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# English for Starters 12

Teacher's Book

Simon Haines

٢٠١١-٢٠١٢ م

المؤسسة العامة للطباعة



York  
Press





# English for Starters 12

Teacher's Book  
Liz Kilbey





حقوق التوزيع في الجمهورية العربية السورية  
محفوظة للمؤسسة العامة للطباعة



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## Module 1 World issues

Unit	Language	Functions	Skills
<b>1 The law</b> (page 10)	<p><b>Grammar</b> Linking the past with the present (revision of present perfect simple and continuous tenses)</p> <p><b>Vocabulary</b> Crimes and criminals Nouns and adjectives</p>	<p><b>Functions</b> discussing opinions; listening for general information; discussing reasons; agreeing for / against; writing about opinions</p>	<p><b>Reading</b> Reading an essay</p> <p><b>Listening</b> Listening for gist and general understanding</p> <p><b>Speaking</b> Discussing opinions</p> <p><b>Writing</b> An essay presenting arguments and expressing opinions</p>
<b>2 Migration</b> (page 16)	<p><b>Grammar</b> Talking about past events (revision of past perfect simple and continuous)</p> <p><b>Vocabulary</b> Numbers Word families</p>	<p><b>Functions</b> giving reasons; expressing explanations of events; expressing opinion; reporting others' experience; describing past events</p>	<p><b>Reading</b> Scanning for specific information Understanding reference words in a text</p> <p><b>Listening</b> Listening for numbers Listening to conversations Listening to a woman talking about emigrating from England to Australia</p> <p><b>Speaking</b> Recalling an important event</p> <p><b>Writing</b> An email about events</p>
<b>Pronunciation:</b> using stress for emphasis / contrastive stress			
<b>3 Recycling resources</b> (page 22)	<p><b>Grammar</b> Talking about wishes</p> <p><b>Vocabulary</b> Colour idioms Three-part phrasal verbs</p>	<p><b>Functions</b> discussing definitions; judging truth of sentences; expressing wishes; interpreting a bar chart; writing a report from a bar chart</p>	<p><b>Reading</b> Reading for gist and detail</p> <p><b>Listening</b> Listening for gist and general understanding</p> <p><b>Speaking</b> Discussing information in a chart</p> <p><b>Writing</b> A report based on statistics</p>

## Module 2 Natural world

Unit	Language	Functions	Skills
<b>4 The Earth at risk</b> (page 34)	<b>Grammar</b> Giving explanations Talking about cause and effect  <b>Vocabulary</b> Climate and weather Prefixes: <i>re-</i> , <i>mis-</i>	<b>Functions</b> describing problems; describing pictures; expressing opinion; giving solutions; describing a problem and its effects; agreeing / disagreeing; comparing and contrasting; replying to an email	<b>Reading</b> Reading for gist and detailed understanding Checking the meaning of reference words  <b>Listening</b> Listening to sentences with stressed syllables  <b>Speaking</b> Describing places in detail  <b>Writing</b> A reply to an email
<b>5 A world of plants</b> (page 40)	<b>Grammar</b> Explaining possibilities: <i>must be</i> / <i>can't be</i> / <i>might have been</i> , etc.  <b>Vocabulary</b> Things that grow Adjectives and prepositions	<b>Functions</b> expressing opinion; giving reasons; giving explanations of a picture; expressing preference; expressing time; explaining a choice; extracting positive and negative points; differentiating between fact and opinion; writing an account	<b>Reading</b> Reading an article Reading a sample account of a visit  <b>Listening</b> Listening for gist and detailed information  <b>Speaking</b> Discussing photographs  <b>Writing</b> An account of a visit
<b>6 Under threat</b> (page 46)	<b>Grammar</b> Describing processes (revision of passive verb form)  <b>Vocabulary</b> Animals	<b>Functions</b> responding to a quiz; agreeing / disagreeing; expressing opinion; supporting opinion; giving reasons for a choice; role playing; persuading others; comparing opinions; planning and writing a report; expressing possibilities	<b>Reading</b> Reading for gist and detailed understanding  <b>Speaking</b> Role playing: Expressing opinions / making decisions  <b>Writing</b> A report



## Module 3 Lifestyles

Unit	Language	Functions	Skills
<b>7 Healthy life</b> (page 58)	<b>Grammar</b> Reported speech Direct and reported questions  <b>Vocabulary</b> Words related to family Collocations and phrasal verbs with <i>make</i> and <i>do</i>	<b>Functions</b> making suggestions; expressing opinion; giving reasons; discussing and comparing; reporting statements and questions; giving advice	<b>Reading</b> Reading an article  <b>Listening</b> Listening for specific information  <b>Speaking</b> Giving advice  <b>Writing</b> A magazine article giving advice
<b>8 Urban and rural life</b> (page 64)	<b>Grammar</b> Comparing and contrasting  <b>Vocabulary</b> Places Words related to sounds Idioms with <i>and</i> Word families	<b>Functions</b> expressing opinion; giving reasons; presenting ideas; comparing and contrasting; explaining choices; responding to an email; evaluating an email	<b>Reading</b> Reading for gist and detailed understanding  <b>Listening</b> Listening to a conversation between two friends  <b>Speaking</b> Inferring meaning Matching people to suitable accommodation  <b>Writing</b> An email giving recommendations
<b>Pronunciation:</b> intonation patterns			
<b>9 New ways and old</b> (page 70)	<b>Grammar</b> Having things done (causative verbs)  <b>Vocabulary</b> Musical instruments Ways of playing instruments Idioms related to music	<b>Functions</b> describing pictures; comparing change; expressing preference; discussing opinion; talking about having things done; identifying musical instruments; analysing and writing a biography	<b>Reading</b> Reading a brief biography  <b>Listening</b> Listening for gist and specific information  <b>Speaking</b> Sharing information  <b>Writing</b> A short biography

## Module 4 Achievements

Unit	Language	Functions	Skills
<b>10 Record breakers</b> (page 82)	<b>Grammar</b> Giving background information on past events Past perfect simple and continuous <b>Vocabulary</b> Phrasal verbs with <i>come</i> Adjectives with <i>a-</i> : <i>afraid</i>	<b>Functions</b> analysing pictures; describing qualities; predicting difficulties; expressing opinion; discussing preparations; giving reasons; suggesting explanations; giving background information; predicting reactions; presenting arguments; agreeing / disagreeing; responding to an advert	<b>Reading</b> Reading for gist and specific information <b>Listening</b> Listening to answers <b>Speaking</b> Making difficult choices <b>Writing</b> A response to an advert
<b>Pronunciation:</b> intonation patterns – sounding sure of your answers			
<b>11 Future projects</b> (page 88)	<b>Grammar</b> Talking about processes (modal verbs in passive constructions) <b>Vocabulary</b> Formal words and informal equivalents Word families	<b>Functions</b> discussing pictures; expressing opinion; giving reasons; discussing changes; using formal / informal words; predicting; planning and writing a report	<b>Reading</b> Reading a report <b>Listening</b> Listening for gist and specific information <b>Speaking</b> Discussing recent technological changes <b>Writing</b> A report about technological changes
<b>12 Geniuses</b> (page 94)	<b>Grammar</b> Adding information using participle clauses and relative pronouns <b>Vocabulary</b> Nouns and adjectives Prepositions in phrases	<b>Functions</b> describing pictures; comparing talents; discussing advantages / disadvantages; expressing opinion; adding information; interacting in conversations; solving problems; negotiating meaning; responding to a letter; giving recommendations; expressing praise; convincing people	<b>Reading</b> Reading for gist and specific information Text referencing <b>Listening</b> Listening to short conversations <b>Speaking</b> Explaining solutions to logical problems <b>Writing</b> A letter of recommendation
<b>Pronunciation:</b> intonation patterns – showing interest			

# Introduction

*English for Starters* is an English course for Basic and Secondary level students in Syria. This level is for Grade 12.

This level of *English for Starters* includes a Students' Book, listening material on cassette, an Activity Book and a Teacher's Book.

These materials are based on the *General Guidelines and General and Specific Outcomes for the English Language* in Syria, where this language is regarded as a foreign language. In accordance with the English Curricula Outcomes of the Syrian Ministry of Education, the *English for Starters* materials have approached these skills in an integrated way in terms of the tasks and activities for both learners and teachers.

Therefore, the outcomes appearing at the beginning of each module harmonise with and are relevant to the integrity of these skills and interactivity between learners and teachers.

## What the course provides

*English for Starters* provides a wide range of regional and topic-based content and the latest in methodology, designed to appeal to the educational needs and interests of Grade 12 students in Syria.

The course also builds on and broadens students' general knowledge, through text-based work within the topics, and vocabulary development. The Quote boxes provide interesting viewpoints which students can discuss, collect and add to. The Students' Book is divided into 4 modules, each focusing on a particular topic. Each module contains 3 units, which develop the topic in different ways:

### Module 1 – World issues

- 1 The law (crimes and criminals, presenting arguments)
- 2 Migration (recalling important events)
- 3 Recycling resources (pollution, statistics)

*English for Starters* has a comprehensive language syllabus, presenting and reviewing contextualised grammar, and providing systematic practice. The skills syllabus provides regular, carefully-staged practice in reading, listening, speaking and writing, where the emphasis is on practice and production of language. There are also plenty of opportunities for students to develop critical thinking skills and express their own opinions through every unit, and especially in the project at the end of each module.

### Culture

Culture is an important part of the thematic input in *English for Starters*, and builds students' knowledge of national and international culture, past and present. Numerous reading passages, activities and exercises deal with specifically Syrian themes. To take one example, Module 2, Unit 5, in the Students' Book includes a reading passage entitled 'Our visit to Apamea'.

### Reference material

There is a grammar reference section (Grammar file) at the back of the Activity Book, linked to each unit, to provide support and extra information for teachers and students. It can be used during a grammar lesson if students encounter difficulty or need extra examples, or can be reviewed later, when preparing for a test, for example. The forms of each structure are clearly presented, and each grammar point is illustrated by relevant examples.

### Pronunciation

*English for Starters* also includes regular Pronunciation sections which provide practice and guidance in areas of difficulty for Arabic speakers. There are many difficult sounds and sound combinations in English. Students will have discovered that some of the sounds that are new to them in English may be

difficult to produce and recognise. They also need to know about word and sentence stress and intonation, and how important they are for understanding and communication. *English for Starters* highlights useful contrasts between English sounds which are easily confused by Arabic speakers, with suggestions in the teacher's notes about how to help students to recognise and reproduce the most accurate sounds they can. The pronunciation activities use words taken from the unit wherever possible. The cassette includes pronunciation listening material.

*English for Starters 12* concentrates on word and sentence stress, intonation patterns and rhythm, including any particular difficulties students may have producing and understanding connected speech.

### Activity Book

The Activity Book is closely interlinked with the Students' Book and is designed to be used in class to provide both extra practice of the language and skills covered in the Students' Book, and extension work to develop topic and language areas. There are also regular Progress Tests in the Activity Book.

### Self-assessment

It is a good idea for students to think about and reflect upon their learning at every opportunity. Self-assessment is a way of formalising and nurturing this metacognitive skill. The Activity Book includes three self-assessment activities in each module (12 in all). The self-assessment answer key is given on page 80 of the Activity Book.

In addition, further chances for students to evaluate their own progress are built into the Activity Book. Scoring criteria for reading and writing tasks are given on pages 81 and 82. Each module ends with a Learning Log, which encourages students to reconsider the work they have done in the light of stimulating and searching questions.

### Teacher's Book

The Teacher's Book provides comprehensive guidance notes for teachers to present the lessons, Review units, Projects, complete tapescripts for listening material and a full answer key at the end of each module. It also provides an Assessment Guide at the back.

### Assessment Guide

The *Assessment Guide* can be found at the end of the Teacher's Book. Its purpose is to provide examples of suitable tests and advice for teachers to help them to prepare their own tests for students. The emphasis is on achieving an appropriate balance among the four skills, and on discouraging rote learning. Teachers are advised to study the *Assessment Guide* carefully.

There are six sample tests in all:

- Test 1           Module 1
- Test 2           Module 2
- Test 3           Modules 1 and 2
- Test 4           Module 3
- Test 5           Module 4
- Test 6           Modules 3 and 4

Accompanying the tests is an assessment taxonomy. This provides desired outcomes for Grade 12 students under the following headings:

- Semantic conceptions
- Syntactic conceptions
- Processes
- Dispositions



## Review units

The Students' Book has regular Review units after every module. The four Review units are an opportunity to revise and consolidate the work covered in the previous three units. They include various activities and task types. No new language is introduced. They should be used for consolidation of the language presented and practised in the modules, before students do the regular tests provided in the Activity Book.

## Projects

Each Review unit is followed by an optional project which can be completed if there is extra lesson time available. The project offers students an opportunity to practise English in a less formal context and encourages cooperation and interaction within groups. A project may need extra materials, and involve research and other preparation, some of which may be done as homework. Students are encouraged to present their work well, with appropriate illustrations and eye-catching headings. The projects should be displayed around the classroom if possible.

## The roles of the Students' Book and the Activity Book

The Activity Book is designed to be written in and used as an integrated resource with the Students' Book. It follows and exploits what is in the Students' Book and is either used for a whole lesson or for extra work or homework. However, it is very important that the teacher regularly checks the Activity Books. This can be done as a class exercise or by collecting in the books.

The Students' Book is not designed to be written in, so every student needs a notebook for writing exercises, and recording what they learn in class, especially new vocabulary.

## How to use the course

A particular unit with its associated Activity Book unit exercises can be used over a series of lessons. It is recommended that each unit takes nine lessons, with the Activity Book used for the third, sixth and ninth lessons. Extra Activity Book exercises are also suggested for homework where appropriate.

## Lessons 1 and 2

Students' Book opener, followed by Reading or Listening and vocabulary focus

## Lesson 3

Activity Book: Reading focus

## Lessons 4 and 5

Grammar / Vocabulary focus

## Lesson 6

Activity Book: Grammar focus

## Lessons 7 and 8

Speaking / Writing focus

## Lessons 9

Activity Book: Writing focus

## Preparing for the lessons

Before teaching the Students' Book unit, teachers should read the overview, which gives the main aims of the lesson and identifies the language focus. It also lists what materials will be needed for the lesson. Optional materials are sometimes given too – they are suggestions for simple teaching aids that will add interest to the lesson: for example, photographs or pictures from magazines.

**Outcomes** To talk about migration; to read about migration  
**Language focus** Reading for general understanding; reading for detail

**Materials** Students' Book pages 16–17; world map

Teachers should then read through the notes for the lesson,

making a note of any words identified as being potentially difficult, and noting the timings suggested for each stage of the lesson (these are only given as a rough guideline).

In some lessons, extra activities (or 'extensions') are suggested – these can be used if there is time in the lesson. They can also be used at the beginning of the next lesson.

## How each unit works

### Outcomes

At the beginning of each module, there is a list of skill outcomes for that module. Students should be encouraged to read the list and decide which outcomes are most important for their individual learning.

You will be able to:

- listen to a talk and a description
- recall past events
- talk about wishes
- write a report based on statistics
- scan for specific information
- present ideas and suggestions
- write an essay

At the end of each unit, students should fill the learning log in the Activity Book. Teachers can also encourage the students to talk about what they found useful, easy and / or difficult. Areas of difficulty can be revisited using the Grammar and Vocabulary files at the back of the Activity Book.

### Reading / Listening and vocabulary

- Each unit begins with an 'opener' which encourages the students to talk about the topic of that unit, research and practise new vocabulary connected with the topic. The opener also helps to prepare them for the Listening or Reading text which follows.
- Some reading texts have a 'Factfile' attached to them, which contains useful facts about the topic concerned. These can be used in various ways; for example, asking the students what they already know about the information under each heading before reading it.
- The texts are presented with a short task for the students to complete while they are listening or reading. The texts usually contain examples of language which the students focus on later in the grammar section. The first, or 'gist' reading or listening section helps students to grasp the general areas of information presented. There is then a section called 'Check your understanding' which has more detailed comprehension questions. Students are encouraged to listen or read several times to complete different tasks.
- In *English for Starters 12* there are also text referencing exercises connected to the Reading texts, which are designed to encourage students to find and identify reference words which describe previously mentioned subjects in the text. This is a particularly important skill when reading extended texts in English.
- After working on the text, students are given the opportunity to voice their own opinions and think about related issues which are relevant to themselves. This 'critical thinking' is an important part of the *English for Starters* syllabus. Students are asked to discuss questions in pairs or small groups, to give them confidence and allow them to express their ideas in English. In the 'Think and speak' sections, which are usually linked with the Reading / Listening and Vocabulary work, they can:
  - give personal opinions: for example, about lifestyles and preferences; old people and child prodigies; the effects of world events on a country; laws in society

- ▶ speculate: for example, how future technologies might affect people's job choices; the physical and mental challenges of a dangerous expedition
- ▶ discuss moral or cultural issues: for example, identifying the most precious resources in a country; how we can encourage people to think about our effect on the environment; the impact of building work on historical and archaeological sites; raising awareness of our dependence on nature
- ▶ The text styles and topics are reflected in the texts used in the Activity Book, which further develop students' skills by including other exercise types and vocabulary in the comprehension work.

### Grammar

- ▶ Grammar exercises present and practise the grammar focus of the unit. There are usually example sentences or phrases from the reading or listening texts used to help students work out rules and general principles.
- ▶ There is a variety of practice exercises and a reference to the Grammar file at the back of the Activity Book for extra help or revision. Some grammar items will be new to the students and some will be revising important structures that they have met previously during their studies. So, teachers may advise students to refer to the Grammar file to find further explanation if they need to. The Grammar file is not to be used as material for explanation of grammatical items.
- ▶ The Activity Book contains further grammar practice exercises, with more examples of specific grammar points in short texts and stories, and regular revision of grammar structures throughout.

### Vocabulary

- ▶ Vocabulary is an important feature of each unit. Lessons focus on vocabulary from the texts and develop new, related topic areas, for example, phrasal verbs or idioms. There is a wide range of vocabulary exercises – matching, gap-filling, categorising, listing, identifying pictures, etc.
- ▶ The Activity Book contains many vocabulary-focused exercises which may introduce and practise new items, as well as recycling what students meet in the Students' Book.

### Speaking

- ▶ Enabling students to gain the confidence to produce fluent and accurate speech is one of the aims of *English for Starters*. As well as a complete lesson developing a function of communication in English, there are many other opportunities to comment on aspects of a particular topic, either in pairs or groups, or individually. There are also suggestions for helping students to develop their confidence in speaking throughout the teacher's notes.
- ▶ Each Speaking lesson is carefully staged with models and examples to help students. What is particularly helpful is the *Useful Language* box at the bottom of the Speaking and Writing pages, which contains frequently-used expressions and ideas which may be referred to while students are taking part in an activity.
- ▶ Although there are no specific Speaking activities in the Activity Book, teachers will find that there are many opportunities to develop students' speaking skills during the Activity Book lessons for example; comparing and discussing answers in pairs and groups.

### Writing

- ▶ Each Writing section in *English for Starters* develops a particular real-life writing skill that students will be familiar with in their own language and may need to use in English

too. These include writing emails, completing application forms, writing reports, letters, notes and messages, and designing and presenting results of research topics. The task is set out at the beginning of the section, and students follow a carefully-planned sequence of exercises which starts with a model text and takes them through to producing their own texts. Planning and checking are very important stages in writing any kind of text, and these are reinforced each time.

- ▶ The writing skill is usually focused on in Lesson 8, the last in each unit, so students will have a lot of appropriate language to draw on as well as the usual reference, which the *Useful Language* boxes provide.
- ▶ There is a wide range of writing practice exercises in the Activity Book, from guided writing, with a helpful framework for students to follow, to freer practice, with guidelines for the number of words to write.

### Assessment tools

In the Activity Book every module has one assessment tool for one of the skills: Reading or Writing. After the students complete the assigned exercise, they refer to the end of the Activity Book to check if they have gone through the correct steps. For each step in the assessment tools, the student has to put a tick in the right box (*Yes / No*). Then he / she counts the number of ticks in the *Yes* box to see how well he / she has done. An example of the Assessment tools in the Activity Book follows:

Pages: 4-5: Reading

Put a tick (✓) in the correct box *Yes / No*

Scoring criteria	Yes	No
I read the text as a whole first.		
I used the photo to help me understand the text.		
I used the key words and concepts to find answers in the passage.		
I used the context in the passage to match the words with their meanings.		
I read the text again carefully and answered True/False questions.		
I used the new vocabulary in another context.		

### Rating scale

- 6 (*yes*) excellent, correct, complete
- 5 (*yes*) very good, correct, complete, lacks some details
- 4 (*yes*) good, correct, partially complete
- 3 (*yes*) fair, partially correct, partially complete, needs revision
- 2 (*yes*) incomplete or incorrect; do it again!
- 1 (*yes*) incomplete and incorrect; do it again!

### Review sections

At the end of each module there are four pages of review material. The first pair of pages consists of test or revision material that students can complete either in class or at home. The second pair of pages consists of project work that students can do in pairs or groups. The projects provide opportunities for students to work collaboratively towards a common goal. These will need to be completed in stages and over a period of time. At intervals the teacher will need to be involved, in a facilitating role, to check progress and make suggestions. Completed projects should be displayed in the classroom or copied and offered to fellow students to read and comment on.

### Classroom management techniques

It is useful as a teacher to be able to get a large group of people to do something quickly, quietly, and efficiently, in order to perform a task and learn effectively. There are many instances in *English for Starters* where the teacher may want to organise the students in a way which is best for everybody; for example, when writing on the board for students to copy, asking individual students to answer a question so that the class can hear, or enabling students to get the most out of their speaking practice by working in a small group or just with a partner, but so that the teacher can listen, too.

### Giving instructions

The teacher should make sure that all students in the room are listening when he / she gives instructions, and to speak naturally and clearly. It is important to check that students have understood the instruction if it involves remembering more than one thing. This can be done by demonstrating the activity or part of it with one student or group of students. The teacher may even want to note the stages of an activity on the board as a reminder. If students have to be moved to do an activity, it may be worth waiting until they are in their new places before giving the instructions for a task, and then demonstrating it if necessary.

### Presenting and practising new language

It is important that the teacher is familiar with and clear about the new language. (If it is revision for the students, it may not be necessary to spend as much time on the presentation as is suggested in the teacher's notes.) It is a good idea for the teacher to read the teacher's notes and the Grammar file for the new language point before the lesson, and also to check if there is any extra reference material needed.

In *English for Starters* students often have to answer questions about the example sentences, which the teacher may like to write up on the board so that he/she can be sure all students are looking at the right example.

The main purpose of the direct questions that are asked in the Students' Book grammar section is to check comprehension of the grammar concept. It is important that students understand these questions and are able to answer them before moving on to the practice exercises.

### Speaking practice

Some learners will be accustomed to the teacher speaking a lot during a lesson. However, a good way to increase the amount of practice all students experience is making sure there are times during the lesson when students can work in groups or pairs. There are a lot of opportunities in *English for Starters* for students to discuss their ideas with each other in pairs and / or groups before demonstrating to the class. This is a good way to develop confidence, one of the main attributes of a fluent speaker of a foreign language. Students can try things out in front of their friends without the pressure of speaking to the teacher (who knows more), or to a large group (who might not all be listening). Group work gives the teacher time to walk around, virtually unnoticed, checking the students' progress as they work, at a time when they are not feeling self-conscious, and therefore what is heard is more likely to be an accurate record of the students' true ability.

If students are not used to the idea of working in pairs or groups the teacher may need to explain the benefits the first few times.

### 1 Large or class group activities

Even if the class is large, with fixed desks or tables, there can still be opportunities created for students to speak with others in the room. There will be a space somewhere in the room either at the front, back or sides, where students can stand together for a short time to do an activity. It is useful to have a timer or stopwatch to prevent students drifting away from the task, even if it seems that not everybody has finished. (Note the times suggested in the Teacher's Book.)

### 2 Groups of four or five

If the teacher wants to get students into groups for a quick activity or discussion, the easiest way is to go around the class numbering the students up to the number required in each group. e.g. 1 ... 2 ... 3 ... 4, etc. and then instruct four 1s to work together, four 2s, etc.

Again, the teacher should be aware of the timing of an activity. If most groups have finished, the teacher should be prepared to stop the activity. If one group finishes early, it may be a good idea to set another related task to prevent distraction or disruption. It's possible that there will be a difficulty with the task, in which case the teacher needs to find out what the problem is, and help if necessary.

### 3 Pair work

It may not be a good idea to always have students who sit next to each other working together. Factors such as existing knowledge of the language, confidence / personality, and what they already know about each other can all affect the success of the activity. It also helps the atmosphere in the class if students can get to know other classmates during the language activities, and appreciate each other's difficulties and strengths.

Once students realise why it is a good idea, it should be quite easy to ask them to change places with another student on the other side of the room, or get them to organise themselves by lining up in order of when their birthday falls in the year, for example, or in alphabetical order according to their names. Then the teacher can ask them to sit with the person who is standing behind them for a particular activity. If they are going to need their notebooks and pens for the activity, the teacher should ask them at the beginning to pick them up before they move out of their seats.

### Listening to students

It is a good idea for the teacher to get used to walking around the class when students are doing group and pair work to listen to what is going on. The teacher can make notes (either mentally or on paper) of things they would like to correct later, or of anything particularly good that the student or group could report on after the activity.

### Using the board

It is worth remembering that students will need to copy examples or ideas that the teacher has written on the board into their notebooks. Board writing needs to be large and clear. The teacher can plan what is needed by reading through the teacher's notes before a lesson. The teacher may like to divide the board into sections, so that all new vocabulary is in one part, grammar examples in another, etc.



# World issues



Students' Book pages 8-9

## Opener (5-10 minutes)

Tell the students that these pages show them what they will be doing in the first module. Ask them to read the title (*World issues*) and look at the pictures.

Invite your students to explain what the scales represent (Unit 1: *the balance of the law*). Then ask them about the contrast in buildings (Unit 2: *old and new*). Point to the other contrast (Unit 3: *polluted river and glass jars*).

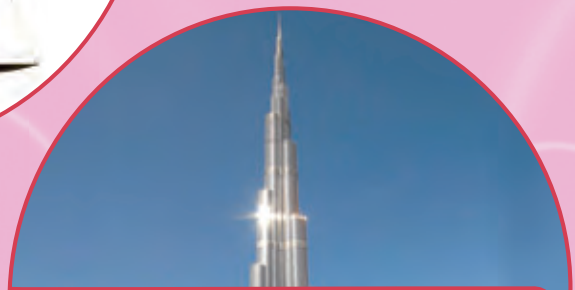
Put students into small groups to discuss the question *How would you improve city life?* (Review 1), and note down their ideas.

Students' Book page

# World issues



Unit 1: The law  
How does it work?



Unit 2: Migration  
Why do people leave their countries?





Unit 3: Recycling resources  
How can we reduce pollution?



**Key words**

**Unit 1:** court, govern, guilty, innocent, jury, legal, principle, property, prove, ruler

**Unit 2:** abroad, deteriorate, emigrate, famine, industry, modernisation, refugee, starvation, success

**Unit 3:** composted, incineration, landfill, material, pollution, precious, recycle, resources, rubbish, waste

**Outcomes**

You will be able to:

- ▶ listen to a lecture and a description, and demonstrate understanding
- ▶ recall past events
- ▶ talk about wishes
- ▶ write a report based on statistics
- ▶ scan for specific information
- ▶ present ideas and suggestions
- ▶ write an essay



## The law

## MODULE 1: World issues

## Lessons 1 and 2

## Overview

**Outcomes** To talk about the law; to listen to information about the law

**Language focus** Vocabulary: crime and the law

**Materials** Students' Book pages 10-11; cassette; dictionaries (optional)

## Discuss

## 1 (10 mins)

On the board, write *Appeal, Investigation, Sentence, Trial, To charge*. Ask students what these words mean to them. Lead the discussion to the concept: *The Law*. If available, get pictures of a courtroom, a judge, jury or a lawyer to prompt discussion. Ask students to provide pictures in the next session.

Put the students in pairs or small groups to discuss questions **a, b, c** and **d**. While they are talking, go round and listen. Offer prompts if necessary.

Invite two or three students to share their ideas with the rest of the class and encourage comments and further discussion.

**NOTE:** They will hear more information in **exercise 4**.

## 2 (10-15 mins)

Read out the words and if possible distribute dictionaries. Ask the class to match the first word with its meaning, then allow time for them to complete the task in pairs. Go round and offer help where necessary.

## Listen

## 3 (15-35 mins)

Read out the instructions. Then divide the class into five groups, a-e, and ask the groups to discuss the corresponding question. Ask them to note down their ideas, especially if they are discussing all the questions.

Go round and listen, offering ideas where necessary. When they are ready, invite different students to report back their ideas for each question and allow brief class discussions. Tell them they will be able to check their answers when they have heard the recording.

## Students' Book page

## The law

## MODULE 1: World issues

## Grammar

Linking the past with the present (revision of present perfect simple and continuous tenses)

## Vocabulary

Crimes and criminals  
Nouns and adjectives

## Reading

Reading an essay

## Listening

Listening for gist and general understanding

## Speaking

Discussing opinions

## Writing

An essay presenting arguments and expressing opinions



## Discuss

1 Look at the pictures and discuss these questions.

- What do you think the people are doing in the first picture?
- What happens in the place shown in the second picture?
- How old is the system of laws in your country?
- Why do we have laws? How many reasons can you think of?

## GUESSES

2 You are going to listen to a talk about the law. Before you listen, guess and match these words from the talk with their meanings.

- |             |   |
|-------------|---|
| a enforce   | 1 not responsible for a crime                                     |
| b govern    | 2 something valuable which belongs to someone                     |
| c guilty    | 3 a group of people in court who decide whether someone is guilty |
| d innocent  | 4 rule / belief   |
| e jury      | 5 to control  |
| f legal     | 6 responsible for a crime   |
| g principle | 7 to show that something is true                                  |
| h property  | 8 relating to the law   |
| i prove     | 9 to put into practice / carry out                                |

**4 (15 mins)**

Ask the students to read the five questions in **exercise 3** again, then play the recording. Read out each of the questions and ask different students to tell you the answer from the recording. Then play the recording again.

Tapescript 1.1 - see page 40

**Check your understanding****5 (15 mins)**

Ask students to listen to the lecture again and note down their answers, then compare them with a partner's. If possible, have a set of dictionaries for the students to consult. If not, be ready to explain difficult words.

Tapescript 1.1 - see page 40

**6 (5-10 mins)**

Read out sentence **a** and ask the class what the word *which* refers to. Then allow time for them to consider the remaining sentences.

Go round and offer help if necessary. Then put them in pairs to check their answers.

**Think and speak (10 mins)**

**7** Put the students in pairs or small groups, if possible with different people. EITHER divide the class into two (**a** and **b**) and ask the students to discuss the corresponding question OR ask the students to discuss both questions. Go round and listen, offering prompts where necessary. Join in the discussions if you want to.

Finally, invite different students to report back to the class. Encourage comments and questions.

**Lesson 3**

Activity Book pages 4-5, Reading

Activity Book answer key page 42

## Students' Book page

## The law

**Listen**

**3** You are going to listen to a lecture about law-making. Before you listen, try to answer these questions. Discuss your answers with a partner.

- a Can you think of an action that everyone in every country thinks is wrong?
- b How long ago do you think the first code of laws was made?
- c Who makes the laws in most societies?
- d You are going to hear about three types of law: criminal law, civil law and ... . What is the third type of law?
- e Some criminals are sent to prison for their crimes. What is a typical punishment for a less serious crime?

**4** (1.1) Listen to the lecture and check the answers to the questions in exercise 3.

**Check your understanding**

**5** (1.1) Listen again and choose the correct answers to these questions.

- a How does the speaker define 'law'?
  - 1 a special code
  - 2 rules which control society
  - 3 individual rules
  - 4 the rules of an organisation
- b Who makes sure people obey codes of law?
  - 1 governments
  - 2 police and judges
  - 3 members of the public
  - 4 juries
- c Which type of law deals with murder and theft?
  - 1 criminal law
  - 2 family law
  - 3 civil law
  - 4 property law



**6** What do the words in *italics* in these extracts from the lecture refer to?

- a the law is the code or set of rules *which* governs all individuals ...
- b a person is innocent until someone proves that *he or she* is guilty.
- c ... three main types of law. Firstly, *the one* that people know most about ...
- d The law affects every area of people's daily lives, from driving *their* cars ...

**Think and speak**

**7** Discuss these questions in pairs or groups.

- a What is the main purpose of sending people to prison: to punish them or to protect society?
- b Do you agree that without laws 'there would be chaos'? How do you think people would behave if there were no laws?

## Lesson 4

### Overview

**Outcomes** To use words with more than one meaning

**Language focus** Words with more than one meaning, e.g. *mean, case ...*

**Materials** Students' Book page 12; dictionaries

### Vocabulary

#### Words with more than one meaning

#### 1 (10-15 mins)

Read out the first sentence (**a1**) and ask the students to choose the correct definition from the list (*club or organisation ...*). Then allow time for them to complete the task. When they are ready, put them in pairs to compare answers.

#### 2 (15-20 mins)

Put the students in pairs and ask them to use dictionaries to find various meanings for the word *mean*. Ask them to write a sentence for each meaning (e.g. *What does this word mean? My brother is mean with his money.*). Invite several different students to read out their sentences and invite comments / further suggestions.

Allow time for the students to complete the task in pairs.

Go round and offer suggestions where needed.

#### Possible definitions (answers may vary):

**mean:** convey a word or idea; not generous; the average of several quantities

**note:** a brief written record; a noise made by musical instruments; a piece of paper money

**case:** an example of something occurring; a legal action; a container for carrying things

**spring:** a season; a rapid movement; a metal coil; a place where water comes from underground

**row:** a number of things in a straight line; a fight; propel a boat with oars

#### Some suggestions for sentences:

**b** I wrote a note to my teacher.

Please note down what I tell you.

**c** is a musical note.

**c** I carry my papers in a case.

This case is difficult to solve.

Take an umbrella in case it rains.

**d** Spring is my favourite season.

We get our water from a spring.

The door opens because it's on a spring.

I always spring up when I hear the doorbell.

**e** There's a row of seats in front of the screen.

Can you row a boat?

Please don't have a row – be friends!

## Nouns and adjectives

#### 3 (15-20 mins)

Ask the students to copy out the sentences and complete them with the correct form of the words in brackets. Encourage them to use dictionaries if necessary. Put them in pairs to compare answers.

Activity Book page 5, Vocabulary

Activity Book answer key page 42

Students' Book page

### Vocabulary

#### Words with more than one meaning

1 Find the correct definitions from the list below for the repeated words in each pair a-f.

- a** society  
1 When I was a student, I was a member of the Law **Society**.  
2 A strong legal system is important in a modern **society**.
- b** ruler  
1 Tutankhamun was a very famous Egyptian **ruler**.  
2 I'm doing my maths homework – can I borrow your **ruler**, please?
- c** property  
1 Taking another person's **property** is theft.  
2 The price of **property** in the city has increased dramatically this year.
- d** court  
1 In the final of the championship, the players were on **court** for two hours.  
2 Three men will appear in **court** tomorrow accused of dangerous driving.
- e** fine  
1 He did a **fine** job of washing my car.  
2 He had to pay a **fine** because he was driving without insurance.
- f** type  
1 Secretaries used to spend most of their time **typing** letters and reports.  
2 What **type** of music do you like best?

#### Definitions

- ▶ area where people play games like tennis and squash
- ▶ land and buildings
- ▶ club or organisation for people with the same interest
- ▶ write using a machine
- ▶ very good
- ▶ place where trials take place
- ▶ someone in charge of a country, such as a king
- ▶ something that belongs to someone
- ▶ straight piece of wood or plastic to help you draw straight lines
- ▶ all the people living in a country
- ▶ kind / sort
- ▶ money people pay as a punishment for doing something illegal

2 Use a dictionary to check the different meanings of these words, then write two sentences for each of these words in your notebook.

- a** mean    **b** note    **c** case    **d** spring    **e** row

### Nouns and adjectives

3 Complete these sentences with adjectives derived from the nouns in brackets. You may need to use a dictionary.

- a** Many people believe that the worst crimes are murder and other ..... acts. (violence)  
**b** There would be a ..... situation in society if there were no ..... systems. (chaos / law)  
**c** He left court a free man because he had proved that he was .....  
The jury said he was ..... (innocence / not guilty).

## Lesson 5

## Overview

**Outcomes** To use the present perfect and present perfect continuous correctly

**Language focus** Present perfect

**Materials** Students' Book page 13

**Grammar reference** Activity Book Grammar file page 83

## Grammar Linking the past with the present (the present perfect)

### 1 (5-10 mins)

Remind the students of the talk about the law that they heard. Tell them that sentences **a–f** are extracts from that talk. Read out the first sentence and ask them to tell you the present perfect verb (*has developed*). Then allow time for them to complete the task.

### 2 (5-10 mins)

Point students' attention to the underlined verbs in sentences **a, b, d**. Ask students to deduce the rule for forming the present perfect. Repeat with sentences **c, e, f** which are in the present perfect continuous.

### 3 (10-15 mins)

Read out the question and ask the students to discuss the pairs of sentences with a partner. Invite suggestions (*in each case, the first sentence tells us about a recent activity that is finished but still related to the present, whereas the second sentence suggests a continuous activity that may not be finished*).

### 4 (10-15 mins)

In small groups, students study the picture and note down some sentences, using the present perfect and the present perfect continuous.

Go round and help, adding ideas where necessary.

**NOTE:** There are many possible correct answers here.

#### Some suggestions:

There's been an accident. A car has knocked a man over.

He has hurt his leg. A doctor has arrived.

Somebody has called the police.

Somebody has broken the shop window.

A crowd has gathered.

The paramedic has been helping the man. He's been sitting on the pavement for a few minutes.

The police have been interviewing witnesses.

### 5 (10-15 mins)

Ask students to work individually. Let them read out the questions and the example answers. Then give them time to give their own answers, using the present perfect.

Then students work in pairs to compare their answers. Go round and check correct use of tenses.

### 6 (15 mins)

In pairs, students take turns to ask each other the questions in **exercise 5**.

Go round and listen, making corrections where necessary.

Finally, ask different students about their partners.

(e.g. *What has Rana been doing?*).

## Lesson 6

**Activity Book page 6, Grammar**

**Activity Book answer key page 42**

## Students' Book page

## Grammar Linking the past with the present (the present perfect)

Activity Book Grammar file page 83

### 1 Underline the present perfect simple and continuous verbs in these sentences.

- Every country has developed its own code of law over hundreds or thousands of years.
- They have broken the law – they should be punished.
- I 've been reading a book about the history of law-making.
- Anyone who has committed a crime will have a criminal record.
- Students who have been cheating will be punished severely.
- He 's been studying law for three years.

### 2 How are the two present perfect verb tenses formed?

### 3 What is the difference in meaning between the underlined verbs in these pairs of sentences?

- Ali has studied law and history this year.  
Hani has been studying law and history for four years.
- Omar has written two essays this morning.  
Hassan has been writing an essay all morning.
- The police sergeant has interviewed two people so far today.  
The detectives have been interviewing people all week.

### 4 Work with a partner. Look at the illustration and discuss what has happened and what has been happening.



### 5 Now write two different answers to each of these questions.

- What have you done so far this week?  
*I've played tennis three times. / I've ...*
- What are some of the things you've been doing for a length of time?  
*I've been playing the piano. / I've been ...*
- How long have you been doing these things?  
*I've been playing the piano since I was 13 / for 3 years. / I've been ...*
- What have your friends or members of your family been doing recently?  
*Laila has been revising for her science exam. / Samer has been ...*

### 6 Work with a partner. Take turns to ask each other the questions in exercise 5.



## Lesson 7

### Overview

**Outcomes** To read an essay about computer crime

**Language focus** Presenting an argument, e.g. *One issue is... , Another issue is...*

**Materials** Students' Book page 14

### Reading An essay

#### 1 (15-20 mins)

Give students some time to read the text. Then read out question **a** and ask for volunteers to give examples of the old and new crimes mentioned in the article.

Ask students if they can think of other examples of crimes which they may have come across earlier in the unit (theft, dangerous driving, murder, violence). Tell students to discuss questions **b** and **c** in pairs before presenting answers aloud as a class.

#### 2 (10-15 mins)

Ask students to read through the article again. Tell them they need to match the phrases to make complete sentences.

Go round checking answers. If there is time once they have completed the exercise, ask students to find the correct beginning for the unused extra ending (ending **3**).

#### 3 (5-10 mins)

Read the rubric aloud and tell students to complete the matching exercise, working either individually or in pairs. Encourage the use of dictionaries if necessary. Check answers as a class.

### Students' Book page

#### Reading An essay

1 Read the *New crimes* text below and answer these questions.

a What examples of old and new crimes does the writer give?

.....

b What do you think motivates Internet criminals?

.....

c How do you think Internet criminals should be punished?

.....

#### New crimes

The law related to computer crime is changing very quickly. Modern criminals are using computers to help them commit crimes like identity theft and to make it easier to commit old crimes like theft or fraud. One issue that makes it hard to fight computer crime is that this type of offence is often more difficult to solve than traditional crimes because the criminals are invisible and their actions may be hard to prove. Another issue is that it is quite difficult to prosecute a computer criminal successfully because usually nothing is actually stolen or physically damaged.

In recent years computer crime has increased as the number of people using the Internet to buy things or to access their bank accounts has grown. This new type of business has attracted techno-criminals who order goods without paying, or break into the computer systems of businesses and move money to their own account or send viruses which can seriously damage computers and the information they contain. These viruses can affect millions of people worldwide.

Criminals can use the Internet to plan crimes and pass on confidential information more easily than meetings or telephone conversations. Computers allow criminals access to millions of people whom they may persuade to pay for something worthless.

2 Read the article again and match each beginning a-c with one of the endings 1-4. There is one more ending than you need.

a Computer criminals are invisible ...

b The fact that actual things are not stolen by computer criminals ...

c One of the reasons why computer crime is on the increase is that ...

1 ... makes it more difficult for the police to prosecute them successfully.

2 ... more people are using the Internet to buy goods.

3 ... safer than telephone conversations.

4 ... which makes it more difficult for the police to solve computer crimes.

3 Match these words and phrases from the article with their meanings.

a fraud

b identity theft

c virus

d solve a crime

1 the crime of stealing someone's personal details

2 to discover who commits a crime

3 the crime of lying or cheating to get money

4 a bad program which damages computers



## Lesson 8

## Overview

**Outcomes** To write about traffic problems

**Language focus** Arguments and opinions, e.g. *I intend to*, *The main point is ...*

**Materials** Students' Book page 15

## Writing

## 1 (15 mins)

Read out the instructions and ask the students to look at the picture. Then put them in groups to discuss the two questions. Go round and listen, offering your own ideas if you wish.

## 2 (20-30 mins)

Read out the introduction and the question and ask students to choose whether to work in pairs or individually.

a Ask the students to decide on their answers.

b Students then make a plan, dividing their notes into four paragraphs according to the headings.

3 Ask the students to look at the *Useful Language* box, then allow time for them to write their essays in full. Go round and make suggestions where necessary.

## Check (10 mins)

4 a Ask the students to read through their essays carefully, checking for spelling, grammar and punctuation. Go round and offer help and suggestions where necessary.

b Tell them to read their partners' essays and check them as suggested. Encourage them to make other useful comments, too.

They then make any necessary corrections or additions to their own work. Go round and make final checks, or collect their work in to correct and return. If there is time, invite two or three students to read out their essays to the class.

## Quote

Arrange the students in groups. Read the quote aloud to the class and ask what Socrates meant. Do they agree? Why or why not? Students discuss their responses in groups, and then give feedback to the whole class.

You may wish to point out to students that the verb 'prefer' is here used to mean 'valued' rather than 'like better'.

**Background:** Socrates was an ancient Greek philosopher living in Athens in the 5th century BCE. He is often regarded as the father of Western philosophy. He did not write anything down himself, but we can learn about his philosophical views from the works of Plato, one of his students.

## Lesson 9

Activity Book pages 7-8, Writing

Activity Book answer key page 42

## Students' Book page

## task

You are going to write an essay expressing your opinions.

## The law 1

## Writing

1 The policeman in the photograph is responsible for ensuring that drivers obey traffic laws. Discuss these questions with a partner.

- Do you think there should be speed limits? If so, where? Give reasons for your answer.
- What should happen to motorists who break these speed limits?

2 You are going to write an essay in answer to this question:

*Should motorists who drive too fast in residential areas be banned from driving?*

- Decide what your opinions are on this subject. Is your answer to this question 'Yes', 'No' or 'It depends'?
- Plan your essay in four paragraphs. Write notes under these headings:
 

Paragraph 1	Background to the topic
Paragraph 2	Arguments for
Paragraph 3	Arguments against
Paragraph 4	Your opinion

3 Write your essay in 100-120 words.

- Use ideas you discussed in exercise 2 above and expressions from the *Useful Language* box below.
- Follow your paragraph plan and express your ideas clearly and simply. Make sure readers know what your opinion is.

## Check

4 When you have finished writing, read your essay carefully.

- Exchange essays with a partner. As you read what your partner has written, ask yourself these questions:
  - ▶ Has he / she answered the question fully?
  - ▶ Has he / she presented arguments for and against?
  - ▶ Has he / she expressed his / her own opinions clearly?
- Check spelling, grammar and punctuation. Return your partner's essay and exchange thoughts and ideas.

## USEFUL LANGUAGE

## Saying what you intend to write about

In this essay I intend to look at / consider / discuss some of the arguments for and against ...  
First of all, I will look at / consider / discuss the arguments in favour of / against ...

## Presenting arguments

The main point / argument for / against ...  
Another point / argument ...

## Expressing opinions

In my opinion / view, ...  
(In fact) it's my view that ...  
I believe / think that ...

**Quote** "Nothing is to be preferred before justice."  
Socrates

## Migration

## MODULE 1: World issues

## Lessons 1 and 2

## Overview

**Outcomes** To talk about migration; to read about migration

**Language focus** Reading for general understanding; reading for detail

**Materials** Students' Book pages 16-17; world map

## Discuss

## 1 (20-25 mins)

Ask the students to spend a few minutes studying the photographs. Then put them in pairs to discuss what is happening in the photographs. Go round and listen, offering prompts if necessary. If possible, use a world map to check that they know where the places are.

Students then discuss questions **a**, **b** and **c**.

Go round and listen, and tell them your own ideas if you wish. When they are ready, invite different students to report their ideas to the class and encourage a short class discussion. Invite students to use a world map at the front of the class to demonstrate their ideas.

## Extension

Ask the class to think about the terms *migration*, *emigration* and *immigration*. How are these words similar? How are they different?

Put them in small groups to discuss and make notes, then ask them to report back; encourage a whole class discussion.

A note on *migration*, *emigration* and *immigration*:

*Migration* usually refers to the movement of birds and animals as they travel seasonally from one part of the world to another in search of suitable weather. The term can also be used to describe the movement of people from one country to another.

*Emigration* means the movement of people **away from** their home country to another country. The word emphasises **leaving** the old country rather than arriving in the new one. The corresponding verb is *emigrate*. For example: *I was born in India, but I emigrated to the UAE five years ago.*

*Immigration* also means the movement of people from their home country **to** another country, but this word emphasises **arriving** as opposed to leaving. The verb *immigrate* is seldom used.

## 2 (5-10 mins)

Ask the class to match **a** with its meaning, then allow time for the students to complete the task in pairs.

## Read

## 3 (20 mins)

Read out the headings, then ask the students to read the text and decide where each heading should go. Tell them to read fairly fast and not to worry about difficult words at this stage. When they have finished, put them in pairs to compare answers.

## Students' Book page

UNIT  
**2**

## Migration

MODULE 1: World issues

**Grammar**  
Talking about past events  
(revision of past perfect simple and continuous)




**Vocabulary**  
Numbers  
Word families

**Reading**  
Scanning for specific information  
Understanding reference words in a text

**Listening**  
Listening for numbers  
Listening to conversations  
Listening to a woman talking about emigrating from England to Australia

**Speaking**  
Recalling an important event

**Writing**  
An email about events

Residents of Agadir, Morocco, left their city after the earthquake of 1960.      Thousands of Irish people left Ireland in the 19th century to find a better life.      Many people emigrated to the Arabian Gulf after its economic success.

**Discuss**

1 Look at the photographs and discuss these questions.

- Why do large numbers of people leave their own country and go to live in a foreign country? Three different reasons are illustrated in the photos.
- What other migrations like the ones shown in the photos do you know about?
- Why do you think many people choose *not* to migrate to another place?

**QUESTIONS**

2 Before you read the article on page 17, guess and match these words and phrases a-f with their meanings.

<ol style="list-style-type: none"> <li>success</li> <li>development</li> <li>deteriorate</li> <li>emigrate</li> <li>famine</li> <li>industry</li> </ol>	<ol style="list-style-type: none"> <li>economic activity concerned with raw materials and manufacture goods</li> <li>a serious shortage of food leading to great hunger on a large scale</li> <li>a period of great wealth</li> <li>the process of modernisation</li> <li>to leave your country to live in a new country</li> <li>to get worse</li> </ol>
---	---

**Read**

3 Read the article very quickly and match these headings with the correct parts A, B and C.

▶ Economic success    ▶ Economic necessity    ▶ Natural disaster

### Check your understanding

#### 4 (10-15 mins)

Remind the students of the text about migration; allow time for them to read it again.

Read out the first sentence and ask the students to tell you if it is true or false. Then put them in pairs to complete the task, referring back to the text as necessary.

Go round and offer help where needed.

#### 5 (5 mins)

Read out the first word and ask the class to find its opposite. Then allow time for them to complete the task and compare answers with a partner's.

#### 6 (10-15 mins)

Ask students to point out the words in bold in the text. Tell them to read the sentences that include the words in bold to check whether they can find what the pronouns refer to. If they can't find what the pronoun refers to in the same sentence, ask them to read the preceding sentence.

### Think and speak

#### 7 (10-15 mins)

Read out the two questions. Put the students in pairs and then divide the class into two halves – **a** and **b**. Ask the students to discuss the corresponding question with their partners.

Go round and listen, offering prompts if necessary and adding your own ideas if you wish.

When they are ready, invite two or three students from each half of the class to report back their ideas to the class. Do the other students agree with them?

### Lesson 3

Activity Book pages 9-10, Reading

Activity Book answer key page 42

#### Students' Book page

#### Migration 2

### Why do people leave their home countries?

This article looks at three reasons why people emigrate and gives historical examples.

**A** \_\_\_\_\_  
In the early 19th century, the most important economic activity in Ireland was agriculture /ægrɪˌkʌltʃə/. But the farmers were poor and **they** used old-fashioned methods. Because they heard that they could earn four times as much abroad, some farmers emigrated. But between 1820 and 1840, the economic situation in Ireland deteriorated and in 1845 the Potato Famine began. Disease destroyed 75% of the year's potatoes – the main food for most of the population. During the next two years, 350,000 people died of starvation and there was a huge increase in emigration. By the end of 1854, a quarter of the population of Ireland had left for other parts of the world.

**B** \_\_\_\_\_  
Tristan da Cunha /trɪˈstæn də ˈkʊːnə/ is a small island in the South Atlantic Ocean. In August 1961, earth tremors started and gradually became more frequent. At the beginning of October, the government decided that the island was no longer safe and the whole population of 268 people was evacuated to a nearby island. A ship picked **them** up and took them to South Africa. As they passed

Tristan da Cunha, they saw the volcano erupt. Later the people were taken to England, where they stayed for the next two years. In 1963, the volcanic activity on the island stopped and most of the people voted to go back. However, not everyone returned: 14 people had adapted to life in England and decided to stay there, and five elderly people had died. There were other changes too: ten couples from the island had married, and eight babies had been born.

**C** \_\_\_\_\_  
The economic success of the 1960s and 1970s saw the Arabian Gulf countries transformed into modern and wealthy states, funded by oil and other precious natural resources such as natural gas. The needs of the oil and construction industries led to a huge demand for skilled workers. Many thousands of people moved to the region to help build high-tech cities all over the Gulf. These workers, from many regions of the world, were able to find a better life and help with the development of the region.

#### Check your understanding

4 Read the article again and decide whether these statements are True or False.

- a In the 19th century over half a million people died as a result of the potato famine.
- b The people of Tristan da Cunha were immediately taken from their island to England.
- c The people of Tristan da Cunha went home even though there was still volcanic activity.
- d The Arabian Gulf countries experienced an economic success requiring large numbers of workers.

5 Find adjectives from the article that have the opposite meaning to words a–e.

- a tiny      b modern      c late      d young      e rare

6 What do the words in bold in the text above refer to:

- a they (line 3)      b them (line 21)

#### Think and speak

7 Discuss these questions with other students.

- a How do you imagine Irish people felt when they left Ireland for their new life abroad?
- b Why do you think 14 people from Tristan da Cunha decided not to return to their island?



## Lesson 4

### Overview

**Outcomes** To use stress for emphasis

**Language focus** Numbers, e.g. *19th*, *75%*, *1960*;  
word families, e.g. *earn*, *earning*

**Materials** Students' Book page 18; cassette

### Vocabulary Numbers

#### 1 (10 mins)

Ask the students to write the numbers as words. Do not check their work yet.

#### 2 (10-15 mins)

In pairs, students take turns to read out the numbers and check their answers. Then invite different students to come to the board and write the answers.

#### 3 (10-15 mins)

Read out the question and invite the answer. Then put the students in pairs to write down the answers to all five questions.

#### 4 (10-15 mins)

Play the recording, pausing after each number for the students to write it down. Play it again and invite different students to come to the board to write the answers.

**Tapescript 2.1 - see page 40**

### Word families

#### 5 (10-15 mins)

Ask the students to look at the first sentence and suggest the missing word. Then ask them to copy the incomplete sentences into their notebooks while you do the same on the board.

Pair students up to complete the task, and go round offering help where needed – encourage the use of dictionaries.

### Pronunciation Using stress for emphasis

#### 6 (10-15 mins)

Read out the explanation and the instructions, then play the first conversation. Ask the students to tell you the word that is stressed in sentence **a**. Then play the remaining conversations, pausing after each one for the students to write the stressed words in **B**'s replies. Play the recording again and then check their answers.

**Tapescript 2.2 - see page 40**

#### 7 (5-10 mins)

Play the recording again, pausing after each one for the students to repeat **B**'s replies.

**Tapescript 2.2 - see page 40**

#### 8 (10-15 mins)

First, invite two students to 'perform' the first dialogue, and make sure **B** stresses the correct word:

**A:** Are you from Egypt?

**B:** No, I'm from **Syria**.

In pairs, students practise the dialogues. Go round and listen.

