .....

### 4 Read and complete

Complete the sentences using the adjectives in brackets.

- a *For Whom the Bell Tolls* is the longest novel. (*long*)
- b *The Old Man and the Sea* is ..... novel. (*popular*)
- c *A Farewell to Arms* is ..... novel. (*old*)
- d *For Whom the Bell Tolls* is ..... than *A Farewell to Arms*. (*popular*)
- e *For Whom the Bell Tolls* is a ..... book than *A Farewell to Arms*. (*heavy*)
- f ..... novel is *The Old Man and the Sea*. (*short*)



<b>1929</b>	<b>1940</b>	<b>1952</b>
<b>300 pages</b>	<b>500 pages</b>	<b>100 pages</b>
<b>500gm</b>	<b>1kg</b>	<b>150gm</b>
***	****	*****

\* = Quite popular

\*\*\*\*\* = Very popular

## 1 Check your vocabulary

Before you read, check the meanings of these words in your *Active Study Dictionary*.

apprentice    bait    continue  
fishing line    skeleton

## 2 Read and order

Read the story and put these events into the correct order.

- a ☐ Manolin brought Santiago some coffee.
- b ☒ 1 Manolin's parents told him to go fishing with other fishermen.
- c ☐ Some fishermen found the skeleton of the marlin.
- d ☐ The fish pulled the boat along.
- e ☐ The marlin took the bait.
- f ☐ The old man killed seven sharks.
- g ☐ The old man killed the marlin.
- h ☐ The old man sailed out to sea.
- i ☐ Sharks ate the marlin.

## 3 Ask and answer

Discuss to learn about adjectives.

- a Which adjective in each pair is stronger?

1 angry furious

2 exhausted/tired

3 frightening/terrifying

- b Choose the correct word.

1 I've worked hard today. I'm very tired **exhausted**.

2 I haven't slept for three nights. I'm absolutely **tired/exhausted**.

3 He was absolutely **angry/furious** when someone stole his car!

4 Our plane nearly crashed. It was really **frightening/terrifying**.

5 I found that film rather **frightening/terrifying**.

- c Which adverbs do we use with the strong adjectives?

# The OLD MAN and the SEA

An old fisherman, Santiago, and his young **apprentice**, Manolin, had not caught a fish for nearly three months. Manolin had been told by his parents to work with a more successful fisherman. But Manolin liked the old man and visited him every evening to talk to him.

After 84 days with no fish, Santiago was sure he would catch something if he sailed a long way out to sea. So, on the 85th day, the old man set off alone. By 12 o'clock on the first day, a big fish – a marlin – had taken Santiago's **bait**. But because the old man was not strong enough

## 1 Read and answer

Read this quotation from *The Old Man and the Sea* and answer the questions.

Because the old man was not strong enough to pull it to the boat, the marlin pulled the boat along. This continued for two days and nights. The old man was in great pain because he had the fishing line round his body.

- a Why didn't the old man cut the fishing line?
- b What does this part of the story tell us about the old man's character?
- c Why do you think the old man went fishing alone?
- d What does this story show us about people like Santiago?

## 2 Read and answer

Answer four of the following questions.

- a Who is Manolin in *The Old Man and the Sea*?  
*He was the old fisherman's young apprentice.*
- b For how long was the old man at sea before he caught a fish?
- c Why did the old man kill seven sharks?
- d Why do you think the old man was sure he would catch something if he sailed a long way?
- e Why do you think Manolin stayed with the old man?
- f Do you think they ever went fishing again?

## 3 Express your opinions

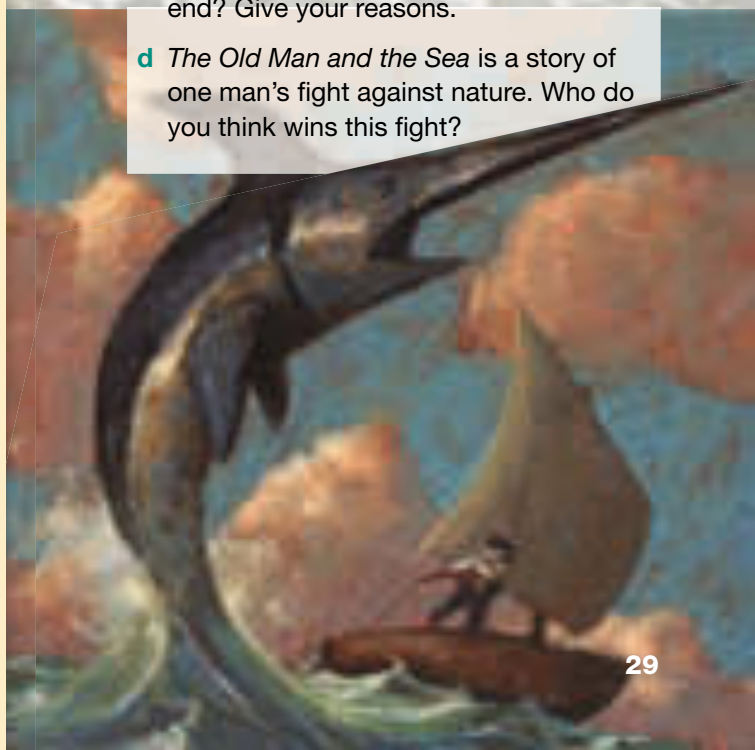
Ask and answer these questions in pairs.

- a How do you feel about the old man at the end of the story?
- b Why do you think the young apprentice Manolin likes the old man so much? What do you think he learns from him?
- c Is the old man happy or unhappy at the end? Give your reasons.
- d *The Old Man and the Sea* is a story of one man's fight against nature. Who do you think wins this fight?

to pull it to the boat, the marlin pulled the boat along. This **continued** for two days and nights. The old man was in great pain because he had the **fishing line** round his body.

On the third day, the marlin was so tired that the old man managed to pull it to the side of the boat and kill it. He started to sail home, pulling the fish in the water behind the boat. He thought about how much money people would pay for his huge fish, but then sharks attacked the boat and tried to eat the marlin. The old man killed seven sharks, but during the night more sharks came and ate the marlin. Only its **skeleton** remained.

When he got back home, it was very early morning. The old man was completely exhausted and went to bed. The other fisherman found Santiago's boat with the fish skeleton. Manolin was worried about Santiago but was glad to find him sleeping at home. He brought him coffee and newspapers, and the two men promised they would go fishing together again one day.





**1 Prepare to speak**

**You are going to talk about someone's fight against nature.**

- a** Read this summary of *The Old Man and the Sea*.  
Why do we not read anything about Manolin?

One day an old fisherman, who had not caught a fish for 84 days, decided to sail a long way to try to catch a fish. On his first day, he caught a huge fish, but it was so strong that he could not bring it to his boat. The fish pulled the old man in his boat for two days and nights, but in the end the fish was more tired than the man. The man pulled the fish in and killed it. As he was coming back home, sharks ate the fish. The old fisherman finally arrived home with only the skeleton of his fish. He was absolutely exhausted after his fight with the sea and the fish.



- b** Think of a story about a person's fight against nature.
- Think of a true story.
  - Think of your own story.
  - Use one of these newspaper headlines to give you an idea.
- c** Write the main points of your story as notes.

## Egyptian climbs Mount Everest



On May 17th, 2007, Omar Samra became the first Egyptian to climb the highest mountain in the world. According to Samra, "The desire and pride of raising the Egyptian flag on the highest points on earth" pushed him to climb Mount Everest.

## Lost for a week in the desert

**2 Give a talk**

**Tell other students about a person's fight against nature.**

- a** Talk for about two minutes.
- b** Answer any questions other students ask about your story.



# UNIT 6 Tomorrow's world

## Listening

### Objectives

**Grammar** Use future forms

**Listening** Listen for specific information

**Reading** Read for gist and inference

**Critical thinking** Implications and consequences

**Writing** Ideas for and against the use of cars in modern society

### 1 Discuss in pairs

Look at this photograph of the inside of a modern car. What do parts a and b do?



**a**  
Satellite navigation system

**b**  
Airbag



### 2 Listen and match

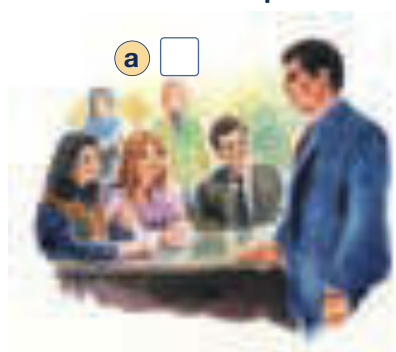
Listen to five people discussing a future event. Match the speakers with the correct pictures.

**a** ☐

**b** ☐

**c** ☒

**d** ☐



### 3 Listen and complete

Listen again and complete these sentences.

**a** A car satellite navigation system tells the speaker *the quickest route*.

**b** Soon Leila's sister and her husband will have ..... children.

**c** The inspector is arriving at ..... o'clock on ..... morning.

**d** Lucy and Paul are probably staying for ..... this evening.

**e** The speaker thinks it's going to rain because .....

**e** ☐



### 4 Discuss in pairs

Talk about four things that you are going to do this week.

**1 Read and complete****G** Grammar rev p126

Learn about future forms.

- a Underline the future verb forms in sentences 1–6.  
b Match each sentence with the correct use.

Sentence	Use
1 The school inspector is coming on Thursday. <u>He's arriving</u> at 10 o'clock.	<input type="checkbox"/> a future fact
2 I expect Lucy and Paul will stay for dinner.	<input checked="" type="checkbox"/> 1 a future arrangement
3 Oh, that's them. I'll get it.	<input type="checkbox"/> a future plan or intention
4 Next month I'm going to buy a new car.	<input type="checkbox"/> a future prediction
5 It's really dark. I think it's going to rain.	<input type="checkbox"/> a quick decision
6 It's my birthday next Tuesday. I'll be 17.	<input type="checkbox"/> a future prediction when there is evidence

**2 Read and answer**

Choose the best replies.

- a "We haven't got any tea."  
"It's OK. *I'm going to get some. I'll get some. I'm getting some.*"
- b "Why are you turning on the television?"  
"*I'm going to watch/I'll watch/I'm watching* the news."
- c "When are you leaving for Rome?"  
"*I'll leave/I'm leaving/I'm going to leave* tomorrow afternoon."
- d "How old are you?"  
"*I'm being/I'm going to be/I'll be* 16 on Saturday."
- e "You look very happy. Have you had some good news?"  
"Yes, my sister *is having/will have/is going to have* a baby."

**3 Discuss**

Ask and answer in pairs.

- a What arrangements have you made for next week?  
b What are your personal plans for the next two years?  
c Make a prediction about your life ten years from now.

**DON'T FORGET**  
When you have a discussion, try to use some of the grammar you have been studying.

## 1 Read and match

Match the headings with the correct paragraphs 1–5.

- a ☐ Electric cars
- b ☐ The newest ideas
- c ☒ 1 The problems of car exhaust gases
- d ☐ The end of oil
- e ☐ Better engines and natural gas

## 2 Read again and answer

Read again and answer these questions.

- a How are the engines in today's cars better than in the past?  
*They burn petrol more efficiently.*
- b How are cars that use engines and batteries better than early electric cars?  
.....
- c What may car batteries use in a few years' time?  
.....
- d Why is it so important for us to find a replacement for petrol soon?  
.....

# Cars without oil

- 1 Air pollution is a big problem for people and the environment. If you sit in a traffic jam in Cairo, your lungs will fill with the exhaust fumes from cars, buses and lorries. Air which is polluted by exhaust fumes can damage your health as well as the environment.
- 2 Scientists are working on the problem of exhaust pollution. Now, all cars burn petrol more efficiently than in the past. Scientists have also designed engines which use natural gas, and many buses in Cairo and other cities use these engines.
- 3 Engineers also designed electric cars that use batteries. The batteries in early electric cars could not store as much fuel as petrol vehicles. This meant that they could not travel as far or as fast as petrol cars. Now, however, engineers have designed cars which use both electricity and petrol. When the battery is empty, the petrol engine takes over, and when the car uses petrol, this recharges the battery. These cars can go farther using the same amount of petrol as ordinary cars.
- 4 Scientists have also discovered that cars can run on vegetable oil, which means that farmers will be able to "grow" fuel in their fields. And now engineers are working on a new type of car battery which makes energy out of hydrogen and oxygen. Experts believe that we may be able to buy cars using these batteries in the next ten years.
- 5 We know that at some time in the future, there will be no oil in the world, so we need to find a replacement for petrol as soon as possible.



This car uses electricity and petrol.

## 3 Read and replace

Replace the words in *italics* with compound nouns.

- a These days, cars can use *oil made from vegetables* *vegetable oil*
- b Cars, buses and lorries produce *pollution of the air*.
- c Has your car got a *system which uses a satellite for navigation*?
- d I sat in a *jam of traffic* for 45 minutes on the way to work today.

### DON'T FORGET

Compound nouns are nouns made of two or more nouns. They are often used instead of phrases with prepositions.

**1 Read and answer**

Answer four of the following questions.

If you sit in a traffic jam in Cairo, your lungs will fill with the exhaust fumes from cars, buses and lorries. Scientists are working on the problem of exhaust pollution. They have designed engines which use natural gas, and many buses in Cairo and other cities use these engines. Engineers have designed cars which use both electricity and petrol. When the battery is empty, the petrol engine takes over, and when the car uses petrol, this recharges the battery.

- a** Where does the air pollution in big cities come from?  
*Exhaust fumes from cars, buses and lorries.*
- b** How is natural gas used in some cities?  
.....
- c** How do some cars use petrol and batteries together?  
.....
- d** Do you think air pollution will get better or worse in the future? Why?  
.....
- e** Do you think it is important to spend time trying to solve the problem of exhaust pollution? Why?  
.....
- f** What other things could people use for fuel in the future?  
.....

**2 Discuss in pairs**

Look at the photo and discuss these questions with a partner.

- a** What does this photo say about the modern world?
- b** Who is affected by pollution?
- c** Who or what is to blame for this situation?
- d** What can we do about the problem?
- e** What do you think will happen when there is no oil left?

**3 Discuss the consequences**

Is there anything that we can do to solve this problem?

**Modern countries need industry. Industry leads to pollution.**

Use the following expressions.

- The reason we have... is because...
- The problem with... is that...
- Although we need... it leads to...
- Perhaps we should...
- One day, we will all be able to...



## 1 Prepare to speak

Do you agree with the following?  
Discuss in pairs.

**The best way to protect the environment is to stop people driving cars.**

## 2 Discuss in pairs

What do you think of the ideas in this composition?



*"To protect the environment, people should only drive their cars for four days a week."*

Everybody agrees that cars and other vehicles are damaging our health and our world. This problem is getting worse every year and we must do something to protect the environment. Different countries have different ways of stopping this damage. In some places, for example, the price of petrol is very high. In other places, people have to pay to drive on some roads or in some cities. Now a speaker is suggesting that people should only be able to use their cars for four days a week instead of seven. In this composition, I am going to discuss some of the ideas for and against this suggestion.

- a Write three ideas for the speaker's suggestion, like the sample.
- b Write three ideas against the speaker's suggestion, like the sample.

FOR

Cars are damaging the environment.

AGAINST

Many people need to use their cars every day for work.

## 3 Give a talk

Tell a group of other students your own opinions.

- a Decide whether you are for or against the speaker's suggestion.
- b Talk for about two minutes. Use your notes from Exercise 2.
- c After each person has spoken, decide as a group whether you agree or disagree with the suggestion.



# Review B

## Listening



### 1 Listen and complete

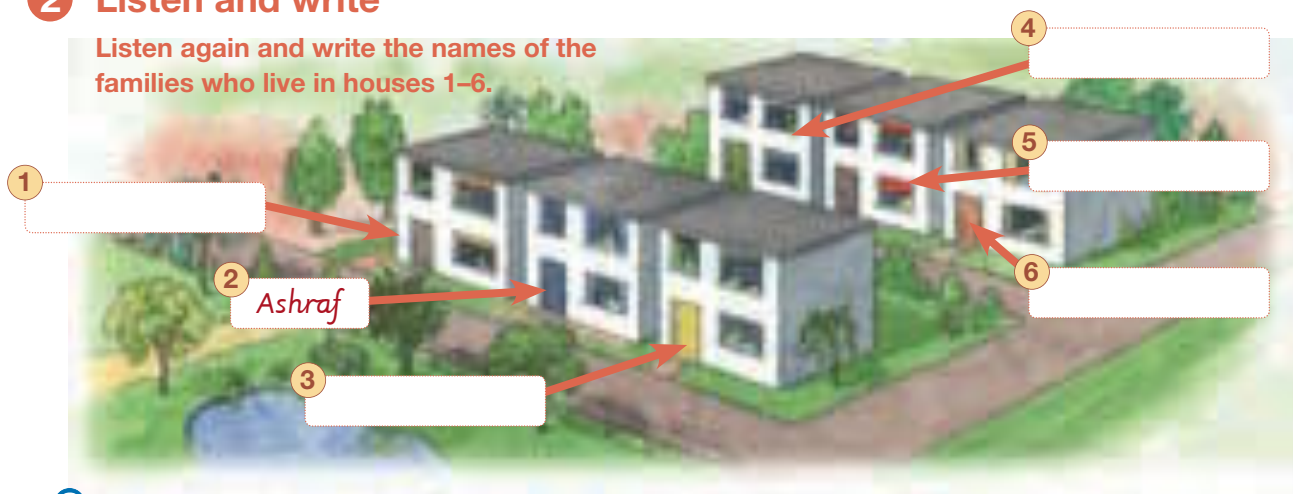
Listen to Ashraf telling his friend Osama about his new house and complete these sentences.

- a Ashraf's new house is near the park.
- b Mr Shalabi and his family are Ashraf's new .....
- c Mr Shalabi is a .....
- d Mr Moussa lives in the house on the .....



### 2 Listen and write

Listen again and write the names of the families who live in houses 1-6.



### 3 Read and complete

Complete the sentences from the listening with the correct form of the verbs.

**Osama** So, I hear you **a** 've moved (move).

**Ashraf** Yes, that's right. We **b** ..... (move) two weeks ago.

**Osama** **c** ..... (you/meet) your new neighbours?

**Ashraf** Yes. We **d** ..... (meet) them on the day we **e** ..... (arrive).

**Osama** How long **f** ..... (they/live) there?

**Ashraf** About six months, I think. They **g** ..... (come) in March.

Now listen and check your answers.

### 4 Discuss

Discuss the following with a partner.

Which house would you live in if you could choose? Give reasons.

## 1 Make questions and answers

Complete the questions and answers using the present perfect or past simple.

- a How long/you study English? *How long have you studied English?*  
(Five years) *I've studied English for five years.*
- b How long/Ali work in Cairo? (Six months)
- c your brother/leave university? (Yes/two years ago)
- d you/be to Australia? (No/never/there)
- e How long/Mohamed/study Chinese? (2006)

## 2 Revise future forms

Correct any mistakes in the answers in these conversations.

- a What are your plans for the summer? ~~I'll look~~ for a part-time job.  
*I'm going to look for a part-time job.*
- b Are you doing anything this afternoon? **No, I won't do anything.**
- c We haven't got any coffee. **Don't worry, I'm getting some.**
- d Have you seen the new James Bond film? **No, but I'll see it this afternoon with Jane.**
- e When is your birthday? **Next Monday. I'm being 16.**

## 3 Make comparisons

Complete these sentences, like the example.

- a Shanghai/Cairo/polluted city  
*Shanghai is more polluted than Cairo.*  
*It is one of the most polluted cities in the world.*
- b Tokyo/Paris/crowded city
- c Mumbai/Alexandria/big city
- d London/Paris/busy airport
- e Shanghai/Alexandria/large port
- f Mississippi/Congo/long river



## 4 How do they do things?

Write new sentences using adverbs, like the example.

- a He's a very careful writer. *He writes very carefully.*
- b I'm a bad speller.
- c They're very hard workers.
- d I'm a slow reader.



**1 Read quickly and answer**

Read about another novel by Ernest Hemingway. What happens at the end?



## A Farewell to Arms

Ernest Hemingway

Many people think that *A Farewell to Arms*, which Ernest Hemingway wrote in 1929, is his best novel. It was very successful – in the first four months in the bookshops, 80,000 books were sold.

It is the story of a young American called Frederic Henry who goes to Europe to help the Italian soldiers during the First World War, like Hemingway himself did. While he is there, he is badly wounded in the legs and is sent to a special hospital in the city of Milan to recover. An English nurse, Catherine Barkley, looks after Frederic there, and the two become very friendly. When Frederic is better again, he goes back to help the soldiers, but this time things don't go well and Frederic is in danger. He returns to Milan and he and Catherine escape to another country, where they marry. Catherine and Frederic live very happily together in a small mountain village. They spend all their time together, walking, reading and talking. They are very happy, until Catherine dies.



**2 Read and answer**

Read the article again and answer these questions.

- a How do you know that the book was successful? *80,000 books were sold in four months.*
- b How is the story of Frederic Henry like the story of the writer himself? .....
- c Where is Catherine Barkley from? .....
- d Why do Frederic and Catherine escape to another country? .....
- e What happens to Catherine in the end? .....



## 1 Read and correct

Correct the words in bold, like the example.

- a *A Farewell to Arms* was Hemingway's most ~~success~~ novel. *successful*
- b While he is in Italy, Frederic is **bad** wounded. ....
- c Frederic and Catherine live **happy** in a small village. ....
- d If I want to **relaxation**, I read a book or listen to music. ....
- e The soldier didn't sleep for four nights. That's why he was so **exhaustion**.  
.....



## 2 Read and match

Match to make compound nouns.

- |   |                                       |          |   |         |
|---|---------------------------------------|----------|---|---------|
| a | <input checked="" type="checkbox"/> 4 | book     | 1 | day     |
| b | <input type="checkbox"/>              | mountain | 2 | centre  |
| c | <input type="checkbox"/>              | city     | 3 | jam     |
| d | <input type="checkbox"/>              | traffic  | 4 | shop    |
| e | <input type="checkbox"/>              | birth    | 5 | village |

## Critical thinking

### 1 Answer the following questions

Read and answer these questions about *A Farewell to Arms*.

- a Did Frederic have to help the Italian soldiers fight?
- b Why did Frederic have to go to a special hospital in Milan?
- c Does this stop him helping the Italian soldiers again?

### 2 Discuss

Discuss the following in pairs.

- a What special qualities do nurses like Catherine need?
- b Think of other important jobs. What qualities are needed for them?
- c What qualities could you bring to an important job?



## 1 Prepare to speak

You are going to talk about a story in which people have special or heroic qualities.

**a** Choose the story you are going to talk and write about. It can be a true story or a novel.

**b** Make notes to answer these questions, like the sample.

**1** Which story have you chosen?

*A Farewell to Arms*

**2** Is it true or from a novel?

*novel by Hemingway*

**3** When does the story happen?

*during the First World War*

**4** Who is the main character/person in the story?

*Frederic Henry, American*

**5** What is he/she like?

*young, brave*

**6** Who are the other important people in the story?

*Catherine Barkley – English nurse*

**7** How does the story start?

*Frederic goes to Italy during First World War*

**8** What happens first?

*Frederic wounded in legs*

**9** What happens next?

*Meets Catherine*

**10** And then?

*They marry and escape to the mountains*



## 2 Give a talk

Work in pairs. Tell each other your stories.

**a** Take turns to tell each other your stories. Use your notes to help you.

**b** Discuss the stories. If you do not understand something your partner tells you, ask him/her questions. Use these words.

Can you tell me that again, please? I didn't understand.

What happened next?

Who is Catherine?

Where is she from?

What did she do?

How did she know Frederic?