#### 9 (5-10 mins)

Play the recording, pausing after each one for the students to repeat **B**'s replies.

**Tapescript 2.3 - see page 40**

**Activity Book page 10, Vocabulary**

**Activity Book answer key page 42**

### Students' Book page

#### Vocabulary Numbers

1 Write the numbers in these extracts from the article as words.

- |                              |                      |                 |
|------------------------------|----------------------|-----------------|
| a in the 19th century        | d by the end of 1854 | g 1960 and 1970 |
| b 75% of the year's potatoes | e in 1961            |                 |
| c 350,000 people             | f 268 people         |                 |

2 Now check your answers to exercise 1 with a partner by reading the number phrases aloud.

3 Answer these questions using numbers and words.

- What is twice six thousand?
- What is a quarter of twenty thousand?
- What is fifty percent of two thousand?
- What is five times nine?
- What is a third of twenty-one?

(2.1) Listen and write down the numbers you hear.

#### Word families

5 Complete these sentences with words derived from the words in brackets. You could check your answers in a dictionary.

- My weekly .....s are twice as much as they were last year. (earn)
- A huge earthquake caused the ..... of Agadir, Morocco, in 1960. (destroy)
- Two ..... potato crops led to mass starvation in Ireland. (disaster)
- The ..... of the world's migrants move to find a better life. (major)
- The people of Tristan da Cunha left because of volcanic ..... (act)
- The ..... success of the 1960s and 1970s was funded by oil. (economy)
- These workers were able to find a better life and help with the ..... of the region. (develop)

#### Pronunciation Using stress for emphasis

(2.2) We often stress particular words in sentences to give them emphasis or to correct what someone else has said. Listen to the conversations and write the words that are stressed in **B**'s replies.

- |                             |  |
|-----------------------------|--|
| a No, they're from Ireland. | d No, but I've visited Ireland.            |
| b No, they live in Syria.   | e No, it started in 1936.                  |
| c No, I live in Spain.      | f No, they crossed the border into France. |

(2.2) Listen to the conversations again and repeat **B**'s replies. Make sure you stress the correct word.

8 Work in pairs. Make conversations based on these prompts.

- |                                   |                    |
|-----------------------------------|--------------------|
| a A: Are you from Egypt?          | B: No / Syria      |
| b A: Do you go to school?         | B: No / university |
| c A: Are you studying chemistry?  | B: No / physics    |
| d A: Do you like being a student? | B: love            |

(2.3) Now listen and repeat the sentences.

## Lesson 5

## Overview

**Outcomes** To talk about the past

**Language focus** Past perfect

**Materials** Students' Book page 19

**Grammar reference** Activity Book Grammar file pages 83-84

## Grammar

## Talking about past events (the past perfect)

## 1 (10 mins)

Read out the first sentence, pausing for the students to tell you the correct form of the verb. Then put the students in groups of four to compare answers before checking the text.

## 2 (15 mins)

Read out sentences **a1** and **a2**; invite the students to tell you the difference in meaning (in **1**, we are told what happened in 1854. In **2**, we are told what happened in the years leading up to 1854).

In pairs, students then discuss **b** and **c**.

Go round and offer help if needed.

## 3 (15-20 mins)

Ask students to read the text through and then complete it with the correct past form of the verb in brackets. Remind them that there are sometimes two possible answers, and that they only need the past perfect to show that the action happened before another action.

Go round and listen, making corrections if necessary.

When they are ready, put them in pairs to compare answers.

## 4 (15-20 mins)

Read out the first situation and the example

explanation. Then put the students in new pairs and ask them to discuss and write down explanations for each situation, using the verbs in brackets and the past perfect. Go round and listen, making corrections if necessary.

## Students' Book page

## Migration 2

## Grammar Talking about past events (past perfect) Activity Book Grammar file pages 83-84

## 1 Choose the correct form of the verbs in the sentences below, then find the verbs in the article on page 17 and check your answers.

- By the end of 1854, about a quarter of the population of Ireland *left / had left* for other parts of the world.
- Not everyone *returned / had returned*: 14 people *adapted / had adapted* to life in England and decided to stay there ...
- After two years ... five elderly people *died / had died*.
- After two years ... eight babies *were born / had been born*.

## 2 Work with a partner. Discuss the difference in meaning between these pairs of sentences.

- 1 **In 1854** a quarter of the population of Ireland emigrated abroad.  
2 **By 1854** a quarter of the population of Ireland had emigrated abroad.
- 1 Irish people emigrated because so many **were dying** of starvation.  
2 Irish people emigrated because so many **had died** of starvation.
- 1 When they sailed past Tristan da Cunha, the volcano **erupted**.  
2 When they sailed past Tristan da Cunha, the volcano **had erupted**.

## 3 Complete this short text with the correct form of the past simple or past perfect form of the verbs in brackets. (Sometimes both forms are possible.)

## Note

You only need to use the past perfect to show which past action happened first.

On February 29th 1960, an earthquake (1) ..... (hit) the Moroccan city of Agadir. Although it (2) ..... (last) only fifteen seconds, it (3) ..... (be) one of the most destructive earthquakes of the 20th century. When the rescue team (4) ..... (arrive), many areas of the city (5) ..... (be destroyed) completely and thousands of families (6) ..... (become) refugees. After the earthquake, the city (7) ..... (be evacuate) and inhabitants (8) ..... (move) 3km south where the city (9) ..... (be rebuilt). Later studies (10) ..... (show) that the disaster (11) ..... (kill) over one third of the population of Agadir, over 10,000 people, and (12) ..... (injure) many more.

## 4 Think of an explanation for these situations. Your explanation should include the words in brackets and a verb in the past perfect.

- James was very nervous when he arrived at the airport. (never fly before)  
*Héd never flown before.*
- Ruba didn't feel very confident about taking her driving test. (fail twice)
- Salah didn't recognise his friend, Hani. (not see ten years)
- Firass found it difficult to get up this morning. (work late the night before)
- When Laila read the letter she couldn't stop smiling. (pass exams)
- Samer couldn't contact his brother, Khaled. (switch phone off)



**Lesson 7**

**Overview**

**Outcomes** To listen to an account of an important event; to give an account of an important event

**Language focus** Narrative tenses

**Materials** Students' Book page 20; cassette

**Speaking** Talking about important events in your life

**Introduction**

Ask the students to look at the photographs and tell you what they can see. Ask them to guess which countries the photographs are from (*England and Australia*). Write relevant vocabulary on the board, supplying new words as necessary.

**Suggested vocabulary:**

crowds, rush hour, commuters, train, station, busy; lake, yachts, parks, trees, skyline

**1 (15-20 mins)**

Read out the instructions and put the students in pairs to discuss the two questions.

Go round and listen; offer prompts where necessary and your own ideas if you wish. When they are ready, invite three or four students to report their ideas back to the class and invite brief class discussions.

**NOTE:** the students will hear the 'correct' answers in **exercise 2**, but all reasonable ideas here are acceptable.

**Listening**

**2 (10-15 mins)**

Ask the students to listen while you play the recording straight through. Were they right? Play it again and discuss the 'correct' answers to **1a** and **1b**.

**Tapescript 2.4 - see page 40**

**3 (10 mins)**

Direct students' attention to the table on the page. Ask them to read the labels for each row. Before playing the recording again, tell students they should listen specifically for the information needed to complete the table. Play the recording and give students time to fill in their tables. Students then compare answers with those of a partner.

**Tapescript 2.4 - see page 40**

**4 (10 mins)**

Explain to the students that they are going to complete an incomplete dialogue. They have been given the structure as a guide. As an example, ask a student to read out the first line of the dialogue and supply an appropriate response, e.g. *Well, I think that it's a great chance to see somewhere new and exciting. What about you?*

Students' Book page

**Speaking** Talking about important events in your life

**Introduction**

**1** You are going to hear a woman talking about emigrating from England to Australia. Look at the photographs of where she used to live and the place she moved to. Discuss these questions with a partner.



- a How do you think the speaker felt when she heard that her family was moving to Australia?
- b How different do you think she found life in Australia?

**Listening**

- 2** (2.4) Listen and check the ideas you discussed with your partner in exercise 1.
- 3** (2.4) Listen again. Fill in the table below with information about the speaker and her move abroad. Then, check your answers with your partner.

Age when she left England	
Where she moved to and why	
Length of intended stay / actual stay	
Occupation	

- 4** Look at the incomplete mini-dialogue below. Complete it with a partner. Use expressions that show agreement and disagreement. Also use expressions that give your opinion.
  - A What do you think are the advantages of moving abroad?
  - B Well, I think ..... What about you?
  - A I believe .....
  - B Do you think there are no disadvantages?
  - A No, there are some .....
  - B OK. I agree / disagree .....

## Lesson 8

## Overview

**Outcomes** To write an informal email

**Language focus** Narrative tenses; informal language

**Materials** Students' Book page 21

## Writing An email

### 1 (15-20 mins)

**a** Ask the students to read the instructions carefully and allow time for them to think about what they will write about. Allow them to discuss ideas in pairs or small groups.

**b** Tell the students to make notes using the questions as a guide. Go round and make suggestions if necessary.

### 2 (15-20 mins)

**a** and **b** Students look at the *Useful Language* box and then practise giving their talks to a partner. Go round and make suggestions where necessary, and encourage them to ask each other questions.

Finally, invite different students to tell the whole class their stories; encourage questions from the class.

### 3 (10 mins)

**a** Using the notes taken from **exercise 1**, and the conversations from **exercise 2**, tell students to write down a brief outline of a two-paragraph email to a friend.

**b** Remind students that they should tell their friend about what happened to them, how they felt about it at the time and how they feel about it now. Remind them that emails to friends usually use informal language.

**c** Ask the students to look at the *Useful Language* box. For vocabulary, the students should use a dictionary, as well as vocabulary from the unit.

### 4 (10 mins)

**a** Ask the students to read their emails through carefully, checking for spelling, grammar and punctuation.

Go round and offer help and suggestions where necessary.

**b** Tell them to read the email of the person sitting next to them. Encourage them to make comments and suggestions. Collect their work in and, if there is time, ask one or two students to read out their emails to the class.

## Lesson 9

Activity Book pages 12-13, Writing

Activity Book answer key page 42

## Students' Book page

## Migration 2

## task

You are going to write an email to a friend about a significant event that changed your life.

### Writing An email

**1** You are going to talk about an event which changed your life in some way.

- a** Choose the event you are going to talk about. It could be a major change, like the speaker's move to Australia, or a more minor event. Examples:
- ▶ Your first day at school
  - ▶ Changing schools
  - ▶ The first holiday you remember
  - ▶ An interesting journey

**b** Make a few notes in answer to these questions.

- |                     |   |
|---------------------|---|
| 1 How old were you? | 4 What happened?                        |
| 2 Where were you?   | 5 How did you feel?                     |
| 3 Who was involved? | 6 What were the results of this change? |

**2** Now work in pairs.

- a** Take turns to tell your story, referring to your notes and using expressions from the *Useful Language* box below.
- b** Ask each other questions to find out more information.

**3** You are going to write an email to a friend and tell him about the event you talked about in exercise 2.

- a** Using your notes from exercise 1, write a rough paragraph plan for your email. You should aim to write around 100-120 words.
- b** Briefly describe the event, before telling your friend how you felt about it at the time and how you feel about it now.
- c** Use vocabulary from the unit. Make sure that your friend knows how you feel about what happened. Use the *Useful Language* box below to help you describe the event. Don't forget that emails are usually written informally.

**4** When you have finished writing, check your email carefully.

- a** Check spelling, grammar and punctuation.
- b** Exchange emails with the person sitting next to you and make suggestions and comments.

#### USEFUL LANGUAGE

##### Talking about past events

(Then) one day, I ...  
I was about to go into the garden to play football, when ...  
Two months / Ten minutes / Three days later, we ...  
The first thing that struck me was ...  
That was six years ago.

##### Remembering a past event

I can remember it very clearly.  
I remember thinking / feeling ...  
I'll never forget that day / how I felt that day.

# Recycling resources

## MODULE 1: World issues

### Lessons 1 and 2

#### Overview

**Outcomes** To talk about recycling

**Language focus** Vocabulary connected with recycling and waste disposal

**Materials** Students' Book pages 22-23; cassette; dictionaries (optional)

### Discuss

#### 1 (25-30 mins)

**a** On the board, write *Recycling*. Read out the three 'definitions' of the word and ask the class which one is the best (*the second one*).

Put the students in small groups and ask them to guess some of the vocabulary they might come across in this unit. Then invite them to share their ideas with the class. Write good suggestions on the board.

#### Some suggestions:

waste, litter

glass, plastic, fabric, wood, cardboard,

paper, metal

burn (incinerate), bury, pollute,

contaminate

dustbin, bottle bank, landfill, incinerator, tip

(= waste disposal site)

climate change, carbon dioxide, emissions,

the environment, the atmosphere, pollution

green, environmentally friendly,

biodegradable

An alternative is that you or the students – you will ask them in the previous session – get items from home that are not needed any longer and follow the same procedure as above.

**b** and **c** Put students in pairs or small groups to discuss the questions. Students may find dictionaries helpful.

Go round and listen, providing new vocabulary and adding your own ideas if you like. Then ask different students to report their ideas back to the class.

For question **a**, does everyone agree? Then repeat with questions **b** and **c**.

Finally, ask the students to suggest ways in which they could become 'greener'.

#### 2 (15-20 mins)

Put the students in small groups. Ask them to look at the photographs and discuss the three questions, with one student taking notes.

Go round and listen; join in their discussions if you wish. When they are ready, ask a student from each group to report back on their ideas.

### Students' Book page

## Recycling resources

### MODULE 1: World issues

#### Grammar

Talking about wishes

#### Vocabulary

Colour idioms

Three-part phrasal verbs

#### Reading

Reading for gist and detail

#### Listening

Listening for gist and general understanding

#### Speaking

Discussing information in a chart

#### Writing

A report based on statistics

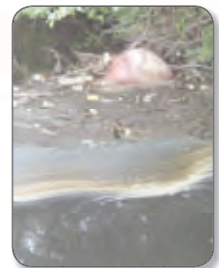
### Discuss

#### 1 Discuss these questions.

- Which of these is the most accurate definition of 'recycling'?
  - ▶ using objects and material more than once
  - ▶ processing objects and material so they can be used again
  - ▶ refusing to throw away objects and material
- Why is recycling becoming such an important issue for many people today?
- Can you think of any reasons *not* to recycle?

#### 2 Look at the photographs and discuss these questions.

- Which of the waste products in the photos are recycled in Syria?
- What happens to the waste products that are not recycled?
- How could these waste products be recycled?



A polluted river



glass



paper and cardboard



metal



plastic



**Listen**

**3** (15-20 mins)

Read out the question and play the recording straight through. Ask the class to note down the waste products that are mentioned. Play it again to check, then put them in pairs to compare answers.

Tapescript 3.1 - see page 41

**Check your understanding**

**4** (15 mins)

Play the recording, pausing to allow time for the students to complete the missing words. Play the recording again for them to check, then put them in pairs to compare answers.

Tapescript 3.1 - see page 41

**5** (10-15 mins)

Ask the students to read the sentences first, and try to remember if they are true or false (according to the speakers). Then play the recording for them to check. Who remembered everything correctly?

Tapescript 3.1 - see page 41

**Think and speak**

**6** (15-20 mins)

Ask the class to read the text *Recycling in Syria* in silence. Divide the class into three groups and ask the first group to discuss question **a**, the second group to discuss question **b** and the third group to discuss question **c** OR ask all the students to discuss all three questions with their partners.

Go round and listen, adding your own ideas if you wish. Ask different students to report their ideas back to the class, and allow comments and further discussion.

**Lesson 3**

Activity Book pages 14-15, Reading Activity Book answer key page 43

Students' Book page

Recycling resources **3**

**Listen**

**3** (3.1) You are going to hear a discussion between three school friends. Which of the waste products in the photographs on the lower half of page 22 do they talk about?

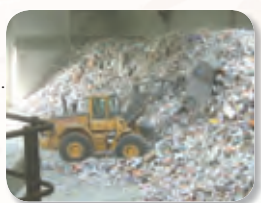
**Check your understanding**

**4** (3.1) Which words or phrases are used by the speakers to mean the following? Listen again and write the words or phrases you hear.

- a put under the ground  
*They simply ..... most of their rubbish.*
- b unwanted, unusable  
*We take all our ..... paper to special collection points.*
- c tools / machinery, etc.  
*Not everywhere has the ..... to reprocess it.*
- d these provide electricity for motorists  
*... places where they recycle almost everything, you know, ....., fridges, wood ...*
- e crime  
*I'd pass a law to make it a .....*
- f waste from people's homes  
*... not to recycle 100% of .....*

**5** (3.1) Listen again. According to the speakers, are the following statements True or False?

- a Austria recycles over half its waste.
- b In most countries waste is burnt.
- c The families of all three speakers recycle their paper.
- d There are still plenty of places where rubbish can be buried.
- e Burning rubbish causes pollution.
- f In Jim's country it is against the law not to recycle rubbish.
- g Homes produce more rubbish than big companies do.



**Think and speak**

**6** Read the text below. Discuss these questions in pairs or groups.

**Recycling in Syria**

Syria is at the forefront of regional recycling, hosting regional conferences dedicated to the protection of the environment, water conservation and climate change. Major recycling plants have been built in the last few years in order to dispose safely of substances such as plastics, batteries and other waste materials. There is a greatly increased awareness of the fragile local environment and the need to take care of Syria's precious natural resources.

- a Which materials can be recycled in Syria?
- b How seriously do people take the problem of waste and recycling in Syria?
- c Can you think of ways of improving the recycling process in Syria?

23

## Lesson 4

### Overview

**Outcomes** To use colour idioms; to use three-part verbs

**Language focus** Colour idioms e.g. *out of the blue*; phrasal verbs, e.g. *run out*, *go along*

**Materials** Students' Book page 24

### Vocabulary

#### Colour idioms

##### 1 (15-20 mins)

First, ask the class to look at the idioms in the list. Do they know any of them already? Read out sentence **a** and ask them to tell you or guess how they could replace the underlined words with one of the idioms.

Put them in pairs to discuss their ideas for sentences **b–f**, then put pairs together to make small groups. Do they all have the same answers?

Check their answers, then discuss 'colour idioms' in Arabic. Are they similar?

#### A note on colour idioms:

**out of the blue** This phrase means 'unexpectedly'. It derives from the idea of something unexpected arriving or falling 'out of the blue', i.e. out of the sky.

**red tape** This phrase refers to the old habit of tying up important messages with 'red tape' to stop other people from reading them. 'Red tape' now means unnecessary bureaucracy or paperwork.

**in black and white** Most books and newspapers are printed using black ink on white paper. This combination is particularly easy to read. The idiom has therefore come to mean 'clear and easy to understand'.

**to see red** People used to believe that when a person became very angry his heart would beat quickly and blood would flow into his brain. This blood, people thought, would literally make the angry person 'see red'. 'See red' therefore represents anger.

**to give the green light** This idea comes from traffic lights, in which green represents 'go'. It therefore means to approve of an idea or a plan.

**to put someone on the blacklist** A 'blacklist' is a list of people who have done something wrong. If you put someone on a blacklist, you make a note that they are not suitable for a particular task or responsibility.

##### 2 (15-25 mins)

Put the students in pairs. EITHER ask them to discuss both questions OR divide the class into two (**a** and **b**) and ask the pairs to discuss the corresponding question.

Go round and listen, making sure they have understood the question correctly. (They do not need to keep repeating the idiom.)

### Three-part phrasal verbs

##### 3 (15-20 mins)

Read out the instructions and the examples. Then ask them to identify the three-part phrasal verb in sentence **a**. Invite a student to match it with its correct meaning (3). Put students in pairs to compare answers.

##### 4 (5-10 mins)

Put the students in pairs. EITHER ask them to discuss all four questions OR divide the class into four (**a**, **b**, **c** and **d**) and ask the pairs to discuss the corresponding question.

When they are ready, invite several pairs to 'perform' their conversations to the class.

Activity Book page 15, Vocabulary

Activity Book answer key page 43

#### Students' Book page

### Vocabulary

#### Colour idioms

1 Replace the underlined phrases in these sentences with the correct form of one of the colour idioms in this list.

out of the blue   red tape   to be in black and white   to see red  
to give the green light   to put someone on the blacklist

- a** When he accused me of being wasteful, I got very angry.  
**b** We have to stop companies from polluting the environment. We should tell the public they have done something wrong.  
**c** They've said yes to the building of a new incinerator.  
**d** The rules clearly say that we must not leave rubbish outside our homes. Look, it's printed here.  
**e** It's almost impossible to get a passport quickly. There is so much paperwork and administration.  
**f** I heard this morning, unexpectedly, that I'd won a writing competition.

2 Discuss these questions in pairs.

- a** What makes you see red?  
**b** Which organisations would you put on an environmental blacklist?

#### Three-part phrasal verbs

3 In the conversation two speakers use three-part phrasal verbs.

We're running out of space to use as landfill sites.

I'd go along with that, but ...

Find the three-part phrasal verbs in these sentences, then match each verb with one of the meanings below.

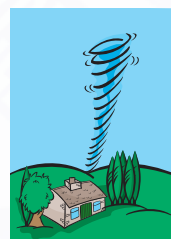
- a** Things are moving so fast – it's impossible to keep up with the changes.  
**b** Supermarkets should cut down on packaging.  
**c** We've come up against serious problems in our plan to recycle rubbish.  
**d** I'm looking forward to the day when 100% of our rubbish is recycled.  
**e** Scientists have just come up with a new way of reprocessing plastic.  
**f** People living near the bus station put up with a lot of noise.

#### Meanings

- 1 accept / stand / tolerate (something unpleasant)  
2 invent / discover / find  
3 know the latest information about  
4 meet / face  
5 reduce  
6 wait with pleasure for something to happen

4 Now discuss these questions with a partner.

- a** How do you keep up with news about your country?  
**b** What are you looking forward to at the moment?  
**c** What irritations do you have to put up with in your daily life?  
**d** How could you prevent or reduce these irritations?





**Lesson 5**

**Overview**

**Outcomes** To talk about wishes

**Language focus** Wishes e.g. *I wish*

**Materials** Students' Book page 25

**Grammar reference** Activity Book Grammar file page 84

**Grammar**

**Talking about wishes**

**1 (10-15 mins)**

First, write these words on the board:

*regrets, criticism, annoyance*

Check that the students understand each word.

Then put the students in pairs to discuss the questions and note down their answers. Go round and offer prompts if necessary.

When they are ready, ask a student to read out sentence **a** and ask what it expresses.

Check sentences **b–e** in the same way.

**2 (10-15 mins)**

Read out the question and ask the class to tell you the answer. You may explain that *wish + past simple* expresses regrets and impossibility, e.g. *I wish I were in charge of our company*. *Wish + would* expresses criticism and / or annoyance, e.g. *I wish people would take the problem more seriously*. *Wish + could* expresses unhappiness and / or regret about inability, e.g. *I wish I could recycle plastic more easily* (*could* shows that there is no ability to recycle, such as lack of facilities.) In contrast, *I wish we recycled plastic more easily*, shows that there is the ability to do something, but nothing is being done.

**3 (15 mins)**

Ask the students to look again at sentences **a–e** in **exercise 1**. Then read out 'follow up-sentence' **1** from this exercise. Which of the sentences in **exercise 1** does it 'follow'? (c).

Ask the students in pairs to complete the task, noting down their answers.

Go round and check.

**4 (10 mins)**

Ask the students to look at picture **a**, and ask if the man is expressing regret or criticism.

Put the students in pairs to discuss pictures **b** to **e**.

Go round and listen, then check the answers with the class.

**5 (10-15 mins)**

Ask a student to read out the first sentence and the example answer. Then ask the students to write down *wish* sentences to follow sentences **b**, **c** and **d**. Go round and offer help if needed.

**NOTE:** *I wish I / he / she / it were ...* is correct but rather formal (it is the subjunctive). In spoken English, **was** is acceptable. However, in the Students' Book the more correct **were** form is used.

**6 (15-20 mins)**

Ask the students to copy and complete the sentences in their notebooks.

Tell them to compare answers with those of a partner. Ask them to read them to the class.

**Lesson 6**

**Activity Book page 16, Grammar**

**Activity Book answer key page 43**

Students' Book page

Recycling resources **3**

**Grammar** Talking about wishes Activity Book Grammar file page 84

**1** Read sentences **a–e** from the conversation, and answer these questions:

- ▶ In which sentences do the speakers express regret?
- ▶ In which sentences do the speakers express criticism or annoyance?


**a** I wish people would take the problem more seriously.  
**b** I wish we could recycle plastic more easily.  
**c** I wish every country had a system like that.  
**d** I wish I were in charge of our company.  
**e** I wish they wouldn't do that.

**2** Which group of sentences use *wish + would*? Which group use *wish + past simple*?

**3** Match sentences **1a–e** above with these follow-up sentences.

- 1 I suppose one day they might.
- 2 It's so annoying!
- 3 Hopefully, we will be able to eventually.
- 4 But I know that's never going to happen.
- 5 Maybe one day they will.

**4** Look at pictures **a–e** below. Are the speakers expressing regret or criticism?



**5** Write *wish* sentences which could follow these beginnings.

- a** I'm really tired, but I can't sleep at night. *I wish I could sleep at night.*
- b** The weather's too hot at the moment.
- c** People drive too fast in the city centre.
- d** The streets are very dirty.

**6** Complete these sentences with your own ideas, then compare your sentences with those of other students.

**a** I wish I was ...      **b** I wish I could ...      **c** I wish people would ...

25

## Lesson 7

### Overview

**Outcomes** To interpret a report based on statistics

**Language focus** Formal language; numbers

**Materials** Students' Book page 26

### Reading

**A report based on statistics**

### Interpret and Discuss

#### 1 (15-20 mins)

Allow time for the students to study the bar chart. Go round and answer any questions; if necessary, explain the chart to the whole class.

Put them in pairs to discuss the question and note down three key facts.

### Read and reflect

#### 2 (15-20 mins)

Allow time for the students to read the text carefully. Go round and explain any problems; make a note of them and check with the whole class.

Arrange the students in small groups. Ask them which of the key facts mentioned in the text they had noted down in **exercise 1**. Elicit answers. Remember to be positive in giving feedback.

#### 3 (20 mins)

Tell the students to work individually writing their paragraphs, making sure that they include all the key points in their summaries.

Students can then swap paragraphs and comment constructively on each other's summarising skills and language use.

Go round and choose a strong example paragraph to go through with the whole class.

### Students' Book page

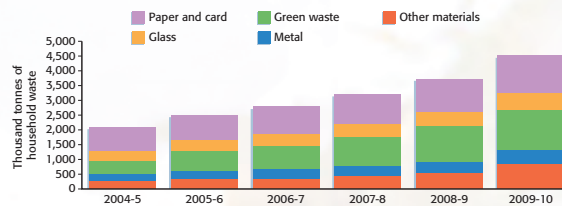
### Reading

**A report based on statistics**

### Interpret and Discuss

1 Look at this bar chart. What does it tell you? Discuss your ideas with a partner and write down three key facts illustrated in the chart.

Example: In 2009-2010, a total of 4.5 million tonnes of household waste was recycled.



### Read and reflect

2 Read this report based on the chart in exercise 1.

- Does it contain any of the key facts you wrote down?
- One piece of information in the report is incorrect. Can you find it?

### Waste and recycling 2005-2010

#### Key facts

- During the year 2009-2010, 4.5 million tonnes of household waste was recycled.
- This is almost twice the amount of waste recycled in the year 2006-2007.
- Five different types of waste were measured: *Paper and card*, *Glass*, *Green waste*, *Metal*, and *Other materials*.
- In the first year of the survey, more paper and card was recycled than any other material, but by 2009-2010, *Green waste* was the largest component with about 30 percent of the total.
- In 2009-2010, the second largest component was *Metal*, 28 percent, then *Glass*, 20 percent.
- There was also an increase in the amount of *Other materials* recycled.

3 Write a paragraph of 35-50 words headed 'Conclusion' to summarise the key points given in exercise 2.

**Lesson 8**

**Overview**

**Outcomes** To write a report based on statistics

**Language focus** Formal language; numbers

**Materials** Students' Book page 27; atlas or encyclopaedia (optional)

**Writing A report**

**1 (15 mins)**

Ask the students to read the report again. Put them in pairs to discuss the two questions. Go round and give prompts if necessary. Then discuss the questions with the whole class.

**Planning and writing**

**2 (25-30 mins)**

If possible, ask students to consult atlases or encyclopaedias to find out about the five countries represented in the bar chart. Ask them to note their geographical size and the size of their populations.

Then students study the bar chart carefully, and discuss question **a** in pairs. Go round and make suggestions if necessary. Then ask them to discuss question **b**. Their answers for **a** and **b** will probably 'overlap'.

Tell them to note down ideas. When they are ready, discuss their answers with the whole class.

**Some suggestions:**

Greece recycles the least, and uses the most landfill; it uses no incineration. Austria uses the least landfill.

Austria recycles the most – more than twice as much as the second biggest recycler, which is Finland.

Luxembourg uses the most incineration. Austria and Luxembourg use about the same amount of landfill sites (although Austria is much bigger).

Discuss the questions with the whole class. Suggest they note down main points in their notebooks.

**3 (10-15 mins)**

First, ask the students to re-read the text on page 26 and to look at the *Useful Language* box.

Then ask them to consider what would be a good title for a report based on the bar chart in **exercise 2**. Write good suggestions on the board. Students choose one and write it at the top of their reports.

Students then use their notes from **exercise 2** to write their reports. Remind them to use the headings **Key Facts** and **Conclusions**, and bullet points as in the model text.

Go round and offer help as necessary.

**Check (20 mins)**

**4 a** Tell the students to check their work for errors.

**b** and **c** Students then read their partners' reports, making suggestions and comments. Allow time for students to make alterations to their work.

Invite students to read out their reports to the class. Encourage brief comments or questions.

**Quote**

Arrange the students in small groups. Read the quote to the class. Explain the words *illusion* and *dilution*. Do they agree with this quote? Why or why not?

The quote may be paraphrased as follows: 'It is not true that the solution to the problem of pollution is dilution,' but the question remains, 'Dilution of what?' The main idea is that if you dilute polluted water with clean water, or polluted air with clean air, the polluting substance remains and the problem has not been solved.

**Lesson 9**

**Activity Book pages 17-18, Writing**

**Activity Book answer key page 43**

Students' Book page

**Recycling resources 3**

**task**  
You are going to write a report based on waste and recycling statistics.

**Writing A report**

**1** Read the report again and discuss these questions with a partner.

a What do you notice about many of the verbs in this report?  
b Why does the writer use the symbol [♻️] as bullet points in the *Key facts* part of the report?

**Planning and writing**

**2** You are going to write a short report containing information shown in the bar chart below.

Country	Landfill (Thousand tonnes)	Recycled/composted (Thousand tonnes)	Incineration (Thousand tonnes)
Greece	85	10	5
Italy	75	15	10
Finland	60	20	20
Luxembourg	25	25	50
Austria	20	55	25

a Look at the chart. What does it tell you? Discuss your ideas with your partner and write down four or five key facts.  
b How do the five countries compare with each other? For example, which country recycles the most material? Which country buries most waste in landfill sites?  
c What conclusions can you draw from this chart? (You can include ideas of your own that are not given in the chart.)

**3** Write your report in 100-120 words. Use the two headings: *Key facts* and *Conclusions*, and expressions from the *Useful Language* box below. Keep your language simple and your sentences short. Use bullets [-] to separate points.

**Check**

**4** When you have finished writing, read your report carefully.

a Check spelling, grammar and punctuation.  
b Exchange reports with a partner. As you read what your partner has written, ask yourself these questions:  
▶ Has he / she included all the most important key facts? (Refer back to the chart.)  
▶ Are the conclusions sensible and correct?  
c Return your partner's report and exchange thoughts and ideas.

**USEFUL LANGUAGE**

X percent of waste material was recycled / burnt / buried in a landfill site.  
The main method of getting rid of waste in Greece is ...  
Of all the countries, Greece buries the most waste in landfill sites.  
Austria burns 10 percent of its waste, whereas Luxembourg burns 50 percent.  
In comparison with Austria, Finland recycles ... half / a quarter / twice / three times as much / much more / less ...

**Quote** "It's an illusion that the solution to pollution is dilution!"  
Author Unknown



# Review 1, units 1-3



## MODULE 1: World issues

### Lessons 1 and 2

#### Overview

**Outcomes** Revision of units 1-3

**Materials** Students' Book pages 28-29; Activity Book pages 19-22 (Progress Test 1 - Answer Key page 43)

**Grammar reference** Activity Book pages 83-84

## Grammar and Vocabulary

### 1 (10-15 mins)

Ask students to read the article and then complete it with the correct past form of the verb in italics. Remind students about the uses of the different verb tenses, which they learned in unit 1.

Go round checking answers, making corrections if necessary.

When they are ready, put them in pairs to compare their answers.

### 2 (10-15 mins)

Ask students to read the first conversation between Yousef and Khaled. This can be done alone or in pairs. Ask them to complete the sentences with the correct form of the verb.

Go over the answer to **a** to check understanding. Then ask students to continue with the rest of the exercise.

### 3 (15-20 mins)

Tell students this exercise will practise the different past tenses that they learned in module 1. Ask them to complete the paragraph choosing the correct verb in the correct tense. If necessary, ask students to complete the first part of the text, check their answers, and then instruct them to continue with rest of the exercise.

### Students' Book page

## Review 1, units 1-3

### MODULE 1: World issues

#### Grammar and Vocabulary

### 1 Choose the correct form, past simple or present perfect simple, of the verbs in this article.

Throughout history people (1) *moved* / *have moved* from one country to another. Some of these migrants (2) *chose* / *have chosen* to emigrate, while others (3) *had* / *have had* to move because of wars or natural disasters or for economic reasons. Here are some facts and figures.

- ▶ During the period 1970–2000, the number of migrants in the world (4) *rose* / *has risen* from 82 million to 175 million.
- ▶ In recent years migration into Europe and Russia (5) *increased* / *has increased* sharply, while in many other parts of the world numbers (6) *fell* / *have fallen*.
- ▶ In Australia, since 1945 over six million people (7) *arrived* / *have arrived* to settle. In each ten-year period from 1950 to 2000, over a million migrants (8) *entered* / *have entered* the country.

### 2 Copy and complete these conversations with the correct form, present perfect simple or present perfect continuous, of the verbs in brackets.

- a Yousef:** Hi, Khaled, this is Yousef.  
**Khaled:** Hi, Yousef.  
**Yousef:** Where ..... (you be)? I ..... (try) to phone you all morning.  
**Khaled:** Sorry, I ..... (sort out) my bedroom cupboards all morning.
- b Amina:** Hello, Nada. I ..... (not see) you this week. What ..... (you do)?  
**Nada:** Hi, Amina. I ..... (help) my mother. We're having a family celebration at the weekend.  
**Amina:** What ..... (you do) to help?  
**Nada:** Lots of things. But mainly I ..... (prepare) the food and I ..... (tidy) the house.
- c Ali:** You look very tired. What ..... (you do)?  
**Hani:** I ..... (play) football all morning.  
**Ali:** You look really hot, too.  
**Hani:** I am hot. I ..... (not have) a cold drink since breakfast.

### 3 Copy and complete this story with the correct form of verbs from the lists that appear before each paragraph. Use the past simple, past continuous, present perfect or past perfect.

#### The dying town: a modern myth

be call die spend fly away happen recycle turn wake up

Greenchester was a good place to live. It had parks, forests and lakes where people (1) ..... their free time. It was a very clean place because everybody (2) ..... all their rubbish. But one morning the people of Greenchester (3) ..... to find that during the night their town (4) ..... grey. The sky, which (5) ..... (always) blue, was grey that morning. Most of the plants and trees (6) ..... and the birds (7) ..... The people were angry, so they (8) ..... the Mayor. "Something (9) ..... to our town during the night. It's dying. We must do something."



## 4 (5-10 mins)

Read out sentence **a** and the response with *wish*. Then do the same with sentence **b** and ask a volunteer to suggest a sentence that uses *wish* as a response. Ask students to write down their answers to the rest of the sentences.

## 5 (5-10 mins)

Ask students to complete the sentences using the word in brackets in its correct form. As they work write the complete sentences on the board for them to check their answers. Go round offering help where needed – encourage the use of dictionaries.

## 6 (5-10 mins)

Read out the instructions and do **a** with the whole class, reminding students about three-part phrasal verbs. Go round the class checking answers and offering help where needed.

## Students' Book page

## Review 1, units 1-3



be discuss expect go not know realise turn

The people (10) ..... the Mayor to find the answer to their problem but he (11) ..... why Greenchester (12) ..... grey. He (13) ..... the problem for several days with his advisors, then they suddenly (14) ..... that the cause of the problem might be the landfill site on the edge of the town. Although it (15) ..... there for as long as anyone could remember, very few members of the public ever (16) ..... there.

bury find poison recycle visit

When the Mayor (17) ..... the landfill site, he (18) ..... that it was full. The fumes from the unburied rubbish (19) ..... Greenchester. The people thought they (20) ..... their rubbish, but in fact, the council (21) ..... it in the landfill site. The people were furious and the Mayor had to resign.

- 4 Write *wish* sentences in response to these statements.
- Many people in my village smoke too much. *I wish people in my village would smoke less.*
  - There are too many adverts on television.
  - Our city doesn't collect rubbish often enough.
  - I'm not good at maths.
  - I can't read very quickly.
- 5 Complete these sentences with words derived from the words in brackets.
- Many people find out about the world by reading a ..... (day) newspaper.
  - During the storm, there were ..... (chaos) scenes in the city.
  - Omar felt very ..... (guilt) even though the accident was not his fault.
  - The ..... (major) of people never commit a crime.
  - No rain has fallen in the region for two years. This has had a ..... (disaster) effect on crops.
  - And because there was no clean drinking water, .....s (infect) spread very quickly through the population.
- 6 Choose the correct phrasal verbs in these sentences.
- In my city, the council is *going along with* / *running out of* space for new houses.
  - Our town is trying hard to *come up against* / *cut down on* the amount of waste it buries in the ground.
  - Students should read newspapers to make sure they *keep up with* / *look forward to* national and international news stories.
  - I'm looking for a new flat. I can't *come up with* / *put up with* the noise of the traffic any longer.

# Project 1: Producing a set of recommendations

## MODULE 1: World issues

### Optional lesson

**Overview** To produce a set of recommendations  
**Materials** Students' Book pages 30-31

This is an optional project that can be completed by students if there is extra time at the end of the module. It will take between one and two lessons to complete. You may be able to set some of the sections for homework.

### Stage 1 Assessing the current situation

(10-15 mins)

- As you look at the pictures, ask students what cities they have visited recently, and ask volunteers to explain what they enjoyed and what they did not enjoy. You can prompt students by asking about the places they visited (museums, mosques, parks, shopping centres), transportation, where they stayed and what they bought. If students do not live in a city, ask them how it was different from where they live.
- Draw the table on the board and ask students to suggest ideas for each heading. Students should copy the table into their notebooks and think of further ideas on their own or in pairs.

### Stage 2 Reading and discussing

(15-20 mins)

- Ask students to read the letter on their own, then put them in pairs and ask them to discuss which aspects of modern life the writer is complaining about. Go round and check understanding.
- Put students in groups of four and ask them to discuss what they think could be improved in their city. Go round and make suggestions if necessary. If students do not live in a city, ask them to discuss a city that they have visited in the past.

### Students' Book page

#### Optional

## Project 1: Producing a set of recommendations

### MODULE 1: World issues

#### task

You are going to produce a set of recommendations to improve life in your town or city. Work in pairs or groups.

### Stage 1 Assessing the current situation

- Discuss the advantages and disadvantages of life in today's towns and cities. The photographs on this page will give you some ideas.
- Make notes under these headings:

Advantages	Disadvantages



Umayyad Mosque. It is one of the oldest mosques in the world.



The city of Hong Kong



A city in Syria

### Stage 2 Reading and discussing

- Read this letter which someone has written to a newspaper. Which of these aspects of modern city life does the writer complain about?
  - ▶ Pollution
  - ▶ Lack of open space
  - ▶ Travelling into and around the city
  - ▶ Housing
  - ▶ Shopping
  - ▶ Sports facilities

**Stage 3** Accepting recommendations

(10-15 mins)

- In the same groups ask students to write a list of the five aspects of their city they would most like to improve. Ask for one suggestion from each of the groups and write them on the board.
- Give a few examples of how these improvements could be made in the city (more rubbish bins, better public transport). Ask students to discuss their own ideas in groups. Go round and make suggestions if necessary.
- Ask students to write a recommendation for each of the five aspects. If time is short, they can stay in their groups and write one recommendation each. If needed, revise the expressions in the *Useful Language* box.

**Stage 4** Presenting recommendations

(15-20 mins)

- Ask students to present their recommendations in either pairs or groups. Allow other students to ask questions about their recommendations.
- Once all students have made their own presentations, have a class vote on the best set of recommendations. Ask the students who made the best recommendations to write their ideas on the board.

## Students' Book page

Project 1, units 1-3

**Dear Sir / Madam,**

There's a lot I enjoy about living in our city. The new out-of-town shopping areas have a good range of shops and are very convenient to drive to. And the new sports facilities in the same areas are excellent.

The city centre itself, however, is a different matter. Driving to work in the mornings often takes me over an hour because there's so much traffic. And the fumes from all the cars, buses and taxis are terrible. I've tried travelling by train, but that's not much better - it's overcrowded, too, and very uncomfortable. We need better public transport, but it would also help if people travelled to work at different times of the day.

I've been thinking of buying a flat in the city centre - it would make my life a lot easier, but they're all too expensive. I can't afford even the smallest flat. We urgently need more small flats for young office workers like me.

The parks and other open spaces in the city have improved recently, but we need more of them. They're full for most of the day, and the situation is especially bad at lunch times.

I suggest that all the residents of the city get together and agree on a new set of recommendations to improve life here.

My first recommendation would be this: "It would be a good idea if private motorists parked their cars outside the city, and then walked into the centre."

- Which of the aspects of life in your city could be improved? Compare and discuss ideas.

**Stage 3** Accepting recommendations

- List five aspects of life in your city that you would most like to improve.
- Discuss ideas that might help with this improvement.
- Write a recommendation for each of the five aspects. Use expressions from the *Useful Language* box below.

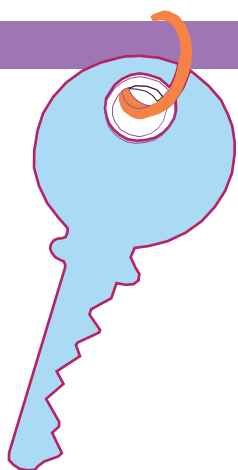
**Stage 4** Presenting recommendations

- Pairs or groups take turns to present their recommendations to the rest of the class. Be ready to explain how your ideas would improve life in your city.
- Now have a class vote on the best set of recommendations.

**Useful Language****Expressing recommendations**

It would (also) help if people ...  
It would be better if ...  
I suggest that ...  
It would be a good idea to ...

It would be sensible for people to ...  
I don't think motorists should ...  
Whenever possible, motorists should ...



### Unit 1, page 10, exercise 1

- a** Students' own answers  
**b** Laws and important judicial decisions are made in this building, the Syrian Ministry of Justice  
**c** Students' own answers  
**d** (suggested answer): to give people guidance about the way they should act; to ensure that people who do bad things are punished; to maintain order

### Unit 1, page 10, exercise 2

**a** 9 **b** 5 **c** 6 **d** 1 **e** 3 **f** 8 **g** 4 **h** 2 **i** 7

### Unit 1, page 11, exercise 3

- a** theft; murder **b** 4,000 years ago  
**c** governments **d** family law **e** a fine

### Unit 1, page 11, exercise 5

**a** 2 **b** 2 **c** 1

### Unit 1, page 11, exercise 6

- a** the code or set of rules **b** a person (he or she)  
**c** a type of law **d** people

### Unit 1, page 11, exercise 7

Students' own answers

### Unit 1, page 12, exercise 1

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| <b>a1</b> club or organisation ...   | <b>a2</b> all the people ...         |
| <b>b1</b> someone in charge ...      | <b>b2</b> straight piece of wood ... |
| <b>c1</b> something that belongs ... | <b>c2</b> land and buildings         |
| <b>d1</b> area where people play ... | <b>d2</b> place where trials ...     |
| <b>e1</b> very good                  | <b>e2</b> money people pay ...       |
| <b>f1</b> write using a machine      | <b>f2</b> kind / sort                |

### Unit 1, page 12, exercise 2

Students' own answers

### Unit 1, page 12, exercise 3

- a** violent **b** chaotic / legal **c** innocent / not guilty

### Unit 1, page 13, exercise 1

- a** has developed **b** have broken **c** 've been reading  
**d** has committed **e** have been cheating **f** 's been studying

### Unit 1, page 13, exercise 2

present perfect: *have / has* + past participle  
 present perfect continuous: *have / has been* + present participle

### Unit 1, page 13, exercise 3

In each case, the first sentence tells us about a recent activity that is finished but still related to the present, whereas the second sentence suggests a continuous activity that may not be finished.

### Unit 1, page 13, exercise 4

Students' own answers

### Unit 1, page 13, exercise 5

Students' own answers

### Unit 1, page 13, exercise 6

Students' own answers

### Unit 1, page 14, exercise 1

- a** old crimes: theft / fraud; new crimes: identity theft  
**b** Students' own answers  
**c** Students' own answers

### Unit 1, page 14, exercise 2

**a** 4 **b** 1 **c** 2

### Unit 1, page 14, exercise 3

**a** 3 **b** 1 **c** 4 **d** 2

### Unit 1, page 15, exercise 1

- a** Students' own answers  
**b** (suggested answer) They should be fined

### Unit 1, page 15, exercise 2

Students' own answers

### Unit 1, page 15, exercise 3

Students' own answers

### Unit 1, page 15, exercise 4

Students' own answers

### Unit 2, page 16, exercise 1

- a** (suggested answers) natural disasters; crop failure; economic success  
**b** Students' own answers  
**c** (suggested answers) They want to stay where they have grown up; they want to stay with their families; they already have a good life

### Unit 2, page 16, exercise 2

**a** 3 **b** 4 **c** 6 **d** 5 **e** 2 **f** 1

### Unit 2, page 16, exercise 3

- A** Economic necessity **B** Natural disaster  
**C** Economic success

### Unit 2, page 17, exercise 4

**a** F **b** F **c** F **d** T

### Unit 2, page 17, exercise 5

- a** huge **b** old-fashioned **c** early **d** elderly **e** frequent

### Unit 2, page 17, exercise 6

- a** *they* refers to farmers **b** *them* refers to 268 people

### Unit 2, page 17, exercise 7

Students' own answers

### Unit 2, page 18, exercise 1

- a** nineteenth **b** seventy-five **c** three hundred and fifty thousand  
**d** eighteen fifty-four **e** nineteen sixty-one  
**f** two hundred and sixty-eight **g** nineteen sixty and nineteen seventy

### Unit 2, page 18, exercise 3

- a** twelve thousand **b** five thousand **c** one thousand  
**d** forty-five **e** seven

### Unit 2, page 18, exercise 4

- a** thirty-three thousand five hundred and seventy-six  
**b** ninety-three point five percent  
**c** eighteen million five hundred thousand  
**d** nineteen ninety-eight  
**e** twenty-first  
**f** three quarters

### Unit 2, page 18, exercise 5

- a** earnings **b** destruction **c** disastrous **d** majority  
**e** activity **f** economic **g** development

### Unit 2, page 18, exercise 6

- a** Ireland **b** live **c** Spain **d** visited **e** started **f** France

### Unit 2, page 19, exercise 1

- a** had left **b** returned / had adapted  
**c** had died **d** had been born

### Unit 2, page 19, exercise 2

- a1** The people emigrated during 1854.  
**a2** The people emigrated before 1854.  
**b1** People were dying while others emigrated.  
**b2** People died before the emigration.  
**c1** The volcano erupted at the same time as they sailed past.  
**c2** The volcano erupted before they sailed past.



**Unit 2, page 19, exercise 3**

1 hit 2 lasted 3 was 4 arrived 5 had been destroyed  
6 had become 7 was evacuated 8 moved 9 was rebuilt  
10 showed 11 had killed 12 had injured

**Unit 2, page 19, exercise 4**

b She'd failed twice. c He hadn't seen him for ten years.  
d He'd worked late the night before. e She'd passed her  
exams. f He'd switched his phone off.

**Unit 2, page 20, exercise 1**

a (suggested answers) She was excited.  
b (suggested answers) There was more open space, more  
opportunity to swim, and she did better at school.

**Unit 2, page 20, exercise 3**

Age when she left England	12
Where she moved to and why	Perth, Australia; father was offered a job there
Length of intended stay / actual stay	3 years (possibly longer) / 6 years
Occupation	student / doctor

**Unit 2, page 20, exercise 4** Students' own answers

**Unit 2, page 21, exercise 1** Students' own answers

**Unit 2, page 21, exercise 3** Students' own answers

**Unit 3, page 22, exercise 1**

a processing objects and material so they can be used again  
b (suggested answer) The world's natural resources will not  
last forever  
c Students' own answers

**Unit 3, page 22, exercise 2** Students' own answers

**Unit 3, page 23, exercise 3**

glass; paper and cardboard; plastic

**Unit 3, page 23, exercise 4**

a bury b waste c equipment d car batteries  
e criminal offence f household rubbish

**Unit 3, page 23, exercise 5**

a F b F c T d F e T f F g F

**Unit 3, page 23, exercise 6** Students' own answers

**Unit 3, page 24, exercise 1**

a saw red b put them on the blacklist c given the green  
light d it's in black and white e red tape f out of the blue

**Unit 3, page 24, exercise 2**

a (suggested answers): whatever makes them angry  
b (suggested answers): any organisations that do not  
care for the environment

**Unit 3, page 24, exercise 3**

a keep up with = 3 b cut down on = 5 c come up against = 4  
d look forward to = 6 e come up with = 2 f put up with = 1

**Unit 3, page 24, exercise 4** Students' own answers

**Unit 3, page 25, exercise 1**

a criticism / annoyance b regret c regret d regret  
e criticism / annoyance

**Unit 3, page 25, exercise 2**

wish + would: a, e  
wish + past simple: c, d  
wish + could: b

**Unit 3, page 25, exercise 3**

a 5 b 3 c 1 d 4 e 2

**Unit 3, page 25, exercise 4**

a criticism b regret c regret d criticism e regret

**Unit 3, page 25, exercise 5** (suggested answers)

b I wish it was / were cooler.  
c I wish they'd (= would) drive more slowly.  
d I wish they were cleaner.

**Unit 3, page 25, exercise 6** Students' own answers

**Unit 3, page 26, exercise 1** (suggested answers)

- The overall amount of recycling has increased every year.
- The overall amount of recycling has doubled.
- The greatest overall increase in recycling is in green waste.
- The smallest overall increase is in metal waste.

**Unit 3, page 26, exercise 2b**

The fifth 'Key fact' is wrong: the second largest component was Paper and card, then Other materials.

**Unit 3, page 26, exercise 3** Students' own answers

**Unit 3, page 27, exercise 1**

a The verbs are often in the passive voice (because it is a  
formal report, and because it describes processes).  
b The symbol used represents recycling, so it suits the theme  
of the text.

**Unit 3, page 27, exercise 2**

a (suggested answer) It tells us how certain European  
countries dispose of their waste  
b (suggested answers) Most of Greece's household waste  
goes into landfill; Austria recycles the most household waste;  
Luxembourg incinerates the most household waste  
c Students' own answers

**Review 1, units 1-3, page 28, exercise 1**

1 have moved 2 chose 3 had 4 rose 5 has increased  
6 have fallen 7 have arrived 8 entered

**Review 1, units 1-3, page 28, exercise 2**

a have you been / 've been trying / 've been sorting out  
b haven't seen / have you been doing / 've been helping /  
have you been doing / 've been preparing / 've been tidying  
c have you been doing / 've been playing / haven't had

**Review 1, units 1-3, pages 28-29, exercise 3**

1 spent 2 recycled 3 woke up 4 had turned  
5 had always been 6 had died / were dying  
7 had flown away 8 called 9 has happened 10 expected  
11 didn't know 12 had turned / was turning 13 discussed  
14 realised 15 had been 16 went 17 visited 18 found  
19 had poisoned / were poisoning 20 had recycled / were  
recycling 21 had buried

**Review 1, units 1-3 page 29, exercise 4**

b I wish there weren't so many adverts on television.  
c I wish they would collect rubbish more often in our city.  
d I wish I were better at maths.  
e I wish I could read more quickly.

**Review 1, units 1-3, page 29, exercise 5**

a daily b chaotic c guilty d majority e disastrous  
f infection

**Review 1, units 1-3, page 29, exercise 6**

a running out of b cut down on c keep up with  
d put up with

**Project - Producing a set of recommendations, page 30, Stage 2**

a pollution, travelling into and around the city, lack of open  
space, housing

# Tapescript

## Unit 1

### 1.1

**Lecturer** Good morning. Can anyone tell me what the law is?

**Student 1** It's the collection of rules of a country, isn't it?

**Lecturer** That's right. The law is the code or set of rules which governs all individuals and organisations in society. The first code of laws was made 4,000 years ago. Some actions have always been crimes almost everywhere. Can anyone suggest an action of this kind?

**Student 2** How about theft?

**Lecturer** Yes, that's certainly one, and of course murder is another. Another basic principle of most systems of law is that a person is innocent until someone proves that he or she is guilty. Okay, let's move on. Can someone tell me who makes laws?

**Student 3** Governments make laws, don't they?

**Lecturer** That's right, in most modern societies, governments make laws and the police and judges enforce them. In some countries, juries, made up of members of the public, decide whether an accused person is innocent or guilty. In most systems, there are three main types of law. Firstly, the one that people know most about: criminal law, which deals with murder and other acts of violence, and crimes against property, such as theft. The second type is civil law, which deals with a wide range of actions from arguments between neighbours to the behaviour of large companies. And can anyone tell me what the third type of law is?

**Student 4** Is it personal law?

**Lecturer** Not quite, it's family law, which is concerned mainly with family relationships: marriage, adoption, and the welfare of children. Now, as you should expect, individuals who have committed murder or theft are sent to prison. But what would be a typical punishment for people who have done something less serious, like damaging their neighbour's property?

**Student 5** They usually have to pay a fine, don't they?

**Lecturer** Yes, that's right. Okay, my final question is this: why is it so important to have laws?

**Student 6** More people would behave badly if we didn't have laws, wouldn't they?

**Lecturer** That's right. The simple truth is this: without laws there would be chaos.

## Unit 2

### 2.1

- a thirty-three thousand, five hundred and seventy-six
- b 93.5 percent
- c eighteen million, five hundred thousand
- d nineteen ninety-eight
- e twenty-first
- f three quarters

### 2.2

- a
  - A Are they from Spain?
  - B No, they're from **Ireland**.
- b
  - A Are they on holiday in Syria?
  - B No, they **live** in Syria.
- c
  - A Do you live in Syria?
  - B No, I live in **Spain**.
- d
  - A Have you ever lived in Ireland?
  - B No, but I've **visited** Ireland.
- e
  - A Did you say the Spanish Civil War ended in 1936?
  - B No, it **started** in 1936.
- f
  - A Did they cross the border into Portugal?
  - B No, they crossed the border into **France**.

### 2.3

- a
  - A Are you from Egypt?
  - B No, I'm from **Syria**.
- b
  - A Do you go to school?
  - B No, I go to **university**.
- c
  - A Are you studying chemistry?
  - B No, I'm studying **physics**.
- d
  - A Do you like being a student?
  - B I **love** being a student.

### 2.4

I was born in the south of England and that's where I lived for the first twelve years of my life. Then, one day, I came home from school and went into the kitchen to get myself a drink. I got my drink and was about to go into the garden to get some fresh air, but my Dad said, "Hang on a minute. We've

got some news for you. You'd better sit down."

I sat down rather nervously. I couldn't imagine what my Dad was going to say. "I've been offered a job in Perth in Australia and I've decided to take it. It's for three years, but if we like Australia, we may decide to stay."

I couldn't believe it. Australia! I'd seen films and television programmes set in Australia and I'd always wanted to go there for a holiday. But to go for three years! That was fantastic. I'll never forget that day.

The first thing that struck me about Perth was how much open space there was around the house. And the weather. Of course I went swimming every day – sometimes I spent the whole day at the beach.

That was six years ago. I'm in my first year at university now – I'm training to be a doctor. We never went back to England to live, though we have been for holidays. I just love everything about life in Australia, but of course I'm still English and I keep in regular touch with all my English friends.

## Unit 3

## 3.1

**Jim** You know, Helena, the world's got to do something about the problem of waste.

**Helena** You're right, Jim, it's getting worse every year, although some countries take it seriously. Austria, for example, recycles nearly 40% of its waste.

**Oliver** What does your family do about recycling?

**Jim** We take all our waste glass and paper to special collection points.

**Oliver** In our family we recycle all our paper and old clothes.

**Helena** We do that, too. But what about plastic?

**Jim** It is possible to recycle plastic – but not everywhere has the equipment to reprocess it.

**Helena** There are places where they recycle almost everything, you know, car batteries, wood, clothes and shoes, children's toys, books. That's fantastic!

**Oliver** I wish every country had a system like that.

**Jim** I agree – but there are two problems here: the Earth is running out of resources and we're running out of places to bury all our waste.

**Oliver** In some countries they burn their rubbish, but I don't think that's the answer. I mean, burning gets rid of the rubbish, but it also pollutes the atmosphere.

**Helena** And what about green waste?

**Jim** What do you mean "green waste"?

**Helena** You know, anything that has grown in the ground – grass, trees, leaves and plants.

**Oliver** Those kinds of things are often recycled anyway. People have always burned wood for heat or to cook with, and the other green things are often used to help new plants grow – that's real recycling.

**Jim** I wish I was in charge of our country – I'd pass a law to make it a criminal offence not to recycle 100% of household rubbish.

**Oliver** I agree, but it's not households that produce the most rubbish. Supermarkets sell far too many things with plastic or cardboard packaging. I wish they wouldn't do that.

# Activity Book Answer Key

## Module 1 World issues

### Unit 1

#### Reading

- 1
- a It protects injured soldiers and civilians; it provides aid such as food and medical help.
  - b It is illegal to attack civilians and to fight someone who is already injured.
  - c An organisation that provides medical aid during war and peacetime.

2

- a 3
- b 6
- c 5
- d 1
- e 2
- f 4

3

- a False: the first treaty was written in 1864
- b True
- c True
- d False

#### Vocabulary

1

- a 2 and 5
- b 4 and 8
- c 1 and 7
- d 3 and 6

2

- a case
- b court
- c fine
- d mean

#### Grammar

1

- b She's just been shopping. She's been buying food for her family.
- c She's just come out of the library. She's been doing research for a school project.
- d He's just come off the football pitch. He's been playing football.
- e They've just had a family meal. They've been celebrating Samer's graduation.
- f They've just finished work. They've been working since 8 o'clock this morning.

2

- a A been doing  
B I've passed / had or been having
- b A learnt to play  
B started / been playing
- c A had  
B come back

#### Writing

1 d, b, a, c

2 C

3 Students' own answers

### Unit 2

#### Reading

1

The correct definition is: travel to live in a warmer place.  
(*move somewhere to find work* refers to people who migrate from one country to another; *sleep during the winter* is a definition of the verb *to hibernate*.)

2

- a Animals migrate to find food / to raise their young. Others do not migrate because they don't have the same needs.
  - b The days are longer in the north in the summer – so food is more available. In the south it is warmer than in the north's winter month.
  - c some animals migrate every year, doing the two journeys in one year, but others migrate only if they need to find food or for more temperate weather.
  - d Students' own answers
- 3
- a False: can be different seasons
  - b False: to find food and raise their young
  - c True
  - d True
  - e False: to the north
  - f False: one of the main reasons

4

- a 5
- b 6
- c 7
- d 3
- e 1
- f 4
- g 2

#### Vocabulary

1

- a It was opened in nineteen seventy-five.
- b The address is seventeen, Tenth Avenue.
- c About one thousand seven hundred and fifty students go to my school.

2

- a 76%
- b 20th
- c 75,000,000
- d 100

3

- a destroying
- b permanent
- c earnings
- d disastrous
- e destruction

#### Grammar

1

- 1 left
- 2 arrived
- 3 was / had been
- 4 was
- 5 slept
- 6 lived
- 7 provided
- 8 built
- 9 went
- 10 attended
- 11 was
- 12 worked
- 13 were
- 14 returned
- 15 loved / had loved
- 16 had learnt
- 17 had made

2

- b I had dreamt of visiting China for many years. Last year I spent two months there. (List B 6)
- c My sister and her husband moved into a new flat at the weekend. Before that they had lived with her husband's parents. (List B 1)
- d My father retired last year. He had worked for the same company all his life. (List B 3)
- e I wasn't surprised that he fell asleep at the wheel of his car. He had driven nearly 1,000 kilometres without a break. (List B 2)
- f He had looked for work for only two weeks. Then yesterday he was offered two jobs. (List B 4)

#### Writing

1

C A B I G D E H F

2

- C
- A ten minutes later
- B Immediately
- I When I went into their bedroom
- G Our (younger brother)
- D he (had not woken)
- E Next
- H no reply
- F Our mother

3 Students' own answers



**Unit 3**

**Reading**

- 1  
**a** 5  
**b** 1  
**c** 4  
**d** 3  
**e** 2
- 2  
**a** False: paper can be made from various different materials  
**b** False. Both paper and other materials can be recycled.  
**c** False: see lines 16-17  
**d** True
- 3  
**a** materials  
**b** sustainable forests  
**c** household waste  
**d** environment
- 4  
**a** The Chinese were the first people to make paper almost 2,000 years ago. The Chinese made paper from cloth almost 2,000 years ago.  
**b** Paper recycling containers can now be found in some parts of Syria.  
**c** The building and furniture industries cannot use every part of a tree.
- 5 Students' own answers

**Vocabulary**

- 1  
**a** blue  
**b** green / black (and) white  
**c** red
- 2  
**a** I'm looking forward to the summer holidays in Syria.  
**b** Environmentalists are working hard to come up with new ways of saving energy.  
**c** If you want to improve your health, you should cut down on the amount of sugar and fat you eat.  
**d** My journey to work gets worse every day. I don't think I can put up with it for much longer.

**Grammar**

- 1  
**b** I wish my brother wouldn't spend so many hours on the phone.  
**c** I wish I weren't so shy about talking in public.  
**d** I wish newspapers and magazines didn't contain so many adverts.  
**e** I wish you wouldn't eat so quickly.  
**f** I wish I weren't such a slow reader.  
**g** I wish we could spend much more time together.  
**h** I wish the city centre weren't so busy this morning.  
**i** He wishes he could find his keys.

- 2  
**b** I wish I were better at maths.  
**c** I wish Hani spoke more slowly.  
**d** I wish I could speak French.  
**e** I wish you didn't always lose things.  
**f** I wish we didn't have to start work so early tomorrow morning.  
**g** I wish going to the theatre weren't so expensive.

**Writing**

- 1  
**a** The light grey colour represents the year 2009 and the dark grey colour represents the year 2010.  
**b** Paper was recycled the most and plastics were recycled the least.  
**c** The year 2009 records more recycling than the year 2010. The amount of recycling had decreased.  
**d** Paper and other materials maintained the same level of recycling.  
**e** A: Introduction  
 B: Key facts  
 C: Conclusion  
 D: Recommendations  
**f** Students' own answers
- 3 Students' own answers

**TEST 1**

**Reading**

- 1  
 1 to  
 2 In  
 3 of  
 4 where  
 5 are  
 6 than  
 7 used  
 8 which  
 9 do  
 10 after  
 11 their  
 12 can  
 13 with  
 14 like
- 2  
**a** more  
**b** Fewer  
**c** less  
**d** Eastern Europe  
**e** low-paid
- 3 Students' own answers

**Grammar and Vocabulary**

- 1  
 1 arrived  
 2 has worked  
 3 went / has been  
 4 never wanted / has never wanted  
 5 got married  
 6 have recently had  
 7 first arrived  
 8 didn't imagine  
 9 suffered  
 10 wanted  
 11 quickly learned  
 12 made  
 13 has become

- 2  
**a** B haven't been sleeping  
 A have been waking up  
 B haven't slept  
**b** A Have you spoken  
 B haven't seen  
 A has been spending  
**c** A I've been thinking  
 B Have you played  
 A I've watched / I've been watching
- 3  
 1 was walking  
 2 thought  
 3 hadn't seen  
 4 wondered  
 5 was doing  
 6 took  
 7 bumped  
 8 said  
 9 had bumped  
 10 was
- 4  
**a** I wish I could sing better.  
**b** I wish I weren't so tired this morning.  
**c** I wish my friend would give me my CD back.  
**d** I wish it weren't so hot today./ I wish it were cooler today.  
**e** I wish I could remember where I left the newspaper.  
**f** I wish she would turn her music down.
- 5  
 1 green  
 2 blue  
 3 red  
 4 black  
 5 white
- 6  
**a** (keep up) with  
**b** (run out) of  
**c** (looking forward) to  
**d** (put up) with  
**e** (came up) against

**Writing**

- 1 Students' own answers

# Natural world



Students' Book pages 32-33

## Opener (5-10 mins)

Tell the students that these pages show them what they will be doing in the second module. Ask them to read the title (*Natural world*) and look at the pictures.

Put them in small groups and ask each group to choose one picture. Allow five minutes for them to write two or three questions about the picture they have chosen. When they are ready, invite the students to share their questions with the class and see if anyone can answer any of them. Write good suggestions on the board.

In groups, they look at the three titles and note down their ideas for each one. Go round and offer prompts if necessary.

When they are ready, read out each title in turn and invite different students to share their ideas with the class.

If any students say that they protect the environment, ask them how they do this (e.g. *not littering, planting trees, etc.*).

Students' Book page

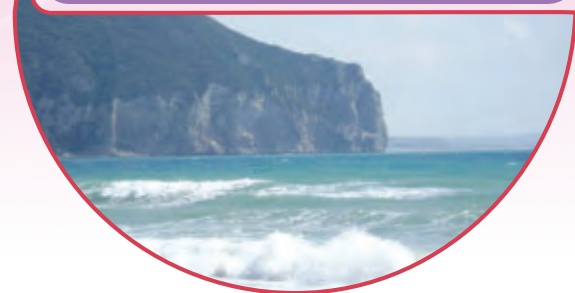
# Natural world



Unit 4: The Earth at risk  
How can we save our planet?



Unit 5: A world of plants  
Do you like nature?



32



Unit 6: Under threat  
How can people protect threatened animals?



**Key words**

Unit 4: climate, cultivate, dust, erode, graze, population, risk, soil, survive, wildfire

Unit 5: biome, dome, environmentalist, exotic, greenhouse, humidity, temperate, waterfall

Unit 6: camouflage, congregate, endangered, evade, extinction, habitat, predator, shallow, species, threat

**Outcomes**

You will be able to:

- ▶ listen to a talk and description, and demonstrate understanding
- ▶ give explanations and describe experiences
- ▶ talk about cause and effect
- ▶ read for gist and detailed information
- ▶ give opinions / make decisions
- ▶ present ideas and suggestions
- ▶ write an account of a visit

# The Earth at risk

## MODULE 2: Natural world

### Lessons 1 and 2

#### Overview

**Outcomes** To talk about deserts; to read about deserts

**Language focus** Climate vocabulary; reading for gist and detail

**Materials** Students' Book pages 34-35; dictionaries (optional)

#### Discuss

#### 1 (15-25 mins)

Allow time for the students to look at the photographs. Ask them to suggest relevant vocabulary and list good ideas on the board (e.g. *desert, sand, dry, rain, climate, wind*). Ask if anyone has ever been to a desert; invite students to tell the class about their experiences.

Put the students in small groups to discuss questions

a-c.

Go round and listen, making suggestions where necessary. Then invite different students to share their ideas with the class.

#### 2 (15 mins)

Read out the first word (*climate*) and ask the students to match it with the correct meaning. Then put them in pairs to complete the task, using dictionaries if necessary; encourage them to find the words in the text.

Go round and offer help where necessary, then check their answers.

#### Factfile

First, put the students in groups of four made up of two pairs (AA and BB). Ask students to look at the factfile. Students AA read the first three facts and cover up the rest, and students BB read the other three, covering the first half of the factfile. Tell them to check new words in the dictionary, and / or explain them.

**NOTE:** 1 hectare = 10,000 m<sup>2</sup>

Students then use the information to make three 'quiz questions' – e.g. How many hectares of land worldwide become desert every year? Every year, 5 million hectares of land worldwide become desert.

Students then close their books and ask and answer the quiz questions, either in pairs (AB) or as a class activity.

#### Students' Book page

## The Earth at risk

### MODULE 2: Natural world

#### Grammar

Giving explanations  
Talking about cause and effect

#### Vocabulary

Climate and weather  
Prefixes: *re-*, *mis-*

#### Reading

Reading for gist and detailed understanding  
Checking the meaning of reference words

#### Listening

Listening to sentences with stressed syllables

#### Speaking

Describing places in detail

#### Writing

A reply to an email



#### Discuss

#### 1 Look at the photographs and discuss these questions.

- What kinds of areas do these photos show?
- What is life like for people, animals and plants in areas like these?
- What environmental problems are associated with these areas? What are the causes of these problems? How could these problems be solved?

#### 2 These words are from the article on page 35. Match each word with its correct meaning. Compare your answers with those of your partner.

- |             |  |
|-------------|--|
| a climate   | 1 dry powder made of very small pieces of earth            |
| b cultivate | 2 to stay alive  |
| c dust      | 3 to destroy slowly  |
| d erode     | 4 weather conditions in an area over a period of time      |
| e graze     | 5 what plants need to grow in                              |
| f soil      | 6 fire that spreads very quickly                           |
| g survive   | 7 to put animals in a field so that they can eat the grass |
| h wildfire  | 8 to use land for growing crops                            |

#### Factfile

- Every year 5 million hectares of land worldwide become desert.
- Since the 1950s, 9 million hectares of land in China have turned into desert.
- Desertification affects 74% of the land of North America.
- In Africa 73% of the drylands are affected by desertification.
- Dust from African deserts can reach cities in Asia and even Europe.
- 5000 years ago, the Sahara Desert was covered with grass and other plants.



**Read****3 (25-30 mins)**

Ask the students to look at the title of the article. In pairs, students then predict what they might read in the article. Ask them to note down their ideas. Allow time for them to read the article.

Go round and explain new vocabulary, noting it down to check with the whole class later. When they are ready, invite students to tell you their ideas.

**Check your understanding****4 (15-20 mins)**

Allow time for the students to read the article again. Go round and help where necessary.

Put the students in pairs or small groups and ask them to match the four beginnings with the correct endings. Go round and offer suggestions if necessary.

**5 (15-20 mins)**

Ask students to point at the word in bold in the text. Tell them to read the sentence that includes the word in bold to check whether they can find what the pronoun refers to. If they can't find what the pronoun refers to in the same sentence, ask them to read the preceding sentence.

**Think and speak****6 (20-25 mins)**

Put the students in pairs or small groups to discuss the question.

Go round and listen, offering ideas where necessary.

**Some suggestions:**

Irrigation; planting shrubs and trees to nourish soil and reduce wind erosion; crop rotation; global reduction of greenhouse gases.

When the students are ready, ask them to report their ideas back to the class. Finally, allow a short class discussion.

## Students' Book page

## The Earth at risk 4

**Read**

3 Now read the article. What are the causes of the problem described in the article?

**The spread of the desert**

Desertification /dɪˌzɜːtɪfɪˈkeɪʃən/, which is the process in which productive land changes into desert, is an increasingly serious problem in over a hundred countries of the world. One billion people, out of a total world population of six billion, suffer from **its** effects.

Desertification usually occurs in dry areas where there is no rain and where the climate is harsh. In these places, the top layer of soil is destroyed so that the land can no longer be used for growing crops or grazing animals. This means that people who depend on the land for food have to move to 'greener' areas in order to survive. A proportion of the population may survive by moving, but others may die because of shortages of food and water.

Although natural changes in the climate often start the process, the activities of human beings are often the real cause of desertification. Because there are growing numbers of people to feed, farmers tend to overcultivate their land, with the result that the soil becomes poor and unproductive. Other farmers overgraze /əʊvə'greɪz/ their land and this permanently kills off grass and other plants. In addition to the effects of farming, deforestation – the cutting down of trees – also erodes the soil. Trees are usually cut down to make more agricultural land, but once there are no longer trees and plants on an area of land, there is nothing to stop the wind and rain from blowing or washing away the top layer of soil. The dust which this produces can travel long distances and affect the health of people living in cities thousands of kilometres away.

But this is not the end of the story: desertification can create conditions which produce strong winds and dangerous wildfires and this leads to even greater pressure on the Earth's most precious resource, water.

**Check your understanding**

4 Read the article again, then match each sentence beginning a-d with the correct ending 1-4.

**Beginnings**

- a A sixth of the world's population ...
- b Severe climatic conditions ...
- c If the top layer of soil is destroyed ...
- d People who cannot escape from desert areas ...

**Endings**

- 1 ... can destroy the top layer of soil.
- 2 ... is affected by the problem of desertification.
- 3 ... are in danger of dying from starvation.
- 4 ... the land cannot be used for farming.

5 What does the word **its** (line 3) in bold in the text above refer to?

**Think and speak**

6 Discuss this question with other students.

In some parts of Africa, desert areas are becoming green again. What can be done to slow down the process of desertification and speed up this greening process?

**Lesson 3**

Activity Book pages 23-24, Reading

Activity Book answer key page 71

## Lesson 4

### Overview

**Outcomes** To describe the climate and the weather

**Language focus** Climate and weather vocabulary; prefixes

**Materials** Students' Book page 36; cassette

### Vocabulary Climate

#### 1 (10-15 mins)

Ask the students to read the title and then scan the text, without stopping at the gaps. Then ask them to read the text again and complete it with the words from the list. Go round and offer help if necessary, then put them in pairs to check answers.

#### 2 (15-20 mins)

Students discuss both questions, in pairs or small groups. Go round and join in their discussions, offering your own ideas if you wish. When they are ready, invite different students to share their ideas with the class and encourage short class discussions.

### Prefixes: *mis-*, *re-*

#### 3 (10 mins)

First, read out the note and invite students to suggest one or two more examples. Then read out the instructions and the two meanings. Put the students in pairs to match the two prefixes (*re-* and *mis-*) with the two meanings. Tell them to read the example sentences carefully before they decide.

### Pronunciation: Rhythm (1)

#### 4 (5 mins)

Read out the explanation and the instructions. Ask the students to listen while you play the recording. Pause after each sentence for them to repeat it.

Tapescript 4.1 - see page 70

#### 5 (10-15 mins)

First, ask the students to copy the sentences into their notebooks, and do the same on the board. Play the recording, pausing after each sentence for the students to underline the stressed syllables. Play it again and check their answers by inviting students to mark the stressed syllables on the board.

Tapescript 4.2 - see page 70

#### 6 (5 mins)

Play the recording, pausing after each sentence for the students to repeat it.

Tapescript 4.2 - see page 70

Activity Book page 24, Vocabulary

Activity Book answer key page 71

### Students' Book page

#### Vocabulary Climate

#### 1 Complete this text with appropriate words from the list below.

average cloudy cold crops dry hot lightning rain stormy sunny weather

#### How is climate different from weather?

Weather is what happens to the air and the atmosphere outside. It may be cold or (1) ....., wet or (2) ....., It can be calm or (3) ....., clear or (4) ....., The atmosphere changes depending on whether it's rainy or (5) ....., Thunder and (6) ....., are also part of weather.

Climate, on the other hand, is the (7) ..... weather in a particular place over a long period of time. A place where it doesn't (8) ..... over many years has a dry climate. A place with low temperatures for most of the year has a (9) ..... climate. Here in Syria we celebrate wet weather because we need the rain. Information about climate is useful for (10) ..... forecasting. It also helps farmers to know when it is the best time to plant their (11) .....

#### 2 Discuss these questions in pairs or groups.

- Describe the climate of your country. Talk about the weather at different times of the year and different times of the day.
- What would be your perfect climate?

#### Prefixes: *mis-*, *re-*

#### 3 Match the two prefixes a-b below with these meanings:

again wrongly or badly

a *re-*

1 I spilt tea on my homework, so I had to **rewrite** it.

2 During the storm, three houses were destroyed and had to be **rebuilt**.

b *mis-*

1 I **misheard** you. I thought you said we'd meet at 9 o'clock.

2 The children were very good. None of them **misbehaved** in any way.

#### Pronunciation: Rhythm (1)

#### 4 (4.1) In spoken English we alternate strong and weak syllables, stressing new or important words. Listen to and repeat these two sentences.

The weather's cold today. He doesn't like the rain.

#### 5 (4.2) Listen and underline the stressed syllables in these sentences.

- I'm feeling warmer now.
- They're cutting down that tree.
- The climate's better here.
- What's the weather like?

#### 6 (4.2) Listen again and repeat. Stress the underlined syllables.



#### Note

A prefix is a word or group of letters which is added to the beginning of a word and changes its meaning. Example: *misunderstand* = to fail to understand something correctly. (*mis* means wrongly.)

## Lesson 5

## Overview

**Outcomes** To give explanations and state results

**Language focus** Explanations and results: phrases, e.g. *in order to ...*, *because ...*, *so that ...*, *the cause of ...*; *with the result that ...*, *this leads to ...*; prefixes

**Materials** Students' Book page 37

**Grammar reference** Activity Book Grammar file pages 84-85

## Grammar

## Explanations and results

## 1 (5 mins)

Read out the question and then sentence **a**; ask the class to identify the phrase which introduces the explanation. Continue with sentences **b** and **c**.

## 2 (15 mins)

Read out the instructions and the example sentence, then ask the students to complete the task in pairs. Go round and check their work. Then ask different students to come to the board and write the questions.

## 3 (10-15 mins)

Put the students in small groups. EITHER ask them to discuss all four questions, OR divide the class into four groups, a, b, c and d, and ask them to discuss the corresponding question.

Go round and listen. Make sure they are using the target phrases. Encourage them to note down their ideas. When they are ready, invite different students to share their ideas for each question. Make sure each group contributes at least one idea.

**Some suggestions:**

**a** Some farmers overcultivate and overgraze their land in order to produce enough food for their growing families.

**b** Some countries need more agricultural land to feed their growing populations.

**c** Because of wind erosion and very high temperatures, desertification is getting worse.

**d** Because there is not enough water, some people die in desert areas.

## 4 (5 mins)

Read out the question and then sentence **a**; ask the class to identify the phrase which links an action with a result. Continue with sentences **b**, **c** and **d**.

## 5 (10-15 mins)

Read out the rubric and then sentence **a**, and invite ideas for how to complete the sentence. Then put the students in pairs to complete sentences **b**, **c** and **d**. Go round and discuss ideas, then invite different students to read out their ideas to the class. Encourage comments and discussion.

## 6 (15-20 mins)

Put the students in small groups, with different students. Ask them to choose one of the topics and discuss its results. Suggest they make notes. Go round and listen, offering prompts where necessary. Finally, take each topic in turn and invite ideas from different students. Encourage a brief class discussion.

Here are some ideas that students might be expected to come up with during their discussions:

*Flooding can destroy homes, shops, factories, farmland and the road system, depending on how severe it is. Flooding may be caused by rising sea levels or by sudden storms. Precautions against flooding include flood barriers and building on higher ground.*

*Pollution takes many forms. Solid and liquid pollutants poison rivers, seas and fertile land, while smoke and fumes from factories and motor vehicles release dangerous chemicals into the atmosphere. Global warming is one consequence of air pollution. A likely consequence of poisoning the land is the inability to produce sufficient food to feed the world's population.*

## Lesson 6

Activity Book page 25, Grammar

Activity Book answer key page 71

## Students' Book page

## The Earth at risk 4

## Grammar

## Explanations and results Activity Book Grammar file pages 84-85

1 Which words or phrases in these sentences from the article on page 35 introduce explanations?

- a Some people move to greener areas in order to survive.
- b Because there are growing numbers of people to feed, farmers tend to overcultivate their land.
- c Trees are usually cut down to make more agricultural land.

2 For the three sentences above write questions with *Why*.

1a Why do some people move to greener areas?

3 Answer these questions with your own ideas, using explanation words or phrases.

- a Why do some farmers overcultivate or overgraze their land?
- b Why do some countries need more agricultural land?
- c Why is the problem of desertification getting worse?
- d Why do some people die in desert areas?

4 Which words or phrases in these sentences from the article on page 35 link an action with a result?

- a ... the top layer of soil is destroyed so that the land can no longer be used for growing crops.
- b ... the activities of human beings are often the real cause of desertification.
- c ... farmers tend to overcultivate their land, with the result that the soil becomes poor and unproductive.
- d ... this leads to even greater pressure on the Earth's most precious resource, water.

5 Complete these sentences with your own ideas.

- a More and more forests are being cut down, with the result that ...
- b Dust from Africa which reaches large modern cities is the cause of ...
- c Forests are cut down so that ...
- d Some areas of land are being reclaimed from deserts. This can lead to ...

6 Discuss one of these two environmental problems in groups. Describe the problem and talk about the results.

- Flooding – caused by rising sea levels
- Pollution – resulting from industry and traffic





## Lesson 7

### Overview

**Outcomes** To practise speaking skills

**Language focus** Description, e.g. *you can see*; *On the left ...*  
comparison and contrast, e.g. *both ...*; *different aspects*

**Materials** Students' Book page 38

### Speaking

#### Describing photographs

#### Introduction: Note taking (20-25 mins)

**1** **a** and **b** Put the students in pairs (A and B) and read out the instructions and questions **b1**, **2** and **3**.

Allow time for them to note down their answers; go round and offer suggestions where necessary. Write useful vocabulary on the board.

Then put them in new pairs, AA and BB, to share ideas and amend their notes accordingly. Again, go round and offer help where needed.

**c** Still in their new pairs (AA, BB) students prepare and practise short talks about the photographs. Remind them to look at the *Useful Language* box.

Go round, listen and offer suggestions. Remind them to write notes, not speeches.

#### 2 (15-20 mins)

Students return to their original pairs (A and B) and take turns to talk about their photographs, using their notes for reference.

Sample description and comparison of photographs 1 and 2:

**Photograph 1** shows a large ship on the sea, travelling towards what looks like an oil rig. There is a small red boat close to the ship and another ship in the distance, near the rig. The water near the ship is muddy, as if it had been stirred up.

**Photograph 2** is very different. It shows a landscape of trees and grass in the background and a commercial logging station or sawmill in the foreground. The only thing the two photographs have in common is that they both show manmade machines in a natural setting.

Sample description and comparison of photographs 3 and 4:

**Photograph 3** shows two cars half covered in water. The roof and windows of the house are just visible above the flooding water.

**Photograph 4** shows a contrast. The landscape shows a field in the background, which looks green and well-watered and a dry river bed in the foreground, along which a small herd of domestic cattle are walking. Possibly the two photographs are supposed to represent flood and drought.

### Quote

Put students in small groups. Draw students' attention to the Quote box. Ask them to paraphrase it in their own words. Ask them to explain the quote. Do they agree with the quote's message – that we should look after the Earth so that it will continue to provide everything we need for life: clean air, clean water, a pleasant environment and healthy food?

#### Students' Book page

### Speaking Describing photographs

#### Introduction: Note taking

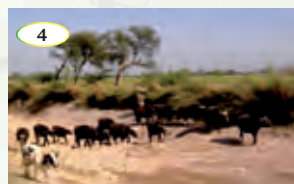
##### 1 Work in pairs.

- Student A: Look at photographs 1 and 2.  
Student B: Look at photographs 3 and 4.
- Make notes about your two photographs.
  - What can you see in each photograph?
  - What do your photographs have in common?
  - How are they different?
- Prepare to speak for one minute about your two photographs. Use some of the expressions from the *Useful Language* box below.

### Speaking

##### 2 Describe your photographs to your partner.

- Take turns to talk about your photographs. Look at your notes, but don't read them word for word.
- When your partner has finished speaking, say whether you agree with what he or she has said.



#### USEFUL LANGUAGE

You can see ...  
On the left / right of the photo, ... / In the middle ... / At the top / bottom ...  
It seems that ... / It's clear that ...  
Both photographs / pictures show ...  
The photographs / pictures illustrate different aspects of ...  
The problems are caused by / are the result of ...

**Quote** "Take care of the Earth and it will take care of you."  
Author Unknown



**Lesson 8**

**Overview**

**Outcomes** To read a formal reply; to plan a formal reply; to write a formal reply

**Language focus** Formal language

**Materials** Students' Book page 39

**Writing** A reply

**Read**

**1 (20-25 mins)**

First, put the students in small groups. Ask them to read the email and explain any new vocabulary. Students add their ideas to the spidergram. Go round and listen, giving suggestions where necessary.

**Planning and writing**

**2 (10-15 mins)**

Ask the students to use the notes they took from their discussions and to offer two or three practical ways of saving water. Students then write a reply to the email. The students should use a more formal style, similar to that of the original email.

**Check**

**3 (10 mins)**

Tell them to check carefully their spelling, grammar and punctuation and to share their ideas with their partners.

**Lesson 9**

Activity Book pages 26-27, Writing

Activity Book answer key page 71

Students' Book page

**task**

You are going to write a reply to an email on water shortage, suggesting ways of consuming less water.

**Writing** A reply

**Read**

**1** Read this email from a leading scientist on water shortage. Then, look at the incomplete spidergram and complete it with your own ideas.

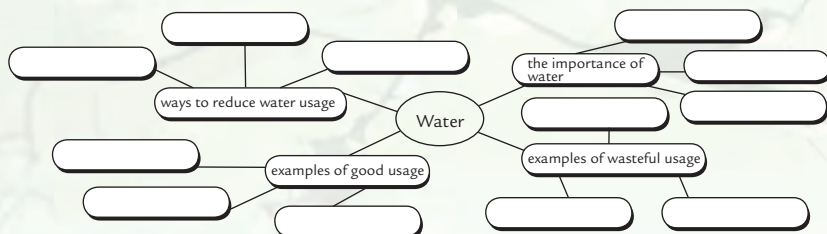
Dear ...

One of the most important issues in the 21st century is the scarcity of fresh water. A lack of water presents major hurdles to human development. Aside from fulfilling our need to drink, fresh water also plays a central role in agricultural production.

Water preservation is a major global challenge. Greater development and a perpetually increasing population has led to unprecedented demands on all of our resources, which has in turn led to an increased water shortage. This has prompted Syria to support new water conservation programmes, which improve the efficiency of irrigation systems in rural areas. This includes empowering local cooperatives in the implementation of their knowledge to help improve lives through the conservation of water.

Ultimately, we need to curtail the unwarranted consumption of water if we are to prevail over the challenges facing Syria today. Do you have any suggestions about how average Syrians can contribute to cutting back on water? Please let me know your ideas.

Many thanks  
Dr Abdulhameed



**Planning and writing**

**2** Using your spidergram, write a reply to the above email, suggesting ways in which Syrians can consume less water in their day-to-day lives. Make the email around 100-120 words and include two or three suggestions.

**Check**

- 3** When you have finished writing, read your email carefully.
- Check spelling, grammar and punctuation.
  - Exchange emails with a partner.

# A world of plants

## MODULE 2: Natural world

### Lessons 1 and 2

#### Overview

**Outcomes** To hear about a living plant museum; to talk about a living plant museum

**Language focus** Vocabulary relating to the environment

**Materials** Students' Book pages 40-41; dictionaries (optional); cassette

### Discuss

#### 1 (15-20 mins)

First, ask the students to look at the pictures and invite them to predict some of the vocabulary they will read in the text. Write good suggestions on the board (e.g. *plants, trees, flowers, greenhouse, environment, temperature, climate*).

Allow time for them to read the text; explain any new words. Then put the students in pairs to discuss the questions.

Go round and listen; tell them your own ideas if you wish.

Finally, invite different students to report back to the class.

An alternative to this is that you ask your students in the previous session to bring plants from their homes, or that you bring a couple of plants. Ask them what they know about the world of plants, and how important plants are in our life. Lead the discussion to the possibility of growing plants 'under glass'.

### Students' Book page

# A world of plants

## MODULE 2: Natural world

#### Grammar

Explaining possibilities: *must be / can't be / might have been*, etc.

#### Vocabulary

Things that grow  
Adjectives and prepositions

#### Reading

Reading an article  
Reading a sample account of a visit

#### Listening

Listening for gist and detailed information

#### Speaking

Discussing photographs

#### Writing

An account of a visit

### Discuss

1 Read the article on the Eden Project below.

#### A whole planet under glass

The Eden Project, which opened in the year 2000, is a living plant museum in the countryside in the south-west of England. It is a very popular attraction and millions of visitors come every year to see plants from all over the world

5 growing in this special environment.

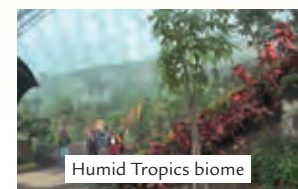
Some plants grow outside, but many are in specially-built domes, called 'biomes' /'baɪəʊmz/, where the temperature and humidity are carefully controlled. The biomes are like giant greenhouses and one, the Humid Tropics biome, is the largest greenhouse in the world. **It** is over 55m high and 200m long and contains many thousands of exotic plants not found in

10 England.

One of the purposes of the project is to show how dependent human beings are on plants and to educate people on the importance of preserving our natural environment. Aside from the plant life, the Eden Project has fascinating interactive exhibits for people of all ages. Many of the visitors are groups of school children and the Eden Project combines

15 educational value with scientific interest and a huge variety of spectacular plant life.

- What is special about the Eden Project?
- How do you evaluate the purpose of the project?
- Who visits the Eden Project? Why?
- Would you like to visit the Eden Project? Why?
- What attracts your attention in these two pictures?
- What does the word *It* (line 8) in bold in the text above refer to?
- What educational uses could the Eden Project serve?



Humid Tropics biome

**Listen****2 (10 mins)**

Tell the students they are going to hear five people talking about the Eden Project. Play the recording, then read out the question and invite them to tell you the answer. (*It was too crowded and busy*).

**Tapescript 5.1 - see page 70**

**3 (10 mins)**

Tell the students that the words in this exercise will appear in the listening exercise later. Read out the first word (*environmentalist*) and ask them to match it with the correct meaning (3). Then allow time for them to complete the task, using dictionaries if necessary and if available.

Put them in pairs to compare answers.

**Check your understanding****4 (10-15 mins)**

Play the first section of the recording, and ask the students to read the first sentence. What are the missing words? Rewind, then play the recording, stopping after each section for the students to complete the missing words. Put them in pairs to compare answers, then play it again to check.

**Tapescript 5.1 - see page 70**

**5 (10 mins)**

Read out **a** and ask the students to match it with the correct ending. Then allow time for the students to complete the task. Put students in pairs to compare answers then play the recording again to check.

**Tapescript 5.1 - see page 70**

**Think and speak****6 (15-20 mins)**

Put the students in small groups to discuss the question. Encourage them to make notes.

Go round and listen to their discussions, offering your own ideas if you wish.

When they are ready, ask the students to share their ideas with the class and encourage a class discussion.

**Lesson 3**

**Activity Book pages 28-29, Reading**

**Activity Book answer key page 71**

## Students' Book page

## A world of plants 5

**Listen**

**2 (5.1)** Listen to five people talking about the Eden Project. Why didn't one of the speakers enjoy the visit?

**3** Match the words below with their meanings. Use a dictionary to help you check your answers.

- |                    |  |
|--------------------|--|
| a environmentalist | 1 not too hot or too cold                                      |
| b exotic           | 2 to stop harm or damage                                       |
| c protect          | 3 someone who tries to protect the environment                 |
| d temperate        | 4 a flow of water from a river or stream falling from a height |
| e waterfall        | 5 unusual, foreign   |

**Check your understanding**

**4 (5.1)** Listen again and complete these statements.

- Speaker 1 took his ..... to the Eden Project.
- Speaker 1 found the Eden Project surprisingly .....
- Speaker 2 went on a ..... trip to the Eden Project.
- Speaker 2 found out information from a ..... by an environmentalist.
- Speaker 3 went to the Eden Project on a ..... day in summer.
- Speaker 3 thought that the Eden Project would be an ..... place to work.
- Speaker 4 started his visit in the ..... section.
- Speaker 4 thought the waterfall was the ..... thing about the Eden Project.
- Speaker 5 spent ..... hours at the Eden Project.
- Speaker 5 is going to come back to the Eden Project in ..... years' time.

**5** Match these sentence beginnings **a-e** with the correct endings **1-5**. Listen again to check your answers.

- Inside the biggest dome ... (Speaker 1)
  - After her visit to the Eden Project, ... (Speaker 2)
  - The Eden Project was very busy when this speaker went because ... (Speaker 3)
  - To get from one biome to another, ... (Speaker 4)
  - In five years, this speaker is going to return to the Eden Project ... (Speaker 5)
- ... this speaker decided to study biology.
  - ... to see how the plants have changed.
  - ... it feels as if you are in a rainforest.
  - ... it was the middle of summer.
  - ... you have to cross a bridge.

**Think and speak**

**6** Discuss the following question in pairs or groups.

The article says that one of the purposes of the Eden Project is to show *how dependent human beings are on plants*. How and why do you think human beings are dependent on plants?

## Lesson 4

### Overview

**Outcomes** To describe growing things and where they grow

**Language focus** Adjectives and prepositions, e.g. *dependent on*, *interested in*

**Materials** Students' Book page 42

### Vocabulary Things that grow

#### 1 (5-10 mins)

Read out the instructions and the first word (*aubergine*). Ask a student to match it with the correct picture. Then put the students in pairs to complete the task.

Go round and offer help if necessary. Check their answers, then read out each word and ask them to practise saying them.

#### 2 (10 mins)

Read out the questions and ask the students to copy the diagram into their notebooks; do the same on the board.

Put the students in pairs to complete the task, then invite different people to come to the board to write the words in the correct places.

### Adjectives + prepositions

#### 3 (15-20 mins)

Ask the students to copy the incomplete sentences into their notebooks and do the same on the board. Read out the first sentence, complete it as an example, then allow time for the students to complete the task.

When they are ready, ask different students to come to the board and complete the missing words.

Activity Book page 29, Vocabulary

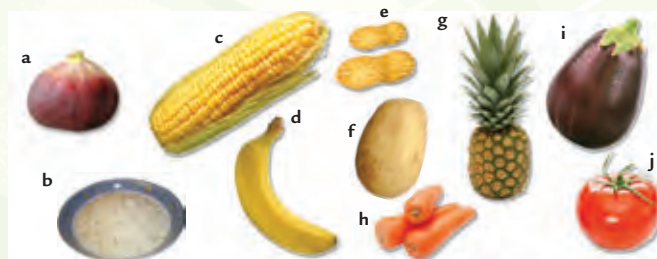
Activity Book answer key page 71

### Students' Book page

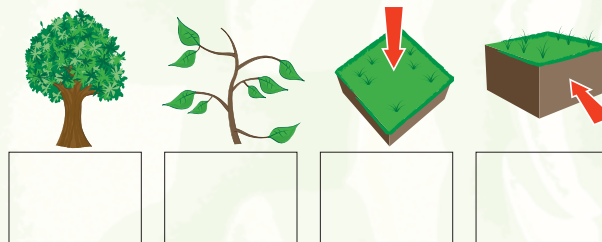
#### Vocabulary Things that grow

1 Match these words for things that grow with the illustrations.

aubergine banana carrot corn fig  
peanuts pineapple potato rice tomato



2 Where do these things grow: on a tree, on a plant or bush, on the ground or under the ground? Complete this diagram, adding words from the list in exercise 1 in the correct place.



#### Adjectives + prepositions

3 Complete these sentences with the correct prepositions from the list. You will need to use some prepositions more than once.

for from in of on with

- a Human beings are dependent ..... plants.
- b While she was at the Eden Project one girl became very interested ..... biology.
- c I've never been keen ..... museums.
- d The Eden Project is quite different ..... a normal museum.
- e On wet days the biomes are full ..... visitors sheltering from the rain.
- f Visiting the Eden Project makes you aware ..... the importance of plants.
- g The Eden Project is particularly famous ..... its huge biomes.
- h It's expensive to get into the Eden Project, but we were very satisfied ..... our visit.



## Lesson 5

## Overview

**Outcomes** To explain theories

**Language focus** Explaining possibilities e.g. *must be* / *can't be* / *might have been*, etc.

**Materials** Students' Book page 43

**Grammar reference** Activity Book Grammar file page 85

## Grammar

## Explaining possibilities

## 1 (15 mins)

Ask a student to read out the two sentences in **a**. Ask the class to match them with meanings **1** and **2** (*It can't be* = 2, *It must be* = 1).

In pairs, students discuss the sentences in **b** and **c**. Go round and offer help if necessary.

## 2 (15-20 mins)

Put the students in small groups. Ask them to look at the photo and discuss what they think happened just before and just after it was taken. Before they start, invite one or two example sentences with *must have* and / or *can't have*, and write them on the board.

When they are ready, invite different students to come to the board to write their ideas. Make sure there are sentences with *must have*, *can't have* and *might have*.

**Some suggestions:**

He must have fallen. He might have hurt himself. He might have had an important phone call. He can't have wanted to sit down in the snow. He must have been walking (because he's wearing boots). He might have been going to work (because of his suit). His car might have broken down. He might have fallen off his bike (etc.).

## Lesson 6

Activity Book page 30, Grammar

Activity Book answer key page 72

## Students' Book page

## A world of plants 5

## Grammar Explaining possibilities Activity Book Grammar file page 85

1 What are the differences in meaning between these pairs of sentences? Match the sentences in each pair with one of the meanings given.

- a**
- ▶ It can't be an interesting place to work.
  - ▶ It must be an interesting place to work.

- 1 You feel sure it is.  
2 You feel sure it isn't.

- b**
- ▶ The crowds might have spoiled it for me.
  - ▶ The crowds might spoil it for me.

- 1 You think it is possible in the future.  
2 You think it was possible in the past.

- c**
- ▶ Some people might have come from Africa.
  - ▶ Some people must have come from Africa.

- 1 You think it was possible.  
2 You feel sure it was possible.

2 Work in pairs. Look at the photo and say what you think happened just before and just after the photo was taken. Make sentences using *must have* or *can't have* if you feel sure that something happened, and *might have* if you are not sure.



## Lesson 7

### Overview

**Outcomes** To read an account of a visit; to analyse an account of a visit

**Language focus** Opinions, e.g. *For me, I felt like ...*

**Materials** Students' Book page 44

### Speaking

#### Discussing photographs

### Discuss

#### 1 (15-20 mins)

Put the students in pairs to look at the photographs and discuss the three questions (a, b and c). Go round and listen, adding your own contributions to the discussions if you wish.

When they are ready, ask different students to report their ideas back to the whole class.

### Read and analyse

#### 2 (15 mins)

Ask the students to look at the photo. Ask if they know where it is (*Afamia, Hama*). Ask them to read the article straight through and to note down any new words. When they finish the first reading, help them guess the meaning of the words. Then ask them to read the article again and list positive and negative points. When they are ready, put the students in small groups to compare ideas, then ask three or four students to report back to the class.

### Students' Book page

### Speaking

#### Discussing photographs

### Discuss

#### 1 Look at the photographs and discuss these questions in pairs.

- Why do people visit the places you see in the photographs? What can they see and do there?
- Which of the places in the photos would you most like to visit? Why?
- What was the last place you visited? Did you enjoy your visit? What did you learn from your visit?



Umm al-Touyouur, Syria



The Sphinx, Egypt

### Read and analyse

#### 2 As you read this sample account of a visit, make a list of the positive and negative points.

##### Our Visit to Apamea

Ahmad and I have just got home from a two-day visit to Apamea. It was only a short visit but I will remember it forever. Apamea is an ancient site on the bank of the Orontes River.

- There are extensive ruins which tourists can walk around and where they can learn about many different civilisations.
- We arrived on Tuesday evening and the first thing we did was set up our camp. The sky was very clear and we could see millions of stars. The next morning was very hot but we visited the Roman city. There were enormous columns and high walls which I thought were amazing.
- The next day was another scorching hot day and we climbed up the hill to the medieval citadel. I didn't think the ruins were as interesting, but the views from the top were incredible and we could see a long way across Syria. As the sun went down over the plain, we saw the buildings change colour, from a dark red to pink and purple. It was an amazing sight I will never forget.



Apamea, Syria

## Lesson 8

## Overview

**Outcomes** To plan an account of a visit; to write an account of a visit

**Language focus** Description and narrative skills

**Materials** Students' Book page 45

## Writing An account

### 1 (10 mins)

Students read the text again and then in pairs they list facts and opinions as instructed.

## Planning and writing

### 2 (20-25 mins)

**a** Ask the students to choose a visit to write about. If several students have made the same visit, allow them to work together in small groups or pairs.

**b** Allow time for the students to make their notes, using the notes provided. Go round and offer help where needed.

**c** Students then plan their paragraphs. Go round and make suggestions where necessary. Refer them back to the model text.

### 3 (15 mins)

Students look at the *Useful Language* box and then write their accounts. Go round and offer suggestions and corrections as necessary.

## Check

**4 a, b and c** Ask the students to check their work carefully and then exchange accounts with a partner. Refer them to the questions in **b**, and encourage them to make suggestions for improvement to each other's accounts. If there's still time, students should then write a second draft.

## Quote

Ask the students what they know about Alexander Smith. Have they read any of his writings? Read the quote to the class. Do they agree with the author? Why or why not?

**Background:** Alexander Smith (1830-1867) was a Scottish poet. Born near Glasgow in a house with a straw roof, his family were too poor to send him to university so he started work in a factory where he designed textiles. His mother, who was from the Highlands of Scotland, first introduced him to Gaelic (Scottish Celtic) songs and stories. He wrote from an early age and during his lifetime became well-known for his poetry and novels, eventually becoming secretary to Edinburgh University.

Note: 'Posterity' means all people in the future who will be alive when you are dead, so to plant a tree for posterity means to think more of the well-being and happiness of future generations than of yourself.

## Lesson 9

**Activity Book pages 31-32, Writing**

**Activity Book answer key page 72**

## Students' Book page

### task

You are going to write an account of a visit you made.

## A world of plants 5

## Writing An account of a visit

### 1 Read the account again and make two lists:

- ▶ Facts about Apamea: *Apamea is an ancient site on the bank of the Orontes River.*
- ▶ The writer's opinion of the visit: *I didn't think the ruins were as interesting.*

## Planning and writing

### 2 Plan your own account of a visit you made.

- a** Choose a visit to a tourist site in Syria that you remember well.
- b** Make a note of **Facts** about the place and your **Opinions** of your visit. Think about these aspects of the visit:
  - ▶ The place itself; its purpose; what you did
  - ▶ The weather conditions
  - ▶ What you saw; what you did
- c** Make a paragraph plan, starting a new paragraph for each new stage or aspect of the visit.

### 3 Write your account in 100-120 words.

Use ideas from the sample account and expressions from the *Useful Language* box below.

## Check

### 4 When you have finished writing, read your account carefully.

- a** Check spelling, grammar and punctuation.
- b** Exchange accounts with a partner. As you read what your partner has written, ask yourself these questions:
  - ▶ What have I found out about the place he / she visited?
  - ▶ Has he / she included some interesting facts?
  - ▶ Do I know what he / she thought or felt about the visit?
- c** Return your partner's letter and exchange thoughts and ideas. You could ask each other questions.

## USEFUL LANGUAGE

### Time expressions

We arrived on (day) at (time).  
The next day ... That same day / evening ...  
The first thing we / I did / saw was ...

### Expressing opinions

It felt like ...  
For me, the best / worst thing was ...  
I didn't know what to expect.  
What surprised me was ...

### Remembering

I'll remember ... forever.  
I'll never forget ...

**Quote** "A man doesn't plant a tree for himself. He plants it for posterity."  
Alexander Smith



## Under threat

## MODULE 2: Natural world

## Lessons 1 and 2

## Overview

**Outcomes** To talk about sand gazelles; to read about sand gazelles

**Language focus** Wildlife vocabulary

**Materials** Students' Book pages 46-47, reference books and / or the Internet (for extension)

## Discuss

## 1 (15-20 mins)

First, ask the class to look at the picture and tell you what they know about sand gazelles. Then allow time for the students to complete the quiz in pairs. Go round and explain any new words. Tell them they will be able to check their answers after they have read the text on the next page.

**Note:** The answer to question c is C.

Paragraph C of the text on page 47 of the Students' Book states that sand gazelles can 'reach speeds of almost 100 km per hour'. Answer C is the closest to this figure.

## Extension (part 1)

In groups, students think of at least three more questions about sand gazelles (e.g. *How long do they usually live? Are they dangerous? Do they eat meat?*). Ask them to write the questions in their notebooks for later use.

## Read

## 2 (10-15 mins)

Ask the students to match words a-e with the correct meanings. Then put them in pairs to check.

## 3 (20-25 mins)

Allow time for the students to read the article. Go round and explain new words, making a note of them to check with the whole class later.

Ask the students to look again at the quiz on page 46 – how many questions did they answer correctly?

## Extension (part 2)

Ask the students if any of their extra questions have been answered by the article. Which ones?

Tell them to find out the answers to their remaining questions, either at school or at home.

When they have all the necessary information, students prepare a new quiz about sand gazelles, using the one on page 46 as a model.

## Students' Book page

## Under threat

## MODULE 2: Natural world

## Grammar

Describing processes (revision of passive verb form)

## Vocabulary

Animals

## Reading

Reading for gist and detailed understanding

## Speaking

Role play: Expressing opinions / making decisions

## Writing

A report

## Discuss

## GUESS 1

Guess and answer as many of these quiz questions as you can.

## Sand gazelle quiz

- a Which region does the sand gazelle live in?  
A South America C Europe  
B North America D Arabian Gulf and North Africa
- b What is the sand gazelle's natural habitat?  
A Desert C Forests  
B Mountains D Zoo
- c What is the top speed of a sand gazelle?  
A 50 km per hour C 95 km per hour  
B 80 km per hour D 120 km per hour
- d What is the natural diet of a sand gazelle?  
A Desert plants C Fish  
B Ants D Small mammals
- e How much does a sand gazelle weigh?  
A Up to 15 kg C Up to 10 kg  
B Up to 20 kg D Up to 25 kg
- f What are the two main threats to the gazelle?  
A Predation by larger mammals and disease C Loss of habitat and hunting  
B Loss of habitat and disease D Hunting and predation by larger mammals



## Read

2 Before you read the article about sand gazelles, match these words with their meanings. Check your answers in a dictionary.

- |              |   |
|--------------|---|
| a congregate | 1 the death of a type of animal               |
| b extinction | 2 without depth                               |
| c evade      | 3 come together, often in a large group       |
| d predator   | 4 an animal that kills and eats other animals |
| e shallow    | 5 escape or avoid                             |

3 Read the article about sand gazelles on page 47. How many of your answers to questions 1 a-f were correct?



**Check your understanding****4 (5-10 mins)**

Put the students in small groups to discuss each question. Go round and listen. When they have finished, ask different students to report back to the class.

**5 (5-10 mins)**

Remind students of the text on sand gazelles and allow time for them to read it again. Ask students to work in pairs to match the headings with the correct paragraphs.

**6 (15 mins)**

Read out **a** and ask the students to suggest ways of completing the sentence, using information from the text (e.g. *the desert environment*). In pairs, students then complete the remaining sentences. Go round and offer help where needed.

**Think and speak****7 (15-20 mins)**

First, read out question **a** and invite suggestions from the class. Write them on the board. Then put the students in small groups to discuss all the three questions.

Go round and listen, giving prompts where necessary. Join in with your own opinions if you want to. When they are ready, invite students from each group to share their ideas with the class. Encourage comments.

**Lesson 3****Activity Book pages 33-34, Reading****Activity Book answer key page 72****Students' Book page****Under threat 6****The Sand Gazelle**

- A** The sand gazelle, or goitered gazelle, is a horned animal that lives across the Arabian Gulf and North Africa. Originally found in all Arab countries, it is now extinct in Iraq, Kuwait and Yemen and endangered /ɪn'deɪndʒərd/ everywhere else, including Syria.
- B** In the summer months, sand gazelles live in small family groups of around ten individuals. During the winter, **they** congregate in larger herds. They are ideally suited to the desert environment with their white heads and sand-coloured bodies. This allows them to blend into the desert, camouflaging them from predators.
- C** Sand gazelles are small mammals, weighing only 20 kg. However, they are very quick and have been known to reach speeds of almost 100 km per hour. They are excellent jumpers and use **their** speed and agility to evade the attention of predators.
- D** Sand gazelles eat around 6 kg of plants per day – consuming the shoots, roots, leaves and stems of desert plants – around a third of their overall bodyweight. They drink 3 litres of water per day and in the hottest season dig shallow pits and lie on the cooler soil.
- E** The sand gazelle is in danger of extinction, mainly due to habitat loss and hunting. However, there have been some efforts to save them, and some countries have begun breeding them for release into the wild. There have been some successes, but the battle to save them and other native species continues. In Syria, there is an increasing awareness about the importance of saving wild animals.