# UNIT 7 Health and safety

## Listening

### Objectives

**Grammar** Use modals of obligation: *should/shouldn't, must/mustn't*

**Listening** Listen for gist and specific information

**Reading** Read for detail

**Critical thinking** Show an understanding of the importance of personal cleanliness and hygiene

**Writing** A set of instructions giving advice

### 1 Read and discuss

Look at the pictures and discuss in pairs.

- What do the pictures tell you about bird flu?
- What do you know about bird flu? Can you answer the questions in the poster below?



### 2 Check your vocabulary

Before you listen, check the meanings of these words in your *Active Study Dictionary*.

disease flu infected outbreak wild

### 3 Listen and check

Listen to a radio programme. Were your answers to Exercise 1 right?

### 4 Listen and answer

Listen again. Are these statements *True or False*?

- ☒ F Three hundred people had died of bird flu by 2007.
- ☐ Not everyone who caught the disease died.
- ☐ The disease started in Africa.
- ☐ Only wild birds and animals can catch bird flu.
- ☐ Cats can catch bird flu.
- ☐ It is not possible for humans to protect themselves from bird flu.

### 5 Discuss in pairs

Should we be worried about bird flu? Why/Why not?

## Bird Flu

### How much do you know?



What kinds of birds can catch bird flu?



Where did bird flu begin in 2003?



Can humans catch bird flu?

How can people protect themselves from bird flu?





## 1 Read and match

Match sentences a–d with one of these meanings.

- ☒ a a rule or law
- ☐ b a suggestion
- ☐ c advice
- ☐ d very strong advice

- a You mustn't smoke in hospitals.
- b You must wash if you have touched an infected bird.
- c You should always wash your hands before you eat.
- d You should try playing tennis. It's a great game.



**G** Grammar rev p128

## 2 Read and answer

Reply using *must/mustn't, should/shouldn't* and the words in brackets.

- a I'm really tired. (*bed/earlier*) ..... *You should go to bed earlier.*
- b How fast can I drive on the motorway? (*not more than 110 kph*)  
.....
- c I want to speak better English. (*practise talking to/teacher*)  
.....
- d I really need to get fit. (*go/gym/more often*)  
.....
- e I'm putting on weight. (*eat/so many sweets*)  
.....
- f I'm going to buy a car when I'm living in England. (*remember/drive on the left*)  
.....

## 3 Discuss

Ask and answer in pairs.

- a What **should/must** you do to be:
  - a good Egyptian?
  - a friendly neighbour?
  - a good student?
  - a safe driver?
  - good at English?
- b What **shouldn't** you do?  
What **mustn't** you do?





## 1 Check your vocabulary

Before you read, do these dictionary exercises.

- a Check the meanings of these words in your *Active Study Dictionary*.

attract	germ	infections
public	stomach	

- b Choose the correct meanings for these words, then check in the dictionary.

**cleanliness:** being dirty/being clean

**fly:** a common kind of insect/a bird

**poisonous:** containing something that can kill you or make you ill/containing something that tastes good

## 2 Read and answer

Read the article quickly to find the answers to these questions.

- a What is the difference in meaning between *hygiene* and *sanitation*?

*Hygiene is your own cleanliness, sanitation is public cleanliness.*

- b How do some stomach problems begin?

- c How often should you bathe or wash?

- d What does a damaged tin of food tell you?

## 3 Read again and answer

Answer these questions with a partner.

- a Why is cleanliness important?

*It protects us from infections.*

- b Why did the second child get infected?

- c What should you always do before a meal?

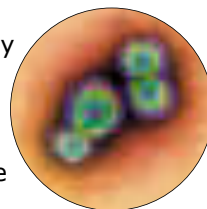
- d Why mustn't you leave dirty dishes lying around?

- e How should you keep food?

## How to avoid illness

**Cleanliness** is extremely important in protecting us from **infections**. Hygiene (your own cleanliness) and sanitation (**public** cleanliness) are both important.

Many infections of the **stomach** pass from one person to another because of bad sanitation and hygiene. If a child has dirty hands, they will be covered with millions of **germs** which we cannot see. If that child gives sweets to another child, some of those germs will be passed to the other child. When this child eats the sweets, he or she will eat some of the germs and may become ill. The child's mother may say that it is because her child ate the sweets, but it is really because her child ate the other child's germs.



These are some of the rules of hygiene. You should always wash your hands before a meal. You should bathe more often in hot weather or when you have been running or been to the gym.



You should also be very careful about the food you eat and the water you drink. Make sure that **flies** and other insects do not land on your food. Insects eat dirt and there are germs in dirt. If insects land on your food, they may pass their germs on to you. You must not leave pieces of food or dirty dishes lying around, because they will **attract** flies. You can protect food from flies and germs by covering it. You should always boil tap water before you drink it.

Finally, you must never eat food that smells bad because it may be **poisonous**. Do not eat food from a tin if the tin is damaged; the food will probably be bad.

**1 Read and answer**

Read this quotation from “How to avoid illness” and answer the questions.

- a Why is it so important to follow rules like these?
- b What can go wrong if people do not follow these rules?
- c How can parents make sure that their children learn these rules?

**2 Read and answer**

Answer four of the following questions.

- a Why is it dangerous if a child has dirty hands?  
*Because the child can pass germs to other children.*
- b When a child takes a sweet from a friend, can the sweet make the child ill?
- c How can you make sure water is safe to drink?
- d How do you think we can make sure that children wash their hands?
- e Why should you bathe more often in hot weather?
- f What do you think you should do if you are not sure whether food is bad or not?

**3 Read and discuss**

Read the hospital story and discuss these questions.

- a What did the boy's family tell the hospital?
- b Did the hospital do the right thing?
- c What should/shouldn't hospital workers do?

**4 Discuss**

What public places should always be very clean and hygienic? Why is this important?



You should always wash your hands before a meal. You should have a bath more often in hot weather or when you have been running or been to the gym. You should always boil tap water before you drink it.

**Our son's hospital not clean, says family**

A young patient is ill in hospital after a cut on his finger became infected. The boy's family said that their son's bed was not very clean. Doctors and nurses looking after the boy said they were very disappointed by the news. They promised to clean the hospital and equip it properly.

The following week, they invited the boy's family to inspect the hospital. The family was pleased that the hospital had been able to make things better.



## 1 Prepare to speak

**You are going to give advice about how people can stay healthy.**

- a** Discuss these questions in pairs. Use your own ideas and ideas you have read or heard about.
- How can exercise help?
  - What should you remember about food and drink?
  - Why is hygiene important?
  - How much sleep should you have a night?
  - How can you keep safe on the roads?
- b** Keep a note of the advice you and your partner agree about.



## 2 Compare and discuss

**Work with a different partner.**

- a** Compare the ideas you have been discussing.
- b** How could you get the public to take these ideas seriously? Talk about some of these ways.
- TV or radio
  - Newspaper advertisement
  - Letter or e-mail
  - Street advertisement





# 8 William Shakespeare

## Listening

### Objectives

**Grammar** Use the third conditional

**Listening** Listen for detail

**Reading** Read for specific information

**Critical thinking** Understand how people can learn from their mistakes

**Writing** A story about learning from past mistakes

### 1 Check your vocabulary

Guess the meaning of the words in bold. Check in your *Active Study Dictionary*.

- a Daniel Craig is the **actor** who plays James Bond. ....
- b In the past, many artists and musicians lived on money from a rich **patron**. ....
- c Actors **perform** in plays and films. ....
- d You can see films in the cinema and plays in the **theatre**. ....

### 2 Discuss in pairs

Do this quiz about William Shakespeare.

### 3 Listen and compare

Listen to two people doing the quiz. Were their answers the same as yours?

### 4 Listen, check and answer

Listen to a talk about Shakespeare.

- a Listen to check your answers to the quiz questions.
- b What was unusual about the date on which Shakespeare was born and died?

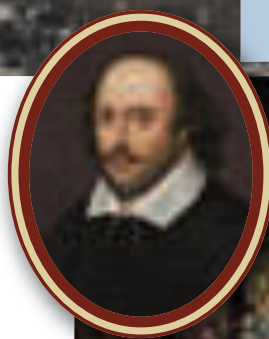
### 5 Listen again and answer

Listen again. Are these statements *True or False*?

- a ☒ F Shakespeare was the son of a hat maker.
- b ☐ Shakespeare left school because his family did not have much money.
- c ☐ Shakespeare married Anne Hathaway when he was 16 years old.
- d ☐ In 1592, Shakespeare went to London to be a writer.
- e ☐ He wrote the play *King Lear* in 1606.
- f ☐ Shakespeare was the owner of The Globe Theatre.

### 6 Discuss in pairs

Why do you think Shakespeare is such a famous writer all over the world?



### How much do you know about Shakespeare?

- 1 When was Shakespeare born?  
A 1564    B 1764    C 1964
- 2 How old was Shakespeare when he left school?  
A 10    B 12    C 14
- 3 What was the name of Shakespeare's wife?  
A Anne    B Mary    C Jane
- 4 Which of these is not a play by Shakespeare?  
A *Macbeth*    B *Hamlet and Juliet*    C *King Lear*
- 5 What was the name of the theatre in London where people could see Shakespeare's plays?  
A The Globe    B The World    C The Earth





### 1 Read and underline

Underline the verbs in these third conditional sentences.

**G** Grammar rev p128

- a Shakespeare wouldn't have been such a good writer if he had left school at the age of 10 or 12.
- b If he hadn't found a patron at this time, Shakespeare wouldn't have become a famous writer.
- c If Shakespeare had stayed in Stratford, he would probably have become a glove maker.
- d Shakespeare would not have been so rich if he hadn't been the part owner of a theatre.

### 2 Discuss in pairs

Ask and answer these questions about the sentences in Exercise 1.

- a Which verb is used in the part of the sentences with *if...*?  
*the past perfect* .....
- b Which verb form is used in the other part of the sentences?  
.....
- c Do these sentences refer to the past, present or future?  
.....
- d Did Shakespeare find a patron? Did he become a famous writer?  
.....
- e Did Shakespeare stay in Stratford? Did he become a glove maker?  
.....



### 3 Make sentences

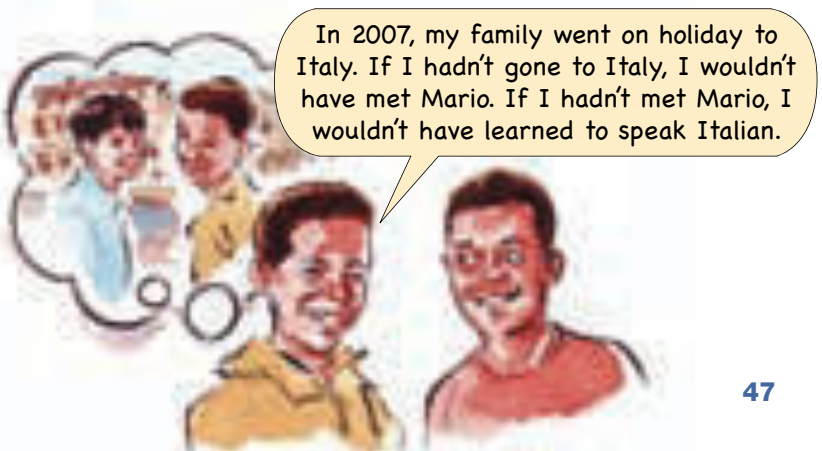
Make third conditional sentences like the example.

- a Shakespeare went to school. He learned to read and write well.  
*If Shakespeare hadn't gone to school, he wouldn't have learned to read and write well.* .....
- b Shakespeare's family had financial problems. He left school at the age of 14. ....
- c Shakespeare didn't stay in Stratford. He became an actor. ....
- d Shakespeare went to London. He met many theatre people there. ....
- e Shakespeare was very rich. He was able to buy a large house in Stratford. ....

### 4 Discuss

Compare ideas with a partner.

- a Think about important things you have done.
- b Now say how your life would have been different if you hadn't done them.



## 1 Check your vocabulary

Choose the correct meanings for these words, then check in the *Active Study Dictionary*.

**obvious:** easy to understand difficult to understand

**wander:** walk very quickly/ walk with nowhere to go

**beat:** win a fight against someone/ lose against someone

## 2 Read and complete

Read *King Lear* and complete these sentences.

- a Before Lear gives his money and land to his daughters, he wants to know how much they love him.
- b If Cordelia had said she loved her father, he wouldn't have ..... her away.
- c Lear and his two friends arrive in Dover after they have ..... around the country.
- d Cordelia and French ..... come to England to try to save Lear.
- e Lear realises Cordelia .....

## 3 Match the verbs and nouns

Which nouns can follow these verbs?

**Verbs** make do

**Nouns**

damage a decision homework  
a job a mistake money a noise  
a quiz a sport a suggestion

## 4 Discuss in pairs

Discuss the following. Use the language from Exercise 3.

- one of your biggest mistakes
- a job you'd like
- a recent decision

## KING LEAR

Lear is the King of Britain. When he is old, he decides to give his country to his three daughters, Goneril, Regan and Cordelia. But before he does this, he asks them to tell him how much they love him. Two of the daughters, Goneril and Regan, say they love him much more than they really do. The third daughter, Cordelia, does not say very much. She does not know how to describe her love for her father. Lear is angry with Cordelia, and gives all his money and land to Goneril and Regan. Cordelia is sent away and goes to live in France where she marries the king.





Old Lear soon discovers that he has made a terrible mistake. It is soon **obvious** to him that Goneril and Regan said that they loved him only so that they could have his money and his country. The truth is that they do not love their father at all. Lear **wanders** around the country with his last two good friends until they arrive in Dover.



In France, Cordelia hears what has happened to her father. She comes to England with soldiers to try to save him and to take his country back from her two sisters. English soldiers arrive in Dover and **beat** the French. Cordelia and Lear are captured and taken to prison. Here, Cordelia tells her father how much she really loves him.

## 1 Answer the following questions

Read this quotation from *King Lear* and answer the questions.

Cordelia hears what has happened to her father. She comes to England with soldiers to try to save him and to take his country back from her two sisters. English soldiers arrive in Dover and beat the French. Cordelia and Lear are captured and taken to prison. Here, Cordelia tells her father how much she really loves him.

- How do you think Cordelia feels when she hears what has happened to her father?
- How do you think Lear feels when Cordelia tries to help him?
- Who puts Cordelia and Lear into prison? Why?
- How do you think Lear feels when he finds out how much Cordelia loves him?

## 2 Read and answer

Answer four of the following questions.

- Which two of King Lear's daughters do not tell their father the truth?  
*Goneril and Regan.....*
- Why does Lear not give any of his money and land to Cordelia?
- Why does Cordelia come back to England with French soldiers?
- Why do you think King Lear believes Goneril and Regan?
- How do you think King Lear discovered that he had made a mistake?
- Why do you think that Lear wanders around the country?

## 3 Make choices

Think about the following.

- How do you think the story will end? Think of a happy and an unhappy ending.
- Which ending do you prefer? Why?

## 1 Prepare to speak

You are going to tell a story about someone who learns from a mistake.

a Think of a story you know. It can be...

- from a novel, a play or a television programme.
- a story you have heard from someone.
- a very old or a very modern story.

b Make notes in answer to these questions, like the sample.

1 What kind of story have you chosen?

A Shakespearean play: *King Lear*

2 Who is the main character?

King Lear

3 What is he/she like?

A tired old man

4 Who is in his/her family?

Three daughters: Goneril, Regan, Cordelia

5 How does the story start?

Lear wants to give his country to his daughters.

6 What happens first?

Lear asks his daughters how much they love him.

7 What happens next?

He gives his land to Goneril and Regan. Cordelia goes to France.

8 Is there a turning point in the story?

Yes. Lear finds out he has made a mistake.

9 Who learns from a mistake? What does he/she learn?

King Lear learns that people can have feelings without talking about them.



## 2 Tell your story

Take turns to tell each other about the story you have chosen.

a Use your notes to help you remember the important points.

b Discuss these questions.

- What is the message of your story?
- What qualities do people need to learn successfully from their mistakes?





# 9 It's a small world!

## Listening

### Objectives

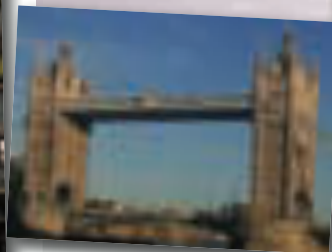
**Grammar** Use verbs followed by *to* + infinitive or *-ing*

**Listening** Listen for detail

**Reading** Read for specific information

**Critical thinking** Show an understanding of the attractions and benefits of cities

**Writing** Produce a tourist poster



### 1 Look and speak

Look at the photographs of places in London.

- What do you think are the advantages of living here?
- What may be the disadvantages?

### 2 Check your vocabulary

Find the correct meanings of these words, then check in your *Active Study Dictionary*.

ashamed criticise foreign  
overcrowded ~~public~~

- for everybody to use ..... *public* .....
- feeling bad about something .....
- say bad things about .....
- not from your own country .....
- filled with too many people .....

### 3 Listen and complete the table

Two Londoners and their Egyptian friend Ali are talking about London.

- What subjects do they talk about?
- Tick if they say something positive and cross if they criticise anything.

Subjects	Jane	Dan	Ali
Architecture			
Entertainment			
Money	<b>x</b>		
Safety		<b>✓</b>	
Transport			

### 4 Listen and complete

Listen again and choose the correct word or phrase to complete these sentences

- Jane says public transport in London is **cheap/expensive**
- Jane is **ashamed/pleased** to go on the underground.
- Dan says that the traffic in London is **not as bad as/worse than** the traffic in Bangkok.
- Dan thinks London is a very **boring/safe** city.
- Ali and his wife enjoy visiting **historic/modern** buildings in London.

### 5 Discuss

Which city in the world would you most enjoy living in? Why?

**1 Choose the answer**

Choose the correct verbs in these sentences from the listening text.

- a I like **to live/living** in London.
- b I'm ashamed **to see/seeing** that the underground is dirty.
- c We really enjoy **to live/living** here.
- d We like it so much we've decided **to stay/staying** for another year.
- e You should stop **to criticise/criticising** London.

Listen to check your answers.

**2 Discuss in pairs**

Discuss these questions about the sentences in Exercise 1.

- a What follows *like*, *enjoy* and *stop*? .....
- b Can you think of any more verbs like these? .....
- c What is the difference in meaning between these two sentences?  
**I like living in London.      I'd like to live in London.**
- d Are these sentences correct?  
**I like living in a flat.      I like to live in a flat.**  
**I hate living in London.      I hate to live in London.**

**3 Read and tick**

Tick the correct sentences. Both may be correct.

- a ☒ The underground train started to move.  
☒ The underground train started moving.
- b ☐ We hope to buy a flat.  
☐ We hope buying a flat.
- c ☐ We're planning to live in Cairo.  
☐ We're planning living in Cairo.
- d ☐ I dislike to sit in traffic.  
☐ I dislike sitting in traffic.

**4 Discuss and write**

Discuss, then complete these sentences with your own ideas.

- a Next year, I'm planning .....
- b When I'm older, I hope .....
- c I really dislike .....

## 1 Check your vocabulary

Do these dictionary exercises.

- a Check the meanings of these words in your *Active Study Dictionary*.

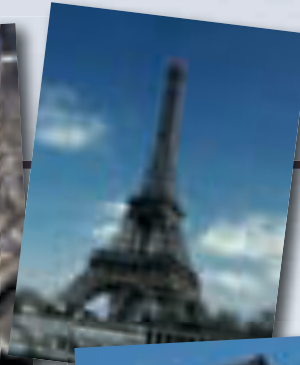
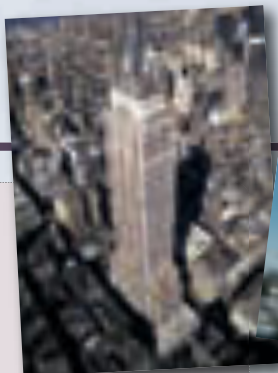
population freedom harbour structure symbol

- b Choose the correct meanings for these words.

the **emperor**: a kind of king/a language

a **palace**: a hotel/house for a king or queen

a **skyscraper**: a very tall building/a very small building



## Around the world in ten minutes

**New York** is the biggest city in the USA, but it is not the capital of the country. That is Washington. But New York is one of the world's most important business centres and a busy port. The Statue of Liberty, which is at the entrance of the **harbour**, is a symbol of **freedom** and welcomes visitors from other countries. New York has more **skyscrapers** than any other city in the world. There are 47 buildings taller than 200 metres and three taller than 300 metres! Two of the most famous ones are the Empire State Building and the Chrysler Building.

**Paris** is France's capital and its largest city. Many people think it is the most beautiful city in the world. Every year, more than two million tourists visit Paris. The most popular place to visit is the Eiffel Tower, a tall metal **structure** which is the **symbol** of Paris.

**Tokyo** is the capital of Japan. About seven percent of the population of the country live there, so it is very overcrowded. It is Japan's main business centre, and like New York, has skyscrapers and fast, wide roads. These are always filled with traffic, so Tokyo has some of the worst pollution in the world. Tokyo is the home of Japan's emperor, whose palace stands in a beautiful park in the centre of the city.

## 2 Discuss

What do you know about the buildings in the photos?

## 3 Read and answer

Read the article. Are these statements *True or False*?

- a ☒ **F** New York is the capital of the United States.  
b ☐ There are more skyscrapers in Paris than in any other city in the world.  
c ☐ The Eiffel Tower is made of metal.  
d ☐ The air in Tokyo is very clean.  
e ☐ The emperor lives in a flat in the country near Tokyo.

## 4 Read, match and make sentences

Find pairs of opposites, then make sentences with them.

overcrowded  
famous  
proud  
hate  
safe  
~~wide~~

ashamed  
dangerous  
~~narrow~~  
not well-known  
love  
empty

Example:

*This road is very narrow, but the road I live on is very wide.*



**1 Read and answer**

Answer the following questions.

The Statue of Liberty, which is at the entrance of the New York harbour, is a symbol of freedom and welcomes visitors from other countries. New York has more skyscrapers than any other city in the world. Two of the most famous ones are the Empire State Building and the Chrysler Building.

- a Where is the Statue of Liberty?  
*At the entrance of New York harbour.*
- b What are the Empire State Building and the Chrysler Building examples of?  
.....
- c What is the Statue of Liberty a symbol of?  
.....
- d Why do you think there are so many skyscrapers in New York?  
.....

**2 Read and answer**

Read this quotation from “Around the world in ten minutes” and answer the questions.

Many people think Paris is the most beautiful city in the world. Every year more than two million tourists visit Paris. The most popular place to visit is the Eiffel Tower, a tall metal structure which is the symbol of Paris.

- a What makes a beautiful city? What other beautiful cities do you know?
- b Why is it important for cities to have symbols like the Eiffel Tower?
- c What is the symbol for Cairo or other cities in Egypt?
- d When tourists go to cities, what kind of places do they like to visit?
- e What makes Cairo a good place for tourists to visit?

**3 Read and discuss**

Read this article about Cairo and discuss these questions.

Today Cairo has the largest population of any city in Africa and is the most important city in the Arab world. For more than a hundred years, Cairo has been an important centre for tourism. Visitors from all over the world come to see buildings from the time of the Ancient Egyptians, especially the Pyramids.



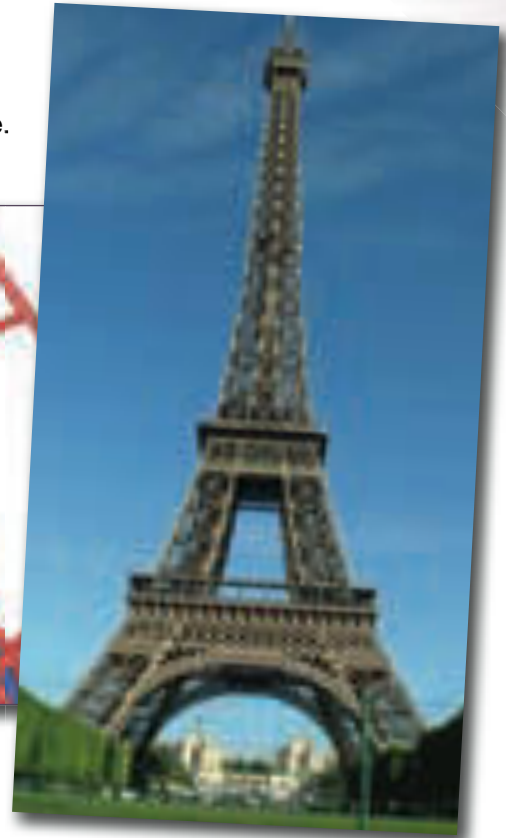
- a Why is it important for visitors to come to Cairo?
- b How can we help tourists enjoy their visits to Egypt?