**Check your understanding**

- 4** In pairs, discuss the following questions.
- How do sand gazelles change their habits in different seasons?
  - How does the body of a sand gazelle protect it from harm in the desert?
  - Is anything being done to save the gazelles? Explain.
  - What do the words *they* (line 5) and *their* (line 9) in bold in the text above refer to?
- 5** Read the article again and match these headings with the correct paragraphs A-E of the article. There is one heading you do not need to use.
- Saving the sand gazelle
  - Special abilities
  - Location
  - Typical lifestyle
  - Diet
  - Related species
- 6** Complete these sentences with information from the article.
- The colouring of the sand gazelle makes it ideally suited to ...
  - The sand gazelle digs shallow pits in the ground and ...
  - The sand gazelle lives in larger groups during ...
  - Sand gazelles are in danger due to ...

**Think and speak**

- 7** Discuss these questions with other students.
- Do you think it is right for people who hunt rare animals to be punished?
  - What can organisations and ordinary people do to help protect animals in danger of extinction?
  - Why should we protect rare animals?

## Lesson 4

### Overview

**Outcomes** To identify animal types

**Language focus** Vocabulary relating to animals

**Materials** Students' Book page 48

## Vocabulary Animals

### 1 (5 mins)

Ask the students to copy the incomplete diagram into their notebooks, and do the same on the board. Read out definition **a** and ask them to match it with the correct animal type. Ask them to complete the task and then check with the class.

Students write **a**, **b** and **c** under the name of the correct animal type on the diagram; do the same on the board.

### 2 (15 mins)

Suggest that students use dictionaries for this task, if possible. Ask them to write the names of animals in the correct parts of the diagram. Go round and offer help where needed. Then put students in pairs to compare answers.

Finally, invite different students to come to the board and complete the diagram.

### 3 (10 mins)

In small groups, students add at least two more words to each list. When they are ready, ask different students to share their ideas. Add new words to the lists on the board.

**Activity Book page 34, Vocabulary**

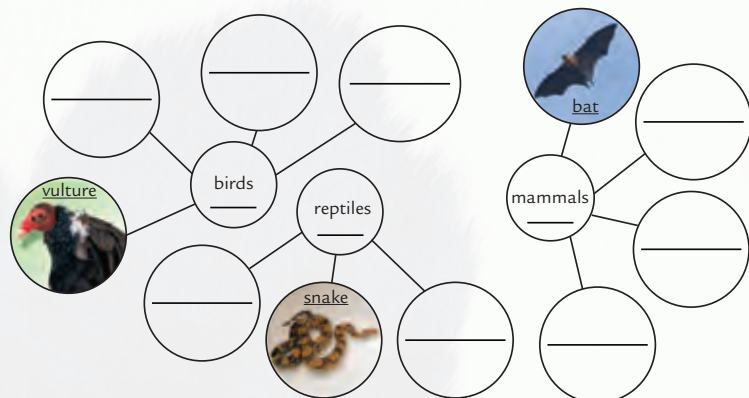
**Activity Book answer key page 72**

## Students' Book page

### Vocabulary Animals

1 Match the correct definition a-c below with each of the three animal types in this diagram.

- a They have warm blood and fur or hair. They feed their young with milk.
- b They have dry skin and cold blood. Most of them lay eggs with soft shells.
- c They have warm blood and feathers. Most of them can fly.



2 Add the names of these animals to the correct part of your diagram. Use a dictionary to help you.

bat camel eagle lizard mouse owl parrot rabbit snake turtle vulture

3 Add the names of any other animals you know to the correct part of your diagram. What other types of animals do you know about?

## Lesson 5

## Overview

**Outcomes** To talk about endangered species

**Language focus** Passive voice

**Materials** Students' Book page 49; cassette

**Grammar reference** Activity Book Grammar file pages 85-86

## Grammar

## Talking about processes (1)

## 1 (10 mins)

Read out the first sentence **a** and ask the students to tell you the passive verb. Then put them in pairs to identify the passive verbs in sentences **b-d**. Go round and offer help where necessary.

## 2 (10 mins)

Ask the class to name the tense in sentence **a** then allow time for them to write down the names of the tenses of the remaining passive verbs.

## 3 (10-15 mins)

Put the students in small groups. Ask them to discuss all three questions. Go round and listen, but let them work out the answers on their own if possible. Then check their ideas with the whole class.

## 4 (15-20 mins)

Read out the instructions and ask the students to read sentence **a**. Allow time for them to rewrite it as instructed, and go round offering help and suggestions. Invite different students to read out their rewritten sentences and invite comments. Then allow time for the students to complete the task.

## 5 (15-20 mins)

Put the students in small groups to discuss these three questions. Go round and listen; join in if you wish. Then invite students from each group to report their ideas back to the class and allow a brief class discussion.

## 6 (10-15 mins)

Students write sentences individually then compare answers in pairs. Check answers as a class.

## Students' Book page

## Under threat 6

## Grammar Talking about processes (1) Activity Book Grammar file pages 85-86

## 1 Note the passive verbs in these sentences.

- a Sand gazelles are protected from predators by camouflage.
- b They are excellent jumpers and their speed and agility are used to evade the attention of predators.
- c If sand gazelles are being threatened, they can run away.
- d In recent decades, efforts have been made to save endangered species in Syria.

## 2 What tenses are the passive verbs in 1a-d? Write the names of the tenses next to each verb in your list.

## 3 Discuss these questions with a partner.

- a In which two sentences **1a-d** do we know who or what performs the actions?
- b Who or what do you think performs the actions in the other two sentences?
- c Why do you think the writer does not mention who or what performs the actions in those two sentences?

## 4 Rewrite sentences 1a-d using active verbs. You will have to think of a subject for some of the active verbs.

- 1 a Sand gazelles are protected from predators by camouflage.  
Camouflage protects sand gazelles from predators.

## 5 Discuss these questions in groups.

- a What other endangered species of animals do you know about?
- b What has been done, or is being done, to protect them and save them from extinction?
- c Should alligators and other animals which are dangerous to human beings be protected?

## 6 Based on your discussion, write two sentences in the active and two in the passive form.



Sand gazelles

## Lesson 6

Activity Book page 35, Grammar

Activity Book answer key page 72

## Lesson 7

### Overview

**Outcomes** To prepare for roleplay

**Language focus** Describing processes: Using the passive form

**Materials** Students' Book page 50

### Speaking

#### Role playing

#### Introduction: the situation

#### 1 (10-15 mins)

First, allow time for the students to study the information and the map. Go round and explain any problems, then ask the class for their initial reactions – where do they think the new houses should be built? Read out the question and ask different students for their opinions.

#### Preparing for the roleplay

#### 2 (15 mins)

**a** and **b** Put the students in groups of three (AAA, BBB and CCC).

Ask them to read the appropriate role card carefully. Then ask them to discuss and note down their ideas about where the new houses should be built. Go round and make suggestions if necessary.

### Roleplay

#### 3 (15 mins)

**a** First, ask the students to look at the *Useful Language* box. Then put students in new groups (ABC). Each student takes turns to put forward his/her character's point of view.

**b** In their groups, students discuss the different ideas and try to persuade each other.

**c** Groups vote for where the homes should be built.

**d** Ask each group to report back to the class. Did all the groups vote for the same place?

Finally, have a 'free vote' with students' real opinions.

## Quote

Put the students in groups. Ask the students what they know about George Eliot. Ask a student to read the quote to the class. Ask the groups to discuss and then give their explanations of it. Ask other students whether they agree or disagree with the statement. You could also ask students what the quote implies about George Eliot's attitude to people.

**Background:** George Eliot (1819-1880) was an English novelist. She was one of the leading writers of the Victorian era. Her novels, largely set in provincial England, are well known for their realism and psychological insight. George Eliot's real name was Mary Ann Evans. She published her books under a man's name in order for them to be accepted in a male-dominated society.

### Students' Book page

#### Speaking Role playing

#### Introduction: the situation

#### 1 Read this situation. Who should decide where to build the new houses?

- The population of your region is growing quickly and in a few years there will be a serious shortage of houses and apartments.
- There is an area very near to your town where new houses could be built, but this area is protected – it is the habitat of a rare type of bird.
- There are two other possible areas:
  - 5 kilometres away from the town;
  - 20 kilometres away from the town.
 A new town and new roads would have to be built here.



#### Preparing for the roleplay

#### 2 Your class has the job of deciding where the new houses should be built, but first you are going to discuss the problem in groups of three.

- Each student should play one of the roles A-C described below.
- Read your role card and decide where you think the new homes should be built. Make notes about your choice of area. Use some of the expressions from the *Useful Language* box below.

#### Role A – Environmentalist

- You believe in protecting animal habitats.
- You believe that too many new buildings will damage the countryside.
- Your brother's family want to move to the area.

#### Role B – University student

- You are soon going to leave university and will need a home in this area.
- Your family lives in the town and you would like to live near them.
- You don't think birds are very important.

#### Role C – Town resident

- Your family have lived in the town all their lives.
- You think your town already has enough inhabitants.
- Protecting animals is not important to you.

#### Roleplay

#### 3 Work in groups of three – A, B, C.

- First, each 'character' should say where he / she thinks the new homes should be built. Give as many reasons as you can.
- When everyone has expressed his / her opinion, have a general discussion. Try to persuade the others in your group that you are right.
- Organise a vote. What is your group's conclusion?
- Compare your votes to the votes of the other groups in the class.

#### USEFUL LANGUAGE

##### Giving reasons for a choice

There are two reasons why I think we should build the houses here ...  
 Firstly, ... / Secondly, ...  
 The main reason I would choose this area is because ...

##### Persuading people your ideas are the best

Can you see what I mean?  
 Look at it this way: if we build the houses there, ...  
 If you build them there, it will mean ...

**Quote** "Animals are such agreeable friends – they ask no questions, they pass no criticism." *George Eliot*



## Lesson 8

## Overview

**Outcomes** To write a report

**Language focus** Expressing possibilities e.g. *may, perhaps*; making recommendations, e.g. *This means that ...*

**Materials** Students' Book page 51

## Writing A report

Remind students about the previous lesson's roleplay discussions. Tell them that they are going to write a report about the new housing project and that, as before, they are to imagine that they live in the affected town.

### 1 (15 mins)

Tell the students that they are first going to read a report written by a group of local business owners from the town. For economic reasons, they support the building of the housing project on the protected wetlands, which is the closest site to the town.

Ask them to read the report. When they have finished reading, they should fill in the four gaps for headings at the beginning of each paragraph.

**Suggested answers:** *Purpose of report; Why build on the wetland?; Why not build elsewhere?; Conclusion*

### 2 (15 mins)

Ask the students to return to the groups they were in for the speaking activity in the previous lesson. Whilst students should write their own reports by returning to their groups, students can remind each other of the points they discussed in the previous speaking exercise. Tell them to plan their reports, using the ideas from their previous discussions. They should decide on the section headings for their reports and then write down their main ideas.

### 3 (15-20 mins)

**a** Ask students to read the *Useful Language* box and remind them that the report from the local businesses used bullet points to get key points across.

**b** Tell them to check their spelling, grammar and punctuation very carefully, then to read another student's report. Does he/she express the same point of view? Collect in the reports for correction. You could ask students to produce word-processed copies for a class display.

## Students' Book page

## task

You are going to write a report to the council making recommendations about where to build houses.

Under threat

6

## Writing A report

**1** This is a report by a group of local business owners who are in favour of the new houses being built on the wetlands near the town. Read the report and fill in the text with suitable titles for the headings.

### Organisation of small businesses and the council housing project

1 \_\_\_\_\_  
The purpose of this report is to comment on the projected housing development for the local area, with respect to the business community in particular.

2 \_\_\_\_\_  
We recognise the needs of the burgeoning population and so, by consensus, are convinced of the need to utilise undeveloped wetlands for construction purposes.

As a result:

- building here will increase demand for services, which the members of our organisation provide.
- any windfall from them will have a knock-on effect on the town and will help to improve the local economy.

3 \_\_\_\_\_  
Equally, we are concerned that building the new houses out of town may represent a missed opportunity for this town to expand and modernise. Out-of-town housing will:

- require new shops and so increase competition for local businesses.
- direct investment away from our town at a time of economic recession.

4 \_\_\_\_\_  
This group vociferously supports the building of new houses on local wetlands. Whilst we are aware of environmental concerns, the town's economic vitality must precede environmental issues.

**2** Now plan a report to the town council with your group.

- ▶ Decide what your section headings will be.
- ▶ Take into account the views of your classmates in the speaking exercises and the ideas put forward in the report above.
- ▶ Make recommendations to the council about where to build the houses.
- ▶ Use expressions from the *Useful Language* box below.

**3** **a** Write your report in about 100-120 words, using your plan and the business report.  
**b** Check spelling, grammar and punctuation carefully.

#### USEFUL LANGUAGE

##### Expressing Possibilities

We are concerned that ... may / might / could represent ...  
Perhaps / Possibly / Probably, this will mean that ...  
In all likelihood ...

## Lesson 9

Activity Book pages 36-37, Writing

Activity Book answer key page 73

# Review 2, units 4-6



## MODULE 2: Natural world

### Lessons 1 and 2

#### Overview

**Outcomes** Revision of units 4-6

**Materials** Students' Book pages 52-53; Activity Book pages 38-41 (Progress Test 2 – Answer key page 73)

**Grammar reference** Activity Book pages 84-86

## Grammar and Vocabulary

### 1 (10-15 mins)

Read the words and phrases in the box aloud and remind students these are words which introduce explanations or link cause and effect. Read the example aloud and check understanding. Ask students to complete the rest of the exercise in their notebooks.

### 2 (10-15 mins)

Read the instructions and sentence **a** as the example. Check students understand the exercise. Ask students to work individually and rewrite the sentences to include the modal verb in brackets. Check answers as a whole class.

### 3 (10 mins)

Ask students to work individually and complete the sentences with the correct prepositions. Go round checking understanding before asking for volunteers to read out their completed sentences.

### 4 (10-15 mins)

Briefly remind students of the different forms of the passive. If needed, write examples of the different tenses on the board. Then ask students to complete the text with the correct form of the verbs in brackets. Go round and listen, then check answers with the whole class.

### Students' Book page

## Review 2, units 4-6

### MODULE 2: Natural world

## Grammar and Vocabulary

1 Answer these questions using the information given in brackets. In each answer you should include one of these words or phrases:

because in order to so that to

- Why are forests being cut down? (need more farming land)  
*Forests are being cut down because we need more farming land.*
- Why do some countries need extra farming land? (grow / food / growing populations)
- Why do people move away from desert areas? (find food and water)
- Why do we need to protect some animals? (not become extinct)
- What is the purpose of places like the Eden Project? (show / our dependence / plants)
- Why are some animals like the sand gazelle under threat? (people / destroy / habitat)
- Why is the ice in the polar areas melting? (climate change / global warming)

2 Rewrite these sentences to include the modal verb phrases in brackets in your answers.

- I know it's true that the world is getting warmer, because the polar ice is melting. (must be)  
*The polar ice must be melting because the world is getting warmer.*
- The ground is wet here. That means this was almost certainly a lake once. (must have been)
- I'm not sure but I think some parts of the desert were covered in plants and trees. (might have been)
- I'm sure that bats aren't birds – they don't have feathers. (can't be)
- These people are very thin, that's why I'm certain they haven't eaten much food lately. (can't have)

3 Complete these sentences by adding the correct prepositions.

- Oranges are a different colour ..... lemons.
- Plants and animals are dependent ..... a regular supply of water.
- The Syrian people are aware ..... the need to protect their wildlife.
- Dmeir is famous ..... its watering system.
- Many people are interested ..... the future of endangered animals.

4 Complete this text by using the correct form of the verbs in brackets. You will need to use present and past tenses of active or passive verbs.

Al Ain, an ancient oasis city, is the second biggest city in Abu Dhabi. It (1) ..... (locate) 160 km east of the capital and (2) ..... (link) to Abu Dhabi City by fast motorways. It (3) ..... (take) about 90 minutes to drive between the two cities. Al Ain's International Airport, which (4) ..... (open) in 1994, (5) ..... (have) over half a million passengers each year. In the past, Al Ain was famous for its traditional system of watering the land. Water (6) ..... (direct) through man-made tunnels to local farms. Now, its modern system (7) ..... (ensure) that an area of 100 square km around Al Ain (8) ..... (cover) in trees and other plants. Even the six-lane roads in the city (9) ..... (line) with many different kinds of trees and other plants. Everything (10) ..... (water) by a mixture of recycled waste water and desalinated water. Many salad crops (11) ..... (produce) by farmers in the area around the city. These (12) ..... (include) tomatoes, cucumbers, lettuce and strawberries.



### 5 (5-10 mins)

Look at the words in the box and ask volunteers to read them aloud to check pronunciation. Then ask students to work alone and complete the sentences with the words from the box. Check answers as a whole class.

### 6 (5-10 mins)

Put students in pairs and read out the instructions. Remind students that prefixes are often used to give a negative meaning to an adjective. Ask students to read the sentences in their pairs taking turns to complete sentence B. Then check their answers with the whole class.

#### Students' Book page

##### Review 2, units 4-6



5 Copy and complete these definitions with words from this list. You do not need to use all of the words.

alone climate dust habitat originally  
permanent protect soil structure survive

- ..... means 'at first' or 'in the beginning'.
- If we ..... something or someone, we stop it from being damaged or harmed.
- The opposite of 'temporary' is .....
- The area where an animal normally lives and sleeps is called its .....
- To ..... means to stay alive, especially in difficult situations.
- Plants grow in .....
- We use the word ..... to refer to the weather conditions that are typical of a country or region.

6 Choose the verb with the appropriate prefix to complete these conversations.

- A: I thought you said we'd meet at 8.30 p.m.  
B: I said 9.30 p.m. You must have *misread* / *reread* my email.
- A: I didn't think I'd spend so much money. I haven't got enough left.  
B: The shop assistant must have *overcharged* / *undercharged* you.
- A: Why aren't you eating those potatoes?  
B: They're too hard. We obviously *overcooked* / *undercooked* them.
- A: Be careful. Those chemicals are very dangerous.  
B: They're only dangerous if you *misuse* / *reuse* them.
- A: I want to listen to that side of the cassette again.  
B: Then you'll have to *overwind* / *rewind* it.

# Project 2: Writing a leaflet

## MODULE 2: Natural world

### Optional lesson

#### Overview

**Overview** To write a leaflet about the environment

**Materials** Students' Book pages 54-55; sample leaflets (optional); pictures about the environment (optional)

This is an optional project that can be completed by students if there is extra time at the end of the module. It will take between one and two lessons to complete. You may be able to set some of the sections for homework.

### Stage 1 Reading and discussing (15-20 mins)

Tell students they will be thinking about the environment for this project. Ask for suggestions about ways people can change their behaviour to benefit the environment.

Ask students to read through the leaflet and look at the picture. Then put the students in groups of three or four and ask them to discuss the questions in **a**. Go round and make suggestions if necessary.

Read question **b** aloud and ask for volunteers to give their opinions.

In the same groups as before, ask the students to read through question **c** and write down their ideas. Ask individuals from each group to read their notes aloud, and instigate a brief discussion about what is good and bad about the leaflet.

### Stage 2 Discussion (15-20 mins)

Put students in pairs and ask them to look at the pictures. Ask them to discuss questions **a-d** and to think about whether they have come across any of the environmental issues pictured in their own country. Go round and give your own suggestions if necessary. Ask for volunteers to say their ideas aloud to the class.

### Students' Book page

#### Optional

## Project 2: Writing a leaflet

### MODULE 2: Natural world

#### Stage 1 Reading and discussing

- Read the leaflet below aimed at persuading one group of people to change their behaviour in a way which will benefit the environment.
  - Which environmental issue is the subject of the leaflet?
  - Which group of people is the leaflet trying to persuade?
  - What ideas are the writers using to persuade these people?
- What has the writer done to make the message of the leaflet clear to readers?
- What do you think about the design and layout of the leaflet? Here are some things to think about:
  - The headlines / slogans – Fed up with getting to work late? etc.
  - The amount of text
  - The use of bullet points – ►►►
  - The use of punctuation – ? ! etc.
  - The use of illustrations

#### task

As part of a campaign to make people aware of the need to protect the environment, you are going to design and write a leaflet aimed at people of your age. Work in groups of three or four.

#### Fed up with getting to work late?

- Are you one of the thousands of drivers who get to work late because you get stuck in traffic every morning? If you are, here's an idea you could consider.

#### Why not leave home half an hour earlier?

- If you leave home half an hour earlier, you will miss the rush hour and get to work much more quickly. You will probably arrive at work more than half an hour earlier than usual.
- This may mean you can leave work and arrive home earlier.

#### Think of the benefits!

- There will be fewer cars on the road so you won't get stuck in traffic jams.
- You will spend less money on petrol and waste less time.
- You will do your job better because you will be fresher when you arrive.
- You will be able to spend more time after work with your family.

**Why don't you give it a try? You've got nothing to lose!**





**Stage 3 Make your decisions (10 mins)**

Following a brief discussion of ideas in Stage 2, put students in groups of three or four. Ask each group to choose an issue they would like to make their leaflet about. Try to make sure the groups choose different issues to research.

**Stage 4 Write your leaflet (20-25 mins)**

Outline the different tasks, and ask groups to distribute these tasks between themselves. Tasks could include picture research, writing slogans and titles, researching the issue, design. Ask each group to make a draft of their leaflet. Once the drafts are completed go round checking their work and making your own suggestions if necessary. Then have students finish their leaflets, reminding the groups that they will be presenting their work to the class.

**Stage 5 Present your leaflet (20-25 mins)**

Ask each group to present their leaflet in turn. Encourage students to note down points for discussion after all the presentations. Once all the groups have presented their work, ask for volunteers to comment on the work of other groups. Hold up the finished leaflets to remind students of their content. Think about the following questions. Have any of the leaflets convinced students to change the way they treat the environment? Which issues were most relevant to the students? Which design was the most effective? Why?

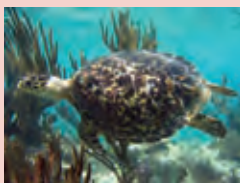
## Students' Book page

## Project 2, units 4-6

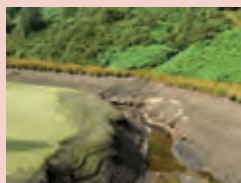
**Stage 2 Discussion**

Discuss these questions with your partner(s). Write notes about main points of agreement.

- a What environmental issues directly affect your country or city? The pictures show some of the possible issues.



endangered animals



water shortage



desertification

- b Which issues do you think are most interesting to people of your age?  
 c Which issues could young people become directly involved with?  
 d In what ways can they become involved? Here are some ideas:
- ▶ Collecting money;
  - ▶ Doing something practical, for example helping to look after rare animals;
  - ▶ Changing their own behaviour and persuading others to do the same;
  - ▶ Organising public talks by experts to give people reliable information.

**Stage 3 Make your decisions**

Decide the following points:

- ▶ The issue your leaflet will highlight, and how this affects people of your age in your country;
- ▶ Suggestions for action people can take;
- ▶ Ideas which you can use to persuade young people that they should do something.

**Stage 4 Write your leaflet**

- a Share the tasks. For example, one student could work on an interesting design, find illustrations, etc.; another could think of suitable headlines or slogans; a third could write the text.  
 b Each student in the group shows or tells the rest of the group what he / she has done. The group as a whole can comment on this and suggest improvements.  
 c Each student revises his / her ideas and produces a final version of the leaflet. (You could use a computer to do this if one is available.)

**Stage 5 Present your leaflet**

- a Groups take turns to present their leaflets to the rest of the class. (Leaflets can be displayed on the classroom walls.)  
 b Talk about how effective each leaflet is. How persuasive is it?  
 c You could finish with a class vote: which is the most effective leaflet?



### Unit 4, page 34, exercise 1

- a** deserts  
**b** difficult  
**c** (suggested answers)  
 Problems: lack of water; sparse vegetation; wind erosion; extreme temperatures  
 Causes: climate; actions of humans

### Unit 4, page 34, exercise 2

- a** 4 **b** 8 **c** 1 **d** 3 **e** 7 **f** 5 **g** 2 **h** 6

**Unit 4, page 35, exercise 3** (suggested answers)  
 no rain; harsh climate; top layer of soil destroyed; overcultivation and overgrazing; deforestation

### Unit 4, page 35, exercise 4

- a** 2 **b** 1 **c** 4 **d** 3

### Unit 4, page 35, exercise 5

'its' refers to desertification.

### Unit 4, page 36, exercise 1

- 1** hot **2** dry **3** stormy **4** cloudy **5** sunny **6** lightning  
**7** average **8** rain **9** cold **10** weather **11** crops

### Unit 4, page 36, exercise 2

Students' own answers

### Unit 4, page 36, exercise 3

- a** again **b** wrongly or badly

### Unit 4, page 36, exercise 5

- a** I'm feeling warmer now. **b** They're cutting down that tree.  
**c** The climate's better here. **d** What's the weather like?

### Unit 4, page 37, exercise 1

- a** in order to **b** Because **c** to make (i.e. the infinitive)

### Unit 4, page 37, exercise 2

- 1 b** Why do farmers tend to overcultivate their land?  
**1 c** Why are trees usually cut down?

### Unit 4, page 37, exercise 4

- a** so that ... **b** (are) the real cause of ...  
**c** with the result that ... **d** this leads to ...

### Unit 4, page 37, exercise 5

Students' own answers

### Unit 4, page 37, exercise 6

Students' own answers

### Unit 4, page 39, exercise 1

(suggested answers)  
 ways to reduce water usage: fix dripping taps; improving irrigation efficiency  
 examples of good usage: having a shower instead of a bath; turning off the tap when you brush your teeth  
 the importance of water: to cultivate crops; for drinking  
 examples of wasteful usage: leaving the tap running; taking two showers a day

### Unit 5, page 40, exercise 1

- a** It is a museum of living plants (unusual)  
**b** Students' own answers  
**c** People visit from all over the world; Students' own answers  
**d** Students' own answers  
**e** (suggested answers) the big blue domes; the people inside

them; the exotic-looking plants  
**f** 'It' refers to the Humid Tropics Biome  
**g** (suggested answers) educate the public about the importance of preserving the natural environment; for people to learn about a wide variety of plant species

### Unit 5, page 41, exercise 2

Speaker 3; it was too crowded and busy

### Unit 5, page 41, exercise 3

- a** 3 **b** 5 **c** 2 **d** 1 **e** 4

### Unit 5, page 41, exercise 4

**a** wife and two children **b** big **c** school **d** talk **e** wet / rainy / humid **f** exciting **g** Mediterranean **h** best **i** two **j** five

### Unit 5, page 41, exercise 5

- a** 3 **b** 1 **c** 4 **d** 5 **e** 2

### Unit 5, page 41, exercise 6

(suggested answers)  
 Human beings are dependent on plants in the following ways:

- for food and drink, for example: fruit and vegetables, tea, fruit juice
- for materials and clothing, for example: cotton and linen
- for medicines: many drugs are made from plant extracts
- for building materials: wood
- for the production of oxygen and the removal and storage of carbon dioxide
- for fuel: wood, charcoal, coal, oil and gas are all plant products

### Unit 5, page 42, exercise 1

- a** fig **b** rice **c** corn **d** banana **e** peanuts  
**f** potato **g** pineapple **h** carrot **i** aubergine **j** tomato

### Unit 5, page 42, exercise 2

**tree:** fig, pineapple, banana  
**plant / bush:** aubergine, tomato, corn  
**on the ground:** rice  
**under the ground:** peanuts, potatoes, carrots

### Unit 5, page 42, exercise 3

- a** on **b** in **c** on **d** from **e** of **f** of **g** for **h** with

### Unit 5, page 43, exercise 1

- a** the first sentence = 2; the second sentence = 1  
**b** the first sentence = 2; the second sentence = 1  
**c** the first sentence = 1; the second sentence = 2

### Unit 5, page 44, exercise 1

- a** for tourism; to look at and learn about these world-famous sites  
**b** Students' own answers  
**c** Students' own answers

### Unit 5, page 44, exercise 2

**positive:** impressive Roman ruins; clear sky; view of sunset  
**negative:** lack of time; very hot

**Unit 5, page 45, exercise 1**

**facts:** extensive ancient ruins; enormous columns; very hot weather; views across Syria

**opinions:** thought were amazing; not as interesting; incredible views from the top; an amazing sight

**Unit 6, page 46, exercise 2**

a 3 b 1 c 5 d 4 e 2

**Unit 6, page 46, exercise 3**

a D b A c C d A e B f C

**Unit 6, page 47, exercise 4**

**a** In summer they live in small family groups and in winter they congregate in larger herds.

**b** Sand gazelles can escape predators because they are small and light; they can run very fast and are agile, being excellent jumpers. Their white heads and sand-coloured bodies can camouflage them from predators.

**c** In countries across the Middle East, sand gazelles are being bred for release into the wild.

**d** 'They' refers to sand gazelles.  
'Their' refers to sand gazelles.

**Unit 6, page 47, exercise 5**

**A:** Location **B:** Typical lifestyle **C:** Special abilities  
**D:** Diet **E:** Saving the sand gazelle

**Unit 6, page 47, exercise 6** (suggested answers)

**a** the desert environment **b** lies on the cooler soil  
**c** the winter **d** habitat loss and hunting

**Unit 6, page 47, exercise 7** Students' own answers**Unit 6, page 48, exercise 1**

**birds:** c **reptiles:** b **mammals:** a

**Unit 6, page 48, exercise 2**

**birds:** eagle, owl, parrot, vulture

**mammals:** bat, camel, mouse, rabbit

**reptiles:** lizard, snake, turtle

**Unit 6, page 48, exercise 3**

(suggested answers)

**birds:** ostrich; hawk

**reptiles:** alligator; chameleon

**mammals:** lion; cat; gorilla

**Unit 6, page 49, exercise 1**

**a** are protected **b** are used **c** are being threatened  
**d** have been made

**Unit 6, page 49, exercise 2**

**a** present simple **b** present simple  
**c** present continuous **d** present perfect

**Unit 6, page 49, exercise 3**

**a** sentences a and b

**b** c: enemies / predators; d: the authorities / government / environmental organisations

**c** They are not as important as the actions themselves / They are obvious.

**Unit 6, page 49, exercise 4** (suggested answers)

**1 b** Sand gazelles are excellent jumpers, and they use their speed and agility to evade the attention of predators.

**1 c** If enemies are threatening sand gazelles, they can run away.

**1 d** In recent decades, environmental organisations have made efforts to save endangered species in Syria.

**Unit 6, page 50, exercise 1** (suggested answers)

the town council; inhabitants of the city; an environmental organisation

**Unit 6, page 51, exercise 1** (suggested answers)

Purpose of report; Why build on the wetland?; Why not build elsewhere?; Conclusion

**Review 2, units 4-6, page 52, exercise 1** (suggested answers)

**b** They need extra farming land (in order / so as) to grow food for the growing populations.

**c** They move away from desert areas (in order) to find food and water.

**d** We need to protect some animals (so that / in order that) they do not become extinct.

**e** The purpose of places like the Eden Project is to show our dependence on plants.

**f** Some animals like the sand gazelle are under threat because people are destroying their habitat.

**g** Ice in the polar areas is melting because climate change is causing global warming.

**Review 2, units 4-6, page 52, exercise 2**

**b** ...There must have been a lake here once. / It must have been a lake once.

**c** Some parts of the desert might have been covered in plants and trees.

**d** Bats can't be birds ...

**e** ... they can't have eaten much food lately.

**Review 2, units 4-6, page 52, exercise 3**

**a** from / to **b** on **c** of **d** for **e** in

**Review 2, units 4-6, pages 52, exercise 4**

**1** is located **2** is linked **3** takes **4** was opened **5** has

**6** was directed **7** ensures **8** is covered **9** are lined

**10** is watered **11** are produced **12** include

**Review 2, units 4-6, page 53, exercise 5**

**a** Originally **b** protect **c** permanent

**d** habitat **e** survive **f** soil **g** climate

**Review 2, units 4-6, page 53, exercise 6**

**a** misread **b** overcharged **c** undercooked

**d** misuse **e** rewind

**Project - Writing a leaflet, page 54, Stage 1**

**a** (suggested answers)

**1** Traffic / congestion on the roads

**2** Commuters

**3** Working flexible hours will mean more time at home, fewer traffic jams, less money spent on petrol and more energy available for work.

**b** (suggested answers) simple, clear layout, divided under bold headings

**c** Students' own answers

# Tapescript

## Unit 4

### 4.1

The **weather's cold** today.  
He **doesn't like** the **rain**.

### 4.2

- a I'm **feeling warmer now**.
- b They're **cutting down** that **tree**.
- c The **climate's better here**.
- d **What's the weather like?**

## Unit 5

### 5.1

**Speaker 1** I visited the Eden Project last year with my wife and our two children. We spent a wonderful day there. The place was much bigger than we'd expected. Inside the biggest dome it feels as if you're in a rainforest. In the temperate biome there were all kinds of environments quite close together – so there was a corner with wild South African plants, then a semi-desert with flowers, then an orchard with oranges and lemons growing. We had a great day!

**Speaker 2** I went on a school trip to the Eden Project last year. We listened to a talk by an environmentalist who told us that some kinds of plants may become extinct if we don't protect them. My visit made such an impression on me that I have decided to study biology at university.

**Speaker 3** To be absolutely honest, I didn't really enjoy my day at the Eden Project. It was a humid day in the middle of summer and it was unusually busy when we went. This meant you couldn't see anything properly – it was so full of people everyone had to keep moving. The place itself is fantastic. It must be a very exciting place to work. I just went on a bad day.

**Speaker 4** First of all we went to the Mediterranean section of the Warm Biome where we saw fig trees and amazing tomato plants covered in flowers. Then we went across the bridge that takes you to the Tropical Biome where the temperature was 30 degrees. It's fantastic what grows there: coconuts, pineapples and rice were just a few of the things I'd never seen growing before. For me the best thing was the waterfall which starts up high then runs right through the forest to a pool at the bottom. It was probably the best trip I've ever been on.

**Speaker 5** It was a day to remember. In the biomes we were taken to different worlds and saw how fruit, spices, coffee, rice, rubber and timber grow in their natural environment. We were only there for two hours, but when we left, we decided we'd come back again in five years' time to see how the plants have grown.



# Activity Book Answer Key

## Module 2 Natural world

### Unit 4

#### Reading

1

- a 180
- b to feed chickens
- c to grow soya beans / to make land for cattle / to look for oil / for valuable wood

2

- a 2
- b 5
- c 1
- d 3

Ending 4 is not needed.

3

- a 180 different tribes
- b much of the destruction of the rainforest
- c soya beans
- d farmers
- e ranchers

4 Students' own answers

5

- a 2
- b 4
- c 6
- d 1
- e 5
- f 3

#### Vocabulary

1

- a climate
- b low
- c calm
- d weather

2

- a misheard
- b redo
- c reorganise
- d misuse

#### Grammar

1

- a because
- b with the result that
- c to / in order to
- d so that
- e to / in order to

2

- a Fadia didn't go to school yesterday because she felt / was feeling ill.
- b I went to the post office to buy / in order to buy / because I wanted to buy stamps / so that I could buy stamps.
- c Ahmad went to the airport to meet / in order to meet / because he had to meet / so that he could meet his brother Khaled.
- d People write things in their diaries because they don't want to / so that they don't / in order not to / forget

important things.

- e Omar's letter was difficult to read because he wrote it / had written it very quickly.

3

- a *its* refers to the rainforest
- b *this* refers to 70,000 square kilometres
- c *they* refers to native populations

#### Writing

1

Description 1 describes Photo B  
Description 2 describes Photo C

2

- a Position: in the middle of / in the background / on the right / on the left / in front of / in the foreground / behind
- b Adjectives: small / taller / wooden / cloudy / short / warm / sunny / smaller / residential
- c Weather: cloudy / rain / summer / warm / sunny

3 Students' own answers

### Unit 5

#### Reading

1

- a 3
- b 1
- c 2

2

- b How plants protect themselves from their enemies

3

- a because animals might damage or kill them
- b the hairs on its leaves
- c in many parts, including the leaves, the seeds and the berries
- d because the insects want to eat them
- e some acacia trees in Africa

4

- a a banana
- b water

5 Students' own answers

#### Vocabulary

1

- a on plants
- b on bushes
- c on trees
- d under the ground

2

- a Turnips and sweet potatoes grow under the ground.
- b Olives and lemons grow on trees.
- c Lentils grow on plants.

3

- a (depend) on
- b (famous) for / (different) from
- c (interested) in / (keen) on
- d (full) of

**Grammar**

- 1**
- b** It must be the postman (at the door).  
He always comes at this time.
- c** The roads might be very busy tonight.  
There's an important football match in town.
- d** She can't have forgotten to phone me.
- e** It might be my friend's father. It looks like his car.
- f** She must have got good grades in her exams. She has worked very hard.
- g** It can't be my uncle's car. It doesn't have the same sound.
- h** They might be building a new school.

**2**

- b** Ahmad's / His car must have broken down.
- c** Khaled / He might have lived / be living with an English family.
- d** Tareq / He must be very interested in education.
- e** Ali / He must have been very thirsty.

**Writing**

- 1**
- a** swimming with the fish and taking photographs of them.
- b** the day was too short – there was so much more to see.

**2****Facts:**

Lattakia is on the Mediterranean Sea. There are hundreds of fish and plant species.

There is a shipwreck near Lattakia. Green sea turtles come to the shore in Lattakia to lay eggs.

Turtles are rare in this part of the world.

**Opinions and feelings:**

We're really enjoying our holiday in Lattakia.

It was really exciting!

This was the best moment one of the most interesting things I've ever seen

which I found a little uncomfortable  
Unfortunately the day was too short

**Contracted verb forms:**

We're enjoying / I'll show / I've ever seen / we didn't feel / we didn't disturb / We're leaving / I'm going to / We've done

**3** Students' own answers

**Unit 6****Reading**

- 1**
- a** kangaroos (45 species)
- b** they are marsupials – they carry their young in a pouch
- c** Students' own answers

**2**

- a** They have adapted to life in several different habitats.
- b** All penguins live in the southern hemisphere.
- c** They have very short front legs and long back legs which enable them to hop quickly and escape predators.
- d** warm, desert climates
- e** Marsupials are carried by their mother in a pouch after they are born.

**3**

- a** 6
- b** 1
- c** 2
- d** 8
- e** 7
- f** 4
- g** 3
- h** 5

**Vocabulary****1**

- a** mammals
- b** reptiles and birds
- c** reptiles
- d** birds (and bats, which are mammals)
- e** birds and mammals

**2**

- a** They can all fly. / They all have wings.
- b** They all lay eggs.
- c** They are all mammals.
- d** They are all reptiles.
- e** They all have warm blood.

**3** Students' own answers

**Grammar****1**

- a** are often built
- b** are made
- c** are protected
- d** are damaged / are stolen

**2**

- b** People have prevented elephants from migrating to find food and water.
- c** Their / Elephants' natural habitats have been turned into farmland or building land.
- d** The natural environment has been changed by elephants.
- e** Paths are made by elephants through the areas where they live and these have been used by other animals.

**3**

- 2** are hunted / have been hunted / are being hunted
- 3** is being destroyed / has been destroyed
- 4** has worked / has been working
- 5** lives
- 6** have been created
- 7** have been taught

**Writing**

1 The writer is neither for nor against zoos. (*Personally, I do not have strong feelings about zoos.*)

2

- **To structure the essay**

In this essay, I will discuss some of the arguments for and against zoos.

I will start by considering two arguments in favour of zoos.

First of all, ...

Secondly, ...

I will now move on to ...

The main objection ...

Another argument against zoos is that ...

- **To present ideas**

Personally, I do not have strong feelings about ...

I believe that ...

I also think that ...

3

a 6

b 4

c 1

d 5

e 7

f 2

g 3

4 Students' own answers

**TEST 2****Reading**

1

1 too

2 from

3 for

4 been

5 this

6 is

7 to

8 because

9 of

10 on

11 be

12 if

2

a True

b True

c False: The temperature of the Earth is increasing because more of the sun's heat is being kept in by greenhouse gases.

d False: Flooding is the result of extreme weather like high winds and heavy rain.

e False: Trees and forests consume carbon dioxide.

f True

g False: Scientists want authorities to take immediate action.

3 Students' own answers

**Grammar and vocabulary**

1

a because

b in order to

c in order not to

d so that

e in order to

f in order not to

g because

2

a can't have phoned

b may be

c must have posted

d must be

e might have forgotten

3

a is located

b was occupied

c visit

d transports

e is sold

f have built

4

a habitat

b climate

c soil

d temporary

e protect

f overcharged

g reused

5

a mouse

b deer

c carrot

d zoo

6

a of

b in

c on

d on

e for

**Writing**

1 Students' own answers

# Lifestyles



Students' Book pages 56-57

## Opener (5-10 mins)

Tell the students that these pages show them what they will be doing in the third module. Ask them to read the title (*Lifestyles*) and look at the pictures.

Put them into pairs and ask each pair to choose one of the pictures. Give them five minutes to write down all the words they know which are connected to their picture. These could be words for items that they can actually see in the pictures, or more abstract words which the picture suggests to them.

When the time limit is up, ask the various pairs to share their ideas with the class. Write suggestions for each picture on the board.

Put students into small groups to discuss the questions in the Students' Book and note down their ideas for each one. Invite different students to share their ideas with the class, giving their reasons where possible.

Students' Book page

# Lifestyles



Unit 7: Healthy life  
What is the secret of a healthy life?



Unit 8: Urban and rural life  
Do you prefer the city or the country?







Unit 9: New ways and old  
How have times changed?



**Key words**

**Unit 7:** advise, age, colleague, exercise, interact, lifestyle, outlook, secret, socialise, successful

**Unit 8:** deserted, inhabitant, overcrowding, permanent(ly), phenomenon, profitable, public services, stress, rural, trend, urban

**Unit 9:** biography, blow, bow, career, cookery, hardworking, hit, pluck, repair, strum

**Outcomes**

You will be able to:

- ▶ listen to a talk and a description, and demonstrate understanding
- ▶ compare and contrast
- ▶ infer meaning
- ▶ write a biography
- ▶ give advice
- ▶ write a magazine article

# Healthy life

## MODULE 3: Lifestyles

### Lessons 1 and 2

#### Overview

**Outcomes** To talk about healthy life

**Language focus** Family vocabulary; listening for specific information

**Materials** Students' Book pages 58-59; cassette

### Discuss

#### 1 (15-20 mins)

Look at the photographs with the students. Ask them what they see (*elderly people*). Ask them if they believe that these elderly people lead a healthy life. Put the students in groups. Then guide them in a discussion about ways that help older people maintain 'busy, active lives'. Then, ask students to read the text and discuss the questions.

Go round and listen, giving prompts and supplying vocabulary where necessary. Then invite different students to share their ideas with the class. Have a class vote for the three most important suggestions.

### Listen

#### 2 (10-15 mins)

Ask the students to read the two questions, then play the recording straight through. In pairs, students then discuss the answers and note down their ideas. Then play it again for them to check.

**Tapescript 7.1 - see page 100**

### Students' Book page

## Healthy life

### MODULE 3: Lifestyles

#### Grammar

Reported speech  
Direct and reported questions

#### Vocabulary

Words related to family  
Collocations and phrasal verbs with *make and do*

#### Reading

Reading an article

#### Listening

Listening for specific information

#### Speaking

Giving advice

#### Writing

A magazine article giving advice



### Discuss

#### 1 The photographs show elderly people with busy, active lives.

- a What do you think is the secret of a healthy life? Use the suggestions from the text below and discuss your ideas with other students.

*In the last hundred years, people have been living longer and longer. Yet, there are still many aspects of our lifestyles that could be improved. Doctors advise that regular exercise and a healthy diet are crucial to our well-being. Furthermore, it is very important to get enough sleep – 8 hours a night is recommended. Getting enough sleep keeps our minds fresh, but we need to exercise our brains, too. This could involve doing puzzles and crosswords, playing chess or reading a book.*

*As we get older, it is even more important that we keep busy, interacting with people of all ages and socialising. We should make plans for the future, keep a positive outlook on life and enjoy the support of the family environment.*

- b What problems do you associate with old age?  
c Compare your ideas with those of other students.

### Listen

#### 2 (7.1) You are going to hear a journalist talking about old people she has met. As you listen, answer these questions.

- a Which countries are the people from?  
b How old is each of the four people you hear about?

**Check your understanding****3 (15-20 mins)**

Allow time for the students to read the statements and consider whether they are true or false. Then play the recording and ask them to check and adjust their answers.

Put them in pairs to compare answers. If necessary, play the recording one more time.

**Tapescript 7.1 - see page 100**

**4 (15-20 mins)**

Remind the students of the recording they heard, and if necessary play it again to refresh their memories.

Read out sentence **a** and ask the class what *the country* refers to. Then allow time for them to complete the task in pairs.

**Tapescript 7.1 - see page 100**

**5 (10-15 mins)**

Ask the students to copy out the incomplete sentences into their notebooks, and do the same on the board.

Read out sentence **a**, pausing for a student to complete the missing word. Then allow time for the students to complete the task before comparing answers with those of a partner.

**6 (10-15 mins)**

Ask the students to look at sentence **a** and choose the correct word. Allow time for them to complete the task in pairs.

**Think and speak****7 (10-15 mins)**

Read out the question and invite ideas from the class. Write them on the board. Then, put students in groups to discuss the question. When they are ready, invite students from each group to share their ideas with the class.

## Students' Book page

## Healthy life

## 7

**Check your understanding****3 (7.1) Listen again. Are these statements True or False? Correct sentences where necessary.**

- a Alberto and Maria have been married for nearly eighty years.
- b Since their marriage, Alberto and Maria have spent all their time together.
- c Alberto and Maria eat soup or corn for every meal.
- d Sunil works sixteen hours a day in the family shop.
- e Most of Sunil's customers are friends.
- f Sunil and his wife were still school students when they were married.
- g Sunil used to work as a fisherman.
- h May's husband died twenty years ago.
- i May gets up early every morning and walks to the village to buy food.

**4 What do the words in italics in these extracts from the talk refer to? Listen again if necessary.**

- a I started in Mexico where I met *the country's* oldest married couple, ...
- b They have three sons and three daughters – *the oldest* is 81 years old.
- c After that, I travelled to the south of India *where* I met Sunil.
- d He described in detail what he and his bride had worn *that day* ...
- e I asked him if he had enjoyed his long life – he said with a smile that he'd enjoyed every single day of *it*.

**5 Fill the gaps in these sentences with the words from the box.**

fathers parents children daughters  
husband sister uncle family

In Syria you will rarely find 'old people's homes'. When my (a) ..... get old, my (b) ..... and I will help look after them. Traditional values teach sons and (c) ..... to honour their (d) ..... and mothers and show love and care to them as they grow old. Family is very important to everyone, and I am very close to my mother's sister and her (e) ..... – my aunt and (f) ..... Caring for our (g) ..... like this helps us all to live longer, happier lives and we know our (h) ..... will one day look after us.

**6 Choose the correct word to complete these sentences.**

- a In Mexico she met the (*Earth's* / *world's*) oldest married couple.
- b Alberto and Maria's son said his parents had (*a simple* / *an easy*) way of life.
- c Sunil says his customers are all his (*near* / *close*) friends.
- d Sunil said he'd enjoyed every (*one* / *single*) day of his life.

**Think and speak****7 In your opinion, what are the best ways for young people to care for the elderly?****Lesson 3**

**Activity Book pages 42-43, Reading**

**Activity Book answer key page 101**

## Lesson 4

### Overview

**Outcomes** To use *make* and *do* in collocations and phrasal verbs

**Language focus** Collocations and phrasal verbs with *make* or *do*; e.g. *make an arrangement*, *do a job*

**Materials** Students' Book page 60; dictionaries (optional)

### Vocabulary

#### Collocations: *make* or *do*

##### 1 (10-15 mins)

Read out the information and instructions and sentence **a** then invite a student to supply the first missing word. Ask the students to copy the incomplete sentences into their notebooks and do the same on the board. Students complete the task on their own, then compare answers with those of a partner.

#### Phrasal verbs with *make* and *do*

##### 2 (5-10 mins)

Ask the students to read the text and then match each phrasal verb with its meaning. Go round and offer help if needed; encourage the use of dictionaries.

##### 3 (5-10 mins)

Ask the students to match sentences **a-d** with meanings **1-4**. Go round and offer help if needed; encourage the use of dictionaries as before.

Activity Book page 43, Vocabulary

Activity Book answer key page 101

### Students' Book page

#### Vocabulary

##### Collocations: *make* or *do*

- 1 *Make* and *do* have similar meanings, but you cannot use them with the same nouns. For example, we say *do a job* but *make an arrangement*. Complete these sentences with the correct form of *make* or *do*.
- a The journalist said she was ..... research for an article.
  - b Scientists frequently ..... experiments to test their ideas.
  - c You will have to ..... a special effort if you want to pass your exam.
  - d Can I ..... a suggestion? Why don't we ..... the shopping together?
  - e If you ..... a mistake, you have to ..... your homework again.
  - f I've ..... my decision very carefully.
  - g I've ..... myself a promise. I'm going to ..... a success of my new job.
  - h Last night's storm ..... a lot of damage to buildings in our area.

##### Phrasal verbs with *make* and *do*

- 2 Match the phrasal verbs with *make* in this text with the correct meanings a-c below. You could check your answers in a dictionary.
- Ibrahim usually arrives at work on time, so his boss didn't know what to (1) make of it when he was an hour late one morning. At first, he thought he might (2) make up an excuse, but decided he must be honest. Ibrahim promised he would (3) make up for the time he had lost by being late.

#### Meanings

- a invent (a story)
- b replace something lost or missing
- c think about / understand

- 3 Match the phrasal verbs with *do* in these sentences with the correct meanings 1-4 below. You could check your answers in a dictionary.

- a I've hurt my back which means I have to get someone to do my shoes up for me.
- b The doctor told my grandmother she'd have to learn to do without sugar.
- c We'll have to do the room up before anyone sleeps there.
- d Not everyone in our family has a mobile so we can't do away with our landline.

#### Meanings

- 1 to tidy, redecorate
- 2 get rid of
- 3 fasten / tie
- 4 not have something and manage in spite of this





**Lesson 5**

**Overview**

**Outcomes** To report

**Language focus** Direct and reported questions, e.g. *I asked them if...*

**Materials** Students' Book page 61; cassette

**Grammar reference** Activity Book Grammar file page 86

**Grammar**

**Reporting**

**1 (10 mins)**

Remind the students of the recording about very old people which they heard previously. Tell them they are now going to hear extracts from the same recording. Ask the students to copy the incomplete sentences into their notebooks and do the same on the board. Tell students to complete the sentences in their books with what they think might be the right answers.

**2 (10 mins)**

Play the recording, pausing after each sentence for the students to check their answers to **exercise 1**. Invite different students to complete the sentences on the board.

**Tapescript 7.2 - see page 100**

**3 (10-15 mins)**

Ask a student to look at the completed sentences in **exercise 1**, and then write down the speakers' actual words. Go round and offer help where needed.

**4 (5-10 mins)**

Put the students in pairs for this task. Tell them that there may be more than one correct answer. Then put pairs together to compare answers. Do not supply correct answers yet.

**5 (15-20 mins)**

Play the recording, pausing after each extract for the students to check their answers. Discuss which sentences could have an alternative answer.

Then ask the students to decide the actual words the journalist used.

**Tapescript 7.3 - see page 100**

**6 (15 mins)**

Read out question **a** and invite a student to complete the sentence in reported speech. Write the correct sentence on the board and check that the students understand why the tense has changed.

Put the students in pairs to complete the task, then invite different students to come to the board and write the answers. Make sure they do not punctuate their sentences with question marks!

**Lesson 6**

**Activity Book page 44, Grammar**

**Activity Book answer key page 101**

Students' Book page

**Grammar**

**Reporting** Activity Book Grammar file page 86

**1** In these extracts from the recording the journalist is reporting what people said. Complete the sentences using the correct form of the verbs in brackets.

- a One of their sons told me that his parents ..... (spend) every day of their lives together ...
- b He said they ..... (always have) a good social life and ..... (keep) in regular touch with their family, friends and neighbours.
- c He said he ..... (be) not sure, but suggested that ...
- d He added that they ..... (both be involved) in farming for most of their lives.
- e Mrs Chin said she ..... (never do) paid work.

**2** (7.2) Now listen to the sentences and check your answers.

**3** In extracts 1a-e, what were the speakers' actual words?

- a My parents spent every day of their lives together ...

**4** In these extracts the journalist is reporting the questions she asked. Complete the sentences with some of the words from this list.

if what which who whether where

- a I asked their son ..... the secret of their healthy life was.
- b I asked him ..... he remembered his wedding day.
- c I asked him ..... he had enjoyed his long life.

**5** (7.3) Listen and check your answers. In extracts 4 a-c, what were the journalist's actual questions?

**6** Report these statements and questions. The beginnings of the answers are given.

- a How long have you been married? *I asked my grandparents ...*
- b Do you enjoy spending time with each other? *I asked them ...*
- c We don't argue about anything. *They said they ...*
- d We're taking our grandchildren on holiday. *They said they ...*
- e When did you first meet? *She asked them ...*
- f Are you enjoying married life? *She asked them ...*

## Lesson 7

### Overview

**Outcomes** To read a magazine article; to analyse a magazine article

**Language focus** Giving advice, e.g. *you'll be more successful if...*

**Materials** Students' Book page 62; examples of teenage magazines (optional)

### Reading A magazine article

#### Discussion: Read and analyse

##### 1 (15-20 mins)

First, ask if any of the students read magazines. Which magazines are the most popular with their age group? If you have some examples of magazines, show them to the class. Which ones do they recognise? What do they think of them?

Read out the introduction and instructions. Allow time for them to read the article. Go round and explain any new vocabulary; make a note and check with the whole class later.

Ask the class which of the three titles is the best one.

##### 2 (15-20 mins)

Put the students in groups to discuss each question. Go round and listen; tell them your own ideas too, if you wish. When they are ready, ask different students to report back to the class. Have a short class discussion and then vote for the best piece of advice.

##### 3 (5-10 mins)

Ask the students to read the text on page 62 again. In pairs, students then match headings a-e with the correct paragraphs.

##### 4 (15 mins)

Put the students in groups and ask them to discuss each question, noting down their ideas. Go round and offer prompts if necessary. When they are ready, read out each question in turn and encourage a class discussion.

#### Some suggestions:

**a** By asking direct questions; by relating personal experience.

**b** The style is fairly informal, and friendly. It is written for teenagers.

**c** It concludes the article. It ends on a positive and encouraging note (students' own opinions).

### Students' Book page

#### Reading A magazine article

##### Discussion: Read and analyse

##### 1 This article was written for a young person's magazine.

Which of the following is the best title for the article?

- ▶ Being punctual at work
- ▶ Making friends with your colleagues
- ▶ So you want to be a good colleague?

1 Do you enjoy reading about how some people become successful? Most people do, which is probably why popular magazines often include articles with titles like *How to live a long, happy life*, which give readers useful advice.

2 One of my friends said to me the other day, "I'm starting my first job soon, and I want to get on well with my new workmates /'wɜ:kmeits/. Have you got any advice you can give me?" Several people have asked me questions like this, which is why I'm writing this article.

3 For me the golden rule when you first start a job is this: listen and learn from colleagues. Also, ask your colleagues questions if you aren't sure about something and offer to help them if you can see something that needs doing.

4 In the long run, the best way to be a good colleague is simply to work hard. In my experience, people most dislike colleagues who make up excuses for not doing something and expect colleagues to do it for them.

5 If you have a job starting soon, remember some of these tips. In the end, you'll be happier and more successful if you get on well with your colleagues.

##### 2 Discuss these questions with a partner.

- a Which title did you think was the most suitable? Why?
- b Which do you think is the best piece of advice in the article?
- c Is there any advice you do not agree with?

##### 3 Match each paragraph of the article with one of the following headings.

- a An explanation of why the writer wrote this article
- b Don't be lazy!
- c A final message to the reader
- d An opening question
- e Initial advice

##### 4 Read the article again and discuss these questions in pairs.

- a How does the writer of the article try to interest the reader?
- b How formal or informal is the style of the article? Why does the writer use this style?
- c What is the purpose of the last sentence? Does it end the article successfully?

## Lesson 8

## Overview

**Outcomes** To write an article giving advice

**Language focus** Giving advice, e.g. *The best way is ...*

**Materials** Students' Book page 63

## Writing An article

### Planning and writing

#### 1 (15 mins)

- a** Read out the instructions and ask the students to choose one of the subjects.
- b** Students work in small groups made up of those who have chosen the same subject. Allow time for them to plan their five paragraphs. Go round and make suggestions where necessary; remind them to use the text on page 62 as a model.
- c** Students choose an 'eye-catching' title for their articles.

#### 2 (15-20 mins)

Ask the students to look at the *Useful Language* box and then write their first drafts, using their notes from **exercise 4**. Go round and make suggestions and corrections where necessary.

### Check

#### 3 (20 mins)

**a, b** and **c** Ask the students to check their work carefully and then exchange articles with a partner. Refer them to the questions in **b**, and encourage them to make suggestions for improvement to each other's work, paying particular attention to the titles. If there is enough time, students should then write a second draft. Use the finished articles for a classroom display. You could also discuss which is the best title.

### Quote

Ask students if they have ever read something by Mark Twain, and if so what they thought of it.

The quote is a double pun. This means that it makes a joke based on two different meanings of *mind* (a pun) and another joke based on two meanings of *matter*.

In the first sentence, *mind* (noun) means a person's ability to think, while *matter* (noun) means physical objects. 'Mind over matter,' suggests that it is possible for the power of human thought to influence or control a physical or real situation.

In the second sentence, *mind* (verb) means to find something unacceptable, so that 'I don't mind' means 'It's OK' or 'I don't care'. *Matter* (verb) means 'to be important'. The overall message is that if you don't worry about getting old then it's not important. You are only as old as you feel.

**Background:** Samuel Langhorne Clemens (1835-1910), better known by his pen name Mark Twain, was an American author and humorist. Twain is most noted for his novels *The Adventures of Huckleberry Finn* and *The Adventures of Tom Sawyer*. During his lifetime, Twain became a friend to presidents, artists, industrialists and European royalty. Some of his writings include: *The Innocents Abroad*, *Sketches New and Old*, *Old Times of the Mississippi*, etc.

## Lesson 9

**Activity Book pages 45-46, Writing**

**Activity Book answer key page 101**

## Students' Book page

## Healthy life 7

## Writing An article

### task

You are going to write a magazine article giving advice to people of your own age who are about to start a new job.

### Planning and writing

- 1** You are going to write an article giving advice to people of your own age.
- a** Choose one of these subjects:
- ▶ Being a good brother or sister
  - ▶ Doing well at school
- b** Plan your article in five paragraphs, using the article in exercise 1 on page 62 as a model.
- c** Think of a suitable title for your article.
- 2** Write your article in 120-150 words. Use ideas you discussed in exercise 4 on page 62 and expressions from the *Useful Language* box below. Follow your paragraph plan and express your ideas clearly and simply.

### Check

- 3** When you have finished writing, read through your article carefully.
- a** Check spelling, grammar and punctuation.
- b** Exchange articles with a partner.
- As you read what your partner has written, ask yourself these questions:
- ▶ Has he / she chosen an interesting title which makes me want to read the article?
  - ▶ Is the advice he / she gives helpful or interesting to me personally?
  - ▶ Is the style of the article friendly?
- c** Return your partner's article and exchange thoughts and ideas.

#### USEFUL LANGUAGE

##### Giving advice

For me the golden rule is this: ...

If you do this, ...

Remember some of these tips: ...

In the end, you'll be more successful if ...

Another useful tip is this: ...

The best way to ... is to ...

Don't forget, ...

In my experience, ...

### Quote

"Age is an issue of mind over matter. If you don't mind, it doesn't matter."

Mark Twain



# Urban and rural life

## MODULE 3: Lifestyles

### Lessons 1 and 2

#### Overview

**Outcomes** To talk about urban and rural places to live; to read about urban and rural places to live

**Language focus** Reading for gist and detail

**Materials** Students' Book pages 64-65; dictionaries (optional)

### Discuss (15-20 mins)

**1 a, b and c** First, ask the class to look at the photographs and lead the discussion to the contrast between the first photograph (city, crowded street) and the second photograph (countryside, quiet and peaceful). Write on the board relevant vocabulary suggested by the students (e.g. *crowds, traffic, busy, noisy, shops, buildings, city, town, village, quiet, peaceful, countryside ...*).

Then put the students in small groups to discuss the three questions. Go round and listen – offer some ideas of your own if you wish.

When they are ready, invite students from each group to share their ideas with the class. Encourage comments and further discussion.

Finally, have a class vote – where would most people like to live?

### Read

#### 2 (10 mins)

Read out the first word (*deserted*) and ask the students to match it with the correct meaning (4). Then allow time for the students to complete the task in pairs. Encourage the use of dictionaries if possible.

#### 3 (15-20 mins)

Ask the students to look at the title of the article and guess what they will be reading about. Then allow time for them to read the article. Go round and explain new words, making a note of them to check with the whole class later.

When they are ready, read out questions **a** and **b**, asking the class to supply the answers (**a** *rural depopulation*; **b** *the elderly; the wealthy*).

### Students' Book page

## Urban and rural life

### MODULE 3: Lifestyles

#### Grammar

Comparing and contrasting

#### Vocabulary

Places

Words related to sounds

Idioms with *and*

Word families

#### Reading

Reading for gist and detailed understanding

#### Listening

Listening to a conversation between two friends

#### Speaking

Inferring meaning

Matching people to suitable accommodation

#### Writing

An email giving recommendations



### Discuss

**1** Look at the two photographs and discuss these questions in pairs.

- Where would you prefer to live – in the city or the village? Why?
- Many of the people who used to live in this village now live in the city. Why do you think they moved?
- Why do people move from large cities to country areas?

### Read



**2** Before you read the article on page 65, guess and match these words and phrases with their meanings:

- |                   |  |
|-------------------|--|
| a deserted        | 1 something that happens or exists                 |
| b inhabitant      | 2 adjective to describe the countryside (not town) |
| c overcrowding    | 3 making money                                     |
| d phenomenon      | 4 empty because people have left                   |
| e profitable      | 5 having too many people                           |
| f public services | 6 someone who lives in a place                     |
| g rural           | 7 transport, education and health                  |

**3** As you read the article on page 65, answer these questions.

- What two-word phrase is used for the movement of people out of country areas?
- Who now lives in remote villages and country areas? The article mentions two groups of people.



**Check your understanding****4 (15 mins)**

Allow time for them to read the article again. Read out question **a** and ask the class to supply the answer. Students then work in pairs to discuss and note down the answers to the remaining questions. Go round and offer help where needed. Encourage them to note down their own ideas. If the students have additional ideas for some of these questions, invite them to share them with the class now. Can they think of any local examples of rural depopulation?

**Think and speak****5 (15 mins)**

Put the students in small groups. EITHER ask them to discuss all three questions OR divide the class into three groups, and ask each part to discuss one of the questions (in their groups). Go round and listen to their discussions: offer your own ideas if you wish.

When they are ready, invite students to report back their ideas for each question and encourage class discussion.

**Some suggestions:**

- a** to take into account different climate conditions; different crops need different amounts of sunshine and rain as well as different temperatures and different types of soil;
- b** competition from cheap imports; supermarkets force prices down; difficult to compete with large food suppliers;
- c** they have lived there all their lives and are not willing or able to move; they are not looking for jobs.

## Students' Book page

## Urban and rural life 8

## The end of village life?

When large numbers of people move from their homes in country areas to find better-paid jobs in towns and cities, the villages and farms they once lived in are often left empty. No one wants to buy homes there because they cannot make money out of them. This phenomenon /fɪ'nɒtʃmənənt/, which is called rural depopulation, can lead to overcrowding in cities as well as to fewer people in country areas.

One example of this phenomenon is the Garrigues /gə'rɪɡɪz/ area of Spain, about one hour's drive from Barcelona. The area has a Mediterranean climate, but because it is high and not close to the sea, winter temperatures are quite low. The area has an annual rainfall level of 482mm which falls in only 47 days of the year, during the autumn and spring. Historically, this was a successful agricultural area; on the higher ground, the farmers grew almonds and vines, while in the river valleys, wheat, corn, beans and sunflowers were the traditional crops. The area was particularly well-known for its high-quality olive oil which was grown mainly for export.

The population of the area was at its highest about 150 years ago, when a typical village might have 500 inhabitants, whereas now some villages have as few as 100 permanent inhabitants. But as farming became less and less profitable, and unemployment grew, the population began to move to the cities to find work. This trend started in 1860 and has continued to this day. Now some villages consist mainly of elderly people. The area is suffering from the effects of depopulation, such as poor public services and deserted farms.

In some parts of Europe in recent years, however, the move from the country to the city has been reversed as wealthy people move to the countryside to escape from the overcrowding, pollution and stress of city life. Some are moving permanently, but many are buying holiday or weekend homes which are empty for much of the year.

**Check your understanding****4** Read the article again and answer these questions.

- a** Define 'depopulation' in your own words.
- b** How does this affect the country areas?
- c** How can it affect the towns and cities?
- d** List four characteristics of Garrigues.
- e** Why did people start to move out of Garrigues?
- f** Is depopulation common in Syria? Explain.

**Think and speak****5** Think of possible answers to these questions. (The article doesn't give definite answers.)

- a** Why did the Spanish farmers grow different crops on the high ground and in the river valleys?
- b** Why do you think farming has become less profitable in recent years?
- c** Why are many of the inhabitants of the villages in Spain elderly people?

**6** Discuss these questions with other students.

- a** How could city life be made less stressful for the people who live there?
- b** What would you miss most about city life if you moved to a country area? Or what would you miss most about country life if you moved to a large city?

**6 (15-20 mins)**

**a** First, read out the first question and invite suggestions from the class. Then put the students in small groups to discuss question **a** in greater depth. Go round and listen, giving prompts where necessary. Join in with your own opinions if you want to.

When they are ready, invite students from each group to share their ideas with the class. Encourage comments.

**b** Read out the question that is more relevant to the class, and then follow the same procedure as for question **a**.

## Lesson 3

Activity Book pages 47-48, Reading

Activity Book answer key page 101

## Lesson 4

### Overview

**Outcomes** To use sound words and idioms; to use intonation in questions and answers

**Language focus** 'Noise words'; idioms with *and*; word families, e.g. *nature, natural*

**Materials** Students' Book page 66; cassette; dictionaries (optional)

### Vocabulary Sounds

#### 1 (10-15 mins)

Read out the instructions and the note. Then ask the students to match the first word (*bang*) with the correct item on the right (5).

Put them in pairs to complete the task, using dictionaries if possible.

Check their answers, and discuss which of these words actually sound like their meanings (e.g. the word *tick* sounds like the sound it describes). Are there similar words in Arabic?

### Idioms with *and*

#### 2 (10 mins)

Read out sentence **a**, pausing for the students to supply the missing words. Then put them in pairs to complete the task. Check their answers, and remind them that the order of words is important (e.g. *peace and quiet*, not *quiet and peace*).

### Word families

#### 3 (10-15 mins)

Read out the first sentence and ask a student to complete it with the correct form of *nature*. Then put the students in pairs to complete the task. Tell them to read each sentence completely before they complete the missing word. Go round and offer help if needed; encourage the use of dictionaries.

### Pronunciation: Intonation patterns (1)

#### 4 (5 mins)

Read out the instructions. Then play the recording, pausing after each sentence for the students to discuss the intonation (i.e. does it fall or rise at the end?).

**Tapescript 8.1 - see page 100**

#### 5 (5 mins)

Ask the students to listen while you play the recording. Pause after each sentence for them to repeat it.

**Tapescript 8.1 - see page 100**

#### 6 (5 mins)

Ask students to work in pairs and practise using the same intonation as in 4 (*rise, fall, fall, fall*). Go round and listen.

**Activity Book pages 48-49, Vocabulary**

**Activity Book answer key pages 101-102**

### Students' Book page

#### Vocabulary Sounds

1 Match the words on the left with things that make those sounds.

**Note** All these words can be used as nouns or verbs.

- |   |         |   |   |
|---|---------|---|---|
| a | bang    | 1 | traffic / plane engine  |
| b | click   | 2 | a person who is in pain or very frightened                    |
| c | drip    | 3 | a light switch / a car seat belt being fastened               |
| d | roar    | 4 | an old-fashioned clock  |
| e | scream  | 5 | a door closing very noisily / a hammer hitting something hard |
| f | splash  | 6 | the wind in the trees / a bird                                |
| g | tick    | 7 | a tap that hasn't been turned off                             |
| h | whistle | 8 | something falling into water                                  |

#### Idioms with *and*

2 Complete these sentences with idioms from this list.

- |                 |                     |               |
|-----------------|---------------------|---------------|
| pick and choose | nearest and dearest | odds and ends |
| far and wide    | hustle and bustle   |               |

- People come from ..... to see the Umayyad Mosque in the centre of Damascus.
- I love spending time with my ....., so we often have family get-togethers.
- While I was on holiday I bought lots of ..... to give as presents.
- There are lots of restaurants near here. You can ..... from about fifty.
- Some people enjoy the ..... of shopping in street markets.

#### Word families

3 Complete these sentences with words derived from the words in brackets.

- Deir ez-Zour is an area of great ..... beauty. (nature)
- Careless drivers can seriously ..... the safety of pedestrians. (threat)
- In my city there is a wide ..... of entertainments to choose from. (vary)
- I'd like to live in a small ..... village near the sea. (peace)
- The storm damage is a lasting ..... of the power of nature. (remind)
- I'll never forget the ..... I felt on my first day at school. (excite)

#### Pronunciation: Intonation patterns (1)

4 (8.1) Listen to a conversation between two friends. As you listen, decide if the speakers' voices fall or rise at the end of each line. Compare your ideas with those of another student.

- |                               |                   |
|-------------------------------|-------------------|
| A: Did you enjoy the concert? | B: Which concert? |
| A: The school concert.        | B: I didn't go.   |

5 (8.1) Now listen again and repeat the conversation.

6 Work with a partner. Role play this conversation.

- |                                   |                       |
|-----------------------------------|-----------------------|
| A: Did you enjoy the competition? | B: Which competition? |
| A: The swimming competition.      | B: I wasn't there.    |

## Lesson 5

## Overview

**Outcomes** To compare and contrast different ways of life

**Language focus** Phrases used to compare and contrast

**Materials** Students' Book page 67

**Grammar reference** Activity Book Grammar file page 87

## Grammar Comparing and contrasting

### 1 (5-10 mins)

Remind the students of the text on page 65. Read out the question and extract **a**; ask the students to identify the relevant word or phrase. Allow time for them to consider the remaining sentences, then check their answers.

### 2 (10 mins)

Read out the question and the example answer; then put students in pairs to discuss sentences **1b-1e**. Go round and offer help where needed.

### 3 (15-20 mins)

Read out the instructions and the example sentences. Then put the students in pairs to discuss ideas and write sentences – tell them to write down as many different versions as they can think of. When they are ready, check and discuss different possibilities with the whole class.

### 4 (15-20 mins)

**a** In pairs, students compare travelling by train and car. Go round and listen to their discussions, suggesting ideas where necessary; check they are considering all four aspects, and that they are using some or all of the words and phrases practised in **exercise 3**.

**b** Read out the example, then allow time for the students to compose similar sentences using their ideas from **a**. Again, go round and make suggestions and corrections as necessary. Finally, invite different students to read out their sentences and invite comments.

## Lesson 6

Activity Book pages 49-50, Grammar

Activity Book answer key page 102

## Students' Book page

### Urban and rural life 8

#### Grammar Comparing and contrasting Activity Book Grammar file page 87

**1** Which words and phrases in these sentences are used to compare or contrast two things, people, or situations?

- ... 150 years ago, when a typical village might have had 500 inhabitants, whereas now some villages have as few as 100 permanent inhabitants.
- In comparison with village life, city life can be quite stressful.
- On the other hand, some people prefer an exciting city to a quiet village.
- Instead of buildings, all I can see from my window are fields and trees.
- Farming is less profitable than it used to be.

**2** What is being compared or contrasted in each of the sentences in exercise 1?

In sentence **1a** the writer is contrasting the population of a typical village 150 years ago with its population today.

**3** For each letter, a-f, write two sentences contrasting the information in these lists. Use these words and phrases: *on the other hand, instead of, in comparison with, but, whereas*.

#### City people

- have to drive slowly
- often live in apartments
- shop in supermarkets
- buy vegetables from shops
- often don't know their neighbours
- often have stressful lives

#### Country people

- can drive quite fast
- usually live in houses
- shop in small shops
- often grow their own vegetables
- have friendly neighbours
- have quite relaxing lives

**4** Compare a train journey and a car journey. Work with a partner.

- Discuss these aspects of the two journeys:
  - Time and speed
  - Cost
  - Comfort
  - Advantages and disadvantages



**b** Write sentences contrasting the two kinds of journey.

Train journeys are often very fast and comfortable, but you have to stop at a station, whereas if you travel by car, you can drive right to the place you want to be.



## Lesson 7

### Overview

**Outcomes** To talk about possible places to live  
**Language focus** Speaking skills: comparing and contrasting, e.g. *This ... but that ...*, *On the other hand*; making suggestions, *I suggest*  
**Materials** Students' Book page 68

### Speaking Choosing suitable places to live

#### Introduction

#### 1 (15-20 mins)

First, ask the students to look at the four photographs and tell you which place they would choose to live in and why.  
 Read out the task and rubric for **exercise 1**, then put the students in pairs or small groups. Tell them to copy the table into their notebooks and to use it to record their ideas. Go round and offer ideas where necessary. When they are ready, EITHER put pairs or groups together to compare ideas, OR have a brief class discussion.

#### Speaking

#### 2 (15-20 mins)

Students look at the *Useful Language* box and then discuss ideas in their pairs or groups. Go round and listen, offering suggestions and making corrections where necessary. Make a note of any serious and / or common mistakes and go over them with the whole class afterwards.

#### 3 (15 mins)

When they are ready, invite two or three students to share their ideas with the class. Finally, have a class vote for the most suitable place for each set of people.

## Quote

Read the quote to the class. Ask them what Charles Caleb Colton meant in his quote. Ask if they agree. Why or why not?

The idea is that if you live in a small community, everyone will be familiar with you and know who you are, but you will not have any experience of the wider world.

However, if you live in a big community, you will blend into the crowd, but you will also have access to knowledge and technology. You will also have the chance to meet people from a wide variety of backgrounds.

**Background:** Charles Caleb Colton (1780–1832) was an English writer and collector, well known for his eccentricities. Colton was educated at Eton and King's College, Cambridge, graduating with a B.A. in 1801 and an M.A. in 1804. He has been read most frequently perhaps in quotation books, including *Bartlett's Familiar Quotations*, where many of his sayings have been preserved.

### Students' Book page

#### Speaking Choosing suitable places to live

##### Introduction



city centre apartment



leafy suburban area



rural home / villa



busy tourist resort in Lattakia

1 Work in pairs or small groups. Make notes about the people's different needs in a table like this:

	Family of four	Young couple	Elderly couple
Type of flat / house		<i>small</i>	
City or countryside		<i>city</i>	
Type of area			<i>quiet</i>
Distance from shops	<i>near supermarket</i>		

#### Speaking

- 2 Compare and contrast the four places in the photographs, then decide which is the best for each person or group. Discuss your ideas before making a final decision. Use comparing and contrasting language from the *Useful Language* box below.
- 3 Compare your choice with that of another pair or group. Explain your choices.

##### USEFUL LANGUAGE

###### Comparing and contrasting

These people / This family needs ... whereas / but these people / this family ...  
 In comparison with the city centre, this part of the town is very quiet.  
 The flat is in a much more convenient location than the house.  
 If they lived here, it would take them less time to get to school.  
 On the other hand, it would be noisier living here.

###### Explaining choices

We think this flat would be more suitable for this family because ...  
 The main reason we've chosen the small house in the country is because ...

**Quote** "If you would be known, and not know, vegetate in a village; if you would know and not be known, live in the city."  
 Charles Caleb Colton



**Lesson 8**

**Overview**

**Outcomes** To write an email giving recommendations  
**Language focus** Comparing and contrasting, e.g. *In comparison with, ...*; making suggestions, e.g. *This would be more suitable because ...*  
**Materials** Students' Book page 69

**Writing** An email giving recommendations

**Read**

**1 (15-20 mins)**  
 Ask students to read the task box on page 69, then to read the email. Students discuss and answer the questions in pairs. After a few minutes bring the class together to compare ideas and discuss.

**Suggested answer:**  
 The email was written by an estate agent trying to sell a property to a couple.

**Extension**

Give the students a few more comprehension questions about the email, e.g. *What style is the letter in? What adjectives does the writer use?* Students give responses to these questions and discuss. These questions should help to guide students in the next task.

**Planning and writing**

**2 (20-25 mins)**  
 Using their discussions from page 68 and the text on page 69 as a guide, students plan and write a similar email. They should write about one of the places in the photos on page 68, but will need to use their imaginations to fill out their descriptions. Make sure students use a similar style and layout to the email in **exercise 1**. Give students time to write their descriptions. Go round the class, offering help where necessary.

Students' Book page

**task**

You are going to suggest which of the four places in the photographs on page 68 would be the most suitable place to live for a family of four, a young couple and an elderly couple.

**Writing** An email giving recommendations

**Read**

**1** First, read the email below. Who do you think wrote it and why?

Dear Mr and Mrs Mahmoud,

I think I've found the perfect place for you. It's a palatial villa in a green suburban area that would really suit your needs. I know you've been complaining about the noise in your current apartment, so the location of the new one would be a great improvement. It's quiet and calm and there's a picturesque park just over the road. There isn't even much traffic, and with residents' parking you'll never have trouble finding a space. It's also a lot more expansive than your current place and would have lots of room for entertaining. It's not furnished, so all of the furniture you already own could go straight in. You could make it your own very quickly. It's also an advantageous location. There's a large supermarket about five minutes away and it's very easy to reach the motorway. I really think you should arrange a viewing of this place. It's a great find that you wouldn't want to miss out on.

Many thanks,  
 Ali

**Planning and writing**

**2** Now, using the email above as a guide, write a similar one. You can write to any of the groups listed in the task box but must suggest a suitable place for them to live. Write your notes and expand them into an email. Use 120–150 words.

.....

.....

.....

.....

.....

.....

- 3** When you have finished writing, read your email carefully.
- a Check spelling, grammar and punctuation.
  - b Exchange emails with a partner. As you read your partner's composition, ask yourself these questions:
    - ▶ Is the email persuasive? Why or why not?
    - ▶ Is the tone correct for this type of email?
    - ▶ What could your partner have done to have made his or her email more persuasive?
  - c Return your partner's email and exchange thoughts and ideas.

**3 (15-20 mins)**

Give students a few minutes to check their grammar and punctuation. Then, put students into groups of three. Tell them to read one another's composition, remembering to answer the questions in **b**. Students note down their responses, then return each other's letters and exchange ideas. If there is time you could ask a few students to read their emails to the class. The class can offer constructive criticism and vote on which email they think is the best.

**Lesson 9**

**Activity Book pages 50-51, Writing**  
**Activity Book answer key page 102**

## New ways and old

## MODULE 3: Lifestyles

## Lessons 1 and 2

## Overview

**Outcomes** To discuss the traditional and modern ways of doing things

**Language focus** Listening for gist and detail

**Materials** Students' Book pages 70-71; cassette

## Discuss

## 1 (10-15 mins)

**a** Put students in pairs and ask them to practise describing photographs A-D. Go round and listen, providing new vocabulary where needed. Make a note of new words, and write them on the board for the whole class.

Then invite students to share their ideas with the rest of the class and encourage comments and further discussion.

**Some suggestions:**

**A** He's carving wood. It looks as if he's making a musical instrument – probably a violin.

**B** She's cooking over a fire. She's using a branch to start the fire under the pot.

**C** He's sawing wood. He's building a house.

**D** She's doing embroidery / making a carpet / rug.

**b** Read out the question and invite answers from the class.

**Suggested answers:**

**A** In a factory using machines.

**B** Using an electronic oven.

**C** Using cranes and bulldozers and modern building machinery.

**D** In a factory using machines.

**c** Encourage a class discussion. Consider that modern tools and equipment make all these jobs quicker and easier – but are the results always better?

## Listen

## 2 (10 mins)

Read out the instructions and then play the first conversation. Ask the class what they are talking about. Play the remaining conversations, pausing each time to ask the same question.

At the end of the first dialogue of the listening text, the second speaker describes a musical instrument as 'a smallish instrument with a sweet sound'. The word *smallish* means 'fairly small, but not very small'. Compare *reddish-brown*, *coolish*. Remind students that some, but not all, adjectives ending in *-ish* indicate that something is similar to, but not exactly like its root form.

Tapescript 9.1 - see page 100



## Students' Book page



UNIT  
9

## New ways and old

MODULE 3: Lifestyles

<b>Grammar</b> Having things done (causative verbs)	<b>Listening</b> Listening for gist and specific information
<b>Vocabulary</b> Musical instruments Ways of playing instruments Idioms related to music	<b>Speaking</b> Sharing information
<b>Reading</b> Reading a brief biography	<b>Writing</b> A short biography

**Discuss**

1 Look at the photographs which show people doing things in a traditional way. Discuss these questions with a partner.

- What are the people in the photos doing?
- What are the more modern ways of doing these things?
- Which are better, traditional methods or modern methods of making things? Why?

**Listen**

2 (9.1) You are going to hear three conversations in which people talk about different ways of doing things. Which do the speakers talk about?

▶ Agriculture	▶ Car repairs
▶ Cookery	▶ Musical instruments
▶ Medical treatment	▶ Using a computer

70

**3 (10 mins)**

Ask the students to listen while you play the recording again. Put them in pairs to discuss the questions and note down their answers, then play it again to check.

**Tapescript 9.1 - see page 100**

**4 (5-10 mins)**

Read out sentence **a** and ask the class what the word *him* refers to (*the maker*). Then allow time for them to consider the remaining sentences. Go round and offer help if necessary. Then put them in pairs to check their answers.

**Think and speak****5 (15-20 mins)**

Put the students in small groups. If possible, use different groupings than in **exercises 3** and **4**. EITHER divide the class into two (**a** and **b**) and ask the students to discuss the corresponding question, OR ask the students to discuss both questions. Go round and listen, offering prompts where necessary. Join in the discussions if you want to.

Finally, invite different students to report back to the class. Encourage comments and questions.

**Lesson 3**

**Activity Book pages 52-53, Reading**

**Activity Book answer key page 102**

**Students' Book page****New ways and old 9****3 (9.1) Listen again and choose the correct answers to these multiple-choice questions.**

- a** In Conversation 1, where did the girl get her guitar?  
 1 from a local shop  
 2 by mail order  
 3 she made it herself  
 4 from a local instrument maker
- b** How is her guitar different from other guitars?  
 1 It is mass produced.  
 2 It is not as big.  
 3 It is much more expensive.  
 4 It has an unusual shape.
- c** In Conversation 2, which of these statements is not true?  
 1 The young man is going to repair his own car.  
 2 The older man is going to repair the car.  
 3 The older man is a good mechanic.  
 4 The car is going to be repaired at a garage.
- d** In Conversation 3, which of these statements about the band is not true?  
 1 They wrote their own songs.  
 2 Their CD was recorded in a studio.  
 3 They spent more than two months recording and mixing their music.  
 4 They used a computer to produce their CD.

**4 What do the words in *italics* in these extracts from the conversations refer to?**

- a** I went to the maker's workshop and told *him* exactly what I wanted.  
**b** You see, my guitar is unique – no one else has got *one* like this.  
**c** My car engine's really complicated – if *it* goes wrong I have to have *it* fixed by an expert.  
**d** **A:** Listen to this new CD – I think you'll like *it*.  
**B:** That's very good. Who is *it*?

**Think and speak****5 Discuss these questions in pairs or groups.**

- a** If you were buying a musical instrument, where would you prefer to buy one from: a music shop or a local instrument maker?  
**b** In the last conversation, a band recorded their music on a home computer. What other creative uses are there for home computers?



## Lesson 4

### Overview

**Outcomes** To use music vocabulary and idioms

**Language focus** Words and idioms connected with music

**Materials** Students' Book page 72

### Vocabulary Musical instruments

#### 1 (10-15 mins)

Ask the students to look at the pictures and find the one that matches the first word. Then allow time for them to complete the task; encourage the use of dictionaries if possible. When they are ready, put them in pairs to compare answers.

#### 2 (5-10 mins)

Put the students in pairs and ask them to use dictionaries, if possible, for this task.

### Music idioms

#### 3 (10 mins)

Ask the students to discuss this task in pairs. Encourage them to use dictionaries if possible. Go round and offer help where needed.

#### A note on music idioms

The English language includes a variety of idiomatic expressions based on references to music and musical instruments. The music reference in these idioms usually has a metaphorical value.

#### to blow your own trumpet

A trumpet is a brass instrument that can make a very loud noise. 'To blow your own trumpet' is therefore to show off or boast, or to sing your own praises.

#### to face the music

This expression means to be interviewed or interrogated for something that one is accused of doing wrong. Music is often used to introduce an important formal event, so here 'music' adds to the seriousness of the situation.

#### drummed into

A drum makes a loud and repetitive noise. The repetition is the main idea. If a child behaves badly, he or she needs to learn better behaviour. This may need to be 'drummed into' the child by constant and repeated reminders.

#### to change your tune

This means 'to change your attitude or opinion'. A person's change of heart or change of viewpoint is compared to a musician changing from one tune to another.

**Activity Book page 53, Vocabulary**

**Activity Book answer key page 102**

### Students' Book page

#### Vocabulary Musical instruments

##### 1 Match the words with the correct pictures.

accordion flute guitar piano oud tablah trumpet violin



##### 2 How do you play each kind of instrument? Complete these sentences using verbs from this list.

blow bow hit pluck strum

- a You have to ..... saxophones and trumpets.
- b You can ..... or ..... a guitar, but you usually ..... a violin.
- c You ..... percussion instruments with sticks or your hands.

#### Music idioms

##### 3 Match the underlined music idioms in these sentences with one of the meanings 1-4.

- a Laila is very good at blowing her own trumpet, so she'll probably get that job.
- b If you break the law, you have to face the music.
- c The importance of crossing the road safely is drummed into children when they are very young.
- d Omar said he was going to buy a Porsche, but he changed his tune when he discovered the price.

#### Meanings

- 1 put up with the consequences of something one has done / accept punishment
- 2 change one's mind
- 3 boast / say good things about oneself
- 4 teach by frequent repetition



## Lesson 5

## Overview

**Outcomes** To use *have something done* to talk about services

**Language focus** Causative *have*

**Materials** Students' Book page 73; dictionaries (optional)

**Grammar reference** Activity Book Grammar file page 87

## Grammar

## Having things done



1 (5-10 mins)

Remind the students of the three conversations which they heard in the first lesson in this unit. Tell them that sentences **a-f** are extracts from that recording. Play extract **a** and ask the class to answer the question. Then continue with the remaining extracts and questions.

Tapescript 9.2 - see page 100

2 (5-10 mins)

Read out the question and ask the students to discuss it in pairs. Then invite suggestions.

3 (10-15 mins)

Read out the first sentence and the example. Then put the students in pairs to complete the task. Go round and offer help where needed.

4 (10-15 mins)

In pairs, students study the example and then discuss and note down answers to **b** and **c**. Go round and help, adding ideas where necessary.

**NOTE:** There are several possible correct answers here.

**Some suggestions:**

**b** You can have your eyes tested.

You can have your glasses mended.

**c** You can have your house painted.

You can have the walls wallpapered / plastered.

## Lesson 6

Activity Book page 54, Grammar

Activity Book answer key page 102

## Students' Book page

New ways and old 9

## Grammar

Having things done Activity Book Grammar file page 87



(9.2) Listen to six extracts from the conversations and answer these questions.

- Who made the guitar? (conversation 1)
- Is the speaker going to repair his car tomorrow? (conversation 2)
- Who used to repair the car? (conversation 2)
- Who fixes the engine? (conversation 2)
- Does this speaker think his son recorded the music himself? (conversation 3)
- Who writes songs and composes music? (conversation 3)



2 Compare the three sentences below.

What is the difference in meaning between them?

- They built their own house.
- Their house was built by a local builder.
- They had their house built by a local builder.



3 Write follow-up sentences using causative verbs.

- I didn't repair the car myself. *I had it repaired.*
- My mother dyed her own dress blue. She didn't ...
- She didn't make the dress herself. *She ...*
- He isn't going to take his own photo.
- My brother cut his own hair.
- My neighbour painted his own house.
- My father doesn't clean his car himself.
- We didn't cut down the trees in our garden ourselves.



4 Discuss these questions with a partner and then write sentences.

- What can you have done if you go to a dentist?  
*You can have a tooth taken out.*
- What can you have done if you go to an optician?
- What can you have done in your house by a decorator?



## Lesson 7

### Overview

**Outcomes** To read a biography

**Language focus** Past tenses; time phrases, e.g. *One day ...*; sequencing information, e.g. *After ...*

**Materials** Students' Book page 74

### Reading A biography

### Discussion

#### 1 (10-15 mins)

First, read out the title of the task: *A biography*.

Ask students if they know what the term means. Elicit answers.

**a Suggested answers:** A biography is the true story of someone's life; an autobiography is the writer's account of his / her own life.

**b** Students tell the class about biographies they have read or would like to read. Tell them about biographies you have read, too.

**c** Put students in pairs to work on the remaining four questions (**c, d, e** and **f**). Go round and join in their discussions. Then the whole class share the answers.

### Read and reflect

#### 2 (20 mins)

**a** Ask the students to read the biography quickly. Go round and explain any difficulties. Then put them in groups to discuss the question.

**b** Students discuss this question in small groups and then report back to the class.

### Students' Book page

#### Reading A biography

#### Discussion

##### 1 Discuss these questions with a partner.

- What is a biography? How is a biography different from an autobiography?
- Whose biography have you read or would you like to read?
- What kinds of biographical details could be included under these headings?

Personal details	Personal life
Physical description	Important dates
Family and early life	Beliefs
Career	Achievements
- Which details of your own biography would you emphasise? Why?
- What was the happiest moment of your life? Why?
- What was the most significant event of your life? Why?

#### Read and reflect

##### 2 Read this brief biography.

- Which information from exercise 1c above is included?
- How is this biography constructed? What is the topic of each paragraph?

### Self-taught success

Tareq was born in Damascus in 1962 into a successful Syrian family. His father worked as a civil servant and his mother, who had once been a teacher, was a hardworking housewife. His brother Hani was very bright and, after finishing university, went on to become a civil engineer.

Tareq was good with his hands and so, instead of going to university, took a course in woodworking and became a carpenter. He loved Syrian folk music and, in his spare time, made musical instruments, finely crafting instruments such as ouds.

One day, one of his friends saw an oud he had made and asked him to make one for him too. This was the beginning of Tareq's career as an instrument maker and soon he was able to give up selling furniture and make instruments instead. With the money he earned he was able to get married and start a family, buying his own villa outside Damascus.

His instruments have become famous across Syria and the Arab world, and there is now a great demand for these instruments. One of Tareq's sons, Saleh, has decided to follow his father into the business and so Tareq is teaching him how to make the oud.



## Lesson 8

## Overview

**Outcomes** To write a biography

**Language focus** Past tenses; time phrases; sequencing information

**Materials** Students' Book page 75

## Writing

## A short biography

## Planning and writing

## 1 (20-25 mins)

- a** Read out the instructions and suggestions. Invite a few suggestions from the class and then ask the students to choose a person to write about. Allow them to discuss ideas with other students and to form pairs or small groups if they wish.
- b** Students then make a plan, dividing their notes into four paragraphs, using the text on page 74 as a model.

## 2 (20 mins)

**a** and **b** Ask the students to look at the *Useful Language* box, then allow time for them to write their biographies. Go round and make suggestions and corrections where necessary.

## Check

## 3 (10-15 mins)

**a** Ask the students to read their work through carefully, checking for spelling, grammar and punctuation. Go round and offer help and suggestions where necessary.

**b** and **c** Tell them to read their partners' biographies and check them as suggested. Encourage them to make other useful comments too. Students then make any necessary corrections or additions to their own work. Go round and make final checks, or collect their work in to correct and return. If there is time, invite two or three students to read out their work to the class.

## Quote

Read the quote to the class. Ask students why they think he might have said this.

Gutierrez seems to be saying that we should only accept those parts of tradition (i.e. the past) that are still helpful and useful to us in the present and the future.

**Background:** Jose Bergamin Gutierrez (1895-1983) was a Spanish writer, essayist, poet and playwright. His father served as president of the canton of Málaga. He studied law at the Universidad Céntral and his first articles appeared in the periodical *Indice*.

## Lesson 9

Activity Book pages 55-56, Writing

## Students' Book page

## New ways and old 9

## Writing A short biography

## Planning and Writing

## task

You are going to write a short biography of someone you know or know about.

## 1 You are going to write a short biography of someone who has had an interesting or unusual life.

- a** Decide who you are going to write about. Here are some ideas:
- Someone you know well personally, for example a member of your family, or a well-known figure in your town or city.
  - Someone who is famous nationally or internationally, for example, a sports personality or a musician.
  - An unknown person you respect and want to tell everybody about, for example someone who has helped others, like a doctor or a teacher.
- b** Plan your biography in four paragraphs, using the biography in exercise 2 as a model.

## 2 Write your biography in 120-150 words.

- a** Include the information that you decide is important from exercise 1c on page 74.
- b** Follow your paragraph plan and write clearly and simply. Try to interest your readers in the subject of your biography. Use expressions from the *Useful Language* box below.

## Check

## 3 When you have finished writing, read your biography carefully.

- a** Check spelling, grammar and punctuation.
- b** Exchange biographies with a partner.
- As you read what your partner has written, ask yourself these questions:
- How is the subject of the biography interesting or unusual?
  - Does the biography include the kinds of information I want to know?
  - What other information would I find interesting?
- c** Return your partner's biography and exchange thoughts and ideas. Ask more questions about the subject.

## USEFUL LANGUAGE

... was born in 1962 into a ... family.  
 His / her father worked as a ...  
 ... elder / younger brother / sister ...  
 In his / her spare time, he / she ...  
 In 1987 he / she ...  
 X years later, when he / she was ...  
 This was the beginning of his / her career as a ...  
 In the following year, he / she ...

## Quote

"Tradition simply means that we need to end what began well and continue what is worth continuing."

Jose Bergamin Gutierrez

# Review 3, units 7-9



## MODULE 3: Lifestyles

### Lessons 1 and 2

#### Overview

**Outcomes** Revision of units 7-9

**Materials** Students' Book pages 76-77; Activity Book pages 57-60 (Progress Test 3 – Answer key page 103)

**Grammar reference** Activity Book pages 86-87

## Grammar and Vocabulary

### 1 (15-20 mins)

Briefly revise reported speech. Remind students they must remember to use a reporting verb both when writing statements and questions in reported speech. If necessary revise the difference between the two kinds of reported questions: *wh-* and *yes/no* questions. Then read out the example and ask a volunteer to put it into reported speech. Ask students to look at the rest of the interview between the interviewer and Mr. Mahmoud. Students complete the exercise alone or in pairs, go round offering help if necessary and check answers as a whole class.

### 2 (10-15 mins)

Tell students they will write sentences comparing landline and mobile phones. Direct their attention to the words in brackets that they must use in each comparative sentence. Go over **a** aloud to check understanding.

### Students' Book page

## Review 3, units 7-9

### MODULE 3: Lifestyles



## Grammar and Vocabulary

**1** Rewrite this interview using reported speech in your notebook. (Use the reporting verb *ask* when you rewrite the questions, and *said* for Mr Mahmoud's answers.)

Interviewer: Good afternoon, Mr Mahmoud. Can I ask you why you left your village and moved to the city?

*I asked Mr Mahmoud why he had left his village and moved to the city.*

**Mr Mahmoud:** The reason I left my village was that I wanted to work in the city.

**a** Mr Mahmoud / He said ...

**Interviewer:** Was it easy to find work?

**b** .....

**Mr M:** Yes, it was very easy. I was offered two jobs in two days.

**c** .....

**Interviewer:** What are you doing?

**d** .....

**Mr M:** I'm working for a large travel agency in the city centre.

**e** .....

**Interviewer:** When do you start and finish work?

**f** .....

**Mr M:** I start at seven o'clock in the morning, and finish at five in the evening.

**g** .....

**2** Write sentences comparing and contrasting landline phones with mobile phones. Use the words and phrases in brackets in your answers.

#### Landline phones

**a** old-fashioned

..... *Mobile phones are more up-to-date than traditional phones*..... (more)

**b** in one place

..... (whereas)

**c** large and heavy

..... (in comparison)

**d** only talk to people

..... (but)

**e** long conversations

..... (more expensive)

#### Mobile phones

up-to-date

carry with you

small and light

send text messages

long conversations

(more expensive)







### 3 (15-20 mins)

Ask students to write sentences in their notebooks using one word or phrase from list A and one from list B. Explain that there are a number of correct variations but tell students that they should try and use all of the words.

### 4 (5-10 mins)

Read aloud the phrasal verbs in the box and ask students if they can remember their meanings. If necessary give **a** as an example. Remind students that they need to use the context of the sentences to work out the correct answer. As students work, go round and listen.

### 5 (5 mins)

Read out the instructions and ask students to work in pairs to complete the sentences. Go round and check their work.

### 6 (5-10 mins)

Remind students about the music idioms they learned in unit 9. Tell them that some of the sentences in this exercise are music idioms and some are not. Ask them to copy and complete the sentences in their notebooks using the words in the box. They will not need all the words.

#### Students' Book page

##### Review 3, units 7-9



- 3 People moved into a flat recently and decided to modernise it. What did they have done? Write eight sentences a-h using a word or phrase from list A and a verb in the correct form from list B.

**A** whole flat      windows      electrical system      old chairs and tables  
new furniture      ceilings      air-conditioning      living room

**B** service      repaint      replace      check  
take away      redecorate      deliver      clean

- a They had the whole flat cleaned.

- 4 Replace the phrases in *italics* in these sentences with the correct form of one of these phrasal verbs.

do away with    do up    do without    make up

- a Too much salt is bad for you, but you shouldn't *stop eating* it altogether.  
b They've spent weeks *cleaning and redecorating* all the buildings in the city centre.  
c I hope they don't *get rid of* our village shop – I buy all my food there.  
d The teacher asked the class to *invent* a story about the sea.

- 5 Choose the correct words in these sentences.

- a My mother's sister is my (*aunt / niece*).  
b My mother and (*brother / father*) have been married for 22 years.  
c When I was 12, I (*did / made*) the decision not to eat any more fast food.  
d Every week I (*do / make*) the shopping for my mother.  
e I just heard the door (*bang / splash*). It sounded as if someone left in a hurry.  
f You can (*hit / strum*) a guitar or you can (*blow / pluck*) the strings individually.

- 6 Copy and complete sentences a-f with words from this list. There are more words than you need.

blow    bustle    drum    far    music    peace    choose    ready    tune

- a I've travelled ..... and wide, but I haven't found anywhere I like as much as my country.  
b Most of the time I love the hustle and ..... of city life, but I prefer the ..... and quiet of the countryside when I'm on holiday.  
c The new library is wonderful – there are so many books to pick and ..... from.  
d You've changed your ..... Yesterday you said you'd never eat fast food again.  
e If you drive too fast and the police stop you, you'll just have to face the .....  
f Mahmoud is very modest – that's why he never ..... his own trumpet.

# Project 3: Design and produce a poster

## MODULE 3: Lifestyles

### Optional lesson

**Overview** To design and produce a cultural poster

**Materials** Students' Book pages 78-79; large pieces of paper or card; images of cultural sites (optional)

This is an optional project that can be completed by students if there is extra time at the end of the module. It will take between one and two lessons to complete. You may be able to set some of the sections for homework.

### Stage 1 Read and analyse (20 mins)

As a class look at the posters, and ask students to say which countries are featured. Ask students what they know about these countries (Syria, Egypt, India, Canada). Encourage discussion about the design of the posters and whom they might appeal to. Put students in pairs and ask them to discuss questions a-e. Go round and listen, offering your own ideas.

### Students' Book page

#### Optional

## Project 3: Design and produce a poster

### MODULE 3: Lifestyles

#### task

You are going to design and produce a poster to promote your culture in the world. Work in small groups.

#### Stage 1 Read and analyse

Look at these posters which have been designed to promote the cultures of different countries, and to attract tourists and other visitors. Discuss questions a-e.



- What aspects of culture do the posters show?
- Do you think any of the posters have been designed for a particular age group or nationality?
- Which images on the posters do you find attractive? Which would put you off visiting the countries?
- What do you think of the layout and design of the posters? What are the good and bad points?
- Would you like more, or less, written information to accompany the photographs, or do you think the balance of writing and pictures is about right?



### Stage 2 Discussion and decisions (15-20 mins)

Put students in groups and tell them they are going to make their own posters promoting the culture of a country or region. Ask students to decide in their groups which country or region they would like to write about. Students should look at all four questions as they make their decision so they know what sort of information they will need.

### Stage 3 Produce your poster (25-30 mins)

Ensure students divide up the various tasks equally. As they work, go round monitoring their work and ask each group questions about what they hope the finished poster will look like, and what elements of the country's culture they wish to promote. Remind students they can look at the posters on the previous page for ideas about layout, eye-catching titles and slogans.

### Stage 4 Display your poster (10-15 mins)

Each group will put their poster on the wall of the classroom and give a brief presentation about the place they have chosen to promote. The presentation should include details about the audience, the destination and why their poster will attract people. If there is time ask each group to vote for their favourite poster (apart from their own!), and to give reasons for their choice.

#### Students' Book page

Project 3, units 7-9



#### Stage 2 Discussion and decisions

- Decide what country or region you are going to promote with your poster:
  - ▶ your own country
  - ▶ a group of countries to which your country belongs
  - ▶ a larger region
- Decide who you would like your poster to attract: young people, older people or everyone.
- Decide what aspects of your culture to include on your poster. Think about these aspects: historical, environmental, literary, musical, sporting, architectural, etc.
- Choose six or seven images you could use to represent these aspects of your culture.

#### Stage 3 Produce your poster

- Share out the tasks that need to be done. Here are some possible tasks:
  - ▶ Select suitable images to include on your poster. Look in magazines, travel brochures and on the Internet.
  - ▶ Write short texts describing each image on the poster.
  - ▶ Plan the layout and overall appearance of your poster.
- When the individual tasks have been completed, get together as a group and make the poster.
- Think of one or more eye-catching titles or slogans to make people notice your poster.

#### Stage 4 Display your poster

- Display your poster on the classroom wall.
- Tell the rest of the class why you have chosen your images and who you hope to attract.
- You could end this project with a class vote: which group has produced the most persuasive poster?



### Unit 7, page 58, exercise 1

- 1  
**a** (suggested answers) regular exercise; healthy diet; getting enough sleep; keeping the brain active  
**b** (suggested answers) being less able to move around easily; higher possibility of medical problems  
**c** Students' own answers

### Unit 7, page 58, exercise 2

- a** Mexico, India, China

**b** 100, 99, 102, 100

### Unit 7, page 59, exercise 3

- a** False: 86 years **b** True **c** False: soup and corn  
**d** False: six **e** True **f** True **g** True **h** True **i** False: cycles

### Unit 7, page 59, exercise 4

- a** Mexico's  
**b** child (son or daughter)  
**c** the south of India  
**d** on their wedding day  
**e** his long life

### Unit 7, page 59, exercise 5

- a** parents **b** sister **c** daughters **d** fathers  
**e** husband **f** uncle **g** family **h** children

### Unit 7, page 59, exercise 6

- a** world's **b** a simple **c** close **d** single

### Unit 7, page 59, exercise 7

Students' own answers.

### Unit 7, page 60, exercise 1

- a** doing **b** do **c** make **d** make / do **e** make / do  
**f** made **g** made / make **h** did

### Unit 7, page 60, exercise 2

- 1 c 2 a 3 b

### Unit 7, page 60, exercise 3

- a** 3 **b** 4 **c** 1 **d** 2

### Unit 7, page 61, exercise 1

- a** had spent **b** had always had / had kept **c** was  
**d** had both been involved **e** had never done

### Unit 7, page 61, exercise 3

- b** They always had a good social life and kept in regular touch ...

- c** I'm not sure, but I suggest that ...  
**d** They were both/have both been involved ...  
**e** I never did paid/have never done work.

### Unit 7, page 61, exercise 4

- a** what **b** whether (or if) **c** if (or whether)

### Unit 7, page 61, exercise 5

- a** What is the secret of their healthy life?  
**b** Do you remember your wedding day?  
**c** Have you enjoyed your long life? (NOTE: NOT Did you enjoy ..., because that means the life is finished.)

### Unit 7, page 61, exercise 6

- a** I asked my grandparents how long they had been married.  
**b** I asked them if / whether they enjoyed spending time with each other.  
**c** They said they didn't argue about anything.  
**d** They said they were taking their grandchildren on holiday.  
**e** She asked them when they had first met.  
**f** She asked them if / whether they were enjoying married life.

### Unit 7, page 62, exercise 1

So you want to be a good colleague?

### Unit 7, page 62, exercise 3

- a** 2 **b** 4 **c** 5 **d** 1 **e** 3

### Unit 8, page 64, exercise 1

- 1  
**a** Students' own answers  
**b** (suggested answers) to find employment; to live closer to public services such as schools, hospitals and shops  
**c** (suggested answers) to escape pollution; to live a more relaxed life away from the crowded and busy city

### Unit 8, page 64, exercise 2

- a** 4 **b** 6 **c** 5 **d** 1 **e** 3 **f** 7 **g** 2

### Unit 8, page 64, exercise 3

- a** rural depopulation **b** elderly people; wealthy people

### Unit 8, page 65, exercise 4

- a** 'Depopulation' happens when people leave the countryside to look for work in cities. Their villages and farms are left empty, and no one wants to live in the country because there are few jobs there.  
**b** They are depopulated, therefore public services are poor and farms are deserted.  
**c** They become overcrowded and polluted.  
**d** Garrigues has a Mediterranean climate, is cold in winter, has low rainfall, was a successful agricultural area; crops are grown on higher ground and in river valleys; its olive oil was well-known.  
**e** to find work  
**f** Students' own answers.

### Unit 8, page 65, exercise 5

Students' own answers.

### Unit 8, page 65, exercise 6

Students' own answers.

### Unit 8, page 66, exercise 1

- a** 5 **b** 3 **c** 7 **d** 1 **e** 2 **f** 8 **g** 4 **h** 6

### Unit 8, page 66, exercise 2

- a** far and wide **b** nearest and dearest **c** odds and ends  
**d** pick and choose **e** hustle and bustle

### Unit 8, page 66, exercise 3

- a** natural **b** threaten **c** variety **d** peaceful **e** reminder  
**f** excitement

### Unit 8, page 66, exercise 4

- A** Did you enjoy the concert? (rise)  
**B** Which concert? (fall)

### Unit 8, page 67, exercise 1

- A** The school concert. (fall)  
**B** I didn't go. (fall)

### Unit 8, page 67, exercise 2

- a** whereas **b** In comparison with **c** On the other hand / prefer ... to **d** Instead of **e** less ... than

### Unit 8, page 67, exercise 3

- 1b** village life / city life **1c** village life / city life  
**1d** buildings / fields and trees **1e** farming now / farming in the past

### Unit 8, page 67, exercise 3 (suggested answers)

- b** City people often live in apartments, whereas country people usually live in houses.  
 City people often live in apartments. On the other hand, country people ...  
**c** Instead of shopping in supermarkets, like city people, country people often shop in small shops.  
 City people often shop in supermarkets, whereas country people ...  
 City people often shop in supermarkets. On the other hand,



country people ...

**d** Instead of buying vegetables from shops, like city people, country people often grow their own vegetables.

City people buy vegetables from shops, whereas country people ...

City people often buy vegetables from shops. On the other hand, country people ...

**e** In comparison with country people, who have friendly neighbours, city people often don't know their neighbours.

Country people often have friendly neighbours, but city people ...

**f** In comparison with country people, who have quite relaxing lives, city people often have stressful lives.

Country people often have quite relaxing lives, but city people ...

**Unit 9, page 70, exercise 1b** (suggested answers)

**A** In a factory using machines.

**B** Using an electronic oven.

**C** Using cranes and bulldozers and modern building machinery.

**D** In a factory using machines.

**Unit 9, page 70, exercise 2**

**Conversation 1** Musical instruments

**Conversation 2** Car repairs

**Conversation 3** Using a computer

**Unit 9, page 71, exercise 3**

**a** 4 **b** 4 **c** 1 **d** 2

**Unit 9, page 71, exercise 4**

**a** the maker **b** a guitar **c** the engine / the engine

**d** the CD / the band

**Unit 9, page 72, exercise 1**

**1** piano **2** tabla **3** accordion **4** violin

**5** flute **6** guitar **7** trumpet **8** oud

**Unit 9, page 72, exercise 2**

**a** blow **b** pluck / strum / bow **c** hit

**Unit 9, page 72, exercise 3**

**a** 3 **b** 1 **c** 4 **d** 2

**Unit 9, page 73, exercise 1**

**a** an instrument maker **b** no **c** the speaker's father

**d** an expert **e** no **f** the band

**Unit 9, page 71, exercise 5** Students' own answers.

**Unit 9, page 73, exercise 2**

In the first sentence, they were the builders of their own house. In the second sentence, a builder built their house. In the third sentence, they asked a builder to build a house for them.