## 1 Prepare to speak

You are going to talk about places in Egypt that are interesting for tourists to visit.

- Choose a place you know about. It could be a place that is already popular with tourists or a less well-known place.
- Make notes to answer these questions, like the sample.



- Where exactly is the place?  
The Eiffel Tower: in the centre of Paris
- What can you say about the history of the place?  
It was built in 1889. 200,000,000 people have visited it.  
It is 300 metres high.
- What can tourists see and do there?  
They can go up the tower and see the whole of Paris.
- How does this place make you feel?  
It's an exciting building.
- How can tourists get there?  
To Paris: by air or train  
In Paris: by underground train

## 2 Give your talk

Tell other students about your tourist place. Imagine they are tourists.

- Talk for about one minute. Use your notes to help you.
- Answer any questions the other students ask about the place you have described.



# Review C

## Listening

b



a

1



d



c



e



### 1 Discuss

Look at the pictures and discuss these questions in pairs.

- a What possible health problem does each picture show?
- b Which do you think is the most serious problem?

### 2 Listen and match

Listen and match the people you hear with four of the pictures.

### 3 Read and answer

Complete these notes about the listening.

- a Some people say that red meat is not good for your health.
- b It is difficult for people to know what to believe because ..... don't agree with each other.
- c People in England can't smoke in ..... places now.
- d One of these people can't go running because he's too .....
- e The two boys are going to meet at the entrance to the .....
- f It can be bad for your health if you get ..... by the sun.

### 4 Discuss

Discuss these questions in pairs.

- a Do you think vegetables are better for you than meat? Why?
- b Do you agree that people should not smoke in public places? Why?
- c Do you agree that the sun is dangerous? Why?



## 1 Revise *must/mustn't, should/shouldn't*

Complete the sentences saying what the people in the picture *must, mustn't, should, shouldn't* do.

- a The driver of the taxi  
*mustn't go when the traffic lights are red.*
- b The boy with the green bag .....
- c The man reading the paper .....
- d The boy in the white T-shirt .....
- e The old woman .....



## 2 Complete the sentences

Complete each of these sentences in three different ways.

- a In Egyptian schools, children...  
... must always .....  
... mustn't .....  
... should never .....
- b When they are at home, children...  
... should always .....  
... must never .....  
... shouldn't .....

## 3 Write sentences with *if...*

Rewrite the sentences using third conditional verbs.

- a Ali lost his phone, so he didn't call his mother.  
*If Ali hadn't lost his phone, he'd have called his mother.*
- b Ali didn't call his mother, so he didn't tell her he was going to be late.  
.....
- c Because he didn't tell her he was going to be late, she made his lunch at the usual time.  
.....
- d Because Ali came home late, his lunch was cold.  
.....



## 4 Choose the correct word

Choose the infinitive or the *-ing* form. (In two sentences both choices are correct).

- Ahmed** I like my job, but I don't enjoy **a** *to go/going* there and back by train every day.
- Ibrahim** How long does the journey take?
- Ahmed** An hour. I hate **b** *to travel/travelling* at the busiest times.
- Ibrahim** What can you do about it?
- Ahmed** Well, I'd like **c** *to buy/buying* my own car, but cars are so expensive.
- Ibrahim** You should start **d** *to save/saving* some of your money.
- Ahmed** I know. I've decided **e** *to save/saving* a little every month. I'm planning **f** *to buy/buying* one in two or three months.



**1 Discuss**

Discuss the following in pairs.

**How can pollution damage people's health and the environment?**

**2 Read and answer**

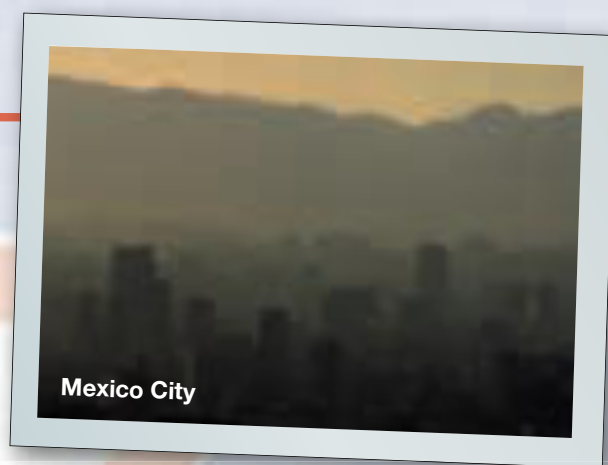
Read this article quickly and answer these questions.

- a Which cities is the article about?  
.....
- b Where has the problem got better?  
Where has it got worse?  
.....

**3 Read and answer**

Read again and answer these questions.

- a Why is pollution so bad in Mexico City?  
*Because there are mountains all round the city and there isn't much wind.*.....
- b Why did they move factories out of the city centre? .....
- c Why did they plant trees along the roads? .....
- d Why did the government put signs on all the cars? .....
- e Why did this make the problem worse? .....
- f Who has to pay to drive into London in the evenings? .....

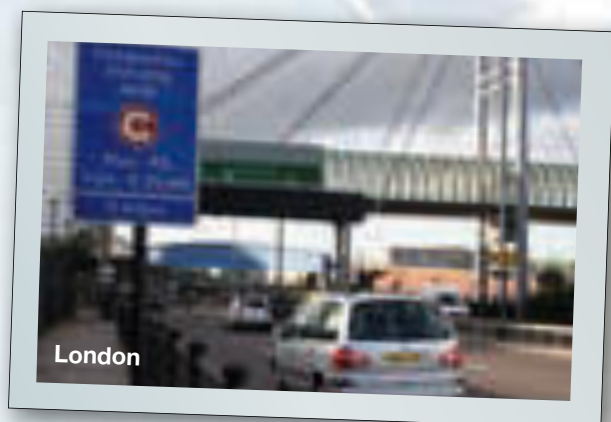


Mexico City

## Cars can damage your health

Mexico City is one of the most polluted cities in the world. There are mountains all round the city and there isn't much wind, so the pollution is not blown away. The people of Mexico City have tried many things to cut the pollution, but nothing has made a difference. They have moved factories from the centre of the city to land outside. They have planted trees along the roads, because trees produce oxygen and help to keep the air clean. There are new traffic rules so that there are fewer cars on the city's roads. The government put signs of seven different colours on all Mexican cars. So people with green signs could not drive their cars in the city on Mondays. People with blue signs could not drive them on Tuesdays, etc. There was a different colour for every day. Unfortunately this system was not successful. Poor people did not go to work on days when they could not drive their cars, and rich people bought another car with a different coloured sign! This increased the traffic and made the problem worse.

London used to have a problem like Mexico City. Now, drivers have to pay to drive into the centre of London during working hours on weekdays. This has succeeded in cutting the number of drivers who come into London every day. Many people now use buses and trains. People who live in the centre do not have to pay and nobody has to pay in the evenings or at weekends.



London

**1 Make or do?**

Complete these sentences with the correct form of *make* or *do*.

- a The people have done many things to cut pollution.
- b Nothing has ..... a difference.
- c The traffic has increased and this has ..... the problem worse.
- d If you ..... a mistake, don't worry. Try to learn from it.
- e The teacher told the students not to ..... any noise while they were working.
- f It wasn't a bad accident. We didn't ..... any damage to our car.
- g I'd like to ..... two suggestions. Firstly...

**2 Choose the correct word**

Answer these questions by choosing the best answer.

- a There are too many cars in your city. How could you describe the air?  
A clean      **B polluted**      C overcrowded
- b Some people don't have enough money to buy a car. How could you describe them?  
A rich      B generous      C poor
- c You've just told your best friend something that is not true. How do you feel?  
A dangerous      B ashamed      C pleased
- d There are too many people on your train. How could you describe it?  
A overcrowded      B polluted      C disappointed

**Critical thinking****1 Read and answer**

Read this quotation from "Cars can damage your health" and answer the questions.

- a Why do you think many people now use buses and trains in London?
- b How did these people travel before?
- c Why don't people who live in the centre have to pay?
- d Why doesn't anybody have to pay in the evenings or weekends?

Now, drivers have to pay to drive into the centre of London during working hours on weekdays... People who live in the centre do not have to pay, and nobody has to pay in the evenings or at weekends.

**2 Express your opinion**

Discuss these questions in pairs.

- a What are scientists doing to help the problem of car pollution?
- b If you do not live in a polluted area, does pollution matter?
- c What can you do to help the environment?

## 1 Discuss in pairs

How would you travel to the following, by car, by bus, by train or on foot?

- to another part of your town or city
- to visit a friend in another town
- to go on holiday in Egypt



What are the good and bad points about travelling by public transport?

Many people think that there are too many cars on the roads and that we should start using public transport more often. The main kinds of public transport are buses and trains. In the past, when few people had their own cars, most people travelled by public transport for a large part of their journeys. In this composition, I am going to discuss some of the points for and against public transport.

## 2 Prepare to speak

You are going to talk about public transport.

- Read the first paragraph of a talk about public transport.
- Make notes about public transport, like this. Write three ideas for and three ideas against.

FOR	AGAINST
<ul style="list-style-type: none"> <li>• Buses and trains are cheap.</li> <li>• .....</li> <li>• .....</li> </ul>	<ul style="list-style-type: none"> <li>• Buses and trains are uncomfortable because they are often overcrowded.</li> <li>• .....</li> <li>• .....</li> </ul>

## 3 Give a talk

Tell a group of other students your own opinions.

- Decide whether you are for or against the idea of using public transport more often.
- Talk for about one minute. Use your notes.
- After each person has spoken, discuss how you could make people use public transport more often.





# 10 Animals in the wild

## Listening

### Objectives

**Grammar** Make questions and short-form answers

**Listening** Listen for detail

**Reading** Scan and read for specific information

**Critical thinking** The importance of being able to adapt

**Writing** A description of a wild animal

### 1 Check your vocabulary

Guess the meanings of these parts of animals. Check in your dictionary.

- a Most animals have a **backbone** but insects do not. ....
- b Fish are covered in **scales**. ....
- c A fish's tail and **fins** help it to swim. ....
- d Dogs, cats and rabbits are covered in **fur**. ....
- e Birds are covered in **feathers**. ....

### 2 Look and say

Talk about the pictures with a partner.

- a Which parts of an animal can you see?
- b What animals are they?

### 3 Listen and complete

Listen to an animal quiz.

- a Complete the table.

	1	2	3	4
backbone?	✓			
fur, feathers?	feathers			
scales, fins?	?			
What does it eat?	plants			
Can it swim or fly?	can swim / fly			
big mouth/nose?	?			
sharp teeth?	?			
What animal is it?	A duck			

- b Listen again and guess what the four animals are.

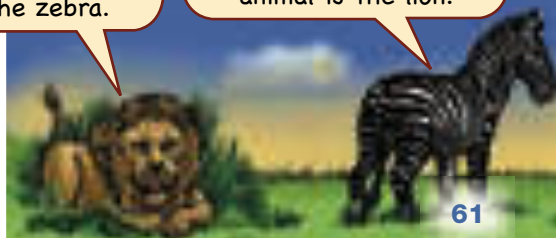
### 4 Ask and answer

Discuss the following in pairs.

- a What is your favourite and least favourite wild animal?
- b What has it got?
- c What can it do?

My favourite animal is the zebra.

My least favourite animal is the lion.



## 1 Read and match

Find two answers for each question a–f.

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No, it doesn't.    No, they can't.  
 Yes, they have.    No, they don't.  
~~Yes, it has.~~    No, they haven't.  
 No, it can't.    Yes, it does.  
 Yes, they can.    ~~No, it hasn't.~~  
 Yes, it can.    Yes, they do.

- a Has it got a backbone? *Yes, it has./No, it hasn't.*  
 b Does it have fur? .....  
 c Can it swim? .....  
 d Do they have big teeth? .....  
 e Can they run fast? .....  
 f Have they got scales? .....



## 2 Make questions

Read the answers and work out the questions.

- a Yes, it can. (climb trees?) *Can it climb trees?*  
 b Yes, it does. (lay eggs?) .....  
 c No, it can't. (fly?) .....  
 d No, they don't. (run fast?) .....  
 e Yes, it can. (swim?) .....  
 f Yes, they do. (feed their young with milk?) .....



## 3 Describe and guess

Describe animals to a friend.

I'm thinking of an animal.  
 Guess which one.



Has it got  
 sharp teeth?

I'm thinking of the  
 last animal I saw. It  
 can fly.



Does it have  
 feathers?

## 1 Look and discuss

Look at the photographs, then discuss in pairs.

- What kind of animals live in these places?
- Match the animals to the places where they live.

## 2 Check your vocabulary

Before you read, check these words in your *Active Study Dictionary*.

adapt   extreme   glacier  
moisture   prey   wildlife

## 3 Read and answer

Read the article quickly and find:

- four environments deserts,
- five animals .....
- five places, countries, etc. ....

## 4 Read again and answer

Answer these questions with a partner.

- What is special about all the animals in the article?
- How are the mountains of Sinai different from the Egyptian deserts?
- Why don't sand cats need to find water?
- How do polar bears keep warm?
- How do polar bears catch their prey?

## 5 Complete the compound nouns

Complete these compound nouns with these words. Then check in your *Active Study Dictionary*.

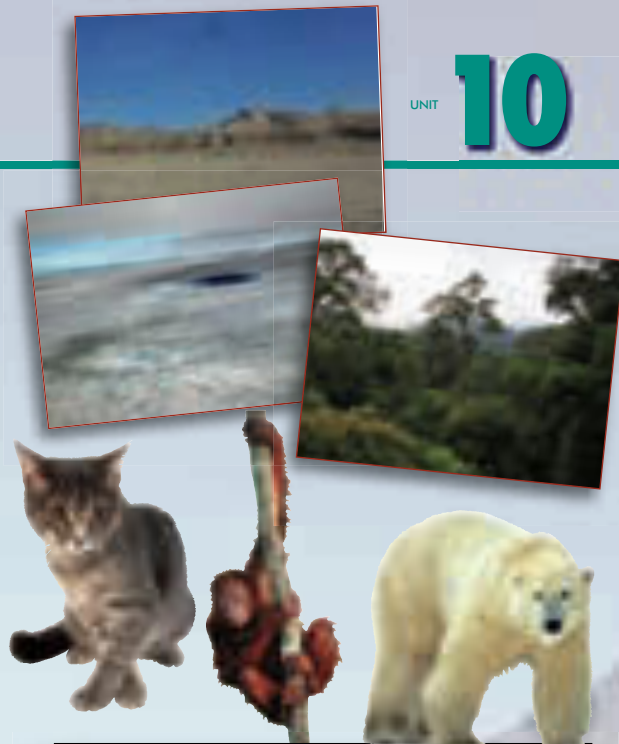
bus   sand   motor

- motor bike
- ..... driver
- ..... cat
- ..... racing
- ..... storm
- ..... stop
- ..... way

### DON'T FORGET

Compound nouns can be written in three different ways:

- one word: *wildlife, rainforest*
- two words: *sand cat, killer whale*
- two words joined by a hyphen: *horse-riding, roller-blading*



## A world of extremes

Many animals have **adapted** to life in **extreme** heat and cold. Think of the extremes in Egypt. There are burning deserts and there are the high mountains of Sinai, which are sometimes covered with snow. Now think of the North Pole with its enormous **glaciers** and freezing water. Think of the rainforests of South America and Asia, with their heavy rain. Incredibly, these environments are home to many types of **wildlife**.

One of the animals best adapted to heat is Egypt's sand cat. It is not much bigger than city cats, but it is designed for desert life, with thick fur on its feet to protect it from the heat. Sand cats are not often seen because they sleep underground during the day and only come out to hunt at night. Like many other desert animals, they do not have to find water, as they get all the **moisture** they need from their **prey**, which includes rats and mice.

At the other extreme, polar bears live on the ice around the North Pole. They are between 2.5 and 4.5 metres long and more than 450 kilograms in weight. Their white fur and thick skin protect them from the extreme cold. They live on fish, which they catch through holes in the ice. They have an incredible sense of smell and can smell their prey as far as 16 kilometres away. They can run faster than 50 kilometres an hour.



## 1 Read and answer

Read this quotation from “A world of extremes” and answer the questions.

Many animals have adapted to life in extreme heat and cold.

- Which animals that have adapted to extreme heat and extreme cold are mentioned in the article?
- How do you think these animals have adapted to their conditions?
- Will animals have to adapt to new extreme conditions in the future? Why?/Why not?

## 2 Discuss

Discuss the following in pairs.

- What kinds of environment do these animals live in?

mountains rainforests  
deserts rivers grasslands  
glaciers jungles forests



lion



crocodile



goat

- How have they adapted to these environments?

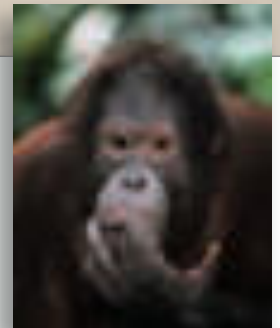
## 3 Discuss, read and check

Discuss your ideas in pairs.

- How do you think the orangutan has adapted to its environment?
- Read the short text to find out if your ideas are correct.



The **rainforests** of **Borneo**, where it is very hot and wet, are the home of the **orangutan**. Although their name means ‘wild man of the forest’, they are quiet, rather lazy animals. They spend most of their lives high up in trees. They sleep all night in nests which they make from branches. In the morning, they feed on fruits and **insects**, but then they rest before eating again in the evening. Strangely, they do not like water, so when it rains they protect themselves by holding leaves over their heads.



## 4 Read and answer

Answer four of the following questions.

- Where do orangutans live?  
*In the rainforests of Borneo.*
- When and where do orangutans sleep?
- Why do orangutans sometimes hold leaves over their heads?
- Do you think ‘the wild man of the forest’ is a good name for this animal? Why?/Why not?
- Why do you think orangutans spend most of their lives high up in trees?
- Why do you think orangutans rest during the middle of the day?

## 1 Prepare to speak

You are going to talk about your favourite wild animal.

- a Decide on the animal you are going to write about.
  - b Make notes in answer to these questions, like the sample.
  - c If you need to find some information, look on the internet or in an encyclopaedia.
- 1 My favourite wild animal  
the lion
  - 2 What does it look like?  
very large cat covered in white, yellow or orange fur
  - 3 How large/heavy is it?  
140–250 cm long, 120–250 kg in weight
  - 4 Where does it live?  
eastern and southern Africa, northern India, on the edge of deserts or in forests
  - 5 What does/can it do?  
lives in groups, can run at 80 km an hour
  - 6 What does it eat?  
meat of other large animals, e.g. goats
  - 7 Why is this your favourite wild animal?  
they are very proud animals



## 2 Give your talk

Describe your favourite animal to other students, using your notes to help you.

- a Other students have to guess which animal you are describing. They can also ask you questions.
- b Tell other students whether their guesses are correct and answer any questions they ask.



## Listening

## Objectives

**Grammar** Use *must/mustn't, don't have to, will/won't have to, had to*

**Listening** Listen for detail

**Reading** Sequence a series of events

**Critical thinking** Think about the consequences of your actions

**Writing** A well-known story



## 1 Check your vocabulary

Match the words with the things on the desert island. Check in your *Active Study Dictionary*.

axe books coat clock computer  
first-aid box hammer knife  
cooking pot mirror mobile phone  
money radio rope torch

## 2 Describe what things do

Describe what the things in the picture do. Your partner must guess what it is.

A You use it to cut things.

B Is it the knife?

A No. You can use it to cut wood.

B Is it the axe?

A Yes, that's right.



## 3 Listen and make notes

Listen to Omar and Ahmed choosing six things to help them on a desert island. Make notes to complete the table.

Omar and Ahmed will take...	How they will use it
1 a knife.	• They'll use it to cut things and for protection.
2	• They'll use it if...
3	• They'll use it to...
4	• They'll...
5	•
6	•

## 4 Discuss in pairs

Do you disagree with any of Omar's and Ahmed's choices? Why?



## 1 Read and answer



Study these sentences from the listening text. Underline the examples of **must** and **have to**, then answer the questions.

- 1 We must take a knife.
- 2 We won't have to get up to go to school.
- 3 We'll have to cook.
- 4 We had to cook when we went camping last year.

- a What form of the verb follows *must* and *have to*? the infinitive
- b Which sentence refers to the past? .....
- c Which sentences refer to the future? .....
- d What form does *must* take in the past and future? .....

## 2 Read and discuss

Discuss the following in pairs.

We **must** wear a hat.  
We **will have to** wear a hat.  
We **had to** wear a hat.

- a Are there any differences in meaning between these sentences?  
You **must** wear a hat.  
You **will have to** wear a hat.  
You **had to** wear a hat.
- b Are there any differences in meaning between these sentences?  
You **must** wear a hat.  
You **mustn't** wear a hat.  
You **don't have to** wear a hat.

## 3 Read and choose

Choose the correct verb to complete these sentences.

- a A Do you think I could be a pilot?  
B Yes, but you **don't have to** will have to speak English.
- b A It's very late. You **won't have to/must** go to bed, or you'll be late for work tomorrow.  
B It's OK. It's a holiday tomorrow, so I **mustn't/won't have to** get up early.
- c A What does 60 mean on that road sign?  
B It means you **mustn't/don't have to** drive faster than 60 kph.
- d A Yesterday, I **had to/must** stand on the bus because it was so full.  
B You'll **have to/don't have to** get an earlier bus next time.
- e A He'll **have to/had to** play in the team tomorrow or we won't have enough players.  
B You can't ask him. He **mustn't/doesn't have to** run at the moment because he's hurt his leg.



## 4 Read and complete

Complete with your own ideas.

- a Last weekend, I had to .....
- b On Fridays, I don't have to .....
- c I've been very busy this week, so at the weekend, I'll have to .....
- d At my school, all the students must .....
- e In the holidays, I won't have to .....

## 5 Discuss

Discuss these questions in pairs.

- a What are some of the things you will/won't have to do when you leave school?
- b What did/didn't you have to do before you started school?

## 1 Check your vocabulary

Before you read, check the meaning of these words in your *Active Study Dictionary*.

adventure island lonely  
mainland prisoner shipwrecked

## 2 Read and answer

Read about Daniel Defoe's life and answer these questions.

### Daniel Defoe

- 1660** Defoe was born in London. His father was a butcher.
- 1684** Defoe married Mary Tuffley. They had two sons and five daughters.
- 1704** Defoe started his own newspaper, *The Review*.
- 1719** Defoe wrote his most famous book, *Robinson Crusoe*.
- 1731** Defoe died.

- a What did Defoe's father do? .....
- b How many children did Defoe have? .....
- c How old was Defoe when he died? .....

## 3 Read and order

Read a summary of Defoe's novel *Robinson Crusoe* and order the sentences.

- a ☐ An English ship arrived at the island.
- b ☐ Crusoe built a home on the island.
- c ☐ Crusoe found a footprint in the sand.
- d ☒ 1 Crusoe left England and became a sailor.
- e ☐ Crusoe returned to the island.
- f ☐ Crusoe taught Friday some English.
- g ☐ Crusoe was shipwrecked.
- h ☐ Friday and Crusoe returned to England.
- i ☐ They saved some more prisoners.