**Unit 9, page 73, exercise 3**

**b** She didn't have it dyed. **c** She had it made.

**d** He's going to have it taken. **e** He didn't have it cut.

**f** He didn't have it painted. **g** He has it cleaned.

**h** We had them cut down.

**Unit 9, page 73, exercise 4**

**b** You can have your eyes tested.

**c** You can have your house painted.

**Unit 9, page 74, exercise 1a**

A biography is an account of a person's life written by another person. An autobiography is an account of a person's life written by that person himself or herself.

**Unit 9, page 74, exercise 1c** (suggested answers)

**personal details:** name, date of birth, age, place of birth

**physical description:** height, weight / build, hair colour

**family and early life:** family background, sisters / brothers,

housing, education, interests

**career:** qualifications, previous jobs, current job, future prospects

**personal life:** friends, marriage, children

**important dates:** school, higher education, jobs

**beliefs:** what is important in life; principles he / she lives by

**achievements:** sport, examinations, music, current and future challenges, etc.

**Unit 9, page 74, exercise 2a**

They are **all** included **except:**

• physical description

• beliefs

**Unit 9, page 74, exercise 2b** (suggested answers)

**paragraph 1:** family and early life

**paragraph 2:** early career

**paragraph 3:** the beginning of his new career

**paragraph 4:** his continuing success

**Review 3, units 7-9, page 76, exercise 1** (suggested answers)

**a** He said he had left his village because he had wanted to work in the city.

**b** I asked if / whether it had been easy to find work.

**c** He said it had been very easy. He had been offered two jobs in two days.

**d** I asked what he was doing.

**e** He said he was working for a large travel agency in the city centre.

**f** I asked when he started and finished work.

**g** He said he started at seven o'clock in the morning and finished at five in the evening.

**Review 3, units 7-9, page 76, exercise 2**

**b** Landline phones are fixed in one place whereas you can carry mobile phones around with you.

**c** Landline phones are large and heavy. In comparison, mobile phones are small and light. (OR Landline phones are large and heavy in comparison with mobile phones.)

**d** You can only talk to people on landline phones but you can also send text messages with mobile phones.

**e** Long conversations are more expensive on mobile phones than on landline phones.

**Review 3, units 7-9, page 77, exercise 3** (suggested answers)

They had the old chairs and tables taken away.

They had the air-conditioning serviced.

They had the windows replaced.

They had new furniture delivered.

They had the living room redecorated.

They had the electrical system checked.

They had the ceilings repainted.

**Review 3, units 7-9, page 77, exercise 4**

**a** do without **b** doing up **c** do away with **d** make up

**Review 3, units 7-9, page 77, exercise 5**

**a** aunt **b** father **c** made **d** do **e** bang **f** strum / pluck

**Review 3, units 7-9, page 77, exercise 6**

**a** far **b** bustle / peace **c** choose **d** tune **e** music **f** blows

**Project 3, page 78, Stage 1** (suggested answers)

**a** historical; natural wonders of the world; aspects appealing to tourists

**b** for English-speaking people; for any age interested in exploring other cultures

**c** Students' own answers

**d** Students' own answers

**e** Students' own answers

# Tapescript

## Unit 7

### 7.1

As part of the research I'm doing about the lives of the elderly, I've travelled all over the world. I started in Mexico where I met the world's oldest married couple, Alberto and his wife Maria Lopez-Garcia. Alberto is 100 and Maria is 99 years old. They have been married for eighty-six years, and have three sons and three daughters – the oldest is eighty-one years old. One of their sons told me that his parents had spent every day of their lives together since the day they got married. He said they had always had a good social life and had kept in regular touch with their family, friends and neighbours. I asked their son what the secret of their healthy life was. He said he was not sure, but suggested that it might be their very simple way of life. Apparently they eat corn and soup for every meal. He added that they had both been involved in farming for most of their lives. In other words they had had regular exercise. After that, I travelled to the south of India, where I met Sunil Narayanan who is 102 years old. Even now Sunil still works for six hours every day in the family shop. He knows his customers' names and says they are all close friends. I asked him whether he remembered his wedding day. He described in detail what he and his bride had worn that day and told me that after they were married they had both gone back to school to finish their studies. Sunil said that he had spent most of his life working as a fisherman. I asked him if he had enjoyed his long life – he said with a smile that he'd enjoyed every single day of it.

Finally, I went to China where I met the hundred-year-old May Chin. She told me that her husband had died twenty years ago, but said she was never lonely as she had 110 children, grandchildren and great-grandchildren. Mrs Chin said she still gets up every morning at six o'clock and cycles to the nearby village to buy food for the day.

### 7.2

- a One of their sons told me that his parents had spent every day of their lives together ...
- b He said they had always had a good social life and had kept in regular touch with their family, friends and neighbours.
- c He said he was not sure, but suggested that ...
- d He added that they had both been involved in farming for most of their lives.

- e Mrs Chin said she had never done paid work.

### 7.3

- a I asked their son what the secret of their healthy life was.
- b I asked him whether he remembered his wedding day.
- c I asked him if he had enjoyed his long life.

## Unit 8

### 8.1

- A Did you enjoy the concert? [rise]
- B Which concert? [fall]
- A The school concert. [fall]
- B I didn't go. [fall]

## Unit 9

### 9.1

#### 1

- A That's a beautiful guitar, where did you buy it?
- B I had it made specially for me by an instrument maker who lives near here.
- A Really? And when you say you "had it made", what do you mean?
- B Well, I went to the maker's workshop and told him exactly what I wanted.
- A And you can't do that with a shop-bought guitar, can you?
- B No, that's right. You see, my guitar is unique – no one else has got one like this.

#### 2

- A Can you give me a lift to the airport tomorrow?
- B No, sorry, I can't – I'm having the car repaired tomorrow.
- A Where do you take it to?
- B The little garage round the corner.
- A My father always used to repair his own car.
- B Things have changed now – car engines are much more complicated than they used to be. For instance, my car engine's controlled by a computer – if anything goes wrong I have to have it fixed by an expert.

#### 3

- A Listen to this new CD, Dad – I think you'll like it.
- B That's very good. Who is it?
- A It's my band. We all write our own songs and compose the music.
- B Where did you have it recorded?
- A We did it all ourselves on our home computer. It took over two months to record and mix, but it's much cheaper to do it yourself than going to a professional studio.

### 9.2

- a I had the guitar made specially for me by an instrument maker who lives near here.

- b I'm having the car repaired tomorrow.
- c My father always used to repair his own car.
- d If the engine goes wrong, I have to have it fixed by an expert.
- e Where did you have it recorded?
- f We all write songs and compose music.

# Activity Book Answer Key

## Module 3 Lifestyles

### Unit 7

#### Reading

1

- a 5
- b 7
- c 1
- d 3
- e 2
- f 4
- g 6

2

Para 1 E

Para 2 F

Para 3 A

Para 4 D

Para 5 C

(Summary B is not needed.)

3

- a babies
- b elderly (old) people
- c concentrate
- d batteries

#### Vocabulary

1

- a A make  
A make  
B made / do
- b B (I)'m doing  
B do
- c A do

2

- a do without
- b made up
- c do up

#### Grammar

1

- b Deema asked Ruba where she was going.  
Ruba said / replied that she was going to visit her cousins in the next town.
- c Bashaar asked Rakan if he could take him to the airport the following day.  
Rakan asked Bashaar what time he had to be there.  
Bashaar replied that he had to be there at four o'clock in the afternoon.
- d Laila asked Fadia if she had enjoyed her holiday.  
Fadia said that it had been very relaxing.  
Laila asked (Fadia) when she had got back.  
Fadia replied that she had got back very late the previous night because their plane had been delayed.
- e Hani asked Amer if he had seen his briefcase.  
Amer said he hadn't and asked Hani when he had last had it.  
Hani said he had brought it home from work the previous day, and added that he hadn't seen it since.

2

- b I slept for ten hours last night.
- c (Please) Can I go out with my friends?
- d Would you like to come (go) swimming with me?
- e I'm enjoying my new job.

#### Writing

1

- A 2 Keep moving to keep fit
- B 3 Enjoy your food and stay healthy
- C 1 Thinking is good for you
- 2 3 4 Students' own answers

### Unit 8

#### Reading

1

- a Damascus 5 million; Brasilia 2.5 million
- b government offices; embassies; banks; financial institutions
- c Unlike Damascus, Brasilia is not the main cultural or economic centre of Brazil. Damascus is the most populous city in Syria, while the population of Brasilia represents only a tiny fraction of the population of Brazil. Damascus has been inhabited for thousands of years and has a rich history whereas Brasilia is a completely new city and was built in the 1950s.
- d Students' own answers

2

- a 6
- b 5
- c 2
- d 4
- e 3
- f 1

3

- a residential
- b Capital / government
- c administrative
- d industrial
- e financial

4

- a D
- b D
- c both
- d D
- e B
- f B

5 Students' own answers

#### Vocabulary

1

- a roar
- b dripping
- c splash
- d screams
- e tick

- 2  
**a** pick and choose  
**b** hustle and bustle  
**c** odds and ends  
**d** far and wide  
**e** nearest and dearest

**Grammar**

- 1  
**a** In comparison with / Whereas  
**b** instead of / but

- 2  
**a/2** Damascus is the largest city in Syria, but Brasilia is small compared with cities like Rio de Janeiro.  
**b/1** Brasilia is not the major cultural and economic centre of Brazil, whereas Damascus is the cultural and economic hub of Syria.  
**c/4** Brasilia was designed by an architect in the 20th century, while Damascus developed naturally over thousands of years.  
**d/3** Brasilia is a very modern city and although Damascus is a very old city, there are modern areas with many new buildings.

**Writing**

- 1  
 Description A      Picture 2  
 Description B      Picture 3  
 Description C      Picture 1

- 2  
 • **location**  
 (is located in a village two kilometres from the sea) / is situated on the outskirts of a medium-sized town / is located in a residential area in the suburbs of a large city  
 • **description**  
 (architect-designed) / tiled (roof) / shady / colourful / well looked after / luxurious / two-storey / modern / medium-sized / large / flat (roof) / painted / residential / small / (recently) planted / low (wall) / quiet  
 • **parts of the buildings**  
 (storeys) / roof / ground floor / first floor / garden / swimming pool / balconies / windows / wall  
 • **natural features**  
 (trees) / lawn / shrubs / hedges  
 3 Students' own answers

**Unit 9**

**Reading**

- 1  
**a** 1  
**b** 4  
**c** 5  
**d** 3  
**e** 2  
 2  
**a** Because of its long history of interaction with different civilisations; because of its location at the crossroads of several ancient trading routes.  
**b** By globalisation; by cheaper, mass-produced goods from abroad.  
**c** They date to the Bronze Age, around 3000 BCE and give historians information about the way ancient people lived.  
**d** Students' own answers  
 3  
 The following statements are NOT true:  
**a** B  
**b** C  
 4  
**a** trade  
**b** preservation / traditional  
**c** evidence / civilisations  
 5 Students' own answers

**Vocabulary**

- 1  
**a** You have to blow it.  
**b** You can either pluck or strum it.  
**c** They are both made of wood.  
**d** This is a percussion instrument.

- 2  
**a** face the music  
**b** blows his own trumpet  
**c** changed his tune  
**d** drummed into

**Grammar**

- 1  
**b** had it built  
**c** have them made  
**d** have them serviced  
**e** have a tooth taken out / have a tooth filled  
**f** have them mended  
**g** had it taken  
 2  
**b** No, we had them planted.  
**c** No, I'm going to have it serviced.  
**d** No, I'll have to have it tested (for me).  
 3  
**a** *its* refers to Syria  
**b** *them* refers to traditional crafts  
**c** *it* refers to metal

**Writing**

- 1 Students' own answers  
 2 Students' own answers



## TEST 3

## Reading

1

- 1 my
- 2 from
- 3 to
- 4 was
- 5 got
- 6 Of
- 7 can
- 8 has
- 9 me
- 10 so
- 11 used
- 12 but

2

- a on a farm in the country, in the middle of nowhere
- b 10 kilometres
- c to go to university
- d His new life was exciting, challenging, and very varied. He got to know a lot of new people and went to many places.
- e It can be stressful, and there is a lot of noise, traffic and crowds of people.
- f He hasn't got a car / He doesn't drive.
- g It's very quick (especially in comparison with long journeys in the country).
- h He doesn't know. He thinks he may want to go back one day.

3 Students' own answers

## Grammar and vocabulary

1

- a I asked him what his name was.  
He said it was Samer.
- b I asked him where he lived.  
He said he lived in the city centre.
- c I asked him where he had lived before that.  
He said he had lived in the country.
- d I asked him if / whether he had enjoyed living there.  
He said he had / he'd enjoyed it / living there most of the time.
- e I asked him if / whether he was married.  
He said he wasn't (married) yet, but that he was getting married next / the following month.
- f I asked him what his job was.  
He said he was a lecturer.
- g I asked him if / whether he worked in a college  
He said he didn't. / He said he worked in a university.
- h I asked him what subject he taught.  
He said he taught economics.

2

- a whereas / but
- b In comparison with
- c in comparison with
- d but
- e Whereas

3

- b No, he had it taken out.
- c No, they're going to have it built.
- d No, I had it put up.
- e No, I'll / we'll have them cut down.
- f No, she had them taken.

4

- a do it up
- b make up
- c do away with
- d made
- e splash
- f do
- g strumming
- h quiet
- i tune
- j wide

5

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>a daughter</li> <li>b whistle</li> <li>c do away it</li> <li>d mother</li> </ul> | <ul style="list-style-type: none"> <li>✓ sister</li> <li>bustle</li> <li>do without it</li> <li>father</li> </ul> |
|---|---|

## Writing

1 Students' own answers

# Achievements



Students' Book pages 80-81

## Opener (5-10 mins)

Tell the students that these pages show them what they will be doing in the fourth module. Ask them to read the title (*Achievements*) and look at the pictures.


Put them into groups of three and ask each group to choose one of the pictures. Give them five minutes to write down all the words they know which are connected to their picture. These could be words for items that they can actually see in the pictures, or more abstract words which the picture suggests to them.

When the time limit is up, ask the various groups to share their ideas with the class. Write suggestions for each picture on the board.

Ask students to discuss the questions in the Students' Book and note down their ideas for each one. Invite different students to share their ideas with the class, giving their reasons where possible.

Students' Book page


# Achievements



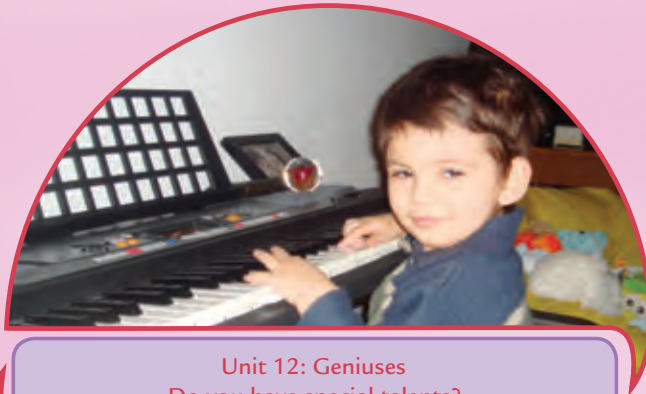
Unit 10: Record breakers  
How far can you push yourself?



Unit 11: Future projects  
How has technology changed our lives?



80



Unit 12: Geniuses  
Do you have special talents?



**Key words**

Unit 10: exceptional, prestigious, rivalry, dedication, aspiring, determination, record breaker, challenge, elite

Unit 11: construction, dam, disrupt, divert, forcibly, inefficiency, lock, purpose, reservoir, technology

Unit 12: barber, champion, demonstrate, digit, genius, outstanding, talent, theory, title

**Outcomes**

You will be able to:

- ▶ solve logical problems
- ▶ talk about past and present actions and experiences
- ▶ listen for specific information
- ▶ make difficult choices
- ▶ present ideas and suggestions
- ▶ write a report about technological changes

# Record breakers

## MODULE 4: Achievements

### Lessons 1 and 2

#### Overview

**Outcomes** To talk about the Tour de France cycling competition; to read about a record-breaking cyclist

**Language focus** Reading for gist and for detail

**Materials** Students' Book pages 82-83; reference books and / or access to the Internet (for extension); dictionaries (optional)

#### Discuss

### 1 (20-25 mins)

Ask the students to spend a few minutes studying the photographs and question **a**. Then invite them to suggest possible difficulties the cyclists may have to face. Ask them to consider how the landscape of the pictures might affect the race.

Then put them in pairs to discuss questions **b** and **c**. Go round and listen and tell them your own ideas if you wish.

When they are ready, invite different students to report their ideas to the class and encourage a short class discussion. Write useful vocabulary on the board.

#### Extension

Ask the class to think about famous sporting events (not necessarily cycling). Put them in small groups to choose a famous sporting event and note down what they know about it. Encourage them to use reference books and the Internet to find out more about it. Ask them to keep their notes for later use.

#### Read

### 2 (10 mins)

Ask the class to match **a** with its meaning, then allow time for the students to complete the task in pairs. Encourage the use of dictionaries if possible.

#### Factfile

Put students in pairs (A and B). Ask them to look at the factfile. Student A reads the first three facts and covers up the rest, and student B reads the other two, covering the first part of the factfile. Tell them to check new words in the dictionary, and/or explain them.

Students then use the information to make 'quiz questions' – e.g. when did the Tour de France competitions begin? The competition began in 1903.

Students then close their books and ask and answer quiz questions, either in pairs or as a class activity.



#### Students' Book page

UNIT  
**10**

## Record breakers

### MODULE 4: Achievements

<p><b>Grammar</b> Giving background information on past events Past perfect simple and continuous</p> <p><b>Vocabulary</b> Phrasal verbs with <i>come</i> Adjectives with <i>a-</i>: <i>afraid</i> Description in stories</p>	<p><b>Reading</b> Reading for gist and specific information Text referencing</p> <p><b>Listening</b> Listening to answers</p> <p><b>Speaking</b> Making difficult choices</p> <p><b>Writing</b> A response to an advert</p>
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**Discuss**

1 Look carefully at the photographs of the Tour de France and discuss these questions.

- What difficulties do you think these cyclists have to face during the competition?
- What qualities do you think you would need to compete in a race like this?
- Have you ever participated in a very challenging competition? What was it like?

**Read**

2 Match each word with its correct meaning. Use a dictionary to help you or to check your answers.

a elite	d spectacle
b rival	e aspiring
c eventual	f dedication

- a public display
- hoping or aiming for a certain thing
- group containing the best / most skilled / most experienced
- showing commitment to a cause
- a direct opponent in a particular field
- occurring at the end of a series of events

**Factfile**

- The Tour de France is an annual bicycle race in France.
- The competition began in 1903 and has taken place almost every year since then.
- The race covers more than 3,600 km around different areas of France.
- Over 200 racers compete in the race each year.
- The winner of each stage is awarded a "yellow jersey", a special shirt which they wear the following race day.

82



**3 (10 mins)**

Allow time for the students to read the article and note down any ideas which are the same as the ones they discussed in **1b**. Go round and explain any new words, making a note of them to check with the whole class later.

When they are ready, invite several different students to tell the class anything from the article that they had predicted.

**Extension**

Ask the students to read the article again. Then put them in pairs and ask them to prepare six questions for Bernard – the questions must all have their answers in the text (e.g. *Why did you start cycling? How did you feel at the end?* etc.).

Students EITHER role play an interview with Bernard OR write a dialogue between an interviewer and Bernard.

Go round and check, then invite two or three pairs to perform their roleplays or read out their dialogues to the class.

**Check your understanding****4 (10 mins)**

Remind the students of the text about Bernard Hinault and allow time for them to read it again.

Read out the first sentence and ask the students to tell you if it is true or false. Then put them in pairs to complete the task, referring back to the text as necessary.

Go round and offer help where needed.

**5 (10 mins)**

Read out the first sentence and ask the class to suggest an explanation (e.g. *Hinault and Lamond were both excellent cyclists*). Then allow time for the students to discuss **a** and **b** with a partner. Go round and offer suggestions if necessary.

**Think and speak****6 (15-20 mins)**

Read out the two questions. Put the students in pairs and EITHER ask them to discuss both questions OR choose one of the questions to discuss. Go round and listen, offering prompts if necessary and adding your own ideas if you wish. When they are ready, invite different students to report back their ideas to the class. Do the other students agree with them?

**Lesson 3**

Activity Book pages 61-62, Reading

Activity Book answer key page 131

**Students' Book page****Record breakers 10**

- 3** Now read a report about one man's triumph in the Tour de France. How many of the qualities you discussed in question 1 are mentioned in the report?

**Triumph in the Tour de France**

For over ten years in the 1970s and 80s Bernard Hinault, a very talented French sportsman, dominated the world of cycling. One of the fastest cyclists of his generation, he won over 200 races during his exceptional career and broke numerous records. He is the only rider to have finished either first or second in every Tour de France which he completed, and won 28 individual stages in the month long race. By the time he retired, he had worn the prestigious 'Yellow Jersey' – one of cycling's most sought after prizes – for over 50 days in total, and had secured his place as one of the best cyclists in the world.

During his career Hinault gained the nickname 'the badger' on account of his reputation for being extremely competitive and dedicating himself fully to each race. A famous rivalry existed between Hinault and another elite cyclist, Greg Lamond. During the 1986 Tour de France, the two men fought continuously to win the championship, with Lamond emerging as the eventual winner.

Following his retirement in 1986, Hinault did not lose any of his dedication to the world of cycling. To this day he is heavily involved in many high profile cycling events, and is often seen on the stage at awards ceremonies. Hinault has written several books telling the story of his rise to success; they also include details of the difficulties he had encountered on the way: the crashes, injuries and problems. As one of the best cyclists the world has ever seen he was encouraged to write a book for aspiring professional cyclists, giving them tips and realistic advice about how to reach the top. His story shows that becoming the best in any field is a challenge that requires a lot of determination and dedication.

**Check your understanding**

- 4** Some of these sentences include incorrect information. Rewrite the incorrect ones, then read the report again to check your answers.
- Bernard Hinault won over 300 races.
  - Hinault won the Tour de France in 1986.
  - Cyclists risk crashes and injury during races.
  - Hinault is an aspiring professional cyclist.
- 5** Suggest explanations for these extracts from the report.
- A famous rivalry existed between Hinault and another elite cyclist, Greg Lamond.
  - To this day he is heavily involved in many high profile cycling events, and is often seen on the stage at awards ceremonies.

**Think and speak**

- 6** Discuss these questions with other students.
- What kind of preparations do people have to make before they compete in prestigious sporting events like the one you have read about?
  - Would you be interested in doing something as physically demanding as Bernard Hinault and other top sportsmen? Which sport would you choose? Why?

## Lesson 4

### Overview

**Outcomes** To use phrasal verbs with *come* and adjectives beginning with *a-*; to practise pronunciation

**Language focus** Phrasal verbs with *come*, e.g. *come out*, *come across*; adjectives beginning with *a-*; intonation patterns

**Materials** Students' Book page 84; cassette

### Vocabulary

#### Phrasal verbs with *come*

##### 1 (10 mins)

Read out sentence **a** and ask the students to find the correct meaning of *came out*. Allow time for the students to complete the task and then put them in pairs to compare answers. Point out that *come up* appears twice, with different meanings.

#### Adjectives beginning with *a-*

##### 2 (10-15 mins)

**a** Read out the explanation and then complete **a** as a class activity.

**b** Read out the instructions and check that the students understand. Then allow time for them to complete the task in pairs. Go round and check.

#### Pronunciation: Intonation patterns (2)

##### 3 (5-10 mins)

Read out the explanation and the instructions, then play the first question and answer. Ask the students to decide whether the answer is sure or unsure and to note down their answer. Then play the remaining conversations, pausing after each one for the students to write sure or unsure.

Play the recording again and then check their answers.

**Tapescript 10.1 - see page 130**

##### 4 (5-10 mins)

Read out the instructions, then play the first question. Choose a student to answer it – it doesn't matter if their answer is right or wrong! Ask the class if the answer sounded sure or unsure.

Play the remaining questions, pausing after each one for the students to say the answer to their partners. Do they sound sure or unsure?

Finally, play each question again, and choose different students to answer it. Ask the class if they sound sure or unsure – then ask them to check the answer by looking in the text. Were they right or wrong?

**Tapescript 10.2 - see page 130**

## Quote

Ask students if they have heard of Lance Armstrong (another famous cyclist). What assumptions about his character can we make from this quotation?

He seems to be fearless and determined. He suggests that if we never try we will never succeed.

**Background:** Lance Armstrong is a famous cyclist, born in America in 1971. He is one of the most successful cyclists ever to have competed and has won the Tour de France seven consecutive times, between 1999 and 2005. He famously made a full recovery from cancer and is now the chairman of a charity that raises money for cancer care and research. Armstrong has written several books documenting his eventful career.

**Activity Book page 62, Vocabulary**

**Activity Book answer key page 131**

### Students' Book page

#### Vocabulary

##### Phrasal verbs with *come*

##### 1 Match the verbs underlined in these sentences with the correct meanings 1-7 below.

- It had been cloudy all morning, but in the afternoon the sun came out.
- As we were walking up the mountain, we came across a small camp site.
- Come over when you're next in town.
- After she fell and hit her head on the ice it was ten minutes before she came round.
- A job has come up at the polar research centre – I may apply for it.
- I wish the price of petrol would come down.
- When I was talking to my brother yesterday, your name came up several times.

##### Meanings

- |                             |                                     |
|-----------------------------|-------------------------------------|
| 1 visit                     | 5 was mentioned                     |
| 2 become available          | 6 recovered after being unconscious |
| 3 appeared / became visible | 7 found by chance                   |
| 4 fall / decrease           |                                     |

##### Adjectives beginning with *a-*

##### 2 Some adjectives beginning with *a-* cannot be used in front of a noun.

For example, we can say: *The frightened boy*, but not *The afraid boy*. If we want to use *afraid*, we have to say: *The boy was afraid*.

- a** Match adjectives beginning with *a-* (List A) with other adjectives which have the same meaning (List B) which can be used in front of nouns.

- |   |
|---|
| <b>A</b> afraid alight alike alive asleep           |
| <b>B</b> burning frightened living similar sleeping |

- b** Complete as many of these sentences as you can using words from list A. If you can't use list A, use an alternative from list B.

- The fire had started when everyone in the house was .....
- In less than ten minutes the whole building was .....
- The family escaped, but the parents had to calm their ..... children.
- Some people had minor burns, but fortunately everyone was still .....
- The police suspected a crime as there had been four..... fires in the previous month.

##### Pronunciation: Intonation patterns (2)

- 8** (10.1) You are going to listen to answers given to five quiz questions. Decide whether the people are sure of their answers or not.

- 9** (10.2) Work with a partner. You are going to take turns to answer some more quiz questions about Bernard Hinault's career.

If you know the answer, make your voice sound sure. After each answer, your partner should say whether you sound sure or unsure.

**Quote** "If you worried about falling off the bike, you'd never get on."  
Lance Armstrong, cyclist

## Lesson 5

## Overview

**Outcomes** To talk about cycling competitions; to explain background information

**Language focus** Past perfect simple and continuous

**Materials** Students' Book page 85

**Grammar reference** Activity Book Grammar file pages 83, 87

## Grammar

## Giving background information

## 1 (15-20 mins)

Read out sentence 1, pausing for the students to tell you **a** the verb tense and **b** the main verb event behind this background information. Then put the students in pairs to discuss sentences 2-3 in the same way. Go round and offer help where needed.

## 2 (15-20 mins)

Read out the first sentence and the explanation given as an example. Then put the students in pairs to complete the task. Go round and listen, making corrections if necessary.

## 3 (15-20 mins)

Read out the two situations and the example explanations. Then put the students in new pairs and ask them to discuss and write down further background information for each situation, using the past perfect and / or the past perfect continuous. Go round and listen, making suggestions if necessary.

## Lesson 6

Activity Book page 63, Grammar

Activity Book answer key page 131

## Students' Book page

## Record breakers 10

## Grammar

## Giving background information Activity Book Grammar file pages 83, 87

## 1 Read extracts 1-3 below from the report about Bernard Hinault and answer these questions.

- Which verb tense is used in all these extracts?
  - Which main verb event do they provide background to?
- He had worn the prestigious 'Yellow Jersey'.
  - He had secured his place as one of the best cyclists in the world.
  - They include details of the difficulties he had encountered on the way.



## 2 Suggest explanations for these facts about Hinault's career, using the words in brackets. Make sentences using verbs in the past perfect simple or the past perfect continuous.

- From a young age, Hinault was dedicated to his training programme.  
(always / want / be / cyclist)  
He had always wanted to be a cyclist.
- At the start of his career in the 1970s, Hinault made a sponsorship deal with a top bicycle company.  
(the company / see / great potential / in the young rider)
- After each victory, Hinault did not take all the credit for himself.  
(a brilliant team / support / him / throughout)
- When he did not win the Tour de France in 1986 Hinault decided to retire.  
(lose / to his greatest rival)
- After retirement he started writing books.  
(learn / many things / during his career)



## 3 Working with a partner, discuss what might have happened leading up to these events and then write sentences using verbs in the past perfect simple or continuous. (You will need to use your imagination.)

- By 1978, Eddy Merckx had broken more records than any other cyclist in history. Before he retired his victories included 35 stages of the Tour de France and 11 Grand Tour victories – the most prestigious races in cycling.
- In 1986 Michael Asher was the first westerner to cross the Sahara Desert from west to east on a camel. Before he set off on his journey across the Sahara, Michael Asher had probably learnt how to ride a camel.



## Lesson 7

### Overview

**Outcomes** To discuss what to do in an emergency

**Language focus** Conditional tenses

**Materials** Students' Book page 86

### Speaking Making difficult choices

#### Introduction The situation

##### 1 (15-20 mins)

Ask the students to read the scenario in small groups and discuss how they would react. Go round and listen, supplying new words as necessary.

Then invite two or three students to tell the class how they would react. Allow a short class discussion.

#### Discussion

##### 2 (15 mins)

Ask the students to look at the pictures and choose the six items that Omar and Mazen should take with them. At this stage they should work on their own. Suggest that they number them in order of importance, and note down reasons why they consider them to be important.

**a, b and c** Put the students in groups. Read out the instructions, then allow time for them to make their six choices. Remind them to refer to the *Useful Language* box.

Go round and listen; offer prompts where necessary and your own ideas if you wish. Make sure they are using some of the language in the *Useful Language* box.

When they are ready, invite three or four students to report their ideas back to the class and invite the class to comment.

Finally, have a class vote for the six most important items.

### Extension

In pairs or small groups, students prepare another list of six items, this time using their own ideas as well as the ideas on the page. Tell them to number the items in order of importance, and be ready to explain their reasons.

EITHER put pairs or groups together to discuss each other's lists OR ask each pair or group to report back to the class, and have a class discussion.

Finally, have a second class vote for the six most important items. How does the result compare with the original list?

### Students' Book page

#### Speaking Making difficult choices

##### Introduction The situation

###### 1 Read the scenario. How would you react if you were in this situation?

Omar and Mazen are driving across the Syrian desert in their 4x4 vehicle when a sandstorm, very common in the area, blows up. There is nothing they can do about the weather and unfortunately sand gets into the engine. Despite their best efforts, the engine simply will not start and so they are forced to change their plans.

- 5 The two men are still 30 kilometres away from their destination, that is around 12 hours walking. They know that it is located to the north. However, they are forced to abandon the car and continue the journey on foot, carrying all that they can with them. They have supplies in the car but can only take with them what will fit in their backpacks.

- 10 The weather is extremely hot, making walking by day very difficult, but they are in good health and fit enough to walk 30 kilometres under normal conditions. In contrast, the desert is very cold at night and temperatures can become dangerously low. The two men have some difficult decisions to make.

Each has room in his bag for three items, and has to choose from the 11 items they have in the car ...

#### Discussion

###### 2 Look at the illustration. Make a list of the six items that Omar and Mazen should take with them for the rest of their journey.

- a** With a partner compare individual lists. Which items are on both lists?  
**b** Make a final list of the six items that they should pack. Give a reason why you have chosen each item.  
**c** Using information in the text, try to persuade your friend that your choices are the right ones. Use expressions from the *Useful Language* box on page 87.





## Lesson 8

## Overview

**Outcomes** To discuss a response to an advert; to write a response to an advert

**Language focus** Conditional tenses

**Materials** Students' Book page 87

## Writing A response to an advert

### 1 (10-15 mins)

Ask the students to read the advert on page 87. Explain that the advert is asking for companions to accompany the Syrian Adventure Club mountaineers on their next expedition. Ask students to tell you how the advert grabs the reader's attention.

#### Suggested answers:

Bold heading; rhetorical questions; informal tone; directly addresses the reader.

## Discussion

### 2 (15 mins)

**a** and **b** In small groups students read and discuss the questions. Go round and help as necessary. After a few minutes, bring the class together and ask a few students for their ideas. Encourage other students to contribute. You could ask the class to vote on what they think are the most important skills and personality types needed for this expedition and what lessons they would learn.

### 3 (20 mins)

**a** Basing their answers on the ideas discussed in **exercise 2**, students should write a reply including any of the positive personality traits or skills they have which would be helpful for the expedition. Go round and offer help where necessary.

**b** and **c** Students check their work for errors then exchange it with another student. They then comment on each other's work. Students could redraft their work at this point, if they wish.

## Extension

If there is time, ask a few students to read their replies. The class can comment on them and vote on which reply they think is best. They can even decide which student has won the competition.

## Lesson 9

Activity Book pages 64-65, Writing

Activity Book answer key page 131

### Students' Book page

Record breakers 10

#### task

You are going to write a response to an advert for a place on a Syrian expedition to the summit of Mount Everest.

## Writing A response to an advert

- 1 Read the advert below. The advert is from an imaginary society called the Syrian Adventure Club. How does the advert grab your attention?

### DO YOU HAVE WHAT IT TAKES?

Are you the kind of person who loves a challenge?

Do you crave adventure and excitement?

Do you long for the chance to prove yourself?

If the answer to these questions is 'Yes' then you could be just what we're looking for. The Syrian Adventure Club, along with its team of experienced mountaineers, is planning a challenging and arduous expedition to the summit of Mount Everest and we're looking for motivated, strong-willed individuals to assist us. This is the chance of a lifetime to experience one of the planet's most magnificent environments and to take part in an amazing feat of human endeavour. If you think you have what it takes, please write, telling us why you should be chosen for this expedition, what skills and attributes you will contribute, and how you will cope with the huge effort such an expedition entails.

Replies should be about 200 words.  
Expeditions Manager, Syrian Adventure Club

## Discuss

- 2 Read the advert again and discuss these questions in small groups.
- What type of personality and skills do you think are important for this challenge?
  - What do you think you would learn from the expedition?
- 3
- Write your reply in about 120-150 words.
  - Check your letter for grammar, punctuation and spelling errors. Exchange letters with a partner and discuss both. What is good and bad about your partner's reply?
  - What suggestions do you have for improvement?

### USEFUL LANGUAGE

**Explaining a choice**  
I'd take the ... because ...  
We really need the ... to (+ verb)

**Presenting arguments**  
Would it be a good idea to take ...?  
It might be a better idea to take ...  
If we don't take the ..., X might happen.

**Agreeing and disagreeing**  
I agree.  
Yes, you're right.  
Okay, I see what you mean, but I don't agree.  
I don't agree. I don't think we'd ever use the ...  
Why don't we leave the ... and take the ... instead?

# Future projects

## MODULE 4: Achievements

### Lessons 1 and 2

#### Overview

**Outcomes** To talk about major engineering / building projects

**Language focus** Vocabulary connected with engineering and building projects

**Materials** Students' Book pages 88-89; cassette; dictionaries

### Part 1: Irrigation projects

#### Discuss

#### 1 (20-25 mins)

On the board, write these words: *reservoir*, *dam*, *lock*. Ask the students to look at photographs 1 and 2 and locate these items. Then put them in pairs to discuss questions **a**, **b** and **c**. Go round and listen, providing new vocabulary and adding your own ideas if you like. Then ask different students to report their ideas back to the class.

**d** Now ask the students to look at photograph 3. Read out the question and invite suggestions. Accept all reasonable ideas, and tell them they will find out the correct answer later.

#### Students' Book page

## Future projects

### MODULE 4: Achievements

#### Grammar

Talking about processes (modal verbs in passive constructions)

#### Vocabulary

Formal words and informal equivalents  
Word families

#### Reading

Reading a report

#### Listening

Listening for gist and specific information

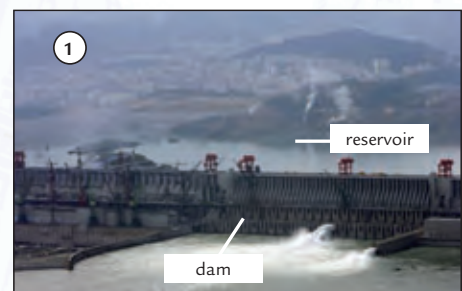
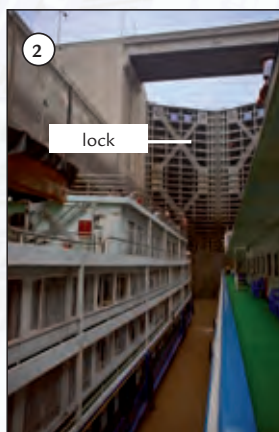
#### Speaking

Discussing recent technological changes

#### Writing

A report about technological changes

### Part 1: Irrigation projects



#### Discuss

1 Look at the photographs and discuss these questions with a partner.

- What is the purpose of the dam?
- How does it work?
- What is the purpose of the lock?
- Why do you think the buildings in photograph 3 have been destroyed?

**Listen****2 (15 mins)**

Read out the information and the instructions. Then allow time for the students to complete the task, using dictionaries. Then put them in pairs to compare answers.

**3 (15 mins)**

Play the recording straight through, then ask the class to consider the question. (*It gives the answer to question 1d: the houses were destroyed to make way for a new reservoir created by the construction of a new dam.*)

Tapescript 11.1 - see page 130

**Check your understanding****4 (15-20 mins)**

Play the recording, pausing to allow time for the students to note down True or False. Play the recording again for them to check, then put them in pairs to compare answers.

Check their answers, then play it again.

Tapescript 11.1 - see page 130

**5 (10 mins)**

Read out the first sentence and ask the class what it refers to. Then ask the students to complete the task in pairs.

**Think and speak****6 (15-20 mins)**

EITHER ask half the class to discuss question **a**, in pairs, and the other half to discuss question **b** OR ask all the students to discuss both questions with their partners.

Go round and listen, adding your own ideas if you wish.

Ask different students to report their ideas back to the class, and allow comments and further discussion.

## Students' Book page

## Future projects 11

**Listen**

**2** You are going to hear a talk about the subject of the photographs. Before you listen, match these words from the recording with their meanings. Use a dictionary to help you or to check your answers.

- |                |   |
|----------------|---|
| a construction | 1 to change the route of a road or river  |
| b disrupt      | 2 by force, against one's will  |
| c divert       | 3 a short section of a river or canal with gates which allow ships to move to a higher or a lower level |
| d forcibly     | 4 the building process, usually of a large structure  |
| e lock         | 5 a large natural or man-made lake for collecting and keeping water                                     |
| f reservoir    | 6 to upset / disturb / interrupt in a negative way  |

**3** (11.1) Now listen to someone giving a talk. Which questions in 1a-d does the speaker give answers to?

**Check your understanding**

**4** (11.1) Listen again and decide whether these statements are True or False according to the speaker.

- The Yangtze is the longest river in China.
- Almost two million people had to leave their homes so that the dam could be built.
- The course of the river was changed in 1999.
- The dam itself is one-and-a-half kilometres wide.
- The reservoir is 50 kilometres long.
- The first estimate of the cost of the project is more or less accurate.
- Not everyone is happy about the building of the dam.

**5** What do the words in *italics* in these extracts from the talk refer to?

- When *it* is completed, *it* will be the largest hydroelectric dam in the world.
- The people living in communities along the banks of the Yangtze were moved to other places because *their* homes were in an area ...
- The dam itself, *which* was completed in 1998, ...
- In addition to *these* problems, many people are very angry about ...

**Think and speak**

**6** Discuss these questions in pairs or groups.

- Why do you think the final cost of large projects like this is often much higher than the original cost? Think about the Olympic Games, the World Cup, new airports, new power stations. For example, the original cost of the dam was estimated at \$25 billion, but by the time it is completed this could have risen to \$75 billion or more.
- What do you think about the fact that historical and archaeological sites were destroyed when this dam was built?

**Lesson 3**

Activity Book pages 66-67, Reading

Activity Book answer key page 131



## Lesson 4

### Overview

**Outcomes** To practise using formal language

**Language focus** Formal and informal language; word families, e.g. *construct*, *construction*

**Materials** Students' Book page 90; dictionaries (optional)

### Vocabulary

### Formal / informal

#### 1 (20-25 mins)

**a** Remind the students of the talk about the Three Gorges Dam; if you wish you could play it again. Explain that the vocabulary used is quite formal; words **1–8** in the list are all words from the talk, and words **A–H** are their less formal equivalents.

Put them in pairs to match the words. Go round and help where needed; encourage the use of dictionaries if possible.

**b** Ask the students to copy the incomplete sentences into their notebooks, and do the same on the board. Then ask them to complete the missing words, using the correct form of words from **a**. Tell them to choose whether the sentence requires a formal or less formal word.

When they are ready, put them in pairs to compare answers, and allow time for them to adjust their answers if they wish to.

### Word families

#### 2 (10 mins)

Read out the first sentence in **a**, pausing at each gap for the students to supply the correct form of the verb in brackets (*construction ... destruction / historic*). Then ask them to complete the task alone. Put them in pairs to compare answers.

Activity Book page 67, Vocabulary

Activity Book answer key page 131

### Students' Book page

### Vocabulary

### Formal / informal

#### 1 The talk about the Three Gorges Dam is in quite formal English.

**a** Match these words with a more informal word or phrase.

- |               |                |
|---------------|----------------|
| 1 complete    | A beginning    |
| 2 construct   | B move forward |
| 3 entire      | C ready to use |
| 4 extend      | D build        |
| 5 inception   | E place        |
| 6 operational | F stretch      |
| 7 progress    | G finish       |
| 8 site        | H whole        |

**b** Now complete these sentences with the correct form of an appropriate word from **1a**. Decide whether to use the formal or the informal word.

- 1 The new government computer system is not expected to be fully ..... until the end of the year.
- 2 When I was a child, I used to love ..... tree houses.
- 3 Tomorrow, I'm planning to spend the ..... day on the beach.
- 4 As part of their holiday, tourists will visit many important archaeological .....
- 5 By the time they'd ..... their homework, it was time for bed.
- 6 In the twelve months since its ....., the new tax system has raised £9 million.

### Word families

#### 2 Complete these sentences with words derived from the words in brackets.

- a The ..... (construct) of the dam involved the ..... (destroy) of many ..... (history) buildings.
- b The date for the ..... (complete) of the dam project is 2009.
- c The cost of the dam project has risen partly because the ..... (build) have worked very slowly and partly because of ..... (inefficient).



## Lesson 5

## Overview

**Outcomes** To talk about processes

**Language focus** Past passive modals

**Materials** Students' Book page 91; dictionaries (optional)

**Grammar reference** Activity Book Grammar file page 88

## Grammar Talking about processes (2)

### 1 (20-25 mins)

Ask the students to copy and complete the sentences in their notebooks. Go round and make corrections if necessary. Then tell them to check their answers with those of a partner.

### 2 (25-30 mins)

Read out questions **a** and **b**. Students discuss them in pairs then write down their answers. Discuss answers with the whole class.

## Students' Book page

## Future projects 11

## Grammar Talking about processes (2) Activity Book Grammar file page 88

### 1 Complete these sentences, choosing the correct modal verbs.

- Large areas of land (could / had to) be flooded when they were building the Three Gorges Dam.
- Work on the dam (could / must) not be started until the Yangtze had been diverted.
- The locks were built so that the Yangtze (could / had to) still be used by ships.
- Unfortunately many of the historical sites (could / might) not be saved when they built the dam.
- Protestors are demanding that people who had to leave their homes (could / must) be given new homes and compensation.

### 2 Work with a partner. Discuss these questions and then write your answers.

- Think of something new that was built recently in your town or city. What had to be done before it could be built? How has it changed the area?
- Think about a building project that is taking place now. When it is finished, how might the area around it be affected?



The Eighth Gate

The Eighth Gate is a commercial development in the Yafour district, near Damascus. It will be the site of the Damascus Stock Exchange and an important business centre.

## Lesson 6

Activity Book page 68, Grammar

Activity Book answer key page 132

## Lesson 7

### Overview

**Outcomes** To read a report; to analyse a report

**Language focus** Formal language, including the passive

**Materials** Students' Book page 92; encyclopaedias and / or access to the Internet (optional)

## Part 2: Future technologies

### Reading A report

### Discuss

#### 1 (20-25 mins)

Read out the task, then allow time for them to read through questions **a**, **b** and **c**, and answer any questions about vocabulary.

Put the students in pairs or small groups to discuss the questions. Go round and listen, offering your own ideas too. Encourage the students to make notes.

When they are ready, ask students from each pair or

group to report their ideas back to the class.

Do they all have similar ideas? Allow a brief class discussion.

### Read and analyse

#### 2 (15-20 mins)

**a** Read out the title of the report and ask the students to discuss with their partners what they think the report will be about. Then briefly discuss ideas with the whole class.

**b** Allow time for the students to read the report. Go round and explain any new words, making a note of them to check with the whole class later.

When they are ready, ask if their guesses were correct.

### Students' Book page

## Part 2: Future technologies

### Reading A report

### Discuss

#### 1 Discuss these questions in groups or pairs.

- What technological changes have taken place in recent years? Think about these areas of life:
  - Personal: telephones, music, television, cars, shopping, money and banking, food, entertainment
  - Public: travel and transport systems, crime detection, industry, the environment, education, health, power generation
- Which of the changes you have discussed have had the greatest impact on people in your country? Choose two or three examples.
- Discuss these changes in more detail.
  - What impact have they had?
  - Whose lives have been most affected by the changes?
  - How have these people's lives been changed?
  - Have there been positive and negative consequences?

### Read and analyse

#### 2 You are going to read a report describing some important technological changes that have affected travel in Europe.

- Before you read, discuss in pairs what you think the report will be about.
- Read the report. Were the ideas you discussed correct?

#### Recent developments in transport technology

Technological changes have affected many areas of life in recent years.

This report will focus on three changes that have affected travel in Europe.

##### Online booking

The cheapest and quickest way of buying train or airline tickets is now to book 'online'. This involves logging on to the Internet, finding the correct website, typing in your travel requirements and personal details and paying by credit card. Passengers can then print a receipt which may also be the 'ticket' which they show at the airport or railway station. This is all done automatically without the need for any personal contact with the airline or rail company.

##### Eurotunnel /jʊərəʊ'tʌnl/

In 1994 a tunnel linking Britain with the mainland of Europe opened to the public. This complex and costly engineering project, which had been planned for many years, was paid for jointly by the French and British governments. Cars are carried on railway trucks which form a train called the Shuttle, and then drive off at the end of their 35-minute journey through the tunnel. In the past, the only alternative for motorists was a ferry, which took a minimum of 90 minutes.

##### Electronic road tolls

Motorists have to pay to drive on motorways in Italy. Under the original system, all cars had to stop at kiosks at the beginning or the end of a section of motorway and pay cash. Now, there is a high-tech alternative called Telepass. Under this new system, cars are 'recognised' so they do not have to stop. The money is taken automatically from each driver's bank account.

These are just three of the changes that have affected European travelling habits in recent years. In different ways, they are all dependent upon advanced technology.



Electronic road toll device

## Lesson 8

## Overview

**Outcomes** To write a report

**Language focus** Formal language, including the passive

**Materials** Students' Book page 93; encyclopaedias and / or access to the Internet (optional)

## Writing A report on technological changes

### 1 (15 mins)

Ask the students to read the report again. Put them in pairs to discuss the four questions. Go round and give prompts if necessary. Then discuss the questions with the whole class.

## Planning and Writing

### 2 (25-30 mins)

**a** Put the students in small groups. Ask them to look back at their notes from **exercise 1** on page 92 (they do not need to be in the same groups) and then choose two or three examples of technological changes that have affected people's lives in their country.

**b** Students then divide the work between members of the group and note down important facts, if possible using reference books and / or the Internet.

**c** In their groups, students plan their reports, following the points.

### 3 (15-20 mins)

Ask the student to re-read the article on page 92 and to look at the *Useful Language* box on page 93.

Then ask them to write their reports. Go round and offer help as necessary.

## Check

### 4 (20 mins)

**a** Tell the students to read their work through carefully and check spelling, grammar and punctuation.

**b** and **c** Students then read their partners' reports, referring to the questions.

Encourage them to make suggestions and comments. If necessary, allow time for students to make alterations to their work.

Finally, invite different students to read out their reports to the class. Again, encourage brief comments or questions.

## Quote

Ask students what they know about Bill Gates. Have any of them ever used Microsoft programs?

There seems no doubt that Gates' statement is true. Ask students to give examples. Also ask them whether they think technological developments are mostly positive or negative.

**Background:** Bill Gates (born October 28, 1955) is an American business magnate, philanthropist, author, the world's richest person in 2009 and chairman of Microsoft. Gates was the richest person in the world for 15 consecutive years. Gates is one of the best-known entrepreneurs of the personal computer revolution. In the later stages of his career, Gates has supported a number of philanthropic endeavours, donating large amounts of money to various charitable organisations and scientific research programmes through the Bill & Melinda Gates Foundation, established in 2000. Gates has authored two books: *The Road Ahead* (1995) and *Business @ the Speed of Thought* (1999).

## Lesson 9

**Activity Book pages 69-70, Writing**

**Activity Book answer key page 132**

## Students' Book page

### Future projects 11

## Writing A report on technological changes

### 1 Read the report again and discuss these questions.

- What is the purpose of the three headings: *Online booking*, *Eurotunnel* and *Electronic road tolls*?
- What is the purpose of the first and last paragraphs?
- Does the report contain mostly facts or opinions?
- Is the language generally formal or informal? Give examples.

### task

You are going to write a report describing some of the most important technological changes that have affected people's lives recently.

## Planning and writing

### 2 Plan your report, describing two or three technological changes that have affected the lives of people in your country.

- Choose examples from one or more areas of life. Use some of the ideas you discussed in groups in **1a-c** on page 92.
- Make a note of important facts about each example you have chosen. You may need to check your ideas or find out extra information from an encyclopaedia or the Internet.
- Plan your report. Include the following:
  - ▶ A descriptive title
  - ▶ A brief introduction
  - ▶ Two or three sections focusing on different changes. Give each section a clear explanatory heading.
  - ▶ A brief concluding paragraph.

### 3 Write your report in 120-150 words. Use the sample report as a model and include some expressions from the *Useful Language* box.

## Check

### 4 When you have finished writing, read your report carefully.

- Check spelling, grammar and punctuation.
- Exchange reports with a partner. As you read what your partner has written, ask yourself these questions:
  - ▶ Can you tell from the title and headings what the report is about?
  - ▶ Does the report consist mainly of facts?
  - ▶ Is the language formal?
- Return your partner's report and exchange thoughts and ideas.

### USEFUL LANGUAGE

This report will focus on ...  
 This involves ...  
 This is done automatically.  
 This system has succeeded in ...  
 These are just three of the changes that have affected ...  
 New technology has enabled people to ...  
 In the future, it may be possible to ...

**Quote** "We're changing the world with technology."  
 Bill Gates



## Geniuses

## MODULE 4: Achievements

## Lessons 1 and 2

## Overview

**Outcomes** To talk about gifted children; to read about gifted children

**Language focus** Reading for gist and detail

**Materials** Students' Book pages 94-95; dictionaries

## Discuss

## 1 (15-25 mins)

Ask the students to look at the title for this unit (*Geniuses*). Can they think of any examples? Would they like to be geniuses? Why / Why not?

Ask them to look at the photographs and discuss the questions (**a**, **b** and **c**) in pairs. Then ask a few students to report back to the class.

## 2 (10-15 mins)

Read out the first word (*champion*) and ask the students to match it with the correct meaning (5). Then put them in pairs to complete the task, using dictionaries if necessary. Remind them that the words may have several meanings. Go round and offer help where necessary, then check their answers.

## Students' Book page

## Geniuses

UNIT  
12

## MODULE 4: Achievements

## Grammar

Adding information using participle clauses and relative pronouns

## Vocabulary

Prepositions in phrases  
Nouns and adjectives

## Reading

Reading for gist and specific information  
Text referencing

## Listening

Listening to short conversations

## Speaking

Explaining solutions to logical problems

## Writing

A letter of recommendation



## Discuss

1 Look at the photographs and discuss these questions.

- What special talents do the people in the photos have?
- Do you know anybody who had an outstanding talent as a child?
- What is your own best talent or skill? Justify your answer.

2 Match each word with its correct meaning. Use a dictionary to help you or to check your answers.

- |               |  |
|---------------|--|
| a champion    | 1 a number - 1, 2, 3, etc.                 |
| b demonstrate | 2 the natural ability to do something well |
| c digit       | 3 name showing a person's status           |
| d outstanding | 4 a system of ideas to explain something   |
| e talent      | 5 a person who wins a sporting competition |
| f theory      | 6 to show or prove (something)             |
| g title       | 7 excellent / unusually good               |



**Read****3 (25-35 mins)**

Ask the students to look at the title and introduction. Then ask them to look at the pictures and say what kind of talents they are going to read about. Allow time for them to read the article; go round and explain new vocabulary, noting it down to check with the whole class later. When they are ready, read out the question and invite their ideas.

**Check your understanding****4 (10 mins)**

Allow time for the students to read the article again and match the sections of text with the correct headings. Put the students in pairs to compare answers.

**Think and speak****5 (15-20 mins)**

Put the students in pairs or small groups. EITHER ask them all to discuss both questions, OR ask half the class to discuss question **a**, and the others to discuss question **b**. Go round and listen, offering ideas where necessary.

When the students are ready, ask the students to report their ideas back to the class. Finally, allow a short class discussion for each question.

**Lesson 3**

Activity Book pages 71-72, Reading

Activity Book answer key page 132

## Students' Book page

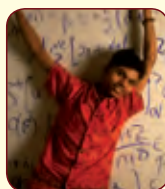
**Read**

**3** Now read the article. Whose talent do you think is the most amazing?

*So talented, so young*

**A child prodigy is a person who has an outstanding talent or skill at a very early age. In this article you are going to read about three child prodigies with different talents or skills.**

A .....  
At the age of twelve, Tathagat Avatar Tulsi was the world's youngest person to gain a Master's degree. He finished high school at the age of nine, gained a BSc at the age of ten and an MSc when he was only twelve. At eighteen, he is now a PhD student in Bangalore, India, doing high-level research. His amazing mathematical talent was noticed by his parents when he was only six.



B .....  
Magnus Carlsen from Norway is one of the best chess players in the world. He started playing chess with his father at the age of five and played his first tournament at the age of eight. In 2003, at the age of thirteen, he was awarded the title of Grandmaster. Chess became his passion and Magnus was allowed to take time off school to practise the game.



He received coaching from Kasparov, one of the greatest chess players and geniuses of all time. At the age of nineteen he was ranked number one in the world, becoming the youngest player to be awarded this title.

C .....  
Wolfgang Amadeus Mozart was one of the greatest musical geniuses of all time. He was born in Salzburg, Austria, in 1756 and began writing music before he was four years old. As a child prodigy he toured Europe, playing his own compositions on the violin and other instruments to astonished audiences which often included kings and queens. In common with many other child prodigies, Mozart lost some of his appeal to audiences when he became an adult. Despite his genius, he had to work hard throughout his short life to earn a living, and died very poor, at the age of thirty-five.

**Check your understanding**

**4** Read the article again and choose the best heading for each section of the article. There is one more heading than you need.

- |                             |  |
|-----------------------------|--|
| 1 A master's degree at nine | 2 Public less interested as child grows up |
| 3 Playing to win            | 4 Youngest master now doing research       |

**Think and speak**

**5** Discuss these questions with other students.

- What are the advantages and disadvantages of being a child prodigy?
- Do you think child prodigies should be treated as special cases by their parents and teachers?

## Lesson 4

### Overview

**Outcomes** To form nouns and adjectives; to use prepositions

**Language focus** Nouns and adjectives; prepositions; intonation patterns

**Materials** Students' Book page 96; cassette

### Vocabulary

#### Nouns and adjectives

##### 1 (10-15 mins)

First, ask the students to copy the incomplete sentences into their notebooks, and do the same on the board. Ask a student to come to the board and write in the missing word for sentence **a**. Then allow time for the students to complete the task, using dictionaries if necessary. Tell them to compare answers with those of a partner.

#### Prepositions

##### 2 (15-20 mins)

**a** Read out the first sentence, pausing for the students to supply the missing word from the list. Then put the students in pairs to complete the task. Tell them to read whole sentences before they choose the missing words. Do not check their answers yet.

**b** Allow time for the students to discuss the two questions in pairs. Go round and listen and join in if you wish.

Finally, ask two or three students to tell the class about their partners' answers to these questions.

#### Pronunciation: Intonation patterns (3)

##### 3 (10 mins)

Read out the explanation and the instructions. Ask the students to listen while you play the parts **a** and **b** (the examples). Ask the students to explain the difference in intonation between the two (*the intonation goes up at the end in a, and down at the end in b*). Then play **c**, **d**, **e** and **f**, pausing after each one for them to say *Interested* or *Not interested*. Repeat several times.

Tapescript 12.1 - see page 130

##### 4 (10-15 mins)

Play the recording, pausing after each sentence for the students to repeat what the second speaker says. Repeat several times.

Tapescript 12.1 - see page 130

##### 5 (5 mins)

Read out the instructions, then play the first statement (*I can do mental calculations really quickly*). Choose a student to respond either with or without interest.

Ask the class if the answer sounded interested or uninterested. Do they guess correctly?

Play the remaining statements, pausing after each one for the students to respond (in pairs, in turn). Do their partners think they sound interested or uninterested? Finally, play each statement to the class, and choose different students to respond. Ask the class if they sound interested or uninterested. Were they right or wrong?

Tapescript 12.2 - see page 130

Activity Book page 72, Vocabulary

Activity Book answer key page 132

#### Students' Book page

### Vocabulary

#### Nouns and adjectives

##### 1 Fill in the missing words derived from the words in brackets.

- a My sister is a very ..... student. (ability)
- b To my ..... I got over 90% in the exam. (amazing)
- c Many children find young animals very ..... (appeal)
- d When she said she was leaving, we just stared at her in ..... (astonished)
- e I've never been very good at ..... (mathematical)
- f I enjoy listening to all kinds of ..... (musical)
- g Sport has increased greatly in ..... in recent years. (popular)
- h The more you practise, the more ..... you will become. (skill)

#### Prepositions

##### 2 Read this short text about child prodigies.

- a Copy and complete the text using these prepositions:

at for in of on

Child prodigies are children who demonstrate talents (1) ..... a very young age. Mathematical geniuses are often able to do complicated calculations (2) ..... their heads (3) ..... just a few seconds. This is particularly remarkable when the numbers they are dealing with have been selected (4) ..... random. Musical geniuses, like Mozart, are often able to learn to play new pieces of music (5) ..... a variety of instruments very quickly. Mozart was certainly the most talented composer of his time, but many people believe he was really a hard worker, not a genius. When he died (6) ..... 1791, some people said that overwork was the cause (7) ..... his death.

- b Discuss these questions with a partner.
- 1 How good are you at doing mathematical calculations in your head?
  - 2 Who do you think is the most talented musician of your generation?

#### Pronunciation: Intonation patterns (3)

3 (12.1) Intonation can be used to show whether we are interested in what someone says to us or not. You are going to hear some short conversations. Listen and decide whether the second speaker in each conversation is interested or not in what the first speaker says. The first two are given as examples.

- a Can you? Interested
- b Is he? Not interested
- c Great! d Brilliant!
- e Do you? f Are you?

4 (12.1) Listen to the conversations again and repeat what the second speaker says.

5 (12.2) Work with a partner. Listen to the first speakers again, and respond to what they say. Decide for each response whether or not to sound interested.

## Lesson 5

## Overview

**Outcomes** To add information to sentences

**Language focus** Participle clauses and relative pronouns

**Materials** Students' Book page 97; dictionaries; cassette

**Grammar reference** Activity Book Grammar file page 88

## 3 (10-15 mins)

Read out **a**, and invite ideas for how to rewrite it using the *-ing* form. Then put the students in pairs to complete the task. Go round and offer help where needed.

## Lesson 6

Activity Book page 73, Grammar

Activity Book answer key page 133

## Grammar

## Adding information

## 1 (10-15 mins)

Read out questions **A**, **B** and **C** and ask the class to answer them in relation to sentence **a** (**A**: *the first part*; **B**: *to add detail*; **C**: *doing*). Put the students in pairs to consider sentences **b–e** in the same way. Go round and offer help where needed.

## 2 (10-15 mins)

Read out the instruction and the example sentence, then ask the students to complete the task in pairs. Go round and check their work.

## Students' Book page

## Grammar

Adding information Activity Book Grammar file page 88

## 1 Read sentences a-e, then answer questions A-C below.

- a He is now a PhD student in Bangalore, doing high-level research.
- b He received coaching from Kasparov, one of the greatest chess players and geniuses of all time.
- c At the age of nineteen he was ranked number one in the world, becoming the youngest player to be awarded this title.
- d He began playing piano at the age of five and was immediately recognised for his immense talent and musical ability.
- e As a child prodigy, he toured Europe, playing his own compositions on the violin.

- A Which part of sentences a-e contains the most important information: the first or the second part?
- B What is the purpose of the other part of each sentence?
- C Which word in each sentence links the two parts?

## 2 Rewrite sentences 1a-e with these beginnings:

- a He is now a PHD student in Bangalore where ...  
He is now a PHD student in Bangalore where he is doing high-level research.
- b He received coaching from Kasparov who ...
- c At the age of nineteen he was ranked number one in the world which ...
- d He began playing piano at the age of five. Immediately, ...
- e As a child prodigy on tours of Europe, he ...

## 3 Rewrite the following, using the -ing form of the verbs.

- a At the age of seven, my brother Amar played football for a local club. When he did this, he became the youngest professional player in Syria.
- b A few years later, he joined the men's team and he scored three goals in his first match.
- c At the end of his first season, he was the highest paid player in the team. He was earning as much as six players would earn.
- d Soon afterwards, a newspaper began printing stories which accused Amar of spending too much money on high living.
- e Amar denied these accusations. He explained that he spent his money on his family and that he gave much of it to charity.
- f He continued to play for his team, trusted in the support of his family and refused to let the newspaper stories bother him.





## Lesson 7

### Overview

**Outcomes** To solve logical problems

**Language focus** Giving explanations, e.g. *maybe, perhaps*

**Materials** Students' Book page 98

### Speaking

#### Solving logical problems

#### Preparation (20-25 mins)

- a** and **b** Put the students in pairs (AA and BB). Allow time for them to read and discuss the appropriate questions; go round and offer suggestions where necessary. Encourage them to use language from the *Useful Language* box. Tell them to note down their ideas.
- c** Then put them in new pairs, AB. Tell them to read each other's questions.

#### Explanation (20-25 mins)

- a** Students then take turns to explain and discuss their ideas to their partners.
- b** Finally, read out the 'real' explanations (see the answer key) – are they better than the students' own ideas? Allow a class discussion.

#### Question 2

**Note:** The expression *for the day* here means that the man arrived in the morning and spent most of the day in a town before leaving in the afternoon or evening.

The expression *in town* here means 'living or working in the town that the man was visiting'.

## Quote

Have students ever heard of Oscar Wilde, or read anything written by him? Do they agree that being paid a lot of money does not make you a genius, but that you must have some natural talent?

**Background:** Oscar Wilde (1854-1900) was an Irish playwright, poet and author of numerous short stories and one novel. Known for his biting wit, he became one of the most successful playwrights of the late Victorian era in London, and one of the greatest celebrities of his day. At a time when all citizens of Britain were finally able to embrace literature that the wealthy and educated could only once afford, Wilde wrote many short stories, plays and poems that continue to inspire millions around the world. Numerous books and articles have been written on Oscar Wilde, reflecting on the life and contributions of this unconventional author since his death over a hundred years ago.

### Students' Book page

#### Speaking Solving logical problems

##### Preparation

- a** Work in pairs.

**Student A:** Try to work out a possible answer to Question 1.

**Student B:** Try to work out a possible answer to Question 2.

- b** Prepare to explain your ideas to another student, using some of the words and phrases from the *Useful Language* box below. Write brief notes to refer to when you are giving your explanation.
- c** Look at your partner's question.

##### Explanation

- a** Take turns to explain your ideas to your partner. If you do not understand your partner's explanation, or if you disagree with it, suggest your own ideas.
- b** Finally, listen to the explanations from your teacher and discuss them.

##### Question 1

A boy lives on the 12th floor of a block of flats. Every day, on his way to work, he gets into the lift and goes down to the ground floor. When he comes home from work, he gets into the lift, goes up to the 8th floor, then walks up the stairs to the 12th floor.

Question:

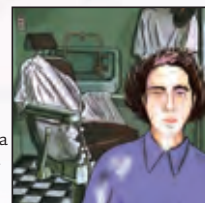
*Why does he do this?*

##### Question 2

A man was in a small town for the day, and needed a haircut. He noticed that there were only two barbers in town, and decided to apply logic to choosing the best one. Looking in their shops, he saw that the first barber was clean shaven with a nice haircut. In the other shop, the barber had a messy haircut.

Question:

*Why did the man choose to go to the barber who has a messy haircut?*



#### USEFUL LANGUAGE

##### Giving Explanations

Maybe ...  
Perhaps ...  
He probably ...  
He could be ...  
He could / might have said ...  
Do you think ...?  
I think he must have ...

**Quote** "Genius is born, not paid."  
Oscar Wilde



## Lesson 8

## Overview

**Outcomes** To write a letter of recommendation

**Language focus** Giving recommendations, e.g. *I would recommend ...*; expressing praise, e.g. *She is incredibly gifted.*

**Materials** Students' Book page 99

### Writing A letter about a genius you know

#### Read and reflect

##### 1 (15-20 mins)

Explain that the letter the students will read is a recommendation for an imaginary award recognising geniuses. Give the students a few minutes to read the letter.

**a** and **b** Direct students' attention to the questions. Ask a student to read out the first question. Ask the class for some ideas. (*The writer uses formal language, making the letter seem professional and sincere.*) In pairs students answer the other question. Go round and offer help where necessary.

#### Write

##### 2 (20 mins)

Give students a few minutes to decide who they are going to recommend for the award. It could be someone famous or someone the student knows personally. As long as they justify their recommendation there are no wrong answers. If students are struggling to come up with geniuses you could always suggest a few. Give students time to write their letter. They should use the example letter and *Useful Language* box on page 99 as a helpful guide.

#### Check

##### 3 (10 mins)

**a** Students take a few minutes to check their work for spelling, punctuation and grammatical errors. They then swap letters with another student.  
**b** After reading each other's letters they discuss who has written the more convincing letter. If there is time you could ask a few students to read their letter to the class and ask the class to vote on whose letter should receive the award.

#### Students' Book page

#### Geniuses 12

#### task

You are going to write a letter recommending a genius for an award.

### Writing A letter about a genius you know

#### Read and reflect

1 Read the letter below. It is an application for an imaginary award recognising geniuses.

- What kind of language has the writer used to convince the society of his case?
- Why does the writer include information about Dr Mohammad Imad Droubi's previous awards?

Genius Award Application  
Genius Society members,  
I am writing to you to suggest that you consider Dr Mohammad Imad Droubi for your new Genius award. Dr Droubi is an incredibly gifted dentist and academic, who gives lectures to audiences all over the world. He is best known for inventing a replacement metal jaw, improving the quality of life of those with serious dental problems.  
His innovations in the field of dentistry have brought him international recognition. He has received numerous awards from international institutions including first place at the Arab World Inventors conference in 2009.  
I believe that these accolades justify his nomination for the new Genius Award.  
Yours faithfully,  
Waleed Yousef

#### Write

2 Write your own letter to the Genius Society members suggesting a potential recipient for the national award. State why they should, in your opinion, receive the award. You must use 120-150 words.

#### Check

3 When you finish writing, read your letter carefully.

- Check spelling, grammar and punctuation.
- Compare your letter with the one written by the person sitting next to you. As you read what your partner has written, ask yourself these questions:
  - ▶ Whose letter is more convincing?
  - ▶ Whose chosen candidate do you think deserves the award?

#### USEFUL LANGUAGE

**Giving recommendations**  
I would recommend ...  
I believe he / she deserves this award because ...  
He / She has made huge advances in ...  
For all of these reasons ... deserves this award.

**Expressing praise**  
He / She is an incredibly gifted ...  
Their achievements are outstanding ...  
Perhaps one of the greatest minds in the 21st century ...

## Lesson 9

Activity Book pages 74-75, Writing

Activity Book answer key page 133

# Review 4, units 10-12



## MODULE 4: Achievements

### Lessons 1 and 2

#### Overview

**Outcomes** Revision of units 10-12

**Materials** Students' Book pages 100-101; Activity Book pages 76-79 (Progress Test 4 – Answer key page 133)

**Grammar reference** Activity Book pages 87-88

## Grammar and Vocabulary

### 1 (10-15 mins)

Ask students to copy the sentences into their notebooks and then complete them. Remind them they can refer to the Grammar file in the Activity Book if necessary. Go round and listen, checking understanding.

### 2 (10 mins)

Read **a** aloud pausing for students to fill in the spaces with the correct form of the verb in brackets. Ask students to complete **b** on their own, and tell them to compare their answers with a partner.

### Students' Book page

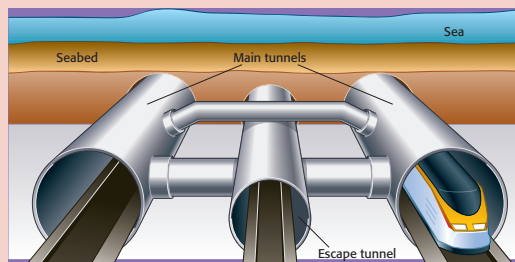
## Review 4, units 10-12

### MODULE 4: Achievements



## Grammar and Vocabulary

1 Choose the best verbs in these sentences. Sometimes both are possible.



- The Channel Tunnel, which links Britain and France, is over 50 kilometres long and (*was completed / was being completed*) in 1994. There are actually two main tunnels, one from France to Britain and the other from Britain to France.
- Previous plans to build a tunnel (*had been rejected / have been rejected*) because of the high cost and because the people were worried about fires in the tunnel.
- To reduce people's worries about safety, a third tunnel (*had to be built / had to build*) as an escape tunnel in case of fire.
- For many years motorists (*had looked forward / had been looking forward*) to driving between Britain and the mainland of Europe.
- However, they (*had not thought / had not been thinking*) they would have to put their cars on trains to 'drive' through the tunnel.

2 Copy and complete these sentences using the correct form of the verbs in brackets. Choose the best tense, and decide whether to use the active or the passive form.

- Burj Al-Arab, which is one of the most expensive hotels in the world, stands in the sea off the coast of Dubai. Before it (1) *could be built*. (could / build), engineers (2) ..... (have to / make) an artificial island. In order to do this, land (3) ..... (have to / reclaim) from the sea.
- The Panama Canal, which (1) ..... (join) the Atlantic and Pacific Oceans, opened to shipping in 1914. Before this, ships (2) ..... (have to / go round) the bottom of South America to get from one ocean to the other. This was one of the greatest and most difficult engineering jobs that (3) ..... (ever / attempt). 5,600 workers died between 1904 and 1914 while the canal (4) ..... (construct). There had been an earlier attempt to build a canal in 1880 but it (5) ..... (could / not finish) because so many construction workers died of disease.



### 3 (10-15 mins)

Read the rubric aloud, reminding students that their answers must be in single sentences. If necessary read **a** aloud and ask a volunteer for the answer before checking understanding as a whole class. Ask students to complete the exercise individually before checking answers as a class.

### 4 (10-15 mins)

Read out the instructions and ask students to complete text A. Check answers as a whole class and check understanding. Address any problems before asking students to copy and complete text B. Go round and listen as they work.

### 5 (5-10 mins)

Ask students to complete the sentences using the word in brackets in its correct form. As they work write the complete sentences on the board for them to check their answers. Go round offering help where needed – encourage the use of dictionaries.

### 6 (5-10 mins)

Read out sentence **a**, pausing for students to choose the correct word or phrase. Then ask students to copy and complete the rest of the sentences in their notebooks. Put them in pairs to compare answers.

#### Students' Book page

##### Review 4 units 10-12



### 3 Rewrite the following as single sentences, using a verb in the *-ing* form.

- In his first marathon Hanan did very well. He finished in 20th place.
- He took three hours to complete the race. When he finished the race, he broke his own previous record by six minutes.
- Before the event, he had trained hard and often ran for five hours a day.
- Hani is a postgraduate student at the University of Damascus who is studying law.
- Hani agreed to run the marathon in December. He told his friends he wanted to collect money for a children's charity.
- Hani succeeded in doing this. He collected over SYP 200,000.

### 4 Choose the correct form of words from the lists to complete these texts. (There is one word in each list that you do not need to use.)

**A** aspiring exceptional exhaustion support prestigious rivals

Ahmad had competed in six (1) ..... cycling competitions before, but this was the first time he had dominated the race. When he crossed the finish line beating all his (2) ....., he knew it was the start of an (3) ..... career. Whenever he participated, Ahmad risked injury and (4) ....., but his competitive nature helped him to succeed. He is an example to (5) ..... cyclists around the world.

**B** astonished outstanding popular talent theory

My younger sister has always had a (1) ..... for music. She started piano lessons at the age of three and her teacher was (2) ..... by how quickly she learned to play well. "She is the most (3) ..... pupil I have ever taught," she said. "As well as playing the piano brilliantly she also understands the (4) ..... of music."

### 5 Complete these sentences with a word derived from the word in brackets.

- My father is one of the most ..... drivers I know. (skill)
- Traditional music has lost some of its ..... among young people. (popular)
- Samer was a very ..... jazz trumpet player. (talent)
- He has an amazing ..... to multiply large numbers in his head. (able)
- Wherever I go on holiday I like to visit places of ..... interest. (history)
- I'd like to be an ..... when I leave university. (archaeology)

### 6 Choose the correct word or phrase in these sentences.

- The price of DVD players *came down* / *came round* by 50% last year.
- If you are good at mental arithmetic, it means you can do calculations *in your head* / *on your head* very quickly.
- After the storm there were a lot of *afraid* / *frightened* children and animals.
- I've lost my glasses – let me know if you *come across* / *come over* them.
- Over a thousand people sent in correct answers to the competition. A computer picked the names of the three winners *at random* / *from random*.
- My sister and I look very *alike* / *alive* – people often think I'm her.

# Project 4: A balloon debate

## MODULE 4: Achievements

### Optional lesson

#### Overview

**Outcomes** To take part in a balloon debate

**Materials** Students' Book pages 102-103

This is an optional project that can be completed by students if there is extra time at the end of the module. It will take between one and two lessons to complete. You may be able to set some of the sections for homework.

### Stage 1 Introduction (20 mins)

Ask a volunteer to read the definition of a balloon debate aloud and explain to students that they will hold a balloon debate as a class. Then, ask students to read the scenario silently as you help with any vocabulary difficulties. Play the debate twice, pausing for students to give their initial thoughts. Put students in pairs and ask them to discuss who they think should NOT be thrown out of the balloon.

Tapescript P4.1 - see page 130

### Stage 2 Prepare for your part in the balloon debate (20 mins)

Put students into groups of four. In their groups tell them to read through the scenario and then allocate a role to each member of the group as mentioned in **b**. Each group member should spend a few minutes preparing a short speech (about half a minute) to persuade the audience to keep him/her in the balloon. If students are unsure, direct them to the *Useful Language* box on page 103.

### Students' Book page

#### Optional

## Project 4: A balloon debate

### MODULE 4: Achievements

#### task

You are going to take part in a balloon debate to improve your communication skills and persuade other students of your point of view.


#### Stage 1 Introduction

- a You are going to hear a short balloon debate. Before you listen, read this definition.

A balloon debate is a debate in which several speakers attempt to win the support of an audience. The audience has to imagine that the speakers are flying in a hot-air balloon which is slowly sinking. Unless someone is thrown out of the balloon, the balloon will hit the ground and no one will survive. Each speaker has to persuade the audience by explaining why they should not be thrown out of the balloon. Usually each speaker takes the part of a famous person, or a profession.

- b Now read about the situation of the four speakers you are going to hear.

The island of Literock has been almost destroyed by a hurricane. The islanders have lost their homes and all their possessions. Nobody has been killed, but many people have slight injuries. A group of four professional people have been invited to help the islanders rebuild their community. These people are: a teacher, a doctor, an engineer and an economist. The only way of getting to Literock is by balloon. Half-way to the island, the balloon starts to lose height. Only one person will be able to reach the island, so the others will have to jump into the sea. (Fortunately they are all strong swimmers.)

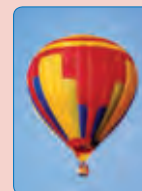
- c  (P 4.1) Listen to the debate. As you listen decide who you think should NOT be thrown out of the balloon.
- d Compare opinions with a partner.

#### Stage 2 Prepare for your part in the balloon debate

##### Work in groups of four.

- a Read about your 'balloon' debate situation.

A large passenger ship 50 kilometres out to sea is in trouble and radioed for help. The passengers are not in any immediate danger, but some are sea-sick and many of them are very angry. The sea is rough and the weather is too bad to use a helicopter. A small boat with four specialists is travelling towards the damaged ship. The specialists are a diver who is also a marine engineer, a doctor, a representative of the shipping company and a police officer. Unfortunately the boat hits a rock and starts to sink. Only one of the specialists will be able to reach the ship before the boat sinks, so three of them will have to get out of the boat and swim back to land.





**Stage 3 Convince your audience (15 mins)**

Join two groups of four together and one group presents their arguments whilst the other group acts as the audience, choosing which member should stay in the balloon. The groups then swap roles.

**Stage 4 A different kind of balloon debate (15-20 mins)**

If there is still time, put students in different groups of four and ask each member to choose to be a famous person from Syria. As before, each group member should write a short speech about why he/she deserves to stay in the balloon. These speeches are performed to the rest of the class who will then vote to decide who to keep in the balloon.

## Students' Book page

## Project 4 units 10-12

- b Each member of the group should choose one of the four specialist roles:**
- ▶ Diver / marine engineer
  - ▶ Doctor
  - ▶ Representative of the shipping company
  - ▶ Police officer
- c Prepare your speech.** Remember you have about half a minute to persuade the audience that you are the best person to continue the journey to the ship. Make notes to refer to while you are speaking. Think about these aspects of the situation, and use the language from the *Useful Language* box below.
- ▶ The short-term situation: the passengers' health and comfort; law and order; letting the passengers know what is happening
  - ▶ The long-term situation: moving the ship; completing the journey; getting the passengers off the ship; suggesting how passengers could spend their time

**Stage 3 Convince your audience****Work with another group of four students.**

- a** The two groups take turns to speak to the other group. When all four speakers in the first group have made their speeches, the members of the second group, the audience, vote for the person who should continue.
- b** The members of the second group then make their speeches with the first group as the audience.

**Stage 4 A different kind of balloon debate****Work in different groups of four.**

- a** Each student chooses to be a famous person from Syria. You must choose a person everyone in the group knows about. It could be a politician, a sports personality, a writer or a musician. You can choose someone who is alive or dead.
- b** Each 'famous person' prepares a speech saying why they should not be thrown out of the slowly-falling balloon.
- c** Each group takes it in turn to speak to the rest of the class. After each group, the audience votes whom to keep in the balloon and whom to throw out.

**Useful Language****Persuading others**

As a ..., I have experience of ...-ing ...  
 It's obvious why they need a/n ...  
 They need an expert like me because ...  
 Let me tell you why I should be allowed to get to the ship.  
 I am a specialist in ...  
 I can offer practical advice about ...  
 What the people on the ship need is ...



**Unit 10, page 82, exercise 1** (suggested answers)

- a physical exhaustion; crashes; injury
- b qualities needed would include: fitness; strength; perseverance; determination
- c Students' own answers

**Unit 10, page 82, exercise 2**

- a 3 b 5 c 6 d 1 e 2 f 4

**Unit 10, page 83, exercise 3** Students' own answers

**Unit 10, page 83, exercise 4**

- a False: he won over 200 races
- b False: he came second to Greg Lamond
- c True
- d False: he was a professional cyclist; he wrote books with advice for aspiring cyclists

**Unit 10, page 83, exercise 5** (suggested answers)

- a The two men were both excellent cyclists; they were often competing against one another to be the best.
- b Hinault was a very successful cyclist; he is still very well known in the field of cycling.

**Unit 10, page 83, exercise 6** Students' own answers

**Unit 10, page 84, exercise 1**

- a 3 b 7 c 1 d 6 e 2 f 4 g 5

**Unit 10, page 84, exercise 2a**

- afraid / frightened
- alight / burning
- alike / similar
- alive / living
- asleep / sleeping

**Unit 10, page 84, exercise 2 b**

- 1 asleep 2 alight 3 frightened 4 alive 5 similar

**Unit 10, page 84, exercise 3**

- a unsure b sure c sure d unsure e unsure

**Unit 10, page 84, exercise 4**

- 1 yellow
- 2 28 stages
- 3 he writes books; he presents awards
- 4 Students' own answers

**Unit 10, page 85, exercise 1**

- a past perfect simple
- b 1 and 2 by the time he retired 3 before he retired

**Unit 10, page 85, exercise 2**

- b The company had seen great potential in the young rider.
- c A brilliant team had been supporting him throughout.
- d He had lost to his greatest rival.
- e He had learnt many things during his career.

**Unit 10, page 85, exercise 3 (suggested answers)**

- a He had trained consistently hard for many years. He had defeated every other cyclist of his generation. He had gained a reputation as a very skilled competitor.
- b He had travelled to Sudan. He had lived with a tribe who taught him about life in the desert.

**Unit 11, page 88, exercise 1**

- a A dam is a wall built across a river to control water flow.
- b It works by blocking the flow of the river.
- c The purpose of the lock is to raise or lower the level of the river.
- d Students' own answers

**Unit 11, page 89, exercise 2**

- a 4 b 6 c 1 d 2 e 3 f 5

**Unit 11, page 89, exercise 4**

- a True b True c False: 1997 d True e False: 500 km f False: the estimate was 25 billion dollars and the true cost is about 75 billion g True

**Unit 11, page 89, exercise 5**

- a the Three Gorges Dam b the homes of the people who lived by the Yangtze c the dam d the problems identified earlier in the recording (i.e. cost and technical problems)

**Unit 11, page 89, exercise 6** Students' own answers

**Unit 11, page 90, exercise 1a**

- 1 G 2 D 3 H 4 F 5 A 6 C 7 B 8 E

**Unit 11, page 90, exercise 1b**

- 1 operational 2 building 3 whole 4 sites 5 finished 6 inception

**Unit 11, page 90, exercise 2**

- a construction / destruction / historic b completion
- c builders / inefficiency

**Unit 11, page 91, exercise 1**

- a had to b could c could d could e must

**Unit 11, page 92, exercise 1 (suggested answers)**

- a Personal: mobile phones; internet access for many; music available to buy on the internet

- Public: booking travel online; security cameras; finger printing; DNA identification; efficient recycling programs; renewable energy sources

**Unit 11, page 93, exercise 1**

- a Their purpose is to give the subject of the paragraph.
- b They are the introduction and conclusion.
- c Facts
- d Formal (e.g. passive forms; choice of vocabulary – *alternative*, not *other*; *original*, not *first*, etc.)

**Unit 12, page 94, exercise 1**

- a playing chess; playing the piano
- b Students' own answers
- c Students' own answers

**Unit 12, page 94, exercise 2**

- a 5 b 6 c 1 d 7 e 2 f 4 g 3

**Unit 12, page 95, exercise 3** Students' own answers

**Unit 12, page 95, exercise 4**

- 1 – 2 C 3 B 4 A

**Unit 12, page 95, exercise 5** Students' own answers

**Unit 12, page 96, exercise 1**

**a** able **b** amazement **c** appealing **d** astonishment  
**e** mathematics **f** music **g** popularity **h** skilful

**Unit 12, page 96, exercise 2a**

**1** at **2** in **3** in **4** at **5** on **6** in **7** of

**Unit 12, page 96, exercise 3**

**c** Not interested  
**d** Interested  
**e** Interested  
**f** Not interested

**Unit 12, page 97, exercise 1**

**A** the first part (applies to all)  
**B** to add detail (applies to all)  
**C** **a** doing **b** one **c** becoming **d** and **e** playing

**Unit 12, page 97, exercise 2**

**b** ... is one of the greatest chess players and geniuses of all time.  
**c** ... made him the youngest player to be awarded this title.  
**d** ... he was recognised for his immense talent.  
**e** ... played his own compositions on the violin.

**Unit 12, page 97, exercise 3**

**a** ... for a local club, becoming the youngest ...  
**b** ... scoring three goals ...  
**c** ... player in the team, earning ...  
**d** ... stories accusing Amar ...  
**e** ... these accusations, explaining ...  
**f** ... for his team, trusting ... and refusing ...

**Unit 12, page 98, Explanations****Question 1**

The man is very short. This means he can reach the ground floor button which is very low, but he cannot reach the button for the twelfth floor. The eighth floor button is the highest he can reach.

**Question 2**

Since barbers rarely try to cut their own hair, they must cut each other's hair. The one with the neat hair must have it cut by the one with the bad haircut and vice versa. The barber with the messy hair must therefore be the better barber, considering his own hair.

**Unit 12, page 99, exercise 1**

**a** formal, polite language; technical language; opinions and facts  
**b** To justify his nomination for the prize; to back up his opinions

**Review 4, units 10-12, page 100, exercise 1**

**a** was completed **b** had been rejected **c** had to be built  
**d** both are possible **e** had not thought

**Review 4, units 10-12, page 100, exercise 2**

**a** **2** had to make **3** had to be reclaimed  
**b** **1** joins **2** had to go round **3** had ever been attempted  
**4** was being constructed **5** could not be finished

**Review 4, units 10-12, page 101, exercise 3**

**a** ... did very well, finishing ...  
**b** ... to complete the race, breaking his own ...

**c** ... trained hard, often running ...  
**d** ... University of Damascus, studying law.  
**e** ... in December, telling his friends ...  
**f** ... in doing this, collecting ...

**Review 4, units 10-12, page 101, exercise 4****A**

**1** prestigious **2** rivals **3** exceptional **4** exhaustion  
**5** aspiring

**B**

**1** talent **2** astonished **3** outstanding **4** theory

**Review 4, units 10-12, page 101, exercise 5**

**a** skilful **b** popularity **c** talented **d** ability **e** historical  
**f** archaeologist

**Review 4, units 10-12, page 101, exercise 6**

**a** came down **b** in your head **c** frightened **d** come across  
**e** at random **f** alike

# Tapescript

## Unit 10

### 10.1

**Questioner** How many years did Hinault's professional career last?

**Answer 1** Fifteen years (Unsure)

**Questioner** In which year did he win his first Tour de France?

**Answer 2** 1978 (Sure)

**Questioner** What was Hinault's nickname?

**Answer 3** The badger (Sure)

**Questioner** Who was his greatest competitive rival?

**Answer 4** Greg Lamond (Unsure)

**Questioner** In which year did Bernard Hinault retire?

**Answer 5** 1986 (Unsure)

### 10.2

**1** What's the colour of the jersey the race leaders wear?

**2** How many stages did Hinault win in the Tour de France?

**3** What does Hinault do today?

**4** Have you heard of any other professional cyclists?

## Unit 11

### 11.1

This morning, my talk is about the Three Gorges Dam on the Yangtze River in China. When it is completed, it will be the largest hydroelectric dam in the world. I'll start by describing the dam itself.

As I said, it is being constructed on the Yangtze, which is the third longest river in the world after the Amazon and the Nile. After years of planning and preparation, construction finally began in 1994. First of all, the people living in communities along the banks of the Yangtze were moved to other places because their homes were in an area that would be flooded when the reservoir behind the dam filled with water. In all, nearly two million people were forcibly moved by the authorities.

In 1997, the river was diverted, so that work on the dam could be started. The dam itself, which was completed in 1998, is almost 1.5 kilometres wide while the reservoir behind the dam extends more than 500 kilometres upstream. In 2003, an enormous lock opened so that ships could continue to use the river below and above the lock.

The original cost of the dam was estimated at \$25 billion, but by the time it is completed this will have risen to \$75 billion or more.

In addition, many people are very angry about the human and environmental cost of the project. Many important cultural and archaeological sites have had to be destroyed and millions of people have had their lives disrupted because they have been forced to leave their homes.

## Unit 12

### 12.1

**a**

**A** I can do mental calculations really quickly.

**B** Can you? (Interested)

**b**

**A** Ali's very good at doing calculations in his head.

**B** Is he? (Not interested)

**c**

**A** I'm learning to play the violin.

**B** Great! (Not interested)

**d**

**A** My sister's competing in next year's Olympic Games.

**B** Brilliant! (Interested)

**e**

**A** I love traditional music.

**B** Do you? (Interested)

**f**

**A** I'm going to a concert tonight.

**B** Are you? (Not interested)

### 12.2

**a**

**A** I can do mental calculations really quickly.

**b**

**A** Ali's very good at doing calculations in his head.

**c**

**A** I'm learning to play the violin.

**d**

**A** My sister's competing in next year's Olympic Games.

**e**

**A** I love traditional music.

**f**

**A** I'm going to a concert tonight.

## Module 4 Project

### P4.1

**Chair** Welcome to this week's balloon debate. You know what the situation is, so I'll introduce the four speakers in turn. You will have to decide who should be allowed to reach the island of Literock. The first speaker is the teacher.

**Teacher** Okay, let me tell you why I should be allowed to reach Literock. As far as we know, most of the islanders are homeless. They will need time to rebuild their houses and their communities, but they won't be able to do this if they have to take care of their children all the time. So, what they need most of all is a qualified teacher to look after their children during the day, and teach them some of the practical skills they will need in the future – like cooking, farming, building. Then, in the evenings, I could run classes for parents who need to learn new skills.

## Chair

### Doctor

Next, we have the doctor.

Let me tell you a little about myself. As a doctor, I have experience of dealing with the kind of situation the people of Literock are in. I spent nearly a year working in a village in Pakistan that had been hit by an earthquake. In situations like this, people need a qualified doctor to treat any physical and mental problems they have. We know there have been no deaths on the island, but we do not know how serious people's injuries are, or whether diseases are spreading among the population. Until people are fit and healthy again, they cannot get on with rebuilding their lives.

### Engineer

The people of Literock need an engineer more than any other profession. From reports we know that all the buildings and other structures on the island have been destroyed or severely damaged by the hurricane. Power lines are down and will need replacing and the water supply system will have to be repaired. These are very basic problems which need to be dealt with before life can even begin to get back to normal. Most of the islanders are farmers who have no engineering or building skills. They need an expert like me if they want to rebuild their lives on Literock.

### Chair

Thank you. Our last speaker is the economist.

### Economist

I am an economist who specialises in agriculture. Most of the agricultural land on Literock has been seriously damaged by the hurricane and this year's crops have all been lost. The people of the island are poor and cannot afford to import food from other countries – they depend on local farms for their food supply. If they do not have enough food, the people will have to leave the island or starve. I can offer practical agricultural and financial advice which will enable the islanders to stay on the island and get back on their feet.

### Chair

Thank you all very much. Now it's up to you, the audience, to decide who you think will be most useful to the people of Literock.



# Activity Book Answer Key

## Module 4 Achievements

### Unit 10

#### Reading

- 1  
a 8,848 m  
b over 350  
c took a photograph  
d Students' own answers

- 2  
a True  
b False: conquering Everest was the first in a series of achievements  
c False: news of their success reached the United Kingdom just before the coronation  
d True

- 3  
a 3  
b 5  
c 1  
d 6  
e 2  
f 4

- 4  
a groups of two  
b first in a series  
c international recognition

#### Vocabulary

- 1  
a came round  
b come over  
c came out  
d come across

- 2  
a burning  
b sleeping  
c afraid / frightened  
d alike / similar

#### Grammar

- 1  
a He had attempted it several times before.  
b They had been climbing for many days.  
c He had befriended many of the Sherpas.  
d They had experienced extremely cold conditions.  
e They had reached the highest point on earth.

- 2  
a had been revising  
b had been making  
c had broken  
d had made  
e had taken  
f had been promising

#### Writing

- 1  
a a camping holiday  
b to suggest a few last-minute things the friends might take with them

- 2  
a Do you think we should take ...? / How about a large water container? It might be a good idea to take a small gas cooker /  
b Hi / Thanks / It's not long till we go, is it? / That'd be awful / See you soon  
All contracted verb forms show that this is informal language.

- 3 Students' own answers

### Unit 11

#### Reading

- 1  
a 1965  
b 24.5 kilometres  
c 20 minutes

- 2  
a The Laerdal Tunnel is divided into sections. It has halls. It was designed with safety in mind.  
b Because there had been serious accidents in other tunnels.  
c The halls are wider and higher, they have lay-bys, and different lighting.  
d To provide a change of view for motorists so that they feel refreshed.  
e Turn round and drive back the other way.

- 3  
a incredible  
b reduced  
c freight traffic  
d view  
e keep (someone) awake  
4 Students' own answers

#### Vocabulary

- 1  
a whole  
b inception  
c operational  
d finishing  
e building  
f sites  
g extend  
2  
1 historical  
2 destruction  
3 buildings  
4 archaeologists  
5 construction

**Grammar**

- 1**
- a was completed
  - b was designed / was being used
  - c were killed / was started
  - d had been seen
  - e was put out
- 2**
- a After the tragic fire in the Mont Blanc Tunnel in 1999, everyone agreed that when tunnels were built in the future, much more attention should be paid to safety.
  - b When the Laerdal Tunnel was being planned, the designers decided that it would be divided into four sections, each six kilometres long.
  - c They thought that if large halls could be constructed between the sections, motorists' journeys would be made more interesting and so seem quicker.
  - d The halls were made wider than the rest of the tunnel and they were fitted with special lights (by technicians).
  - e They believed that if the tunnel could be better ventilated, drivers would stay awake and fewer accidents would be caused.
- 3**
- a *those* refers to the long tunnels
  - b *their* refers to planners
  - c *they* refers to experts and psychologists

**Writing**

- 1** The report makes 7 recommendations (2 in paragraphs 1 and 3, and 3 in paragraph 2).
- 2**
- 1 Escape routes
  - 2 Accident prevention
  - 3 Traffic management  
(No need to use 'Tunnel dimensions')
- 3**
- a recommendations: *should*
  - b predictions: *will*
  - c moving on to new point: *firstly, secondly, lastly, finally*
  - d opinions: *we believe*
- 4** Students' own answers

**Unit 12****Reading**

- 1**
- a The article mentions four different mathematicians:  
Musa al-Khawarizmi (mentioned twice in connection with arithmetic and algebra)  
Al-Nasawi  
Nasir-ud-din Toosi  
Omar Khayyam
  - b Students' own answers
- 2**
- a T
  - b F: Hindu numbers
  - c F: The sexagesimal system is based on the number sixty. The decimal system is based on the number ten.
  - d F: The Europeans found out from the Arabs.
  - e F: Algebra was introduced to the Europeans through the writings of Al-Khawarizmi.
- 3**
- a 5
  - b 4
  - c 2
  - d 1
  - e 3
- 4**
- a branches
  - b Arithmetic
  - c Fractions
  - d numerals
- 5** Students' own answers

**Vocabulary**

- 1**
- a 1 talented  
2 mathematical  
3 musical  
4 astonished
  - b 1 able  
2 skilful  
3 amazing  
4 popularity
- 2**
- a at / in
  - b From
  - c at / on

**Grammar****1**

- 1 planning
- 2 expecting
- 3 thinking
- 4 leaving
- 5 waiting
- 6 feeling
- 7 apologising

**2**

- b An American holds the world record for sending a text message, typing a text of 160 letters on his mobile phone in less than a minute.
- c A 38-year-old German set a unicycle speed record for 100 m, travelling this distance in 12.11 seconds.
- d In December 1998, a young British man broke the record for the most books balanced on the head, using skills he had developed as a builder.
- e He actually succeeded in carrying 62 books, weighing 98.4 kg.
- f An Indian man broke the world record for motionlessness, standing still for 20 hours, 10 minutes and 6 seconds in August 1997.

**Writing**

- 1 c
- 2 f
- 3 b
- 4 g
- 5 a
- 6 e
- 7 d

**2**

- a First (paragraph c)  
Head part (paragraph f)  
The head part / a circle (paragraph b)  
A second circle (paragraph g)  
An even smaller circle (paragraph a)  
Cut out the biggest circle (paragraph e)  
You've finished (paragraph d)
- b The imperative.
- c By using the negative; 'Don't'
- d Paragraph d: because the task is finished.

**3** Students' own answers**TEST 4****Reading****1**

- 1 had
- 2 in
- 3 by
- 4 to
- 5 were
- 6 the
- 7 them
- 8 at
- 9 be
- 10 not
- 11 than
- 12 on

**2**

- a False: between 1953 and 1983
- b True
- c True
- d False: they did not listen
- e False: the third attempt
- f True

**3** Students' own answers**Grammar and vocabulary****1**

- a had been trying
- b had attempted
- c had given
- d had already made
- e had been falling down
- f had successfully climbed

**2**

- a It will have to be repainted. / It has to be repainted.  
It couldn't be repaired.
- b Have you filled in the application form for that job yet?  
It has to be posted / It will have to be posted before next Tuesday.
- c Because you took them facing the sun. Photos should always be taken with the sun behind you.
- d It could have been sent to the wrong address.

**3**

- a Muhanad trained hard for the competition, running 3,000 metres every evening for six months.
- b He was careful about his diet, eating only healthy food.
- c As a result he became slimmer and fitter, losing 10 kg while he was training.
- d He managed to get plenty of rest, sleeping for eight hours every night.
- e On the day of the race he felt very confident, getting up at six o'clock in the morning.
- f Fortunately he was second in the race, coming in a fifth of a second behind the winner.

**4**

- a talented / ability
- b mathematical
- c destruction
- d popularity
- e historical
- f skilful

**5**

- a alike
- b come over
- c afraid
- d consume
- e are coming down / have come down
- f alive

**Writing****1** Students' own answers

# Assessment Guide

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## I. Introduction

Dear teacher,

This assessment guide has been added to the Teacher's Book to help you conduct authentic assessment for meaningful learning of English. Meaningful learning is the opposite of rote learning, and authentic assessment does not support the traditional view that considers assessment an end in itself. Unfortunately, prevalent forms of assessment do not integrate assessment with learning and instruction, and they often fail to provide reliable, comprehensive evidence about student learning. The educational community at large is increasingly recognising the need to opt for authentic assessment that revokes the traditional view and promotes meaningful and equitable learning. The alternative view integrates assessment with learning and instruction to come up with reliable and useful evidence about various aspects of student achievement and to empower both students and teachers to succeed in critical self-evaluation and insightful self-regulation of their respective performance.

This guide conforms to the general and specific outcomes for the teaching of English in Syria. It is intended to help you to design your tests. It includes a concise discussion of how to assess the four language skills (listening, speaking, reading and writing) as well as grammar and vocabulary. It includes a series of six sample tests that relate to the four modules in the book. The document is also meant to help you learn about authentic assessment and how you can apply it in your own classes when preparing your own tests.

Please note that the tests reproduced below are samples only and are not necessarily to be used as part of the general secondary school exams in Syria.

## 2. Testing the Skills

### a. Listening

In receptive performance, the elicitation stimulus can be structured to anticipate predetermined responses and only those responses. An authentic example of extensive listening is found in a task such as when the student is presented with a stimulus monologue or conversation and then is asked to respond to a set of comprehension questions. With some care and creativity, one can create reasonably authentic stimuli.

Another choice is when test-takers listen to a story or news event and simply retell it, or summarise it, either orally (on an audiotape) or in writing. In so doing, test-takers must identify the gist, main idea, purpose, supporting points, and / or conclusion to show full comprehension. Scoring is partially predetermined by specifying a minimum number of elements that must appear in the retelling or summary.

Your students' listening should achieve the following:

- Recognise the communicative functions of utterances, according to situations, participants and goals.
- Infer situations, participants and goals using acquired knowledge of the world facts.
- From described events and ideas predict outcomes, infer links and connections, deduce causes and effects and detect such relations as main idea, supporting idea, new information, given information, generalisation and exemplification.
- Distinguish between literal and implied meanings.
- Develop and use a set of listening strategies or techniques that contribute to the comprehension and recall of listening input. These include top-down strategies, i.e. listener based: listening for the main idea, predicting, drawing inferences and summarising, and bottom-up strategies, i.e. text based: listening for specific details and recognising cognates and word order patterns.

Listening can be tested by many different tasks and for many purposes such as:

- Processing stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is to be able to comprehend designated information in the context of longer stretches of spoken language. Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, or certain facts and events.
- Listening to develop a top-down, global understanding of spoken language in such a context as a lengthy lecture or a conversation from which a comprehensive message or purpose is derived. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

### b. Speaking

Students are given some time to prepare a speech / presentation for the speaking test related to the theme of the modules. Hence, the speaking test question should be given to them a day earlier to prepare and coordinate the pair / group presentations. Then, in class, students should be given a limited time to present their work – two minutes is suggested.

Speaking tasks are collaborative. These include conversations, dialogue, interview and debate.

Your students' speaking should achieve the following:

- Appropriately accomplish communicative functions according to situations, participants, and goals.
- Use appropriate styles, conversation rules, floor-keeping and yielding, interrupting, and other features in conversations.
- Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalisation and exemplification.
- Convey facial features, body language, and other nonverbal cues along with verbal language.
- Develop and use a battery of speaking strategies, such as emphasising key words, rephrasing, face-saving, turn-taking and accurately assessing how well the interlocutor demonstrates understanding.

### c. Reading

Testing reading does not involve reading aloud; it is about testing the ability of students to read and understand a text they have not encountered earlier but which is related to the themes and topics discussed throughout the Students' Book. The comprehension questions prepared by you should ask about ideas, meaning and purpose.

Your students' reading comprehension should achieve the following:

- Recognise rhetorical (i.e. persuasive) and stylistic devices in written texts and their importance in establishing balance, emphasis and overall meaning.
- Recognise communicative functions of written texts, according to form and purpose.
- Infer context that is not explicit by using background knowledge.
- From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalisation and exemplification.
- Distinguish between literal (overt or surface) meaning and subtle shades of implied meaning conveyed by, for example, metaphor, simile, irony, context or register.
- Detect culturally specific references and interpret them in the context of the appropriate cultural schemata.
- Develop and use a battery of reading strategies, such as scanning and skimming, guessing the meaning of words from context and activating acquired and stored concepts for the interpretation of texts.

Assessing comprehension can involve questions on:

- main idea (topic)
- overview (skimming for the general idea)
- expressions / idioms / phrases in context
- inference (implied detail)
- grammatical features
- detail (scanning for a specifically stated detail)
- supporting idea(s)
- vocabulary in context
- critical thinking (e.g. speculating, giving opinions, making judgements, drawing on one's own experiences)

#### d. Writing

Your feedback to your students on their writing, based on analytic scoring, offers them the opportunity to practise editing. Scores in five or six major elements (to be discussed later in this section and the final one) will help to call the Students' attention to areas for improvement. Although you will need to spend a lot of time attending to details within each of the categories in order to reach a final score or grade, students benefit by receiving more detailed feedback on their writing. Learning how to become a good writer places the student in a situation of almost constant assessment.

Among the many types of assessment tasks for writing, extensive writing is the one used in the sample tests. It implies successful management of all the processes and strategies of writing. Students focus on achieving an aim, for example convincing readers of an issue, organising ideas logically, using details to develop ideas.

Your students' writing should achieve the following:

- ▶ Use the rhetorical forms and conventions of written discourse.
- ▶ Appropriately accomplish the communicative functions of written texts according to form and purpose.
- ▶ Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalisation and exemplification.
- ▶ Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with proficiency, i.e. easy flow of ideas using paraphrases and synonyms, and editing.

Assessment of paragraph development involves the following:

- Assessment of topic sentences consists of:
  - specifying the writing of a topic sentence;
  - scoring points for its presence or absence;
  - scoring its effectiveness in stating the topic.
- Assessment of the quality of a paragraph consists of:
  - the clarity of expression of ideas;
  - the logic of sequence and connections;
  - the cohesiveness or unity of the paragraph;
  - The overall effectiveness or impact of the paragraph.
- Assessment of the development of main and supporting ideas consists of:
  - addressing the topic, main idea, or principal purpose;
  - organising and developing supporting ideas;
  - using appropriate details to underpin supporting ideas;
  - showing facility and fluency in the use of language;
  - demonstrating attention to the conventions of the genre in question, such as letters, reports, summaries, etc.

### e. Grammar and vocabulary

The part of the test related to grammar should assess the overall language proficiency of the student and not specific grammatical or structural proficiency. It should provide the kind of information necessary to make a rounded assessment of the learner's linguistic abilities. For example, it should give information as to the learner's ability to communicate using what he / she recalls, including how well the learner can cope in situations of real-life language use (meaningful learning). While it is useful to know what the learner knows, it is also essential to test the ability to use that knowledge. For instance, to test the use of the past simple tense in performance, you need to think of a situation which could be role played in the classroom requiring the use of this structure. Two students could interview each other to find out how similar or different their weekend was using past tense questions.

The vocabulary test should be contextualised; i.e., related to the reading text because reading involves using contextual clues to help learners work out meaning. The test should also reveal productive vocabulary skills so you should set the task of writing sentences or a short text that includes the selected vocabulary items. When scoring such a test, you should allocate marks for both correct form and appropriate use of each of the selected words. Three aspects of vocabulary knowledge should be measurable: lexical density (measure of the proportion of content words), lexical variety (measure of the different words), and lexical sophistication (measure of the number of relatively infrequent words). These three measures provide an objective way of assessing vocabulary knowledge. Thus, in the test, you should include items that test these three aspects.

Students should be encouraged to make use of a dictionary throughout their English Language learning career, and in particular when preparing for their exams.

## 3. Test Content: Assessment Taxonomy

### Conceptions

Semantic	Skills
Knowing the purpose of active communication to confirm meaning in a variety of authentic formats	L S R W
Understanding of a variety of authentic informational and literary reading materials	R W
Knowing words and sentences to participate in simple authentic presentations	L S
Knowing a variety of means to understand and clarify main ideas and supporting details	L S R W
Knowing persuasive rhetorical devices and techniques	L S R W
Recognition and implementation of organisational patterns of authentic written work	R W
Having a specific repertoire of vocabulary to communicate	L S R W

Syntactic	Skills
Knowing parts of speech and word order to understand a listening task and a reading passage	L R
Knowing syntactical clues to understand the meaning of a text	L R
Correct usage of the right sentence structure to speak and write clearly, correctly and fluently	S W
Recognition and implementation of the conventions of language such as spelling, punctuation, grammar	R W
Recognition, comprehension and usage of tenses to convey meaning	L S R W
Recognition, comprehension and usage of conditionals	L S R W
Recognition, comprehension and usage of modal auxiliaries to convey ability	L S R W
Recognition, comprehension and usage of articles	L S R W
Use of structures for criticism	L S R W
Recognition, comprehension and usage of reported speech	L S R W
Use of structures for advice	L S R W
Recognition, comprehension and usage of passive verbs	L S R W
Recognition, comprehension and usage of question tags	L S R W
Recognition, comprehension and usage of order of events	L S R W



**Processes**

Students can:

	Skills
Use context to understand words and expressions when listening and reading	L R
Respond to questions in listening and reading tasks	L R
Express an opinion about a text on topics of personal or academic interest	L S R W
Apply reading strategies to understand a variety of simple authentic reading materials	R
Use contextual clues and knowledge of stems and affixes to determine the meaning of new vocabulary words	L R
Participate in simple discussions and presentations in a variety of authentic contexts	L S
Participate in an interview with people about a variety of topics	L S
Write a series of well-linked paragraphs for an authentic purpose	W
Revise written work for clarity, correctness and coherence	R W
Respond to analytical comprehension questions	L S R W
Prepare a multimedia presentation about a topic	S R W
Make, confirm, and deduce conclusions based on prior knowledge and evidence from the oral or written passage	L S R W

<b>Dispositions</b>
To be inquisitive and motivated to continue learning
To display self-confidence, self-esteem and a positive attitude towards learning / in the classroom
To develop autonomy and independence as a learner
To experiment with new strategies and judge their effectiveness
To make plans to achieve objectives
To adjust plans as necessary to accommodate changed or unforeseen circumstances
To make decisions based on the best available data
To transfer knowledge and skills from a familiar to a less familiar context
To prioritise and schedule a variety of tasks
To manage time effectively in order to work to set deadlines
To recognise personal strengths and limitations and to accommodate and build on those limitations
To cooperate in group activity directed to a common goal
To divide a large task into discrete parts
To accept constructive criticism
To display cultural sensitivity
To be open to new ideas and respect others' points of view
To implement problem-solving techniques
To take and share responsibility for one's actions
To draw connections between learning inside the classroom and the real world outside

## 4. Sample Tests

### Sample Test One (Module One: World issues)

#### Part A: Reading Comprehension and Vocabulary (15)

Read the following text. Then answer the questions below.