## 4 Build your vocabulary

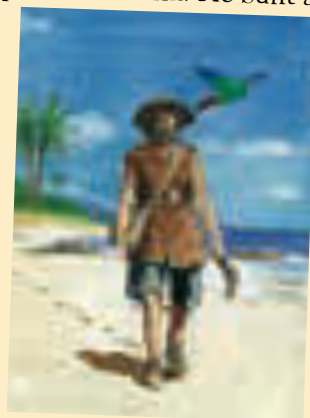
What is the word for people who do these things? Write the ending -er, -or, -ist, then check in your dictionary.

Someone who...

- a sails sailor
- b builds builder
- c studies biology biologist
- d acts in a play .....
- e studies archaeology .....
- f studies science .....
- g designs things .....
- h inspects (schools) .....
- i studies geology .....
- j does art .....

## The Adventures of Robinson Crusoe

Robinson Crusoe left England on a ship in 1651, even though his parents did not want him to become a sailor. Eight years later, after many exciting but dangerous **adventures**, there was a terrible storm. Crusoe was **shipwrecked** on an **island** about 70 km from South America. All the other sailors died, but Crusoe saved tools, guns and other useful things from the ship before it sank. He built a safe home, hunted animals and grew crops for food. A bird and some cats were his only friends, but he was **lonely** because he was the only human on the island.



## 1 Read and answer

Answer four of the following questions.

a For how long was Robinson Crusoe a sailor before he was shipwrecked?

*Eight years.*

b What did Crusoe save from the ship?

c How did Crusoe become a rich man?

d Why do you think Crusoe's parents did not want him to be a sailor?

e In what ways was Crusoe able to adapt to life on the island?

f How do you think he felt when he found that the islanders were living happy successful lives?

## 2 Imagine a situation

You are going to a desert island. You can take any ten things you want.

a Write what you will take with you below.

- |         |          |
|---------|----------|
| 1 ..... | 6 .....  |
| 2 ..... | 7 .....  |
| 3 ..... | 8 .....  |
| 4 ..... | 9 .....  |
| 5 ..... | 10 ..... |

b Compare your list with a partner. How many of the things are the same? Discuss what is different.

## 3 Discuss in pairs

Discuss how the things you have chosen may affect the island. Think about the following.

- a Would any of your things cause pollution? How?
- b Would any of your things affect any animals or birds living on the island? How?

## 4 Imagine a different situation

Discuss 12 things you would need to take if a group of ten people were going to the island.

- a Would you take the same ten things, or change some of them?
- b Which two extra things would you take? How would they be specially useful?

After twelve years, Crusoe was very surprised when he found a human footprint in the sand. He discovered that people from the **mainland** sometimes visited the island and killed their prisoners there. One of these people escaped and stayed with Crusoe on the island. Crusoe called him Friday and taught him a few words of English. Later, another group of people from the mainland came to the island. Crusoe and Friday killed some of them and saved some more prisoners. Friday's father was one of these. With more help, Crusoe could now grow more food.

In December 1686, an English ship arrived and took Crusoe and Friday off the island. Crusoe and Friday then travelled to England, and finally arrived in London in June 1687. Crusoe found that a business he had started years ago had been very successful, so he was now a rich man. He married and had three children. After his wife died, he sailed back to the island for the last time. He found the islanders were living happy, successful lives there.



## 1 Prepare to speak

You are going to tell and write a well-known story.

- a Decide which story you are going to write. Think of how you can make it interesting to people who already know it.
- b Think about how to tell your story. Make notes in answer to questions like these.

1 Which story have you chosen? How old is it?

*Robinson Crusoe, about 300 years old.*

2 Who are the main characters? What are they like?

*Robinson Crusoe, Friday.*

*Crusoe is brave, lonely and kind. Friday is helpful.*

3 How does the story start?

*Crusoe becomes a sailor and leaves England.*

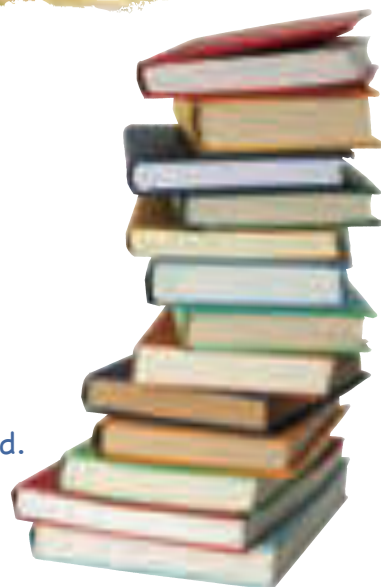
4 How does it continue and end?

*He is shipwrecked on a desert island.*

*He escapes from the island and returns to England.*

5 Does the story have a moral?

*The moral is that patient, kind people will be rewarded.*



## 2 Tell your story

Talk about the story in groups.

- a Take turns to tell each other about the stories you have chosen. Use your notes to help you.
- b If you have chosen the same story as another student, are your notes exactly the same or are there differences?
- c Why do so many well-known stories have morals?



# 12 People at work

## Listening

### Objectives

**Grammar** Use reported speech

**Listening** Listen for specific information

**Reading** Read for gist and specific information

**Critical thinking** Understand the importance of knowing a foreign language and being able to use the internet

**Writing** A job description

### 1 Discuss

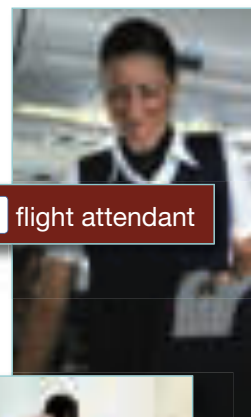
Discuss these questions in pairs.

- What jobs are the people in the pictures doing?
- Which of these jobs would you most like to do? Why?



### 2 Listen and number

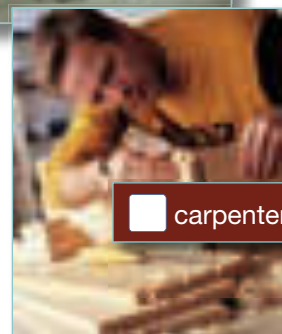
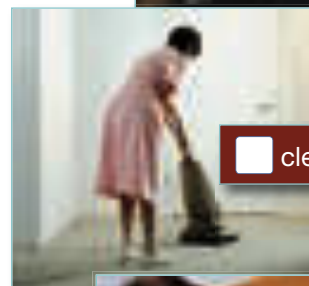
Number the five speakers in the order you hear them.



### 3 Listen and answer

Listen again. Are these sentences **True** or **False**?

- ☒ F The baker gets up at three o'clock in the morning.
- ☐ After he has finished making bread, he makes cakes.
- ☐ The cleaner only works in the evenings.
- ☐ She cleans and tidies people's desks.
- ☐ The fireman spends a lot of time at road accidents.
- ☐ The flight attendant enjoys staying in hotels in other countries.
- ☐ The carpenter started work at the age of thirteen.
- ☐ He learnt everything he knows from his grandfather.



### 4 Discuss

Are there any jobs you would not enjoy doing? Why?

## 1 Read and answer

**G** Grammar rev p131

Read these sentences from the listening text. What tense are the bold verbs?

- He said that the first thing he **did** when he **got** there **was** turn on the ovens. *past simple*
- She said that she **didn't touch** anything on the desks. ....
- He said he **had never been** badly injured, but the year before his best friend **had died**.  
.....
- She said the only part of her job she **didn't like** **was** staying in hotels. ....
- He said the first thing his grandfather **had taught** him **had been** how to cut wood.  
.....

## 2 Discuss, then listen and answer

Discuss these questions in pairs.

- The sentences in Exercise 1 report what the speakers said. What did the speakers say?  
*The first thing I do when I get here is turn on the ovens.*
- Listen to the speakers again to check your ideas.
- What are the differences between the sentences in Exercise 1 and Exercise 2a?  
Think about the following:
  - the bold verbs in Exercise 1.
  - pronouns and adjectives like *my*.
  - time and place phrases like *here*.

## 3 Read and report

Report these speakers' words.

- I really love my job.  
*He said that he really loved his job.*
- I do most of my work when other people are at home.
- We don't spend all our time in burning buildings.
- Most of my work is repairing things in people's houses.



## 4 Speak, then report

In groups of three, ask each other these questions, then report the answers.

- What's your favourite drink?
- What's your favourite snack?
- Where did you go for your last holiday?

Now make up some more questions to ask each other, and report the answers.





## 1 Check your vocabulary

Use your *Active Study Dictionary* to check the meanings of the words in bold.

- a What jobs would you like to **apply** for?
- b What university **course** will you do?
- c How could you **improve** your English?
- d What **qualifications** do you have?
- e Is it easier to **translate** from Arabic into English or from English into Arabic?

Now ask and answer the five questions with a partner.

## 2 Read, complete and answer

Read this magazine interview.

- a Complete the interviewer's questions.
- b Read the interview again and answer these questions with a partner.
  - 1 How many hours a week does she work?  
48 hours
  - 2 Why did Leila apply for this job?
  - 3 Does she have to work on 6th October?
  - 4 What did she do when she started this job?
  - 5 What does she do now?

## 3 Learn about time phrases

Ask and answer with a partner.

- a How long does Leila work? hours/day  
She works eight hours a day.
- b How much time do you spend at school? hours/day
- c How many days are you at school? days/week
- d How many weeks' holiday do you have? weeks/year

## 4 Learn about confusing words

Complete these sentences with *hard* or *hardly*.

- a My brother always works hard at school.
- b I'm not very good at maths – I find it quite a ..... subject.
- c I've ..... done any school work this weekend.
- d I've had ..... any sleep for three days.

## 5 Discuss

If you had your own company, what kind of company would you choose? Why?

**Samira** ① (Name of company) Who do you work for?

**Leila** One World Travel. It's one of the biggest travel companies in the country.

**Samira** ② (Reason for wanting job) Why .....?

**Leila** I applied for the job there because I wanted to work for a modern company that works with foreign companies. The company also said they would train me.

**Samira** ③ (Qualifications) What .....?

**Leila** I had to have the Secondary Education Certificate. I also had to speak and write English.

**Samira** ④ (Training) What .....?

**Leila** Before I started, the company sent me on a language course to improve my English and to learn to translate Arabic into English and English into Arabic. I was also taught to use the internet.

**Samira** ⑤ (Hours of work) How many .....?

**Leila** I work eight hours a day, six days a week, starting on Saturday and finishing on Thursday.

**Samira** ⑥ (Holiday) How much .....?

**Leila** I have three weeks' holiday a year, and I have all the national holidays.

**Samira** ⑦ (Work at first) What .....?

**Leila** When I started, I spent a week finding out what other people in the company did.

**Samira** ⑧ (Work now) What .....?

**Leila** Now I write letters and e-mails and I answer telephone calls from other countries. Sometimes I also translate letters from English into Arabic.

**Samira** ⑨ (Like) Do .....?

**Leila** Yes, I really enjoy my job. I enjoy meeting and talking to customers from all over the world.



## 1 Read and answer

Read this quotation from the interview with Leila and answer the questions.

The company sent me on a language course to improve my English and to learn to translate Arabic into English and English into Arabic. I was also taught to use the internet.

- Why is it important for someone in a travel company to speak English well?
- Do you think Leila will need to be best at speaking, listening, reading or writing English?
- Why do you think Leila will need to be able to translate from and into Arabic?
- How do you think Leila uses the internet in her work?

## 2 Read the job advertisements and answer

Answer the following questions.

- Which languages do people need for the job in advertisement A?  
*They need English and Arabic.*
- When should people who want to do the job in advertisement A be able to work?  
.....
- In which job do you need to know your city well?  
.....
- In which job do you need to be able to work in the school holidays?  
.....
- When will people who want to do the job in advertisement C be able to work?  
.....
- How old should people who want to do the job in advertisement C be?  
.....

## 3 Read and discuss

Read these job advertisements and discuss the questions.

- Which job or jobs could you do?
- Which job or jobs would you like to do?
- What qualities would you need to get these jobs?
- Why do you think each job needs someone who can speak English?
- How might the people doing these jobs use the internet in their work?

A

### Sales Assistant wanted

- Can you work six hours a day at weekends?
- Can you speak English and Arabic?
- Would you enjoy serving customers?

If you can answer **Yes** to these three questions, we might have a job for you. Phone: 07685 564980.

B

### Tourist Guide needed

We need someone to show foreign tourists round our city on three evenings a week.

If you can speak English and enjoy speaking to all kinds of people, this is the job for you. Good pay.

Apply to P.O. Box 178 Cairo.

C

### Swimming pool life guard

We are looking for a student to work for five mornings a week during school holidays. You must ...

- be 16 or older.
- be a strong swimmer.
- be good with people.
- speak good English.

Phone us to discuss the job on

08967 547689

## 1 Prepare to speak

You are going to prepare for a job interview. Match the interviewer's questions to her notes on Ed Fawley's answers.



### Interviewer's questions

- a ☒ 6 Where are you from?
- b ☐ Where do you teach?
- c ☐ What do you do at the school?
- d ☐ Why did you choose to work in Alexandria?
- e ☐ How many hours do you work a week?
- f ☐ How much holiday do you have?
- g ☐ What do you like about your job?
- h ☐ What would you like to do in the future?

### Ed Fawley's answers

- 1 36
- 2 life in Egypt, good friends here, travelling in Middle East
- 3 teach English, prepare lessons
- 4 two months, national holidays
- 5 open a language school in Cairo
- 6 Vancouver, Canada
- 7 at a language school, Alexandria
- 8 learn Arabic, live in historic city

## 2 Have an interview

Work with a partner. Take turns to be the interviewer and Ed Fawley.

- a Ask the questions a–h above.
- b Answer in full, using the written notes.

## 3 Discuss

Discuss these questions in pairs.

- a Would you like to go to another country to teach your language? Why?/Why not?
- b Where would you like to go most?





# Review D

## Listening

### 1 Discuss

Discuss these questions with a partner.

- a Have you ever visited a zoo?
- b If your answer was Yes, what did you like and dislike about your visit?

### 2 Listen and number

Match each conversation 1–4 with one of these subjects (you do not need two).

- a ☐ Someone who likes spending time with animals.
- b ☒ 1 A zoo which is improving.
- c ☐ Someone who doesn't like zoos.
- d ☐ A zoo which is getting worse.
- e ☐ Why TV programmes are better than zoos.
- f ☐ Why we still need zoos.

### 3 Listen and choose the answer

Listen again and choose the correct answers in these sentences.

- a The zoo in conversation 1 has made it easier for people to see the **lions** elephants. Visitors now look **down/up** at these animals.
- b In conversation 2, the speaker works in a zoo in **America/Britain**. He says that the animals may attack people if they are **angry/hungry**.
- c In conversation 3, the speaker **didn't enjoy/enjoyed** his trip to the zoo. He spent a long time watching the **giraffes/camels**.
- d In conversation 4, the speaker is the **director/owner** of a large, modern zoo. He says children enjoy watching the lions being **fed/cleaned**.

### 4 Discuss

Discuss these questions in pairs.

- a Would you like to work in a zoo? Why?/Why not? Which animals would you like to work with most?
- b Is it right to keep animals in cages so that people can look at them? Why/Why not?



## 1 Write short answers

Write two short answers for each of these questions.

- a Did you have a good weekend? Yes, I did. No, I didn't.
- b Can you still see the animals clearly? .....
- c Do you look after a particular kind of animal? .....
- d Have you ever been attacked by a lion or a tiger? .....
- e You went on a school trip to the zoo yesterday, didn't you? .....
- f We can see programmes about animals on television, can't we? .....
- g Do you agree that zoos can help to protect animals? .....



## 2 Listen and circle

Circle the answers the speakers gave to the questions in Exercise 1.

## 3 Choose the answer

Choose the correct verbs in these sentences.

- a Children must not ~~don't have to~~ put their hands into animals' cages. It is very dangerous.
- b If you want to see the baby elephant at the zoo tomorrow, you'll **have to/had to** wait in a queue.
- c If you are working with animals, you **don't have to/mustn't** frighten them.
- d When you go to the zoo, you **won't have to/mustn't** ask where the birds are because you will hear them.
- e When I worked at a zoo, I **had to/must** feed the animals two or three times a day.
- f It isn't expensive to visit the zoo, and you **don't have to/mustn't** pay for children.

## 4 Rewrite the sentences

Report these speakers' words.

- a "I haven't been to the zoo for two or three years," said Anna.  
Anna said she hadn't been to the zoo for two or three years.
- b "They've built a special place where visitors can stand and watch the elephants," said Leila.
- c Sylvia said, "I'm interviewing people about their jobs."
- d "Last year, a lion broke my arm when we were playing together," said Charlie.
- e "The animals are my best friends," said Charlie.
- f Mr Sherif said, "Some animals are only living today because zoos have protected them."

## 1 Discuss in pairs

Discuss the following in pairs.

- a Where do kangaroos live as wild animals?
- b How do kangaroos move?
- c In what other ways are kangaroos different from many other animals?

Read this article quickly to check your answers.

## 2 Read and answer

Read the article again. Are these sentences **True** or **False**?

- a ☒ **F** Red kangaroos usually live in large family groups.
- b ☐ Red kangaroos are found in the middle of Australia.
- c ☐ Kangaroos need to drink many litres of water every day.
- d ☐ Kangaroos do not move around much during the day.
- e ☐ Kangaroos' back legs are very strong.
- f ☐ The faster kangaroos move, the more energy they use.
- g ☐ A "joey" is another name for a mother kangaroo.
- h ☐ Baby kangaroos grow inside their mother's body.

## 3 Make notes and discuss

Do the following in pairs.

- a Find out about other animals that are found only in Australia.
- b Tell each other what you know about each of these animals.



## The kangaroo – a different kind of animal

Kangaroos are wild animals which are found only in **Australia**. They are **marsupials**, which means that their babies grow in a **pouch** – a kind of bag – at the front of their mother's body. There are seventeen different kinds of kangaroos. The largest, the **red kangaroo**, can grow up to 1.8 metres in height.

Red kangaroos live alone or in small groups in the dry areas in the centre of Australia. They do not need to drink for long periods of time because they can find moisture in the grass and other plants that they eat. During the day, when it is hot, they sleep or rest out of the sun. They start moving around in the evening, at night or early in the morning.

Kangaroos are famous for the way they move. They do not walk or run like most other animals, but jump using their powerful back legs and large feet. They can move six metres in one jump. They use their huge tails like another leg to stop themselves from falling, especially when they are moving slowly. Scientists have discovered that these strange jumping animals use less **energy** when they are moving fast than when they are moving slowly.

"Joeys", which is what Australian people call baby kangaroos, are born into their mother's pouch, where they can drink her milk. At first, they are only as big as a small nut, but they grow slowly in the pouch until they are big enough to leave their mothers.





## 1 Revise compound nouns

Rewrite these phrases as compound nouns.

- a a director of a zoo zoo director
- b a trip to the zoo .....
- c legs which are at the back (of an animal) .....
- d a kangaroo when it is a baby .....
- e a plant which grows in the desert .....
- f a tree which has nuts .....

## 2 Revise people who do things

Correct any spelling mistakes (some are correct).

- a My father is a research ~~scientist~~ scientist
- b A school inspector visited our class last week. ....
- c When I'm older, I would like to be an archeologer. ....
- d My older brother is a fantastic photographer. ....
- e We need a good builder to repair our garden wall. ....
- f A famous designor made my sister's wedding dress. ....



## 3 Revise your vocabulary

Complete these sentences using words from the units.

- a Fish are covered in scales.
- b Dogs and cats are covered in .....
- c If you want a job, you should ..... for it.
- d Crusoe was ..... on an island after a storm.
- e If you don't have any friends you might feel .....
- f You can ..... your English by listening to English programmes.

## Critical thinking

### 1 Discuss in pairs

Discuss the following questions in pairs.

- a Why do you think some animals are found only in certain places? Are there any animals that are found only in Egypt?
- b Would you like to study animals? Why?/Why not?
- c Can we learn anything from animals?
- d Which animals are particularly useful to humans? Why?

## 1 Read and choose

Read *The Lion and the Mouse* and choose the best moral for the story.

- The strong can help the weak.
- Little friends can be great friends.
- Mice are cleverer than lions.

## 2 Prepare to tell a story

You are going to tell your own story with a moral.

- Choose a story you know well. It can be a true story, a children's story or a story with a moral like *The Lion and the Mouse*.
- Make notes in answer to these questions, like the sample.

- Which story have you chosen?  
*The Lion and the Mouse*
- Where is the story from?  
*It's a very old Greek story*
- Who are the characters?  
*a lion and a mouse*
- How does the story start?  
*The mouse runs up the lion's leg and the lion is angry. He is going to eat the mouse.*
- What happens next?  
*The mouse apologises. The lion lets the mouse go.*
- And next?  
*The lion is caught by hunters who put ropes round him.*
- And then?  
*The mouse finds the lion and bites through the ropes.*
- How does the story end?  
*The lion and the mouse escape.*

## The Lion and the Mouse

While a lion was sleeping, a small mouse began running up and down his leg. Soon the angry lion woke up, put his huge foot on the mouse and opened his enormous mouth to swallow him. "I'm sorry," cried the little mouse, "Don't eat me. If you let me go, I'll never forget it. One day I will help you." The lion thought that this was such a funny idea that he lifted his foot and let the mouse go.

The next year, the lion was caught by hunters who wanted to take him to their king. They put ropes round him so that he could not escape, then went to find more men to help carry him. At that moment, the mouse went past and saw the lion in ropes. He remembered his promise, so he went up to the lion and bit through the ropes. As soon as the lion was free, the two friends escaped together.



## 3 Tell your story

Take turns to tell each other your stories. Use your notes to help you remember the important points and discuss these questions.

- Are these stories well known by people in your country?
- Do the stories have a moral? If so, what is it?



# UNIT 13 Modern wonders

## Listening

### Objectives

**Grammar** Use articles *a/an, the*; expressions for agreeing and disagreeing

**Listening** Listen for gist and specific information

**Reading** Read to check predictions and for detailed information

**Critical thinking** What we can learn from past and modern inventions

**Writing** A composition about an invention

### 1 Discuss in pairs

Look at the photographs of modern inventions and discuss these questions.

- Which invention is the most important in your life today? Why?
- Which is the least important? Why?



### 2 Listen and answer

Listen to three people talk about important inventions and say if they make the same choices as you.

### 3 Listen and complete

Listen again and complete the table with the information you hear.

	Magdi	Nahla	Hussein
invention	plane		
good points	Cairo-London in four hours		
bad points	pollution		

### 4 Discuss

Discuss the following in pairs.

- Take turns to say what you think about these sentences.
  - Air travel damages the environment and should be more expensive.
  - People spend too much time talking on their mobile phones.
  - The television is more interesting than the radio.
- Listen to your partner. Now agree or disagree with what he/she said using these words.

#### Giving opinions

I think... /In my opinion,... /I've always thought that...

#### Agreeing

I agree (with you)./You're right./Yes, that's what I think.

#### Disagreeing

(I'm afraid) I don't agree (with you)./I don't think that's right.





## 1 Read and discuss

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Study the box, then find examples of these uses in the sentences a–f from the listening.

Use **a/an**...

- 1 to refer to something for the first time.
- 2 to talk about one of many things.
- 3 to talk about someone's job.

Use **the**...

- 4 to talk about something that you have already referred to.
- 5 when there is only one of something.
- 6 to refer to an invention.
- 7 with superlative adjectives.

- a ☐ 7 ☐ 6 In my opinion, **the** most important invention has been **the** radio.
- b ☐ ☐ **The** plane has made **the** world a smaller place.
- c ☐ If I haven't got much time, I send **a** text message.
- d ☐ It can sometimes be difficult to find **a** radio station.
- e ☐ When you've found **the** station, it's sometimes difficult to hear.
- f ☐ I'm **an** English teacher and I often listen to radio programmes in English.