Recent research has shown that contact with dirt can increase happiness! That's one reason to begin composting: it's an excuse to play in the dirt!

Why else should you consider composting? By throwing food scraps and paper waste into a composter instead of your rubbish bin, you can create the greatest plant food on the planet. At the same time, you help to protect the environment. It's reciprocal – you scratch the dirt's back and it will scratch yours!

Compost is what you get when green waste (for example, tea bags, banana peel, carrot tops, eggshells and the like) and brown waste (for example, wood chips and paper) decompose. In a few weeks, the result is nutrient-rich stuff, full of the carbon, nitrogen and microscopic organisms that are necessary to make excellent food for flowers and plants.

There are many options for containing your compost. Some people have been making compost piles in any convenient spot on the ground. **Others** have built bins from materials such as recycled wood or plastic. There are also many commercial bins on the market.

Over the past decade, the practice of composting to turn organic waste into a valuable resource has been expanding rapidly in many countries, as landfill space has become more scarce and expensive, and as people have become more aware of their impact on the environment. Ten years from now, composting will probably be as common as recycling aluminium cans is today, both in the backyard and on an industrial scale. Many nations have made commitments or are legally required to drastically reduce the volume of waste being sent to landfills. Utilising kitchen and garden waste – **which** make up about 30% of the total – is a big part of the plan to minimise waste overall.

#### Choose the correct answer (4)

##### 1. The term 'composting' means:

- a. the decomposition of plant remains to make a rich substance for soil
- b. the packing of waste material produced at home
- c. the fertilising of the Earth with animal products
- d. the recycling of wood and plastic

##### 2. The term 'commitment' means:

- a. guarantee
- b. plan
- c. promise
- d. wish

##### 3. The term 'nutrient-rich' means:

- a. wealthy
- b. full of carbon
- c. full of nuts
- d. healthy

##### 4. The term 'reciprocal' means:

- a. interesting
- b. common
- c. wrong
- d. real

##### 5. Find one word in the text that means the same as each of the following: (2)

- a. decay \_\_\_\_\_
- b. outcome \_\_\_\_\_
- c. choice \_\_\_\_\_
- d. surroundings \_\_\_\_\_

##### 6. Find one word in the last paragraph that means the opposite of each of the following: (2)

- a. slowly \_\_\_\_\_
- b. slightly \_\_\_\_\_
- c. common \_\_\_\_\_
- d. increase \_\_\_\_\_

##### 7. Choose the most suitable title for the text. (1)

- a. Keep the garbage
- b. Feed the soil
- c. From trash to treasure
- d. Scratch the dirt's back

**8. Answer the following questions in your own words. (6)**

a. In the first paragraph, the writer gives one reason to encourage composting: 'to play in the dirt'. Do you think he means that literally? Explain your answer.

\_\_\_\_\_

b. Give two other reasons why composting is useful.

\_\_\_\_\_

c. The writer suggests three ways to contain compost. Are they easy to use? Suggest two other ways of your own.

\_\_\_\_\_

d. Is the writer optimistic about the future of composting? Do you agree with him?

\_\_\_\_\_

**PART B: Grammar (10)**

**9. Complete the two sentences below, using the correct form of the verbs in brackets. (6)**

a. I wish I (can) \_\_\_\_\_

b. I wish I (have) \_\_\_\_\_

**10. What do the words 'Others' (line 11) and 'which' (line 18) in bold in the text on page 140 refer to? (4)**

a. **others** \_\_\_\_\_

b. **which** \_\_\_\_\_

**Part C: Writing (15)**

**11. You are going to persuade your school to start recycling. Write an essay of about 100-120 words for your school magazine, giving reasons to support your opinion.**

*Use expressions such as: In this essay, I intend to, I consider, First of all, The main point, In my opinion, I believe.*

**Part D: Listening (15)**

**12. Listen to a talk given at your city council meeting (Listening text 1). Then fill in the blanks with the missing terms – two of these are made up of two words. (5)**

You can (a) \_\_\_\_\_ to the 'composting revolution' by composting your own kitchen and green (b) \_\_\_\_\_ at home. If you have a large garden, you might prefer to try composting using a (c) \_\_\_\_\_ system out by the back fence. Cities and towns can (d) \_\_\_\_\_ educational composting efforts and the collection of garden waste for (e) \_\_\_\_\_ composting. Whatever your style of composting is, there's plenty of opportunity to get involved!

**13. Listen to the interview (Listening text 2) and answer the questions.**

a. Who is Khaled? (2)

\_\_\_\_\_

b. What does he do now? (2)

\_\_\_\_\_

c. What does he like about his new work? (4)

\_\_\_\_\_

d. What does he wish for? (2)

\_\_\_\_\_

**Part E: Speaking (15)**

**14. In pairs, take turns to interview each other about how each one of you contributes to the welfare of the community. You may refer to a place, time, actions and outcome.**

### Grade distribution

Skills	Vocabulary	Reading Comprehension	Grammar	Writing	Listening	Speaking	Total
Time (min)	5	10-15	5	20-25	15	30	90
Grade	8	7	10	15	15	15	70

#### Listening text 1

You can contribute to the 'composting revolution' by composting your own kitchen and green waste at home. If you have a large garden, you might prefer to try composting using a three-bin system out by the back fence. Cities and towns can promote educational composting efforts and the collection of garden waste for large-scale composting. Whatever your style of composting is, there's plenty of opportunity to get involved!

#### Listening text 2

**Interviewer** So, Khaled, congratulations! You won the contest and now you are the head of a city council committee, making a new plan for the environment!

**Khaled** Yes, I'm very lucky!

**Interviewer** What do you like best about your work?

**Khaled** I like everything! But I really love the meetings.

**Interviewer** How do you prepare for the meetings?

**Khaled** Well, I read a lot. I have many books and magazines about the environment. So, I have some good ideas.

**Interviewer** What else do you like about being on the committee?

**Khaled** I like the discussion of different ideas. You know, every member wants his idea to be taken up. So the discussions can be really hot!

**Interviewer** I see. Is there anything else you'd like to tell our viewers?

**Khaled** Yes. We need the help of the people. If we want to have a better environment, we all have to work together.



Part A: Reading Comprehension and Vocabulary (15)

Read the following text. Then answer the questions below.

**Syrian Environment Association (SEA)**

The Syrian Environment Association (SEA) is a non-governmental organisation that was founded in 2001. It works to protect the environment, and aims to raise awareness about ways in which ordinary people can help to preserve **their** surroundings. With the support of local and national institutions, important steps are being taken towards improving the country's environmental record.

5 There are a number of ventures currently underway including scientific research, renovation programmes and building projects. The SEA organises campaigns against environmentally harmful products. As part of **its** campaigns, it has worked to clean and protect the Barada River from further pollution. One of the major projects of the SEA is the building of the first environmental centre in the country, **which** will be located in the heart of the old city of Damascus. Facilities will include a greenhouse, science labs, an auditorium and special child-friendly areas. In line 10 with the aims of the organisation, the building itself will be powered by solar and wind energy.

In an effort to improve bio-diversity throughout the country's natural reserves experts have carried out scientific studies to identify and analyse the different species. These studies also included a detailed list of environmental laws, and highlighted important environmental issues that the population as well as international tourists need to be made aware of.

15 SEA is trying to encourage young people to learn about the dangers Syria is facing if action is not taken to preserve the natural heritage. A youth environment club has been started making it possible for young people to become directly involved. Among other things, young people can help with the creation of ecologically friendly and diverse gardens in Syria's cities and promote recycling in their schools and homes. In addition to this, SEA has established a competition to design projects to help counter climate change. The high number of entries the competition has 20 been receiving is a positive sign for the future. It is hoped that over the next few years, Syria will be at the forefront of international efforts to save the environment.

**1. Find one word in the text that means each of the following. (5)**

- |                      |                         |
|----------------------|-------------------------|
| a. look after _____  | f. dangerous _____      |
| b. established _____ | g. citizens _____       |
| c. recognition _____ | h. contamination _____  |
| d. assistance _____  | i. the time ahead _____ |
| e. important _____   | j. countrywide _____    |

**2. Match the titles with the paragraphs. Write the titles in the blanks provided. (2)**

- |                      |                              |
|----------------------|------------------------------|
| a. paragraph 1 _____ | Studying the situation       |
| b. paragraph 2 _____ | The establishment of the SEA |
| c. paragraph 3 _____ | Young people and the future  |
| d. paragraph 4 _____ | Current projects             |

**3. Answer the following questions in complete sentences and in your own words. (6)**

- a. How will the SEA centre in Damascus help the environment?  
\_\_\_\_\_
- b. Why is the scientific study of Syria's natural reserves important?  
\_\_\_\_\_
- c. Do you think the future of Syria's environment looks positive? Give reasons for your answer.  
\_\_\_\_\_

**4. Put the following words in order to make a complete sentence. (2)**

- a. natural / if / preserved / can / heritage / action / our / be / take / we  
\_\_\_\_\_
- b. protect / species / reserves / to / natural / aim / endangered  
\_\_\_\_\_

**Part B: Grammar (10)**

**5. Rewrite the following passive sentences to show who the doer of the action is. (2)**

a. Important steps are being taken towards improving the country's environmental record.

---

---

b. The building will be powered by solar and wind energy.

---

---

c. There are dangers facing Syria if action is not taken to preserve the natural heritage.

---

---

d. A youth environment club has been started to encourage young people to be directly involved.

---

---

**6. Complete the following sentences by using one of the terms in the brackets. (2)**

a. The applicants \_\_\_\_\_ (*can, must*) be on time for the interview.

b. They \_\_\_\_\_ (*can't, mustn't*) possibly be out!

c. You \_\_\_\_\_ (*must, might*) leave now if you wish.

d. (*May, Can*) \_\_\_\_\_ you swim?

**7. Combine each pair of sentences below into one sentence, using one appropriate term from the list. Do not use any of the terms more than once. (3)**

*due to, because, therefore, so, since, because of*

a. Janice got home late. She missed her TV programme.

---

b. Alvin missed the bus. He woke up late.

---

c. My brother does not sleep very well. The neighbourhood is noisy.

---

**8. What do the words 'their' (line 2), 'its' (line 6) and 'which' (line 8) in bold in the text on page 143 refer to? (3)**

a. **their** \_\_\_\_\_

b. **its** \_\_\_\_\_

c. **which** \_\_\_\_\_

**Part C: Writing (15)**

9. Use the information in the table below to write an essay of about 100-120 words about the reserves in Syria. Choose four reserves to compare and / or contrast .

You may use vocabulary such as: largest, smallest, nearest and most famous.

For example:

Al Sha'ara-East is the smallest reserve and it is most famous for its evergreen trees.

Name of reserve	Location	Size	Date established
Al-Ferunluk	Lattakia	15 km <sup>2</sup>	Oak and pine trees
Sabkhat Al-Jabboul	Aleppo	100 km <sup>2</sup>	Lake
Al Sha'ara-East	Tartous	10 km <sup>2</sup>	Evergreen forest
Al-Talila	Palmyra	220 km <sup>2</sup>	Desert habitat
Jabal Abou Rojmen	Homs	600 km <sup>2</sup>	Mountain area

**Part D: Listening (15)**

10. Listen to the text about the Al-Ferunluk nature reserve (Listening text 1) and correct the following sentences. (8)

a. Al-Ferunluk nature reserve is located in the southwest of Syria.

\_\_\_\_\_

b. Unlike most of the country, there is the threat of drought and desertification in the reserve.

\_\_\_\_\_

c. There are more than 100 endangered species in the reserve.

\_\_\_\_\_

d. Tourists can go on special tours to see plants and animals common throughout Syria.

\_\_\_\_\_

11. Listen to the text about the Earth's atmosphere (Listening text 2) and fill in the blanks using one word for each blank. (7)

Gases in the (a) \_\_\_\_\_ hold in heat from the sun, keeping the atmosphere at a comfortable temperature for living things. Those that trap solar energy are called (b) \_\_\_\_\_. Water vapour, (c) \_\_\_\_\_ and methane are some of these. (d) \_\_\_\_\_ that add greenhouse gases may be warming the Earth's atmosphere. For example, the (e) \_\_\_\_\_, coal, oil and (f) \_\_\_\_\_ adds carbon dioxide to the air. If the increased carbon dioxide traps more heat, the result could be (g) \_\_\_\_\_ and a gradual increase in the temperature of the Earth's atmosphere.

**Part E: Speaking (15)**

12. In groups of four, debate whether a piece of land in your town should be transformed into a reserve or a school or a public playground. Give reasons for your choice.

You may use the following terms: Well I believe ... would be most appropriate, Thus, For the following reasons.

### Grade distribution

Skills	Vocabulary	Reading Comprehension	Grammar	Writing	Listening	Speaking	Total
Time (min)	5	10-15	5	20-25	15	30	90
Grade	5	10	10	15	15	15	70

#### Listening text 1

Al-Ferunluk nature reserve is located in the northwest of Syria on the Mediterranean coast, 47 km from the city of Lattakia. The ecosystem in this protected area is unique because of its European climate. The reserve is important because it is one of the few regions of Syria where there is no threat of drought or desertification. The site acts as a link between Europe and Asia for migrating birds that pass through the area such as the golden eagle and black vulture. More than 40 species within the reserve are rare or endangered, including the Syrian woodpecker, the Roe deer and the tiger salamander. Special tours are organised where visitors can see the endangered plants and animals, exclusive to this region of Syria.

#### Listening text 2

Gases in the Earth's atmosphere hold in heat from the sun, keeping the atmosphere at a comfortable temperature for living things. Those that trap solar energy are called greenhouse gases. Water vapour, carbon dioxide and methane are some of these. Human activities that add greenhouse gases may be warming the Earth's atmosphere. For example, the burning of wood, coal, oil and natural gases adds carbon dioxide to the air. If the increased carbon dioxide traps more heat, the result could be global warming and a gradual increase in the temperature of the Earth's atmosphere.



Part A: Reading Comprehension and Vocabulary (15)

Read the following text. Then answer the questions below.

The Niger giraffe

The Niger giraffe is a subspecies of giraffe that can be identified by its light-coloured spots. Both genetic and ecological features distinguish it from other giraffes. In the 19th century, it ranged in pockets over a huge territory, from Senegal to Cameroon. Even half a century ago, there were probably still as many as 3000 of these giraffes in Niger itself, although **they** could no longer be found in any of the neighbouring countries. By 1994, the population had dramatically decreased to only 67. The animal faced almost-certain extinction.

Experts said that poaching and desertification were to blame for the decline of the Niger giraffe. Emergency measures had to be taken to reverse the trend, which included fines and prison sentences for poachers. A programme of public awareness was also needed to save what had been one of the country's main tourist attractions.

It was some time before the new safeguards became effective. Indeed, the giraffe population reached an all-time low of 49 in 1996 before observers recorded the first signs of recovery. Since then, conservation efforts have led to significant growth, so that by 2008, the total had tripled to over 150 individuals, **all** living in a tiny area only 60 kilometres from Niger's capital, Niamey.

The giraffes have had to learn to live alongside people. They cross the farmers' fields and drink from the same water sources as the cattle. The people, too, have had to adapt. This region, near the capital, is the centre of local and international efforts to maintain the giraffes' habitat and smooth relations between the herd and the farming community. **It** should also provide opportunities for tourism. Having almost lost a unique subspecies of wildlife a decade ago, environmentalists are determined to protect the Niger giraffe in the future.

1. Find one word in paragraph 1 that means the same as each of the following: (5)

- a. isolated groups \_\_\_\_\_
- b. travelled \_\_\_\_\_
- c. inherited \_\_\_\_\_
- d. environmental \_\_\_\_\_
- e. death \_\_\_\_\_

2. Decide whether these statements are true or false. Correct false statements. (4)

- a. Although the Niger giraffe was in danger of extinction only a few years ago, the population is now starting to increase.  
\_\_\_\_\_
- b. Fifty years ago, the Niger giraffe lived in many countries, including Senegal and Cameroon.  
\_\_\_\_\_
- c. The government of Niger has banned the hunting of giraffes.  
\_\_\_\_\_
- d. The giraffes have no contact with the local people.  
\_\_\_\_\_

3. Answer the following questions in your own words. (6)

- a. What steps have been taken to save the Niger giraffe from extinction? Suggest two other ways.  
\_\_\_\_\_
- b. 'The giraffes have had to learn to live alongside people.' Explain if this is possible.  
\_\_\_\_\_
- c. 'The people, too, have had to adapt.' What is your point of view about this statement?  
\_\_\_\_\_

**Part B: Grammar (10)**

4. Write these numbers from the text in words. (3)

- a. 19th \_\_\_\_\_
- b. 67 \_\_\_\_\_
- c. 2008 \_\_\_\_\_

5. Complete each of the following sentences using one appropriate term from the list. Do not use any of the terms more than once. (4)

*due to, because, therefore, consequently, so, since*

- a. Pat felt sick \_\_\_\_\_
- b. Samir scraped his knee \_\_\_\_\_
- c. The class was noisy \_\_\_\_\_
- d. They earned extra money \_\_\_\_\_

6. What do the words 'they' (line 4), 'all' (line 11) and 'it' (line 16) in bold in the text on page 147 refer to? (3)

- a. **they** \_\_\_\_\_
- b. **all** \_\_\_\_\_
- c. **it** \_\_\_\_\_

**Part C: Writing (15)**

7. Write an article of about 100-120 words for a magazine in which you persuade your readers to give money to protect endangered animals in Syria. Give reasons to support your argument. Also explain how the money will be spent.

*You may use the following expressions: In this article, I intend to, First of all, The main point, I believe that.*

**Part D: Listening (15)**

8. Listen to comments made by three villagers (Hani, Ramzi and Tareq) about the giraffes. Then answer these questions.

a. Which villager says that giraffes are not useful? What proof does he offer? (5)

\_\_\_\_\_  
\_\_\_\_\_

b. Which villager has a positive opinion of the Niger giraffe? How does he support his opinion? (5)

\_\_\_\_\_  
\_\_\_\_\_

c. With whom does the third villager agree? Explain why. (5)

\_\_\_\_\_  
\_\_\_\_\_

**Part E: Speaking (15)**

9. In pairs, converse about the usefulness of the Niger giraffe. Give reasons for your opinions.

*You may use the following expressions: In my opinion, In fact, The main point, It's my view that, I think that.*

### Grade distribution

Skills	Vocabulary	Reading Comprehension	Grammar	Writing	Listening	Speaking	Total
Time (min)	5	10-15	5	20-25	15	30	90
Grade	5	10	10	15	15	15	70

#### Listening text

- Hani* Giraffes are useless animals. They don't work, like horses or donkeys. And they can't be hunted or eaten. I don't care if they become extinct!
- Ramzi* I disagree. The Niger giraffe is a national treasure. The government must increase its efforts to stop the poaching.
- Hani* No, you're wrong! The giraffes cause serious problems. They eat our crops - mostly beans and mangoes - and damage our fields.
- Tareq* I agree. We can't afford to let the giraffes eat our food. Why should the people suffer? The human population is starving. And when a giraffe is killed by a bus or a lorry, the villagers don't let anything go to waste.
- Ramzi* That's nonsense! The giraffes don't eat beans or mangoes, or any other food that people eat! They cause very little damage to our crops. When I saw a giraffe lying down dead it made me very sad.

**Part A: Reading Comprehension and Vocabulary (15)**

Read the following text. Then answer the questions below.

**Medicinal plants**

For thousands of years, it has been known that many plants have medicinal or health-giving properties. Nowadays, we tend to rely on synthetic medicines that have been prepared in a laboratory, but we must not forget that plants still supply the raw materials for many of **these**. Most modern doctors know very little about medicinal plants, although much ancient wisdom has been preserved in the writings and practice of herbalists. Textbooks exist on **the subject** from ancient Egypt, Mesopotamia, India and China. During the Middle Ages, Arab doctors and scientists provided the most advanced information on herbal medicines, **which** was later transmitted to Europe. Even today, it is likely that there are thousands of new plant species waiting to be discovered in unexplored parts of the world, such as the tropical rain forests of Central and South America.

In Syria, many medicinal plants grow naturally; for example, garlic, onion, chamomile and marjoram. Fresh herbs are leafy crops with low water requirements, and are therefore well suited to growing in Syria, where water is a scarce resource. In the last few years, herbs have also been grown commercially for use within the country and for export, to both Europe and the Arab world.

One amazingly useful herb that occurs naturally in Syria is chamomile. The dried flowers can be used to make tea, which has sedative, painkilling and antiseptic properties. Chamomile tea relaxes muscles and has a calming effect on the stomach. **It** can also be used to cure fever, nausea and sleeplessness. A liquid preparation of chamomile is sometimes used externally to treat burns, wounds and skin infections.

**Choose the correct answer (3)**

1. The term 'raw' means:

- a. undigested                      b. unprocessed
- c. uncooked                        d. unripe

2. The term 'wisdom' means:

- a. resource                         b. knowledge
- c. kindness                         d. superstition

3. The term 'herbalists' best describes people who use herbs to:

- a. grow food                        b. make tea
- c. grow flowers                    d. make medicine

4. Find one word in the text that means the same as each of the following: (3)

- a. uncommon                      \_\_\_\_\_
- b. depend                         \_\_\_\_\_
- c. qualities                        \_\_\_\_\_

5. Find one word in the text that means the opposite of each of the following: (3)

- a. stimulates                      \_\_\_\_\_
- b. natural                         \_\_\_\_\_
- c. internally                        \_\_\_\_\_

6. Answer the following questions in your own words. (6)

- a. In what way are modern doctors different from old doctors?  
\_\_\_\_\_
- b. In your opinion, which are better to use: medicinal plants or synthetic medicines?  
\_\_\_\_\_
- c. Suggest two ways of making medicinal plants more popular in Syria.  
\_\_\_\_\_



**Part B: Grammar (10)**

7. What do the words **'these'** (line 3), **'the subject'** (line 5), **'which'** (line 6) and **'It'** (line 15) in bold in the text above refer to? (4)

- a. **these** \_\_\_\_\_
- b. **the subject** \_\_\_\_\_
- c. **which** \_\_\_\_\_
- d. **It** \_\_\_\_\_

8. Rewrite the following paragraph as reported speech. Begin as shown below and add other expressions as necessary.

**For example:**

*He also said, He added that. (6)*

One amazingly useful herb that occurs naturally in Syria is chamomile. The dried flowers can be used to make tea, which has sedative, painkilling and antiseptic properties. Chamomile tea relaxes muscles and has a calming effect on the stomach.

The lecturer said that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part C: Writing (15)**

9. You are going to write an article entitled **'Keeping healthy'**. Write about 120-150 words giving advice to people of your own age. Include information about diet and exercise.

**You may use the following expressions:** *The golden rule is, If you do this, Remember these tips, Another useful tip, In the end you'll, The best way to, Don't forget.*

**Part D: Listening (15)**

10. Listen to a conversation between two students. Then answer the questions.

a. Who has been reading a lot? (1)

\_\_\_\_\_

b. What has he been reading about? (1)

\_\_\_\_\_

c. How does Karim feel about the topic? (2)

\_\_\_\_\_

d. What example of a useful plant does Nawwaf give? (1)

\_\_\_\_\_

e. How many medical uses did the Romans have for this plant? (1)

\_\_\_\_\_

f. What is the purpose of the old recipe? (2)

\_\_\_\_\_

g. Explain how to prepare the old recipe. (5)

\_\_\_\_\_

\_\_\_\_\_

h. What does Nawwaf plan to do next time he catches a cold? (2)

\_\_\_\_\_

**Part E: Speaking (15)**

11. You're having a dialogue with your friend about the advantages and disadvantages of retiring from work at the age of 65.

**Present your dialogue to the class.**

**You may use the following terms:** *Well I believe/think, In my opinion, Thus, For the following reason, In fact.*

**Grade distribution**

Skills	Vocabulary	Reading Comprehension	Grammar	Writing	Listening	Speaking	Total
Time (min)	5	10-15	5	20-25	15	30	90
Grade	9	6	10	15	15	15	70

**Listening text**

Karim            *Hi, Nawwaf. I haven't seen you since the weekend. What have you been doing?*

Nawwaf        *Oh, hello, Karim. I've been reading a lot.*

Karim            *What about?*

Nawwaf        *Herbal medicine.*

Karim            *That doesn't sound very interesting!*

Nawwaf        *Well, it is. Actually, it's a fascinating subject. Some plants are amazingly useful.*

Karim            *Such as?*

Nawwaf        *Well, take the onion, for example.*

Karim            *What's so special about onions?*

Nawwaf        *Well, the ancient Romans listed 27 medical uses. Onion has been used to treat upset stomachs, burns and wounds.*

Karim            *What else?*

Nawwaf        *Onion stimulates the appetite and helps digestion. It can also treat coughs and sore throats. I also found an old recipe that was used to cure the common cold.*

Karim            *Really?*

Nawwaf        *Yes. You chop an onion into small pieces, mix it with honey and cook it gently in a little hot water for a few minutes. Then you let it cool down. You give the patient two teaspoons of the mixture three times a day.*

Karim            *That sounds horrible. Does it work?*

Nawwaf        *I don't know. I haven't tried it yet. Next time I catch a cold, I'll tell you!*

Part A: Reading Comprehension and Vocabulary (15)

Read the following text. Then answer the questions below.

**The Romans: ancient city planners**

The Roman civilisation reached its climax during the first centuries CE, about 2000 years ago. They left indelible traces on our modern society. Roman society was one rich in culture, where literature, art and architecture flourished. Known as the ‘Golden Age’, **this period of history** is typically privileged by archaeologists and historians, and as a result many buildings still remain which may otherwise have been destroyed and replaced with more recent constructions.

- 5 One of the most important ways in which the Romans continue to affect our lives every day is the way they built their cities. The Roman grid plan has become synonymous with the Roman cultural values of order and control. There are many cities throughout the ancient Roman World where evidence of this grid plan still remains. Roman cities were often built on the site of disused military camps, **which** in part explains the similar structure of many cities in different parts of the Mediterranean.
- 10 Traditionally there were two main streets running through the centre of a city. The Cardo Maximus running from north to south and the Decumanus Maximus running from east to west. Some of the finest surviving examples of this Roman street plan can be found in Syria. At the ancient site of Apamea the columns of the Cardo Maximus still stand and dominate the landscape. The street now known as Medhat Pasha Street in Damascus runs for 1,500 m from the east gate to the west gate and is the site of the Roman-built Decumanus Maximus.
- 15 Another major feature of cities built by the Romans is the forum. The Roman Forum, in the centre of Rome, has been a popular site for tourists to visit for hundreds of years. Although only ruins remain today it is possible to imagine what daily life might have been like in the heart of **the ancient metropolis**. Since it was the focus of law, administration, worship and politics, citizens would gather **there** every day to learn about recent events. In other cities, the forum may not have been as large, but almost every city had one at its centre and it was an important focus
- 20 of daily life in cities under Roman control. Many visible influences of the Romans have been lost over the passage of time, but look a little harder and you might be surprised at what you find.

**Choose the correct answer (3)**

**1. The term ‘indelible’ means:**

- a. permanent                      b. offensive  
c. small                              d. confusing

**2. The term ‘privilege’ means:**

- a. consider useless                b. set free  
c. give importance to            d. argue about

**3. The term ‘synonymous’ means:**

- a. identical                        b. famous  
c. unpopular                       d. unusual

**4. Find one word in the text that means the same as each of the following: (4)**

- a. prospered \_\_\_\_\_  
b. abandoned \_\_\_\_\_  
c. full of \_\_\_\_\_  
d. centre of activity \_\_\_\_\_

**5. Find one word in the text that means the opposite of each of the following: (2)**

- a. modern \_\_\_\_\_              b. chaos \_\_\_\_\_

**6. Answer the following questions. (6)**

- a. Why was this period of Roman history known as the ‘Golden Age’?

\_\_\_\_\_

- b. Give one example of an element common to many Roman cities.

\_\_\_\_\_

- c. What can you see today at the site of Apamea?

\_\_\_\_\_

**Part B: Grammar (10)**

7. What do the words **'this period of history'** (line 3), **'which'** (line 8), **'the ancient metropolis'** (line 17) and **'there'** (line 18) in bold in the text on page 153 refer to? (4)

- a. **this period of history** \_\_\_\_\_
- b. **which** \_\_\_\_\_
- c. **the ancient metropolis** \_\_\_\_\_
- d. **there** \_\_\_\_\_

8. Identify the cause or effect in these extracts from the text. (4)

a. ... many buildings remain which may otherwise have been destroyed.

cause: \_\_\_\_\_

b. ... the Romans continue to affect our lives.

cause: \_\_\_\_\_

c. Roman cities were often built on the site of disused military camps.

effect: \_\_\_\_\_

d. The ancient metropolis was the focus of law, administration, worship and politics.

effect: \_\_\_\_\_

9. Find one example of a comparative adjective and one example of a superlative adjective in the text. (2)

\_\_\_\_\_

**Part C: Writing (15)**

10. Write an essay of about 120-150 words explaining how you think the city was central to Roman life. In addition to the passage above, you may like to consider the following points: trade; housing; public affairs. You may use the following expressions:

*I believe that, First, Second, Finally, For the above reasons.*

**Part D: Listening (15)**

11. Listen to a short talk entitled 'Computers through the ages'. Then answer the questions. (7)

a. What could the first computer do? (2)

\_\_\_\_\_

b. Name some of the functions of more modern computers. (3)

\_\_\_\_\_

c. When will everyone all over the world be able to use the Internet? (2)

\_\_\_\_\_

12. Listen to the talk again. Then fill in the gaps in the second paragraph of the talk (below). (8)

It might seem hard to (a) \_\_\_\_\_ but according to a survey, most people had (b) \_\_\_\_\_ heard of the (c) \_\_\_\_\_ until the 1990s and at first very few people could afford to buy their own computers. (d) \_\_\_\_\_ styles of communication are being replaced by online methods, such as email and instant messaging. It is no longer (e) \_\_\_\_\_ to wait days or weeks for a letter to arrive when an (f) \_\_\_\_\_ is delivered within seconds. Experts (g) \_\_\_\_\_ that the Internet will be available to anyone anywhere within (h) \_\_\_\_\_ years.

**Part E: Speaking (15)**

13. In pairs, take turns to ask each other about the most useful modern technology.

You may choose one of the following:

*airplane, mobile phone, computer, MP3 player, satellite, a medical advance*



### Grade distribution

Skills	Vocabulary	Reading Comprehension	Grammar	Writing	Listening	Speaking	Total
Time (min)	5	10-15	5	20-25	15	30	90
Grade	9	6	10	15	15	15	70

#### Listening text

##### Computers through the ages

Today it is hard to imagine a world without computers. We use them in schools, at work and to communicate with our friends. One of the earliest computers is known as the ENIAC. It was developed in the middle of the 20th century, and it was so big it filled a whole room! Compared to the computers we use today it was very slow and had a limited range of functions. It made mathematical calculations 1000 times faster than anything before, and it cost nearly half a million dollars.

Over the next 50 years huge technological advances were made, computers became smaller, cheaper and offered a wide range of functions including word processing, file storage and playing music. Gradually, these machines became widely available to the public.

It might seem hard to believe but according to a survey, most people had never heard of the Internet until the 1990s and at first very few people could afford to buy their own computers. Traditional styles of communication are being replaced by online methods, such as email and instant messaging. It is no longer necessary to wait days or weeks for a letter to arrive when an email is delivered within seconds. Experts expect that the Internet will be available to anyone anywhere within ten years.

## Part A: Reading Comprehension and Vocabulary (15)

Read the following text. Then answer the questions.

### The achievement of Arabic

Arabic has had a great influence on other languages. Being the most widely spoken Semitic language and having 280 million native speakers, Arabic, together with the culture of the Arab people, has had a great influence on languages far and wide.

Historically, Arabic had served as the vehicle for the spread of Islam, eventually supplanting many of the languages previously spoken in the Middle East and North Africa. Arabic also became a major source of vocabulary in languages as diverse as Armenian, Farsi, Berber, Kurdish, Hindi, Urdu, Turkish, Swahili, Indonesian, Tagalog and Malay. For example, the Arabic word *kitab* is used in all these languages to mean 'book', except in Malay and Indonesian, where it means 'religious book'.

The influence of Arabic in countries that have adopted Islam can be clearly seen in religious terminology, for example in words like *imam* (prayer leader) and *salat* (prayer). However, it is also evident in other fields of study such as mathematics, science and philosophy, as there were many important centres of scholarship in the Arab world during the Middle Ages. Arab scholars had developed the concepts that lie behind such words as 'alkali', 'algebra' and 'algorithm'. These words, and many others, spread first to other languages used in the Mediterranean world, especially Spanish, Portuguese and Italian, and later to most of the languages of Europe at that time, including English. The Arab world was also the source of many of the exotic and highly desirable trade goods that were entering Europe, bringing their Arabic names with them: words like 'sugar', from *sukkar*, 'cotton', from *qutn*, 'amber', from *anbar* and 'artichoke', from *ardishawki*.

Thus, English now contains many Arabic loan words, some of which came into English directly, while others were introduced through another language. In addition to those listed above, common English words of Arabic origin include 'gazelle', 'giraffe', 'coffee', 'zenith', 'tariff', 'magazine', and 'sofa'. Also, many English words beginning with *al* (Arabic 'the') display their Arabic origins, such as 'albatross', 'alfalfa', 'almanac', 'alcohol' and 'alcove'.

The spiritual and cultural importance of Arabic-speaking countries continues to be strong, and it is therefore certain that Arabic will continue to influence other languages of the world in the future.

#### 1. Find words in the text that mean the following. (5)

- exercised control over \_\_\_\_\_
- something borrowed \_\_\_\_\_
- took the place of \_\_\_\_\_
- the system of words \_\_\_\_\_
- varied \_\_\_\_\_

#### 2. Write 'true' or 'false' after each sentence. Correct the false statements. (4)

- Many currently spoken languages clearly show the influence of Arabic.

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- Only a few examples of religious vocabulary associated with Islam derive directly from Arabic.

---

- Arabic has not influenced non-Semitic languages.

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- Arabic no longer has an influence on other languages.

---

#### 3. Give two reference words from the text to indicate each of: (5)

- drawing a conclusion \_\_\_\_\_
- giving illustrations \_\_\_\_\_
- additional information \_\_\_\_\_
- translation \_\_\_\_\_
- contrast \_\_\_\_\_

#### 4. Explain the idiomatic expression 'far and wide' in the first paragraph. (1)

---

## Part B: Grammar (10)

### 5. Choose the best modal verb in each sentence below and write it in the blank. (3)

- a. They (*could, might, should*) \_\_\_\_\_ be away for the weekend but I'm not sure.  
b. He (*might, have to, could*) \_\_\_\_\_ be from Aleppo, judging by his accent.  
c. We'd better phone tomorrow; they (*could, can, might*) \_\_\_\_\_ be eating their dinner now.

### 6. Rewrite the sentences using the -ing form. (4)

- a. Because he had been late for work twice, he decided to catch an earlier bus.  
\_\_\_\_\_  
b. As he looked over his shoulder, he saw the police chasing him.  
\_\_\_\_\_  
c. When he saw the broken glass on the floor, he realised that he had been burgled.  
\_\_\_\_\_  
d. After I had passed the bookshop, I walked up the steps and could see all the lights ahead of me.  
\_\_\_\_\_

### 7. What do the words 'it' (line 10), 'their' (line 16) and 'those' (line 19) in bold in the text on page 156 refer to? (3)

- a. **it** \_\_\_\_\_  
b. **their** \_\_\_\_\_  
c. **those** \_\_\_\_\_

## Part C: Writing (15)

### 8. Many technological innovations such as electricity, telephones and computers have had some positive effects on society. However, some inventions, such as weapons, are used for destructive purposes. Choose an invention that has had a negative effect on your daily life. Write about 120-150 words describing the invention and its effect on you. Also, suggest how the negative effect can be minimised.

You may use some of the following expressions:

*I believe, I'd... because, This involves, In the future, It may be possible to, I would recommend.*

## Part D: Listening (15)

### 9. Listen to the text. Then fill in the blanks with the appropriate expressions from the list. One word needs to be used twice and another word does not need to be used at all. (12)

*organising, directing, budgeting, planning, staffing, controlling*

- a. This function maps the path from where the organisation is now to where it should be in the future. \_\_\_\_\_  
b. This function includes information management and the measurement of performance. \_\_\_\_\_  
c. This function ensures high-quality performance. \_\_\_\_\_  
d. This function deals with the management of human resources. \_\_\_\_\_  
e. This function requires exceptional interpersonal skills and the ability to motivate people. \_\_\_\_\_  
f. This function may be referred to as 'coordinating'. \_\_\_\_\_

### 10. Listen to the last part of the text about the function of controlling again and fill in the gaps. (3)

Controlling is the function that (a) \_\_\_\_\_ quality in all areas. It detects (b) \_\_\_\_\_ from the organisation's plan. This ensures (c) \_\_\_\_\_ results in an orderly and problem-free environment.

## Part E: Speaking (15)

### 11. Converse with your friend about your preferred future career from the list of professions below.

*architect, artist, athlete, clerk, doctor, mechanic, nurse, pilot, sportsperson, teacher*

You may use the following expressions:

*I would, In the future, It might be a good idea, Perhaps one of the greatest, This involves, For all these reasons.*

### Grade distribution

Skills	Vocabulary	Reading Comprehension	Grammar	Writing	Listening	Speaking	Total
Time (min)	5	10-15	5	20-25	15	30	90
Grade	5	10	10	15	15	15	70

#### Listening text

*An administrator has five functions: planning, organising, staffing, directing and controlling.*

*Planning involves deciding in advance what to do, how to do it, when to do it, and who should do it. This function involves establishing goals and arranging them in a logical order.*

*Organising involves identifying responsibilities to be performed, allocating responsibilities to departments and specifying organisational relationships. The purpose is to achieve a coordinated effort among all the parts of the organisation.*

*Staffing means filling positions with the right people at the right time. It involves deciding staffing needs, writing job descriptions and recruiting people to fill the positions.*

*Directing is leading people in a manner that achieves the goals of the organisation. This involves the proper allocation of resources and providing an effective support system. One of the crucial issues in directing is to find the correct balance between emphasis on staff needs and emphasis on economic production.*

*Controlling is the function that evaluates quality in all areas. It detects deviations from the organisation's plan. This ensures satisfactory results in an orderly and problem-free environment.*



## 5. Rating rubrics

When preparing a test, you should pay attention to the following general guidelines:

Question	Yes	No	Comments
1. Are the directions for each section absolutely clear?			
2. Does each item measure a specified outcome?			
3. Is each item stated in clear, simple language?			
4. Is the difficulty of each item appropriate for your students?			
5. Is the language of each item sufficiently authentic?			
6. Are all outcomes tested?			
5. Is the number of questions relevant to the duration of the test?			

### a. Listening

The following are the criteria to evaluate your students' listening skills:

- concentrating when listening on explicit information
- answering listening comprehension questions
- following the gist of the oral text
- deciding on key ideas
- identifying meaningful relationships within the oral text

### b. Speaking

The following are the criteria to evaluate your students' speaking skills:

- completion of the task
- level of comprehensibility of the listener
- fluency in giving ideas
- pronunciation
- choice of vocabulary
- accuracy of language structure

The suggested approach of scoring is holistic; a student is given a score (1–4) where 1 is the minimum score and the student needs to improve and keep trying and 4 is the maximum score where the student shows mastery

#### 1 Does Not Meet Expectations

- Task completion Minimal completion of the task and/or responses frequently inappropriate.
- Comprehensibility Responses barely comprehensible.
- Fluency Speech halting and uneven with long pauses and/or incomplete thoughts.
- Pronunciation Frequently interferes with communication.
- Vocabulary Inadequate and/or inaccurate use of vocabulary.
- Language Control Inadequate and/or inaccurate use of basic language structures.

#### 2 Almost Meets Expectations

- Task completion Partial completion of the task; responses mostly appropriate yet undeveloped.
- Comprehensibility Responses mostly comprehensible, requiring interpretation on the part of the listener.
- Fluency Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
- Pronunciation Occasionally interferes with communication.
- Vocabulary Somewhat inadequate and/or inaccurate use of vocabulary.
- Language Control Emerging use of basic language structures.

### 3 Meets Expectations

- Task completion Completion of the task; responses appropriate and adequately developed.
- Comprehensibility Responses comprehensible, requiring minimal interpretation on the part of the listener.
- Fluency Some hesitation but manages to continue and complete thoughts.
- Pronunciation Does not interfere with communication.
- Vocabulary Adequate and accurate use of vocabulary.
- Language Control Emerging control of basic language structures.

### 4 Excellently Meets Expectations

- Task completion Superior completion of the task; responses appropriate and with elaboration.
- Comprehensibility Responses readily comprehensible, requiring no interpretation on the part of the listener.
- Fluency Speech continuous with few pauses or stumbling.
- Pronunciation Enhances communication.
- Vocabulary Rich use of vocabulary.
- Language Control Control of basic language structures.

### c. Reading

The following are the criteria to evaluate your students' reading comprehension skills:

- concentrating on explicit information when reading
- following the gist of the written text
- summarising the text orally or in writing
- consciously drawing upon prior knowledge and experiences related to the written text
- approaching the written text in an inquiring way

### d. Writing

The following are criteria to evaluate your students' writing skills:

- completion of the task
- level of comprehensibility of the reader
- level of discourse
- accuracy of language structures
- implementation of mechanics rules

The suggested approach of scoring is similar to that of speaking.

## 6. Writing Rubrics

	Task Completion	Comprehensibility	Level of Discourse	Vocabulary	Grammar	Mechanics
<b>1 Does Not Meet Expectations</b>	Minimal completion of the task, and/or content frequently inappropriate	Text barely comprehensible	Predominant use of complete, yet repetitive sentences, no or almost no cohesive devices	Inadequate and/or inaccurate use of vocabulary	Inadequate and/or inaccurate use of basic language structures	Inaccurate spelling, punctuation and/or capitalisation
<b>2 Almost Meets Expectations</b>	Partial completion of the task, content mostly appropriate, ideas are undeveloped	Text mostly comprehensible, requiring interpretation on the part of the reader	Use of complete sentences, some repetitive, few cohesive devices	Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level	Emerging use of basic language structures	Somewhat inaccurate spelling, punctuation and/or capitalisation
<b>3 Meets Expectations</b>	Completion of the task, content appropriate, ideas adequately developed	Text comprehensible, requiring minimal interpretation on the part of the reader	Emerging variety of complete sentences, some cohesive devices	Adequate and accurate use of vocabulary for this level	Emerging control of basic language structures	Mostly accurate spelling, punctuation and/or capitalisation
<b>4 Excellently Meets Expectations</b>	Superior completion of the task, content appropriate, ideas well-developed and well-organised	Text readily comprehensible, requiring no interpretation on the part of the reader	Variety of complete sentences and of cohesive devices	Rich use of vocabulary	Control of basic language structures	Few or no errors in spelling, punctuation and/or capitalisation

## 6. Answer key

### Sample Test One (Module 1)

#### Part A: Reading Comprehension and Vocabulary

1. a
2. c
3. d
4. b
  
5.
  - a. decompose
  - b. result
  - c. option
  - d. environment
  
6.
  - a. rapidly
  - b. drastically
  - c. scarce
  - d. minimise
  
7. c
  
8. Suggested answers.
  - a. (Not necessarily: the writer wants to attract the attention of the reader.)
  - b. (create the greatest plant food, protect the environment)
  - c. (Yes, they're easy to use.)
  - d. (Yes, the writer is optimistic.)

#### Part B: Grammar (10)

9.
  - a. I wish I could
  - b. I wish I had
  
10.
  - a. *Others* refers to people
  - b. *which* refers to kitchen and garden waste

#### Part C: Writing

Students' answers (100-120 words, giving reasons, good introduction and conclusion, use of appropriate expressions)



### Part D: Listening

- 12.
- a. contribute
  - b. waste
  - c. three-bin
  - d. promote
  - e. large-scale

13. Suggested answers:

- a. (Khaled is a person who won a contest and became the head of a city council committee.)
- b. (He's making a plan for the environment.)
- c. (He likes the meetings and discussions.)
- d. (He wishes people would help.)

### Part E: Speaking

14. Students' answers (2 minutes, appropriate description of the achievement, proper use of expressions to give details of place, time, actions taken and outcome)

## Sample Test Two (Module 2)

### Part A: Reading Comprehension and Vocabulary

- 1
- a. protect
  - b. founded
  - c. awareness
  - d. support
  - e. major
  - f. harmful
  - g. population
  - h. pollution
  - i. future
  - j. national

- 2.
- a. The establishment of the SEA
  - b. Current projects
  - c. Studying the situation
  - d. Young people and the future

3. Suggested answers:

- a. (The centre will raise awareness about environmental problems. It will run projects to prevent further pollution. Scientists will use the centre to research new ways to be environmentally friendly.)
- b. (To highlight important environmental issues to locals and tourists. To understand the many different animal species which exist in Syria. )
- c. (It looks positive because... / It does not look positive because... )

- 4.
- a. If we take action our natural heritage can be preserved.
  - b. Natural reserves aim to protect endangered species.

**Part B: Grammar**

- 5.
- a. Organisations are taking important steps towards...
  - b. Solar and wind energy will power the building.
  - c. Syria faces dangers if it does not take action...
  - d. The SEA has started a youth environment club...

- 6.
- a. must
  - b. can't
  - c. might
  - d. can

7. Suggested answers:
- a. (Because Janice got home late, she missed her TV programme.)
  - b. (Since Alvin woke up late, he missed the bus.)
  - c. (Due to the fact that the neighbourhood is noisy, my brother does not sleep very well.)

- 8.
- a. *their* refers to ordinary people
  - b. *its* refers to the SEA
  - c. *which* refers to the environmental centre

**Part C: Writing**

9. Students' answers (100-120 words, good introduction and conclusion, use of appropriate expressions, correct use of information from the table)

**Part D: Listening**

- 10.
- a. Al-Ferunluk nature reserve is located in the northwest of Syria.
  - b. Unlike most of the country, there is no threat of drought and desertification in the reserve.
  - c. There are more than 40 endangered species in the reserve.
  - d. Tourists can go on special tours to see the plants and animals exclusive to this region of Syria.

- 11.
- a. Earth's atmosphere
  - b. greenhouse gases
  - c. carbon dioxide
  - d. Human activities
  - e. burning of wood
  - f. natural gases
  - g. global warming

**Part E: Speaking**

12. Students' answers (2 minutes, appropriate reasons for choice of land use, giving reasons for the choice)

## Sample Test Three (Modules 1 and 2)

### Part A: Reading Comprehension and Vocabulary

1.
  - a. pockets
  - b. ranged
  - c. genetic
  - d. ecological
  - e. extinction
2.
  - a. True
  - b. False. There were 3000 giraffes in Niger but not in neighbouring countries.
  - c. True
  - d. False. The giraffes cross the farmers' fields and drink from the same water sources as the cattle.
3. Suggested answers
  - a. (fines, prison sentences, a programme of public awareness)
  - b. (Yes, it is possible; giraffes walk across the fields and drink from the water sources.)
  - c. (People have to accept the giraffes being around because / since ...)

### Part B: Grammar

4.
  - a. nineteenth
  - b. sixty-seven
  - c. two thousand and eight
5. Suggested answers
  - a. Pat felt sick so he went to the doctor.
  - b. Because Samir scraped his knee, the nurse gave him a band-aid.
  - c. The class was noisy; therefore they could not go for the break.
  - d. Since they earned extra money, they bought a new car.
6.
  - a. *they* refers to the 'Niger giraffes'
  - b. *all* refers to 'over 150 individuals'
  - c. *it* refers to 'this region'

### Part C: Writing

7. Students' answers (120-150 words, good introduction and conclusion, use of appropriate expressions for persuasion, use of suitable reasons).

### Part D: Listening

8.
  - a. Hani; giraffes don't work, can't be hunted or eaten, eat the crops and damage the fields.
  - b. Ramzi; giraffes are national treasure, they don't damage the fields. Giraffes don't eat human food and cause little damage to the crops.
  - c. Tareq, the third villager, agrees with Hani; giraffes eat the people's food. The human population is starving.

### Part E: Speaking

9. Students' answers (2 minutes, appropriate reasons for choice, proper use of expressions to give an opinion)

## Sample Test Four (Module 3)

### Part A: Reading Comprehension and Vocabulary

1. c
2. b
3. d
  
4.
  - a. scarce
  - b. rely
  - c. properties
  
5.
  - a. relaxes
  - b. synthetic
  - c. externally
  
6. Suggested answers
  - a. (Modern doctors don't know much about medicinal plants.)
  - b. (Medicinal plants are better because ...)
  - c. (Through the media, schools, doctors ...)

### Part B: Grammar

7.
  - a. *these* refers to synthetic medicines
  - b. *the subject* refers to medicinal plants
  - c. *which* refers to information
  - d. *It* refers to chamomile tea
  
8. The lecturer said that one amazingly useful herb that occurred naturally in Syria was chamomile. He added that the dried flowers could be used to make tea, which had sedative, painkilling and antiseptic properties. The lecturer also said that chamomile tea relaxed muscles and had a calming effect on the stomach.

### Part C: Writing

9. Students' answers (120-150 words, to give advice, appropriate information about diet and exercise, good introduction and conclusion, use of appropriate expressions)

### Part D: Listening

10.
  - a. Nawwaf
  - b. herbal medicine
  - c. doesn't find it interesting
  - d. the onion
  - e. 27
  - f. to cure the common cold



- g. Chop an onion into small pieces, mix it with honey and cook it gently in a little hot water for a few minutes. Then let it cool down.
- h. He'll try the recipe.

### Part E: Speaking

11. Students' answers (2 minutes, appropriate choice of an advantage and a disadvantage, proper use of expressions to give an opinion)

## Sample Test Five (Module 4)

### Part A: Reading Comprehension and Vocabulary

- 1. a
- 2. c
- 3. a
- 4.
  - a. flourished
  - b. disused
  - c. rich
  - d. focus
- 5.
  - a. ancient
  - b. order
- 6.
  - a. Because it was a period rich in culture, where literature, art and architecture flourished.
  - b. Suggested answers: the grid plan; being built on a disused military camp; the Roman forum; buildings for administration and politics
  - c. columns of the Cardo Maximus.

### Part B: Grammar

- 7.
  - a. *this period of history* refers to the roman period; the first centuries CE; around 2000 years ago
  - b. *which* refers to the fact that they were built on the site of disused military camps
  - c. *the ancient metropolis* refers to ancient Rome
  - d. *these* refers to the forum
- 8.
  - a. archaeologists and historians typically privilege this period of history
  - b. the way they built their cities which often still remains today
  - c. the similar structure of many cities in different parts of the Mediterranean
  - d. citizens would gather in the forum every day to learn about recent events
- 9.
  - comparative: harder
  - superlative: finest

### Part C: Writing

10. Students' answers (120-150 words, appropriate reasons for the importance of the city in Roman society, good introduction and conclusion, use of appropriate expressions to give reasons)

### Part D: Listening

- 11.
  - a The first computer made mathematical calculations.
  - b Word processing; file storage; playing music; students' own answers.
  - c Within ten years.
- 12.
  - a. believe                      b. never
  - c. Internet                      d. Traditional
  - e. necessary                      f. email
  - g. expect                      h. ten

### Part E: Speaking

13. Students' answers (2 minutes, appropriate description of the technological device, giving reasons for the choice)

## Sample Test Six (Modules 3 and 4)

### Part A: Reading Comprehension and Vocabulary

1.
  - a. dominated
  - b. loan words
  - c. supplanted
  - d. terminology
  - e. diverse
2.
  - a. True
  - b. False. Many religious terms derived from Arabic, are in widespread use throughout the world.
  - c. False. It has influenced languages in Europe.
  - d. False. It continues to be strong.
3.
  - a. thus, therefore
  - b. for example, such as
  - c. also, together with, and, in addition
  - d. *kitab* (religious book), *sukkar* (sugar), *qutn* (cotton) ...
  - e. while, however
4. Suggested answers:  
(spread in different countries, around the world)

### Part B: Grammar

5.
  - a. might
  - b. could
  - c. might
6.
  - a. Having been late for work twice, he ...
  - b. Looking over his shoulder, he ...
  - c. Seeing the broken glass, he ...
  - d. Having passed the bookshop, I ...
7.
  - a. *it* refers to the influence of Arabic
  - b. *their* refers to trade goods
  - c. *those* refers to words

### Part C: Writing

8. Students' answers (120-150 words, appropriate description of the invention and its negative effect, good suggestion to minimise its effect, good introduction and conclusion, use of appropriate expressions)

### Part D: Listening

9.
  - a. planning
  - b. controlling
  - c. controlling
  - d. staffing
  - e. directing
  - f. organising
10.
  - a. evaluates
  - b. deviations
  - c. satisfactory

### Part E: Speaking

11. Students' answers (2 minutes, appropriate reasons for choice of future career, proper use of expressions to give a choice)





# English for Starters

**English for Starters** is a communicative course in English, which takes into account the most modern methodology.

**English for Starters Level 12** aims to stimulate the child's interest in learning English and to develop confidence through a range of enjoyable activities.

The focus at this stage of the course is on all four skills – listening, speaking, reading and writing. An active use of language is promoted throughout the course, setting the foundation for successful language learning.

## The course consists of:

- **A Students' Book**, which includes attractive and lively material to encourage students' interest in the language through a range of listening, reading, speaking and writing activities.
- **An Activity Book**, which provides a range of stimulating reading and writing activities.
- **A Teacher's Book**, which contains step-by-step, easy-to-follow instructions for each lesson and useful notes on the effective use of teaching aids.
- **A Cassette**, which contains all of the listening activities for the course.