## 2 Discuss in pairs

What is the difference in meaning between these pairs of sentences?

- a We're meeting my brother at the airport.  
We're meeting my brother at an airport.
- b I lent her a CD last week. She gave me the CD yesterday.  
I lent her a CD last week. She gave me a CD yesterday.
- c Would you like to see a film tomorrow?  
Would you like to see the film tomorrow?



## 3 Choose and discuss

Choose the correct articles.  
Discuss your choice with a partner.

- a My father is ~~a~~ **the** doctor. In fact, he's one of **a/the** best doctors in our town. **A/The** town I'm talking about is Damietta.
- b You shouldn't look at **a/the** sun. It can damage your eyes.
- c Yesterday I found **a/the** mobile phone in the road. Later, my friend Hussein said he'd lost **a/the** phone. When I showed him **a/the** phone that I'd found, he said it was **a/the** one he'd lost.
- d **A/The** Nile is **a/the** longest river in the world.

## 4 Discuss

Take turns to talk about these subjects for one minute each.

- the worst film I've ever seen
- the best book I've ever read
- a job you'd like to do
- a job you'd hate to do
- the moon
- the earth

## 1 Check your vocabulary

Match the words a–e with their meanings 1–5. Check in your dictionary.

- a ☒ 4 lighthouse
- b ☐ connected
- c ☐ bill
- d ☐ treatment
- e ☐ x-ray

- 1 joined
- 2 paper which says how much you owe for something you have bought
- 3 what doctors and nurses do to patients to make them better
- 4 a tower with a bright light that tells ships about dangers at sea
- 5 a photograph of part of the inside of someone's body

## 2 Discuss

Discuss these questions in pairs.

- a What were the Seven Wonders of the ancient world?
- b What are some of the wonders of the modern world?

## 3 Read and answer

Read and find if the article has any of your wonders of the modern world.

### Wonders of the modern world

Hundreds of years ago, a list was made of the Seven Wonders of the world. The Lighthouse at Alexandria and the Great Pyramid of Giza were among them. The others were buildings or large statues. But what are the wonders of the modern world? Let's look at two of the most important wonders which are not buildings.

Thirty years ago, computers were huge, expensive machines which filled rooms. Hardly anyone could buy them because they cost so much. Today, however, there are millions of cheap computers in offices and homes across the world. In some countries, many ordinary people have bought one or more computers, which are connected by the internet to shops, banks and offices. More and more people are shopping, paying their bills, studying and doing many other things by computer.

During the last hundred years, there have also been enormous advances in medical treatment. X-rays, for example, make it possible to see what is happening inside our bodies. Doctors can also replace damaged hearts and lungs. No other science has done more to increase our health and happiness.

There are other wonders that can be added to this list, such as space travel and new ways of farming which produce better food. We will look at these next week.



## 4 Read and complete

Read the article again and complete these sentences.

- a In the past, computers were much more expensive and bigger than they are now.
- b Now computers are so cheap that many ..... people can buy them for their homes.
- c Doctors can take photographs inside our bodies using .....
- d If people's hearts are damaged, doctors can ..... them.
- e Medical advances have helped to make people healthier and .....

## 5 Read and complete

Complete these sentences with the correct form of *cost*, *buy*, *pay* or *spend*.

- a In the past, computers cost a lot of money.
- b I ..... two pairs of shoes yesterday.
- c My new mobile phone ..... \$75.
- d My brother ..... LE 20,000 for his car.
- e My sister ..... LE 10 a week on magazines.
- f I'd left all my money at home, so I couldn't ..... the bill.
- g ..... the driver as you get on this bus.

## 1 Read and answer

Read this quotation from “Wonders of the modern world” and answer the questions.

There are other wonders that can be added to this list, such as space travel and new ways of farming which produce better food.

- What do you think makes space travel a wonder of the modern world?
- How can space travel help ordinary people?
- What new ways of farming are there that help produce better food?
- What do you think the writer means by *better* food?

## 2 Read and answer

Read this text about the pyramids and answer four of the following questions.

As everyone knows, the Egyptian pyramids are the tombs of the pharaohs, the country's ancient kings. There are more than 90 pyramids in all. The four sides of each pyramid point in the directions north, south, east and west.

We do not know exactly how they were built, but one thing we know is that they were built without the kind of machines and equipment we use today. Most of the thousands of workers who built the pyramids usually worked on farms, but they could not work in the fields between the months of July and November because the land was under water.

The stone was cut and then taken by boat, or pulled on pieces of wood, to the place where they were going to build the pyramid. They put the first stones of the pyramid under the sand. Then they put more huge pieces of stone on top of each other to make steps. To get the stones as high as they needed, they pulled them up ramps which they had built up the sides of the pyramid. Next, they filled in the steps with smaller pieces of white stone. When the pyramids were finished, their sides shone brightly.



- How many pyramids are there? more than 90
- During what months were the pyramids built? Why? .....
- How did they get the huge pieces of stone up the pyramids? .....
- Why do you think they wanted the pyramid to shine brightly? .....
- What qualities were needed by the people who built the pyramids? .....
- What can we learn from people in the past, like the Ancient Egyptians? .....

## 3 Discuss the future

Discuss these questions about the future in different pairs.

- What do you think will be the wonders of the future world?
- Do you think ordinary people will travel into or live in space?
- What do you think people in the future may learn from us today? Use the following expressions.

- In my opinion, people will think that... is a wonder of the world.
- I think/don't think that...
- We can teach people in the future that...
- People in the future will learn/realise that...



## 1 Prepare to speak

You are going to talk about a modern invention. Discuss the advantages of one of these inventions.

personal computers  
the internet  
new medical treatments  
electricity

## Inventions bring problems as well as happiness

People invent things for many reasons. For example, the telephone was invented so that people can communicate with each other when they are not in the same place. The television was invented to bring people news and interesting information. The telephone and the television have brought many people great happiness. However, they have also brought problems. For example, the telephone can make people lazy – they may telephone friends instead of visiting them. The television can also make people lazy. For example, more people now watch sport on television than go out and do a sport themselves.

In this composition, I am going to write about how ..... (your invention) has brought both happiness and problems.

## 2 Read and make notes

Read the first paragraph of a composition you are going to continue. Then make notes about an invention you want to talk about, like this.

**Invention:** Television

**How has it brought happiness?**

- It teaches people new things.
- It shows them places they will never visit.
- It brings them the latest news.

**How has it brought problems?**

- People watch things instead of doing them.
- It can be bad for your eyes.
- Children watch too much television.

## 3 Give a talk

Tell other students your own opinions.

- Describe the happiness and problems that your invention has brought.
- Talk for about one minute, using your notes.
- After each person has spoken, discuss your ideas as a group.
- For each invention, decide whether it has brought more happiness or more problems.

# 14 Jules Verne

## Listening

### Objectives

**Grammar** Use relative clauses

**Listening** Listen for specific information and for detail

**Reading** Read for gist, sequence a series of events

**Critical thinking** Understand modern opportunities for world travel

**Writing** Describe a journey

### 1 Check your vocabulary

Guess the meaning of the words in bold. Check in your dictionary.

- a The earliest type of air travel was the **hot air balloon**.
- b Hemingway's novel *A Farewell to Arms* **came out** in 1929.
- c In 1492, Christopher Columbus left Spain on a journey of **exploration**.
- d When the man was arrested, he asked to speak to his **lawyer**.
- e I've just **realised** that I don't have to go to school today because it's a holiday.
- f Most **science fiction** books tell stories about life in the future.

### 2 Discuss

Discuss these questions in pairs.

- a Are you interested in stories of exploration?
- b Which science fiction books or films do you know?

### 3 Listen and answer

Listen to a talk about writer Jules Verne and choose the correct answers.

- a What did Jules Verne write?  
A articles   **B novels**   C poems
- b What was his nationality?  
A French   B British   C American
- c When did *Around the World in Eighty Days* come out?  
A 1828   B 1863   C 1873

### 4 Listen and answer

Listen again. Are these sentences **True** or **False**?

- a ☒ F Some people called Jules Verne the grandfather of science fiction.
- b ☐ Jules Verne was born in France in 1928.
- c ☐ Jules Verne's father was a lawyer.
- d ☐ Jules Verne's father stopped paying for his son's studies because he had no money.
- e ☐ His first story was called *Fifteen Weeks in a Balloon*.
- f ☐ People first read *Around the World in Eighty Days* in a magazine.

### 5 Discuss

In the past, science fiction writers wrote about planes, rockets and submarines. What do today's science fiction writers write about?





### 1 Read and answer

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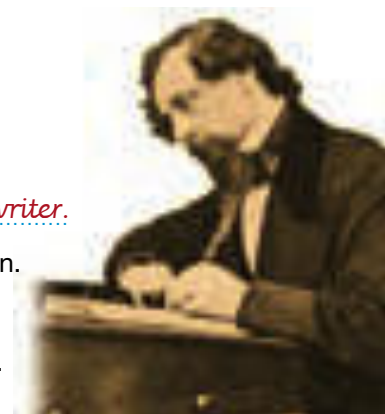
Read about relative clauses and answer the questions.

- a The red parts of these sentences are relative clauses.  
*Who* and *which* are relative pronouns.  
 What is the difference between *who* and *which*? .....
- 1 Jules Verne, **who was French**, was born in 1828.
  - 2 His father, **who was a lawyer**, paid for Jules's studies.
  - 3 Jules Verne was born in Nantes, **which is in the north of France**.
  - 4 *Around the World in Eighty Days*, **which came out in 1873**, is his most famous novel.
- b How are these relative clauses different from the relative clauses in 1a? .....
- 1 The man **who paid for Jules's studies** was his father.
  - 2 The novel **which came out in 1873** was *Around the World in Eighty Days*.
- c In which of these sentences do we need the information in the relative clause? .....  
 In which sentence does the relative clause give us more information? .....
- 1 My uncle, **who is a writer**, lives in Cairo.
  - 2 My uncle **who is a writer** lives in Cairo.
- d Which of these sentences is like c1 and which is like c2? .....
- 1 His father, who was also a lawyer, stopped paying for his son's studies.
  - 2 The most well-known book which he wrote was *Around the World in Eighty Days*.

### 2 Make sentences

Rewrite these as one sentence in your notebooks, like Exercise 1 c1.

- a Charles Dickens was a famous English writer. He was born in 1812.  
*Charles Dickens, who was born in 1812, was a famous English writer.*
- b Ernest Hemingway wrote *The Old Man and the Sea*. He was an American.
- c William Shakespeare wrote *King Lear*. He was English.
- d Daniel Defoe wrote *Robinson Crusoe*. He was a father of seven children.



### 3 Make sentences

Rewrite the sentences from Exercise 2 like Exercise 1 c2.

- a The famous English writer who  
*was born in 1812 was Charles Dickens.*
- b The American who .....
- c The Englishman .....
- d The father of seven children .....

### 4 Complete and discuss

Complete these sentences, then compare your ideas with a partner.

- a A good writer is someone who .....
- b One of my friends, who is called ....., .....
- c Egypt, which is ....., .....





### 1 Discuss

Look at the map of a journey in 1872. How do you think the people travelled from city to city?

### 2 Check your vocabulary

Match the words a–d with their meanings 1–4, then check in your dictionary.

- a ☒ 4 argument  
 b ☐ criminal  
 c ☐ reach  
 d ☐ servant

- 1 a person who lives with and works for another person  
 2 arrive at  
 3 a person who has done something bad  
 4 a disagreement between people

### 3 Read and order

Read the story and put these events in the order they happened.

- a ☐ Arrest of Fogg by Fix  
 b ☐ Arrival in Suez  
 c ☒ 1 Disagreement between Fogg and his friend  
 d ☐ Fogg and Passepartout leave London  
 e ☐ Journey by elephant  
 f ☐ Journey from Liverpool to London  
 g ☐ Kidnap of Passepartout  
 h ☐ Passepartout finds out the date  
 i ☐ Rescue of young woman

### 4 Read and answer

Read again and answer these questions.

- a What does Fogg catch in San Francisco? a train  
 b What do they miss in New York? .....  
 c What two things do they think they lose in Britain? .....

### 5 Match the verbs and nouns

Which nouns can follow these verbs?  
 (Some can follow more than one.)

#### Verbs

catch  
lose  
miss

#### Nouns

a ball a bus a criminal  
 a disease a flight a match  
 a race a train weight  
 a person

## Around the World in Eighty Days



The story begins in a London club on October 2, 1872. Phileas Fogg, a rich man, has an argument with a friend about how long it would take him to travel round the world. Fogg's

friend does not believe that Fogg can finish the journey in 80 days. If he succeeds, Fogg will win £20,000.

Fogg leaves London, with his servant Passepartout, at 8.45 pm on October 2. They will have to return at the same time on December 21. After seven days, they reach Suez, where they meet a man called Fix. Fix is a policeman who thinks that Fogg is the criminal he is looking for. The three men travel to Bombay by ship, then to Calcutta by train. Unfortunately, the railway line is not finished and they need to travel part of the way by elephant. On

## 1 Read and answer

Read this quotation from *Around the World in Eighty Days* and answer the questions.

Phileas Fogg, a rich man, has an argument with a friend about how long it would take him to travel round the world. Fogg's friend does not believe that he can finish the journey in 80 days.

- Why do you think Fogg has the time to spend travelling for 80 days?
- Why does Phileas Fogg's friend think Fogg cannot travel round the world in 80 days?
- Would you like to travel around the world as fast as possible? How would you travel?

their journey, they save a young woman from death. She is called Aouda and she goes with them on their journey. From Calcutta, they travel by ship to Hong Kong, then across the Pacific to San Francisco.



In San Francisco, Fogg, Passepartout, Fix and Aouda catch the train to New York, but during this journey Passepartout is kidnapped. Fogg rescues his servant, but they get to New York late and miss their boat to Liverpool. After fuel problems, the next boat finally reaches Britain.

As soon as they arrive, Fix arrests Fogg. He quickly realises that Fogg is not the real criminal, but by now they have missed their train to London, lost a day and so lost the money. However, Passepartout discovers that it is December 20, not December 21. Because they had travelled east, they had crossed the International Date Line and saved a day! Fogg and Passepartout hurry to the club and arrive in time to win the £20,000.

## 2 Read and answer

Answer four of the following questions.

- In what year does the story begin? 1872...
- How much will Fogg win if he succeeds?  
.....
- Why did Fogg and his friends have to travel by elephant in India? .....
- What do you think Fogg's servant does on the journey? .....
- How do you think Fogg and Passepartout prepared for their journey? .....
- What do you think Fogg's friend says to him when he arrives back in London after 80 days? .....

## 3 Discuss

Discuss these questions with a partner.

- If you had the chance to travel round the world, which route would you choose? Start and end your journey from your home town.
- What would you most look forward to seeing on this journey?
- How quickly do you think you could do the journey around the world?
- Many people use journeys like these to collect money for charity. Which charity would you collect money for? Why?

## 1 Prepare to speak

You are going to talk about an interesting journey.

- Choose a journey you would like to describe. It can be a real journey that you have made, or a journey that you would like to make.
- When you tell your story, what verb tenses will you use?
- Make a list of words and phrases which tell you:
  - how people travelled, e.g.  
*by train, by boat, by bicycle, on a plane, in a car, on foot, on horseback*
  - when something happened, e.g.  
*First of all, Next, Then, After that, Finally, In the end*

- Make notes in answer to these questions, like the sample.

- Where was your journey from and to?
- Why did you make the journey?
- Who made the journey with you?
- How did you travel?
- What happened during the journey?
- How did the journey end?

London to London – around the world  
to go round the world and win money

I started with my servant Passepartout.  
We met two other people on the way.

by train, ship, boat and elephant

We rescued a young woman;  
Passepartout was kidnapped;  
we missed boats and trains.

We returned to London and won the money.



## 2 Give your talk

Talk about your journeys in pairs.

- Take turns to tell each other about your journeys. Use your notes to help you.
- Ask each other questions to find out more about the journeys.





## Listening

## Objectives

**Grammar** Use modals of possibility: *must*, *can't*, *might*

**Listening** Listen for gist and for specific information

**Reading** Predict the content of a text, read for detailed information

**Critical thinking** Show an understanding of people's fears and possible treatments for fears

**Writing** An article about a phobia

## 1 Answer and discuss

Answer these questions, then discuss your answers with a partner.

- a Are you afraid of any of these things?  
Were you afraid of these when you were a child?
- b Why did you stop feeling frightened of this?

## 2 Check your vocabulary

Guess the meaning of the words in bold. Check in your dictionary.

- a If you are frightened of something, you feel **fear**. .....
- b If you feel extremely frightened of something, you have a **phobia**. .....
- c If you turn round many times, you may feel **dizzy**. .....
- d If you **get over** an illness, you recover from it. ....
- e If you worry so much that you lose control, you **panic**. ....
- f If you **avoid** something, you try not to see it, do it or go to it. ....

## 3 Listen and answer

You will hear four people talking about their phobias. What is each person frightened of?

- 1 spiders ..... 2 ..... 3 ..... 4 .....

## 4 Listen and answer

Listen again. Are these statements *True* or *False*?

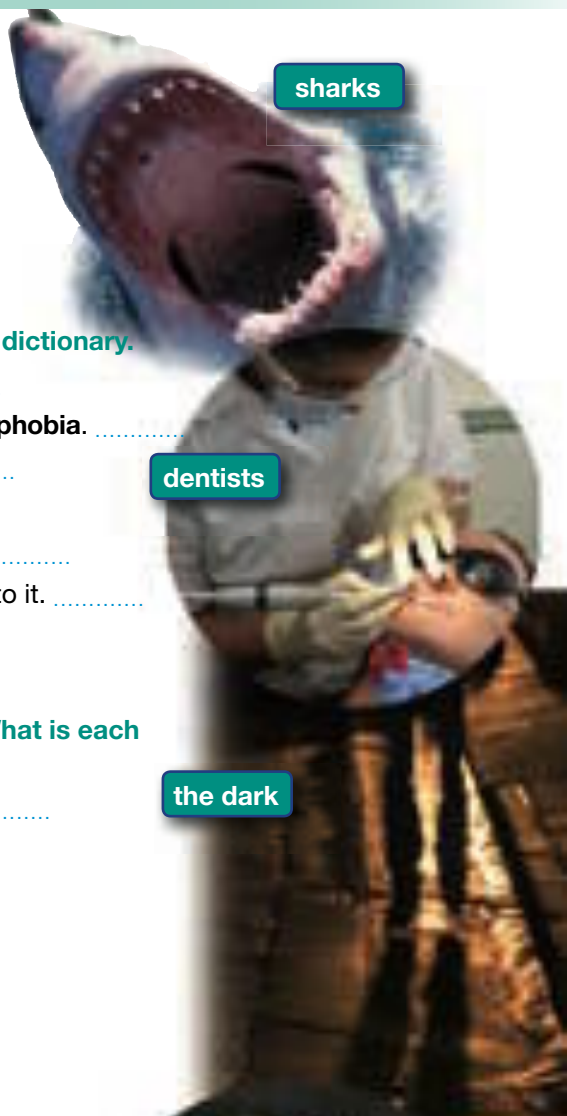
- a ☒ **T** The first speaker's father was afraid of spiders.
- b ☐ He likes visiting old buildings.
- c ☐ The second speaker has been afraid of dolls since she was a baby.
- d ☐ She has never got over this phobia.
- e ☐ The third speaker was travelling when he realised he had a phobia.
- f ☐ The speaker now avoids small or overcrowded places.
- g ☐ The fourth speaker is afraid of all kinds of shops.
- h ☐ She does not like open spaces.

## 5 Discuss

Why are some people afraid of the dark and spiders?



spiders



sharks

dentists

the dark



dolls



## 1 Read, underline and discuss

Underline the modal verbs. Which are about the present and which are about the past?

- a My father was frightened of spiders, so my phobia must have come from him. *past*
- b I hated opening cupboards because I might have found a spider in them.
- c I loved dolls until I was about five, so fear of dolls can't have been a phobia I was born with.
- d I don't like being in very small places. That must be why I have a phobia about lifts.
- e I think I must have some kind of fear of large spaces.

What verb forms follow the modal verbs in the present and the past?

## 2 Discuss these questions in pairs

What is the difference in meaning between the sentences in each group.

- a 1 I must have a phobia.  
2 I must have had a phobia.
- b 1 My phobia must have come from my father.  
2 My phobia might have come from my father.
- c 1 Fear of dolls can't have been a phobia I was born with.  
2 Fear of dolls must have been a phobia I was born with.



## 3 Make sentences

Make conversations in pairs using the words in brackets and *might/can't/must*.

- a Your friend didn't meet you to play tennis yesterday afternoon. (*be ill/forget*)  
1 *She might have been ill.*  
2 *No, she can't have been ill. I saw her in the evening. She must have forgotten.*
- b Tarek has injured his leg. His bicycle is lying on the road near him. There is a big hole in the road. (*fall off/see hole*)
- c Rafeek has just come home from a football match. He looks very happy. (*team lose/win/score a goal*)
- d The ground is very dry and dusty. A farmer looks very worried. His crops aren't growing well. (*dry this year/rain for months/money*)

## 4 Discuss

Read and discuss in pairs.

This is Stonehenge, an ancient circle of stones in England. It was built 3500 years ago and the stones came from hundreds of kilometres away. How do you think it was built? Use your own ideas and some of these words.



carry boats roads lorries ropes rockets a lot of people animals

## 1 Check your vocabulary

Before you read, check the meanings of these words in your *Active Study Dictionary*.

affect irrational session situation therapist virtual

## Treatments for phobias

Phobias are not just extreme fears – they are **irrational** fears. They can **affect** people's lives and make them frightened to do things which most people do without thinking. For example, if you have a fear of heights, you may drive 40 kilometres to avoid a high bridge.

The usual treatment is to slowly show the person who has the phobia what they fear. For example, a person with a spider phobia first thinks about a spider, then looks at photographs of spiders, and finally looks at a real spider. The **therapist** who is giving the treatment remains calm and helps the patient to relax. The person with the phobia feels in control of the **situation** and, because of this, they do not panic. After a few **sessions**, they realise that the thing they are afraid of cannot hurt them.

In another treatment, the therapist gets close to the spider and picks it up without showing any fear. This helps the patient to see that he or she has nothing to fear.

Some phobias can be treated in a few sessions with the therapist. Some people with phobias need medicine to help them relax before treatment. Treatment can be done in groups where people with the same phobia are helped together. It is also possible to have treatment from a computer program, where the patient is put into a **virtual** situation with the thing he or she fears.

## 2 Discuss, read and check

Discuss with a partner the best treatment for people with phobias. Then read this article to find out if your ideas are mentioned.

## 3 Read and complete

Read the article again and complete the sentences.

groups ~~heights~~ irrational panic situation therapist

- Someone with a fear of heights would not climb a tall tree or a mountain.
- Phobias are ..... fears: there is no reason for the person to be so afraid.
- Some treatment puts people into the ..... they are afraid of.
- The patients do not ..... because they are always in control.
- Sometimes the ..... shows the patient that the situation they fear will not hurt them.
- Sometimes people with the same phobia are treated in .....

## 4 Read, match and write

Match a person from A with a person from B, then write a sentence like the example.

A	B	
a therapist	students	A therapist helps patients with their treatment.
b pilot	criminals	
c police officer	customers	
d shop assistant	passengers	
e teacher	patients	





## 1 Answer the following

Answer these questions about “Treatments for phobias”.

- a How is a *phobia* different from a *fear*?
- b What kinds of things are people commonly afraid of?
- c Why is it important for the patients with phobias to relax?
- d Why do you think it takes a few sessions for patients to realise they do not need to be afraid?

## 2 Read and answer

Read this article about exam phobia and answer four of the following questions.

### Exam phobia

It does not matter how clever you are or how hard you work, you have probably felt worried before an exam at some time in the past. Experts believe that about 50 percent of all students suffer from exam phobia. Some people are so frightened of an exam they are going to take that they cannot remember important information when they are in the exam room. These students will probably get lower marks. Some students cannot even go into the exam room, and of course, they fail.

There are different reasons for this phobia. Exams are extremely important for all students. They are afraid of failing, because if they fail they will not get into a good university or find a good job. Also, students do not want to disappoint their parents.

So what can students do if they suffer from exam phobia? Here is some advice from a teacher:

- Get lots of sleep. If you are tired, you will probably feel more worried.
- Eat healthy food. Lots of sweets and biscuits will not make you feel good.
- Believe in yourself. You must believe that you can succeed.

Remember to do your best and you will pass the test.

- a How many students suffer from exam phobia? 50 percent / half
- b How can a student's future change if they fail an exam? .....
- c Why is it important to sleep well before an exam? .....
- d What sort of information do you think students forget easily? .....
- e Why do some students not like exam rooms? .....
- f What kind of food and drink must students have before an exam? .....



## 1 Read, answer and discuss

You are going to be talking about phobias.

- a Do this questionnaire to find out if you have a phobia of flying, then compare answers with your partner.



**Afraid of flying?**  
**TAKE THE TEST**

1 Do you like heights?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> SOMETIMES
2 Are you nervous on planes?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> SOMETIMES
3 Do you like taking off and landing?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> SOMETIMES
4 Do you panic when you fly through clouds?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> SOMETIMES
5 Are you so afraid that you never fly?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> SOMETIMES

**SUBMIT**

- b Choose an unusual phobia and write your own questionnaire.

- Write three or four questions.
- Exchange questions with another student and answer each other's questions.
- Discuss the answers you gave to each other's questions.

## 2 Research

You are going to find about another person's fear or phobia.

- a Ask your partner about any fears or phobias he/she has or had in the past.

- b Make notes in answer to some of these questions.

- Do you have/have you ever had an irrational fear or phobia?
- When did it start? How long did it last?
- How does/did it make you feel?
- Have you got over it?
- What did you do to get over it?

# Review E

## Listening



### 1 Discuss

Discuss these questions in pairs.

- a Which do you think was the more important invention, the radio or the television?
- b In what situations do you listen to the radio?
- c What programmes do you listen to?



### 2 Listen and choose the answer

Listen to Nadia and Azza comparing the radio and the television.

- a Who thinks the television is more important? **Nadia/Azza**
- b Does Nadia agree with Azza at the end? **Yes/No**

### 3 Listen and complete

Listen again and complete these notes.

- a Marconi invented the radio and John Logie Baird invented the television.
- b Azza thinks that the radio was the more important .....
- c Azza talks about radio programmes we can listen to in our .....
- d People on ..... and planes also communicate by radio.
- e Nadia thinks TV is more important because it gives us pictures as well as .....
- f Azza doesn't ..... She thinks having pictures makes things too .....
- g Radio lets us make pictures in our own .....
- h Nadia is changing her mind. Now she ..... the radio is more important.

### 4 Discuss

Discuss these questions in pairs.

- a What exactly does Azza mean when she says, "We can make pictures in our own minds"?
- b Does it matter that different listeners will see different pictures?
- c Do you agree more with Nadia or Azza? Why?

## 1 Complete the sentences

Complete these sentences with *a, an or the*.

- a John Logie Baird invented the television in 1935.
- b In Britain, most families did not have ..... television until the 1960s.
- c A Can I watch ..... film on TV tonight?  
B OK. What's ..... film called?
- d A Would you like to be ..... astronaut and travel in space?  
B No, but I'd like to have been ..... first man to walk on ..... moon.

## 2 Make relative clauses

Join these sentences with *who or which*.

- a John Logie Baird invented the television. John Logie Baird was Scottish.  
John Logie Baird, who invented the television, was Scottish.  
John Logie Baird, who was Scottish, invented the television.
- b Guglielmo Marconi invented the radio. He was born in 1874.
- c I listened to a radio programme last night. It was about space travel.
- d The evening news is my favourite TV programme.  
It starts at 7 o'clock.



## 3 Read and complete

Read this story and complete with adjectives or adverbs.

The man walked **a** slowly into the **b** ..... house. Outside, it was getting **c** ..... and **d** ..... noises were coming from the woods behind the house. The man looked **e** ..... He was carrying a **f** ..... **g** ..... box, which was extremely **h** ..... He reached a room on the top floor. He took a key from his pocket and went in. **i** ..... he heard laughing. He turned round **j** ..... but it was too late. The door closed behind him and he heard someone turn the key from outside.

dark  
heavy  
large  
old  
quickly  
~~slowly~~  
strange  
suddenly  
wooden  
worried

## 4 Circle *must have* or *can't have*

Complete with the past participle of the verb in brackets, then say why.

- a There **can't have/must have** (be) people in the woods.  
There must have been people in the woods because he heard noises.
- b It **can't have/must have** (be) early morning.
- c The man **can't have/must have** (feel) frightened.
- d The man **can't have/must have** (find) the box easy to carry.
- e Someone **can't have/must have** (follow) the man into the house.
- f The person **can't have/must have** (make) a noise.



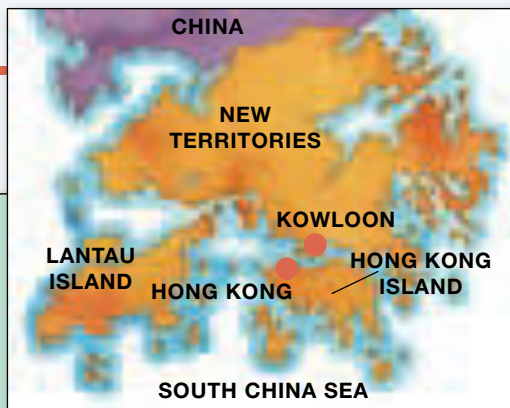


**1 Read and match**

Match the headings a-i to the correct facts 1-9.

**Hong Kong Facts**

- |   |                            |                         |   |                            |
|---|----------------------------|-------------------------|---|----------------------------|
| a | <input type="checkbox"/> 5 | Location                | 1 | 1842 to 1997               |
| b | <input type="checkbox"/>   | Number of small islands | 2 | 6.9 million                |
| c | <input type="checkbox"/>   | Number of people        | 3 | 6300                       |
| d | <input type="checkbox"/>   | Land area               | 4 | financial and trade centre |
| e | <input type="checkbox"/>   | People per sq km        | 5 | South China Sea            |
| f | <input type="checkbox"/>   | Part of Britain from    | 6 | Hong Kong dollar           |
| g | <input type="checkbox"/>   | Became part of China in | 7 | 260                        |
| h | <input type="checkbox"/>   | Today important as a    | 8 | 1997                       |
| i | <input type="checkbox"/>   | Money                   | 9 | 1098 sq km                 |

**2 Read and correct**

There are six mistakes in the facts in this article about Hong Kong. Find them and correct the facts in your notebook.

**3 Read and discuss**

Read the article again and discuss these questions in pairs.

- If you went to Hong Kong, how would you communicate with the people who lived there?
- What kind of building do you think most people in Hong Kong live in? Give reasons.
- What are the main reasons why Egyptian people might visit Hong Kong?
- What would you do in your spare time if you lived and worked in Hong Kong?
- What do you think would be the disadvantages of living there?
- How do you think Hong Kong was different 100 years ago?

**Hong Kong – a wonder of the modern world**

Hong Kong is in the ~~North~~ China Sea near the south east coast of China. It consists of Hong Kong Island, Lantau Island, Kowloon, The New Territories and 460 other small islands. In the past, only fishermen and farmers lived and worked in Hong Kong, but today it is a busy port and an important financial and trade centre. Many of China's exports to other countries pass through Hong Kong. It is also well known as a shopping centre and for its markets.

It has a population of 9.6 million people in a land area of 1098 sq km. This means that people live very close to each other. There are 9300 people in every square kilometre. Despite this, Hong Kong is a good environment to live in – it has quiet parks, beaches and mountains to climb. Ninety-eight per cent of the people of Hong Kong are Chinese; the others are Europeans, Americans and Japanese.

From 1842 to 1987, Hong Kong was British, but in 1997 it became part of China. The two most important languages are Chinese and English. It has its own television, radio programmes and newspapers, and its own money, the Hong Kong pound.

To many people, Hong Kong is a wonder of the modern world because it is such a successful financial and trade centre.

## 1 Complete and discuss

Complete with the correct money verbs, then discuss the questions with a partner.

buy cost pay spend

- Where would you go to buy things if you visited Hong Kong?
- What would you ..... your money on if you went there?
- How much money do you have to ..... when you go to the cinema?
- How much does it ..... you to send a text message?
- How much should football clubs ..... their top players?

## 2 Match and write

Look at the picture of Hong Kong Airport. Write sentences about the pairs of people listed below in your notebook.

- policeman/criminal
- passengers/bus driver
- shop assistant/customer
- doctor/man
- pilot/passengers
- café owner/customers
- taxi driver/tourist
- mother/daughter



Example:

*The policeman is going to arrest the criminal.*

## Critical thinking

### 1 Read and answer

Read this quotation from "Hong Kong – a wonder of the modern world" and answer the questions.

Hong Kong has quiet parks, beaches and mountains to climb. Ninety-eight percent of the people of Hong Kong are Chinese; the others are Europeans, Americans and Japanese.

- Why is it surprising that Hong Kong has quiet parks?
- Why do you think Europeans, Americans and Japanese people live in Hong Kong?
- What are the advantages of living in a society with many different nationalities living together?

### 2 Discuss in pairs

Discuss these questions.

- Would you like to visit Hong Kong? Why?/Why not?
- How would life in Hong Kong be different from life in your own town or city?
- What would you learn if you experienced a different culture like this?

## 1 Prepare to speak

Discuss what you know about these places. Make a note of any information you agree about.

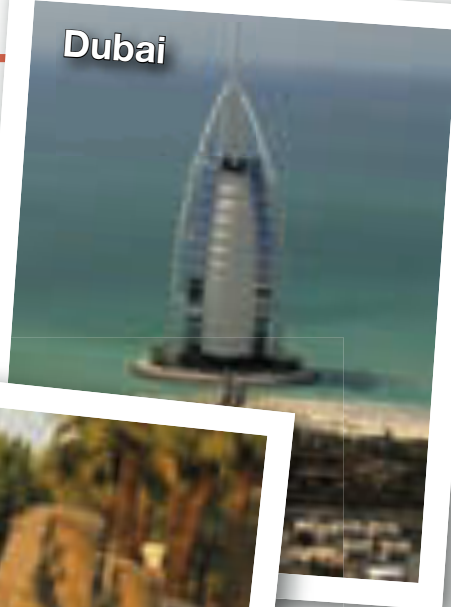
- Choose one of the places to give your talk about. (Do not choose Luxor.)
- Find information about this place from a library or the internet.
- Make brief notes about the following, like the sample.
  - Location (geography)
  - Population
  - Language
  - Money
  - What the place is famous for
  - What people do there

Example:

### Luxor

- city in Upper Egypt.
- population of about 450,000.
- most people speak Arabic.
- money: Egyptian Pound.
- thousands of tourists visit old temples, the Valley of the Kings.

Dubai



Luxor



Istanbul



Alexandria



Shanghai



## 2 Give your talk

Give a short talk about the place to a different student. Speak for one or two minutes and refer to the notes you have made.



## Objectives

**Grammar** Use question tags**Listening** Listen for gist and detailed information**Reading** Read for gist**Critical thinking** Appreciate the benefits of satellite technology**Writing** An e-mail expressing opinions

## Listening

## 1 Read and discuss

Read this definition of **globalisation**, then discuss the questions in pairs.

- a Can you name any multinational companies?
- b Satellite TV is an example of a new form of international communication. What other forms of international communication like this can you think of?

**globalisation** the idea that different countries and people all over the world are becoming more like each other because of new kinds of communication and large multinational companies.

## 2 Check your vocabulary

Guess the meaning of the words in bold. Check in your *Active Study Dictionary*.

- a A lot of cheap toys are of very **poor quality**. They break easily.
- b My tennis club has over 300 **members**.

## 3 Listen and answer

You will hear two conversations. What is the subject of each conversation?

- a television channels...
- b .....

## 4 Listen and choose

Listen again and choose the correct words to complete these sentences.

- a Mona saw **high/poor** quality TV programmes in the USA.
- b Mona and Amr agree that the **education/football** programmes are good.
- c Mona is **not/very** interested in football.
- d Kamal doesn't like playing chess because he finds it **boring/difficult**.
- e Taha **lost/won** his chess match against someone from Russia.

## 5 Discuss

Discuss these questions in pairs.

- a What are the advantages and disadvantages of having more TV channels?
- b Would you like to play an internet game against people from other countries?



## 1 Read and discuss

Underline the question tags in these sentences from the listening text.

Which words in the sentences do the question tags match?

- a Some of them are OK, aren't they? *are*
- b It doesn't mean the programmes are any better, does it? .....
- c But I'm not interested in football, am I? .....
- d We're not going to agree, are we? .....
- e You've played games on the internet, haven't you? .....

## 2 Complete this conversation with the correct question tags

**Fawzia** OK, Susanna, let's go over what we're doing tomorrow.

**Susanna** We're going swimming before breakfast, **a** *aren't we?*

**Fawzia** Yes. You like swimming, **b** .....?

**Susanna** Yes, I love it. Then, after breakfast, your mum is taking us to the museum, **c** .....?

**Fawzia** Yes, that's right.

**Susanna** You've been there before, **d** .....?

**Fawzia** Oh yes, lots of times. And after that, we're going to the temple at Karnak.

**Susanna** That's in Luxor, **e** .....?

**Fawzia** That's right. You've heard about it, **f** .....?

**Susanna** Oh, yes. It's famous all over the world, **g** .....?  
And what are we doing this afternoon?

**Fawzia** We haven't planned anything for the afternoon, **h** .....?

**Susanna** No, but we can decide later, **i** .....?



## 3 Listen and repeat

People use question tags to ask a question or to check that another person agrees with them.

- a Listen and repeat three sentences with question tags which check for agreement (your voice goes down).
- b Now listen and repeat these sentences with question tags which ask questions (your voice goes up).

## 4 Ask questions

Complete these question tags and answer in pairs.

- a You live in .....
- b Your favourite subject at school is .....
- c But you don't like .....
- d You've been to .....
- e You haven't been to .....
- f You're going to be a ..... when you leave school, .....

Decide whether you want to ask a real question or to ask for agreement. Make your voice go up or down.



## 1 Check your vocabulary

Match the words a–f with their meanings 1–6, then check in your dictionary.

- a ☒ 5 device
- b ☐ forecast
- c ☐ orbit
- d ☐ transmit
- e ☐ up-to-date
- f ☐ warn

- 1 predict
- 2 modern, new
- 3 send out (TV and radio programmes)
- 4 tell about something bad or dangerous
- 5 machine, piece of equipment
- 6 go round (the earth)

## 2 Discuss, read and check

Discuss these questions in pairs.

- a What are the main uses of satellites today?
- b Now read the article. Does it include the uses you discussed?

## 3 Read and match

Match the five paragraphs with these headings.

- a ☐ Looking into the future
- b ☐ Predictions and warnings
- c ☒ 1 Introduction
- d ☐ Checking your location
- e ☐ Communications

## 4 Read, answer and discuss

Read the article again and discuss these questions in pairs.

- a What are the advantages of satellites being very high in the sky?
- b What can satellites see that might help farmers?

## 5 Read and complete

Complete these sentences with the correct part of *see, watch or look at*.

- a Have you ever watched a programme on satellite TV?
- b I've lost my school bag. Have you ..... it anywhere?
- c I ..... a road accident on the way to school. Nobody was hurt.
- d When Ali ..... himself in the mirror, he realised he had paint on his face.
- e I enjoy ..... international tennis matches.

## Who needs satellites?

1 Satellites are **devices** which **orbit** the earth. Their most common uses are communication – to **transmit** television pictures and telephone calls – and navigation. Many satellites orbit the earth every 24 hours, so they are always over the same place. There are thousands of satellites orbiting the earth. Some are 36,000 kilometres above the earth.

2 Using satellites to transmit television pictures means that people all over the world can watch programmes from other countries. Satellites can transmit hundreds of channels of high quality. Although most mobile phones today use radio signals, there are now satellite phones which can be used in places with no radio signals.

3 Sat-nav, which is short for *satellite navigation*, is an electronic device which can help car drivers and pilots to know exactly where they are. If you have sat-nav in your car, it can tell you your best route and help you to avoid traffic jams.

4 Satellites have made it easier to forecast the weather accurately, and to **warn** people about forest fires or floods. Photographs from high in space can also help produce **up-to-date** maps. In poor parts of the world, photographs from space can help farmers to plan for the future.

5 There are already many different uses for satellites. It is certain their use will increase in the years to come.





## 1 Read and answer

Read this quotation from “Who needs satellites?” and answer the questions.

There are already many different uses of satellites. It is certain their use will increase in the years to come.

a What uses of satellites are mentioned in the article?

*To transmit TV pictures / phone calls / for navigation / to forecast the weather / warn people about possible dangers – forest fires, etc.*

b How do you think their use will increase in the future in health, education, work or entertainment?

## 2 Read and answer

Answer four of the following questions.

Sat-nav, which is short for *satellite navigation*, is an electronic device which can help car drivers and pilots to know exactly where they are. If you have sat-nav in your car, it can tell you your best route and help you to avoid traffic jams.

a How many satellites are orbiting the earth? *thousands*

b What is sat-nav short for? .....

c What can sat-nav tell car drivers? .....

d Why do you think some people want to watch TV programmes from other countries?

e Do you think there may be problems if everyone had satellite navigation in their cars?

f How do you think satellites can help farmers to plan for the future?

## 3 Read and discuss

Discuss these two opinions about satellite navigation in cars.

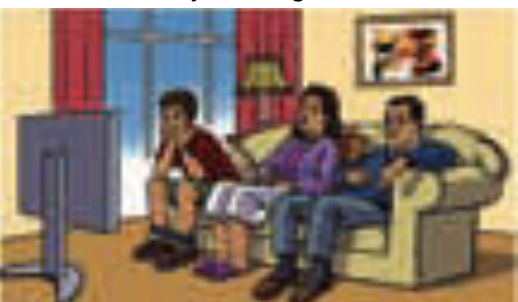
- Satellite navigation in my car means I can relax and concentrate on my driving and not worry about where I am.
- Satellite navigation in cars makes people lazy. Everyone should know how to use a real map.



## 1 Prepare to speak

**You are going to talk about satellite television programmes.**

- a** Read this e-mail to a magazine for young people. Tick any points you agree with and cross any points you disagree with.



- b** Compare your ideas with a partner.  
**c** Write notes in answer to these questions, like this example.

- 1** Which satellite channels can you watch in Egypt?
- 2** What kind of programmes can you watch on these channels?
- 3** What are the advantages of satellite TV?
- 4** What are the disadvantages?
- 5** What kind of programmes would you like to see on satellite channels in the future?

*Dream TV, Al-Mihwar, ERTU*

*News, educational, films*

*It gives people more programmes to choose from.*

*Some of the programmes are poor quality. People may spend too much time watching TV.*

*More plays*

<input type="checkbox"/>	Send	Attach	Address	Reply	Delete
To:	<input type="text"/>				
From:	<input type="text"/>				
Subject:	Satellite TV				
<p>Hi,</p> <p>I've just read the article in your magazine about satellite TV. I found it very interesting and I would like to give you my opinions on this subject.</p> <p>I believe that satellite television is a good thing because it brings more interesting programmes from around the world into people's homes. I think it is especially good for live sport.</p> <p>However, if people spend more of their time watching television because there are more programmes to choose from, then I believe this is not good. People need to spend more time doing things and less time watching other people doing things.</p>					

## 2 Discuss

**Exchange ideas in pairs or small groups.**

- a** Discuss each of the questions. You don't have to agree with each other.  
**b** Make a note of any other ideas you had not thought of yourself.



## Listening

## Objectives

**Grammar** Use the passive**Listening** Listen for gist and specific information**Reading** Read for specific information and for detail**Critical thinking** Think about what we can do to help people in poor countries**Writing** A mystery story

## 1 Check your vocabulary

Guess the meaning of the words in bold. Check in your Active Study Dictionary.

- a Charles Dickens **based** his characters on people he knew. ....
- b It is a **crime** to take things from other people. ....
- c I'd like to **decorate** our house in bright colours. ....
- d Sherlock Holmes is a clever **detective**. ....
- e My brother is a student. He pays his **landlady** for his flat every month. ....
- f Do you remember the **scene** in the film where the characters first meet? ....
- g A detective's job is to **solve** crimes. ....

## 2 Listen and match

Listen to a talk in the Sherlock Holmes Museum.

- a Match the four people with the correct descriptions.
- b Who is the only real person? .....

## People

- a ☒ 3 Sherlock Holmes
- b ☐ Sir Arthur Conan Doyle
- c ☐ Dr Watson
- d ☐ Mrs Hudson

## Descriptions

- 1 a friend of one of the other people
- 2 the landlady
- 3 a detective
- 4 a writer of stories

The Sherlock Holmes Museum



## 3 Listen and answer

Listen again and complete these sentences.

- a Sherlock Holmes and Dr Watson lived at 221 Baker Street.
- b The building, which is protected by the ....., was built in .....
- c Millions of Sherlock Holmes's ..... visit the museum every year.
- d Holmes's study is on the ..... floor of the building.
- e In this room, you can see the ..... that he wore and the ..... that he sat on.
- f On the third floor, you can see ..... of scenes from Sherlock Holmes stories.

## 4 Discuss

What other fictional detectives do you know?



### 1 Read and underline

Underline the two/three words that make the passive in these sentences.

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- Sherlock Holmes was invented by Sir Arthur Conan Doyle.
- The house itself, which is protected by the government, was built in 1815.
- It has been visited by millions of Sherlock Holmes's fans.
- Some people believe that the character was based on a doctor.
- We can't go up to the third floor today because it is being decorated.

"Was invented" is past simple.

### 2 Read and discuss

Discuss these questions about the sentences in Exercise 1.

If two words are underlined in Exercise 1, the first tells you the tense. If three words are underlined, the first two tell you the tense.

- What tenses are the underlined verbs in Exercise 1?
- How do we make passive verbs?
- Who does the action of the passive verbs in sentences a-c?
- Which preposition comes before the person who does the action?
- Who do you think does the action in sentences d and e?



### 3 Make active sentences

Rewrite the sentences in Exercise 1 using active verbs.

Example:

Sir Arthur Conan Doyle invented Sherlock Holmes.

You don't always have to say who does the action in passive sentences.

### 4 Write sentences

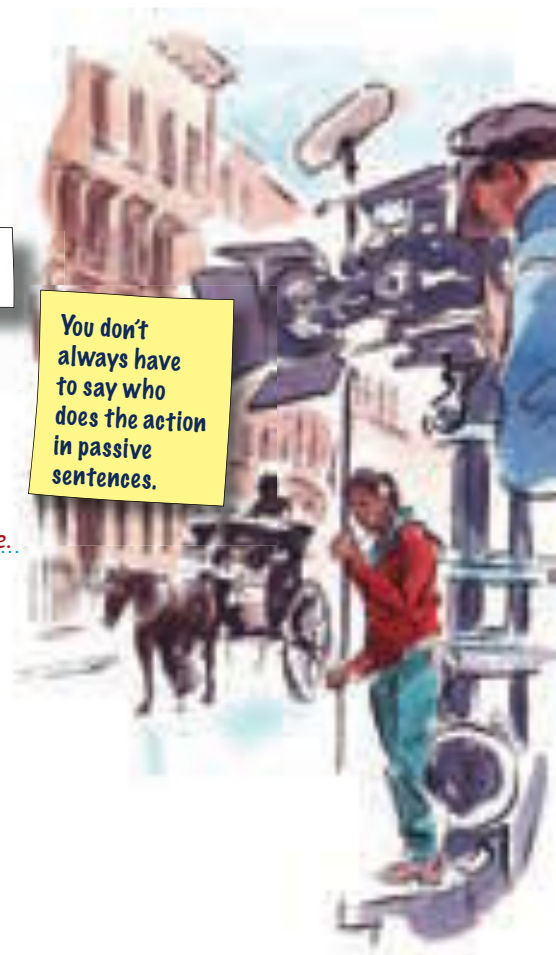
Rewrite these sentences using passive verbs.

- Millions of people have read Sherlock Holmes stories.  
*Sherlock Holmes stories have been read by millions of people.*
- Holmes and Watson solved hundreds of crimes.
- People all over the world know Sir Arthur Conan Doyle's stories.
- A British company is making a new Sherlock Holmes film.
- Last week, they were making the film in Baker Street.

### 5 Discuss in pairs

What is your favourite book?

Who wrote it and when was it written?



## 1 Check your vocabulary

Check the meanings of these words in your dictionary.

**hound (n) inherit injury investigate legend physical**

## 2 Read and answer

Read *The Hound of the Baskervilles* and answer these questions.

- a Who lives in the west of England?  
*Sir Henry Baskerville*
- b What does the Hound of the Baskervilles look like? .....
- c Who is Stapleton? .....

## 3 Read and answer

Read the story again. Are these sentences **True or False**?

- a ☒ **F** Sir Henry Baskerville asked Sherlock Holmes for advice.
- b ☐ Sir Henry Baskerville is going to inherit a house belonging to his family.
- c ☐ As soon as Sherlock Holmes hears Dr Mortimer's story, he believes it.
- d ☐ Sir Charles Baskerville died because he was bitten by a dog.
- e ☐ Sir Charles Baskerville looked very frightened.
- f ☐ Stapleton was not a member of the Baskerville family.
- g ☐ Holmes and Watson save Sir Henry.



# The Hound of the Baskervilles

Sherlock Holmes and Watson have a visit from a man called Dr Mortimer. He wants Holmes's advice before he goes to see his friend Sir Henry Baskerville. Sir Henry is the last member of the Baskerville family and is going to inherit the family home, Baskerville Hall, in the west of England. Mortimer is worried about Henry and tells Holmes and Watson an old legend about a wild dog. It is called the Hound of the Baskervilles and it killed Sir Hugo Baskerville hundreds of years earlier. It has also killed other members of the Baskerville family since then. The legend says that this dog will kill anyone called Baskerville.

## 4 Discuss

Discuss these questions in pairs.

- a Do people still believe in legends like *The Hound of the Baskervilles*?
- b Are there any Egyptian legends like this?
- c Why do people like these stories?

## 1 Read and guess

Sir Charles Baskerville died with a **terrified expression on his face. Look at the following.**

a Which face has a *terrified* expression?



b Match the other six faces with the correct expression.

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/> angry      | <input type="checkbox"/> surprised              |
| <input type="checkbox"/> bored      | <input checked="" type="checkbox"/> 5 terrified |
| <input type="checkbox"/> happy      | <input type="checkbox"/> worried                |
| <input type="checkbox"/> interested |   |

c When was the last time you felt any of these emotions?

At first, the detective laughs at the story, but then Dr Mortimer tells him about Henry's uncle, Sir Charles Baskerville, who has just been found dead in his garden. He had no physical injuries, but he had died with a terrified expression on his face. Also near his body there were the footprints of an enormous dog. Suddenly, Holmes is very interested and goes to Baskerville Hall to investigate.

Holmes and Watson solve the crime. They discover that the criminal is called Stapleton, a cousin of the Baskervilles who wants to inherit the family home. He knows the legend of the hound, and trains a black dog to kill the first person it sees. He doesn't feed the dog because he wants to make it very hungry. However, when he sends it to kill Sir Henry Baskerville, Holmes and Watson are waiting. When they shoot the dog, everyone realises that the hound is just an ordinary dog. Stapleton drowns as he is trying to escape.

## 2 Read and answer

Answer four of the following questions.

- Where is Baskerville Hall? *In the west of England.*
- What is Sir Henry going to inherit? .....
- What did they find near the body of Sir Charles Baskerville? .....
- Why do you think Dr Mortimer chose to ask Sherlock Holmes for help? .....
- Do you think Dr Mortimer is a good friend to Sir Henry? Why/Why not? .....
- Do you think Stapleton's plan was a good one? Why/Why not? .....

## 3 Read and answer

Read about Sir Arthur Conan Doyle's life and answer these questions.

- Where did Conan Doyle train to be a doctor? *Edinburgh University.*
- Where did he work as a doctor? .....
- How old was he when he died? .....

- |             |  |
|-------------|--|
| <b>1859</b> | Arthur Ignatius Conan Doyle was born in Edinburgh.                             |
| <b>1876</b> | He went to Edinburgh University to train to become a doctor.                   |
| <b>1881</b> | He left university and worked as a doctor in South Africa and other countries. |
| <b>1885</b> | He married Louisa Hawkins. They had two children.                              |
| <b>1887</b> | He wrote his first story about Sherlock Holmes: <i>A Study in Scarlet</i> .    |
| <b>1930</b> | He died at the age of 71.  |



## 4 Discuss in pairs

Discuss these questions in pairs.

- Why do you think Conan Doyle went to work in South Africa and other countries instead of being a doctor in Britain?
- How can doctors help people in poor countries?



## 1 Read, think and discuss

Read the story "*Sara and the Thieves*".

- a Try to explain the mystery.
- b Compare ideas in pairs.

### Sara and the Thieves

Sara lives with Mr and Mrs Smith. Last week, while Mr and Mrs Smith were out, a neighbour, Louise, came to spend the evening with Sara. At eight o'clock, Louise went out to buy some bread from a shop which was five minutes' walk away. One minute after she left, two men broke into the house and took the television and a computer. Sara didn't look surprised and she did not try to stop them. Can you explain?



## 2 Prepare to tell a story

You are going to tell a mystery story.

- a Think of a mystery story you know. It can be:
  - an old Egyptian legend.
  - a crime that has never been solved.
  - a puzzle, like the story *Sara and the Thieves*.
- b Make notes in answer to these questions, like the sample.

- 1 Who are the characters in your mystery?

Sara, Mr and Mrs Smith, Louise, two thieves

- 2 When did the story take place?

One evening last week

- 3 What was the situation?

Mr and Mrs Smith were out.  
Louise went out for bread.  
Two men came in and stole a television and computer.

- 4 What is the mystery?

Why wasn't Sara surprised?  
Why didn't she try to stop the thieves?

## 3 Talk to a partner

Tell each other your mystery stories, using your notes.

- a Your partner has to try to explain the mystery.
- b Talk about any other mysteries you know.



# 18 Holidays with a difference

## Listening



### Objectives

**Grammar** Use reported questions

**Listening** Listen for specific information

**Reading** Read for gist and detailed information

**Critical thinking** Respect other cultures and ways of life

**Writing** An e-mail applying for an expedition

### 1 Look and discuss

Look at the advertisements for adventure holidays, then discuss these questions in pairs.

- Which of the three holidays would you prefer to go on? Why?
- Are there any you would not like to go on? Why?

### 2 Check your vocabulary

Guess the meaning of the words in bold. Check in your *Active Study Dictionary*.

- I went **abroad** for the first time last year. I went to Turkey.  
.....
- My parents are trying to **arrange** our next summer holiday.  
.....
- We usually go away for a **fortnight** in the summer. One week is too short. ....
- I belong to a **conservation** society that helps protect Egyptian wildlife. ....

### 3 Listen and choose

Listen to the conversation and choose the correct answer.

- James is going to go **sailing/diving** this summer.
- James's uncle works for a **conservation/children's** society.
- Helen is going to help **her older brother/old people or children**.

### 4 Listen and answer

Listen again. Are these sentences *True or False*?

- ☒ James is going to Egypt with friends.
- ☐ He's going diving for a week.
- ☐ After that, he's staying with relatives for two weeks.
- ☐ His aunt and uncle have two children older than James.
- ☐ Helen is going to India for two months.
- ☐ For part of her holiday, she's going to work with teenagers.
- ☐ Helen's going with her sister.

### 5 Discuss

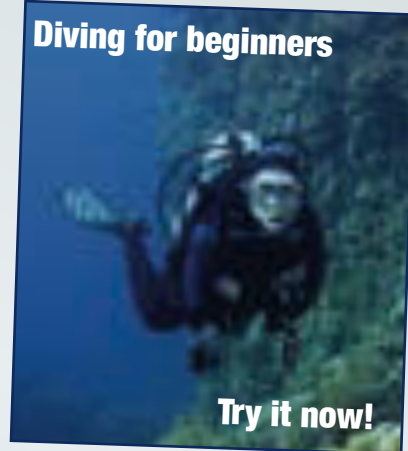
Discuss these questions in pairs.

- Have you ever been on an adventure or activity holiday?
- Have you ever spent part of a holiday helping other people?

#### See dolphins in the wild



#### Diving for beginners



Try it now!

#### Pharaohs Rally



Join the week-long race across the Sahara

## 1 Make sentences

Write these questions from the listening text in the correct order.

- a you/are/away/going/James/this summer,/?  
*Are you going away this summer, James?*  
 b you/going/where/are/? .....  
 c your/holiday/looking/forward/are/to/you/? .....  
 d Helen/on/holiday/soon,./are/you/going/? .....  
 e are/going/you/with/who/? .....

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## 2 Listen and write

Listen to someone reporting the questions in Exercise 1 and write what you hear in your notebook.

Example: *Helen asked James if he was going away this summer.*



## 3 Discuss

Discuss these questions in pairs.

- a How are the reported questions different from Helen's and James's words? Think about these points:

- verb tenses
- word order
- pronouns
- punctuation

- b What word is added when we report Yes/No questions?

## 4 Report these questions

Hassan asked Ali about his holidays. Report his questions.

- a Where are you going for your holiday?  
*Hassan asked Ali where he was going for his holiday.*  
 b When are you leaving? .....  
 c How are you travelling? .....  
 d Where are you staying? .....  
 e Are you going with your family? .....  
 f How long will you be away for? .....  
 g Do you enjoy holidays? .....  
 h What's your favourite kind of holiday? .....

## 5 Work in threes

Ask, answer and report these questions, like the example.

- a How old are you?  
 b Where do you live?  
 c What do you do?  
 d Do you play any sports?  
 e Where do you go on holiday?  
 f What do you enjoy doing on holiday?





## 1 Check your vocabulary

Check the meaning of these words in your dictionary.

climate coast community expedition  
experience instructor meal rare



## 2 Read and answer

Read about Global Challenge and find out how many countries it organises expeditions to.

## 3 Read and answer

Read the article again and answer these questions.

- Are these holidays different from ordinary holidays? *Yes, they are adventure holidays that also help communities.*
- What happens before young people go on Global Challenge holidays? .....
- Why did James think living in the Indian village would be difficult? .....
- How does James help in the local community? .....
- Why does the Egyptian tortoise need help? .....
- What has Olivia done to help the tortoises? .....

## 4 Reading between the lines

Discuss these questions with a partner.

- What kind of training would James and Olivia need before they went to India and Egypt?
- How do you think the Global Challenge instructors help the young people during the expeditions?
- What differences would James notice between life in an Indian village and life in Australia?
- What do you think James's and Olivia's experiences will teach them about themselves and about life?

## Global Challenge Holidays

Global Challenge will give you an adventure holiday – and you will give something to the **community** you join. Our **expeditions** last for a month. Our friendly **instructors** will train you before you leave and will help you all the time you are away. Global Challenge arranges expeditions to 30 countries. Here are two people's **experiences**:

**James Hammond**, from Australia, is in India. This is what he says about his experience:

*Before I came, I thought life in a small village with no television and a strange language would be difficult. But it hasn't been difficult at all. We've helped in a home for children with disabilities. We've had invitations for **meals** with Indian families. Our instructor Michael has taken us for a day's sailing on the Indian Ocean.*

**Olivia Owen**, from London, is in Egypt. This is what she says:

*The Mediterranean **coast** of Egypt is beautiful and has a wonderful **climate**. I've spent a lot of time here helping a tortoise conservation society. The Egyptian tortoise is one of the smallest and **rarest** tortoises in the world. Unfortunately, people are building on many of the places where the tortoises usually live, so we are finding new, safe homes for them to live in.*



## 1 Read and answer

Read this quotation from “Global Challenge Holidays” and answer the questions.

*Before I came, I thought life in a small village with no television and a strange language would be difficult. But it hasn't been difficult at all. We've helped in a home for children with disabilities. We've had invitations for meals with Indian families.*

- a Do you think life would be difficult in a small village with no television?
- b Why do you think the language was not a problem for James?
- c How do you think James helped in the home for children with disabilities?



## 2 Read and answer

Read this article about a visit to Siwa and answer four of the following questions.

### Unusual hotel for Prince Charles and Camilla

When the British queen's son, Prince Charles, and his wife Camilla came to Egypt in March 2006, they spent a night in an unusual hotel on the edge of the Sahara Desert. The Adrere Amellal Ecolodge is an environmentally friendly hotel that has no electricity. People who stay there are given locally-grown food.



The day before, Prince Charles had visited the oasis town of Siwa close to Libya. With Siwa having a midday temperature of 35 degrees, he did everything he could to keep cool, wearing a hat and staying out of the sun. Camilla spent time talking to a group of local women and then looked round the market.

Prince Charles and Camilla were in Egypt as part of a tour of the Middle East. On their visit, they also went to an animal hospital in Cairo, which looks after horses injured in road accidents, and they visited Al-Azhar University, one of the oldest universities in the world.

- a Did Prince Charles and Camilla visit only Egypt in 2006?  
*No, they went to other countries in the Middle East.*

- b Why was their hotel unusual?

- c Why did Prince Charles stay out of the sun? Where was he?

- d Do you think Prince Charles and Camilla enjoyed staying in the hotel? Why?/Why not?

- e Why do you think Prince Charles found it so hot in Siwa?

- f What do you think Prince Charles and Camilla enjoyed most about their visit to Egypt?

## 1 Prepare to speak

You are going to choose an expedition. First, do the following.

- Read about three Global Challenge expeditions. Read and make notes about the possible advantages and disadvantages of each one.
- Now note down any questions you want to have answered about the expedition, e.g. where it is, what training you need, etc.

1

One month's work helping with nature conservation on the coast.



2

Five weeks working with children who have learning difficulties.



3

One month helping to look after young children in a small community.



	1	2	3
<i>Advantages</i>			
<i>Disadvantages</i>			
<i>Questions</i>			

## 2 Discuss

Discuss the following in pairs.

- Tell each other which expedition you have chosen and why.
- Tell each other what questions you asked.

I asked what training I would need.





# Review

# F

## Listening



### 1 Write and discuss

Make a list of words you think you might hear about each subject below.

<input type="checkbox"/> Television	<input type="checkbox"/> Holidays	<input checked="" type="checkbox"/> 1 School	<input type="checkbox"/> Families	<input type="checkbox"/> Climate
<i>programme</i> ✓	<i>travel</i>	<i>lesson</i>	<i>father</i>	<i>weather</i>

### 2 Listen and tick

Listen to the people and tick any words you hear in the table above.

### 3 Listen and number

Listen again and number the subjects 1-5 in the order you hear them.

### 4 Listen and answer

Listen again. Are these sentences True or False?

- ☒ T The first speaker didn't find maths difficult.
- ☐ One of the speakers would like the sun to be hotter.
- ☐ The cameras in the TV programme got very close to the animals.
- ☐ The speaker sees her parents most of the time.
- ☐ One of the speakers sent a friend a postcard.

### 5 Revise pronouns

What do the words in bold from the listening refer to?

- I'm hoping to do **it** at university. *maths*
- Some people think **it's** because we all use our cars more.
- You could see very clearly what **they** were doing.
- I see **him** at weekends.
- Did you like **it**?
- It** came yesterday.

Listen to check your answers.

### 6 Discuss

Complete, then discuss these questions in pairs.

- What did you like or dislike about **s***chool* when you first started?
- How has the c.....e changed recently in your country?
- Do you enjoy wildlife programmes on t.....n?
- Who do you get along best with in your f.....y?
- What is your idea of a good h.....y?



## 1 Read and complete

Complete this conversation with the correct question tags.

- Jenny** Hi. You came home quite late last night, **a** *didn't you* ?
- Jo** Yes, at about 10 o'clock, I think.
- Jenny** You went to the Sherlock Holmes Museum in London, **b** ?
- Jo** Yes, it was really interesting. You've been there, too, **c** ?
- Jenny** Yes, I went there last year with my class.
- Jo** They say it's the house where Sherlock Holmes lived, **d** ?
- Jenny** Yes, that's very strange, **e** ?
- Jo** Some people think Sherlock Holmes was a real person, **f** ?
- Jenny** You didn't think that, **g** ?
- Jo** No, of course not!

## 2 Make passive sentences

Make this letter formal by making the verbs passive (you do not always need to add *by...*).

Example:

*I am writing to let you know that all your holiday arrangements have now been completed.*



Dear Mr Sherif,

I am writing to let you know that **a** *we have now completed all your holiday arrangements.*

**b** *We have booked a taxi to take you to the airport. c It will pick you and your family up at 2 o'clock tomorrow afternoon.*

**d** *We have reserved seats for you on EgyptAir flight MS719 from Cairo to Amman. e A driver will meet you at the airport and*

**f** *will take you straight to your hotel.*

**g** *We have reserved two rooms at the Central Hotel – one for you and Mrs Sherif and the other for your daughters.*

We hope you have a good holiday.

Yours sincerely,

## 3 Revise reported questions

Report these questions which Samira at One World Travel asked Mr Sherif.

- a** "Have you travelled with One World before, Mr Sherif?"  
*Samira asked Mr Sherif if he had travelled with One World before.*
- b** "Where are you going for your holiday?"
- c** "When are you and your family planning to leave and come back?"
- d** "Do you want to travel by plane or train?"
- e** "How are you going to pay?"



### 1 Discuss in pairs

Look at the photograph and map and discuss these questions in pairs.

- a Where do you think this place is?
- b What can you say about the place by looking at the map and photograph?

## James Moore's Global Challenge

Last year James Moore, an 18-year-old boy from England, went on a Global Challenge holiday to Cuzco in Peru. He spent four weeks in Peru. For the first two weeks, he worked in an old people's home, where he had to make the beds, clean the rooms and cook food for the old people. He enjoyed the work very much. Best of all, he liked talking to the old people about their lives. They told him interesting stories about what the country was like when they were young. They showed him photographs of their families, and James told them about his family in England.

For the last two weeks of his holiday, James joined a group and walked along the Inca Trail from Cuzco to the ancient Inca city of Machu

### 2 Read quickly and answer

What did James Moore do in the second half of his holiday?

.....



Picchu. It was a long and exhausting walk, but the areas they walked through were beautiful, and they saw many wonderful sights. Machu Picchu itself was incredible. James took lots of photographs to show his friends at home.

James loved his time in Peru and hopes to return to visit the old people's home again next year. He would like to spend more time with the people he met in Cuzco.



### 3 Read and answer

Read again and answer these questions.

- a Where did James go for his Global Challenge holiday? He went to Peru.
- b What did he do during the first two weeks of the holiday? .....
- c What three jobs did he have to do? .....
- d What did he enjoy most about his job? .....
- e What did he do after he had finished working? .....
- f What was good about this part of his holiday? What was difficult? .....

### 4 Complete

Complete with the correct part of see, watch or look at.

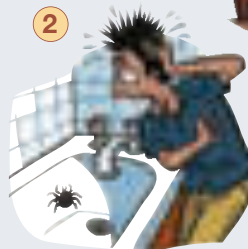
- a When he was walking along the Inca Trail, James saw many wonderful sights.
- b You shouldn't ..... the sun. It can hurt your eyes.
- c Cats and some other animals can ..... very well in the dark.
- d My brother isn't very good at sport, but he likes ..... it on television.



## 1 Match and answer

Match the sentences with the pictures.

- a ☒ 5 She was very **happy** when she was in Peru.
- b ☐ She's **worried** about her son – he said he'd phone her and he hasn't.
- c ☐ He's always been **terrified** of spiders.
- d ☐ He gets **bored** very easily.
- e ☐ She's **interested** in all kinds of wildlife.



## Critical thinking

### 1 Read and answer

Read this quotation from “James Moore’s Global Challenge” and answer the questions.

Best of all, he liked talking to the old people about their lives. They told him interesting stories about what the country was like when they were young. They showed him photographs of their families, and James told them about his family in England.

- a Who were the old people James was talking to?
- b What did James do to help them?
- c How do you think their country is different to how it was when they were young?
- d Why do you think James enjoyed talking to the old people?

### 2 Discuss in pairs

Discuss these questions in pairs.

- a If you worked with old people, what questions would you like to ask them about their lives when they were young?
- b What could you learn from the old people?
- c What questions do you think the old people would ask you about your life?
- d How could you help them?

### 3 Speak in pairs

Take turns to be A and B.

**Student A** You help in an old people's home. Ask the old person questions about their past. Answer their questions.

**Student B** You are an old person who lives in a home. Answer Student A's questions. Ask him/her questions about his/her life.



## 1 Prepare to speak

You are going to talk about a holiday you had.

- a Read this postcard from James to his friend Ben and complete it with the correct adjectives. There may be more than one answer.

ancient enjoyable  
excited famous  
~~fantastic~~ friendly  
good great  
happy hard  
incredible  
interesting kind  
old tiring



Dear Ben, 17 August  
I'm having a **a** *fantastic* time here in Peru. I arrived in Cuzco ten days ago and have spent that time working in an old people's home. The work is **b** .....  
- I usually clean the bedrooms and cook three meals every day. But the people I'm working with are so **c** ..... to me! They've all lived such **d** ..... lives, and they're very **e** ..... to tell me their stories. Next week, I'm starting my walk from Cuzco to Machu Picchu - I'm really **f** ..... about seeing the **g** ..... Inca city. I'll ring you when I get back in two weeks.  
Best wishes,  
James

Ben Appleyard

34, The Avenue

Wimbledon

London SW19 9UH

ENGLAND

- b Think about a holiday you have had. Answer these questions, like the sample.

### Questions

- 1 Where are you? (Choose a real holiday you remember or make up a possible holiday.)
- 2 When did you arrive there?
- 3 What are you doing there?
- 4 Are you enjoying your holiday?
- 5 What are you going to do next?
- 6 When will you go home?

### Answers

in Cuzco, Peru

ten days ago

working in an old people's home

yes, but it's hard work

walk to Machu Picchu

in two weeks

## 2 Discuss

Compare notes about your holiday with a partner and ask each other questions about anything which is not clear.

# Grammar Review

## UNIT 1 Present and past simple

### Present simple statements/negative statements

I/You/We/They	<b>come/don't come</b>	from Japan.
He/She/It	<b>comes/doesn't come</b>	from Cairo.

### Wh- questions

Where	<b>do</b>	I/you/we/they	<b>work?</b>
When	<b>does</b>	he/she/it	

### Yes/No questions and short answers

<b>Do</b>	I/you/we/they	<b>work in Cairo?</b>	Yes, we	<b>do.</b>	No, we	<b>don't.</b>
<b>Does</b>	he/she/it		Yes, she	<b>does.</b>	No, he	<b>doesn't.</b>

#### Use the present simple for:

- habits/repeated actions. *I **walk** to school every day.*
- situations/activities which are true for a long time. *I **live** in Cairo.*
- facts that are always true. *The sun **shines** in the day.*

#### Common errors

Correct	Wrong	Notes
He <b>comes</b> from Cairo.	He <del>come</del> from Cairo. He <del>is coming</del> from Cairo.	Present simple verbs after <i>he/she/it</i> end in -s.
I <b>know</b> what you mean.	I <del>am knowing</del> what you mean.	Some verbs are not usually used in the continuous form. Examples: <i>believe/forget/hate/know/like/see/understand/want.</i>

### Present simple with frequency adverbs

Use these adverbs to say *how often* something happens.

Order of frequency:

+	<b>always</b>
↓	<b>usually</b>
	<b>often</b>
↓	<b>sometimes</b>
-	<b>never</b>

- Frequency adverbs are usually **before** the verb:  
*I **sometimes** walk to school./I **never** drive into town.*
- But we put them **after** the verb *be*:  
*I am **never** late for school./She is **always** tired in the evenings*
- Note that *usually* and *sometimes* can also start or end a sentence:  
***Usually** I walk to school./I cycle to school **sometimes**.*



# Grammar Review

## Past simple tense statements/negative statements

I/You/We/They	<b>visited</b>	Japan.
He/She/It	<b>didn't visit</b>	

## Wh- questions

When	<b>did</b>	I/you/he/she/it/we/they	<b>visit Japan?</b>
Why			

## Yes/No questions and short answers

<b>Did</b>	I/you/we/they/he/she/it	<b>visit Japan?</b>	Yes, we	<b>did.</b>	No, we	<b>didn't.</b>
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### Use the past simple for:

- an action that started and finished in the past. *He **drove** into town yesterday.*
- actions which follow each other in a story. *He **got** into his car and **drove** into town.*
- repeated actions in the past. *He **drove** into town every day last week.*

### Common errors

Correct	Wrong	Notes
He <b>lived</b> in Tanta before he came here.	He <del>was live</del> in Tanta before he came here. He <del>living</del> in Tanta before he came here.	The past simple is a one-word verb. Form the past simple of regular verbs by adding <i>-d</i> or <i>-ed</i> to the infinitive

**NOTE**  
There is a list of irregular verbs on page 136.

## UNIT 2 Past continuous and past perfect

## Past continuous statements/negative statements

I/He/She	<b>was/wasn't</b>	reading.
You/We/They	<b>were/weren't</b>	

## Wh- questions

What	<b>was</b>	I/he/she	<b>reading?</b>
Where	<b>were</b>	you/we/they	

## Yes/No questions and short answers

<b>Was</b>	I/he/she	<b>working?</b>	Yes, I	<b>was.</b>	No, I	<b>wasn't.</b>
<b>Were</b>	you/we/they		Yes, we	<b>were.</b>	No, we	<b>weren't.</b>

## Use the past continuous for:

- something in progress when an action took place. *When he arrived, I **was reading**.*
- past actions happening at the same time.  
*While he **was working** as a journalist, Dickens **was writing** magazine stories.*

## Past perfect statements/negative statements

I/You/He/She/We/They    **had/hadn't visited**    London before.

## Wh- questions

What    **had**    I/you/he/she/we/they    **watched** on TV?

## Yes/No questions and short answers

**Had**    I/you/he/she/we/they    **visited** London before?    Yes, he    **had.**    No, he    **hadn't.**

## Use the past perfect to show which of two actions/events in the past happened first.

- Dickens's father went to prison because he **had got** into debt.*  
(First: Dickens's father got into debt. Second: Dickens's father went to prison.)

## Common errors

Correct	Wrong	Notes
When we arrived, the match <b>had started</b> .	When we arrived, the match <del>was started</del> .	The past perfect is <i>had</i> + past participle.
They <b>had known</b> each other for two years before they became friends.	They <del>were knowing</del> each other for two years before they became friends.	<i>Know</i> is one of the verbs that is not usually used in the continuous form.

## UNIT 3 Conditional sentences

### Zero conditional

If I **feel** tired, I **go** to bed.    I **go** to bed if I **feel** tired.

Use zero conditional sentences to describe actions which are usually true. In these sentences, *if* = *when*.

### First conditional

If I **find** his phone number, I'll **ring** him.    I'll **ring** him if I **find** his phone number.

Use first conditional sentences to describe actions that are possible in the future.

# Grammar Review

## Common errors

Correct	Wrong	Notes
If I <b>get</b> a good job, I'll help my family.	If I <del>will get</del> a good job, I'll help my family.	In first conditional sentences, the verb after <i>if</i> is in the present simple.

## Second conditional

If I <b>found</b> his phone number, I'd ring him.	I'd ring him if I <b>found</b> his phone number.
---	--

Use second conditional sentences to describe actions which will probably not happen in the future.

## Common errors

Correct	Wrong	Notes
If I <b>had</b> more time, I would visit my friends in Dubai.	If I <del>would have</del> more time, I would visit my friends in Dubai.	In second conditional sentences, the verb after <i>if</i> is in the past simple.

## UNIT 4 Present perfect

### Present perfect simple statements/negative statements

I/You/We/They	<b>have/haven't seen</b>	that film.
He/She	<b>has/hasn't sent</b>	me an e-mail this morning.

### Questions

<b>Have</b> you <b>seen</b> that film yet?
<b>Has</b> she <b>sent</b> me an e-mail this morning?
What <b>have</b> you <b>seen</b> today?

### Yes/No questions and short answers

<b>Has</b>	he	<b>read</b> this morning's newspaper?	Yes, he	<b>has.</b>	No, he	<b>hasn't.</b>
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#### Use the present perfect for:

- actions which began in the past and continue until now.  
*I've written three letters this morning.* (It is still morning.)  
*I've lived in Cairo since 1999/for 10 years.* (I'm still living here.)
- actions which have happened recently. *I've just finished my first year at university.*
- actions which have NOT happened yet. *She's never played tennis.*
- questions about someone's experience. *Have you ever been to Greece?*

#### NOTE

Use *for* + period of time (*an hour/three days*).  
Use *since* + a point in time (*two o'clock/Monday*).



## Common errors

Correct	Wrong	Notes
I've <b>lived</b> here for three years.	I <del>am living</del> here for three years.	To talk about something which started in the past and still continues in the present, use the present perfect, not the present continuous.

## UNIT 5 Comparative and superlative of adjectives

### Short adjectives (one syllable)

Adjective Type		Comparative	Superlative
ending in two consonants: add <b>-er/the -est</b> .	tall short	taller shorter	<b>the tallest</b> <b>the shortest</b>
ending in <b>-e</b> : add <b>-r/the -st</b> .	nice large	nicer larger	<b>the nicest</b> <b>the largest</b>
short vowel, ending in one consonant: double last consonant and add <b>-er/the -est</b> .	sad big	sadder bigger	<b>the saddest</b> <b>the biggest</b>

### Longer adjectives (with two or more syllables)

Adjective Type		Comparative	Superlative
with two syllables ending in <b>y</b> : change <b>y</b> to <b>i</b> and add <b>-er/the -est</b> .	heavy busy	heavier busier	<b>the heaviest</b> <b>the busiest</b>
many adjectives with two or more syllables use <b>more/the most</b> + adjective.	honest important	<b>more</b> honest <b>more</b> important	<b>the most</b> honest <b>the most</b> important

### Irregular adjectives

Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst

### Other words and phrases used to compare

<b>less/the least</b> are the opposites of <b>more</b> and <b>the most</b> :	My car is <b>less comfortable</b> than yours, but Ali's is <b>the least comfortable</b> (car).
<b>(not) as</b> + adjective + <b>as</b> :	Azza is <b>(not) as</b> old <b>as</b> me.

- Use comparative adjectives with **than** to compare two people or things:  
*I'm **taller than** my brother.*
- Use **the** + superlative adjectives to compare more than two people or things:  
*I'm **the tallest** student in the class.*

# Grammar Review

## Strong adjectives and adverbs of degree

- Strong adjectives are much stronger than ordinary adjectives.
- Use *quite/really/very* with ordinary adjectives.  
*I'm **very** tired./The film was **quite** frightening.*
- Use *absolutely/completely/really* with strong adjectives.  
*The film was **really/absolutely** terrifying.*

Ordinary	Strong
tired	exhausted
angry	furious
frightening	terrifying
hot	boiling
cold	freezing

### Common errors

Correct	Wrong	Notes
I'm <b>very</b> cold.	I'm <b>absolutely</b> cold.	You can't use <i>absolutely</i> with ordinary adjectives.
I'm <b>absolutely</b> freezing	I'm <b>very</b> freezing.	You can't use <i>very</i> with strong adjectives.

## UNIT 6 The future

### will + infinitive statements/negative statements

I/You/He/She/We/They	will/'ll	see you tomorrow.
	will not/won't	

### Wh- questions

When	will	I/you/he/she/we/they	arrive?
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### Yes/No questions and short answers

Will	he	be late?	Yes, he	will.	No, he	won't.
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#### Use will + infinitive for:

- predictions. *I expect Lucy and Paul **will stay** for dinner.*
- future facts. *It's my birthday next Tuesday. **I'll be** seventeen.*
- quick decisions. *Oh, that's the doorbell. **I'll get** it.*
- offers. ***I'll make** dinner tonight.*

#### Common errors

Correct	Wrong	Notes
The water's boiling – I'll <b>switch</b> it off in a minute.	The water's boiling – <del>I'm switching</del> it off in a minute.	For a quick decision, use <i>will</i> , not the present continuous.

## going to + infinitive statements/negative statements

I	am (I'm)/am not (I'm not)	going to	work hard this term.
You/We/They	are ('re)/are not (aren't)		
He/She	is ('s)/is not (isn't)		

## Wh- questions

What	are	you/we/they	going to do tomorrow evening?
	is	he/she	

## Yes/No questions and short answers

Are	you/we/they	going to work hard?	Yes, they	are.	No, they	aren't.
Is	he/she		Yes, he	is.	No, he	isn't.

### Use going to + infinitive for:

- plans, intentions and decisions. *Next month, I'm going to buy a new car.*
- predictions with evidence. *It's really dark. I think it's going to rain.*

### Common errors

Correct	Wrong	Notes
What are you going to do now? I'm going to watch television.	<del>I'm watching</del> television.	You can only plan or decide to watch television – you can't arrange it.

## Present continuous statements/negative statements

I	am (I'm)/am not (I'm not)	catching the 10 o'clock flight.
You/We/They	are ('re)/are not (aren't)	
He/She	is ('s)/is not (isn't)	

## Wh- questions

When	are	you/we/they	leaving for the airport?
Why	is	he/she	

## Yes/No questions and short answers

Are	you/we/they	leaving at 6 o'clock?	Yes, they	are.	No, they	aren't.
Is	he/she		Yes, he	is.	No, he	isn't.

### Use the present continuous for:

- arrangements and completed plans.  
*The school inspector is coming on Thursday. He's arriving at 10 o'clock.*

# Grammar Review

## UNIT 7 Modals of obligation and necessity (1)

### should/shouldn't, must/mustn't + infinitive

Use **should/shouldn't** + infinitive for:

- suggestions. You **should play** tennis – you'd enjoy it.
- advice. You **shouldn't eat crisps** – they're bad for your health.

Use **must/mustn't** + infinitive for:

- a rule or law. You **mustn't smoke** in hospitals.
- strong advice. You **must wash** your hands before you eat.

#### NOTE

You can use *ought + to + infinitive* instead of *should* to give advice: *You ought to work harder./You ought not to eat crisps.*

#### Common errors

Correct	Wrong	Notes
I <b>must buy</b> some bread.	I <del>must to buy</del> some bread.	Do not use <i>to</i> with the infinitive after <i>must</i> or <i>should</i> .

## UNIT 8 Third conditional sentences

If I **had (I'd) left** home on time, I **would (I'd) have caught** the school bus.

I **would (I'd) have caught** the school bus if I **had (I'd) left** home on time.

If you **hadn't gone** to Italy, you **wouldn't have met** Mario.

You **wouldn't have met** Mario if you **hadn't gone** to Italy.

Use third conditional sentences for imagined past situations:

- If I'd run faster, I'd have won the race. (I didn't run faster, so I didn't win the race.)
- If you hadn't gone to Italy, you wouldn't have met Mario. (You went to Italy and you met Mario.)

#### Common errors

Correct	Wrong	Notes
If I <b>had known</b> you were coming, I'd have met you at the station.	If I <del>knew</del> you were coming... If I <del>would have known</del> you were coming...	In third conditional sentences, the verb after <i>if</i> is the past perfect.



## UNIT 9 Verbs + *to* + infinitive or + *-ing* form

These verbs are followed by *to* + infinitive:

agree decide expect hope learn offer plan promise try want

- We're planning **to live** in Cairo.
- I don't want **to buy** a new house.

These verbs are usually followed by the *-ing* form of the verb:

avoid dislike enjoy finish hate like love suggest

- I dislike **sitting** in traffic jams.
- You should avoid **going** out at night.

These verbs can be followed by *to* + infinitive or the *-ing* form (there is no difference in meaning between the two forms):

begin continue hate like love prefer start

- He prefers **to go** to university by car./He prefers **going** to university by car.
- We like **to swim** in the sea./We like **swimming** in the sea.

Common errors

Correct	Wrong	Notes
My brother <b>would like to meet</b> you.	My brother <b>would like meeting</b> you.	After <b>would like/ would love</b> , use <b>to</b> + infinitive.
<b>I'd love to see</b> that film.	<b>I'd love seeing</b> that film.	

## UNIT 10 Questions and short answers

Question	Short answers
Are you Egyptian? Is he Spanish?	Yes, I am./No, I'm not. Yes, he is./No, he isn't.
Have you read this book? Has she read the magazine?	Yes, I have./No, I haven't. Yes, she has./No, she hasn't.
Do/Did you live in Cairo? Does/Did he work at the university?	Yes, I do/did./No, I don't/didn't. Yes, he does/did./No, he doesn't/didn't.
Can you come to my party? Can he swim?	Yes, I can./No, I can't. Yes, he can./No, he can't.

Common errors

Correct	Wrong	Notes
<b>Q</b> Are you Egyptian? <b>A</b> Yes, I am.	Yes, <b>I'm</b> .	Use full verbs in affirmative short answers. Don't shorten them.

## UNIT 11 Modals of obligation and necessity (2)

### must (present)

- I **must phone** the doctor to make an appointment. This is necessary.
- You **mustn't** drive more than 50 kph. This is a rule or law.
- I **don't have to** work on Friday. This is not necessary.

Questions	Short answers
<i>Must I phone the doctor?</i>	<i>Yes, you must./No, you don't have to.</i>
<i>Do I have to work on Friday?</i>	<i>Yes, you must./No, you don't have to.</i>

#### NOTE

*Do I have to...* is the question form of *must* in informal spoken English. In formal English, use *Must I...?*

### must (future)

- You **'ll have to work** hard to do well in the test. This will be necessary.
- We **won't have to work** next week. This will not be necessary.

Questions	Short answers
<i>Will I have to work hard?</i>	<i>Yes, you will./No, you won't.</i>
<i>Won't we have to work next week?</i>	<i>Yes, you will./No, you won't.</i>

### must (past)

- I **had to get up** early this morning. This was necessary.
- My father **didn't have to go** to work yesterday. This wasn't necessary.

Questions	Short answers
<i>Did I have to get up early this morning?</i>	<i>Yes, you did./No, you didn't.</i>
<i>Didn't my father have to go to work today?</i>	<i>Yes, he did./No, he didn't.</i>

### Common errors

Correct	Wrong	Notes
I <b>don't have to</b> go to school today because it's a holiday.	I <b>mustn't</b> go to school today because it's a holiday.	To say something is not necessary, use <i>don't have to</i> , not <i>mustn't</i> . <i>Mustn't</i> means it is not allowed.

## UNIT 12 Reported speech (1): statements

When direct speech (someone's actual words) is reported, change verb tenses, pronouns, some time and place words and phrases.

Direct speech	Reported speech
"I <b>live</b> in London," he said.	He said <b>(that) he lived</b> in London.
"The phone's <b>ringing</b> ," she said.	She said <b>(that) the phone was ringing</b> .
"Jo <b>left</b> ten minutes <b>ago</b> ," they said.	They said <b>(that) Jo had left</b> ten minutes <b>before</b> .
"Jo <b>has</b> just <b>left</b> ," they said.	They said <b>(that) Jo had just left</b> .
"I'll <b>see you tomorrow</b> ," she said.	She said <b>(that) she'd see him the next day</b> .
"I'm <b>going</b> to learn to drive next month," he said.	He said <b>(that) he was going</b> to learn to drive the following month.
" <b>You can</b> go home," she said.	She said <b>(that) I could</b> go home.

### Changes to time and place words and phrases:

Direct	Reported
here	there
tomorrow	the next/following day
yesterday	the day before/the previous day
this year	that year
now	then/at that time
(an hour) ago	an hour before/an hour earlier

#### NOTE

The verb tense does not need to change if the information we are reporting is still true.

"I'm revising for a test at school next week," she said.

She said she is revising for a test at school next week. (The test is still next week.)

## UNIT 13 Articles: *a/an* and *the* with singular nouns

Use <i>a/an</i> :	Use <i>the</i> :
to refer to something for the first time. <i>We have <b>a</b> house with <b>a</b> garden.</i>	for something you have already referred to. <i><b>The</b> house is small, but <b>the</b> garden is huge.</i>
to refer to one of many. <i>We've got <b>a</b> car.</i>	when there is only one of something. <i>Don't look at <b>the</b> sun. You'll hurt your eyes.</i>
to refer to someone's job. <i>He's <b>a</b> doctor.</i>	for an invention or a type of animal. <i><b>The</b> plane has made travel very fast. <b>The</b> tiger is a member of the cat family.</i>
	with superlative adjectives. <i>The computer is <b>the most important</b> modern invention.</i>

# Grammar Review

## Common errors

Correct	Wrong	Notes
The Egyptian sand cat is a desert animal.	<del>An</del> Egyptian sand cat is a desert animal.	Use <i>the</i> , not <i>a/an</i> , for types of animals.
I am reading <b>an</b> interesting book.	I am reading <del>the</del> interesting book.	Use <i>a/an</i> , not <i>the</i> , for one of many.

## UNIT 14 Relative clauses

### Type 1

**Type 1 relative clauses** give us important or necessary information about people, things or places. They tell us about the person, thing or place.

- The man **who/that lives next door** works in a bank.
- This is the photo **which/that shows our house**.
- The town **where I was born** is in the south of England.

Type 1 relative clauses do not use commas around the clause.

#### NOTE

For both type 1 and type 2 relative clauses, use these relative pronouns:

- *who* for people.
- *which* for things.
- *where* for places.

### Type 2

**Type 2 relative clauses** do not tell us which person, thing or place. They give us more information about them.

- Paul, **who works in a bank**, lives next door.
- This photo, **which I took**, shows our house.
- London, **which is in the south of England**, is the capital city.

In Type 2 relative clauses, use commas around the clause.

#### NOTE

In formal written English, *whom* can be used instead of *who* after prepositions in sentences like this:

*The person from whom I received this letter is the manager of the company.*

In informal English, we could say: *The person who I received this letter from is the manager of the company.*

## Common errors

Correct	Wrong	Notes
He is the man <b>who lives</b> next door.	He is the man who <del>he</del> lives next door.	Use relative pronouns instead of subject pronouns.
Cairo, <b>which</b> is very big, is a great city.	Cairo, <del>who</del> is very big, is a great city.	Use <i>who</i> only for people.
This photo, <b>which</b> I took, shows our house.	This photo, which I took <del>it</del> , shows our house.	Do not use another pronoun in addition to the relative pronoun.



## UNIT 15 Modals of possibility

### Present: *must be/can't be/might be*

Example	The speaker thinks...
He <b>must</b> be English – he speaks English well.	...he is definitely English because he speaks English well.
He <b>can't</b> be Egyptian – he doesn't speak Arabic.	...he is definitely not Egyptian.
He <b>might</b> be French, but he is probably Italian.	...it is possible that he is French.

### Past: *must have/can't have/might have + past participle*

Example	The speaker thinks...
I'm frightened of snakes. A snake <b>must have frightened</b> me when I was a child.	...a snake definitely frightened her when she was a child.
It's only 4 o'clock. The match <b>can't have finished</b> already.	...the match definitely hasn't finished (it's too early).
Azza wasn't at school yesterday. She <b>might have had</b> a doctor's appointment.	... it's possible that Azza had a doctor's appointment.

## UNIT 16 Question tags

Main sentence	Question tag	Notes
You're from Cairo,	<b>aren't</b> you?	Negative question tags follow affirmative main verbs.
He <b>isn't</b> from Turkey,	<b>is</b> he?	Affirmative question tags follow negative main verbs.
You <b>woke</b> up early,	<b>didn't</b> you?	Make question tags with an auxiliary verb if the main verb is simple present or past (but not with the verb <i>to be</i> ).
<b>We</b> aren't going to agree,	are <b>we</b> ?	Question tags have the same subject as the main verb.

#### Use question tags for two reasons:

- when you expect someone to agree with you (this is not a real question).  
*It's hot today, **isn't it**? (You know it is hot.)*
- to ask a real question to check information.  
*She **isn't** your sister, **is she**? (You are not sure, so you want an answer.)*

#### NOTE

If you expect someone to agree with you, your voice goes down at the end of the question tag. If you want an answer, your voice goes up at the end of the question tag.

# Grammar Review

## Common errors

Correct	Wrong	Notes
You haven't been to Egypt before, <b>have you?</b>	You haven't been to Egypt before, <del>haven't you?</del>	Use an affirmative tag with a negative main verb.
You enjoyed the film, <b>didn't you?</b>	You enjoyed the film, <del>didn't it?</del>	The subject of the question tag is the same as the subject of the main verb.
We enjoyed our trip, <b>didn't we?</b>	We enjoyed our trip, <del>isn't it?</del>	The question tag is the same tense and has the same subject as the main verb.

## UNIT 17 The passive

Present simple	Present continuous	Past simple	Present perfect	will future
It is visited.	It is being cleaned.	It was invented.	It has been sent.	It will be sent.
It isn't visited.	It isn't being cleaned.	It wasn't invented.	It hasn't been sent.	It won't be sent.
Is it visited?	Is it being cleaned?	Was it invented?	Has it been sent?	Will it be sent?

Choose the active or the passive to show what you are more interested in.

- My grandfather **built** this house in 1950. (You are interested in the grandfather.)
- This house **was built** by my grandfather in 1950. (You are more interested in the house.)

The object of an active verb is the subject of the passive verb. The subject of an active verb becomes the agent of the passive verb and is introduced by the preposition **by**.

- Arthur Conan Doyle **invented** Sherlock Holmes.
- Sherlock Holmes **was invented by** Arthur Conan Doyle.

## Common errors

Correct	Wrong	Notes
My camera <b>was made</b> in Japan.	My camera <del>made</del> in Japan.	The passive is made with the verb <i>be</i> + the past participle of the main verb.
You must do what you <b>are told</b> to do.	You must do what you <del>told</del> to do.	

## UNIT 18 Reported speech (2): questions

Make the same changes to verb tenses, pronouns, and time and place words, as in reported statements (Unit 12).

### Yes/No questions

Direct speech	Reported speech
"Are you going on holiday?"	She asked <b>if he was going</b> on holiday.
"Do you enjoy holidays?"	She asked <b>if he enjoyed</b> holidays.

### Wh- questions

Direct speech	Reported speech
"Where <b>are you going</b> on holiday?"	She asked him where <b>he was going</b> on holiday.
"When <b>are you leaving</b> ?"	She asked him when <b>he was leaving</b> .
"What <b>do you like</b> doing on holiday?"	She asked him what <b>he liked</b> doing on holiday.

- In reported questions, the subject comes before the verb.
- In Yes/No questions, use **if** before the question.

### Common errors

Correct	Wrong	Notes
She asked him where <b>he was</b> going.	She asked him where <del>was he</del> going.	In reported questions, the subject comes before the verb (not after as in direct questions).

# Grammar Review

## Irregular verbs

be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got/gotten (Am.)
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	hold
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent

lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set off	set off	set off
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written





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